



**THE STUDENTS' MISTAKES IN PAST TENSE
AT GRADE VIII MTsS MUHAMMADIYAH PARAMAN
AMPALU PASAMAN BARAT**

A THESIS

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

By

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Reg. No: 07 340 0050

ENGLISH EDUCATION STUDY PROGRAM

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



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Assalamu 'alaikum wr.wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Linda Sari, yang berjudul “**The Students’ Mistakes In Past Tense At Grade VIII MTsS Muhammadiyah Paraman Ampalu Pasaman Barat**”, 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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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 in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student's ethic code in article 19 subsections 4 that is about dispossession of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, researcher would like to thank Allah SWT who has given researcher the cancers 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.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thank:

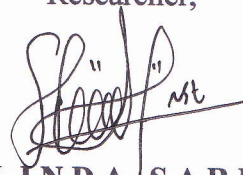
1. Dr. Erawadi, M.Ag., and Zainuddin S.S., M.Hum., as researcher's advisors who had given researcher suggestion, ideas, criticism and guidance in writing this thesis.
2. Dr. H. Ibrahim Siregar, MCL, as a chief of State for Islamic Studies Padangsidempuan
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4. Rayendriani Fahmei Lubis, M.Ag., as a chief of Department English section STAIN Padangsidempuan
5. All lecturers who have given me their valuable through in teaching English for researcher during the process of academic years in TBI STAIN Padangsidempuan.

6. My beloved parent, Suib Nasution and Risda Wati who have given researcher support in moral and material during and after finishing academic year in STAIN Padangsidempuan.
7. My beloved brothers Rio Naldi, Dedi Irawan, Ahmad Rifai, Agus Riadi and My sisters Sri Wahyuni and Widia Putri who have motivated me and support me finish my thesis and for all families who cared me and support me in finishing this thesis.
8. My beloved uncle Anhar, M.A and aunt Nur Azizah, M.A who have motivated me and support me to finish my thesis and who cared me and support me in finishing this thesis.
9. All my friends, Miskah Azizah, Anni Mardiyah, S.Pd.I, Masroanna, Lisma Santi, Irianto Padly, Efrida, S.Pd.I, Salwah, S.Pd.I and Husin Pulungan, S.Pd and all friends I cannot mention them here who have supported and motivated me to finish this thesis.

Last but not least, researcher just wants to say thank you very much for their helping, Allah bless them and STAIN Padangsidempuan.

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**THE STUDENTS' MISTAKES IN PAST TENSE AT GRADE VIII
MTsS MUHAMMADIYAH PARAMAN AMPALU
PASAMAN BARAT**

A THESIS

*Submitted to the English Department of State College for Islamic Studies (STAIN)
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Pendidikan Islam (S.Pd.I)*

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Assalamu ‘alaikum Wr.Wb.

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Untuk itu dalam waktu yang tidak berapa lama kami harapkan saudari tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

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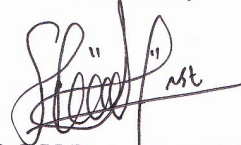
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HALAMAN PERSETUJUAN

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Appendic 3 The students' scores in mistakes in past tense test

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ABSTRACT

The aims of research were to know the students' mistakes in learning past tense, to know causes of students' mistakes in learning past tense, to know teacher efforts overcoming difficulties of the students in learning past tense at grade VIII MTs S Muhammadiyah Paraman Ampalu Pasaman Barat.

This research was done in MTs Muhammadiyah Paraman Ampalu Pasaman Barat. The sources of data were the second years students, the english teacher and head master of Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu Pasaman Barat. The kind of this research instruments of collecting data were observation, interview and test.

After the research was done, it can be known that the students' mistakes in past tense in MTs Muhammadiyah Paraman Ampalu Pasaman Barat were to indicate verb and helping verb. The causes of students' mistakes in learning past tense were: the first the students had poor vocabularies about verb so they felt difficulty when they have been asked to make a sentence in past tense. The second, the students got difficulty in memorizing verb, and not be able to change verb I to verb II and to verb III. The third, the students also felt difficult to determine the using verb when form of the sentence were negative and interrogative sentence. The fourth, the students did not able to different when the verb is used in the tenses. The teacher's efforts in overcoming students' difficulties in past tense at grade VIII MTsS Muhammadiyah Paraman Ampalu were the English teacher often repeated the lesson especially in determining verb and to be in past tense, the English teacher often gave exercise about past tense. English teacher asked the students to is the vocabularies by heart every meeting, the English teacher often motivated the students to improve students' spirit in learning especially in learning past tense.

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ABSTRACT

The aims of research were to know the students' mistakes in learning past tense, to know causes of students' mistakes in learning past tense, to know teacher efforts overcoming difficulties of the students in learning past tense at grade VIII MTs S Muhammadiyah Paraman Ampalu Pasaman Barat.

This research was done in MTs Muhammadiyah Paraman Ampalu Pasaman Barat. The sources of data were the second years students, the english teacher and head master of Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu Pasaman Barat. The kind of this research instruments of collecting data were observation, interview and test.

After the research was done, it can be known that the students' mistakes in past tense in MTs Muhammadiyah Paraman Ampalu Pasaman Barat were to indicate verb and helping verb. The causes of students' mistakes in learning past tense were: the first the students had poor vocabularies about verb so they felt difficulty when they have been asked to make a sentence in past tense. The second, the students got difficulty in memorizing verb, and not be able to change verb I to verb II and to verb III. The third, the students also felt difficult to determine the using verb when form of the sentence were negative and interrogative sentence. The fourth, the students did not able to different when the verb is used in the tenses. The teacher's efforts in overcoming students' difficulties in past tense at grade VIII MTsS Muhammadiyah Paraman Ampalu were the English teacher often repeated the lesson especially in determining verb and to be in past tense, the English teacher often gave exercise about past tense. English teacher asked the students to is the vocabularies by heart every meeting, the English teacher often motivated the students to improve students' spirit in learning especially in learning past tense.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is important, in developing human's history the art, science, laws, economic system and religions. All of them are not existed without language. Language is a system of communication plays the important role in the human life. Through language human can communicate one another to express idea, feeling, thoughts and desires.

According to Henry Guntur Tarigan, language is a system of arbitrary vocal symbols by means of which a social group cooperates.¹

So language is a result of the culture, since language become a part of human's culture it is necessary to maintain and develop it.

