



**STUDENTS' PROBLEMS IN LEARNING TENSES
AT GRADE X SMA N.1 SOSOPAN**

A THESIS

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

By:

MAHDAN NASRI
Reg No. 08. 340 0020

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN
2013**



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2013

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Assalamu 'AlaikumWr. Wb.

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Assalamu 'Alaikum Wr. Wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n MahdanNasri yang berjudul "Students' Problems in Learning Tenses at Grade X SMA N.1 Sosopan", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat guna mencapai gelar Sarjana dalam Ilmu Tarbiyah/ Tadris Bahasa Inggris pada STAIN Padangsidempuan.

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

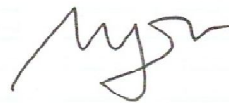
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PERNYATAAN KEASLIAN SKRIPSI

Dengan nama Allah Yang Maha Pengasih lagi Maha Penyayang. Saya yang bertanda tangan di bawah ini:

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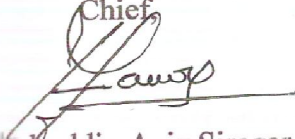


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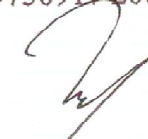

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In the name of Allah, the beneficent and the merciful

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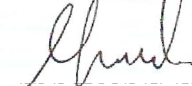
1. My beloved parent (SabullahHasibuan and Almh. TiapesaSiregar), my beloved sisters (HotmaAniHasibuan, JernihHasibuan and DaniAtiHasibuan), my beloved brothers (Ali AsranHasibuan and Ahmad HasanHasibuan) my beloved sisters in law (IsdaLubis and WardaniSiregar) and all of my families who always give their materials, prays, motivation, and moral encouragement to finish my study.
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Padangsidempuan, 21 April 2013

The Writer



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ABSTRACT

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JUDUL SKRIPSI : STUDENTS' PROBLEM IN LEARNING TENSES AT
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This research discussed about students' problems in learning tenses at grade X SMA N.1 Sosopan. It was intended to describe the students' abilities and their problems in learning tenses (only the five basic tenses) and the effort done by the English teacher to overcome the students' problems in SMA N.1 Sosopan Grade X.

The research was conducted by qualitative using descriptive method. The primary source for this research is all students of class X3 SMA N.1 Sosopan. Total of them are 36 students. The secondary source is the English teacher of grade X SMA N.1 Sosopan. Next, this research used test, interview and observation as instruments. The researcher analyze the data by editing the data, reduction of the data, tabulation of the data, description of the data and the last taking the conclusion.

The research found some facts in the field. First, it was found the answer that the abilities of Grade X Students in SMA N.1 Sosopan (Class X3) categorized into *low category*. Second, it was found the answer that the students' problems in learning tenses were lack in motivation, reinforcement and hardness in studying English from their selves, the English teacher's teaching technique that was too past and the library did not functioned. Third, it was gotten the answer that the English teacher's effort in overcoming the problem were explained the subject again and focused to the vocabulary mastery and tenses mastery especially the five basic tense. The teacher also tried to ask the head master to open the library again and to complete the book especially the English books.

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is an important thing in the life. Everything in this world needs language. Language is a tool to do a relation with other. Someone needs language to shape our thoughts, feelings, desires, and our deeds. One region has different languages with other. So, Allah SWT has created this world with many kinds of language. Such as Arabic, English, Mandarin, French, German, Malay, etc. That is true based on The Qur'an surah Ar-rum: 22, Allah says:¹

أَلْوَانِكُمْ أَلْسِنَتِكُمْ وَأَخْتَلَفُوا الْأَرْضِ السَّمَوَاتِ خَلْقُ آيَاتِهِ وَمَنْ
لِّلْعَالَمِينَ لَا يَتَذَكَّرُ فِيهَا إِلَّا نُو

Means: And among His Signs is the creation of the heavens and the earth, and the variation of your languages and colors. Verily, in that are indeed signs for men of sound knowledge.

Based on the above verse, it can be concluded that all kind of languages do not come accidently to this world. But Allah SWT has given it to the human as a fitrah of Mankind. He created humen with many languages; it is one sign of his

¹Ahmad Yosep Ali, *The Glorious Quran*(Beirut: El Fikr S.A.L,2009), p. 363.

powerful. Among all of languages, there are some languages that the most important. Those are called as international languages. Those are so important because by mastering the international languages, someone will be able to do relations with other people in different countries in this world.

There are eight official languages that are admitted by United Nation Organization (UNO) as international languages in 2008. They are:²

1. English
2. Arabic
3. Mandarin
4. Indonesia
5. French
6. Portugal
7. Spain
8. Russia.

English takes place in the first stage because English is the most often used although takes second position for the most speakers after Mandarin; that is 508 million speakers.³ It means that many people in this world use English as a tool to develop the relations between nations. That makes English is very important

²Ryoga, "Menurut PBB Bahasa International Sesuai Catatan PBB pada Tahun 2008" Retrieved from <http://artikelRyoga15.wordpress.com>, Accessed on Friday, December 12th 2012, at 22.30.

³*Ibid.*,

for people. So, as an international social someone can use English to develop his or her relations with foreign people.

By looking at the important of the English, the Indonesia education curriculum makes English as a basic subject in all levels of schools. Guided by the foundation and development of basic education curriculum 1994, English is a foreign language is taught and it is considered so essential for the absorption and development of science, technology, art, culture and development of relations between nations.

There are four skills in a language; listening, speaking, reading and writing. To master the four skills, students have to know the vocabulary and the structure or grammar of the languages being learned. Vocabulary is study of words and structure or grammar is a study about the role in arranging the sentences.

Grammar is one of the most important basic in English ability because grammar in English is quite different with the Indonesia Grammar. Such as the adverb of time can be influenced to the change form of a verb which this case is not found in Indonesian language. The change of these forms of the verb is called Tenses.

Tense is the form of verb which shows the time and the state of an action or event. There are five basics of tenses in English.⁴ They are present continuous

⁴Imam D. Djauhari, *Mastery on English Grammar* (Surabaya: Indah Surabaya,2004), p.

tense, present future tense, simple past tense, simple present tense and present perfect tense.

Learning about tenses is started in Elementary school. So, Senior High School students should be able to comprehend them because they have been studying them at least for three years. But in fact, there are many students who do not comprehend about tenses or many students get confused in English especially about the tenses even though they have studied English for three years. It is the phenomenon that is found in SMA N.1 Sosopan by the researcher when the researcher asks some students in the school as the researcher felt when the researcher is a student in the school.⁵

They are seems like have problems on English especially Tenses. Sometimes they are seems like bored and lazy for this subject. So, why is it happened? From this fact, the researcher is interested to find out their problems by doing this research. That is why the researcher tries to do research about “Students’ Problems in Learning Tenses at Grade X SMA N.1 Sosopan”.

⁵DoliMartua, et. al., Students of SMA N.1 Sosopan X3 Class, *Private Interview*, 27 Februari 2012

B. The Focus of the Problem

Based on the background of problem above, there are many tenses includes in English. It makes so many problems in students' minds. But because of the limitation by the researcher on the time, knowledge, and expense, so the researcher limits the problems only in the five basic tenses. They were simple present tense, simple past tense, present future tense, present perfect tense and present continuous tense and in verbal form only.

C. The Definition of Key Terms

1. Students

Student is person who is studying at a college or university, person studying at secondary school.⁶

2. Problems

Problem is something that is difficult to deal with or understand.⁷

3. Learning

Learning is gain knowledge or skill in a subject.⁸

4. Tenses

Tense is verb form that shows the time of the action or state: the present, future, past, etc.⁹

⁶AS. Hornby, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 2009) P. 429.

⁷*Ibid.*

⁸*Ibid.*, P. 244.

⁹*Ibid.*, P. 445.

D. The Formulations of the Problem

From the background of the problem and focus of the problem, the formulation is needed to be explained the aims of this research. Furthermore, the formulations of the problems are:

1. What are students' problems in learning the five basic tenses in verbal at grade X SMA N.1 Sosopan?
2. What are the efforts done by the English teachers in overcoming the problems?
3. How is the students' ability in learning the five basic tenses in verbal at grade X SMA N.1 Sosopan?

E. The Objectives of the Research

Based on the formulations of the above problems, the researcher determines the purposes of research; they are:

1. To know the students' problems in learning the five basic tenses in verbal at grade X SMA N.1 Sosopan.
2. To know the efforts done by the English teachers in overcoming the problems.
3. To identify the students' ability in learning the five basic tenses in verbal at grade X SMA N.1 Sosopan.

