



**THE ANALYSIS OF STUDENTS' ABILITY IN MASTERING  
FIVE TENSES AT GRADE XI IN VOCATIONAL HIGH  
SCHOOLS (SMK) NEGERI I BATANG ANGKOLA  
BENTENG HURABA**

**A THESIS**

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

**BY:**

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**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2012**



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Lamp : 5 (Lima) Examplar

Padangsidempuan, 2012  
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*Assalamu 'alaikum wr.wb.*

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. **NURMAYAN DALIMUNTHER**, yang berjudul ”**THE ANALYSIS OF STUDENTS’ ABILITY IN MASTERING FIVE TENSES AT GRADE XI IN VOCATIONAL HIGH SCHOOL (SMK) NEGERI I BATANG ANGKOLA BENTENG HURABA**”, 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 Padangsidempuan.

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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gelar Sarjana Pendidikan Islam.

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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, the researcher would like to convey her grateful to Allah SWT. The Most Creator and Merciful who has given her the health, time and chance for finishing this thesis: “ **The Analysis of Students’ Ability in Mastering Five Tenses at Grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba**”. This thesis is written in order to fulfill one of the requirements for being Sarjana Pendidikan in the English Education Study Program at the Tarbiyah Faculty of State College for Islamic Studies (STAIN) Padangsidempuan.

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

1. Special thanks are due to Drs. H. Syahid Muammar Pulungan, S.H., as her advisor I (one) who has guided the researcher to complete this research.
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This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, 02 November 2011

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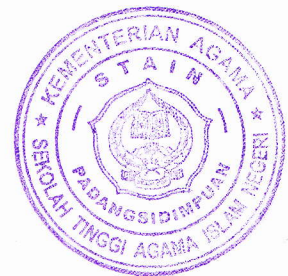
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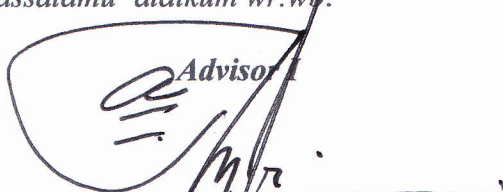
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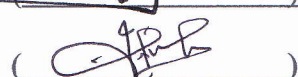


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Padangsidimpunan, 02 November 2011



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**Registration Number. 07 340 0103**

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## ABSTRACT

NAMA : **NURMAYAN DALIMUNTHE**  
NIM : 07 340 0103  
JURUSAN/PRODI : TARBIYAH/ BAHASA INGGRIS  
JUDUL SKRIPSI : THE ANALYSIS OF STUDENTS' ABILITY IN MASTERING  
FIVE TENSES AT GRADE XI IN SMK NEGERI I BATANG  
ANGKOLA BENTENG HURABA

This research was taken based on fact of the students' problems in mastering five tenses. The researcher identified many problems as difficult to mastery many aspects in mastering five tenses; lack of mastering formula of five tenses, verb, auxiliary verb, adverb of time, exercises, interest and support.

In this research, the researcher wanted to find out about the students' ability in mastering five tenses, the difficulties of students in mastering five tenses and the efforts of the English teachers in overcoming the difficulties of students in mastering five tenses. So the sources of the research were 30 students at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba. The instrument for collecting the data was the researcher self used the test, interview and document of students. The researcher analyzed the result of the test with mean score, reduction and display of the data with systematically and taking the verification or concluding of the research with descriptive.

In this occasion, mean scores mastering of five tenses = 53.25, can be categorized in to enough category, and there were some difficulties of students in mastering five tenses were: students felt difficult in using the verb, auxiliary verb, to add suffix s/es for the third person in simple present tense and students confused to distinguish between simple past tense and present perfect tense. Further, the efforts of the English teachers in overcoming the difficulties of students in mastering five tenses were: the English teachers often repeat the lesson, gave more examples, invited the students one by one to write their example in the blackboard, learn by heart about auxiliary verb and verb (regular and irregular verb), gave chance or time for students to something left or not clear about the lesson and gave tasks for students.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English is one of the most languages in the world, it is an international language. Most of people study English in their country. However they assume that English is very important to improve their knowledge, easy to communicate and easy to interact with one another especially with foreign people.

Similarly in this country, English had been studied from kindergarten, elementary school up to university students. English is a subject had been examined in Ujian Nasional (UN) especially for them in junior high school and senior high school. In this case, study English means mastery four skills consist of: reading, speaking, writing and listening. Moreover, in Al Qur'an Allah invites the human to read and write in surah Al- Alaq verse 1- 5 as follow:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾  
 الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

The meaning: Recite in the name of your lord who created. Created man from a clot of congealed blood. Recite and your lord is most generous. Who taught by the pen. Taught man what he did not know<sup>1</sup>.

---

<sup>1</sup> Abdullah Yusuf Ali, *the Meaning of the Holy Quran in the English Language* (Al-Alami Publications: Beurit, 2001) p. 924.

Next, Allah is The All Merciful explains about education as source of knowledge at Surah Al- Baqarah, verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ  
هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

The meaning:

And He taught Adam the nature of all things; then, He placed them before the angels, and said: “tell Me the names of these if ye are right”.<sup>2</sup>

However, language is very important for our life, and with language may conduct feelings, ideas to another people. In this case, English is very much controlled, conditioned and regulated by grammar. In other word, grammar is a systematic study of scientific method which provides information and guidance necessary to learn a language. The science of grammar teaches how a language is spoken and written correctly and effectively. Hence, it is without taking recourse to grammar impossible for anyone to speak and write this language correctly.

Talking about grammar, five tenses is a part of grammar in English. Five tenses had been studied in junior high school, senior high school up to university students, but in the fact many of students have not been comprehended five tenses. So, the students could not speak and write correctly, similarly in SMK Negeri 1 Batang Angkola Benteng Huraba at grade XI. Although they had studied

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<sup>2</sup> *Ibid*, p. 7.

five tenses when they were at junior high school up to senior high school, still many students felt difficult in mastering five tenses.

However, learning five tenses have many aspects to be comprehended; they were using formula of five tenses, using the verb, using auxiliary verbs and using adverb of time. Students felt difficult to master all of aspects, especially using the verb and auxiliary verbs. In other word, students confused to use regular and irregular verb and auxiliary verbs appropriate with the subject. Hence, students felt difficult in mastering five tenses. So the researcher interested to do research about The Analysis of Students Ability in Mastering Five Tenses at Grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba.

## **B. Focus of the Research**

This research was focused in five tenses, they were Simple Present Tense, Present Continuous Tense, Simple Past Tense, Simple Future Tense, and Present Perfect Tense, and focused at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba.

## **C. Definition of Terminologies**

In this thesis had some terminologies relate with the Analysis of Students' Ability in Mastering Five Tenses. In other word, with this classification, to avoid misunderstanding and vagueness, and the clarification of the terminologies can be seen in the following discussion:



1. Analysis meant study or examines in order to learn about something; in this research analysis meant study or examines the students' ability in mastering five tenses.
2. Ability meant potential, capacity or power (to do something physical or mental), or potential of students in mastering five tenses.
3. Tenses meant any of the forms of a verb that may be used to indicate the time of the action or state expressed by the verb. Tenses in this research consist of Simple Present Tense, Present Continuous Tense, Simple Past Tenses, Simple Future Tense, and Present Perfect Tenses.

So, the Analysis of Students' Ability in Mastering Five Tenses meant study or examines the ability or the potential of students in five tenses, consist of Simple Present Tense, Present Continuous Tense, Simple Past Tenses, Simple Future Tense, and Present Perfect Tenses.

#### **D. Formulation of the Problem**

From the focus of the research had been made above, to give a general picture of the fact, it must be made formulation of the problem, and the researcher formulated this problem were as follows:

1. How was the students' ability in five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba?
2. What were the difficulties of students in five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba?

3. What were the efforts of the English teachers in overcoming the difficulties of students in five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba?

#### **E. Aims of the Research**

Based on the formulation of the problem, the researcher made the aims of the research. So the aims of the research as follows:

1. To know the students' ability in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba.
2. To know the difficulties of students in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba.
3. To know the efforts of the English teachers in overcoming the difficulties of students in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba.

#### **F. Significances of the Research**

##### 1. Students

Students know their ability in learning five tenses and also their difficulties in learning five tenses. So, it is hoped they will be better in learning the five tenses.

##### 2. English teacher

English teachers know the students' ability and the difficulties of students in learning five tenses. In other word, the teacher finds the solution to solve the difficulties of students in learning five tenses.

### 3. Another researchers

It hoped will be useful as a reference or comparisons for other researchers, when they have similar problem in their research.

## **G. Out Line of the Thesis**

To facilitate of discussion in this research, the writer made a systematic discussion of the following:

The first chapter was an introduction that consists of background of the problem, focus of the research, definition of terminologies, formulation of the problem, aims of the research, significances of the research and out line of the script.

Background of the problem talked about the reason of the researcher to choose the title of the research. Focus of the research was made to specific discussion of the research. Definition of terminologies was used to clarify the terminologies in the title of this research. The researcher stated the formulation of the problem used to give a general problem of the research. Aims of the research were made to clarify the purpose of this research. Significances of the research was made to state that the research was useful for researcher and others. Out line of the script was the content of the thesis generally.

The second chapter was a theoretical description consists of theoretical of tenses, kinds of tenses and learning difficulty and review of related findings.

The third chapter was the research methodology that consists of the setting of the research, research design, sources of the research, technique for collecting

the data and instrumentation, techniques of checking trustworthiness and techniques of data analysis.

Setting of the research were the time and place of the research. Sources of the research were the participant of the data. 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 data collected. Techniques of data analysis were the way to analyze the data collected.

The fourth chapter was the result of the research that consist of students' ability, students' difficulties, the effort of English teacher to solve the difficulties of students' in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba.

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

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Tenses

Tenses were a term of English to indicate the time of action. According to Hornby in *Oxford Advanced Learners Dictionary* “Tenses is any of the forms of a verb that may be used to indicate the time of the action or state expressed by the verb”.<sup>1</sup> As stated by Peter Matthews in *The Consist Oxford Dictionary of Linguistics* “Tenses is inflectional category whose basic role is to indicate the time of an event, etc”.<sup>2</sup> Next, Jayanthi Dakshina Murthy stated that “Tenses is a term used in grammar to indicate the time of the action or event”.<sup>3</sup> As stated Wren and Martin in *High School English Grammar and Composition* that: “Tenses as that form of a verb which shows the time and the state of an action or event”.<sup>4</sup> It can be concluded that tenses was form of a verb that may be used in grammar to indicate the time of the action or event.

---

<sup>1</sup>A.S. Hornby, *Oxford Advanced Learners Dictionary* (New York: Oxford University Press) p.1231.

<sup>2</sup>Peter Matthews, *The Consist Oxford Dictionary of Linguistics* (New York: 1993) p.152.

<sup>3</sup>Jayanthi Dakshina Murthy, *Contemporary English Grammar* (Delhi: Book Palace, 2003) p. 152.

<sup>4</sup>Wren & Martin, *High School English Grammar and Composition* (London:Longmans, 1987) p.78.

## 2. Kinds of Tenses

In this case, English language has sixteen kinds of tenses. According to Jayanthi Dakshina Murthy, they were twelve kinds of tenses; simple present tense, present continuous tense, simple past tense, simple future tense, present perfect tense, past perfect tenses, past continuous tense, present future perfect tense, present future continuous tense, present perfect continuous tense, present future perfect continuous tense, past perfect continuous tense.<sup>5</sup> In John S. Hartanto et. al. added the kinds of tenses; they were past future tense, past future perfect tense, past future continuous tense, past future perfect continuous tense.<sup>6</sup>

In this research, the researcher explained five tenses only appropriate with the focus of the research, they were: simple present tense, present continuous tense, simple past tense, simple future tense, and present perfect tense.

### a. Simple Present Tense

Simple Present Tense is used to talk about habitual action. Jayanthi Dakshina Murthy stated: "Simple Present Tense is when a verb is used to show that an action takes places at present".<sup>7</sup> Stannard Allend in *Living English Structure*, stated: "Simple Present Tense is habitual actions and

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<sup>5</sup>Jayanthi Dakshina Murthy, *Loc. Cit*, p. 152.

<sup>6</sup>John S. Hartanto et. al. *Accurate, Brief and Clear English Grammar* (Surabaya: Indah Surabaya, 2003) p. 277.

<sup>7</sup>Jayanthi Dakshina Murthy, *Op. Cit*, p. 152.

general truths, not necessarily now”.<sup>8</sup> Similarly with Jayanthi Dakshina Murthy and Stannard Allend, Betty Schramper Azar has an opinion that: “Simple Present Tense expresses daily habits or usual activities and expresses general statements of fact”.<sup>9</sup>

Further, John stated: “Simple present tense menjelaskan peristiwa yang terjadi di waktu sekarang dalam bentuk sederhana atau suatu pekerjaan atau perbuatan yang dilakukan berulang-ulang, atau kebiasaan sehari-hari, atau peristiwa atau perbuatan yang tidak ada kaitannya dengan waktu”.<sup>10</sup> It meant simple present tense expressed that an action took places at present in simple form or a habitual action or an action was not relate with time.

