



**AN ANALYSIS ON STUDENTS' ABILITY IN USING TO BE  
AT GRADE VIII MTs SUBULUSSALAM KOTANOPAN**

**A THESIS**

*Submitted to the English Department of State College for Islamic Studies (STAIN)  
Padangsidempuan in Partial Fulfillment of the Requirement  
for the Degree of Islamic Educational Scholar (S.Pd.I)  
in English Program*

By

**MISKAH AZIZAH**  
Reg. No: 07 3400056

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
( STAIN )  
PADANGSIDIMPUAN  
2012**





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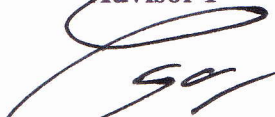
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*Assalamu 'alaikum wr. wb.*

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Miskah Azizah, yang berjudul “**An Analysis On Students’ Ability In Using Tobe At Grade VIII MTs Subulussalam Kotanopan**”, maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan Islam dalam Ilmu Tarbiyah pada Jurusan Tarbiyah STAIN Padangsidimpuan.

Untuk itu dalam waktu tidak beberapa lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

Demikian dan atas perhatian Bapak, kami ucapkan terima kasih.

*Wassalamu 'alaikum wr. wb.*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, researcher would like thank to Allah SWT who has given researcher the cans to finish this thesis. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the dark era to the bright era.

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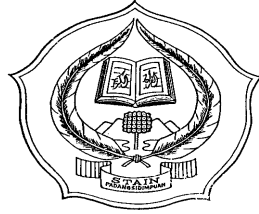
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*Assalamu 'alaikum Wr. Wb.*

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap Skripsi an. **Miskah Azizah** yang berjudul: “ **An Analysis On Students' Ability In Using To Be At Grade Viii Mts Subulussalam Kotanopan** ”.

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Demikian kami sampaikan kepada Bapak atas perhatian dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu 'alaikum Wr. Wb.*

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Subulussalam Kotanopan

## **ABSTRACT**

The aims of research were to know the students' ability in using to be at grade VIII MTs Subulussalam Kotanopan to know students' difficulties in using to be at grade MTs and to know English teacher effort in overcome students difficulties.

In this research, the researcher has taken 27 student as the sorre of the research. This research was qualitative approach by using descriptive method. As for the instrument for collecting the data the research used the interview observation and test. Based on the result of the research, researcher found that the students' ability in using to be at Grade VIII MTs Subulussalam Kotanopan enough (42,96%).

From the result of the researcher found that there were some difficulties that faced by students in learning using to be in sentence they were: they often composed to the determine tenses. So the often undergo in using tenses. When the students make the sentence, the didn't understand difficulties were the English teacher asked the students must be make task every come in class and than the teacher kicked the students randomly. So that all of the students can be write at black board in from of can not different between to be and helping verb, when the students ask about to be the answer with helping verb. The English teacher efforts were asked and gave explanation every time about them. So the students the students can improve their sprite in learning teacher often motivated the students can improve their sprite in learning especially in learning to be in sentence.



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Language is regarded as the most perfect instrument for communication. It can be used for establishing social relationship and conveying information. One language that has taken a great role now days is English. It is used as an international language. It is used in a vast area and attracts, most of the people all of the world learn it.

English is taught in Junior High School in which the purpose is to enable students to use English in daily communication. English is an international language. It is taught as a foreign language in Indonesia. It is made as one of the obliged subject. In English there are four skills. It is has be understood by students, they are listening, speaking, reading and writing. To establish these skills. Structure and Grammar have important role in making sentence. Especially in understanding helping verbs.

Helping verb is a part of structure and grammar, and important to be understood. Learning helping verb needs more exercise, doing the task, home work and also holding the remedial teaching but the phenomenon has that there in reality, the are many students have not understood how to use helping verb, that is to be.

In the fact, according to English teacher in MTs Subulussalam Kotanopan, it has been in the field that still find some of students are unable to make sentence

would by using to be because they are lack about understanding of grammar in learning helping verb. Especially the functions of to be and the uses of to be in sentences.

There are factors cause students do not understand the use of to be such as the lack of explanation, they have less ability in understanding to be. They do not understand about the subject.

Based above on explanation, the writer wanted to concluded a research about **“AN ANALYSIS OF STUDENTS’ ABILITY IN USING TO BE AT GRADE VIII MTS SUBULUSSALAM KOTANOPAN”**.

#### **B. Focus of the Problem**

Based on above background of the problem, the writer focuses. Helping verb was very much in learning English they were to be, to do, to have and modal but the writer focused about to be in doing research. So the researcher was interested her research write the title An Analysis of Students’ Ability in Using to be at Grade VIII MTs subulussalam Kotanopan.

#### **C. Formulation of The Problem**

To make the problem cleared in this research, the writer formulated them as follow:

1. How was the students’ ability in using to be at Grade VIII MTs Subulussalam Kotanopan?

2. What were students' difficulties in using to be at Grade VIII MTs Subulussalam Kotanopan?
3. What were English teacher efforts in overcoming students' difficulties at Grade VIII MTs Subulussalam Kotanopan?

#### **D. Aims of the Research**

The aims of the research:

1. To know the students' ability in using to be at grade VIII MTs Subulussalam Kotanopan.
2. To know students' difficulties in using to be at grade VIII MTs Subulussalam Kotanopan.
3. To know English teacher efforts in overcoming students' difficulties at Grade VIII MTs Subulussalam Kotanopan.

#### **E. Significances of the Research**

The significances of this research are follows:

1. Head master, to encourage English teachers to do learning process in a good way.
2. English teachers, to teach and do learning process using to be use in the best way.
3. Readers and students, to be able to improve their knowledge in learning to be.
4. After researchers, to do further research related to this problems.

## F. Definition of the Key Term

To avoid the vagueness and misunderstanding between the writer and the readers, there the writer key terms as follows:

### 1. Students' Ability

#### a. Student

Student is a person who is studying at a university or collage.<sup>1</sup> In addition, student can be defined as a raw material in transformation process in education.<sup>2</sup> So based on those definitions above, the writer concludes that the student is a person who learn on the grade of elementary, junior and senior high school not only on the formal education institution but also on the informal education.

#### b. Ability is the power to do something physical or mental

Means that we do something consist of physical or mental achievement. It' also can be determined as a skills, expertness or talent.<sup>3</sup> While based on oxford advanced learner's dictionary of current English, ability is a potential or capacity and power to do something physical or

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<sup>1</sup>A.S. Hornby. *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2000), p. 1344.

<sup>2</sup>Rama Yulis dan Samsul Nizar. *Filsafat Pendidikan Islam* (Jakarta: Kalam Mulia, 2010), p. 169.

<sup>3</sup>Victoria Neufelat. David B. Guralmik, *Webstren New World Collage Dictionary* (USA: Mac Millan, 1995), p. 2.



mental, it's also definite as special nature power to do something well or talent.<sup>4</sup>

So, the ability means the power of students MTs Subulussalam Kotanopan in using to be.

Based on above explanation the writer concluded that students' ability is the power to do something physical or mental of a person who is studying at a university or collage.

## 2. to be

To be is being used as a conjunction and the function is as a predicate and to be can changing that depend to the subject.<sup>5</sup> According to M.J. Lado to be is be, is, but in pattern sentence certain often to be not translation and not have mean.<sup>6</sup>

So, the writer concluded that to be is as a predicate and to can be changed depend to the subject.

## 3. MTs Subulussalam Kotanopan

MTs Subulussalam Kotanopan is a state junior high school and it is located in Kotanopan.

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<sup>4</sup>AS Hornby. *Oxford Advanced Learner's Dictionary of Current English* (USA: Oxford University Press, 1987), p. 2.

<sup>5</sup>Dimas Irawan. *English Grammar practice* (Surabaya: Amanah, tt), p. 125.

<sup>6</sup>M.J. Lado. *Complete English grammar* (Jakarta: Titik Terang, 2007), p. 1.

Therefore, based on above statements, the writer concluded that students' ability using to be at MTs Subulussalam Kotanopan is the skill of people who are studying at MTs Subulussalam Kotanopan in using to be.

## **G. Thesis Outline**

The outline of the script included in to five chapters, they are:

The first chapter was an introduction consist of background of the problem, focus of problem, definition of key terms, formulation of the problem, aims of the research, significances of the research, and outline of the thesis.

The background of the problem talked about the reason to choose the title of the research. Focus of the research was mad to specific discussion of the research. Definition of the key terms was used to clarify the terminologies in the problem use to give a general problem of the research. The aims of the research were made to state that the research was useful for researcher and another. The outline of the thesis was the content of the thesis generally.

The second chapter was the theoretical description consist of theoretical review, definition of to be, the use of to be, kinds of to be, the use of to be in sentence and review related findings.

The third chapter was the research methodology that consists kinds of the research, time and place of research, the sources of data, the technique of collecting data, and analysis of data.

Setting of research were the place and schedule. The source of the research were the participant of the data. The technique for collecting the data and instrumentation was the way and instrument to get the data. Techniques of checking trustworthiness were used to reduce the bias of the data and to improve the validity of the collected. The techniques of data analysis were the way to analyze the data collected.

The fourth chapter was the result of the research consists of findings, general findings, the description of an analysis on students, ability in using to be at Grade VIII MTs Subulussalam Kotanopan, the difficulties that faced by students in learning using to be in MTs Subulussalam Kotanopan, discussion.