F. The Significances of the Research

According to the background of problems, so the significances of research are:

1. Students, as the information to the students about their problems in learning tenses so they can know how their problems are, and how to minimize them.
2. Teachers, as the information for the English teachers about their students' problems, so they can find the best ways to solve them and they can become motivation to the English teachers to increase their ability in teaching and to enrich their knowledge.
3. Headmaster, for the first to give suggestion to the English teachers at SMA N.1 Sosopan for improving their abilities in teaching and for the students to improve their abilities in studying English as a unit of learning process. The second, as a decision maker, the head master can give the best time for English learning. So that, the Head master gives chance to the English teachers to follow upgrading program to enrich their teaching ability. The third, as a mediator, the Head master is expected to complete the media of learning for instance to supply some English books and some books about the teaching method in the library. The last, as a Leader of the school, the Head master can suggest the teachers and students to make a discussion groups like study club, upgrading school and home schooling.

4. Reader or other researcher, as references for the next researcher in the some problems and for the other writers in conducting further researcher in the same topic.

G. The Thesis Out Line

The systematic of this research is divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

Chapter one, it consists of background of the problem where the phenomenon is found. The problem is focused into which problem that will be researched in focus of the research. Then, it is continued with definition of key terms, formulations of the problem that consist of what the problems that faced by students are, what the effort done by the English teacher are and how the students' ability in the five basic tenses is. The objectives of the research consist of what for the research will be done, significances of research, and the last thesis outline.

Chapter two, it consists of some theories that relevant to the research and review of related finding. In theoretical review consists of students' problems and learning tenses. Related findings consist of some findings that are done by other researcher in the same research.

Chapter three, it consists of research methodology that is used. The research methodology consisted of place and schedule of the research, research design, sources of data, technique of the data collection, technique of the data analysis and the last is technique of the data trustworthiness.

Chapter four, it consists of findings, discussion and the threat of the research. The findings consisted of general findings that consists of the where and when the research has been done and specific findings consists of the description of the answers for the formulation of the problems in chapter one. The last, discussion consists of the result of research that compare to the other research and threat of the research consists of the threat in research.

Chapter five, it consists of conclusions for the research and suggestions.

CHAPTER II

THEORETICAL DESCRIPTION

A. Literature Review

1. Learning Tenses

Learning tenses is built from two words; *learning* and *tenses*. Learning comes from *learn* and *-ing* becomes one word *learning*, while tenses comes from *tense* (singular) added by *-s* becomes tenses (plural). But, to make the explanation clearly, the researcher discusses them as follow:

a. Learning

1) Definition of Learning

Learning is process of transferring knowledge from sources and student as a receiver; sources can be teachers, books and others. Learning is gaining knowledge or skill in a subject. Learning also means knowledge gained by studying.¹

There are also others definition of learning, they are:²

- a) Cronbach gives the definition: Learning is shown by a change in behavior as a result of experience.

¹AS. Hornby, *Loc. Cit.*,p. 245

²Sardiman,*Interaksi dan Motivasi Belajar Mengajar*(Jakarta: PT.Raja Gravindo Persada,2011), p. 20.

- b) Harold Spears gives the constraint: Learning is to observe, to read, to immitate, to try something themselves, to listen, to follow direction.
- c) Geoch said that learning is a change in performance as a result of practice.

Learning is a change in behavior or potention that permanently comes from the experience that can not be described into temporary body states such as caused by sick, tiredness or medicine.³

From above definition, the researcher concludes that learning is the process of transferring information; in the form of knowledges and values that makes a *change in performance or behavior* as the result as like Cronbach stated.

2) The Aims of Learning

Sardiman states that there are three aims of learning. They are:

- a) To get the knowledges
- b) Advancing of ability and skills
- c) Changein behavior to be better.⁴

To get the aims of learning, many thing must be attended especially what students need. Students have to be active in learning to make them easy in getting the knowledge. So, the teachers have to

³B.R. Hergenbahn, Matteh H. Olson, *Theories of Learning Edisi Ketujuh*, (Jakarta: Kencana,2009), p. 8.

⁴Sardiman,*Op.Cit.*,p. 26-28.

be clever in making funny situation to make student relax in learning process.

3) The Principles of Learning

There are seven principles of learning. They are:⁵

- a) The Aims
- b) Advising
- c) Understanding
- d) Practicing
- e) Adapting
- f) Desires
- g) Applying

b. Tenses

1) Definition of Tenses

Tense is the role of arranging sentences or someone can say that tense is verbs that show the time of the action. Tense is also means; verb form that shows *the time of the action or state*: the present, future, past, etc.⁶ Whereas Wren says that Tenses are the form of verbs which show *the time and state of an action or event*.⁷ Based on above explanation, the researcher concludes that Tense is the roles

⁵ZainalAqib, *Profesionalisme Guru dalam Pembelajaran* (Surabaya: InsanCendikia,2010), p. 44-45.

⁶AS. Hornby,*Loc. Cit.*,p. 445.

⁷Wren &Martin, *High School English Grammar and Composition* (Kuala Lumpur : Crescent News, 1996), p. 67

of sentences arrangement based on time used effecting to the verb used.

Tenses categorize verb into some categories. They are categorized into three categories.⁸ They are called infinitive verb (V_i), preterit verb (V_{ii}), past participle (V_{iii}). Infinitive verb is usually used in the simple present tense and future tense, preterit verb is used in simple past tense while past participle is used in present perfect tense. For more clearly we can see in the formulas of tenses.

2) Kinds of Tenses

There are sixteen tenses in English. Those are expanded from five basic tenses; simple present tense, simple past tense, present future tense, present perfect tense, and present continuous tense.⁹ So, they are become:

- a) Simple Present Tense
- b) Simple Past Tense
- c) Present Future Tense
- d) Present Perfect Tense
- e) Present Continuous Tense
- f) Past Future Tense
- g) Past Perfect Tense

⁸Imam D. Djauhari, *Op. Cit.*, p. 44.

⁹*Ibid.*,p. 11.

- h) Past Continuous Tense
- i) Present Future Perfect Tense
- j) Future Continuous Tense
- k) Present Perfect Continuous Tense
- l) Future Perfect Continuous Tense
- m) Past Future Perfect Tense
- n) Past Future Continuous Tense
- o) Past Perfect Continuous Tense
- i) Past Future Perfect Continuous Tense
- a) The Simple Present Tense

The simple present tense is the tense that shows daily habits. The simple present tense expresses *daily habits* or *usually activities*.¹⁰ Simple present tense also expresses *general statements of fact*.¹¹ So, Simple present tense is tense that expresses daily habits, usually activities, and general statements of fact.

The formulas of Simple present tense are:

¹⁰Betty Schramper Azar, *Fundamentals of English Grammar*(New Jersey : Prentice Hall,1992), p. 3

¹¹*Ibid.*,p. 3

Table 1. Positive Form

S + V_I (for subject he, she and it, verb I + s/es)+	
I You We They	V _I + Infinitive
He She It	V _I + s/es +

Example: She goes

Table 2. Negative Form

S + do/does + not + V_I +		
I You We They	Do + Not	V _I + Infinitive
He She It	Does + Not	

Example: She does not go

Simple present tense is used to:¹²

- (1) To tell the event that happen regularly, sometimes or never

E.g. we always wash our hands before meals.

- (2) To state facts

E.g. the sun rises every morning.

- (3) To tell the event of a story that is happening now

¹²Howard Sargeant, *Basic English Grammar for English Learner* (Singapore: Saddleback, 2007), p. 58.

E.g. I arrive at school.

Simple present tense uses the adverbs of time below:¹³

- (1) Always
- (2) Seldom/rarely
- (3) Usually
- (4) Generally/commonly
- (5) Often/frequently
- (6) Once in a while/sometimes
- (7) Never
- (8) Every/each (every day, every week, etc)

b) The Simple Past Tense

The Simple past tense is a tense that expresses the event in the past. Simple past tense is a form of verb and time that show *event* or *action* in the past.¹⁴ Whereas Imam D. Jauhari said that Simple past tense is used to show the *event* in the past.¹⁵ Michael A. Pyle states that the simple past is used for a completed action that happened at one specific time in the past.¹⁶

So, the researcher takes conclusion that Simple past tense is a tense that shows the event or the action in the past.

¹³Imam D. Djauhari, *Op. Cit.*, p. 23.

¹⁴Ghufron Maba, *Modern English Conversation for Tourist*(Jombang: Lintas Media), p. 190.

¹⁵Imam D. Djauhari, *Op. Cit.*, p. 12.