So, it can be concluded that simple present tense was used to show that an action took places at present, general truth or an action was not relate with time. As known that the Simple Present Tense is when a verb is used for events or situation in Present time. The using of Simple Present Tense, consist of<sup>11</sup>:

1) To express a habitual action:

Example: - I get up every day at five o'clock.

---

<sup>8</sup>Stannard Allend, *Living English Structure* (London: Longmans, 1987) p.70.

<sup>9</sup>Betty Schramper Azar, *Fundamentals of English Grammar* (Jakarta: Bina Rupa Aksara, 1993) p. 3.

<sup>10</sup>John S. Hartanto et. al. *Op. Cit*, p. 249.

<sup>11</sup>Jayanthi Dakshina Murthy, *Op. Cit*, p. 165.

- He drinks tea every morning.

2) To express general truths:

Example: - The sun rises in the East.

- Honey is sweet.

- The Earth goes around the Sun.

3) To express planned activities;

Example: - My uncle arrives tomorrow.

- We go to London next week.

- They leave for Australia by the next mail.

4) In exclamatory sentences beginning with here and there to express what is actually taking place in the present;

Example: - Here comes Padma!

- There the Bus stops!

-There she goes!

5) To introduce quotations;

Example: - Shakespeare says "Love is not a time's fool".

- George says "A thing of beauty is a joy forever".

6) When saying how often do thing;



Example: - I get up at 5:00 every morning (not am setting).

- I take breakfast at 8:00 every morning.

7) Express non action (state or condition);

Example: - She loves her children.

- He likes her.

Based on the statements above, it can be concluded that Simple Present Tense was used for events or situations that exist always, usually or habitually in the Present, Past, and Future, not necessarily now and the Simple Present Tense also expressed general truths also was not relate with time.

In sentence, the verb shows that the action in present time and the time signals are used in the simple present tense; they are always, everyday, every night, usually, generally, today, tonight, once a week, often, seldom and, sometimes.<sup>12</sup> The Present Tense has form of sentences, like positive or affirmative sentence, negative sentence and interrogative Sentence.

a) Positive or Affirmative sentence has the following pattern:

Subject + Verb I

Example: - I take breakfast every morning.

- Yuli speaks English every day.

- They go to the beach every weekend.

---

<sup>12</sup>Dina Wahyudi et. al. *English Grammar an Overview* (Permata Press) p. 31.

Especially for the verb after She, He, It (3rd person singular) has a final -s, like + talks.<sup>13</sup> The patterns for the verb after she, he, it (3rd person singular) which the verb must be added with suffix -s or es consist of:

- (1) Final -s is added the most verbs, example: visit → visits.
- (2) If a verb is ended one consonant + -y, change the -y to i and add -es  
example; study → studies, try → tries.
- (3) If a verb is ended one vowel + -y simply add -s example: pay → pays,  
buy → buys
- (4) Final es, for words are ended by - sh, -ch, -ss, and -x, example: push →  
pushes, teach → teaches, kiss → kisses, and fix → fixes.
- (5) Have, do, and go have irregular forms for third person singular.

Example:      Have → has  
                    Do    → does  
                    Go    → goes

b) Negative sentence has the following pattern:

Subject + Do / Does + Not + Verb 1

Do and Does are called “auxiliary verb”. The using of helping verb appropriate with subject as follows:

---

<sup>13</sup>Betty Schampfer Azar, *Basic English Grammar* (Jakarta: BinarupaAksara, 1993) p. 53.

Subject	Auxiliary Verb	Subject	Auxiliary Verb
I	Do	She	Does
You	Do	He	Does
We	Do	It	Does
They	Do		

Example: - I don't drink tea.

- They don't have a car.

- He doesn't drink tea.

In 3<sup>rd</sup> person singular, there is no -s on the main verb; the final -s is part of does.

c) Interrogative sentence has the following pattern:

(1) Yes / No Question or Short Answer.

Do/Does + Subject + Verb 1

Example -x: Do you like coffee?

-y: Yes I do or no I do not.

-x: Does Bob like tea?

-y: Yes he does or no he does not.

Negative contractions are made combining an auxiliary with not and by using apostrophe that is omitted from not, example: do + not become don't, does + not become doesn't.<sup>14</sup>

(2) Information Question or Long Answer.

There are question for which the answer is more than yes or no; there must be some information in the answer. There are three different rules in this part.

a. Who or what in subject questions: a subject question is one in which the subject is unknown:

What / Who + Verb 1 + s / es

Example: - Who reads the book?

- What opens the door?

b. When, where, how, and why questions: these question are formed the same as complement questions.

When / Where / Why / How + Do / Does + Subject

Example: - When does Muhammad live?

- Where does Muhammad live?

- How does Muhammad speak?

---

<sup>14</sup>Marcella Frank, *Modern English* (New Jersey: Englewood Cliffs, 1972) p. 72.

- Why does Muhammad go to Madinah?

### **b. Present Continuous Tense**

Present Continuous Tense is used to talk about an action that is happening at the time of speaking. Betty Schramper Azar made a statement in *Basic English Grammar* that: "Present Continuous Tense expresses actions that are happening right now, while the speaker is speaking".<sup>15</sup>

Next, Raymond Murphy et. al. wrote opinion in *Fundamentals of English Grammar*; as: "Use Present Continuous Tense to talk about something that is happening at or close to the time of speaking. Marcella Frank stated: "Present continuous Tense is used with many verb expressing actions".<sup>16</sup>

So it can be concluded that present continuous tense expressed actions that were happening right now or close to the time of speaking. Present Continuous Tense is used to express:

1) About something that is happening at the time speaking.

Example: - Please don't make so much noise, I'm studying.

- Please don't disturb me, I'm eating.

2) About something that is happening around the time of speaking, but not necessarily exactly at time of speaking.

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<sup>15</sup>Betty Schramper Azar, *Loc. Cit*, p. 106.

<sup>16</sup>Marcella Frank, *Loc. Cit*, p. 53.

Example: Tom and Ani are talking and having coffee in cafe.

Tom says: "I'm reading an interesting book at the moment, I'll lend it to you when I've finished it".

3) About a period around the present.

Example: - You're working hard today.  
- We're studying hard today.

4) Changing situation.

Example: - The population of the world is rising very fast.  
- The pollution of the world is rising very fast.

5) For a future planned action.

Example: - Ramya is getting married this April.  
- Ida is getting business this week.

6) Express the beginning, progression or end of an action.

Example: - It is beginning to snow.  
- It is ending to read the magazine.

So, it can be concluded that Present Continuous Tense expressed action that was happening at or close to the time of speaking or while the speaker was speaking. The time signals are used in present continuous tense; they are now, right now, at this moment, at present, this morning, and this night.<sup>17</sup> The patterns of Present Continuous Tense as follow:

---

<sup>17</sup>Mr. George Wilkinson et. al. *Complete English Grammar* (Jakarta: Pustaka Indonesia, 2004) p. 286-287.

a) Positive or Affirmative sentence has the following pattern.

Subject + Is/Am/Are + Verb-ing

Subject	Auxiliary Verb
I	am
You	are
We	are
They	are
She	is
He	is
It	is

Example: - I am working or I'm working.

- They are playing football or they're playing football.

- She is watching television or she's watching television.

- They are working in the office now.

In cases where the verb-1 is changed in to verb + ing, the following rule must be applied:

Rule 1: A consonant ~e → drop the ~ e and add ~ing.

Example: - Smile → Smiling

- Write → Writing

Rule 2: One vowel + one consonant → double the consonant and add ~ing.

Example: - Sit → Sitting

- Run → Running

Rule 3: Two vowels + one consonant → add ~ ing: do not double the consonant.

Example: - Read → Reading

- Rain → Raining

Rule 4: Two consonants → add ~ ing.

Example: - Push → Pushing

b) Negative sentence has the following sentence pattern:

Subject + Is/Am/Are + Not + Verb-ing

Example: - I am not sleeping.

- Ben is not listening.

- Mr. and Mrs. Brown aren't watching television.

c) Interrogative sentence has the following pattern.

(1) Yes/ No Question or Short Answer.

Is/Am/Are + Subject + Verb-ing

Example: - X: Is Mary sleeping?

Y: Yes, she is or No, she is not.

- X: Are you teaching?

Y: Yes, I am or No, I'm not.

Y: Yes, they are or No, they aren't.

(2) Information Question or Long Answer.

a. To ask subject with question word "who".

Who + Is + Verb -ing



Example: Who is reading the book?

b. To ask another information.

Question Word + Is/Am/Are + Subject + Verb-ing

Example: - Where is Mary sleeping?

- What is Ted watching?

- How are they writing a letter?

### c. Simple Past Tense

Simple Past Tense is used to talk about past action. In *Toefl Preparation Guide*, Michael A. Phyle and Mary Ellen Munoz Page<sup>18</sup> stated: “The Simple Past Tense is used for a completed action that happened at one specific time in the past”. According to Betty Schramper<sup>19</sup>, “The Simple Past Tense is used to talk about activities or situations that began and ended at a particular time in the past (e.g. yesterday, last night, two days ago, in 1990)”.

Next, Hilman Fariz Mukti stated: “Simple Past Tense menerangkan aktifitas atau kegiatan yang sepenuhnya terjadi pada waktu lampau dalam bentuk sederhana”<sup>20</sup>. It meant simple past tense expressed an action in the past time in simple form.

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<sup>18</sup>Michael A. Pyle and Marry Ellen Munoz Page, *Loc. Cit*, p. 59.

<sup>19</sup>Betty Schramper Azar, *Understanding and Using English Grammar* (New Jersey: Englewood Cliffs, 1989) p. 17.

<sup>20</sup>Hilman Fariz Mukti, *Complete English Grammar* (Yogyakarta: Absolute, 2008) p. 197.

So, it can be concluded that simple past tense expressed for a completed action, activities or situation that happened at one specific time in the past. However, remember that Simple Past Tense is used to indicate and action in the past. So, according to Jayanthi Dakshina Murthy<sup>21</sup> the using of simple past tense as follows:

1) For a past action with past time adverbs:

Example: - He went to Delhi in 1990.

- John worked to Japan in 2011

2) For a past discontinued habit.

Example: - She usually sang songs in the evening.

- They usually watered flowers in the morning.

Sometimes this tense is used without an adverb of time. In such cases the time may be either implied or indicated by the context.

Example: - I didn't sleep well. (i.e. Last night)

- I couldn't take a rest. (i.e. Last night)

The time signals are used in simple past tense; they are yesterday, the day before yesterday, just now, last night, two days ago, and five years ago.<sup>22</sup> The following rules are used to form the Simple Past Tense

a) Positive or Affirmative has the following pattern:

Subject + Verb 2

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<sup>21</sup>Jayanthi Dakshina Murthy, *Loc Cit*, p. 166.

<sup>22</sup>Imam D. Djauhari, *Mastery on English Grammar* (Surabaya: Indah Surabaya, 2004) p. 54.

Example: - John went to New York last year.

- Mark washed the dishes after dinner.

- George cooked dinner for his family Saturday night.

In generally, the verbs for Simple Past Tense just add “ed” in regular verb, example: explained, played, except:

(1) The Verb 1 ended by “e” + “d” only, example: receive → received.

(2) The Verb 1 ended by “y”, and before the “y” is a consonant, so changes the “y” the first with “i” then + ed, example: tidy → tidied.

(3) The Verb 1 ended by a consonant, before the consonant is a vowel and pronunciation in one syllable or in short sound, so double the consonant and + “ed”, example: beg → begged.<sup>23</sup>

Also many verbs indicate the irregular verbs in English. In irregular verbs don’t ended with “ed”, and there is a list of some of the common irregular verb.<sup>24</sup>

Table 1: Irregular Verb

Simple Present	Simple Past	Simple Present	Simple Past
See	Saw	Take	Took
Have	Had	Eat	Ate
Meet	Met	Leave	Left
Come	Come	Get	Got

<sup>23</sup>Hilman Fariz Mukti, *Op. Cit*, p. 219-224.

<sup>24</sup>Harry B Franklin, et. al. *Vocabulary in Context* (Jakarta: Binarupa Akasara, 1990) p. 56.

Sit	Sat	Become	Became
Begin	Began	Tell	Told
Drink	Drank	Forget	Forgot
Say	Said	Lend	Lent
Go	Went	Buy	Bought
Write	Wrote	Sing	Sang

b) Negative sentence has the following pattern:

Subject + Did + Not + Verb 1

Using the Past Tense after “did” instead of the infinitive without “to”<sup>25</sup>

Example: - I didn't walk to school yesterday.

- He didn't go to school last week.

- They didn't read the book last night.

- You didn't bring a pen yesterday.

c) Interrogative sentence has following pattern:

(1) Yes/ No Question or Short Answer.

Did + Subject + Verb 1

Example: -X: Did you go to campus yesterday?

Y: Yes, I did or No, I didn't.

- X: Did Mary Walk to school?

Y: Yes, she did or No, she didn't.

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<sup>25</sup>T.J Fitikides, *Common Mistakes in English* (Jakarta: Binarupa Aksara, 1990) p. 18.