English is very important for us, because English is an international in globalization era. We also make good relation with another country, means good communication will make a good relation. Now days, teaching of English takes place every class of junior school, and it takes four hours a week and six hours a week for high school, and until senior high school and up to university level. From this phenomena appear that English very important .

Grammar is the rules in a language for changing the form of words and combining them into sentences.²

¹ Henry Guntur Tarigan, *Psikolinguistik* (Bandung: Angkasa Bandung, 1986), p. 19.

Grammar is primarily concerned with the study of language. It explains to us the difficulties and problems involved in learning a language and it guides us how language is effectively used in our day to day life.

Grammar is one of English subject, it is one of the four skills it can express our ideas, opinion, feeling and others in sentence. So grammar is very important to make sentence good. Besides understanding grammar we should understanding the tenses. There are sixteen like: simple present tense, present continuous tense, presents perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect tense, future perfect continuous tens, past future tense, past future continuous tense, past future perfect tense and the last pas future perfect continuous tense.

The writer see fact student have not been able to make a sentence in English because students find difficulties in tense they do not know how to use tense. When they will make good sentences by using grammar in especially in past tense.

When student want to write their past activities, experience story and retell legends and others, they not able because not understand by using tenses.

² As Homby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995), p. 517.

The writer see fact that student have not been able to make a sentence in English because students find difficulties in tense the do not know how to use tense. When they will make good sentences by using grammar in especially in past tense.

In past tense they are form of time they are simple past tense, past continuous, past perfect tense, past perfect continuous tense. The forms simple past tense it's make verb. II, in past continuous tense using verb *ing*, and in past perfect tense using verb III, and the last past perfect continuous tense using verb *ing*.

In the fact, the first interview according to English teacher MTsS Muhammadiyah Paraman Ampalu it has been indicate in the field that the students still find some of students are unable to make sentence well by using tenses because they are lack another standing of grammar. Especially the functions of tenses and the uses past tense in sentences.

Based on the explanation above, the researcher interest to search about past tense. So the researcher conducted research un title: "THE STUDENTS' MISTAKES IN PAST TENSE AT GRADE VIII MTsS MUHAMMADIYAH PARAMAN AMPALU PASAMAN BARAT".

B. Focus of Problem

Past tense is a part of tenses. In past tense, there are four times. They are simple past tense, past continuous tense, past perfect tense, and the last past

perfect continuous tense in positive, negative, and interrogative sentence. In this research the writer limited only the problem of the research about students' mistakes in past tense in active sentence only at grade VII MTsS Muhammadiyah Paraman Ampalu Pasaman Barat.

C. The Formulation of Problems

Based on the above background of the problem and limitation of the problem the writer stated the formulation problem as follows:

1. What are types of students' mistakes in learning past tense?
2. What are causes of students' mistakes in learning past tense?
3. What are teacher efforts overcoming students' difficulties in past tense at Grade VIII MTsS Muhammadiyah Paraman Ampalu?

D. The Aims of the Research

Based on above formulation of the problem, the writer states the aim of this research as follows :

1. To know types of students' type in mistakes in learning past tense
2. To know causes of students' mistakes in learning past tense
3. To know teacher efforts overcoming the difficulties of the students in learning past tense at Grade VIII MTsS Muhammadiyah Paraman Ampalu

E. The Significances of the Research

The research is hopefully significant for:

1. Headmaster, to encourage English teacher to do the best teaching process.
2. Teacher, to deepen his or her understanding towards teaching past tense.
3. To improve the knowledge in learning past tense for readers especially for the students of MTs Muhammadiyah Paraman Ampalu.
4. The researchers, to further the different and same study.

F. Definition of Key Term

To avoid the vagueness and misunderstanding of the research, the writer stated and clarified the terminologies as follows:

1. Student

According to Rama Yulis stone in his book *Ilmu Pendidikan Islam* that the student is the member of society that try to develop his/ her self throughout education level process and kind of certain education.³ Than according to Hornby states that the student is a person who is studying at school or college.⁴ *Kamus Besar Bahasa Indonesia* states that the student is a learner especially Elementary Grade, Junior and Senior High School level.⁵ Then, like Abudin Nata is opinion states that student is all of the people who learn not only in formal education institution but also in informal education

³ Rama Yulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p. 77.

⁴ Hornby, *Op.cit*, p. 1187.

⁵ Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p.1077.

situation.⁶ So based on above those definitions, the writer concluded that the student is a person who learns in Elementary, Junior and High School level not only in formal education institution but also in informal education.

2. Mistakes

Oxford Advance Learner Dictionary of Current English states that mistakes is “to be wrong or to get a wrong idea”.⁷ The mine is students’ mistakes in past tense at Grade VIII MTsS Muhammadiyah paraman Ampalu Pasaman Barat

3. Past Tense

Oxford Advanced Learner’s Dictionary of Current English states that the past tense is “used to describe actions in the past”.⁸

4. Madrasah Tsanawiyah Swasta Muhammadiyah Paraman Ampalu Pasaman Barat is one of Junior High School in Gunung Tuleh Pasaman Barat.

G. Script Outline

The outline of the script include into five chapters, they are:

The first chapter consists of; background of the problem, focus of problem, formulation of the problem, aim of the research, significance of the research, definition of key term and outline of the script.

The second chapter consist of; the theoretical description involve: definition of past tense, the kinds of past tense, time signal of simple past tense, the

⁶ Abidin Nata, *Pendidikan dalam Prespektif Hadist* (Jakarta: UIN Jakarta Press, 2005), p. 249.

⁷ Hornby, *Op.cit*, p.746.

⁸ *Ibid*, p.847.

formulation of simple past tense, the use of simple past tense, definition of past continuous tense, time signal of past continuous tense, the formulation past continuous tense, the use of past continuous tense, definition of past perfect tense, the formulation past perfect tense, the used past perfect tense, definition of past perfect continuous tense, the used past perfect formulation past perfect continuous tense.

The fourth chapter consist of analysis of discussion and result of the research consist description of the types students' mistakes in past tense, the causes of students' mistakes in learning past tense and the teacher efforts overcoming students' difficulties in past tense.

The fifth chapter consists of conclusions and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Definition of Past Tense

It is stated on *Advanced Learner's Dictionary* by Hornby that past tense is used to describe actions in the past.¹ And than Martin Hewing give addition past tense is used to indicate that something happened at a specific time in the past, we use the past simple we can either say when it happened, using a time adverb, or assume that the hearer already knows when it happened.² While according to Jayanthi Dakshina Murthy that past tense is used to show that an action was completed, it is known as the past tense.³

Based on the definition above, the writer concludes that past tense is used to show that an action was completed.