¹⁶Michael A. Pyle, *Cliffs TOEFL Preparation Guide* (USA: Willay, 2005), p. 59.

The formulas of Simple past tense are:

Table 3. Positive Form

S + V_{II} +	
I You We They He She It	V _{II} + Preterit

Example: I went to the market yesterday

Table 4. Negative Form

S + did + not + V_I +		
I You We They He She It	Did + Not	V _I + Infinitive

Example: I did not go to the market yesterday

Simple past tense uses adverbs of time below:¹⁷

- (1) Yesterday
- (2) The day before yesterday
- (3) Just now
- (4) Last (night, week, year, etc)
- (5) Two days ago, three months ago, etc

¹⁷Imam D. Djauhari, *Op. Cit*, p. 54.

c) The Present Future Tense

The Present future tense is a tense that shows the event in the future. Future tense is used for an *action* or *event* that has still to take place.¹⁸ Robert Kronh says that future tense uses auxiliary shall/will to indicate future time.¹⁹ So, future tense is a kind of tense that shows an action or event in the future time.

The formulas of future tense are:

Table 5. Positive Form

S + will/shall + V_I +		
I we	Will/shall	V _I + Infinitive
you They He She It	Will	

Example: James will buy a book tomorrow

Table 5. Positive Form

S + be going to + V_I +			
I	am	Going to	V _I + Infinitive
You We They	are		
He She It	is		

¹⁸Wren & Martin, *Op.Cit*, p. 71.

¹⁹Robert Kronh, *English Sentence Structure* (Michigan: the University of Michigan Press, 1971), p. 43.

Example: James is going to go to the school tomorrow at

08.30 AM

Future tense uses adverbs of time below:²⁰

- (1) Tomorrow
- (2) The day after tomorrow
- (3) Tomorrow morning
- (4) Soon
- (5) Afterwards/later
- (6) Next time
- (7) Next (week, years, etc)

d) The Present Perfect Tense

The Present perfect tense is the tense that shows the perfect action or event. Present perfect tense is tense which describes actions beginning in the past and continuing up to the present moment (and possibly into the future); *I've planted fourteen rose bushes so far this morning*, and refers to actions occurring or not occurring at an unspecified time in the past with some kind of connection to the present; *have you passed your driving test?*²¹

²⁰Imam D. Djauhari, *Op. Cit.*, p. 97.

²¹Jeremi Harmer, *The Practice of English Language Teaching, Third Edition* (England: Longman, 2001), p.16.

So, the researcher concludes that the present perfect tense is tense which shows a complete action.

The formulas of present perfect tense are:

Table 7. Positive form

S + have/has + V_{III} +		
I You We They	have	V _{III} + Past participle
He She It	has	

Example: they have gone

Present perfect tense uses adverbs of time below:²²

- (1) Since
- (2) For
- (3) Already
- (4) Recently
- (5) Lately
- (6) Nowadays
- (7) Many times
- (8) Repeatedly, etc

²²Imam D. Djauhari, *Op.Cit.*,

e) The Present Continuous Tense

The present continuous tense is tense which describes the action or event at the moment of speaking. Betty Schramper Azar states that the Present continuous tense or present progressive expresses an activity that is in progress at the moment of speaking.²³ We use the present continuous when we talk about changes, developments, and trends.²⁴ For example; I am beginning to realize how difficult it is to be a teacher.

So, the researcher concludes that the present continuous tense is a tense which shows event or action at the moment of speaking.

The formulas of present continuous tense are:

Table 8. Positive form

S + tobe + V_I + ing +		
I	Am	V _I + ing +
You We They	Are	
He She It	Is	

Example: we are studying now

Present continuous uses only adverbs now and right now.

²³Betty Schramper Azar, *Understanding and Using English Grammar, Second Edition* (New Jersey: Prentice Hall Regent, 1989), p. 11.

²⁴Martin Hewings, *Advanced Grammar in Use* (Jakarta: Erlangga, 2001), p. 2.

From the above explanation, it can be concluded that learning tenses is studying of tenses. It can be two tenses or all of tenses.

2. Students' Problems

Students' problem consists of two words. They are students and problems. Students come from student (singular); a person who is learning added with *-s* become students (plural). While problem also comes from problem (singular); something that troubles in somebody's mind added with *-s* becomes problems (plural). To make better explanation, the researcher discusses them as follows:

a. Student

1) Definition of Student

A student is a person who is learning. A student is a person who is studying at a college or university, person studying at secondary school.²⁵ Whereas Sardiman says that Student is a component who take place in central position in the learning process.²⁶ While Dimiyati says that Student also means subject of learning in the school.²⁷

²⁵*Ibid.*, p. 429.

²⁶Sardiman, *Op.Cit.*, p. 111.

²⁷Dimiyati and Mudjiono, *Belajar dan Pembelajaran* (Jakarta: Rineka Cipta, 2009), p. 22.

So, the researcher concludes that student is a subject of learning who takes place in central position in the learning process like Sardiman states.

2) The Dynamics of Student in Learning

In studying process, student uses the cognitive, affective, and Psikomotoric ability.²⁸ The three aspects have been studied by some scientist. They arrange the aspects systematically. Such as Bloom, Krathwohl, and Simpson. They make the categorization of student's behaviors and its relations with the aims of learning. The result of their study is called taxonomy bloom.

Cognitive domain (Bloom, e.t) consist of six kinds of behaviors, such as²⁹:

- a) knowledge
- b) comprehending
- c) applying
- d) Analyzing
- e) Synthesizing
- f) Evaluation.

Affective domain (Krathwohl and Bloom, a.t) consist of five behaviors, such as³⁰:

²⁸*Ibid*,p. 26.

²⁹Sardiman, *Op. Cit.*, p. 23.

- a) Receiving
- b) Responding
- c) Valuing
- d) Organization
- e) Characterization

Psikomotoric domain (Simpson) consists of seven behaviors, such as³¹:

- a) Perception
- b) Readiness
- c) Guidance movement
- d) Habitually movement
- e) Complex movement
- f) Movement adapting
- g) Creativity

b. Problem

1) Definition of Problem

Problem is something that troubles in somebody's mine.

Problem is something that is difficult to deal with or understand.³²

While in Indonesian dictionary; Problem is something that must be

³⁰Dimiyati and Mudjiono, *Op. Cit.*, p. 27-29.

³¹*Ibid.*,

³²AS. Hornby, *Loc. Cit.*,

solved; as an inhibitor or inhibiting factor.³³ So, the researcher concludes that problem is something that always trouble and it is needed to be solved.

Everyone in this world have problems with differences problems. A gardener has problem in gardening, a teacher has problem in teaching, government have problem in their administration and a student has problem in learning, etc.

In solving problems, human has differences ways or techniques each self. Some of them use a simple technique, and some of them use a research to know what the suitable technique to solve the problems. So, a human must be able to find out the way to solve our problems.

2) Kinds of the Problem in learning

Bulgeski in Ahmad Sudrajat says that there are three kinds of the problem. They are:³⁴

- a) The problem of action is the problem in practicing of the learning like sport, art, etc.
- b) The problem of transfer of training and understanding is the problem in transferring or understanding the subject of learning.

³³SulchanYasyin, *KamusLengkapBahasa Indonesia* (Surabaya: Amanah, 1997), P. 332.

³⁴Ahmad Sudrajat, “*KesulitanBelajarSiswadanBimbinganBelajar*” http://repository.upi.edu/operator/upload/s_pbb_034702_chapter2.pdf

- c) The problem of forgetting and extinction is the problem in remembering or memorizing the subject that has been learned.

Samuel Soeitoe in Effendi stated that there are four kinds of the difficulties or problems in learning, they are: the problem in understanding, the problem in getting the knowledge and fact, problem in memorizing, and the problem in getting the autotism.

Based on the above explanation, the researcher concludes that the kinds of problem are:

- a) The problem in getting the information
 - b) The problem in saving the information
 - c) The problem in producing the information
 - d) The problem in transferring the information
 - e) The problem in memorizing or thinking the information, and
 - f) The problem in applying or practicing the information
- 3) The factors of Problem

In learning process especially, there are many things that can become problems for students. They are categorized into two categories; internal and external factor. Internal factors can be physic condition and healthy, motivation, while external factors can be the condition of school, family, or social life.³⁵

³⁵Munawir Yusup, *Pendidikan bagi Anak dengan Problema Belajar*(Solo: PT. Tiga Serangkai Pustaka Mandiri, 2003), p. 6.

Muhibbin Syah says that there are two factors of the problem.