## (2) Information Question or Long Answer.

- a. To ask subject with question word “who and what”.

Who/What + Did + Subject + Verb 1

Example: - Who did they see?

- What did Carol buy?

- b. To ask the information another.

Question Word + Did + Subject + Verb 1

Example: - Where did you go?

- Why did you run?

- When did Anna come?

- What time did Anna come?

**d. Simple Future Tense**

Simple Future Tense is used to talk about the future action. According to Jayanthi Dakshina Murthy in *Contemporary English Grammar* that: “Future Tense, when a verb is used to show that an action will take place in future”.<sup>26</sup> Wren and Martin made statement: “Future Tense is used and for an action that has still to take place”.<sup>27</sup> Hilman Fariz Mukti stated: “simple future tense menerangkan aktifitas atau kegiatan yang akan dimulai dimasa

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<sup>26</sup>Jayanthi Dakshina Murthy, *Loc. Cit*, p. 152.

<sup>27</sup>Wren and Martin, *Loc. Cit*, p. 83.

mendatang”.<sup>28</sup> It meant that simple future tense expressed that an action or an action would be begun in future time.

Then, Dina Wahyudi et. al. stated: “simple future tense berfungsi untuk menyatakan kegiatan yang akan datang dengan waktu yang belum pasti”.<sup>29</sup> It meant that simple future tense was used to indicate about activity in future time with unsure time.

So, it can be concluded that Simple Future Tense was used to show that an action would take place in future or to indicate about activity in future time with unsure time. The time signals are used in simple future tense; they are tomorrow, the day after tomorrow, soon, later, next time, next week.<sup>30</sup> The following rules are used to form the Future Tense:

a) Positive or Affirmative has the following pattern:

Subject + Shall/Will + Verb 1

Example: - Mike will go there.

- I shall see him tomorrow.

- They will study tomorrow.

As a rule in English language, especially in Future Tense:

- Auxiliary will, may be used for the first person.

- Auxiliary shall, used for the first person (considered formal usage in the United States).

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<sup>28</sup>Hilman Fariz Mukti, *Loc. Cit*, p. 202.

<sup>29</sup>Dina Wahyudi et. al. *Op. Cit*, p. 39.

<sup>30</sup>Imam D. Djauhari, *Op. Cit*, p. 98.

b) Negative sentence has the following pattern:

Subject + Shall/Will + Not + Verb 1

Example: a) Mike will not go there.

b) I shall not see him tomorrow.

c) They will not study tomorrow.

c) Interrogative sentence has the following pattern:

(1) Yes / No Question or Short Answer.

Shall/Will + Subject + Verb 1

Example: - X: Will you come tomorrow?

Y: Yes, I will or No, I won't.

- X: Will Anna arrive next week?

Y: Yes, she will or No, she will not.

(2) Information Question or Long Answer.

a. To ask subject with question word "who".

Who + Will + Verb 1

Example: Who will arrive next week?

b. To ask the information another.

Question Word + Shall/Will + Subject + Verb 1

Example: - When will Anna arrive?

- What time will the plane arrive?

-Where will you eat tonight?

### e. Present Perfect Tense

Present Perfect Tense stated an action in the past and continued up to now. Marcella Frank stated: “Present Perfect Tense represent time that begin in the past and extends to the present, either in actual fact or in the mind of speaker”.<sup>31</sup> Then, Wren and Martin wrote their statement in *High School English Grammar and Composition*: “Present Perfect Tense is when a verb shows that the action as finished, complete, or perfect at the time of speaking”.<sup>32</sup>

So, it can be concluded that present perfect tense expressed when a verb showed the action began in the past, finished, complete or perfect at the time of speaking. The Present Perfect Tense is used:

1) For just completed action; as,

Example: - My brother has just gone out.

- I have already spent the money on books.

2) To express past actions whose time is not specific.

Example: - I have always waited for Madhavi.

- She has always told a story to her son.

3) For past events whose result is still felt.

Example: - She has watered garden.

- We have walked a long distance.

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<sup>31</sup>Marcella Frank, *Op. Cit*, p. 57.

<sup>32</sup>Wren and Martin, *Loc. Cit*, p. 78.



4) For an action stated in the past and continued up to now.

Example: - Madhavi has worked in the college for ten years.

- Jasmine has read the book for two hours.

It can be concluded that Present Perfect Tense was when a verb showed that action began in the past, as finished, complete, or perfect at the time of speaking. The time signals are used in present perfect tense; they are since (since yesterday, since last Sunday) and for (for an hour, for a week, for a year).<sup>33</sup> The following rules are used to form the Present Perfect Tense.

a) Positive or Affirmative has the following pattern:

Subject + Have/Has + Verb 3

Have and has are called “helping verb or auxiliary verb”. The using of helping verb appropriate with subject will be used like:

Subject	Auxiliary Verb	Subject	Auxiliary Verb
I	Have	She	Has
You	Have	He	Has
We	Have		
They	Have	It	Has

Example: - I have finished my work.

- Jim has eaten lunch.

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<sup>33</sup>Mr. George Wilkinson, *Op. Cit*, p. 323-324.

- The students have finished chapter 5.
- John has traveled around the world.
- George has seen this movie three times.

b) Negative sentence has the following pattern:

Subject + Have/Has + Not + Verb 3

Example: - I have not finished my work.

- Anna has not eaten lunch.
- George has not seen this movie three times.

c) Interrogative sentence has the following pattern:

(1) Yes / No Question or Short Answer.

Have/Has + Subject + Verb 3

Example: - X: Have you seen that movie?

Y: Yes, I have or No, I haven't.

- X: Has Jim eaten lunch?

Y: Yes, he has or No, he hasn't.

(2) Information Questions or Long Answer.

a. To ask subject with question word "who"

Who + Has + Verb 3

Example: - Who has eaten lunch?

- Who has finished homework?

b. To ask another information.

Question word + Have/Has + Subject + Verb 3

Example: - Where have you gone?

- When Anna has eaten lunch?

- Why Jim has seen this movie?

### 3. Learning difficulties

Study meant a process of learn to receive a knowledge. According to Lee J Croubach, in Dalyono: “Belajar adalah perubahan tingkah laku sebagai akibat dari pengalaman”.<sup>34</sup> It meant that learning was a change in performance as a result of practice.

So it can be concluded that learning was the process of learning or a change in performances as a result of practice.

In learning process, every student ever felt difficult in learning. However, learning difficulties not only affected by low intelligence but also by another factors. According to Muhibbin Syah<sup>35</sup>, learning difficulties can be affected by some factors, they are internal factor consist of physical factor, mental factor and basic skill factor as follow:

#### a. Internal factors

Internal factor was the factor derives from them. In other word, internal factor was situation or condition relate with physical and mental of students.<sup>36</sup>

So, it can be concluded that internal factor was the factor derives from the

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<sup>34</sup>M. Dalyono, *Psikologi Pendidikan* (Jakarta: PT. Rineka Cipta, 1997) p. 212.

<sup>35</sup>Muhibbin Syah, *Psikologi Belajar* (Jakarta: PT. Raja Grafindo Persada, 2003) p. 147.

<sup>36</sup>*Ibid*, p. 147.

physical and mental of students. The internal factor can affect the learning process of students as follow:

1) Physical factors

Relating with physical factors, learning difficulty can be affected by illness or physical defect. Physical defect could affect the quality of cognitive of students. So the subject would be studied could not received.<sup>37</sup>

2) Mental factors

Relating with mental factors, learning difficulties can be affected by some aspects as follows:

a) Aptitude

Aptitude meant capacity or potential to do something. According to William B Michael in Sumadi Suryabrata:

“An aptitude may be defined as a person’s capacity, or hypothetical potential, for acquisition of a certain or more or less wee defined pattern of behavior involved in the performance of a task respect to which the individual has had little or no previous training”.<sup>38</sup>

Appropriate with this matter, aptitude could affect the achievement of students. However, the students will difficult in learning that they took a programmed inappropriate with their aptitude.

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<sup>37</sup>*Ibid*, p. 147.

<sup>38</sup>Sumadi Suryabrata, *Psikologi Pendidikan* (Jakarta: PT. Raja Grapindo Persada, 2002) p. 160.

### b) Interest

Interest meant desire to receive something, in this matter relate with a subject. Muhibbin Syah stated: “Minat (interest) berarti kecenderungan dan kegairahan yang tinggi atau keinginan yang besar terhadap sesuatu”.<sup>39</sup> In other word, interest meant desire to receive something. So it can be concluded that, interest meant desire to receive something or subject in learning process. Interest can affect the achievement of students. However, when the students lost their interest to learn a subject, they would difficult to learn the subject.

### c) Motivation

Motivation was the change of personality to get the aim<sup>40</sup>. Motivation is very important for students in learning process. Muhibbin Syah said that the students did not have a motivation in learning process, they would difficult in learning<sup>41</sup>. So, it can be concluded that motivation was very important for students in learning process because change of personality to get the aim.

### 3) Basic skill factors

Intelligence was a basic skill factors that can affected learning difficulties. Muhibbin Syah stated: “Intelligensi pada umumnya dapat diartikan sebagai kemampuan psiko-fisik untuk mereaksi rangsangan atau

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<sup>39</sup>Muhibbin Syah, *Op. Cit*, p. 151.

<sup>40</sup>*Op. Cit*, p. 203.

<sup>41</sup>*Ibid*, p. 151

menyesuaikan diri dengan lingkungan dengan cara yang tepat”<sup>42</sup>, or in generally intelligence meant competence of psyche-physical to react the stimulation or adaptation to oneself surrounding with appropriate treatment. So, it can be concluded that intelligence meant a basic skill factor to react the stimulation or adaptation to oneself surrounding with appropriate treatment.

However, intelligence consists of: intellectual quotient, emotional quotient, and spiritual quotient. Abdul Mujib et. al.<sup>43</sup> stated: Intellectual quotient was related with cognitive process like think and able to consider about something; emotional quotient was a competent to know the self emotional, to manage and express self emotional correctly, to motivate the individual, to know another and have good relation with another and spiritual quotient was related with how is someone “intelligent” in management and using the values and the quality of spiritual life.

The level of intelligence was very ascertaining the success of learning. It meant, the students that have high intelligence, they have more successful in learning. However, learning difficulty not only happened for students had low intelligence, but also for students had high intelligence. In other word, students with high intelligence felt difficult in learning. In this case, the teacher assumed that the students were able, because the subject was

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<sup>42</sup>*Ibid*, p. 147.

<sup>43</sup>Abdul Mujib et. al. *Nuansa-Nuansa Psikologi Islami* (Jakarta: PT. Raja Grafindo Persada, 2002) p. 319-324.

very easy for them. So the students assumed that they did not receive a care from teacher. On the contrary, students with low intelligence felt difficult to receive the subject because it was very difficult for them.

b. External factors

External factors come from the environment of students. M. Dalyono said that external factor was the factor relate with the environment of students. Relating with external factors, learning difficulty can be affected by some aspects as follow:

1) Family factor

a) Parent factors

Learning difficulty can be affected by how the parent educated their children and relation between parent and their children. However, the way to educate their children with bad character like cruel or authority, or learning difficulty could be affected by broken relation between parents with their children.

b) The house was in poor condition

The house was in poor condition could affect their learning. The house was in noisy condition made the children difficult to concentrate.

c) Economic factor

The children life in poor could affect their learning, because learning needed cost. In other way, the children life in rich affected their learning, because the children became spoiled<sup>44</sup>.

In other word, learning difficulty can be affected by family factor relate with parent factor, the poor condition of house, and economic factor. It meant that parent factor; the poor condition of house; and economic factor could create the learning difficulty for students.

2) School factors

a) Teacher

Teacher could create the learning difficulty for students as follow:

- The quality of teacher was bad, so the students did not understand about the subject.
- The bad relation between teacher and students.
- The teacher demanded subject standard for student is so high.
- The teacher could not diagnose the learning difficulties for student.
- Inappropriate of learning method.

b) Incompleteness of learning aids.

c) The building was in bad condition.

d) Inappropriateness of curriculum<sup>45</sup>

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<sup>44</sup> M. Dalyono, *Op. Cit*, p. 213.

<sup>45</sup> *Ibid*, p. 214.



However, learning difficulty can be affected by school factor. It meant that teacher; Incompleteness of learning aids; the building was in bad condition; and Inappropriateness of curriculum could create the learning difficulty for students.

### 3) Mass media and environment factor

- a) Mass media like television, newspaper, magazine, comics, would block student learning if they using more time for it.
- b) Environment like friends, neighbors, and social activities could affect their learning<sup>46</sup>.

In other word, learning difficulty can be affected by mass media and environment factor. It meant that mass media like television, newspaper, and magazine could create the learning difficulty for students. Environment like friends, neighbors, and social activities also could create learning difficulty for students.

Further according to Reber, specific factor that could affect of learning disability as follows:

- (1) Dyslexia, the student was difficult in reading.
- (2) Distract, the student was difficult in writing.
- (3) Dyscalculia, the student was difficult in mathematic<sup>47</sup>.

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<sup>46</sup>*Ibid*, p. 215.

<sup>47</sup> Muhibbin .Syah, *Op. Cit*, p. 184.