B. The Kinds of Past Tense

There are four kinds of past tense, they are:

1. Simple past tense

a. Definition of Simple past tense

Simple past tense is one of the in grammar, it is needed to show a time, simple past tense is a tense that show the activities in past time.

¹ Hornby, *Op.cit*, p. 746.

² Martin Hewings, *Advanced Grammar In Use* (England: Cambridge University Press, 2005), p. 6.

³ Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Place, 2003), p. 151.

Betty Schramper Azar in his book fundamentals of English grammar says that, simple past tense is used to talk about activities or situations that began and ended at a particular time in the past.⁴

Where Cliff Stated that the simple past tense is used for a completed action at one specific time in past.⁵ In addition, according to Jayanti Dakshina Murthy that, simple past tense is when a verb is used to show a completed action. Example : He went to Australia yesterday.

b. Time signal of simple past tense

Yesterday	: <i>kemarin</i>
Yesterday morning	: <i>kemarin pagi</i>
Last Monday	: <i>hari senin yang lalu</i>
An hour ago	: <i>sejam yang lalu</i>
Two days ago	: <i>dua hari yang lalu</i>
In 1978	: <i>di tahun 1978</i>
The other day	: <i>beberapa hari yang lalu</i>
Every day last year	: <i>tiap hari tahun yang lalu</i>
Last night	: <i>tadi malam</i>
A few minute ago	: <i>beberapa menit yang lalu</i>
A fortnight ago	: <i>dua minggu lalu</i>

⁴ Betty Schamper Azar, *Fundamentals of English Grammar* (New Jersey: Prentice Hall, 1993), p. 32.

⁵ Clif Toefl, *Test of English as Foreight Language* (New Delhi: Wiley Dream Teach, 2002), p. 59

In 1991 : *pada tahun 1991*

The day before yesterday : *kemarin dulu*.⁶

c. The formulation of simple past tense

1) Active

Active is also called denoting the voice of form of at verb whose subject is the performer or agent of action of the verb or showing action rather than state of being (said of verb like throw and walk).⁷

The formulation :

a) Positive Sentence (Affirmative Sentence)

Affirmative is expressions that indicate assent or agreement.⁸

Table 1

Subject	Verb2	Object/ compliment
I	went	to school
We		
You		
They		
She		
He		
It		

⁶ Betty Schamper Azar, *Op, cit*, p.18.

⁷ Collins, *Cobuild English Grammar* (Cheltenham: Promerade Graphics, 2003), p.250.

⁸ Victoria Newfeldt, *Webster's World College Dictionary 3 nd Edition* (New York: A Simon & Schuster Macmillan Company, 1996), p. 14.

b) Negative

It is containing, expressing or implying a denial or refusal that say “no” or opposite to something regarded as positive specific.⁹ While Victoria said: “Negative is containing, expressing or implying a denial or refusal, that express by say no.”¹⁰

Table 2

Subject	Did	Not	Verb.2	Object/ compliment
I				
We				
You				
They	did	not	went	to school
She				
He				
It				

c) Interrogative Sentence

Interrogative is asking or having the form of a question”.¹¹

So, interrogative sentence is the sentence that asks something or having the form as a question.

⁹ Wrene and Martin, *High School English Grammar and Composition* (NDV: Prasada Rao, 1990), p.82.

¹⁰ Victoria Newfeldt. *Op. cit*, p. 907.

¹¹ *Ibid*, p. 706.

i. Short Answer Question (?)

Table 3

Did	Subject	Not	Verb.1	Object/ compliment
did	I We You They She He It	not	go	to school

The answer, yes, I did

No, I did not.

ii. Long answer question (?)

Table 4

W.H. question	to be	Subject	Verb.2	Object/ compliment
What Where Who Whose Whom How	were	I We You They	seen	by the police
	was	She He It		

The answer Yes, I were see the police

No. I were not seen by the police

d) The use of simple past tense

1) It is used a situation existed over a period of time in the past

Example: He *lived* in Paris during his last years

2) It is used to talk about something that happened in the past

Example: All the streets in this part of Watford *looked* alike

3) It is used to talk about an activity that took place regularly or repeatedly in the past.

Example: We *walked* a great deal in my boyhood.¹²

2. Past continuous tense

a. Definition of past continuous tense

The past continuous tense is used to denote an action going on at some time in the past. The time of the action may or may not be indicated.¹³

According to Jayanthi Dakshina Murthy in his book past continuous is when a tense is used to show that an action was in progress or incomplete in the past.¹⁴

b. Time Signal of past continuous tense

When : *ketika*

While : *selagi*

As : *ketika*

All day yesterday : *sepanjang hari kemarin*

The whole day last Sunday : *sepanjang hari minggu yang lalu*

¹²Collin Cobuild, *English Grammar* (Cheltenham: Promereade Graphics, 2003), p.250.

¹³Wren and Martin, *Op.cit.*, p.82.

¹⁴Jayanthi Dakshina Murthy, *Op.cit.*, p.158.

c. The formulation past continuous tense

1) Active

Active is also called denoting the voice of form at verb shoes subject is the performer or agent of action of the verb or showing action rather than state of being (said of verb like throw and walk).

a) Positive

Table 5

Subject	to be	Verb (<i>ing</i>)	Object/ compliment
I She He It	was	reading book	at night
We You They	were		

b) Negative

Table 6

Subject	to be	Not	Verb(ing)	Object/ compliment
I She He It	was	not	listening	the radio
We You They	were			

c) Interrogative Sentence

i. Short answer question (?)

Table 7

to be	Subject	Not	Verb (ing)	Object/ compliment
was	I She He It	not	reading	magazine
were	We You They			

ii. Long answer question (?)

Table 8

W.H. Question	to be	Subject	Verb(ing)	Object/ compliment
What Where Who Whose Whom How	were	I We You They	watching	TV
	was	She He It		

d) The use of past continuous tense

1) For an action going on at some time in past

Example: We were watching TV yesterday evening

2) For a persistent habit in the past

Example: He was always talking about his greatness

She was always telling us about her husband.

3. Past perfect tense

a. Definition of past perfect tense

The past perfect describes an action complete before a certain moment in the past.¹⁵

b. Time signal of past perfect tense

Before : *sebelum*

After : *setelah*

Until : *hingga*

As soon as : *secepat*

c. The formulation past perfect tense

1) Active

Active is also called denoting the voice of form at verb whose subject is the performer or agent of action of the verb or showing action rather than state of being/ said of verb like throw and walk).