The fifth chapter was closing that consists of conclusions and suggestions from the researcher.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. The Theoretical Review

##### 1. Definition of to be

To be is being used as a conjunction and the function is as a predicate and to be can changing that depend to the subject.<sup>1</sup> According to M.J. Lado to be is be, is, but in pattern sentence certain often to be not translation and not have mean.<sup>2</sup> In book English grammar to be is are words used to connect between subject and complement in a nominal sentence.<sup>3</sup> In English Grammar to be is be or is, but in Indonesian language at generally to be not translation.<sup>4</sup> According to Greek said To be is the most *protean* of the English language, constantly changing form, sometimes without much of a discernible pattern.<sup>5</sup>

So, the writer concluded to be is are words used to connect between subject and complement in a nominal sentence.

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<sup>1</sup>Dimas Irawan. *English Grammar practice* (Surabaya: Amanah, tt), p. 125.

<sup>2</sup>M.J. Lado. *Complete English grammar* (Jakarta: Titik Terang, 2007), p. 1.

<sup>3</sup>Slamet Riyanto, *A Handbook of English Grammar* (Yogyakarta: Pustaka Pelajar, 2007), p. 1.

<sup>4</sup>John S. Hartanto, dkk. *Accurate, Brief and Clear English Grammar* (Surabaya: Indah Surabaya, 2003), p. 34.

<sup>5</sup>Mac Millan. *Understanding English Grammar* (New York: Publishing Company, 1994), p. 12.

## 2. The use of to be

### a. The use in nominal sentence

Ex: - Jhon **is** a lawyer.

- **I am** very busy this moment

- **We are** here every day

### b. The use in present continuous

Ex: - **I am** preparing my home work

- Father is **working** in the garden

- The children are **watching** television

### c. The use with verb III (past participle) for form passive sentence (passive voice)

Ex: - They **are taught** English by Mr. Smith.

- English **is spoken all over the world.**

- The money **was stolen** last night.

### d. The use imperative sentence.<sup>6</sup>

Ex: - **Be** a good students.

- **Be** careful not to mention this to John!

- Don't be lazy! **Be** diligent!

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<sup>6</sup> M.J. Lado. *Op, Cit.*, p. 2.



In the book English grammar the use of to be as connects between subject and predicated in sentences consist:

a. Adjective

Ex: I am happy.

You are right.

He is handsome.

She is beautiful.

It is wild.

We are healthy.

You are rich.

They are diligent.

b. Noun

Ex: I am a teacher.

You are a physician.

He is a student.

She is a singer.

It is a bag.

We are Dutch.

You are physicists.

They are journalists.

## c. Adverb

Ex: I am in the room.

You are in the class.

He is in the bathroom.

She is in the garden.

It is there on the table.

We are at home.

You are in the park.

They are in the zoo..

## d. Verb

Ex: I am reading a book.

You are studying English.

He is sitting.

She is watching television.

It is eating grass.

We are drinking lemonade.

You are working hard.<sup>7</sup>

In Handbook of English grammar the use of to be are:

1. The use of *am*, *is* and *are*

Ex: We use *am* with *I*.

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<sup>7</sup>John S. Hartanto, dkk. *Op, Cit.*, p. 35.

We use *are* with *you, we, they*, and with all plural subject

We use *is* with *he, she, it*, and all singular subjects

This is the form of the use of to be: am, is, are to be in the present tense form:

I	am .....
We You They	are .....
He She It	is .....

## 2. The use of was and were

Ex: We use *was* with *he, she, it* and all singular subjects

We use *were* with *you, we, they* and all plural subjects

This is the form of the use of to be: was, were in the past tense form.

I He She It	Was .....
We You They	Were .....

Ex: I am a students

Today is Sunday

We are students

Rini is very friendly

Heru was busy last week

Jane and Adam were at the beach last week

The troops are ready to attack

I will be back soo, honey

Her daughter wants to be a doctor

Yenny is being interviewed in room B.5

This program has been broadcasted alive on Trans TV

### 3. Kinds of to be

In learning English to be can be see at learn auxiliary verbs: a verb which helps other verbs to form different tenses is knows as auxiliary verb.

List of auxiliary verbs:

Be and its form: am, is, are, was, were

Have and its forms: have, has, had

Do and its forms: do, does, did, done

Shall, should: will, would

Can, could: may, might

Must, ought, need, dare, used to

#### a. Kinds of Auxiliary Verbs:

##### 1) Primary auxiliaries

Verbs used to form negatives, questions and tenses are known as primary auxiliaries.

Ex: am	was	do	have
Is	were	does	has
Are	been	did	had

## 2) Modal auxiliaries

Verbs used to express various moods and mental attitudes like hope, expectations, possibility and futurity are known as modal auxiliaries.

Ex: can          may          will          shall          must  
       could        might        would        should        need  
       dare        ought to    used to<sup>8</sup>

The sentences that used auxiliary, it can be below:

- a. He can not leave this obligation
- b. You will be in the heaven.<sup>9</sup>
- c. You ought to give alms some of your property
- d. This Ramadhan has not been cold
- e. You must pray now.<sup>10</sup>

But, it is case focused on primary auxiliary (am, is, are, was, were) only. It is suitable with the limitation of the problem in the chapter I of this thesis.

## 4. The Use of to be in sentence:

According to Stannard Allen to be can used for:<sup>11</sup>

- a. Positive sentence

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<sup>8</sup>Jayanthi Dakshina Murthy. *Contemporary English Grammar* (New Delhi: Book Palace, 2003), p. 128.

<sup>9</sup>Otong Setiawan Djuharie. *Functional English Grammar* (Bandung: Yrama Widya, 2008), p. 345.

<sup>10</sup>W. Stannard Allen. *Living English Structure* (Londong: Longman group UK Limited, 1987), p. 155.

<sup>11</sup>*Ibid.*, p. 125-126.

Ex: Lia is beautiful

b. Negative sentence

Ex: He is not handsome

c. Interrogative sentence

Ex: What is him handsome?

d. Negative interrogative sentence

Ex: Doesn't he is handsome?

e. Imperative sentence

Ex: Be careful, please!

According to Slamed Riyanto to be use at sentence: nominal sentence, passive sentence and verbal sentence.<sup>12</sup>

1) Nominal sentence

Nominal sentence is a sentence that its predicate or verb does not express an action, but express name, status, quality, state and place.

Ex: Name: He is Alexander, Laura.

Status: She is a doctor, worker.

Quality: He is diligent, kind.

State: He is happy, sad.

Place: It is in Denpasar, in Brazil.

2) Passive sentence

We can begin a sentence either with the subject or object. This fact decides whether a sentence is active or passive.

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<sup>12</sup>Slamet Riyanto. *Op.Cit.*, p. 2.



In other words, it is possible for us to recognize the active and the passive voice. For example, if a sentence has one of the helping verbs such as am, is, are, was, were, been, being, be and past participles of the verb like eaten, broken, spent, learnt, incanted, discovered, it is passive voice.

Voice: voice is the form of the verb which indicates whether a person or a thing does something or something has been done to a person or a thing.

Kind of voice: there are two kinds of voice, namely:

a) Active voice

When a verb form shows that the subject has done something, it is known as active voice.

Ex: Husin wrote a letter

b) Passive voice

When a verb form shows that something has been done to the subject.

It is known as passive voice.

Ex: A letter was written by Husin.

Note: we can turn active voice in passive voice by using some guidelines. It is not much difficult for us to change the voice of the verb.<sup>13</sup>

The use passive voice

The verb construction called the passive voice is not used as much in English as it is in some other languages. It is sometimes used

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<sup>13</sup>Jayanthi Dakshina Murthy. *Op, Cit.*, p. 286.

by a writer simply to vary the style of his sentence patterns, but that use is not important to students who are striving mainly for clarity. The active voice patterns, those in which the subject is the performer, are by far more common in English both in speaking and in writing. There are, however, specific situations in which the passive voice is used. They are the following.

- a. When we don't know who performed the action
  - (1) Husin slide rule was made in Germany
  - (2) The second-hand book that he bought had been written in
- b. When it is preferable not to mention the performer
  - (1) Miss Liu was given some bad advice when she first arrived here
  - (2) She was told that her English was satisfactory for university work
- c. When we wish to emphasize the receiver rather than the performer
  - (1) Husin was assigned a project
  - (2) Another fellow had been assigned the same project
  - (3) The mistake was discovered
- d. In situations of social and historical significance, when the work resulting from the action is as well or better known than the performer, as in the case of famous music, writing, paintings, and inventions.

- (1) Romeo and Juliet was written by Shakespeare
- (2) The Moonlight Sonata was composed by Beethoven
- (3) The Mona Lisa was painted by Da Vinci
- (4) The electric light bulb was invented by Edison<sup>14</sup>

### 3) Verbal Sentence

To be the use just at sentence present continuous tense and past continuous tense

#### a) Present continuous tense

Present continuous tense is when a tense is used to show what is really happening now is known as the present continuous tense.<sup>15</sup>

The use of present continuous tense

#### (1) To express real present

Ex: I *am* sitting on a bench

The child *is* sleeping soundly

#### (2) To denote action taking place over a longer period of time.

Ex: I *am* leaning English these days.

I *am* running a shop.

They *are* working in a bank.

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<sup>14</sup>Murni Djamal, dkk. *Improving Reading Skill in English* (Jakarta: Darul Ulum Press, 2001), p. 32-33.

<sup>15</sup>Jayanthi Dakshina Murthy. *Op.Cit.*, p. 125.

b) Past continuous tense

The past continuous (progressive) tense is formed by using the past tense of the verb be (was, were) and the present participle (the-ing form) of the main verb. Was is used for singular subjects, and were is used for plural subjects.<sup>16</sup>

The use of pas continuous tense:

(1) For an action going on at sometime in the past

Ex: I *was* sleeping in the afternoon.

My uncle came when I *was* reading the novel.