So, it can be concluded that learning difficulty not only affected by low intelligence (internal factor) but also other factors consist of family factor, school factor, mass media and social factor (external factor).

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

Related to this research, some researchers had been done as below: First, Eka Sustris Harida<sup>48</sup> “An Analysis on the Students’ Response in Learning Five Basic Tenses to the First Class Student SMU Negeri 1 Padangsidempuan in 1999/2000 Academic Years”. The concluding of her research; *the first*, the first class students of SMU Negeri 1 Padangsidempuan in 1999/2000 academic year have made a few mistakes in forming the tenses; *the second*, the responses of the student are high, especially in using present tense, present continuous tense and future tense; *the third*, the difficulties of students are in using the verb both in regular and irregular, that made confused in Responding Past tense and Present Perfect Tense.

Next, Mahleni Hasibuan<sup>49</sup>. “An Analysis on the Students’ Ability in Mastering Basic Tense to the Grade VIII Student MTS Negeri Padang Bolak in 2008/2009 Academic Year”. The concluding of her research as the students to the grade VIII in MTs Negeri Padang Bolak in 2008/2009 academic year are able to

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<sup>48</sup>Eka Sustris Harida, An Analysis on the Students’ Response in Learning Five Basic Tenses to the First Class Student SMU Negeri 1 Padangsidempuan in 1999/2000 Academic Years (Unpublished Script) (Padangsidempuan: UMTS, 2000) p. 45.

<sup>49</sup>Mahleni Hasibuan, An Analysis on the Students’ Ability in Mastering Basic Tense to the Grade VIII, Student MTS Negeri Padang Bolak in 2008/2009 Academic Year (Unpublished Script) (Padangsidempuan: UMTS, 2009) p.48.

Mastery The Basic Tense, the factors which influence the students mastering the basic tenses, they are: the students aren't able to relate between language function and sentence form and (structure), the students do not have skill in placing the auxiliaries and the verbs into good sentences and the students are difficult to comprehend the arrangement of words as good as possible in sentence.

The last, Zainovri<sup>50</sup>, "The Correlation between Auxiliaries Mastery and Writing Tense Ability of Student of SMP Negeri 10 Padangsidempuan in 2009/2010 Academic Year". The concluding of this research is there is a significant correlation between auxiliaries and writing tenses ability it can be seen from the  $r_{xy} = 0,798 > 0,367$   $r$  tab in which the level of significant is 5 %".

It can be concluded that students were able in five tenses, although they had difficulties in learning five basic tenses. In other word, students felt difficult in using the verb regular and irregular verb, auxiliary verb and distinguished between simple past tense and present perfect tense.

If the researchers before concluded that the students were able in five tenses, in this case, the researcher interested to do research about the ability of students at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba and the difficulties in learning five tenses and the efforts of English teacher in overcoming the difficulties of students in learning five tenses. She will look or find the differences or even the sameness from the students but in the different location.

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<sup>50</sup>Zainovri, The Correlation between Auxiliaries Mastery and Writing Tense Ability of Student of SMP Negeri 10 Padangsidempuan in 2009/2010 Academic Year (Unpublished Script) (Padangsidempuan: UMTS, 2010) p. 52.

## CHAPTER III

### RESEARCH METHOD

#### A. Settings of the Research

This research was conducted at SMK Negeri I Batang Angkola Benteng Huraba. Based on interviewed with Mr. Syariful Mahya<sup>1</sup>, he said that the location of the The location of the school at Benteng Huraba village in Batang Angkola subdistrict, North Sumatera. The range of the location of SMK Negeri I Batang Angkola Benteng Huraba with central town of Padangsidempuan about 22 kilometers. Base on the geographic, the location of school was:

- 1) In the east confined with rice field of society.
- 2) In the west confined with occupation.
- 3) In the north confined with Pintu Padang village.
- 4) In the south confined with padang kahombu village.

This research has been done from may until November 2011.

#### B. Research Design

This research used the qualitative research. Gay and Airasian stated that: “qualitative approach is based on the collection data and analysis of nonnumerical

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<sup>1</sup>Syariful Mahya, Teacher and Curriculum Staff in SMK Negeri 1 Batang Angkola Benteng Huraba, Interviewing personal, SMK Negeri 1 Batang Angkola Benteng Huraba, 30 November 2011.

data such as observations, interviews, and other more discursive sources of information.”<sup>2</sup>

Based on the method, this research used descriptive method. Sumadi Suryabrata stated that: “Penelitian deskriptif adalah penelitian yang bermaksud untuk membuat pencandraan (deskriptif) mengenai situasi-situasi atau kejadian-kejadian”.<sup>3</sup> It meant descriptive research was the research had a sense that perception (descriptive) about situations or events. Saifuddin Azwar, stated that: “Penelitian deskriptif yaitu menganalisis dan menyajikan fakta secara sistematis sehingga dapat lebih mudah untuk di pahami dan disimpulkan”.<sup>4</sup> In other word, descriptive research meant to analyze and gave the fact with systematically, so more easier to be known and concluded.

So, it can be concluded that descriptive qualitative research meant to analyze or made a sense perception (descriptive) about situation or events. It was used to describe the students’ ability in five tenses, the difficulties of students in five tenses and the efforts of the English teachers in overcoming the difficulties of students in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba.

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<sup>2</sup>L.R. Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application* (New York: Prentice Hall, Incorporated. 2000) P. 9.

<sup>3</sup>Sumadi Suryabrata, *Metode Penelitian* (Jakarta: Raja Grafindo Persada, 1983) p. 76.

<sup>4</sup>Saifuddin Azwar, *Metode Penelitian* (Yogyakarta: Pustaka Pelajar, 2004) p. 6.

### C. Sources of the Research

The sources of the research consist of:

1. Primary Data, the data had been collected from the students at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba. The researcher decided that the sources of the research were 30 students.
2. Secondary Data, the data had been collected from the English teacher and documents of students.

### D. Technique for Collecting the Data and Instrumentations

Based on the sources of the research, the instrument for collecting data was the researcher self, for the primary data the researcher used the test as an instrument for collecting the data, although this research used the qualitative research. L.R. Gay stated: “Qualitative research sometimes combines qualitative (ex. observation) and quantitative (ex. test scores) data in studies, resulting in the need for statistical analysis.<sup>5</sup>

Test was an instrument for collecting data to measure of something important and certain. Suharsimi Arikunto stated “Tes adalah suatu alat pengumpul data yang disusun secara khusus oleh karena mengukur sesuatu yang penting dan tertentu.<sup>6</sup> It is meant, test was the instrument was arranged especially because the test was used to measure of something important and certain. So, it

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<sup>5</sup>L.R. Gay and Peter Airasian, *Op. Cit*, p. 109.

<sup>6</sup>Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: PT. Rineka Cipta, 2003) p. 223.

can be concluded that test was the instrument that arranged especially because to measure of something important and certain.

Appropriate with the instrument of this research, the researcher wanted to know the ability of students in five tenses. The ability of students to make sentences like positive, negative, interrogative appropriate with five tenses they were simple present tense, present continuous tense, simple past tense, simple future tense, and present perfect tense. In other word, the ability of students to make sentences appropriate by using formula of tenses, using the auxiliary verb appropriate with subject, using the verb (both regular and irregular verb) and using adverb of time in a sentence. In a thesis the researcher made the indicators of test. The researcher stated the total of test was 40 items, and the score for each items were 2.5. It meant that the totality of score for this test was 100. The researcher made the indicators of test as follows:

Table 2: Indicators of the test

No	Indicators	Sub Indicators	Item	Number item	Score
1.	Simple Present Tense	- Positive Sentence	3	1, 2, 3	7,5
		- Negative Sentence	3	4, 5, 6	7,5
		-Interrogative Sentence	2	7,8	5,0
2.	Present Continuous Tense	- Positive Sentence	3	9, 10, 12	7,5
		- Negative Sentence	3	11, 13, 14	7,5
		-Interrogative Sentence	2	15, 16	5,0

3.	Simple Past Tense	- Positive Sentence	3	17, 19, 18	5,0
		- Negative Sentence	3	20, 21, 24	10
		-Interrogative Sentence	2	22, 23	5,0
4.	Simple Future Tense	- Positive Sentence	3	25, 26, 30	7,5
		- Negative Sentence	3	27, 28, 29	7,5
		-Interrogative Sentence	2	31, 32	5,0
5.	Present Perfect Tense	- Positive Sentence	3	33, 35, 36	7,5
		- Negative Sentence	3	34, 37, 38	7,5
		-Interrogative Sentence	2	39, 40	5,0
total			40	100	

So the techniques for collecting data by using the test as follow:

1. Explaining about the out line of the five tenses.
2. Preparing the test.
3. Checking out the validity and reliability of the test.
4. Giving written test to all of students according the sources of the research stated, and giving the test with fills the blank with correctly.
5. Determining the time of doing the test.
6. Giving chance or time for students to something left or not clear in doing the test.
7. Asking the students to do test and the researcher look after the students during the test time.



8. After students finish answering the test, then the researcher collected their answer to analyze.

The instrument for the source of secondary data, the researcher used the interview and document of students for collecting the data. In the shake of interview, the researcher interviewed teachers and the students; it was to know the students' ability in mastering five tenses, the difficulties for students in mastering five tenses and the efforts of the English teachers in overcoming the difficulties of students in mastering five tenses.

In this research, the researcher asked the English teacher about the students' ability in mastering five tenses, using the verb, using suffix (s/es, -ing, d/ed) in five tenses, using regular and irregular verb, asking about the different between simple past tense and present perfect tense, the difficulties of students in mastering five tenses, and the efforts of the English teachers in overcoming the difficulties of students in mastering five tenses. Then, the researcher asked the students about the difficulties of learning five tenses.

#### **E. Techniques of Checking Trustworthiness**

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data was used to contradicted the assumption of qualitative research was not scientific. To reduce the bias of the data, and to improve the validity of the data collected, Gay suggested several strategies as follows:

1. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses.
2. Include additional participants to broaden the representative of the study and thus the data base.
3. Make a concerted effort to obtain participant trust and comfort, thus providing more detailed, honest information from participants
4. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.
5. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
6. Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.
7. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed field notes
8. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
9. Examine unusual result for explanation.
10. Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the same description of an event, or when a participant responds similarly to a personal question asked on three different occasions.<sup>7</sup>

But the researcher just took triangulate to check the trustworthiness data with compare the results of test, interview and document of students. Based on the result of test, it can be concluded that the students' ability in mastering five tenses can be categorized into enough category (53.25). According to the result of interview with English teacher and students that students still felt difficult in mastering five tense (using verb, using auxiliary verb, and adding suffix *s/es* for third person in simple present tense). Based on the document of students can be categorized into high category. So it can be concluded that the result of the test of students appropriate with the result of interview and document of students.

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<sup>7</sup>L.R. Gay & Peter Airasian, *Op. Cit*, p. 225.

## **F. Techniques of Data Analysis**

The technique of data analysis of this research used some steps as follows:

1. After collecting their answer, the researcher analyzed the result of the test with mean score, and the average scores of students were interpreted in descriptive.
2. Reduction of the data when the researcher interviewed teachers and students about the difficulties of students in five tenses and the efforts of English teacher in overcoming the difficulties of students in learning five tenses and getting the document of students.
3. Display of the data, the researcher arranged the data with systematically, so the data could explain and answering the formulation of the problem in this research.
4. Taking the verification or concluding of the research with descriptive.<sup>8</sup>

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<sup>8</sup>Iskandar, *Penelitian Kualitatif* (Jambi: GP Press, 2009) p.139-142.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. General Findings

This research was conducted at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba. The location of the school at benteng huraba village, KM 22 in Batang Angkola subdistrict, North Sumatera. The history of SMK Negeri 1 Batang Angkola Benteng Huraba, based on interviewed Mr. Syariful Mahya<sup>1</sup>, he said that this school was built on ±1, 5 Ha and the facilities of SMK Negeri 1 Batang Angkola can be seen in the appendix VII. Then, the amount of the students at grade XI in the school was 342 students.

This school was built in the year 2004 as SMK kecil, and the first headmaster was Mr. Rustam Siregar, and the year 2006, the headmaster was Mr. Adanan Harahap. In the year 2004, SMK Negeri 1 Batang Angkola Benteng Huraba had two programmed, they were; teknik otomotif (automotive technique) and teknik elektronik (electronic technique). In the year 2008, SMK Negeri 1 Batang Angkola had three programmed, they were; teknik otomotif (automotive technique), teknik elektronik (electronic technique), and teknik pemesinan (machine technique). However in the year 2011, SMK Negeri 1 Batang Angkola had four programmed, they were; teknik otomotif (automotive technique), teknik

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<sup>1</sup> Syariful Mahya, Teacher and Curriculum Staff in SMK Negeri 1 Batang Angkola Benteng Huraba, SMK Negeri 1 Batang Angkola Benteng Huraba, Interviewing personal, 30 November 2011.

elektronik (electronic technique), teknik pemesinan (machine technique) and teknik komputer jaringan (net computer).

## **B. Specific Findings**

### **1. The students' ability in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba.**

Based on explanation before that ability meant potential, capacity or power (to do something physical or mental), it meant that the students' ability in mastering five tenses. The description of the students' ability in mastering five tenses can be seen based on the results test of the students, interviewed with students and English teacher, and the document of students.