¹⁵ *Ibid*, p.82

a) Positive

Table 9

Subject	Had	Been	Verb.2	Object/ compliment
I She He It We You They	had	been	went	to market

b) Negative

Table 10

Subject	Had	Not	Been	Verb.3	Object/ compliment
I She He It We You They	had	not	been	gone	to school

c) Interrogative sentence

i. Short Answer Question (?)

Table 11

Had	Subject	Been	Verb.3	Object/ compliment
Had	I We You They She He It	been	gone	to school

ii. Long answer question (?)

Table 12

W.H question	tobe	Subject	Verb.3	Object/ compliment
What Where Who Whose Whom How	had	I We You They She He It	gone	to school

d. The used past perfect tense

- 1) The past perfect tense is the past equivalent of the present perfect
- 2) We have already stated that actions viewed in retrospect from a point in the past are expressed by the past perfect tense.¹⁶

And then according to Jayanthi the use of past perfect is to express one of the two past actions which had completed earlier.¹⁷

Example: When we reached the area, the booking counter had been closed

When I went to the airport, the plane had taken off.

4. Past perfect continuous tense

a. Definition of Past perfect continuous tense

The past continuous tense is used to denote an action going on at some time in the past, the time of the action may or may not be indicated.¹⁸ According to Jayanthi Dakshina Murthy in his book that past continuous is when a tense is used to show an action in progress or incomplete.¹⁹ And then Marcella Frank give addition past perfect continuous is required for a Frank give addition past perfect continuous is required for a past action in continuous which is suddenly or unexpectedly

¹⁶ Thomson and Martinet, *A Practical English Grammar* (New York: University Press, 1986), p. 18

¹⁷ Jayanthi Dakshina Murthy, *Op.cit*, p.166.

¹⁸ Wren Martin, *Op.cit*, p. 82.

¹⁹ Jayanthi Dakshina Murthy, *Op.cit*, p.158.

interrupted by another past action, and continuous form emphasizes the duration of one past event that has a possible beginning and ending.²⁰

b. The Formulation past perfect continuous tense

1) Active

Active is also called denoting the voice of form at verb whose subject is the performer or agent of action of the verb or showing action rather than state of being (said of verb like thro and walk).

a) Positive

Table 13

Subject	Had	Been	Verb.1 (ing)	Object/ compliment
I				
She				
He				
It	had	been	cleaning	in clash
We				
You				
They				

²⁰ Marcella Frank, *Modern English* (New Jersey: Prentice Hall, 1972), p. 73.

b) Negative

Table 14

Subject	Had	Not	Been	Verb.1 (ing)	Object/ compliment
I She He It We You They	had	not	been	cleaning	in clash

c) Interrogative sentence

i. Short Answer Question (?)

Table 15

Had	Subject	Been	Verb.1 (ing)	Object/ compliment
had	I She He It We You They	been	cleaning	in clash

ii. Long answer question (?)

Table 16

W.H. Question	be	Subject	Verb.1 (ing)	Object/ compliment
What		I		
Where		She		
Who		He		
Whose	Had	It	cleaning	in clash
Whom		We		
How		You		
		They		

C. Review of Related Finding

There are some related findings that discuss about past tense: the first, research done by Muhamamd Nuh Siregar which title “Analysis on the Students’ Ability in using present perfect and past perfect tense to the grade VIII students of SMP Negeri 1 Batang Angkola in 2008/ 2009 academic year. In which the result that the percentage of the Analysis on the students’ ability in using present perfect and past perfect tense to the grade VIII student of SMP Negeri 1 Batang Angkola in 2008/ 2009 can be categorized in to average category.

The second research done by Fatimah Sari Lubis which title “A Study on the Students Competence in Using Nominal Sentence of the Grade VIII MTs Muhamamdiyah 22 Padangsidempuan in 2008/ 2009 Academic Year”, the result

was the students' competence in using nominal sentence can be categorized into capable category.

Next, 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 addition.

Based on the related finding above, the researcher wanted to do Research on the Students' Mistakes in Past Tense at Grade VIII MTsS Muahammadiyah Paraman Ampalu Pasaman Barat.

CHAPTER III

RESEARCH METHODOLOGY

A. Kinds of the Research

The method of the research conducted by using the descriptive method. The descriptive method is a kind of method used in the research and this research will use a qualitative approach.

Qualitative research is used for investigasiting a variety of educational problems an issue and it is used to the terming and descript the way things.¹

B. Time and Place of Research

This research was conducted in September 2011 that located at MTsS Muhammadiyah Paraman Ampalu in Pasaman Barat.

C. The Sources of Data

This research used 2 sources, of information's, they are: primary sources of the data were: they were the test and observation the secondary sources of data were; interview with the headmaster and the English teacher in MTsS Muhammadiyah Paraman Ampalu, Pasaman Barat.

¹ Gay and Peter Airasian, *Educational Research Competence for Analysis and Application* (USA: Prentice Hall, 2000), p. 202.

D. The Technique of Collecting Data

The instruments of collecting data that used by researcher as follows:

1. Observation

Observation is a technique of collecting data to again in sight on understanding the natural environment as lived by the participants.²

2. Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.³ In this research, the writer did interview directly with the head master, the English teacher.

3. Test

Test is some questions to get information that pointed to students mistakes in past tense.

Table 17
The Lattices Table

No	Past Tense	Positive	Negative	Interrogative		Total
				Short Answer	Long Answer	
1	Simple past tense	2	2	1	1	6
2	Past continuous tense	2	2	1	1	6
3	Past perfect tense	2	2	1	1	6
4	Past perfect continuous tense	2	2	1	1	6
Total						24

² *Ibid*, p. 212.

³ *Ibid*, p. 219.

E. Analysis of Data

After collecting data the writer analysed the data by using some steps they were:

1. Editing of data, it was done to arrange systematically
2. Reduction of the data, it was done to seek the uncompleted data and be side unnecessary
3. Tabulation of the data

It was done to account and give the scores to students answer through the test and take on the table that consists of alternative answers, frequency any percentage those all, to obtain the percentage of the students' answers and 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.⁴

4. Description of the data, it is done to describe or interpretative data that have been collected systematically.
5. Taking conclusion, it is done to conclude the discussion solidly and briefly.

⁴ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 1991), p. 40.