(2) For a persistent habit in the past

Ex: He was always talking about his greatness.

She was always telling us about her husband.

## 5. Difficulties in Learning

Learning difficulties is a shortage that is not outwardly visible inability to learn can not be recognized in a different physical form with people who do not have problems learning different difficulties are not always caused by a low intelligence factors outside intelligence.<sup>17</sup> The high-IQ does not necessarily guarantee the success of learning. This it can be said that learning difficulties and learning process is a condition characterized certain obstacles in achieving learning outcomes.

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<sup>16</sup>Soemarto and Suhardjito. *English Structure in Context I* (Depdiknas, 1994), p. 48.

<sup>17</sup>Muhibbin Syah. *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2008), p. 182.

a. Causes learning difficulties

Problem of this learning difficulty. It is caused by various factors to provide an aid to children who have learning difficulties, the teacher must know in advancing what factors are the cause of the problem of learning difficulties.

Factors that cause learning difficulties can be classified into two categories, namely internal and external.<sup>18</sup>

1) Internal factors (factors from within the child it self) that includes:

a) Physiology factors

Physiological factors are the physical factors of the students themselves. A child who is sick, of course, will experience physical weakness, so the process of receiving lessons, understand the lessons to be in perfect.

b) Psychological factors

Psychological factors are the various things pertaining to the various behaviors that are needed in the study. Psychological factors that IQ can be the cause of the problem of learning difficulties is a talent, interest, motivation, mental health conditions of children and also the type of children in learning.

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<sup>18</sup> *Ibid.*, p. 182-184.

2) External factor (factor outside the child) include:

a) Social factor

Social factor have effect to learners. Children who do not receive adequate attention would have been different with children who are getting enough attention or children who are given too much attention. It has relationship with the child's parents, weather harmonious or meet rarely or even separated so it influences to the child's study habits.

b) Factors of non-social

Factors of non-social can be the cause of the problem of learning difficulties is the factor of teachers in schools, then the tools of learning, where learning conditions, as well as the curriculum.

## **B. Review of Related Findings**

There are some related findings that discuss about using to be: the first, research done by Anni Mardiyah which title "the students' mastery of simple present tense. In which the result that the percentage of the students' mastery of simple present tense to the Grade VIII students' of Madrasah Tsanawiyah Negeri 1 Gunung Tuleh Pasaman Barat can be categorized into enough category.<sup>19</sup>

The second, research done by Mahleni Hasibuan which title "An Analysis on the Students' Ability in Mastering Basic Tenses to the Grade VIII students

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<sup>19</sup>Anni Mardiyah. *The Students' Mastery of Simple Present Tense to the Grade VIII Students' of Madrasah Tsanawiyah Negeri 1 Gunung Tuleh Pasaman Barat*, p. 52.

MTs Negeri Padang bolak in 2008/ 2009 Academic Year” in which the result that the percentage of the students’ ability in mastering basic tenses to the Grade VIII students MTs Negeri Padang Bolak in 2008/ 2009 can be categorized into average category.<sup>20</sup>

Next, research done by Ismail Ginting which title “The Correlation between tenses Mastery and the Students Ability in Using Conditional (A Study of the Grade XI Students of Madrasah Aliyah Al-Mukhlisin Lumut)”. The result was the ability of students in mastering tenses can be categorized into poor category.<sup>21</sup>

Based on the related findings above, the researcher wanted to do researcher on “An Analysis on Students’ Ability in Using to be at Grade VIII MTs Subulussalam Kotanopan”.

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<sup>20</sup>Mahleni Hasibuan. *An Analysis on the Students’ Ability in Mastering Basic Tenses to the Grade VIII students MTs Negeri Padang bolak in 2008/ 2009*, p. 51.

<sup>21</sup>Ismail Ginting. *“The Correlation between tenses Mastery and the Students Ability in Using Conditional (A Study of the Grade XI Students of Madrasah Aliyah Al-Mukhlisin lumut)*, p. 31.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Kinds of the Research

The method that used in this research was conducted by qualitative research and the type of the research was descriptive method. Qualitative descriptive method is a “method witch describe condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices, or interest some group of people”.<sup>1</sup>

Descriptive method was not just asking some people with some questions and reporting answer, but descriptive method studies should questions and reporting answer, but descriptive method studies should have a set of basic steps, they are identify a topic of problem, select an appropriate sample of participants, collect valid and reliable data, and analyze and report conditions. “On the other words descriptive studies involve a number of unique problems”.<sup>2</sup> Sumadi Suryabrata says “Penelitian deskriptif adalah penelitian yang bermaksud untuk membuat deskripsi mengenai situasi-situasi atau kejadian-kejadian.”<sup>3</sup> One descriptive method is a method which is carried out in order to make the description about situation and condition).

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<sup>1</sup>L.R. Gay. *Educational Research Competencies for Analysis and application* (USA: New Jersey, 2000), p. 276.

<sup>2</sup>*Ibid.*,

<sup>3</sup>Sumadi Subyarata. *Metode Penelitian* (Jakarta: Rajawali, 1983), p. 18.

According to the explanation above, this research tried to describe the students' difficulties in using to be at Grade VIII MTs Subulussalam Kotanopan and to collect the data in this research. So, the researcher has used both field and library approach.

### **B. Schedule and Place of Research**

This research would be done at MTs Subulussalam Kotanopan it was located at Sayurmaincat, Kab. Mandailing Natal. The subject of research was grade VIII student of MTs Subulussalam Kotanopan in 2011 academic year. This research was done at September 2011 to March 2012.

### **C. The Sources of Data**

The sources of data in this research were:

1. Primary sources of data was the grade VIII students at MTs Subulussalam Kotanopan, they were 92 students. They were divided into three classes. This research would be done with using snowball sampling. Riduwan states "Snowball sampling is one of technical that can be used by researcher, it is beginning from little respondents until many respondents. Then, the result of interview which are gotten the same difficulties from each of respondents and researcher can take conclusion from result of interview"<sup>4</sup>
2. Secondary sources of data was the principle and the English teacher of MTs Subulussalam Kotanopan.

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<sup>4</sup>Riduwan. *Belajar Mudah Penelitian* (Bandung: Alfabeta, 2005), p. 64.

#### D. Technique of Collecting Data

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

##### 1. Observation

Observation is a technique of collecting data to gain insights on understanding the natural environments as lived by the participants.<sup>5</sup> This research used observation in order to know how the students' difficult in using to be at grade VIII MTs Subulussalam Kotanopan which has relationship to the process of increasing students' ability in mastering construction using to be include place, facilities, subject of research, event, time and experience.

##### 2. Interview

“Interview is a purposeful interaction usually between two people, focus on one person to get information from the other person.”<sup>6</sup> “This research would use structural interview, the researcher prepared the question an alternative of the answer that would be given to respondents”.<sup>7</sup> Interview was given for the English teacher in MTs Subulussalam Kotanopan. So, when the researcher would do interview, the researcher would ask the English teacher about students' difficulties in using to be.

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<sup>5</sup>Jhon W. Creswell. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga Publications, Inc, 2002), p. 185.

<sup>6</sup>L.R. Gay, *Op. Cit.*, p. 219.

<sup>7</sup>Amirul Hadi and Haryono. *Metodologi Penelitian Pendidikan* (Bandung: Pustaka Setia, 1998), p. 136.

### 3. Test

It is some question about to be in order to get the information about the students' ability in using to be. The researcher gave fifty test to them. (the test is appendix I).

The indicators of the test

Table 1  
The Indicator of the Test

No	Indicator	Items
1	Using to be is	10
2	Using to be am	10
3	Using to be are	10
4	Using to be was	10
5	Using to be were	10
	Total	50

### E. Analysis of Data

After collecting data the writer would analyze the data by using some steps, they are:

#### 1. Editing of data

It was done to arrange the data become a structured sentence systematically.

#### 2. Reduction of the data

It was done two seek the uncompleted data and put beside unnecessary data.

### 3. Tabulating of the data

It was done to account and give the scores to students' answer through the test and takes on the table that consist of alternative answers, frequency and percentage. Those all, to obtain the percentage of the students' answers and on put them on the table by using the formula:

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

Explanation: F = Frequency

N = sum of the samples

P = Percentage.<sup>8</sup>

### 4. Description of the Data

It is done to describe or interpretate data that have been collected systematically.

### 5. Taking Conclusion

It is done to conclude the discussion solidly and briefly.

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<sup>8</sup>Anas Sudijono. *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 1991), p. 40.

## CHAPTER IV

### THE RESULT OF RESEARCH

#### A. Findings

##### 1. General Findings

This research was conducted in MTs Subulussalam Kotanopan which address in Sayurmaincat, Kotanopan Mandailing Natal. MTs Subulussalam built on 1927 with the background was there was the contradiction of Muslims in Sayurmaincat village to anticipate the contradiction, the society take a meeting with the result was built a school (Madrasah).

After a year the school was built, the headmaster moved to Medan. The school was given to Arjun Lubis. Then, on 1942 year the school was closed because world war II arrive to Kotanopan Subulussalam. Then, on 1949, the school returned to open, the school was opened for Islamic Junior High School and Islamic Senior High School till now.