#### **a. Test**

Based on the result of the test was got from students as a source of the research, it can be seen that the score of students vary between 32.5 up to 67.5. It means that the highest score of students was 67.5 and the lowest score was 32.5. The analysis of students' ability in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba based on the result of the test can be seen in the following discussion:

## 1) Simple Present Tense

Table 3. Question no. 1

No.	The item of test	Number of students answer	
		T (True)	F (False)
1.	Ria.....a letter every week.	8	22
Percentage		26.7%	73.3%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “verb + s/es”. It meant that the students fill the blank with “writes”. From the data above, the result of the test that the students’ ability in using the verb in simple present tense were 8 students (26.7%) and whereas, there were 22 students (73.3%) unable in using the verb in simple present tense.

Table 4. Question no. 2

No.	The item of test	Number of students answer	
		T (True)	F ( False)
2.	.....swims in the pool twice a week.	22	8
Percentage		73.3%	26.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “subject”. It meant that the students fill the blank with “he/she”. From the data above, the result of the test that the students’ ability in

using the subject in simple present tense were 22 students (73.3%) and whereas, there were 8 students (26.7%) unable in using the subject in simple present tense.

Table 5. Question no. 3

No.	The item of test	Number of students answer	
		T(True)	F ( False)
3.	He studies English in the classroom.....	22	8
Percentage		73.3%	26.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “adverb of time”. It meant that the students fill the blank with “everyday”. From the data above, the result of the test that the students’ ability in using the adverb of time in simple present tense were 22 students (73.3%) and whereas, there were 8 students (26.7%) unable in using the adverb of time in simple present tense.

Table 6. Question no. 4

No.	The item of test	Number of students answer	
		T (True)	F ( False)
4.	She.....not work in the library at weekends.	9	21
Percentage		30%	70%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “auxiliary verb”. It meant that the students fill the blank with “does”. From the data above, the result of the test that the students’ ability in using the auxiliary verb in simple present tense were 9 students (30%) and whereas, there were 21 students (70%) unable in using the auxiliary verb in simple present tense.

Table 7. Question no. 5

No.	The item of test	Number of students answer	
		T (True)	F ( False)
5.	The bus does not....fast.	16	14
Percentage		53.3%	46.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “verb”. It meant that the students fill the blank with “move”. From the data above, the result of the test that the students’ ability in using the verb in simple present tense were 16 students (53.3%) and whereas, there were 14 students (46.7%) unable in using the verb in simple present tense.



Table 8. Question no. 6

No.	The item of test	Number of students answer	
		T (True)	F ( False)
6.	.....does not receive flowers every week.	24	6
Percentage		80%	20%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “subject”. It meant that the students fill the blank with “he/she”. From the data above, the result of the test that the students’ ability in using the subject in simple present tense were 24 students (80%) and whereas, there were 6 students (20%) unable in using the subject in simple present tense.

Table 9. Question no. 7

No.	The item of test	Number of students answer	
		T (True)	F ( False)
7.	.....they watch TV every morning?	14	16
Percentage		46.7%	53.3%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “auxiliary verb”. It meant that the students fill the blank with “do”. From the data above, the result of the test that the students’ ability in using the auxiliary verb in simple present tense were 14 students (46.7%) and

whereas, there were 16 students (53.3%) unable in using the auxiliary verb in simple present tense.

Table 10. Question no. 8

No.	The item of test	Number of students answer	
		T (True)	F ( False)
8.	Does.....come from Canada?	19	11
Percentage		63.3%	36.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “subject”. It meant that the students fill the blank with “he/she”. From the data above, the result of the test that the students’ ability in using the subject in simple present tense were 19 students (63.3%) and whereas, there were 11 students (36.7%) unable in using the subject in simple present tense.

## 2) Present Continuous Tense

Table 11. Question no. 9

No.	The item of test	Number of students answer	
		T (True)	F ( False)
9.	He is.....by train now.	7	23
Percentage		23.3%	76.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “verb + ing”. It meant that the students fill the blank with “going”. From the data above, the result of the test that the students’ ability in using the verb in present continuous tense were 7 students (23.3%) and whereas, there were 23 students (76.7%) unable in using the verb in present continuous tense.

Table 12. Question no. 10

No.	The item of test	Number of students answer	
		T (True)	F ( False)
10.	She..... walking to the market.	27	3
Percentage		90%	10%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “auxiliary verb”. It meant that the students fill the blank with “is”. From the data above, the result of the test that the students’ ability in using the auxiliary verb in present continuous tense were 27 students (90%) and whereas, there were 3 students (10%) unable in using the auxiliary verb in present continuous tense.

Table 13. Question no. 11

No.	The item of test	Number of students answer	
		T (True)	F ( False)
11.	They..... doing their home work right now.	26	4
Percentage		86.7%	13.3%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “auxiliary verb”. It meant that the students fill the blank with “are”. From the data above, the result of the test that the students’ ability in using the auxiliary verb in present continuous tense were 26 students (86.7%) and whereas, there were 4 students (13.3%) unable in using the auxiliary verb in present continuous tense.

Table 14. Question no. 12

No.	The item of test	Number of students answer	
		T (True)	F ( False)
12.	She is arriving in the market.....	23	7
Percentage		76.7%	23.3%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “adverb of time”. It meant that the students fill the blank with “now”. From the data above, the result of the test that the students’ ability in using the result of the test that the students’ ability in using the adverb of time

in present continuous tense were 23 students (76.7%) and whereas, there were 7 students (23.3%) unable in using the adverb of time in present continuous tense.

Table 15. Question no. 13

No.	The item of test	Number of students answer	
		T (True)	F ( False)
13.	They aren't.....football .	6	24
Percentage		20%	80%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “verb + ing”. It meant that the students fill the blank with “playing”. From the data above, the result of the test that the students’ ability in using the verb in present continuous tense were 6 students (20%) and whereas, there were 24 students (80%) unable in using the verb in present continuous tense.

Table 16. Question no. 14

No.	The item of test	Number of students answer	
		T (True)	F ( False)
14.	I....not evaluating my students’ writing now.	19	11
Percentage		63.3%	36.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “auxiliary verb”. It meant that the students fill the blank

with “am”. From the data above, the result of the test that the students’ ability in using the auxiliary verb in present continuous tense were 19 students (63.3%) and whereas, there were 11 students (36.7%) unable in using the auxiliary verb in present continuous tense.

Table 17. Question no. 15

No.	The item of test	Number of students answer	
		T (True)	F ( False)
15.	Is she .....a soup now?	7	23
Percentage		23.3%	76.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “verb + ing”. It meant that the students fill the blank with “cooking”. From the data above, the result of the test that the students’ ability in using the verb in present continuous tense were 7 students (23.3%) and whereas, there were 23 students (76.7%) unable in using the verb in present continuous tense.

Table 18. Question no. 16

No.	The item of test	Number of students answer	
		T (True)	F ( False)
16.	.....Henry walking to school now?	24	6
Percentage		80%	20%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “auxiliary verb”. It meant that the students fill the blank with “is”. From the data above, the result of the test that the students’ ability in using the auxiliary verb in present continuous tense were 24 students (80%) and whereas, there were 6 students (20%) unable in using the auxiliary verb in present continuous tense.

### 3) Simple Past Tense

Table 19. Question no. 17

No.	The item of test	Number of students answer	
		T (True)	F ( False)
17.	I.....this souvenir for you in Padangsidempuan last Sunday.	3	27
Percentage		10%	90%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “verb2”. It meant that the students fill the blank with “bought”. From the data above, the result of the test that the students’ ability in using the verb in simple past tense were 3 students (10%) and whereas, there were 27 students (90%) unable in using the verb in simple past tense.

Table 20. Question no. 18

No.	The item of test	Number of students answer	
		T(True)	F ( False)
18.	Maria.....wash the dishes last morning.	5	25
Percentage		16.7%	83.3%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “did + not”. It meant that the students fill the blank with “did not”. From the data above, the result of the test that the students’ ability in forming negative sentence in simple past tense were 5 students (16.7%) and whereas, there were 25 students (83.3%) unable in forming negative sentence in simple past tense.

Table 21. Question no. 19

No.	The item of test	Number of students answer	
		T (True)	F ( False)
19.	I planted rose in the garden.....	22	8
Percentage		73.3%	26.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “adverb of time”. It meant that the students fill the blank with “just now”. From the data above, the result of the test that the students’ ability in using the adverb of time in simple past tense were 22 students (73.3%)



and whereas, there were 8 students (26.7%) unable in using the adverb of time in simple past tense.

Table 22. Question no. 20

No.	The item of test	Number of students answer	
		T (True)	F ( False)
20.	I didn't.....the championship.	26	4
Percentage		86.7%	13.3%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “verb1”. It meant that the students fill the blank with “win”. From the data above, the result of the test that the students’ ability in using the verb in simple past tense were 26 students (86.7%) and whereas, there were 4 students (13.3%) unable in using the verb in simple past tense.

Table 23. Question no. 21

No.	The item of test	Number of students answer	
		T (True)	F ( False)
21.	The children..... sing the song last morning.	8	22
Percentage		26.7%	73.3%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “did + not”. It meant that the students fill the blank with

“did not”. From the data above, the result of the test that the students’ ability in forming negative sentence in simple past tense were 8 students (26.7%) and whereas, there were 22 students (73.3%) unable in forming negative sentence in simple past tense.

Table 24. Question no. 22

No.	The item of test	Number of students answer	
		T (True)	F ( False)
22.	Did you.....any games yesterday?	25	5
Percentage		83.3%	16.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “verb1”. It meant that the students fill the blank with “play”. From the data above, the result of the test that the students’ ability in using the verb in simple past tense were 25 students (83.3%) and whereas, there were 5 students (16.7%) unable in using the verb in simple past tense.

Table 25. Question no. 23

No.	The item of test	Number of students answer	
		T (True)	F ( False)
23.	.....you see a blue car yesterday?	27	3
Percentage		90%	10%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “auxiliary verb”. It meant that the students fill the blank with “did”. From the data above, the result of the test that the students’ ability in using the auxiliary verb in simple past tense were 27 students (90%) and whereas, there were 3 students (10%) unable in using the auxiliary verb in simple past tense.

Table 26. Question no. 24

No.	The item of test	Number of students answer	
		T (True)	F ( False)
24.	George did not cook dinner for his family.....	26	4
Percentage		86.7%	13.3%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “adverb of time”. It meant that the students fill the blank with “last night”. From the data above, the result of the test that the students’ ability in using the adverb of time in simple past tense were 26 students (86.7%) and whereas, there were 4 students (13.3%) unable in using the adverb of time in simple past tense.

## 4) Simple Future Tense

Table 27. Question no. 25

No.	The item of test	Number of students answer	
		T (True)	F ( False)
25.	She will .....a magazine next week.	27	3
Percentage		90%	10%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “verb1”. It meant that the students fill the blank with “buy”. From the data above, the result of the test that the students’ ability in using the verb in simple future tense were 27 students (90%) and whereas, there were 3 students (10%) unable in using the verb in simple future tense.

Table 28. Question no. 26

No.	The item of test	Number of students answer	
		T (True)	F ( False)
26.	They.....see my parents two days again.	25	5
Percentage		83.3%	16.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “auxiliary verb”. It meant that the students fill the blank with “will”. From the data above, the result of the test that the students’ ability in

using the auxiliary verb in simple future tense were 25 students (83.3%) and whereas, there were 5 students (16.7%) unable in using the auxiliary verb in simple future tense.

Table 29. Question no. 27

No.	The item of test	Number of students answer	
		T (True)	F ( False)
27.	I shall not go to the library.....	13	17
Percentage		43.3%	56.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “adverb of time”. It meant that the students fill the blank with “soon”. From the data above, the result of the test that the students’ ability in using the adverb of time in simple future tense were 13 students (43.3%) and whereas, there were 17 students (56.7%) unable in using the adverb of time in simple future tense.

Table 30. Question no. 28

No.	The item of test	Number of students answer	
		T (True)	F ( False)
28.	He will not.....a tie to the party.	14	16
Percentage		46.7%	53.3%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “verb1”. It meant that the students fill the blank with “wear”. From the data above, the result of the test that the students’ ability in using the auxiliary verb in simple future tense were 14 students (46.7%) and whereas, there were 16 students (53.3%) unable in using the verb in simple future tense.

Table 31. Question no. 29

No.	The item of test	Number of students answer	
		T (True)	F ( False)
29.	Harry.....not drink a cup of coffee later.	11	19
Percentage		36.7%	63.3%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “auxiliary verb”. It meant that the students fill the blank with “will”. From the data above, the result of the test that the students’ ability in using the auxiliary verb in simple future tense were 11 students (36.7%) and whereas, there were 19 students (63.3%) unable in using the auxiliary verb in simple future tense.

Table 32. Question no. 30

No.	The item of test	Number of students answer	
		T (True)	F ( False)
30.	The students will not finish their examination.....	22	8
Percentage		73.3%	26.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “adverb of time”. It meant that the students fill the blank with “tomorrow morning”. From the data above, the result of the test that the students’ ability in using the adverb of time in simple future tense were 22 students (73.3%) and whereas, there were 8 students (26.7%) unable in using the adverb of time in simple future tense.