CHAPTER IV

THE RESULT OF RESEARCH

A. General Findings

This research was conducted in MTs Muhamamadiyah Paraman Ampalu Pasaman Barat which address in Paraman Ampalu village. Rabi Jonggor village chef, gunung Tuleh subdutrict in Pasaman Barat regency.

This school was built on 1971 year, it was built by member society of Muhammadiyah.

Based on the observation, if it was looked the location of this Madrasah 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 equipments and facilities as follows:

1. 3 class rooms
2. 1 teacher office
3. 1 Headmaster office
4. 2 bath rooms
5. 1 administration room
6. 1 mosque
7. 1 library
8. 1 computer laboratorium.

In this research the students that made as participants were all of the eighth year of students' MTsS Muhammadiyah Paraman Ampalu Pasaman Barat, the sum of them were 37 students, the were 16 students were boys and 21 students were girls.¹

B. Specific Finding

1. The Description of Students' Mistakes of Past Tens in MTsS Muhammadiyah Paraman Ampalu Pasaman Barat

Based on the result of the test given to respondents, it can be seen that the score of respondents between 8,1 up to 45,1 it means that the highest score gotten by respondents is 45,1 the lowest score 8,1 the description scores of the second year students of MtsS Muhammadiyah Paraman Ampalu Pasaman Barat in mistakes past tense can be seen in these following tables:

Table 18
Question Number 1

No	The Alternative Answer	F	%
1	Go	11	30%
2	Going	15	41%
3	Went	2	5%
4	Gone	9	24%
Total		37	100%

MTsS Muhammadiyah Paraman Ampalu Pasaman Barat from the data above, it can be known that the students' mastery into determine the verb

¹ Herman, *Headmaster of Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu Pasaman Barat*, Private Interview, 10 December 2011.

(went) in the sentence were 2 students (5%), where as the there were 15 students (41%) choused “going”, 11 students (30%) choused “go”, and 9 students choused “gone”. So, based on the formula by looking form of the sentence and the subject, the verb of the sentence is went, but the students more choused “going”. So, the types of students’ mistakes in this sentence about using verb in simple past tense.

Table 19
Question Number 2

No	The Alternative Answer	F	%
1	Study	13	35%
2	Studying	8	22%
3	Studied	16	43%
4	Studies	-	-
Total		37	100%

From the data above, it can know that the students’ mastery to determine the verb (studied) of the sentence were 16 students (43%) where as the less, there were 13 students (35%) choused “study”, 8 students (22%) choused “studying” and not students choused “studies”. So, based on the formula by looking form of the sentence and the subject, the verb of the sentence is study but in the types of students’ mistakes in jus sentence the using of verb in simple past in positive.

Table 20
Question Number 3

No	The Alternative Answer	F	%
1	Will	1	3%
2	Was	9	24%
3	Were	19	51%
4	Had	8	22%
Total		37	100%

From the data above, it can know that the students' mastery to determine the to be (was) of the sentence 9 students (24%) where as the less, there were 19 students (51%) choused "were", 8 students (22%) choused "had" and 1 students choused "will". So based on the formula by looking form of the sentence and the subject, the to be that used in sentence is was from this sentence it can be seen that the students mistake in used to be in past tense.

Table 21
Question Number 4

No	The Alternative Answer	F	%
1	Did	28	75%
2	Was	-	-
3	Were	8	22%
4	Had	1	3
Total		37	100%

From the data above, it can know that the students' mastery to determine the to be (did) of the sentence 28 students (75%) choused where as the less, there were 8 students (22%) choused "were", 1 students (3%)

choused “had” and no student choused was. So based on the formula by looking form of the sentence and the subject, the to be of the sentence is did. So the types students’ mistakes in simple past negative sentence is used to be.

Table 22
Question Number 5

No	The Alternative Answer	F	%
1	Did	14	37%
2	Was	15	41%
3	Were	8	22%
4	Had	-	-
Total		37	100%

From the data above, it can know that the students’ mastery to determine the verb (studied) of the sentence were 14 students (37%) where as the less, the were 15 students (41%) choused “was”, 8 students (22%) choused “were” and no students choused “had”. So, based on the formula by looking form of the sentence and the subject of the sentence, the question word is did. So, the types of students’ mistakes in interrogative sentence is used helping verb.

Table 23
Question Number 6

No	The Alternative Answer	F	%
1	See	11	30%
2	Seen	15	41%
3	Look	5	13%
4	Looking	6	16%
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (seen) of the sentence were 15 students (41%) where as the less, the were 11 students (30%) choused "see", 6 students (16%) choused "looking" and 5 students (13%) choused "look". So, based on the formula by looking form of the sentence and the subject of the sentence, the verb used in the sentence is seen. So, the types of students' mistakes in this sentence was the about using verb in form verb II in simple past interrogative sentence.

Table 23
Question Number 7

No	The Alternative Answer	F	%
1	Read	20	54%
2	Reading	15	41%
3	Readied	5	14%
4	Reads	6	16%
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (reading) of the sentence were 15 students (41%). Where as the less, there were 20 students (54%) choused "read", 6 students (16%) choused "reads" and 5 students (14%) choused "readied". So based on the formula by looking form of the sentence and the subject, the verb used in the sentence is reading. So the types of students' mistakes in this sentence was the about the using verb in past continuous.

Table 24
Question Number 8

No	The Alternative Answer	F	%
1	Correcting	13	35%
2	Correct	3	8%
3	Corrected	21	57%
4	Corrects	-	-
Total			100%

From the data above, it can know that the students' mastery to determine the verb (correcting) of the sentence were 13 students (35%) where as the less, there were 21 students (57%) choused "corrected", 3 students (8%) choused "correct" and no students choused "corrects". So, based on the formula by looking form of the sentence and the subject, the verb used in the sentence is correcting. From this sentence the students not able make verb ing. So the students mistakes in this sentence was the about using verb ing in past continuous tense.

Table 25
Question Number 9

No	The Alternative Answer	F	%
1	Write	5	14%
2	Writing	13	35%
3	Writhed	17	46%
4	Writes	2	5%
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (writing) of the sentence were 13 students (35%) where as the less, there were 17 students (46%) choused "writhed", 5 students (14%) choused "write" and 2 students (5%) choused "writes". So based on the formula by looking form of the sentence and the subject, the verb used in the sentence is writing. So the types of students' mistakes in this sentence was the about verb *ing*.