Based on the observation, if it was looked the location of this MTs is very strategic because this school stood in the center of society so the other society get easy to reach it. Generally, this school has some equipments and facilities as follows:

- a. 3 the classrooms
- b. 2 the teacher office
- c. 1 the headmaster office
- d. 2 bath rooms
- e. 1 administration room

In this research the students that made as participants were all of the eight year of students' MTs Subulussalam Kotanopan, the sum of mean were 27 students' they were 7 students were boys and 20 students were girls.<sup>1</sup>

## 2. Specific Finding

### a. The Description of an analysis on Students' Ability in Using to be at Grade VIII MTs Subulussalam Kotanopan.

Based on the result of the given test to respondents, it was known that the score of respondents between 26 up to 78. it means that the highest score was 78 and the lowest score was 26. the description scores of the second year students of MTs Subulussalam Kotanopan in using to be could be seen in these following tables:

Table 2  
Question Number 1 in using to be

No	The Alternative Answer	F	%
1	Was	14	51.86%
2	Am	2	7.40%
3	Are	3	11.2%
4	<b>Is</b>	<b>8</b>	<b>29.62%</b>
Total		27	100%

Based on the above data, it could be known that who chose (is) in the sentence were 8 students (29.62%). Where as the less there were 14 students (51.86%) chose "was", 2 students (7.40%) chose "am". Actually, 3 students (11.12%) chose "are" and the should choose is. So, answer the true is 29.62%.

Table 3  
Question Number 2 in using to be

No	The Alternative Answer	F	%
1	Is	-	-

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<sup>1</sup>Usron Rangkuti. *Principle of MTs Subulussalam Kotanopan, Private Interview, 12 Desember 2011*

2	<b>Am</b>	<b>26</b>	<b>96.30%</b>
3	Are	1	3.70%
4	Were	-	-
Total		27	100%

From the above data, it could be known that ability in using to be to determine the to be (am) of the sentence were 26 students (96.30%) where as the less, no students chose “is”, there was students (3.70%) chose “are”, and no students chose “were”. Actually, the should choose am. So, answer the true is 96.30%.

Table 4

Question Number 3 in using to be

No	The Alternative Answer	F	%
1	Is	7	25.92%
2	<b>Are</b>	<b>11</b>	<b>40.74%</b>
3	Am	4	14.82%
4	Were	5	18.52%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (are) of the sentence were 11 students (40.74%) . where as the lees, there were 7 students (25.92%) chose “is”, 4 students (14.82%) chose “am” and 5 students (18.52%) chose “were”. Actually, the should choose are. So, answer the true is 40.74%.

Table 5

Question Number 4 in using to be

No	The Alternative Answer	F	%
1	<b>Was</b>	<b>19</b>	<b>70.38%</b>
2	Is	3	11.11%
3	Were	3	11.11%
4	Am	2	7.40%
Total		27	100%



From the above data, it could be known that the students ability in using to be to determine the to be (was) of the sentence were 19 students (70.38%) where as the less, the are were 3 students (11.11%) chose “is”, 3 students (11.11%) chose “were”, and 2 students (7.40%) chose “am”. Actually, the should choose was. So, answer the true is 70.38%.

Table 6  
Question Number 5 in using to be

No	The Alternative Answer	F	%
1	Am	17	62.97%
2	<b>Were</b>	<b>5</b>	<b>18.51%</b>
3	Is	4	14.82%
4	Are	1	3.7%
Total		27	100%

From the above data, it could be known that the students’ ability in using to be to determine the to be (were) of the sentence were 5 students (18.51%). Where as the less, there were 17 students (62.97%) chose “am”, 4 students (14.82%) chose “is” and 1 person (3.7%) chose “are”. Actually, the should choose were. So, answer the true is 18.51%.

Table 7  
Question Number 6 in using to

No	The Alternative Answer	F	%
1	Am	14	51.86%
2	<b>Is</b>	<b>4</b>	<b>14.81%</b>
3	Are	4	14.81%
4	Were	5	18.52%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (is) of the sentence were 4 students (14.81%). Where as the less, there were 14 students (18.52%) chose “am”, 4 students (14.81%) chose “are” and 5 students (14.81%) chose “were”. Actually, the should choose is. So, answer the true is 14.81%.

Table 8  
Question Number 7 in using to be

No	The Alternative Answer	F	%
1	Was	1	3.7%
2	<b>Am</b>	<b>2</b>	<b>7.41%</b>
3	Are	20	74.07%
4	Is	4	14.82%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (am) of the sentence were 2 students (7.41%). Where as the less, there were 1 person (3.7%) chose “was”. 20 students (74.07%) chose “are” and 4 students (3.7%) chose “is”. Actually, the should choose am. So, answer the true is 7.41%.

Table 9  
Question Number 8 in using to be

No	The Alternative Answer	F	%
1	Were	6	22.22%
2	Am	1	3.7%
3	<b>Are</b>	<b>18</b>	<b>66.67%</b>
4	Was	2	7.41%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (are) of the sentence were 18 students (66.67%). Where as the less, there were 6 students (22.22%) chose “were”, there were 1 person (3.7%) chose “am” and 2 students (7.41%) chose “was”. Actually, the should choose are. So, answer the true is 66.67%.

Table 10  
Question Number 9 in using to be

No	The Alternative Answer	F	%
1	Am	2	7.41%

2	Is	14	51.85%
3	Are	9	33.33%
4	<b>Was</b>	<b>2</b>	<b>7.41%</b>
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (was) of the sentence were 2 student (7.41%). Where as the less, there were 2 students (7.41%) chose “am”, 14 students (51.85%) chose “is” and there were 9 students (33.33%) chose “are”. Actually, the should choose was. So, answer the true is 7.41%.

Table 11  
Question Number 10 in using to be

No	The Alternative Answer	F	%
1	<b>Were</b>	<b>5</b>	<b>18.52%</b>
2	Is	4	14.82%
3	Am	13	48.14%
4	Are	5	18.52%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (were) of the sentence were 5 students (18.52%). Where as the less, there were 4 students (14.82%) chose “is”, 13 students (48.14%) chose “am” and 5 students (18.52%) chose “are”. Actually, the should choose were. So, answer the true is 18.52%.

Table 12  
Question Number 11 in using to be

No	The Alternative Answer	F	%
1	<b>To</b>	<b>7</b>	<b>25.92%</b>
2	It	6	22.22%
3	Am	3	11.12%
4	Are	11	70.74%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (to) of the sentence were 7 students (25.92%). Where as the less, there were 6 students (22.22%) chose “it”, there were 3 students (11.12%) chose “am” and 11 students (70.74%) chose “are”. Actually, the should choose to. So, answer the true is 25.92%.

Table 13

Question Number 12 in using to be

No	The Alternative Answer	F	%
1	<b>Study</b>	<b>3</b>	<b>11.11%</b>
2	Work	3	11.11%
3	Go	12	44.45%
4	Help	9	33.33%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (study) of the sentence were 3 students (11.11%). Where as the less, there were 3 students (11.11%) chose “work”, 12 students (44.45%) chose “go”, and 9 students (33.33%) chose “help”. Actually, the should choose study. So, answer the true is 11.11%.

Table 14

Question Number 13 in using to be

No	The Alternative Answer	F	%
1	Is	15	55.56%
2	<b>Am</b>	<b>7</b>	<b>25.92%</b>
3	Was	3	11.11%
4	Are	2	7.41%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (am) of the sentence were 7 student (25.92%). Where as the less, there

were is 15 students (55.56%) chose “is”, 3 students (11.11%) chose “was”, and 2 students (7.41%) chose “are”. Actually, the should choose am. So, answer the true is 25.92%.

Table 15  
Question Number 14 in using to be

No	The Alternative Answer	F	%
1	Am	3	11.11%
2	Is	3	11.11%
3	<b>Are</b>	<b>16</b>	<b>59.26%</b>
4	Was	5	18.52%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (are) of the sentence were 16 students (59.26%). Where as the less, there were 3 students (11.11%) chose “am”, 3 students (11.11%) chose “is”, and 5 students (18.52%) chose “was”. Actually, the should choose are. So, answer the true is 59.26%.

Table 16  
Question Number 15 in using to be

No	The Alternative Answer	F	%
1	Is	6	22.22%
2	Am	4	14.82%
3	Are	3	11.11%
4	<b>Was</b>	<b>14</b>	<b>51.85%</b>
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (was) of the sentence were 14 students (51.85%). Where as the less, there were 6 students (22.22%) chose “is”, 4 students (14.82%) chose “am”, and 3 students (11.11%) chose “are”. Actually, the should choose was. So, answer the true is 51.85%.

Table 17  
Question Number 16 in using to be

No	The Alternative Answer	F	%
1	<b>Were</b>	<b>3</b>	<b>11.11%</b>
2	Am	2	7.41%
3	Are	2	7.41%
4	Was	20	74.07%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (were) of the sentence were 3 students (11.11%). Where as the less, there were 2 students (7.41%) chose “am”, 2 students (7.41%) chose “are”, and 20 students (74.07%) chose “was”. Actually, the should choose were. So, answer the true is 11.11%.

Table 18

Question Number 17 in using to be

No	The Alternative Answer	F	%
1	Am	20	74.08%
2	<b>Is</b>	<b>3</b>	<b>11.11%</b>
3	Were	1	3.7%
4	Are	3	11.11%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (is) of the sentence were 3 students (11.11%). Where as the less, there were 20 students (74.08%) chose “am” 1 person (3.7%) chose “were” and 3 students (11.11%) chose “are”. Actually, the should choose is. So, answer the true is 11.11%.

Table 19

Question Number 18 in using to be

No	The Alternative Answer	F	%
1	Was	5	18.52%
2	Were	4	14.82%
3	<b>Am</b>	<b>7</b>	<b>25.92%</b>
4	Is	11	40.74%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (am) of the sentence were 7 students (25.92%). Where as the less, there were 5 students (18.52%) chose “was”, 4 students (14.82%) chose “were” and 11 students (40.74%) chose “is”. Actually, the should choose am. So, answer the true is 25.92%.