Table 33. Question no. 31

No.	The item of test	Number of students answer	
		T (True)	F ( False)
31.	Will you.....to Andrew’s party next week?	26	4
Percentage		86.7%	13.3%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “verb1”. It meant that the students fill the blank with

“go”. From the data above, the result of the test that the students’ ability in using the verb in simple future tense were 26 students (86.7%) and whereas, there were 4 students (13.3%) unable in using the verb in simple future tense.

Table 34. Question no. 32

No.	The item of test	Number of students answer	
		T (True)	F ( False)
32.	.....they leave Padangsidimpuan tomorrow?	25	5
Percentage		83.3%	16.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “auxiliary verb”. It meant that the students fill the blank with “will”. From the data above, the result of the test that the students’ ability in using the auxiliary verb in simple future tense were 25 students (83.3%) and whereas, there were 5 students (16.7%) unable in using the auxiliary verb in simple future tense.



## 5) Present Perfect Tense

Table 35. Question no. 33

No.	The item of test	Number of students answer	
		T (True)	F ( False)
33.	The students.....followed the teacher's instruction so far.	5	25
Percentage		16.7%	83.3%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “auxiliary verb”. It meant that the students fill the blank with “have”. From the data above, the result of the test that the students’ ability in using the auxiliary verb in present perfect tense were 5 students (16.7%) and whereas, there were 25 students (83.3%) unable in using the auxiliary verb in present perfect tense.

Table 36. Question no. 34

No.	The item of test	Number of students answer	
		T (True)	F ( False)
34.	She.....not mentioned that matter to her father.	7	23
Percentage		23.3%	76.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “auxiliary verb”. It meant that the students fill the blank with “has”. From the data above, the result of the test that the students’ ability in using the auxiliary verb in present perfect tense were 7 students (23.3%) and whereas, there were 23 students (76.7%) unable in using the auxiliary verb in present perfect tense.

Table 37. Question no. 35

No.	The item of test	Number of students answer	
		T (True)	F ( False)
35.	We have.....across the ocean by plane.	4	26
Percentage		13.3%	86.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “verb3”. It meant that the students fill the blank with “traveled”. From the data above, the result of the test that the students’ ability in using the verb in present perfect tense were 4 students (13.3%) and whereas, there were 26 students (86.7%) unable in using the verb in present perfect tense.

Table 38. Question no. 36

No.	The item of test	Number of students answer	
		T (True)	F ( False)
36.	I have tried that method in our class.... .	3	27
Percentage		10%	90%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “adverb of time”. It meant that the students fill the blank with “since yesterday”. From the data above, the result of the test that the students’ ability in using the adverb of time in present perfect tense were 3 students (10%) and whereas, there were 27 students (90%) unable in using the adverb of time in present perfect tense.

Table 39. Question no. 37

No.	The item of test	Number of students answer	
		T (True)	F ( False)
37.	Lusi has not.....the cake from dishes.	8	22
Percentage		26.7%	73.3%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “verb3”. It meant that the students fill the blank with “taken”. From the data above, the result of the test that the students’ ability in

using the verb in present perfect tense were 8 students (26.7%) and whereas, there were 22 students (73.3%) unable in using the verb in present perfect tense.

Table 40. Question no. 38

No.	The item of test	Number of students answer	
		T (True)	F ( False)
38.	Gabriel.....not called her parent yet.	22	8
Percentage		73.3%	26.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “auxiliary verb”. It meant that the students fill the blank with “has”. From the data above, the result of the test that the students’ ability in using the auxiliary verb in present perfect tense were 22 students (73.3%) and whereas, there were 8 students (26.7%) unable in using the auxiliary verb in present perfect tense.

Table 41. Question no. 39

No.	The item of test	Number of students answer	
		T (True)	F ( False)
39.	Have you.....the movie before?	8	22
Percentage		26.7%	73.3%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “verb3”. It meant that the students fill the blank with “seen”. From the data above, the result of the test that the students’ ability in using the verb in present perfect tense were 8 students (26.7%) and whereas, there were 22 students (73.3%) unable in using the verb in present perfect tense.

Table 42. Question no. 40

No.	The item of test	Number of students answer	
		T (True)	F ( False)
40.	Have they worked here.....?	4	26
Percentage		13.3%	86.7%

Based on the pattern of the sentence as an item of test above, the students must fill the blank with “adverb of time”. It meant that the students fill the blank with “since yesterday”. From the data above, the result of the test that the students’ ability in using the adverb of time in present perfect tense were 4 students (13.3%) and whereas, there were 26 students (86.7%) unable in using the adverb of time in present perfect tense.

After analyzing the data that has been collected from the sources of the research, the researcher got the average scores of students at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba by using mean score (M). The ability of students in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola

Benteng Huraba were 53.25 and it can be categorized to enough categories. Riduan stated about the classification or the criteria of competence of students as followed:

Table 43.

The criteria score interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very high <sup>2</sup>

Based on the result of the test, the classification of the students' ability in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba as followed:

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<sup>2</sup> Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005) p. 89.

Table 44.

## The Classification of the Students' Ability in Mastering Five Tenses

classification	Criteria	Total of students	percentage
0% - 20%	Very low	0	0%
21% - 40%	Low	4	13,3%
41% - 60%	Enough	19	63.3%
61% - 80%	High	7	23.4%
81% - 100%	Very high	0	0%
Total		30	100%

According to the classification of the data, it can be concluded that:

1. There were 4 students that can be categorized in to low categories. It meant that there were 13.3% of the students can be classified to the low category.
2. There were 19 students that can be categorized in to enough categories. It meant that there were 63.3% of the students can be classified to the enough categories.
3. There were 7 students that can be categorized in to high category. It meant that there were 23.4% of the students can be classified to the high category.
4. No one of students that can be categorized in to very low category and very high category.

Based on the final score of the test, the level of achievement of the students' ability in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba as followed:

Table 45.

## The Level of Achievement of the Students' Ability in Mastering Five Tenses

No	Name	Final Score	The Level of Achievement
1.	Wita Purnama Sari	67.5	1
2.	Ali Makmur Hutagalung	65	2
3.	Maimunah	65	2
4.	Nur Hajjah Daulay	65	2
5.	Aspiah Hasibuan	62.5	3
6.	Delpiana Sari Lubis	62.5	3
7.	Mislawati	62.5	3
8.	Ali Rohim	60	4
9.	Rahmad Ali Wisdan	60	4
10.	Donni Ariska	57.5	5
11.	Halimah Hindriani Lintang	57.5	5
12.	Indah Ayu Lestari	57.5	5
13.	Efrida	55	6
14.	Ennida	55	6



15.	Sapriadi	55	6
16.	Sarmiah	55	6
17.	Zulfahmi Dalimunthe	55	6
18.	Abdul Rahman Lubis	52.5	7
19.	Ahd. Sayuti Ansori Nst	52.5	7
20.	Bella Riska Harahap	52.5	7
21.	Tomi Irama	52.5	7
22.	Nursakinah Harahap	50	8
23.	Endah Hartati Pardosi	47.5	9
24.	Lastiur Pariati Manik	47.5	9
25.	Ashari Siregar	45	10
26.	Novita Sustri Angeina Situmorang	42.5	11
27.	Romaito	37.5	12
28.	Tania Harahap	35	13
29.	Ibrahim Fahmi Dalimunthe	32.5	14
30.	Julhan Efendi	32.5	14

b. Document of students

In this research, researcher used the document of students as an instrument for the secondary data. The data had been conducted from the rappsports semester of students. Based on the rappsports semester of students, the classification of the

students' ability in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba as followed:

Table 46.

The Classification of Students' Ability Based on Rapport Semester

classification	Criteria	Total of students	percentage
0% - 20%	Very low	0	0%
21% - 40%	Low	0	0%
41% - 60%	Enough	2	6.7%
61% - 80%	High	23	76.7%
81% - 100%	Very high	5	16.6%
Total		30	100%

According to the classification of the document of students' ability in English subject at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba, it can be concluded that:

- 1) There were 2 students that can be categorized in to enough categories. It meant that there were 6.7% of the students can be classified to the enough categories.
- 2) There were 23 students that can be categorized in to high category. It meant that there were 76.7% of the students can be classified to the high category.
- 3) There were 5 students that can be categorized in to very high category. It meant that there were 6.7% of the students can be classified to the high category.

4) No one of students that can be categorized in low category and very low category.

**2. The students' difficulties in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba.**

Based on the result of the test, it can be analyzed that there were some difficulties of students in mastering five tenses, they were:

a. Simple present tense

Students were not able to add suffix s/es for the third person singular in simple present tense.

b. Present continuous tense

Students felt difficult in using verb1 + ing in present continuous tense.

c. Simple past tense

Students felt difficult in using verb (regular /irregular verb) in simple past tense, especially in using irregular verb. In this case, students still use verb + d/ed and difficult to form negative sentence, because the students thought that still used verb 2 in negative sentence.

d. Simple future tense

Students felt difficult to use verb, especially adverb of time in simple future tense.

e. Present perfect tense

Students confused in using verb and adverb of time in simple past tense and present perfect tense.

Based on the result of interview with English teachers, there were some difficulties of students in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba. *The first*; the students still confused to determine the verb appropriate with five tenses, especially in simple past tense and present perfect tense. *The second*; the students didn't know about suffix s/es for the third person singular in simple present tense. *The third*; the students felt difficult to distinguish between simple past tense and present perfect tense, especially in using verb and adverb of time in this sentences.<sup>3</sup>

Based on the result of interviewed with student, the difficulties of students in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba, the students felt difficult in mastering five tenses especially in mastering present continuous tense, simple past tense and present perfect tense; the students confused in using auxiliary verb; using verb consist of regular irregular verb both in simple past tense and present perfect tense; the students didn't know to distinguish adverb of time between simple past tense and present perfect tense.<sup>4</sup>

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<sup>3</sup>Aisyah Fitri, the English Teacher in SMK Negeri 1 Batang Angkola Benteng Huraba, SMK Negeri 1 Batang Angkola Benteng Huraba Interviewing Personal, 30 November 2011.

<sup>4</sup>Muhammad Abduh Simanjuntak, the Student in SMK Negeri 1 Batang Angkola Benteng Huraba, SMK Negeri 1 Batang Angkola Benteng Huraba, Interviewing Personal, 1 Desember 2011.

Based on the result of the test and interview can be concluded that the students' difficulties in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba were students felt difficult in adding suffix s/es and using the verb in simple present tense; students felt difficult in using the verb in present continuous tense; students felt difficult in using the verb (regular and irregular verb) in simple past tense; students felt difficult in using the verb and adverb of time in simple future tense; students felt difficult using the verb, (regular/irregular verb) and using adverb of time in present perfect tense.

### **3. The efforts of the English teachers in overcoming the difficulties of students in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba.**

The researcher interviewed Mrs. Aisyah Fitri as the English teacher in SMK Negeri 1 Batang Angkola Benteng Huraba, she said that, the efforts to solve the difficulties of students in mastering five tenses were:

- a. The English teachers often repeated the lesson, gave more and more examples that related with the experiences of students. English teacher invited the students one by one to write their example in the blackboard.

- b. Before the English teacher gave the new lesson, first the English teacher gave chance or times for students to something left or were not clear about the lesson.<sup>5</sup>
- c. The English teacher invited the students to learn by heart about verb (regular and irregular verb).
- d. The English teacher gave task for students.
- e. The aids of the English teacher in teaching five tenses.

Mrs. Aisyah Fitri said that, the English teacher used the handbook as their book in learning English in SMK Negeri 1 Batang Angkola Benteng Huraba. She also used *grammar in use* and *dictionary* as supporting book in their learning. To make their learning were more effective, English teacher used their place or thing in their environment as the aids of learning.<sup>6</sup>

- g. The methods and strategies that used by the English teacher in teaching five tenses.

Based on the result of interview with English teacher, the methods and strategies that used in teaching five tenses were the English teacher explained the lesson and gave the example for students more and more. In this case, English teacher invited the students to write their example in the blackboard. Before English teacher gave the new lesson, the first English teacher gave chance or times to students for something left or not clear about the lesson.

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<sup>5</sup>Aisyah Fitri, the English Teacher in SMK Negeri 1 Batang Angkola Benteng Huraba, Interviewing Personal, 30 November 2011.

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

In learning process, English teacher always gave the students the tasks. The tasks of students were collected after the lesson was finished. It meant that students got the score from the tasks. The English teacher assumed that giving tasks as a motivation for students to make the students will be better in learning process.

Based on the result of interview can be concluded that the efforts of the English teachers in overcoming the difficulties of students in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba were the English teachers often repeat the lesson, gave more and more examples that related with the experiences of students, English teacher invited the students one by one write their example in the blackboard.

Before the English teacher gave the new lesson, the first the English teacher gave chance or time for students to something left or not clear about the lesson; the English teacher invited the students to learn by heart about auxiliary verb; the English teacher invited the students to learn by heart about verb (regular and irregular verb); the English teacher gave tasks for students.