They are:³⁶

a) Internal factor

Many things can be comes problems for someone if we look from internal factor. Some of them are intellectual quotation (IQ), motivation, talent, hardness, reinforcement, self confidence, concentration and illness. Sometimes, a student need a motivation for his/her study, or students do not have self confidences in learning process. All of them can become a problem of learning.

b) External factor

External factor is the problem that comes from out of students them self like condition of school, teacher, family, or social life. For example; a good teacher can make a good learning, but if the teachers do not able to make a comfortable situation, students can be bored in learning process.

While FadjarShadiq states that the difficulties or problems in learning can be caused by:³⁷

³⁶MuhibbinSyah, *PsikologiBelajar* (Jakarta: PT Raja Grafindo, 2004), p. 184-186.

³⁷FadjarSiddiq. "Faktor-FaktorPenyebabKesulitanBelajarSiswa", in *JurnalKesulitansiswa-Wartaguru*, Volume 27, No. 2, Februari 2013.

a) Physiologic factor

Physiologic factor is the problem that can be happened caused by the brain does not functioned well so the nerves unable to transfer the information well.

b) Social factor

Social factor is the problem that is caused by the uncomfortable condition of social like family and social life.

c) Emotional factor

Emotional factor is the problem that is happened in students' mind like the unlikeness for the subject, less of confidence, laziness and hardness in studying.

d) Intellectual factor

Intellectual factor is the problem that is caused by intellectual quotient.

e) Educational factor

Educational factor is the problem that is caused by learning condition like the teachers' attention in giving motivation to the students.

Chanet. al.in Peter Westwood state that the problems can be caused by:³⁸

- a) Inadequate or inappropriate teaching
- b) Irrelevant and unsuitable curriculum

³⁸Peter Westwood, *Learning and Learning Difficulties a Handbook for Teachers* (Hongkong: Acer Press, 2004), p. 54.

- c) Classroom environment
- d) Socio-economic disadvantage
- e) Poor relationship between students and teachers
- f) Poor school attendance
- g) Health problems
- h) Learning through the medium of a second language
- i) Less of confidence
- j) Emotional or behavioral problems
- k) Below average intelligence
- l) Sensory impairment
- m) Specific information processing difficulties

So, the researcher concludes that the problems of learning is caused by internal factor and external factor like MuhibbinSyah has stated.

Based on the above explanation, it can be concluded that students' problems means the problems that are faced by students; they can come from internal or external of students each selves.

B. Review of Related Findings

There are some related findings to this research. Some researcher had done research about Tenses. For the first is Anni Mardiyah had done research about "Students' Mastery on Simple Present Tense of Grade VIII in Madrasah Tsanawiyah Negeri 1 Gunung Tuleh Pasaman Barat in 2011 Academic Year".

The result of this research shows that 54,42% of grade VIII Students were Good in Simple present tense. It can be categorized into enough categories.³⁹

The second research was done by Mahleni Hasibuan about “An Analysis on the Students’ Ability in Mastering Basic Tenses to the Grade VIII Student MTS Negeri Padang Bolak in 2008-2009 Academic Years”. The result of this research shows that the average of the students’ ability is more than 65%, the average point of them are categorized into point C.⁴⁰

The last research was done by Muri Sagiati about “The Correlation between the Simple Past Tense Mastery and Recount Mastery to the Grade XI Students of SMAN 4 Padangsidimpuan in 2008-2009 Academic Years”. The result of the research shows that the grade XI students of SMAN 4 Padangsidimpuan in mastery The simple past tense get score 75, it can be categorized into *Good category*. While in recount mastery, students get score 76,5, it can be categorized into “*goodcategory*”.⁴¹

Looking for above explanation, it can be known that they did research about the students’ ability and mastery in the tenses. The Researcher chooses research

³⁹AnniMardiyah. “Mastery on Simple Present Tense of Grade VIII in Madrasah TsanawiyahNegeri 1 GunungTulehPasaman Barat in 2011 academic Year”.(UnpublishedScript, STAINPadangsidimpuan, 2011), p. 44.

⁴⁰MahleniHasibuan. “ An Analysis on Students’ Ability in Mastering Basic Tenses to the Grade VIII Students MTSN Negeri Padang Bolak in 2008-2009 Academic years”. (UnpublishedScript, UMTS, 2008), p. 55.

⁴¹MuriSagita. “The Correlation the Simple Past Tense Mastery and Recount Mastery to the Grade XI Students of SMAN 4 Padangsidimpuan in 2008-2009 Academic Years”. (UnpublishedScript, UMTS, 2008), p. 34.

about the problem in learning the tenses. So, the Researcher does research about “Students’ Problems in Learning Tenses at Grade X SMA N.1 Sosopan”.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Schedule of the Research

This research had been done at SMA N.1 Sosopan. It was located at Sosopan area of Padang Lawas. The subject of research was Grade X Students at SMA N.1 Sosopan 2012/2013 academic years. This research had been done from Mei 2012 until March 23th 2013.

B. The Research Design

This study used a qualitative approach, namely: to observe its surroundings and analyze it by using logic of scientific.¹The suitable method of this research was descriptive method because this research was done to describe what were the problems that faced by students in learning tenses. According to SuharsimiArikunto stated that descriptive study did not require the administration and control of treatment. Descriptive study was not intended to test specific hypotheses, but only described “what is” on a variable, symptoms or circumstances. Indeed there were times in the study wanted to prove the allegations but also not too uncommon.²

¹Lexy J. Moleong, *Metodologi Penelitian Kualitatif*(Bandung: Rosda Karya, 2009), p. 5.

²Suharsimi Arikunto, *Manajemen Penelitian*(Jakarta: Rineka Cipta, 2003), p. 309-310.

Meanwhile, based on research objectives, this research included a descriptive study; that was a study conducted to reveal phenomenon as it was. Next, the researcher would have been done descriptive research to search **“Students’ Problems in Learning Tenses At grade X SMA N.1 Sosopan “**

C. The Sources of the Data

There were two sources of the data in this research. They were primary data source and secondary data source.

1. Primary sources of data (principal data) were the basic of data. Primary sources of data were grade X students in SMA N.1 Sosopan. This research was done by using purposive sampling. Burhan Bungin³ said that random sampling was not suitable/relevant in qualitative research as like in quantitative research. The suitable method for qualitative research was purposive sampling. So, this research would have been done at grade X students of SMA N.1 Sosopan.

Grade X students consisted of three classes. They were Class X1 consisted of 35 students, class X2 consisted of 35 students while class X3 consisted of 36 students. As like writer said before in the background of the problem “It was the phenomenon that is found in SMA N.1 Sosopan by the researcher when the researcher asked some students in the school as the researcher felt when the researcher was a student in the school”, the students were from the X3 class. Other reason was caused of the limitation by the

³Burhan Bungin, *Analisis Data Penelitian Kualitatif* (Jakarta: PT Raja Grafindo Persada, 2007), p. 53.

writer on the time, knowledge and expense; the writer took only one class. So, there were 36 students who answer the test.

2. Secondary sources of data (supplementary data), that was an information from the principle and the English teacher of SMA N.1 Sosopan.

D. The Technique of the Data Collection

Jhon W. Crewsell said that there were steps in collecting data of qualitative research include: setting the boundaries of study, collecting information through unstructured (or semi structured), observations and interview, document and visual materials.⁴ So, to get an accurate data the researcher had been collected data by doing those activities:

1. Interview

Interview was a conversation with the aims.⁵ Gay and Peter Airasion said that Interview was a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁶ In this research, the researcher used structural interview. In structural interview the researcher prepared the question an alternative of the answer that was given to

⁴Jhon W. Crewsell. *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga Publications, Inc, 2002), p. 185.

⁵ Lexy J. Meleong, *Op. Cit*, p. 135.

⁶ Gay and Peter Airasion, *Education Research Competencis for Analysis and Application* (USA: Prentice Hall, 2000), p. 219.

the interviewer.⁷ So, this interview was one of the techniques of collecting data by doing oral interview in individual meeting.

Interview was given for grade X students in SMA N.1 Sosopan, the questions were appropriated with the list of interview. Interview was done for getting data about the problems that usually faced by the grade X SMA N.1 Sosopan students in learning tenses and the efforts done by English teacher to increase the students' ability in mastering five basic tenses at the grade X SMA N.1 Sosopan. Interview also has done to get information about situation in SMA N.1 Sosopan. The questions that had been given to the students were 7 items while the questions to the English teacher were 4 items and 3 items to the head master. It can be seen in appendix I.