Table 20  
Question Number 19 in using to be

No	The Alternative Answer	F	%
1	Is	3	11.11%
2	Am	1	3.7%
3	Was	8	29.63%
4	<b>Are</b>	<b>15</b>	<b>55.56%</b>
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (are) of the sentence were 15 students (55.56%). Where as the less, there were 3 students (11.11%) chose “is” 1 person (3.7%) chose “am” and 8 students (29.63%) chose “was”. Actually, the should choose are. So, answer the true is 55.56%.

Table 21  
Question Number 20 in using to be

No	The Alternative Answer	F	%
1	<b>Was</b>	<b>13</b>	<b>48.14%</b>
2	Were	6	22.22%
3	Is	5	18.52%
4	Am	3	11.12%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (was) of the sentence were 13 students (48.14%). Where as the less, there

were 6 students (22.22%) choose “were”, 5 students (18.52%) chose “is” and 3 students (11.12%) chose “am”. Actually, the should choose was. So, answer the true is 48.14%.

Table 22  
Question Number 21 in using to be

No	The Alternative Answer	F	%
1	Was	16	59.26%
2	<b>Were</b>	<b>8</b>	<b>29.63%</b>
3	Are	2	7.41%
4	Is	1	3.7%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (were) of the sentence were 8 students (29.63%). Where as the less, there were 16 students (59.26%) choose “was”, 2 students (7.41%) choose “are” and 1 person (3.7%) choose “is”. Actually, the should choose were. So, answer the true is 29.63%.

Table 23  
Question Number 22 in using to be

No	The Alternative Answer	F	%
1	Am	12	44.45%
2	Are	4	14.82%
3	<b>Is</b>	<b>9</b>	<b>33.33%</b>
4	Were	2	7.40%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (is) of the sentence were 9 students (33.33%). Where as the less, there were 12 students (44.45%) choose “am”, 4 students (14.82%) choose “are” and 2 students (7.41%) choose “were”. Actually, the should choose is. So, answer the true is 33.33%.

Table 24  
Question Number 23 in using to be

No	The Alternative Answer	F	%
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1	Is	11	40.74%
2	Are	5	18.52%
3	Was	4	14.82%
4	<b>Am</b>	<b>7</b>	<b>25.92%</b>
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (am) of the sentence were 7 students (25.92%). Where as the less, there were 11 students (40.74%) choose “is”, 5 students (18.52%) choose “are” and 4 students (14.82%) choose “was”. Actually, the should choose am. So, answer the true is 25.92%.

Table 25

Question Number 24 in using to be

No	The Alternative Answer	F	%
1	<b>Are</b>	<b>20</b>	<b>74.07%</b>
2	Is	7	25.93%
3	Was	-	-
4	Were	-	-
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (are) of the sentence were 20 students (74.07%). Where as the less, there were 7 students (25.93%) choose “is”, no students choose “was” and “were”. Actually, the should choose are. So, answer the true is 74.07%.

Table 26

Question Number 25 in using to be

No	The Alternative Answer	F	%
1	Are	8	29.62%
2	<b>Was</b>	<b>3</b>	<b>11.11%</b>
3	Were	4	14.82%
4	Am	12	44.45%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (was) of the sentence were 3 students (11.11%). Where as the less, there were 8 students (29.62%) choose “are”, 4 students (14.82%) choose “were” and 12 students (44.45%) choose “am”. Actually, the should choose was. So, answer the true is 11.11%.

Table 27  
Question Number 26 in using to be

No	The Alternative Answer	F	%
1	Was	10	37.03%
2	Am	4	14.82%
3	<b>Were</b>	<b>11</b>	<b>40.74%</b>
4	Is	3	11.11%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (were) of the sentence were 11 students (40.74%). Where as the less, there were 10 students (37.03%) choose “was”, 4 students (14.82%) choose “am” and 3 students (11.11%) choose “is”. Actually, the should choose were. So, answer the true is 40.74%.

Table 28  
Question Number 27 in using to be

No	The Alternative Answer	F	%
1	Am	2	7.40%
2	Are	3	11.11%
3	Were	3	11.11%
4	<b>Is</b>	<b>19</b>	<b>70.38%</b>
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (is) of the sentence were 19 students (70.38%). Where as the less, there

were 2 students (7.40%) choose “am”, 3 students (11.11%) choose “are” and 3 students (11.11%) choose “were”. Actually, the should choose is. So, answer the true is 70.38%.

Table 29  
Question Number 28 in using to be

No	The Alternative Answer	F	%
1	<b>Am</b>	<b>13</b>	<b>48.14%</b>
2	Is	4	14.82%
3	Was	5	18.52%
4	Are	5	18.52%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (am) of the sentence were 13 students (48.14%). Where as the less, there were 4 students (14.82%) choose “is”, 5 students (18.52%) choose “was” and 5 students (18.52%) choose “are”. Actually, the should choose am. So, answer the true is 48.14%.

Table 30  
Question Number 29 in using to be

No	The Alternative Answer	F	%
1	Is	19	70.37%
2	<b>Are</b>	<b>3</b>	<b>11.11%</b>
3	Am	3	11.11%
4	Was	2	7.41%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (are) of the sentence were 3 students (11.11%). Where as the less, there were 19 students (70.37%) choose “is”, 3 students (11.11%) choose “am” and 2 students (7.41%) choose “was”. Actually, the should choose are. So, answer the true is 11.11%.

Table 31  
Question Number 30 in using to be

No	The Alternative Answer	F	%
1	Am	2	7.41%
2	Are	2	7.41%
3	<b>Was</b>	<b>20</b>	<b>74.07%</b>
4	Is	3	11.11%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (was) of the sentence were 20 students (74.07%). Where as the less, there were 2 students (7.41%) choose “am”, 2 students (7.41%) choose “are” and 3 students (11.11%) choose “is”. Actually, the should choose was. So, answer the true is 74.07%.

Table 32

Question Number 31 in using to be

No	The Alternative Answer	F	%
1	Was	2	7.40%
2	Are	3	11.11%
3	Is	4	14.82%
4	<b>Were</b>	<b>18</b>	<b>66.67%</b>
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (were) of the sentence were 18 students (66.67%). Where as the less, there were 2 students (7.40%) choose “was”, 3 students (11.11%) choose “are” and 4 students (14.82%) choose “is”. Actually, the should choose were. So, answer the true is 60.67%.

Table 33

Question Number 32 in using to be

No	The Alternative Answer	F	%
1	<b>Is</b>	<b>5</b>	<b>18.52%</b>
2	Am	13	48.14%
3	Are	4	14.82%

4	Was	5	18.52%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (is) of the sentence were 5 students (18.52%). Where as the less, there were 13 students (48.14%) choose “am”, 4 students (14,82%) choose “are” and 5 students (18.52%) choose “was”. Actually, the should choose is. So, answer the true is 18.52%.

Table 34

Question Number 33 in using to be

No	The Alternative Answer	F	%
1	Are	6	22.92%
2	<b>Am</b>	<b>7</b>	<b>25.92%</b>
3	Is	3	11.12%
4	Was	11	70.74%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (am) of the sentence were 7 students (25.92%). Where as the less, there were 6 students (22.92%) choose “are”, 3 students (11.12%) choose “is” and 11 students (70.74%) choose “was”. Actually, the should choose am. So, answer the true is 25.92%.

Table 35

Question Number 34 in using to be

No	The Alternative Answer	F	%
1	Am	3	11.11%
2	Was	4	14.82%
3	<b>Are</b>	<b>12</b>	<b>44.45%</b>
4	Is	8	29.62%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (are) of the sentence were 12 students (44.45%). Where as the less, there

were 3 students (11.11%) choose “am”, 4 students (14.82%) choose “was” and 8 students (29.62%) choose “is”. Actually, the should choose are. So, answer the true is 44.45%.

Table 36  
Question Number 35 in using to be

No	The Alternative Answer	F	%
1	Were	14	51.85%
2	Am	3	11.11%
3	Is	4	14.82%
4	<b>Was</b>	<b>6</b>	<b>22.22%</b>
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (was) of the sentence were 6 students (22.22%). Where as the less, there were 14 students (51.85%) choose “were”, 3 students (11.11%) choose “am” and 4 students (14.82%) choose “was”. Actually, the should choose am. So, answer the true is 22.22%.

Table 37  
Question Number 36 in using to be

No	The Alternative Answer	F	%
1	<b>Were</b>	<b>11</b>	<b>40.74%</b>
2	Am	5	18.52%
3	Is	4	14.82%
4	Was	7	25.92%
Total		27	100%

The matrix thick as the answer the true.

From the above data, it could be known that the students ability in using to be to determine the to be (were) of the sentence were 11 students (40.74%). Where as the less, there were 5 students (18.52%) choose “am”, 4 students (14.82%) choose “is” and 7 students (25.92%) choose “was”. Actually, the should choose were. So, answer the true is 40.74%.

Table 38  
Question Number 37 in using to be

No	The Alternative Answer	F	%
1	Am	3	11.11%
2	<b>Is</b>	<b>15</b>	<b>55.56%</b>
3	Were	8	29.63%
4	Are	1	3.7%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (is) of the sentence were 15 students (55.56%). Where as the less, there were 3 students (11.11%) choose “am”, 8 students (29.63%) choose “were” and 1 person (3.7%) choose “are”. Actually, the should choose is. So, answer the true is 55.56%.

Table 39

Question Number 38 in using to be

No	The Alternative Answer	F	%
1	Is	13	48.14%
2	Are	3	11.12%
3	<b>Am</b>	<b>6</b>	<b>22.22%</b>
4	Was	5	18.52%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (am) of the sentence were 6 students (22.22%). Where as the less, there were 13 students (48.14%) choose “is”, 3 students (11.12%) choose “are” and 5 students (18.52%) choose “was”. Actually, the should choose am. So, answer the true is 22.22%.