### **C. Discussion**

The result of this research which the title “The analysis of students’ ability in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba” can be categorized in to enough category (53.25). Based on the result of this research, there were some difficulties of students in mastering five tenses,

they were: students felt difficult in using the verb; students felt difficult to add suffix s/es for the third person singular in simple present tense and students confused to distinguish between simple past tense and present perfect tense both in using the verb and adverb of time in a sentence.

However, the researcher before had been researched this problem by Eka Sustris Harida which the title “An analysis on the students’ response in learning five basic tenses to the first class student SMU Negeri 1 Padangsidempuan in 1999/2000 academic year” have made a few mistakes in forming tenses: the responses of students are high, especially in using present tense, present continuous tense and simple future tense. The difficulties of students are in using the verb both in regular and irregular, which made confused in responding past tense and present perfect tense.

In this case, the result of this research about the difficulties of students’ in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba is same with the researcher before. In other word, the students felt difficult to distinguish between simple past tense and present perfect tense both in using verbs (regular and irregular verb) and adverb of time.

The other researcher also found the same problem about the difficulties of students’ in mastering five tenses with the researcher that had been researched by Mahleni Hasibuan which the title was “An analysis on the students’ ability in mastering basic tense to the grade VIII, students MTS Negeri Padang Bolak in



2008/2009 academic year”, the students felt difficult in using the verb and auxiliary verb.

Next, according to Zainovri as the other researcher about “The correlation between auxiliaries mastery and writing tense ability of student of SMP Negeri 10 Padangsidempuan in 2009/2010 academic year”, and the result was there is a significant correlation between auxiliaries and writing tenses ability it can be seen from the  $r_{xy} = 0,798 > 0,367$   $r_{tab}$  in which the level of significant is 5%.

Muhibbin Syah stated, the difficulties of students in mastering five tenses not only affected by low intelligence but also by another factors. Learning difficulty can be affected by internal and external factors. Internal factors were the factor derives from them such as physical factor, mental factor, and basic skill factor. Then, external factors were the factor relate with the environment of students such as family factor, school factor, mass media and environment factor. Muhibbin Syah added, learning difficulty can be affected by specific factor such as dyslexia (the student was difficult in reading), distrait (the student was difficult in writing), dyscalculia (the student was difficult in mathematic).<sup>7</sup>

The analysis of students’ ability in mastering five tenses can be categorized in to enough categories (53.25). It can be concluded that the difficulties of students’ in mastering five tenses for this research with the research before, they were: students felt difficult in using the verb; students felt difficult in using auxiliary verb; students felt difficult to add suffix s/es for the third person in

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<sup>7</sup>Muhibbin Syah, *Psikologi Belajar* (Jakarta: PT. Raja Grafindo Persada, 2003) P.147-184.

singular simple present tense and students confused to distinguish between simple past tense and present perfect tense both in using the verb and adverb of time in a sentence. However, learning difficulty not only affected by low intelligence (internal factor) but also other factors consist of family factor, school factor, mass media factor and social factor (external factor).

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

The steps of the research had been done appropriate with the steps which were on the methodology of research. The steps were done to get the result of the research objectively and systematically, but to get the excellence results from this research were more difficult because there were the weakness of this research.

Based on the result of test, interview and document of students by researcher had known that the ability of students in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba were mean scores of five tenses mastery = 53.25, can be categorized in to enough category. Based on the result of this research, there were some difficulties of students in mastering five tenses, they were: students felt difficult in using the verb; students felt difficult in using the auxiliary verb; students felt difficult to add suffix s/es for the third person in simple present tense and students confused to distinguish between simple past tense and present perfect tense both in using the verb and adverb of time in a sentence.

In the research there were weaknesses when the researcher gave the test for students and interviewed the English teacher. When doing the test, students less time and concentrate because they had many activities. Further, there were the weaknesses of time because the teachers had to teach so that they had not full time interviewed or they had other activities.

In this research, there were so many problems, but the researcher attempted to do the best, so some weaknesses and decreases the meaning of this research were finished by consultation with the advisors.

## CHAPTER V

### THE CONCLUSION AND SUGGESTION

#### A. Conclusion

In this case, the researcher would like to write the conclusions of this research were:

*The first*, the ability of students in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba can be categorized into enough categories can be seen from the average scores of students that were 53.25.

*The second*, the difficulties of students in mastering five tenses were students felt difficult in using auxiliary verb, adding suffix s/es for the third person in simple present tense, using the verb (regular and irregular verb).

*The third*, the efforts of the English teachers in overcoming the difficulties of students in mastering five tenses at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba were: the English teachers often repeat the lesson, gave more examples that related with the experiences of students, invited the students one by one to write their example in the blackboard and learn by heart about auxiliary verb and verb (regular and irregular verb), gave chance or time for students to something left or not clear about the lesson and gave tasks for students.

## **B. Suggestion**

After formulating the conclusion, the researcher would like to give the suggestions concern with the result of this result. In this step, the researcher formulated the suggestion as follow:

1. It is suggested to the headmaster to motivate English teachers and students to increase the students' ability in study English, especially in mastering five tenses. Then, the headmaster is suggested to facilitate this school with the aids in learning and teaching process like library, English book for students, and laboratory of language.
2. It is suggested to English teachers that:
  - a. Before studying the five tenses first, English teacher introduce and explain about sentence and parts of sentence to students.
  - b. Applying the suitable strategies, methods, ways, aids which can improve or help them understand and mastery English subject, especially in mastering five tenses. English teacher suggested can relate the lesson with the experience of students.
  - c. Giving the value of students after finished the learning, because it assumed that increase the motivation of students in learning process.
3. It is important to other researcher to make the deepest research with the topic of this research, because it still far from the perfect one due to the limitation of the researcher's material, knowledge and experience.

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## **CURRICULUM VITAE**

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Place/date of birthday : Sidadi Julu / 05 October 1988  
Sex : Female  
Address : Sidadi Julu  
Father's name : Sori Muda Dalimunthe  
Mother's name : Nur Hadia Batu Bara  
Educational background  
Elementary school : SD NEG 142508 SIGALANGAN  
Junior high school : MTs N 1 BATANG ANGKOLA  
Senior high school : SMA N 1 BATANG ANGKOLA  
Institute : STAIN PADANGSIDIMPUAN



## **APPENDIX I**

### **The Lists of Interview**

For Teacher

1. How is the students' ability in learning five tenses?
2. Are the students able to use auxiliary verb according the subject at sentence in five tenses?
3. Are the students able to use verb appropriate to make five tenses?
4. Are the students able to add suffix s/es for the third person in simple present tense?
5. Are the students able to add suffix –ing in present continuous tense?
6. Are the students able to add suffix –d/ed in simple past tense and present perfect tense?
7. Can the students distinguish between regular verb and irregular verb in simple past tense and present perfect tense?
8. Are the students able to distinguish between simple past tense and present perfect tense?
9. What are the difficulties of students in learning five tenses?

For Students

1. Do you know kinds of tenses?
2. Is it difficult to learn five tenses?
3. Which one is difficult?
4. Can you use auxiliary verb according the subject at sentence in five tenses?

5. Can you use verb appropriate to make five tenses?
6. Can you add suffix s/es for the third person in simple present tense?
7. Can you add suffix –ing in present continuous tense?
8. Can you add suffix –d/ed in simple past tense and present perfect tense?
9. Can you distinguish between regular verb and irregular verb in simple past tense and present perfect tense?
10. Can you distinguish between simple past tense and present perfect tense?
11. What are the difficulties for you in learning five tenses?

## APPENDIX II

### The list of questions

**Complete the sentences appropriate with five tenses (simple present tense, present continuous tense, simple past tense, simple future tense, and present perfect tense).**

1. Ria.....a letter every week.
2. ....swims in the pool twice a week.
3. He studies English in the classroom.....
4. She.....not work in the library at weekends.
5. The bus does not.....fast.
6. ....does not receive flowers every week.
- 7..... they watch TV every morning?
8. Does.....come from Canada?
9. He is.....by train now.
10. She.....walking to the market.
11. They.....doing their home work right now.
12. She is arriving in the market.....
13. They aren't.....football.
14. I.....not evaluating my students' writings now.
15. Is she.....a soup now?
- 16.....Henry walking to school now?
17. I.....this souvenir for you in Padangsidempuan last Sunday.
18. Maria.....wash the dishes last morning.

19. I planted rose in the garden.....
20. I didn't.....the championship.
21. The children.....sing the song last morning.
22. Did you.....any games yesterday?
23. ....you see a blue car yesterday?
24. George did not cook dinner for his family.....
25. She will.....a magazine next week.
26. They.....see my parents two days again.
27. I shall not go to the library.....
28. He will not.....a tie to the party.
29. Harry .....not drink a cup of coffee later.
30. The students will not finish their examination.....
31. Will you.....to Andrew's party next week?
32. ....they leave Padangsidempuan tomorrow?
33. The students.....followed the teacher's instruction so far.
34. She..... not mentioned that matter to her father.
35. We have..... across the ocean by plane.
36. I have tried that method in our class.....
37. Lusi has not.....the cake from dishes.
38. Gabriel.....not called her parent yet.
39. Have you.....the movie before?
40. Have they worked here.....?

### APPENDIX III

#### The answering of questions

1. Ria writes a letter every week.
2. He swims in the pool twice a week.
3. He studies English in the classroom every day.
4. She does not work in the library at weekends.
5. The bus does not move fast.
6. She does not receive flowers every week.
7. Do they watch TV every morning?
8. Does he come from Canada?
9. He is going by train now.
10. She is walking to the market.
11. They are doing their home work right now.
12. She is arriving in the market now.
13. They aren't playing football.
14. I am not evaluating my students' writings now.
15. Is she cooking a soup now?
16. Is Henry walking to school now?
17. I bought this souvenir for you in Padangsidempuan last Sunday.
18. Maria did not wash the dishes last morning.
19. I planted rose in the garden just now.
20. I didn't win the championship.

21. The children did not sing the song last morning.
22. Did you play any games yesterday?
23. Did you see a blue car yesterday?
24. George did not cook dinner for his family last night.
25. She will buy a magazine next week.
26. They will see my parents two days again.
27. I shall not go to the library soon.
28. He will not wear a tie to the party.
29. Harry will not drink a cup of coffee later.
30. The students will not finish their examination tomorrow morning.
31. Will you go to Andrew's party next week?
32. Will they leave Padangsidempuan tomorrow?
33. The students have followed the teacher's instruction so far.
34. She has not mentioned that matter to her father.
35. We have traveled across the ocean by plane.
36. I have tried that method in our class since yesterday.
37. Lusi has not taken the cake from dishes.
38. Gabriel has not called her parent yet.
39. Have you seen the movie before?
40. Have they worked here since yesterday?

APPENDIX IV

THE STUDENTS ABILITY IN MASTERING FIVE TENSES AT GRADE XI IN SMK NEGERI 1  
BATANG ANGKOLA BENTENG HURABA

0.	RESPONDENT ANSWER OF EACH ITEM NUMBER																																								SUM					
	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						
1	0.0	2.5	2.5	0.0	2.5	0.0	0.0	2.5	2.5	2.5	2.5	0.0	2.5	0.0	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	0.0	2.5	2.5	0.0	0.0	0.0	0.0	0.0	2.5	2.5	0.0	0.0	52.5				
2	2.5	2.5	2.5	2.5	0.0	2.5	0.0	0.0	0.0	2.5	2.5	2.5	0.0	0.0	0.0	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	0.0	0.0	0.0	0.0	0.0	0.0	2.5	2.5	0.0	0.0	52.5				
3	0.0	2.5	2.5	2.5	2.5	2.5	0.0	2.5	0.0	2.5	2.5	0.0	0.0	2.5	0.0	2.5	0.0	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	65				
4	0.0	0.0	2.5	0.0	2.5	2.5	0.0	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	60				
5	2.5	2.5	0.0	0.0	0.0	2.5	2.5	2.5	0.0	2.5	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	2.5	0.0	2.5	0.0	45			
6	0.0	0.0	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	62.5		
7	2.5	2.5	0.0	0.0	2.5	2.5	2.5	2.5	0.0	2.5	0.0	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	52.5	
8	0.0	2.5	2.5	0.0	2.5	2.5	2.5	2.5	0.0	2.5	2.5	0.0	0.0	2.5	2.5	2.5	0.0	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	62.5		
9	0.0	2.5	2.5	0.0	0.0	2.5	2.5	2.5	0.0	2.5	2.5	2.5	0.0	0.0	0.0	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	57.5	
10	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	0.0	2.5	2.5	2.5	0.0	2.5	0.0	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	55	
11	0.0	2.5	0.0	2.5	2.5	2.5	0.0	2.5	0.0	0.0	2.5	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	47.5	
12	2.5	0.0	0.0	2.5	0.0	2.5	0.0	2.5	0.0	2.5	2.5	2.5	0.0	2.5	0.0	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	55	
13	0.0	2.5	2.5	0.0	0.0	2.5	2.5	2.5	0.0	2.5	0.0	2.5	0.0	0.0	0.0	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	57.5	
14	0.0	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	32.5	
15	2.5	0.0	2.5	0.0	2.5	2.5	0.0	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	57.5	
16	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	2.5	0.0	32.5		
17	0.0	2.5	2.5	0.0	0.0	2.5	0.0	0.0	0.0	2.5	2.5	2.5	0.0	2.5	0.0	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	47.5
18	0.0	2.5	2.5	2.5	2.5	2.5	0.0	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	65
19	0.0	2.5	2.5	0.0	2.5	2.5	0.0	0.0	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	62.5
20	0.0	0.0	0.0	0.0	2.5	0.0	2.5	0.0	0.0	2.5	2.5	2.5	0.0	2.5	0.0	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	42.5
21	2.5	2.5	2.5	2.5	0.0	2.5	2.5	2.5	0.0	2.5	2.5	2.5	0.0	2.5	0.0	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	65
22	0.0	2.5	0.0	0.0	0.0	2.5	0.0	2.5	0.0	2.5	2.5	2.5	0.0	2.5	0.0	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	50
23	2.5	2.5	2.5	0.0	0.0	2.5	2.5	2.5	0.0	2.5	2.5	0.0	2.5	0.0	2.5	0.0	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	60
24	0.0	0.0	2.5	0.0	0.0	2.5	0.0	0.0	2.5	2.5	2.5	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	37.5
25	0.0	2.5	2.5	0.0	2.5	0.0	0.0	2.5	2.5	2.5	2.5	2.5	0.0	2.5	0.0	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	2.5	0.0	55		
26	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	0.0	2.5	0.0	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	2.5	0.0	35		
27	0.0	2.5	2.5	0.0	2.5	2.5	0.0	0.0	2.6	2.6	0.0	0.0	2.5	0.0	2.5	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	52.5	
28	0.0	2.5	2.5	2.5	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	0.0	2.5	0.0	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	67.5	
29	2.5	2.5	2.5	2.5	0.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.0	2.5	0.0	2.5	0.0	0.0	2.5	2.5	0.0	2.5	2.5	0.0	2.5	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	55	
30	TOTAL																																											1597.5		