There were 36 students who would be interviewed in this research. But, because of the limitation of the researcher on the time and the expense, the researcher took only six students. They are 3 boys and 3 girls.

2. Observations

Observation was a technique of collecting data which is used an observation to the object of research.⁸ Observation could be done directly or indirectly. The researcher would do directly observation; namely to observe the object directly without mediator. This observation used to know the situation

⁷ Amirul Hadi and Haryono, *Metodologi Penelitian* (Bandung: Pustaka Setia, 1998), p. 136.

⁸Yatim Riyanto, *Op.Cit.*, p. 96.

in SMA N.1 Sosopan include location, English learning process, facilities and subject of research.

3. Test

Test was a practice that was used to measure someone or a group's skill, knowledge, intelligence, ability or talent⁹. There were 25 questions that would be given for the students. The questions were arranged random to know their abilities in the five tenses.

The tests that were given to the students were 25 items which the lattices and indicator as follows:

Table 9. Test Indicator

No	Indicator	Item	Score
1	using verbs refer to the tenses that were used	1,2,3,4,5,6	Every item has score 4
2	choosing helping verb that suitable to the subject and adverb of time that were used	7,8,9,10,11,12	
3	comprehending the formulas of the five basic tenses in active voice	13,14,15,16,17,18,19,20 21,22,23,24,25	
Total scores			100

⁹Yatim Riyanto, *Metodologi Penelitian Pendidikan*(Surabaya: SIC, 2010), p. 103.

E. The Technique Of the Data Analysis

After collecting data, the researcher analyzed them by using some steps. They were:

1. Editing of data, it was done to arrange the data become a structured sentence systematically.
2. Reduction of the data, it was done to seek the uncompleted data and put a side data unnecessary.
3. Tabulation of the data, it was done to account and give the scores to respondents answer through test and take on the table that consist alternative answers, frequency and percentage. To obtain the percentage of the answer subjects and take on the table by using the formula:

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

Explanation: f: frequency

N: Sum of the students

P: Percentage¹⁰

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

¹⁰Anas Sudijono, *Pengantar Statistik Pendidikan*(Jakarta: Raja Grafindo Persada, 1991), p. 40

F. The Technique of the Data Trustworthiness

There were nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:¹¹

1. The extension of participation was the extension not only done at the short time, but need the long time.
2. The application of research was the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulation was the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friendly through discussion was done with expos the interview result or the final result that gotten in discussion with friends.
5. Analyze the negative case was the research collects the example an inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics were collected.
7. Checking the member was the most important in checking the credibility.
8. The detail description was a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.

¹¹Lexy J. Moleong, *Op. Cit.*,p. 175.

9. Auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.

From the all of techniques to determine the data trustworthiness above, the researcher used the third number was Triangulation. It was a technique that used to check the data trustworthiness data by comparing the result of interview, test and observation.

CHAPTER IV

RESULT OF THE RESEARCH

A. Findings

1. General Findings

This research was conducted in SMA N.1 Sosopan which address in Sosopan Village, Sosopan Chief, Subdistrict in Padang Lawas Regency. This school was built on 2002 year. ¹

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

- a. 9 Classrooms; one is still in building process
- b. 1 Teacher office
- c. 1 Headmaster office
- d. 3 Bath rooms
- e. 1 Administration room
- f. 2 Laboratories; one is still on building process

¹Ali Hakim Siregar, Headmaster of SMA N.1 Sosopan, *Private Interview*, 6 March 2013

This school has 25 teachers and 3 administrators as follows:

Teachers

- | | |
|-----------------------------|-------------------------------|
| a. Ali Hakim Siregar, S.Pd | p. AhmadiHasibuan, S.Pd |
| b. Salmawati, S.Pd | q. SahroniatiPasaribu, S.Pd |
| c. PonimanW,S.Pd | r. NelvaYuniSiska, S.Pd |
| d. Legiem, S.Pd | s. Nur Lela Nasution, S.Pd |
| e. NurKhoiriah, S.Pd | t. IdhamHalik, S.Pd |
| f. Dra. Rahmalida Batubara | u. Lela HannumSiregar, S.Pd |
| g. ArleniLubis, S.Pd | v. EmmiJamilaLubis, S.Pd |
| h. YelliFahriani, S.Pd | w. M. SyafroniHarahap, S.Pd |
| i. DesiSuryani,S.Pd | x. RiskanAshariHasibuan, S.Pd |
| j. MasridaHarahap, S.Ag | y. MistaPrawati, S.Pd |
| k. Anna Sari Nasution, S.Pd | |
| l. Dra. Rahmawati | Administration |
| m. Rita Megawati Dlt, S.Pd | a. ZulkifliHasibuan |
| n. RahmayaniNasution, S.Pd | b. Lila Hasibuan |
| o. ZubriSiregar, S.Pd | c. Ali DaudHasibuan, S.Pd |

In this research, the students that made as participants were all of the class X 3 students of SMA N.1 Sosopan. The sum of them were 36 students, they were 17 students were boys and 19 students were girls. The names of class X3 students as follow:

Table 10. Names of Class X3 Student

NO	MALE	NO	FEMALE
1	Ali BokarSiddik HSB	1	EviSusanti SRG
2	Ahmad Gunawan	2	WardianaEfri SRG
3	AldiUsman SRG	3	DewiAnugrah
4	FauzanSaleh	4	Anita NST
5	Aris	5	Minta Ito DLY
6	DoliMartua NST	6	Sarita HSB
7	RiswanRambe	7	Rahmi HSB
8	Ali Rahman	8	Khoirunnisa HSB
9	DamaidiPulungan	9	AinunNovika HRP
10	Umar Dani HSB	10	Armaida HSB
11	Pangiutan HSB	11	Mesrawati SRG
12	PakhrulRozi HSB	12	ErmilaZei
13	Candra Mora	13	Rahma
14	IdamHolid SRG	14	SuaibahNurhasanah
15	Martinus	15	Epmi Sari HSB
16	Mister NST	16	Nopita Sari
17	Sahban	17	Sondang Maria Bulan HRP
		18	FitriNingsih
		19	WidyaNingsih HSB

2. Specific Findings

The specific finding in this research was consisted of the answers for formulations of the problem that was discussed in the chapter one. They were some realities in the field that were found by the researcher. So, the researcherdescribed them as follow:

a. The Description of Students' Problems in Learning Tenses Especially the Five Basic Tenses

1) General problems

The researcher divided the problems into two forms as follow:

a) The problems from internal factor

Based on the result of interview to the students and the teacher, the researcher found that students had problems in motivation, reinforcement, and hardness in studying English. It was proven that there were still students who said that she/he was lazy in learning English. When the researcher asked how they had known about the English especially the five basic tenses (item number 1), Riswan Rambesaid “tidak ada, karena saya merasa sulit untuk mempelajari kelima tenses tersebut. (Nothing, because I got difficulty to study that five tenses.)”² While Ali Rahmansaid “tidak ada, karena saya tidak suka dengan pelajaran bahasa Inggris, karena faktor malas dan tidak suka kepada guru bahasa Inggrisnya. (Nothing. Because I did not like English, laziness and I did not like the English teacher)”³. Next,

²Riswan Rambe, Student of SMA N.1 Sosopan X3 Class, *Private Interview*, 7 March 2013

³Ali Rahman, Student of SMA N.1 Sosopan X3 Class, *Private Interview*, 7 March 2013

AinunNovikasaid “yang sayaketahuihanya simple present tense denganrumus S + infinitive +s/es. (I just knew the simple present tense with the formula S + infinitive +s/es)”.⁴While DoliMartua, EpmiSari and ErmilaZei said the same answer. They only knew the simple present tense.⁵

When the researcher asked that they were hard to be learned or not (item number 2), all of the students said “ ya (*yes*)”.⁶ After that, the researcher asked them how they felt when they were in English learning process (item number 3),DoliMartuaNstsaid that he did not so enjoy the learning.⁷ While AinunNovikasaid that she got confused on tenses so it made her hard to enjoy the learning.⁸ Ali Rahmanalso said the same answer that he did not like the learning because he was not seriously in the learning.⁹RiswanRambealso said that he got difficulties in the

⁴AinunNovika, Student of SMA N.1 SosopanX3 Class,*Private Interview*,7 March 2013

⁵DoliMartua, Epmi Sari and ErmilaZei, Student of SMA N.1 Sosopan X3 Class,*Private Interview*,7 March 2013

⁶DoliMartua, Et. Al., Student of SMA N.1 Sosopan X3 Class,*Private Interview*,7 March 2013

⁷DoliMartua, *Op. Cit.*,

⁸AinunNovika, *Op. Cit.*,

⁹Ali Rahman, *Op. Cit.*,

learning.¹⁰ While ErmilaZei and EpmiSari said that they enjoyed the learning but they got difficulties in learning process.¹¹

When the researcher asked the English teacher miss Anna Sari Nasution, S.Pd, she also said the same thing. She said that there were some students who always chatting in learning process. They were lazy for this subject.¹² It could be known that they were lack in motivation, reinforcement, and hardness from their selves.