Table 26
Question Number 10

No	The Alternative Answer	F	%
1	Listen	-	-
2	Listened	17	46%
3	Listening	15	41%
4	Listener	5	13%
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (listening) of the sentence were 15 students (41%) where as the less, there were 17 students (46%) choused "listened", 5 students (13%) choused "listener" and no students choused "listen". So based on the formula by looking form of the sentence and the subject, the verb in sentence is listening so the types of student mistakes in the sentence was about using about verb *ing* in negative sentence.

. Table 27
Question Number 11

No	The Alternative Answer	F	%
1	Dance	3	8%
2	Dancing	15	41%
3	Danced	16	43%
4	Dancer	3	8%
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (dancing) of the sentence were 15 students (41%) where as the less, there were 16 students (43%) choused "danced", 3 students (8%) choused "dance", and 3 students (8%) choused "dancer". So, based on the formula by looking form of the sentence and the subject the verb used in the sentence is dancing. This is can be seen that the students more choused danced it is mistake. So the types students' mistakes in this sentence was about verb in interrogative sentence.

Table 28
Question Number 12

No	The Alternative Answer	F	%
1	Wit	4	11%
2	Waited	30	81%
3	Waiting	2	5%
4	Waits	1	3%
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (waiting) of the sentence were 30 students (81%) choused "waited", 4 students (11%) choused "wait", and 1 students (3%) choused "waits". So, based on the formula by looking form of the sentence and the subject the verb used in the sentence is waiting. So the types of students' mistakes in this sentence was about using verb in interrogative sentence.

Table 29
Question Number 13

No	The Alternative Answer	F	%
1	Was	12	32%
2	Has	5	14%
3	Had	14	38%
4	Were	6	16%
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (had) of the sentence were 14 students (38%) where as the less, there were 12 students (32%) choused "was", 6 students (16%) choused "were" and 5 students (14%) choused "has". So, based on the formula by looking form of the sentence and the subject the to be used in the sentence 15 had. So the types the students' mistakes in this sentence was about using to be in.

Table 30
Question Number 14

No	The Alternative Answer	F	%
1	Go	4	11%
2	Gone	15	41%
3	Went	2	5%
4	Goes	16	43%
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (gone) of the sentence were 15 students (41%). Where as the less, there were 16 students (43%) choused "goes", 4 students (11%) choused "go", and 2 students (5%) choused "went". So, based on the formula by looking form of the sentence and the subject the verb used in the sentence is gone. So the types the students' mistakes in this sentence was about verb.

Table 31
Question Number 15

No	The Alternative Answer	F	%
1	Meet	5	13%
2	Meeting	13	35%
3	Meted	14	38%
4	Met	5	14%
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (met) of the sentence were 5 students (14%). There were 14 students (38%) choused "meted", 13 students (35%) choused "meeting",

and 5 students (14%) choused “meet”. So, based on the formula by looking the form of the sentence is negative, the verb that us used in the sentence is met. From the students answers they are not able used verb ^{III} in past tense.

Table 32
Question Number 16

No	The Alternative Answer	F	%
1	Was	1	3%
2	Did	12	32%
3	Been	13	35%
4	Were	11	30%
Total		37	100%

From the data above, it can know that the students’ mastery to determine the verb (been) of the sentence were 13 students (35%). There were 12 students (32%) choused “did”, 11 students (30%) choused “were” and 1 students (3%) choused “was”. So, base on the formula by looking the form of the sentence is negative, the to be that used in the sentence is did. So, the types of students’ mistakes was about helping verb in negative sentence.

Table 33
Question Number 17

No	The Alternative Answer	F	%
1	Eat	5	13%
2	Eaten	12	32%
3	Eating	13	35%
4	Eated	11	30%
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (eaten) of the sentence were 12 students (32%). There were 13 students (30%) choused "eating", 11 students (30%) choused "eated and 5 students (13%) choused "eat". So, based on the formula by looking the form of the sentence is interrogative sentence, the verb that used in the sentence is eaten. So, the students' mistake in this sentence was about verb III in past perfect tense.

Table 34
Question Number 18

No	The Alternative Answer	F	%
1	Given	9	24%
2	Give	3	8%
3	Giving	22	60%
4	Gives	3	8%
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (given) of the sentence were 9 students (24%). There were 22 students (60%) choused "giving", 3 students (8%) choused "give" and 3 students (8%) choused "gives". So, based on the formula by looking the form of the sentence is interrogative sentence, the verb that used in the sentence is given. So, the types of students' mistakes in this sentence was about verb III in past perfect tense.

Table 35
Question Number 19

No	The Alternative Answer	F	%
1	Study	11	30%
2	Studying	11	30%
3	Studied	15	40%
4	Studies	-	-
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (studying) of the sentence were 11 students (30%). There were as the less, there were 15 students (40%) choused "studied", 11 students (30%) choused "study" and not student choused "studies". Based on the formula by looking form of the sentence and the subject, the verb that used in the sentence is studying from the students' answer, it can seen that able,, hey are not in used the formula in past tense.

Table 36
Question Number 20

No	The Alternative Answer	F	%
1	Want	5	13%
2	Wanted	16	43%
3	Waiting	15	14%
4	Waits	11	30%
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (waiting) in the sentence were 5 students (14%). Where as

the less, there were 16 students (43%) choused “waited”, 11 students (30%) choused “waits” and 5 students (13%) choused “wait”. Based on the formula by looking form of the sentence and the subject, the verb that used in the sentence is waiting. So, the types of students’ mistakes in this sentence was about verb ing in pas perfect continuous.

Table 37
Question Number 21

No	The Alternative Answer	F	%
1	Drink	8	22%
2	Drunk	21	57%
3	Drinks	2	5%
4	Drinking	6	16%
Total		37	100%

From the data above, it can know that the students’ mastery to determine the verb (drinking) in the sentence were 6 student (16%), where as the less, there were 12 students (57%) choused “drunk”, 8 students (22%) choused “drink”, and 2 students (5%) choused “drinks”. So, based on the formula by looking form of sentence is the verb used drinking. So, the types of students’ mistakes in this sentence was about verb III.

Table 38
Question Number 22

No	The Alternative Answer	F	%
1	Go	2	5%
2	Going	11	30%
3	Goes	15	41%
4	Gone	9	24%
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (going) in the sentence were 11 students (30%), where as the less, there were 15 students (41%) choused "goes", 9 students (24%) choused "gone" and 2 students (5%) choused "go". So, based on the formula by looking the form of the sentence is negative, the verb that used in the sentence is going. So, the types of students' mistakes in this sentence was about verb III in past perfect continuous.