Table 40

Question Number 39 in using to be

No	The Alternative Answer	F	%
1	Is	7	25.92%
2	Am	4	14.82%
3	Was	5	18.52%
4	<b>Are</b>	<b>11</b>	<b>40.74%</b>

Total	27	100%
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From the above data, it could be known that the students ability in using to be to determine the to be (are) of the sentence were 11 students (40.74%). Where as the less, there were 7 students (25.92%) choose “is”, 4 students (14.82%) choose “am” and 5 students (18.52%) choose “was”. Actually, the should choose are. So, answer the true is 40.74%.

Table 41  
Question Number 40 in using to be

No	The Alternative Answer	F	%
1	<b>Was</b>	<b>16</b>	<b>59.26%</b>
2	Am	8	29.63%
3	Is	1	3.7%
4	Are	2	7.41%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (was) of the sentence were 16 students (59.26%). Where as the less, there were 8 students (29.63%) choose “am”, 1 person (3.7%) choose “is” and 2 students (7.41%) choose “are”. Actually, the should choose was. So, answer the true is 59.26%.

Table 42  
Question Number 41 in using to be

No	The Alternative Answer	F	%
1	Is	4	14,82%
2	<b>Were</b>	<b>20</b>	<b>74,08%</b>
3	Am	1	3,7%
4	Was	2	7,40%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (were) of the sentence were 20 students (74.08%). Where as the less,



there were 4 students (14.82%) choose “is”, 1 person (3.7%) choose “am” and 2 students (7.40%) choose “was”. Actually, the should choose were. So, answer the true is 74.08%.

Table 43  
Question Number 42 in using to be

No	The Alternative Answer	F	%
1	Are	9	33.33%
2	Was	2	7.41%
3	<b>Is</b>	<b>14</b>	<b>51.41%</b>
4	Am	2	7.41%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (is) of the sentence were 14 students (51.41%). Where as the less, there were 9 students (33.33%) choose “are”, 2 students (7.41%) choose “was” and 2 students (7.41%) choose “am”. Actually, the should choose is. So, answer the true is 51.41%.

Table 44  
Question Number 43 in using to be

No	The Alternative Answer	F	%
1	Is	6	22.22%
2	Are	4	14.82%
3	Was	4	14.82%
4	<b>Am</b>	<b>13</b>	<b>48.14%</b>
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (am) of the sentence were 13 students (48.14%). Where as the less, there were 6 students (22.22%) choose “is”, 4 students (14.82%) choose “are” and 4 students (14.82%) choose “was”. Actually, the should choose am. So, answer the true is 48.14%.

Table 45  
Question Number 44 in using to be

No	The Alternative Answer	F	%
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1	<b>Are</b>	<b>18</b>	<b>66.67%</b>
2	Is	3	11.11%
3	Am	4	14.82%
4	Were	2	7.40%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (are) of the sentence were 18 students (66.67%). Where as the less, there were 3 students (11.11%) choose “is”, 4 students (14.82%) choose “am” and 2 students (7.40%) choose “were”. Actually, the should choose are. So, answer the true is 66.67%.

Table 46

Question Number 45 in using to be

No	The Alternative Answer	F	%
1	Were	5	18.52%
2	<b>Was</b>	<b>11</b>	<b>40.72%</b>
3	Am	4	14.82%
4	Are	7	25.92%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (was) of the sentence were 11 students (40.72%). Where as the less, there were 5 students (18.52%) choose “were”, 4 students (14.82%) choose “am” and 7 students (25.92%) choose “are”. Actually, the should choose was. So, answer the true is 40.72%.

Table 47

Question Number 46 in using to be

No	The Alternative Answer	F	%
1	Is	6	22.22%
2	<b>Were</b>	<b>13</b>	<b>48.14%</b>
3	Am	4	14.82%
4	Was	4	14.82%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (were) of the sentence were 13 students (48.14%). Where as the less, there were 6 students (22.22%) choose “is”, 4 students (14,82%) choose “am” and 4 students (14.82%) choose “was”. Actually, the should choose were. So, answer the true is 48.14%.

Table 48

Question Number 47 in using to be

No	The Alternative Answer	F	%
1	Are	2	7.40%
2	Was	4	14.82%
3	<b>Is</b>	<b>18</b>	<b>66.67%</b>
4	Am	3	11.11%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (is) of the sentence were 18 students (66.67%). Where as the less, there were 2 students (7.41%) choose “are”, 4 students (14.82%) choose “was” and 3 students (11.11%) choose “am”. Actually, the should choose is. So, answer the true is 66.67%.

Table 49

Question Number 48 in using to be

No	The Alternative Answer	F	%
1	Is	5	18.53%
2	Was	3	11.11%
3	Are	3	11.11%
4	<b>Am</b>	<b>16</b>	<b>59.25%</b>
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (am) of the sentence were 16 students (59.25%). Where as the less, there were 5 students (18.53%) choose “is”, 3 students (11.11%) choose “was” and 3 students (11.11%) choose “are”. Actually, the should choose am. So, answer the true is 59.25%.

Table 50

Question Number 49 in using to be

No	The Alternative Answer	F	%
1	<b>Are</b>	<b>20</b>	<b>74,07%</b>
2	Was	2	7,41%
3	Am	2	7,41%
4	Is	3	11,11%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (are) of the sentence were 20 students (74.07%). Where as the less, there were 2 students (7.41%) choose “was”, 2 students (7.41%) choose “am” and 3 students (11.11%) choose “is”. Actually, the should choose are. So, answer the true is 74.07%.

Table 51

Question Number 50 in using to be

No	The Alternative Answer	F	%
1	Is	4	14.82%
2	<b>Was</b>	<b>8</b>	<b>29.62%</b>
3	Were	12	44.45%
4	Am	3	11.11%
Total		27	100%

From the above data, it could be known that the students ability in using to be to determine the to be (was) of the sentence were 8 students (29.62%). Where as the less, there were 4 students (14.82%) choose “is”, 12 students (44.45%) choose “were” and 3 students (11.11%) choose “were”. Actually, the should choose was. So, answer the true is 29.62%.

Based on the lest result that given to the students, to determine the An Analysis on Students’ Ability in Using to be at Grade VIII MTs Subulussalam Kotanopan can be seen on the criteria below:

Table 52  
Criteria Score Interpretation

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% - 100%	Very high <sup>2</sup>

Based on the calculating score (see appendix IV) an Analysis on Students' Ability in Using to be at Grade VIII MTs Subulussalam Kotanopan can be categorized in to enough category.

**b. The Difficulties that Faced by Students in Learning using to be in MTs Subulussalam Kotanopan**

Based on the result of observation and interview to English teacher, there were some difficulties that usually faced by students in using to be:

1. They often composed to the determine tenses, so they often undergo in using tenses. When they students make the sentence, they didn't understand about the tenses.
2. They did not understand about the meaning of to be. They can not different between to be and helping verb, when the students ask about to be they answer with helping verb.
3. They did not know the place of to be in a sentence because they did not understand about subject. They often say tobe is subject.<sup>3</sup>

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<sup>2</sup>Riduan. *Belajar Mudah Penelitian Untuk Guru Karyawan dan Penelitian Pemula* (Bandung: Alfabata, 2005), p. 89.

<sup>3</sup>Anwar Suleman. S.Pd. *English Teacher in MTs Subulussalam Kotanopan, Private Interview*, 12 Desember 2011.

The methods used by the teacher in teaching using to be in MTs Subulussalam Kotanopan Sayurmaincat Mandailing Natal is talk, have variation and make the task for do so that they understand more clear the using to be.<sup>4</sup> Then, the result of learning process students in using to be learning in the MTs Subulussalam Kotanopan Sayurmaincat Mandailing Natal are the students anymore the understanding using to be because they lack understand about to be.<sup>5</sup>

The media used by the teacher in teaching using to be are text book, English, the books relevant and dictionary.<sup>6</sup> The effort of teacher to make an active condition in learning process are the make class peaceful and ceremony, memorize the vocabulary, question and answer.<sup>7</sup>

### **c. The Teacher's Efforts to Overcome Students' Difficulties in Using to be at Grade VIII MTs Subulussalam Kotanopan**

Based on the result of interview toward English teacher, to anticipate the difficulties of the students in learning to be were the English teacher often repeat the lesson. So the students understood the truly, especially in determining the using to be (*is, am, are, was, were*) in sentence.

To overcome students' difficulties in using to be in sentence, the English teacher asked the students must be make task every come in class and than the teacher kicked the students randomly. So that all of the students can be write at blackboard in front of class.

While, to overcome the students' difficulties about different to be and helping verb, the teacher asked and gave explanation every time about them. So the students understood

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<sup>4</sup> *Ibid.*

<sup>5</sup> *Ibid.*

<sup>6</sup> *Ibid.*

<sup>7</sup> *Ibid.*

truly. The other, the English teacher often motivated the students can improve their sprite in learning especially in learning to be in sentence.

## **B. The Threats of the Research**

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough and also the students did not do the test seriously. So, the researcher took the sets answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the writer. The researcher the helping from the entire advisors, headmaster and English teachers.

## **C. Discussion**

After analyzing the collection data. It was gotten that the Analysis on Students' ability in Using to be at Grade VIII MTs Subulussalam Kotanopan can be categorized in to Low category. It can be known from the calculating score (see open dix IV) that the students ability in using to be at grade VIII was 42.96%. It can be categorized into *low category*. While according to research done by Anni Mardiyah about the students' mastery of simple present tense that the result of her research can be categorized in to enough category. Beside, according to research done by Mahleni about students' ability in into average category. In addition, according to research can be categorized into average category. In addition, according to research done by Ismail Ginting which title about the correlation between tenses

mastery and the students' ability in using conditional that the result of students' ability in mastering tenses can be categorized in to poor category.