So, the researcher concluded that the students still lack in motivation, hardness, and reinforcement from their selves.

b) The problems from external factor

Based on the result of interview to the students and the teacher, there were some problems from external factor that faced by students. For the first, the English teacher's teaching was too fast. When the researcher asked the students how they thought about the English teacher (item number 5), actually some of them said that the teacher was enjoyed in teaching. But, when the researcher asked about their teacher in learning (item number 6), all of students said that the teacher's teaching was too fast. So, it

¹⁰RiswanRambe, *Op. Cit.*,

¹¹ErmilaZei and Epmi Sari, Student of SMA N.1 Sosopan X3 Class, *Private Interview*, 7 March 2013

¹²Anna Sari Nasution, English Teacher of Grade X3 SMA N.1 Sosopan, *Private Interview*, 10 March 2013

made them hard to understand.¹³ It means that the teacher was needed to teach slower. So, the teacher had to repair her teaching and develop that.

The second, English books in the library were not enough to help them for learning English. Moreover, the library in the school was not functioned as possible. The library is seldom to be opened. When the researcher asked them about the library, all of the students said the same answer. It was “perpustakaan tidak membantukarena jarang dibuka (the library did not help because it was not functioned as possible).¹⁴

Based on above explanation, it can be concluded that the student has problem in their teacher teaching technique; It made them hard to understand the subject and the minim of learning medium like books and library.

2) Specific problems

Based on the result of interview to the student and the teacher, the problems that were faced by students were they got difficulties in understanding the formulas of the tenses and they still poor in vocabulary. But, when the researcher asked them about their

¹³DoliMartua, et. al., *Op. Cit.*,

¹⁴*Ibid.*,

difficulties in understanding tenses: one by one, the researcher got the result as follow:

- a) Simple present tense: addition s or es to the verb and the poorness in vocabulary.¹⁵ It was supported by The English teacher's statement that her students got difficulties in adding s and es in present tense.¹⁶
- b) Simple past tense: understanding the formula, the usage of verb1, verb2 and verb3 and the poorness in vocabulary.¹⁷ It was supported by the English teacher's statement that they still need repeating in regular and irregular verb.¹⁸
- c) Future tense:
The students got difficulties in comprehending the use of to be going to. It was supported by miss Anna who said "dalam future tense mereka lebih sering kesulitan dalam rumus be going to".¹⁹
(They got difficulties in formula be going to).
- d) Present perfect tense: the usage of verb 3 (regular and irregular verb).²⁰
- e) Present continuous tense: the usage of to be and adverb of time.²¹

¹⁵DoliMartua, et. al., *Op. Cit.*,

¹⁶Anna Sari Nasution, *Op. Cit.*,

¹⁷DoliMartua, et. al. *Op. Cit.*,

¹⁸Anna Sari Nasution, *Op. Cit.*,

¹⁹*Ibid.*,

²⁰DoliMartua, et. al., *Op. Cit.*,

b. The Efforts of the English Teacher to Overcome Students' Problems in Learning Tenses Especially the Five Basic Tenses

Based on the result of interview to English teacher, to anticipate the difficulties of the students in learning tenses were the English teacher often repeats the lesson so the students understood the lesson, especially in formula of tenses.²²

To overcome the difficulties about the poor vocabularies, the English teacher give them a task to find out 10 vocabularies in every meeting. It must be arranged by their kinds. Before the English teacher gave the lesson, the teacher checked their task and asked them to memorize that. So, all of students were hoped to be motivated to know many vocabularies.²³

While to overcome the students difficulties in comprehending “s” and “es” addition of the verb, infinitive verb, preterit verb and past participle, the teacher asked the students to pay attention about the ending letter of the verb while the teacher gave the explanation many time about

²¹DoliMartua, et. al., *Op. Cit*

²²Anna Sari Nasution, *Op. Cit.*, 10 March 2013

²³*Ibid.*,

it and the teacher gave the explanation about regular and irregular verb, so the students understood truly.²⁴ The other, the English teacher always motivated the students to improve students' sprite in learning especially in learning five basic tenses. For the library, the teacher would ask the head master to function it as possible and to complete or to add the English book. The library will be opened in every school day.²⁵

So, it could be concluded that the effort done by the English teacher were the English teacher often repeated the lesson especially in the addition of "s" and "es" of the verb by looking the ending letter of the verb. Then, the English teacher asked the students to find out 10 vocabularies with their kinds and to memorize them in every meeting. The other, the English teacher always motivated the students in learning process. The last, the English teacher asked the head master to function the library again and to complete the English books in the library

c. The Description of Students' Abilities in Learning Tenses Especially the Five Basic Tenses

Based on the result of the test given to respondents, it can be seen that the score of respondents between 0 up to 52. It means that the highest score gotten by respondent was 52 and the lowest score was 0. The

²⁴*Ibid.*,

²⁵*Ibid.*,

description scores of grade X students of SMA N.1 Sosopan in learning the five basic tenses can be seen in these following tables:

For the first question, there were 8 students (22.22 %) who chose “moves”. Whereas 14 students (38.89 %) chose “move”, 13 students (36.11%) chose “moved”, and 1 student (2.77%) chose “movved”. So, based on the formula by looking form of the sentence and the subject, the verb of the sentence is moves.

For the second question, “see” was chosen by 13 students (36.11 %). Whereas 10 students (27.77 %) chose “have seen”, 5 students (13.88 %) chose “saw” and 8 students (22.22 %) chose “seen”. It means that there are only 5 students who choose the correct option; it is “saw”. Whereas others students choose the wrong option.

For the third question there were only 8 students (22.22 %) who chose the correct option. The correct option for this question base on the role of tense was “gives”. While other students chose the wrong option (77.78 %).

For the fourth question, there were only 7 students (19.44 %) who chose the correct option. Whereas 80.56% students chose the wrong option. The correct option was “are going”.

For the fifth question, there were only 20 students (55.55 %) who chose “come” as a correct option. Then, 44.45 % students chose the wrong option. They were 16 students.

For the sixth question, there were only 3 students (8.33 %) who chose “seen” as a correct option. Others students chose the wrong option. They were 91.67 %. They were 33 students.

For the seventh question based on the role of tense, the correct option was “Dinda and Sila”. Unfortunately, more than a half of all students chose other options. There were only 8 students (22.22 %) who chose this option. Then, 77.78 % students chose the wrong option.

For the eighth question, there were only 7 students (19.44 %) chose the correct option. Whereas the other students chose wrong option; they were 29 students (80.56 %). Based on the formula of the tense, the correct answer was “did not”.

For the ninth question, there were only 4 students (11.11 %) who chose the correct option. There were 32 students chose the wrong option. It means that more than a half of all students chose the wrong option. The correct option was “Are you”.

For the tenth question, there were only 7 students (19.44 %) who chose the correct option. There were 29 students (80.56 %) chose the wrong option. It means that more than a half of all students chose the wrong option. The correct option was “has”.

For the eleventh question, there was only a student (2.77 %) who chose the correct option. There were 35 students (97.23 %) chose the

wrong option. It means that almost all of students chose the wrong option. The correct option was “will visit”.

For the twelfth question, there were only 9 students (25 %) who chose the correct option. There were 27 students (75 %) chose the wrong option. The correct option for this question was “came”.

For the thirteenth question, there were only 7 students (19.44 %) who chose the correct option. There were 29 students chose the wrong option. It means that 80.56 % students chose the wrong option. The correct option was “Linda does not cry”.

For the fourteenth question, there were only 8 students (22.22 %) who chose the correct option. There were 28 students (77.78 %) chose the wrong option. It means that more than a half of all students chose the wrong option. The correct option was “Do Ali and Joni have new cars?”.

For the fifteenth question, there were only 12 students (33.33 %) who chose the correct option. There were 24 students (66.67 %) chose the wrong option. The correct option for this question was “We will try this machine”.

For the sixteenth question, there were only 3 student (8.33 %) who chose the correct option. There were 33 students chose the wrong option. The correct option was “Teacher and is”.