Table 39
Question Number 23

No	The Alternative Answer	F	%
1	Clean	1	3%
2	Cleaned	29	78%
3	Cleaner	6	16%
4	Cleaning	1	3%
Total		37	100%

From the data above, it can know that the students' mastery to determine the verb (cleaning) of the sentence were 1 students (3%), where as

the less, there were 29 students (78%) choused “cleaned”, 6 students (16%) choused “cleaner” and 1 student (3%) choused “clean”. So, based on the formula by looking form of sentence is interrogative sentence, the verb that used in the sentence is cleaning. So the types of students’ mistakes in this sentence was about verb III in interrogative sentence.

Table 40
Question Number 24

No	The Alternative Answer	F	%
1	Cooking	6	16%
2	Cook	1	3%
3	Cooked	29	78%
4	Cooks	1	3%
Total		37	100%

From the data above, it can know that the students’ mastery to determine the verb (cooking) of the sentence were 6 students (16%), where as the less, there were 29 students (78%) choused “cooked”, 1 students (3%) choused “cook” and 1 students (3%) choused “cooks”. Based on the formula by looking form of the sentence and the subject, the verb that used in the sentence is cooking. So, the types of students’ mistakes in this sentence was about verb III in past perfect continuous tense.

Based on the test result that given to the students, to determine the students’ mistakes in past tense at grade VIII MTsS Muhammadiyah Paraman Amplu Pasaman Barat can be seen on the criteria below:

Table 41
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 ²

2. The Causes of Students' Mistakes in Learning Past Tense in MTsS Muhamamdiyah Paraman Ampalu Pasaman Barat.

Based on the result of observation and interview to English teacher, there were some causes that usually faced by students in learning past tense: they were: the first, the students had poor vocabularies about verb so they felt difficulty when they have been asked to make a sentence in past tense. The second, the students difficulty learn by heat of verb, and not able change verb I, verb ing, verb II and verb III. The third, the students also felt difficulty to determine the using to be when form of the sentences were negative and interrogative sentence. The Fourth, the students did not able to different when the verb is used in the tenses.³

² Ridwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian permula* (Bandung: alfabeta, 2005), p. 89.

³ Lili Hana, *English Teacher of Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu Pasaman Barat*, Private Interview, 12 Desember 2011.

3. The Teacher Efforts to Overcome Students' Difficulties in Past Tense at grade VIII MTsS Muhamadiyah Paraman Ampalu Pasaman Barat

Based on the result of interview to English teacher, to anticipate the difficulties of the students in learning past tense were the English teacher often repeat the lesson so the students understood the truly, especially in determining the verb and to be in used past tense.

To overcome the difficulties about the poor vocabularies about very, the English teacher asked the students to know 15 vocabularies by heart and the translations every meeting. Before learning English, the teacher kicked the students randomly so that all of the students can be motivated to memorize the vocabularies.

While to overcome the students difficulties in determining verb I, verb II, verb ing and verb III, the teacher asked often give exercise about past tense. While to overcome students difficulties in determining used to be and used verb in sentence, the teacher gave the explanation many time about it so the students understood truly. The other, the English teacher often motivated the students to improve students sprite in learning especially in learning past tense.

C. Discussion

After analyzing respondents answers that the students mistakes in past tense at grade VIII MTsS Muhammadiyah Paraman Ampalu Pasaman Barat were: the students can not know when the verb is used not only in present tense, past tense

but also in past participle. Beside, the students; mistakes was they did not know when to be and helping verb were used.

While according to research done by Muhammad Nuh Siregar about “An Analysis on the Students’ Ability in Using Present Perfect and past perfect tense that the result of his research can be categorized into average category.

Beside according to Fatimah Sari Lubis which title “A Study on the Students Competence in Using Nominal Sentence of the Grade VIII MTs Muhamamdiyah 22 Padangsidempuan in 2008/ 2009 academic year”, the result was the students competence in using nominal sentence can be categorized into capable category

Beside, 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 addition.

CHAPTER V

CONCLUTIONS AND SUGGESTIONS

A. The Conclusion

Based on the result of observation, interview and test done by the research about the students' mistakes in past tense at grade VIII MTsS Muhammadiyah Paraman Ampalu Pasaman Barat, the writer can conclude as follow:

1. The types of students' mistakes in learning past tense were: the students can not know when the verb is used not only in present tense, past tense but also in past participle. Beside, the students' mistakes was they did not know when to be and helping verb were used.
2. The causes of students' mistakes in learning past tense were: the first the students had poor vocabulary about verb so they felt difficulty when they have been asked to make a sentence in past tense. The second, the students difficulty learn by heat of verb, and not able change verb I to verb II and to verb III. The third, the students also felt difficulty to determine the using to be when form of the sentence were negative and interrogative sentence. The fourth, the students did not able to different when the verb is used in the tenses.
3. The teacher efforts overcoming students' difficulties in past tense at grade VIII MTsS Muhammadiyah paraman Ampalu were the English teacher often repeated the lesson especially in determining verb and to be in past tense, the

English teacher often give exercise about past tense. English teacher asked the students to know is the vocabularies by heart every meeting, the English teacher often motivated the students to improve students sprite in learning especially in learning past tense.

B. The Suggestions

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

1. To Headmaster of Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu Pasaman Barat always to motivate the English teacher to increase her ability in teaching English
2. To the English teacher to motivate the students to improve their abilities especially in learning past tense, and in teaching must be done by inrur feeling, so that the teacher always effort and the students can understand what do say.
3. To the readers especially English learners more improve their knowledge in learning past tense.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. The Conclusions

After treating the collecting data, the researcher has taken the conclusions about this research as follows:

1. The Students' Difficulties in Constructing Complex Sentences were:
 - a. The students were still low to comprehend the basic of English subject.
 - b. The students had poor vocabularies. So, they felt difficult when they had been conducted the complex sentences.
 - c. Some of them did not know to put the relative pronoun in the sentences.
 - d. The student's difficulties to identify the dependent clause and independent clause in a sentence.
2. The Teacher were Efforts in Overcoming Students' Difficulties in Constructing Complex Sentences at Grade X SMA Negeri 1 Padang Bolak were:
 - a. The English teachers should give the lesson and more examples in the study.
 - b. The difficulties of students about vocabularies, the teacher asked the students choose the one of the alphabets that had been made by the teacher and then they look for the vocabularies and then the teacher ask

them to stand and say what vocabularies that they wrote, but sometimes the teacher says the vocabularies and the student stand up.