In learning using to be, there were some difficulties that face by students, they were they often compose to the determine, so they often undergo in using tenses. When they students make the sentence, they did not understand about the tenses. They did not understand about the meaning of to be and than they can not different between to be and helping verb.

It is supported by Muhibbin Syah that the learning difficulties can be caused by 2 (two) factors, they were: the first, internal factor (factors from the child it self) involve physiology factors such as healthy; and psychological factors such as IQ (intelligence question) the second, external factors (factor outside the child) invoice, social factor such as the relationship with the child's patents; and non social factor such as the tools of learning, and learning condition.



## CHAPTER V

### CONCLUTIONS AND SUGGESTIONS

#### A. The Conclusion

Based on the result of observation, interview and test witch are done by the researcher about An Analysis on Students' Ability in Using to be at grade VIII MTs Subulussalam Kotanopan, the conclusions are:

1. An Analysis on Students' ability in using to be at Grade VIII MTs Subulussalam Kotanopan can be categorized to enough category.
2. The difficulties that faced by student in learning using to be were they:

They often composed to the determine tenses, so they often undergo in using sentences. When they students make the sentence, they didn't understand about the sentences. They did not understand about the meaning of to be. They can not different between to be and helping verb, when the students ask about to be they answer with helping verb. They did not know the place of to be in a sentence because they did not understand about subject. They often say to be is subject.

3. The Teacher's Effort to overcome students' difficulties in using to be at Grade VIII MTs Subulussalam Kotanopan

Based on the result of interview toward English teacher, to anticipate the difficulties of the students in learning to be were the English teacher often

repeat the lesson. So the students understood the truly, especially in determining the using to be (*is, am, are, was, were*) in sentence.

To overcome students' difficulties in using to be in sentence, the English teacher asked the students must be make task every come in class and than the teacher kicked the students randomly. So that all of the students can be write at blackboard in front of class.

While, to overcome the students' difficulties about different to be and helping verb, the teacher asked and gave explanation every time about them. So the students understood truly. The other, the English teacher often motivated the students can improve their sprite in learning especially in learning to be in sentence.

## **B. The Suggestions**

Based on the above conclusions, writer gave some suggestions as follow:

1. Headmaster of MTs Subulussalam Kotanopan, to motivate the English teacher to increase her ability in teaching English
2. The English teacher, to motivate the students to improve their abilities especially in learning to be, and in teaching must be done by inure feeling, so that the teacher always effort and the students can understand what do say.
3. The readers, to improve their knowledge in learning to be.

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## **CURRICULUM VITAE**

### **A. Identity**

Name : **MISKAH AZIZAH**  
Place and birthday : Sabadolok, November 13<sup>th</sup> 1987  
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### **B. Parents**

Father : H. Marwansyah Lubis  
Mother : Almh. Hj. Masdalifah

### **C. Background of Education**

1. Graduated from Elementary School in SD Negeri No. 144461 Sabadolok/ Singengu Kecamatan Kotanopan in 1999
2. Graduated from Junior High School in SLTP Negeri 8 Kotanopan in 2002
3. Graduated from Boarding High School Mas Mustafawiyah Purba Baru in 2006
4. Student of State College for Islamic Studies Padangsidempuan from 2007

## THE STUDENTS' SCORES IN USING TO BE TEST

No	Inisial Name	TOTAL TASK																																																	SCORE				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49		50			
1	RAN	2	2	2	2	2	2	2	2	2	0	0	0	0	2	2	0	0	2	2	2	0	2	2	2	2	0	2	2	2	2	2	0	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	78
2	PAR	0	2	0	0	2	0	0	0	0	0	2	2	0	2	0	0	0	2	2	0	0	0	0	0	0	2	2	0	2	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	56	
3	RAS	0	2	0	2	2	2	2	2	0	0	0	2	0	0	0	0	0	2	0	0	2	2	0	0	0	0	0	2	2	2	0	0	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0	0	0	52	
4	NUR	0	2	0	0	0	0	0	2	0	0	0	0	0	2	0	0	2	0	0	0	2	2	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	0	0	0	2	2	2	2	2	2	2	2	0	0	0	0	50	
5	MIF	0	2	0	0	0	2	0	2	0	2	2	0	2	0	0	0	0	2	0	0	0	0	0	0	0	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	2	2	0	0	0	0	2	2	2	0	2	48		
6	ROS	0	2	0	2	2	2	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0	2	2	0	0	0	0	0	0	2	2	2	0	0	2	2	0	0	2	2	2	2	2	2	2	2	0	0	2	2	2	2	42	
7	MHD	0	2	0	2	2	2	2	2	0	0	0	2	0	0	0	0	0	2	0	0	2	2	2	2	2	2	0	0	0	0	2	2	2	2	2	2	0	0	0	0	0	0	0	0	0	0	2	0	2	2	2	44		
8	MAI	0	2	0	2	2	2	2	2	0	0	0	2	0	0	0	0	0	2	0	0	0	0	0	0	0	2	2	0	0	2	2	2	2	2	2	0	0	0	0	2	2	2	2	0	0	0	2	2	0	0	0	44		
9	RAH	2	2	2	2	2	2	2	2	2	0	0	2	0	0	0	0	0	2	0	0	2	2	0	0	0	0	0	0	0	2	2	0	0	0	0	2	0	2	0	2	0	0	0	2	2	0	0	0	0	0	0	40		
10	AB	2	2	2	2	2	2	2	2	2	0	0	2	0	0	0	0	0	2	0	0	0	0	0	2	2	2	2	0	0	2	2	0	0	0	0	0	0	0	0	0	0	2	2	2	2	0	0	2	2	2	2	48		
11	HAY	0	2	0	2	2	2	2	2	0	0	0	2	0	0	0	0	0	2	0	0	2	2	0	0	0	0	2	2	2	2	0	0	0	0	2	2	2	2	2	2	2	0	0	0	0	2	2	2	2	2	2	2	48	
12	IB	0	2	0	2	2	2	2	2	0	0	0	2	0	0	0	0	0	2	0	0	0	0	0	2	2	0	0	2	2	0	0	0	0	2	2	2	2	0	0	0	0	2	2	2	2	2	2	0	0	0	0	40		
13	MAH	0	2	0	0	0	0	0	2	0	0	0	0	0	2	0	0	2	0	0	0	0	0	2	2	0	0	2	2	2	2	0	0	0	0	0	0	0	0	2	2	2	2	0	0	2	2	0	0	0	0	36			
14	NET	0	2	2	2	0	0	2	0	2	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	2	2	2	2	0	0	0	0	0	0	0	2	2	2	2	0	0	0	2	2	2	2	2	0	0	0	40		
15	SET	0	2	0	2	2	2	2	2	0	0	0	2	0	0	0	0	0	2	0	0	2	2	0	0	0	0	2	2	0	0	0	0	0	0	0	2	2	2	2	0	0	0	2	0	0	0	0	0	0	0	0	34		
16	WAH	0	2	0	0	2	0	2	2	2	0	0	2	0	0	0	0	0	2	0	0	2	0	2	0	0	0	0	2	2	0	0	0	0	0	2	2	0	0	2	0	0	2	0	2	0	0	0	0	0	0	0	36		
17	KHO	0	2	0	2	2	2	2	2	0	0	0	2	0	0	0	0	0	2	0	0	0	0	0	0	0	2	2	0	0	2	2	2	2	0	0	0	2	2	0	0	2	2	2	2	0	0	0	0	2	2	2	2	44	
18	AI	2	2	0	2	0	0	2	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	2	2	2	2	2	2	0	0	0	0	0	0	0	0	0	2	2	2	2	2	2	0	0	0	0	0	2	2	2	38		
19	SAR	0	2	0	2	2	2	2	2	0	2	2	2	2	2	0	0	2	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	2	2	0	0	2	2	2	2	42		
20	HAP	2	2	0	2	2	0	2	2	0	0	0	2	2	0	0	2	0	0	0	0	2	2	0	0	0	0	2	2	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	2	2	0	0	38		
21	YAN	2	2	0	2	2	0	2	2	2	0	2	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	2	2	0	0	0	2	2	0	0	0	0	34		
22	NAI	0	2	0	2	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2	0	2	2	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	2	2	0	0	0	2	2	2	0	0	2	2	2	2	38		



## Appendix: I

The Questions to know the students ability in using to be  
Please choose the best answer ( *a, b, c, or d* )

1. She . . . . very happy  
a. was                      b. am                      c. are                      d. is
2. I . . . lazy  
a. is                          b. am                      c. are                      d. were
3. You . . . student.  
a. is                          b. are                      c. am                      d. were
4. The train . . . ten minutes late.  
a. was                      b. is                          c. were                      d. am
5. We . . . . watching TV when they arrived  
a. am                          b. were                      c. I                          d. are
6. He . . . a good friend.  
a. am                          b. is                          c. are                      d. were
7. I . . . . a student of SMA  
a. was                      b. am                      c. are                      d. is
8. They . . . my cousins  
a. were                      b. am                      c. are                      d. was
9. The pen . . . bought by him from the shop yesterday  
a. am                          b. is                          c. are                      d. was
10. The books . . . brought by her to my house yesterday  
a. were                      b. is                          c. am                      d. are
11. He . . . . school every morning  
a. were                      b. is                          c. am                      d. are
12. They . . . . go to school every day  
a. was                          b. are                      c. am                      d. is
13. I . . . . a composer  
a. is                          b. am                      c. was                      d. are