For the seventeenth question, there were only 8 students (22.22 %) who chose the correct option. There were 28 students (77.78 %) chose the

wrong option. The correct option for this question was “John has not broken the glass, has John broken the glass?”.

For the eighteenth question, there were still only 8 student (22.22 %) who chose the correct option. There were 28 students (77.78 %) chose the wrong option. The correct option for this question was “Nurholilah did her homework yesterday”.

For the nineteenth question, there were 21 students (58.33 %) who chose the correct option. There were 15 students (41.67 %) chose the wrong option. The correct option was “We(2)-are(6)-going(1)-to(3)-go(5)-to(7)-Jakarta(8)-tomorrow(4)-by(9)-plane(10)”.

For the twentieth question, there were 17 students (47.22 %) who chose the correct option. There were 19 students (52.78 %) chose the wrong option. The correct option for this question was “do not”.

For the twenty-first question, there were 22 students (61.11 %) who chose the correct option. There were 14 students (38.89 %) chose the wrong option. The correct option was “She (2)-gives (4)-me (3)-some (1)-books (5)”.

For the twenty-second question, there were 23 students (63.88 %) who chose the correct option. There were 13 students chose the wrong option. They were 36.12 % left. The correct option was “He (3)-did (2)-not (6)-go (4)-to (5)-the (8)-campus (7)-yesterday (1)”.

For the twenty-third question, there were 26 students (72.22 %) who chose the correct option. There were 10 students (27.78 %) left who chose the wrong option. The correct option was “Will (4)-we (3)-study (2)-tomorrow?(1)”.

For the twenty-fourth question, there were 18 students (50 %) who chose the correct option. There were 18 students (50 %) chose the wrong option. The correct option was “They ((3)-have (1)-studied (2)-it (5)-for (4)-three (7)-years (6)”.

For the last question, there were only 11students (30.55 %) who chose the correct option. There were 25 students (69.45 %) chose the wrong option. The correct option was “To show the event at the moment of speaking”.

The researcher took conclusion for grade X students’ abilities in learning tenses by using criteria below:²⁶

Table 11. Criteria score interpretation

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

Based on the calculating score (see appendix VI) the students’ abilities in learning tenses at grade X SMA N.1 Sosopanwas 30 %. Based

²⁶Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung:Alfabeta,2005) p.89

on the criteria above, it could be categorized in to *low* category. It means that students have problems to learn that tenses.

To check the trustworthiness of data above, the researcher used the triangulation. Triangulation was the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data. So, the result of interviews and tests had been compared to the result of observation.

Looking for the result of the tests, it was gotten that the students' abilities in learning the five basic tenses at grade X SMA N.1 Sosopan was 30 % (see appendix VI). It can be categorized into *low category*. Comparing to the result of interviews, almost all of students said that tenses was hard to be understood especially in the formulas of them. Another problem was the condition of the library that was not be functioned. When the researcher observed to the field, there were some students who were chatting and getting bored in the class. The researcher also found that the library was not functioned. It was caused by the limits of books was not enough to be opened and students were not motivated to read the books in the library.²⁷

So, it can be concluded that the triangulation is success to be done. It can be proven that the result of the instrument of collecting data is similar each other.

²⁷*Ibid.*,

B. Discussion

After analyzing the data collection, it was gotten that the students' abilities in learning five basic tenses at grade X SMA N.1 Sosopan can be categorized in *low category*. It can be known from the calculating score (see appendix VI) that the students' abilities in five basic tenses at grade X was 30 %. While according to research done by AnniMardiyah Students' Mastery on Simple Present Tense that the result of her research can be categorized into *enough category*. While according to research was done by MahleniHasibuan about students' abilities in mastering basic tenses that the result of her research can be categorized in *average category*. Beside, according to research was done by MuriSagiati about The Correlation between the Simple Past Tense Mastery and Recount Mastery, her research result can be categorized into *good category*.

In learning the five basic tenses, there were some difficulties that faced by students, they had poor vocabularies so they felt difficulties to make a sentence, and then the students hard to understand the formulas of tenses, they were confused in determining "s" and "es" addition of the verb, then students get confused for infinitive verb, preterit verb and past participle. It is supported by Muhibbin Syah that the learning difficulties can be caused by 2(two) factors, they

were: the first, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Inteligence Question). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.²⁸ The other problem is the minimum of English books in the library that make the library seldom to be opened.

To anticipate the learning difficulties, the English teacher efforts were the English teacher often repeated the lesson especially in the addition of "s" and "es" of the verb by looking the ending letter of the verb, then the English teacher gave the students to find out 10 vocabularies with their kinds and memorize them in every meeting The other, the English teacher always motivated the students in learning process. It is supported by Mulyasa that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.²⁹ In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remedial.³⁰

The last, the English teacher would ask the head master to function the library again and to complete the English books in the library.

²⁸ Muhibbin Syah, *Psikologi Belajar*, (Jakarta:Raja Grafindo Persada,2008), p. 182-184

²⁹ Mulyasa, *Menjadi Guru Profesional*, (Bandung:Remaja Rosda Karya,2008), p. 121

³⁰ Yatim Riyanto. *Paradigma Baru Pembelajaran*, (Jakarta:Pranada Media Group,2009), p. 140

C. The Threats of the Research

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

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

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher had searched this research only. Finally this research had been done because the helping from the entire advisors, headmaster and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of observation, interview and test done by the researcher about the students' problems in learning tenses at grade X SMA N.1 Sosopan, the researcher takes the conclusion as follow:

1. In learning the five basic tenses, there are some problems that faced by students. They were lack in motivation, hardness and reinforcement in studying. The other problem, the English teacher teaching is too fast that made them hard to understand the subject. They have poor vocabularies so they felt difficulties to make a sentence and then the students hard to understand the formulas of tenses. They are confused in determining "s" and "es" addition of the verb, then students get confused for infinitive verb, preterit verb and past participle. The other problem is the minimum of English books in the library that make the library seldom to be opened.
2. The efforts by English teacher to overcome the students difficulties in learning the five basic tenses to anticipate the learning difficulties, the English teacher efforts are the English teacher often repeated the lesson especially in the addition of "s" and "es" of the verb by looking the ending letter of the verb. Then, the English teacher gives the students to find out 10 vocabularies with their kinds and memorize them in every meeting. The other, the English

teacher always motivates the students in learning process. The last, the English teacher will ask the head master to function the library again and to complete the English books in the library.

3. The students' abilities in learning the five basic tenses can be categorized into *low category*. It can be seen in the result of test that grade X students (Class X3) get 30 % (low category) after calculating their scores (see appendix VI).

B. Suggestions

Based on the conclusions above, the researcher gives some suggestions as follow:

1. To the students; they have to increase their abilities in English especially the five basic tenses by study harder. It can be done by reading English book, following the English course and they have to be more seriously in learning.
2. To the head master of SMA N.1 Sosopan. As a leader of school, the head master has to be more initiatives to organize the schedule of learning like to make English subject in the first learning, not in the last learning. The head master also has to motivate the English teacher in increasing their ability in teaching English that can be done by following upgrading program. The important thing that must be looked by the head master is to complete the books in the library so the library can be operated as well as possible. This is

supported by the result of interview to the students that all of students hope the library will be operated again.

3. To the English teachers, all of the teachers have to be creatively in making the comfortable learning so the students are seriously in the learning, especially for the English teachers. They have to improve their teaching abilities and always motivate the students to be seriously in learning.
4. To the curriculum maker; as a subject of learning that is tested in the national final test, English have to be looked to make the best giving time in the learning.
5. To the readers, as a motivation to do better research and to improve the readers' abilities in English.

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CURRICULUM VITAE



A. Identity

Name : MAHDAN NASRI
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Place and birthday : Hulim, September 27th 1989
Sex : Male
Religion : Islamic
Address : Hulim, Kec. Sosopan, PALAS

B. Parent

1. Father's name : SabullahHasibuan
2. Mother's name : Almh. TiapesaSiregar

C. Educational background

1. Graduated from Primary School number 142912Hulim in 2002.
2. Graduated from SMP N.1 Sosopan in 2005
3. Graduated from SMA N. 1Sosopan in 2008
4. Graduated from State College for Islamic Studies STAIN
Padangsidimpuan in 2013

Appendix I

LIST OF INTERVIEW

A. To the Students

1. What do you know about the five basic tenses in English?

Apa yang ananda ketahui tentang 5 tenses dasar dalam bahasa Inggris?

Riswan Rambe says "tidak ada, karena saya merasa sulit untuk mempelajari kelima tenses tersebut".