- c. The English teacher instructed them to drill constructing complex sentences by themselves at home. If they found difficulties, they could ask English teacher.
 - d. At the last, students could follow the subject in the courses place.
3. The Media of the English Teachers in Teaching Constructing Complex Sentences.

The English teacher uses *Mediatama*, as students book in learning English in SMA Negeri 1 Padang Bolak, but it was depend on themselves to use the other books in learning English. For example, *High school English Grammar*, *Genre* and etc.

4. The Method that Used by English Teacher in Constructing Complex Sentences.

The method of English teacher in teaching constructing complex sentences at grade X SMA Negeri 1 Padang Bolak were explaining the lesson and then they gave some examples to make them understood. She (English teacher) was usually using CIRC method to teach them writing skill. CIRC means Cooperative Integrated Reading Composition.

B. The Suggestions

There the researcher gave the suggestion as written bellow:

1. It was suggested to the principle to motivate his teachers to increase their ability in English study.
2. It was suggested to the English teachers to:
 - a. Pray together with students in the class.
 - b. Asked students to know and master the functions of adjective, noun, adverb in a sentence before studying constructing complex sentences. (The basic of English language).
 - c. Applied the suitable strategies, methods, ways in teaching or etc.
 - d. Instructed students to bring dictionary when the process of learning goes on.
3. It was important to other researchers to make deepest research with the topic of this research.

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Mother : RISDA WATI

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1. Graduated from Elementary School in SD Negeri No. 08 Talang Kuning in 2001
2. Graduated from Junior High School in MTs Nurul Islam Seberang Kenaikan in 2004
3. Graduated from Boarding High School Mas Muhammadiyah Paraman Ampalu Pasaman Barat in 2007
4. Studentt of State College for Islamic Studies Padangsidimpuan from 2007

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Appendix I

The Questions to know the Studentts mistake of past tense
Please choose the best answer (a, b, c, or d)

1. Putri to Padang last week
a. go b. going c. went d. gone
2. Agus Riadi . . . English last night
a. study b. studying c. studied d. studies
3. The train . . . not ten minutes let.
a. will b. was c. were d. had
4. You . . . not to school yesterday.
a. did b. was c. were d. had
5. . . . he work in the bank four years?
a. did b. was c. were d. had
6. Who was you . . . the police yesterday?
a. see b. seen c. look d. looking
7. I was book when my father watched TV
a. read b. reading c. readed d. reads
8. He was your home work last night.
a. correcting b. correc c. corrected d. correcs
9. Ipah was not . . . when my mother cooked
a. write b. writing c. writed d. writes
10. When he met them was I . . . the radio.
a. listen b. listened c. listening d. listener
11. Was Linda practicing when i called her?
a. dance b. dancing c. danded d. dancer
12. What were you me, when I sent the letter?
a. wait b. waited c. waiting d. waits.

Appendix II

GUIDANCES INTERVIEW

A. Interview to English Teacher

1. What are of Students' mistakes in learning past tense in Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu?
2. What are methods used by the teacher in teaching past tense in Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu?
3. What are the media used by the teacher in teaching past tense?
4. How is the result of learning process Studentts in past tense learning in the Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu?
5. What are the difficulties faced by Studentts in learning past tense in Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu?
6. How to solve the problems?

Pedoman Wawancara

1. *Apa kesalahan siswa dalam mempelajari past tense di Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu?*
2. *Metode apa saja yang digunakan Bapak/ Ibu dalam mengajarkan past tense di Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu?*
3. *Apa media yang digunakan bapak/ ibu dalam mengajarkan past tense?*
4. *Bagaimana hasil belajar siswa dalam pembelajaran past tense?*
5. *Apa kesulitan-kesulitan yang dihadapi siswa dalam belajar past tense?*
6. *Bagaimana cara bapak/ ibu memecahkan masalah itu?*

B. Interview to Headmaster

1. What is the background of Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu?
2. How is the geographical location?
3. How many english teacher are in Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu?
4. How many Studentt are in Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu?

Wawancara dengan Kepala Sekolah

1. Apa yang melatar belakangi berdirinya Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu?
2. Bagaimana letak geografis Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu?
3. Berapa jumlah guru Bahasa Inggris di Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu?
4. Berapa jumlah siswa di Madrasah Tsanawiyah Muhammadiyah Paraman Ampalu?



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN
JURUSAN TARBIIYAH

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Nomor:Sti.14/USB/P...../2010
Lamp:_____

Padangsidimpuan, Januari 2011

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 : LINDA SARI /07 340 0050
Jurusan/Prog.Studi : Tarbiyah/TBI-2
Judul Skripsi : THE STUDENTS' MISTAKES IN PAST TENSE AT
GRADE VIII MTsS MUHAMMADIYAH PARAMAN
AMPALU PASAMAN BARAT

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 terimah kasih.

Wassalamu'alaikum Wr.Wb

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**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

Alamat : Jl.Imam Bonjol Km 4,5 Sihitang Telp (0634) 22080 Padangsidimpuan 22733
email:stainpasid@yahoo.co.id

Padangsidimpuan, 7 Desember 2011

Nomor :Sti.14/I.B4/PP.00.9//77/2011

Lamp. : -

Hal : **Mohon Bantuan Informasi
Penyelesaian Skripsi.**

Kepada Yth,
Kepala MTsS Muhammadiyah
Paraman Ampalu Pasaman Barat
di-

Tempat

Assalamu'alaikum Wr.Wb.

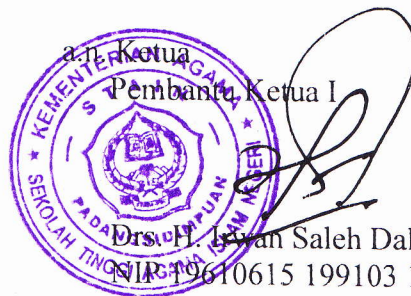
Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama : Linda Sari
Nomor induk mahasiswa : 07 340 0050
Jurusan/prog.Studi : Tarbiyah/TBI-2
Alamat : Pasaman Barat

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi
dengan judul **"The Students' Mistakes in Past Tense at Grade VIII MTsS
Muhammadiyah Paraman Ampalu Pasaman Barat"**.

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.



Drs. H. Iwan Saleh Dalimunthe, MA
NIP. 19610615 199103 1 004

Tembusan :
Bina Skripsi



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Ketua I

Salah Dalimunthe, MA

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