14. We . . . . the farmers  
a. am                    b. is                    c. are                    d. was
15. The letter was sent by me to my father last week  
a. is                    b. am                    c. are                    d. was
16. They . . . . visited by us two days ago  
a. were                    b. am                    c. are                    d. was
17. The new house . . . built by my father  
a. am                    b. is                    c. were                    d. are
18. I . . . . the son of Mr. Ali  
a. was                    b. were                    c. am                    d. are
19. You . . . . helped by her to clean your room  
a. is                    b. am                    c. am                    d. is
20. The match . . . . watched by them yesterday  
a. was                    b. were                    c. is                    d. am
21. You . . . . waited by me for two hours  
a. was                    b. were                    c. are                    d. is
22. Rice . . . . eaten by it in my house  
a. am                    b. are                    c. is                    d. were
23. I . . . . reading the magazine now.  
a. is                    b. are                    c. was                    d. am
24. The chicken . . . fed by us in the corral every morning  
a. are                    b. is                    c. was                    d. am
25. I . . . waiting for you at four o'clock yesterday  
a. are                    b. was                    c. is                    d. were
26. When you . . . . waiting me I sent the letter  
a. was                    b. am                    c. were                    d. is
27. Yulia . . . . cooking rice  
a. am                    b. are                    c. were                    d. is
28. I . . . . reading letter now  
a. am                    b. is                    c. was                    d. is

29. They . . . walking to school  
a. is                    b. are                    c. am                    d. was
30. When he met them I . . . listening the radio  
a. am                    b. are                    c. was                    d. is
31. We . . . reading book when mother watched TV  
a. was                    b. are                    c. is                    d. were
32. It . . . time for the telegram to be sent  
a. is                    b. am                    c. are                    d. was
33. I . . . watching you every carefully  
a. are                    b. am                    c. is                    d. was
34. You . . . asked to teach me English  
a. am                    b. was                    c. are                    d. is
35. The girl looked after by them  
a. were                    b. am                    c. is                    d. was
36. The streets . . . thronged with spectators  
a. were                    b. am                    c. is                    d. was
37. She . . . a teacher is my school  
a. am                    b. is                    c. were                    d. are
38. I . . . meeting you again tomorrow  
a. is                    b. are                    c. am                    d. was
39. We . . . busy every day  
a. is                    b. am                    c. was                    d. are
40. He . . . praised by his father  
a. was                    b. am                    c. am                    d. was
41. The streets . . . blown down by the wind  
a. Is                    b. were                    c. am                    d. was
42. The boy . . . climbing the chief  
a. are                    b. was                    c. is                    d. am
43. I . . . reading the magazine now  
a. is                    b. are                    c. was                    d. am

44. Ali and Andy . . . . playing badminton now  
a. are                      b. is                      c. am                      d. were
45. Our house . . . built in 1890  
a. were                      b. was                      c. am                      d. are
46. They . . . attending the meeting yesterday  
a. is                      b. were                      c. am                      d. was
47. My brother . . . . buying a new bicycle now  
a. are                      b. was                      c. is                      d. am
48. I . . . . listening the radio before she come  
a. is                      b. was                      c. are                      d. am
49. They . . . . . drinking the tea now  
a. are                      b. was                      c. am                      d. is
50. He . . . . praised by his father  
a. is                      b. was                      c. were                      d. am

## Appendix: II

### GUIDANCES INTERVIEW

#### A. Interview to English Teacher

1. How is the students' ability in using to be in MTs Subulussalam Kotanopan Sayurmaincat Mandailing Natal?
2. What are students' difficulties in using to be in using to be learning in the MTs Subulussalam Kotanopan Sayurmaincat Mandailing Natal?
3. What are methods used by the teacher in teaching using to be in MTs Subulussalam Kotanopan Sayurmaincat Mandailing Natal?
4. How is the result of learning process students in using to be learning in the MTs Subulussalam Kotanopan Sayurmaincat Mandailing Natal?
5. What are the media used by the teacher in teaching using to be?
6. What is the effort of teacher to make an active condition in learning process?

#### *Pedoman Wawancara*

1. *Bagaimana kemampuan siswa dalam menggunakan to be di MTs Subulussalam Kotanopan Sayurmaincat Mandailing Natal?*
2. *Apa kesulitan siswa dalam menggunakan to be di MTs Subulussalam Kotanopan Sayurmaincat Mandailing Natal?*
3. *Metode apa saja yang digunakan Bapak/ Ibu dalam mengajarkan penggunaan to be di MTs Subulussalam Kotanopan Sayurmaincat Mandailing Natal?*
4. *Bagaimana hasil belajar siswa dalam pembelajaran penggunaan to be?*
5. *Apa media yang digunakan Bapak/ Ibu dalam mengajarkan penggunaan to be?*
6. *Apa usaha Bapak/ Ibu untuk membuat proses pembelajaran yang aktif?*

## Appendix: III

### THE KEY OF QUESTIONS

- |     |          |     |          |
|-----|----------|-----|----------|
| 1.  | <b>D</b> | 26. | <b>C</b> |
| 2.  | <b>B</b> | 27. | <b>D</b> |
| 3.  | <b>B</b> | 28. | <b>A</b> |
| 4.  | <b>A</b> | 29. | <b>B</b> |
| 5.  | <b>B</b> | 30. | <b>C</b> |
| 6.  | <b>B</b> | 31. | <b>D</b> |
| 7.  | <b>B</b> | 32. | <b>A</b> |
| 8.  | <b>C</b> | 33. | <b>A</b> |
| 9.  | <b>D</b> | 34. | <b>B</b> |
| 10. | <b>A</b> | 35. | <b>C</b> |
| 11. | <b>A</b> | 36. | <b>D</b> |
| 12. | <b>A</b> | 37. | <b>A</b> |
| 13. | <b>B</b> | 38. | <b>B</b> |
| 14. | <b>C</b> | 39. | <b>C</b> |
| 15. | <b>D</b> | 40. | <b>D</b> |
| 16. | <b>A</b> | 41. | <b>A</b> |
| 17. | <b>B</b> | 42. | <b>B</b> |
| 18. | <b>C</b> | 43. | <b>C</b> |
| 19. | <b>D</b> | 44. | <b>D</b> |
| 20. | <b>A</b> | 45. | <b>A</b> |
| 21. | <b>B</b> | 46. | <b>B</b> |
| 22. | <b>C</b> | 47. | <b>C</b> |
| 23. | <b>D</b> | 48. | <b>D</b> |
| 24. | <b>A</b> | 49. | <b>A</b> |
| 25. | <b>B</b> | 50. | <b>B</b> |



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Hal:Pembimbing Skripsi

Kepada  
Yth:1.Dr.Erawadi M.Ag  
2. Zainuddin,S.S.,M.Hum  
di-  
Padangsidimpuan

*Assalamu'alaikum Wr.Wb*

Dengan Hormat,disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut:

Nama/NIM : MISKAH AZIZAH /07 3400 0056  
Jurusan/Prog.Studi : Tarbiyah/TBI-2  
Judul Skripsi : AN ANALYSIS OF STUDENTS' ABILITY IN USING  
TO BE AT GRADE VIII MTS SUBULUSSALAM  
KOTANOPAN

Seiring dengan hal tersebut,kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan,atas kesediaan dan kerja sama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

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Padangsidimpuan, 7 Desember 2011

Nomor :Sti.14/I.B4/PP.00.9/ 1174/2011  
Lamp. : -  
Hal : **Mohon Bantuan Informasi**  
**Penyelesaian Skripsi.**

Kepada Yth,  
Kepala MTs Babulussalam  
Kota Nopan  
di-

Tempat

Assalamu'alaikum Wr.Wb.


Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama : Miskah Azizah  
Nomor induk mahasiswa : 07 340 0056  
Jurusan/prog.Studi : Tarbiyah/TBI-2  
Alamat : Jambur Kacang Kota Nopan

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "An Analysis of Students' Ability in Using Tobe at Grade VIII MTs Babulussalam Kota Nopan".

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Ketua  
Pembantu Ketua I  
  
Drs. H. Irwan Saleh Dalimunthe, MA  
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# PONDOK PESANTREN SUBULUSSALAM MADRASAH TSANAWIYAH

JL. Sayurimatinggi No. 03 Kec. Kotanopan Kab. Mandailing Natal  
Tepl. (0634) 41227 Kode Pos 22994

## SURAT KETERANGAN

NO: 006 / MTs-YDSS /III/2012

Yang Bertanda Tangan Di Bawah Ini Kepada Tsanawiyah dengan ini menerangkan  
Bahwa:

Nama : MISKAH AZIZAH  
Tempat/Tanggal Lahir : Sabadolok, 13 Nopember 1985  
Mahasiswa : STAIN  
NPM : 07. 340 0056  
Jurusan : Tarbiyah  
Program Studi : Tadris Bahasa Inggris (TBI)

Benar telah melaksanakan penelitian pada Madrasah Tsanawiyah Subulussalam Sayurimatinggi Kecamatan Kabupaten Mandailing Natal mulai Tanggal 9 s/d 23 Desember 2011 dengan judul skripsi:

**AN ANALYSIS ON STUDENTS' ABILITY IN USING " TOBE " AT GRADE VIII  
MTS SUBULUSSALAM KOTANOPAN.**

Demikian Surat Keterangan ini diperbuat agar dapat dipergunakan dengan seperlunya.

Sayurmaincat, 06 Maret 2012

Kepala Madrasah Tsanawiyah

Subulussalam Sayurmaincat