The researcher calculated the score by using the following formula :

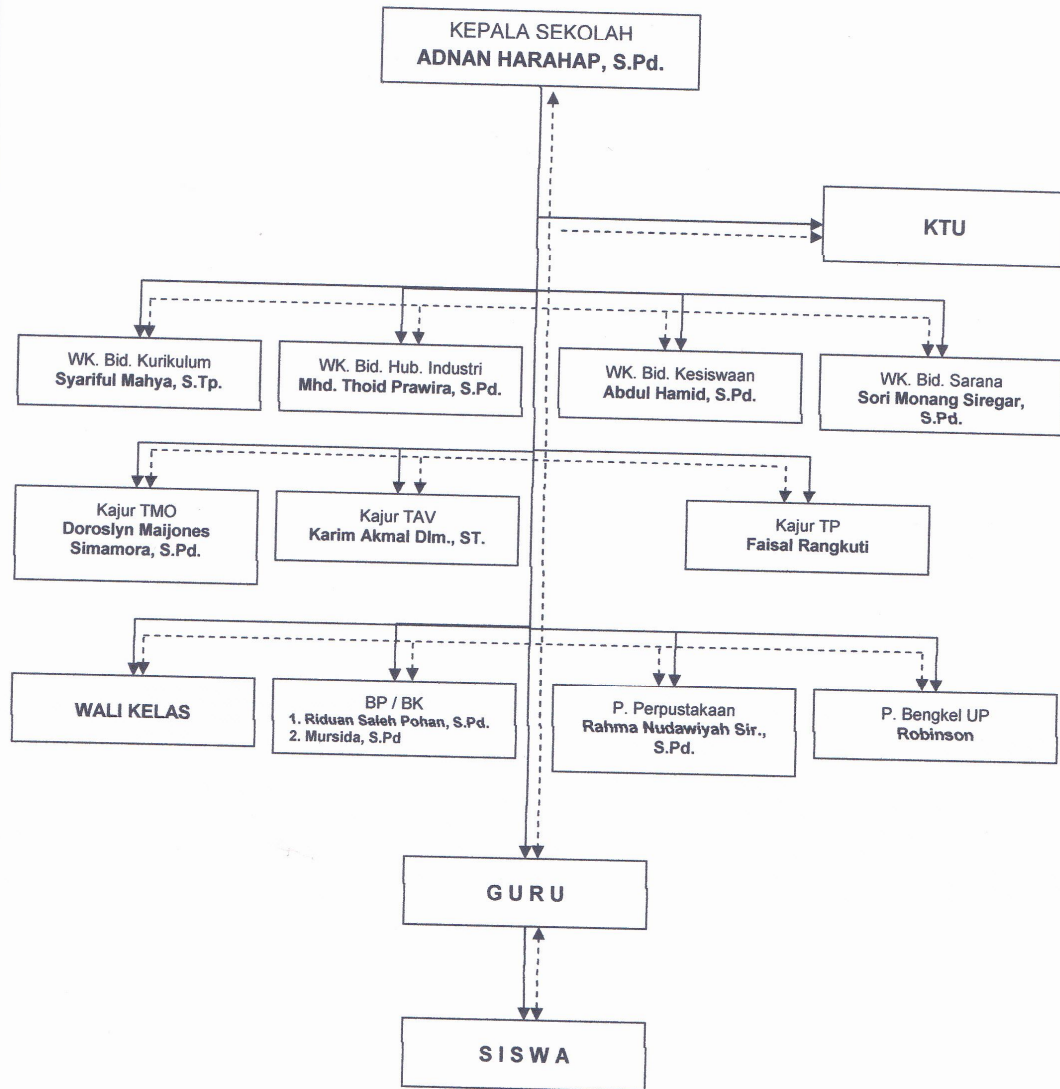
$$= \frac{\sum \text{score}}{\sum \text{responden} \times \sum \text{item} \times \text{nilai}} \times 100 \%$$

$$= \frac{1597.5}{30 \times 40 \times 2.5}$$

$$= 53.25\%$$

APPENDIX V

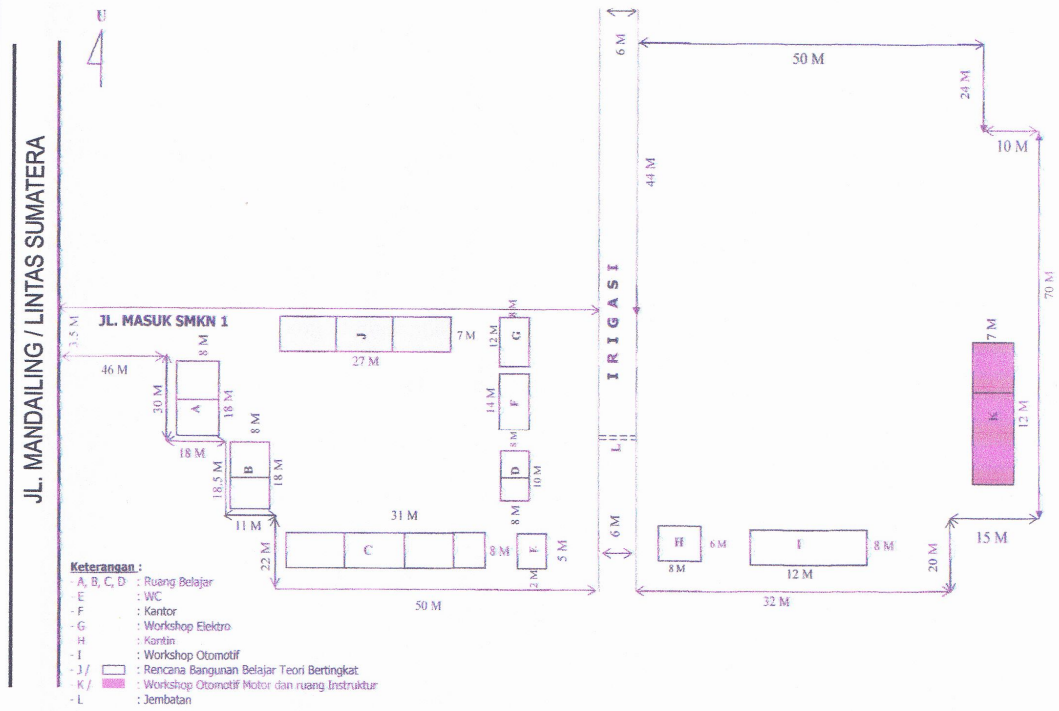
STRUKTUR ORGANISASI SEKOLAH





APPENDIX VI

LOKASI SMK NEGERI 1 BATANG ANGKOLA  
TAPANULI SELATAN – SUMATERA UTARA



## **APPENDIX VII**

### **The Facilities at SMK Negeri 1 Batang Angkola Benteng Huraba**

- a. 25 units of classes
- b. 1 unit of computer's laboratory
- c. 1 unit of headmaster's room
- d. 1 unit of teacher's room
- e. 1 unit of mushollah
- f. 1 unit of otomotif's laboratory
- g. 1 unit of pemesinan's laboratory
- h. 1 unit of audio video's laboratory





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

Sekretariat: Jl. Imam Bonjol Km. 4.5 Sihitang Telp. 0634-22080 Padangsidimpuan 22733

Nomor : Sti.14/UBS/P /2011  
Lamp :  
Hal : Pembimbing Skripsi

Padangsidimpuan, 21 November 2011  
Kepada  
Yth.1. Drs. Syahid Muammar Pulungan,SH  
2. Eka Sustris Harida, M.Pd  
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 : Nurmayan Dalimunthe/ 07 340 0103  
Jurusan/Prog. Studi : Tarbiyah/Bahasa Inggris-3  
Judul Skripsi : **THE ANALYSIS OF STUDENTS' ABILITY IN MASTERING FIVE TENSES AT GRADE XI IN SMK N 1 BATANG ANGKOLA BENTENG HURABA**

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 kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.  
Wassalamu'alaikum Wr. Wb.

Ketua Prodi Bahasa Inggris

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Kepala Unit Bina Skripsi

Drs. Agus Salim Lubis, M.Ag  
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An. PEMBANTU KETUA I,  
KETUA JURUSAN TARBIYAH

Hj. Zulhimmah, S.Ag, M.Pd NP  
NIP: 19720702 199703 2 003

**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**  
**BERSEDIA/TIDAK BERSEDIA**

**BERSEDIA/TIDAK BERSEDIA**

PEMBIMBING I

Drs. Syahid Muammar Pulungan, SH.  
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PEMBIMBING II

Eka Sustris Harida, M.Pd  
NIP: 19750917 200312 2 002



PEMERINTAH KABUPATEN TAPANULI SELATAN  
**DINAS PENDIDIKAN DAERAH**  
**SMK NEGERI 1 BATANG ANGKOLA**

JLN. MANDAILING NO 2 BENTENG HURABA Telp. (0634) 7363157

Email : [smkn1\\_batangangkola@yahoo.co.id](mailto:smkn1_batangangkola@yahoo.co.id)

Kode Pos 22773

**SURAT KETERANGAN**

Nomor : 422/1073/2011

Yang bertanda tangan di bawah ini Kepala SMK Negeri 1 Batang Angkola, berdasarkan surat Dekan Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan Nomor : Sti. 14/I.B4/PP.00.9/994/2011 tanggal 18 November 2011 perihal Memohon Bantuan Informasi Penyelesaian Skripsi menerangkan bahwa :

N a m a : NURMAYAN DALIMUNTHE

NPM : 07.3400103

Jurusan/Prog. Studi : Tarbiyah/TBI-3

Program Studi : Pendidikan Bahasa Inggris

Alamat : Sidadi Julu

Kecamatan Batang Angkola

Adalah benar telah melaksanakan Pengumpulan data dan informasi di SMK Negeri 1 Batang Angkola untuk keperluan penyusunan skripsi dengan judul :  
**“THE ANALYSIS OF STUDENTS’ ABILITY IN MASTERING FIVE TENSES AT GRADE XI IN SMK NEGERI 1 BATANG ANGKOLA”.**

Demikian surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.



Benteng Huraba, 05 Desember 2011  
Kepala SMK Negeri 1 Batang Angkola

**ADANAN HARAHAHAP, S.Pd**  
Pembina  
NIP. 19680328 199801 1 001



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

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

Padangsidimpunan, 18 November 2011

Nomor :Sti.14/I.B4/PP.00.9/994 /2011

Lamp. : -

Hal : *Mohon Bantuan Informasi  
Penyelesaian Skripsi.*

Kepada Yth,  
Kepala SMK N 1 Batang Angkola  
Benteng Huraba  
di-

Tempat

Assalamu'alaikum Wr.Wb.

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

Nama : Nurmayan Dalimunthe  
Nomor Induk Mahasiswa : 07. 340 0103  
Jurusan/Prog.Studi : Tarbiyah/TBI-3  
Alamat : Sidadi Julu

adalah benar Mahasiswa STAIN Padangsidimpunan yang sedang menyelesaikan Skripsi  
dengan Judul **"The Analysis of Students' Ability in Mastering Five Tenses at Grade  
XI in SMK N 1 Batang Angkola Benteng Huraba"**.

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.



Sya. H. Idris Saleh Dalimunthe, MA  
NIP. 61061015 199103 1 004