Ali Rahman says "tidak ada, karena saya tidak sukakan pelajaran bahasa Inggris, karena faktor malas dan tidak suka kepada guru bahasa Inggrisnya".

Ainun Novika says "yang saya ketahui hanya simple present tense dengan rumus S + infinitive +s/es".

Doli Martua, Epmi Sari and Ermila Zeisay "yang saya ketahui hanya simple present tense".

2. Are they hard to be learned for you?

Apakah kamu merasa sulit untuk mempelajari kelima tenses tersebut?

All of the students say "ya".

3. How do you feel when you are in English learning process especially the five basic tenses?

Bagaimana perasaanmu ketika belajar bahasa Inggris khususny kelima tenses tersebut?

Doli Martua Nst says "saya tidak begitu menyenangi pelajaran ini".

Ainun Novika says "saya merasa bingung mempelajari tenses tersebut sehingga sulit untuk mempelajarinya".

Ali Rahman also says "saya tidak menyenangi pelajaran ini sehingga saya tidak serius mempelajarinya".

Riswan Rambe also says "saya merasa sulit mempelajari tenses tersebut".

ErmilaZei and Epmi Sari says“saya merasa senang mempelajarinya, tapi sangat susah memahaminya”.

4. Where are the difficulties that you found when you studied the five basic tenses?

Dimanaletakkesulitanmudalammempelajarikelima tenses tersebut?

Students say :

- Untuk simple present tense adalah penambahan s dan es.
- Untuk simple past tense dan present perfect adalah penggunaan kata kerja pertama, ke dua dan ke tiga.
- Untuk present continuous tense adalah penggunaan tobe dan keterangan waktunya.
- Kami juga masih sedikit mengetahui kata-kata dalam bahasa Inggris
- Khusus untuk future tense mereka tidak mengetahui. Informasi didapat dari wawancara kepada guru.

5. How do you think about your English teacher?

Bagaimanapendapatmutentang guru bahasinggris mu?

All of students say “ibu itu sangat baik dalam mengajar”

6. Is she enjoyed for learning?

Apakahibu itucukupmenyenangkandalampembelajaran?

All of students say“sebenarnya ibu itu cukup menyenangkan dalam mengajar, tapi kalau bisa jangan terlalu cepat mengajarnya.

7. How do you think about the Medias of learning like library, books, etc?..Do they help you in English learning especially the five basic tenses?

Bagimanadengan media pendukungpembelajaransepertiperpustakaan, buku-buku, dll?Apakah media tersebutcukupmembantupembelajaran mu?

All of students say “Perpustakaan tidak membantukarenajaringdibuka”.

B. To the English Teachers

1. What do you think about the students in learning English?

Bagaimanamenurutibu/bapaksiswa-siswadalam proses pembelajaranbahasainggris?

Merekaterlihatmalasdanmalahsuka rebut dalam pembelajaran.....

2. What do you know about their difficulties in comprehending English especially the five basic tenses?

Menurutibu/bapak, dimanaletakkesulitanmerekadalammemahamike 5 tenses tersebut?

Dalammemahamirumusnyasertamerekamasihsedikitmenguasai vocabulary.....

merekabanyakalahdalam pemakaian verb yang sesuai.

merekajugamerasakesulitandalamkasuspenambahan s danes di present tenses.

Untuk future tense, merekalebihmendapatkesulitanpadarumus be going to.

3. What are the important things for helping them in learning English?

Apa yang paling pentinguntukmembantumerekadalammeningkatkan kemampuanmerekadalam bahsainggris?

.....memotivasimerekadlampembelajaran.

4. What have you done to overcome the students' problems?

Tindakanapa yang sudahibu/bapakambildalammengatasimasalahmerek?

Mengulang kembali penjelasan mengenai rumus, penambahan s dan espada present tense

memberikanmerekatugasmenemukan vocabulary sesuaijenisnya 10 kata setiap pertemuan.

mengulangpenjelasanmengenai regular sama irregular verb.

*mengusulkan kepada bapak kepala sekolah
perpustakaan dapat difungsikan kembali dengan tambahan buku-
buku terutama buku bahasa Inggris.*

agar

C. Interview to the Head Master

1. When was SMA N.1 Sosopan build?

Kapan SMA N.1 Sosopan didirikan?

Pada tahun 2002.

2. How is the geographical location?

Bagaimana letak geografis sekolah ini?

Berada di Sosopan kecamatan Sosopan kabupaten Padang Lawas.

3. How many English teachers are in SMA N.1 Sosopan?

Berapa jumlah tenaga pengajar di sekolah ini?

25 orang dan 3 di administrasi.

Appendix II

OBSERVATION GUIDANCES

1. Location of SMA N.1 Sosopan.

Lokasi SMA N.1 Sosopan

2. The English learning process in SMA N.1 Sosopan

Proses pembelajaran bahasa Inggris

3. The circumstances of the equipments and facilities as supporter of learning process.

Keadaan sarana prasarana sebagai penunjang kegiatan pembelajaran

4. Muhammad and Ahmad to the library now.
- a. are going
 - b. goes
 - c. have gone
 - d. went
5. They will here tomorrow.
- a. become
 - b. came
 - c. come
 - d. common
6. We have all of those pictures.
- a. see
 - b. saw
 - c. sent
 - d. seen

Choose the true word to complete the sentences below:

7. bring some books into the class.
- a. Syifah
 - b. Andra is
 - c. They were
 - d. Dinda and sila
8. James meet me two days ago.
- a. do not
 - b. did not
 - c. does not
 - d. are not
9. calling her now?
- a. Do you
 - b. Will you
 - c. Have you
 - d. Are you
10. Adrian given her some suggestion.
- a. have
 - b. will
 - c. does
 - d. has
11. They a museum next monday.
- a. will visited
 - b. have visited
 - c. will visit
 - d. visited

12. Rokimah to my home last week

- a. came
- b. did not came
- c. comes
- d. come

Choose the best answer for the following questions.

13. Linda cries

Which one is the negative form of the above sentence?

- a. Linda is not cry
- b. Linda does not cry
- c. Linda do not cry
- d. Linda does not cries

14. Ali and Joni have new cars

The true interrogative form of the above sentence is

- a. have Ali and Joni new cars ?
- b. do Ali and Joni have new cars?
- c. does Ali and Joni have new cars?
- d. have they have new cars?

15. will we try this machine?

Positive form of above sentence is

- a. We will not try this machine
- b. We try this machine
- c. We will try this machine
- d. We will be try this machine

16. Teachers is teaching right now.

Which words are wrong in the above sentence?

- a. Teacher and right
- b. is and now
- c. Teacher and is
- d. All of them is true

17. John has broken the glass.

Negative and interrogative form of the sentence is

- a. John does not break the glass
does John break the glass?
- b. John has not broken the glass
has John broken the glass?
- c. John have not broken the glass
Have john broken the glass?
- d. John is not broken the glass
Is John broken the glass?

18. NurHolilah did not do her homework yesterday.

The positive form of that sentence is

- | | |
|--|--|
| a. Nurholilah did her homework yesterday | c. Nurholilah does her homework yesterday |
| b. Nurholilah do her homework yesterday | d. Nurholilah do work her homework yesterday |

19. going(1)-We(2)- to(3)- tomorrow(4)- go(5)- are(6)- to(7)- Jakarta(8)-by(9)-plane(10)

The true arrangement of above words is

- | | |
|-------------------------|-------------------------|
| a. 10-7-8-2-4-3-1-6-5-9 | c. 2-6-1-4-3-8-9-10-7-5 |
| b. 4-5-6-7-8-9-10-3-2-1 | d. 2-6-1-3-5-7-8-4-9-10 |

20. I *don't* believe you

don'tis the abbreviation of

- | | |
|-------------|-------------|
| a. Do not | c. Donation |
| b. Does not | d. Did not |

21. some(1)-She(2)-me(3)-gives(4)-books(5)

The true arrangement of above words is....

- | | |
|--------------|--------------|
| a. 2-4-5-1-3 | c. 1-2-3-5-4 |
| b. 2-4-3-1-5 | d. 5-4-3-1-2 |

22. yesterday(1)-did(2)-He(3)-go(4)-to(5)-not(6)campus(7)-the(8)

The true arrangement of those words is....

- | | |
|--------------------|--------------------|
| a. 3-4-5-6-1-2-8-7 | c. 3-2-6-4-5-8-7-1 |
| b. 1-2-4-5-7-6-3-8 | d. 3-2-6-4-7-8-1-5 |

23. tomorrow?(1)-study(2)-we(3)-Will(4)

Which one is the true arrangement?

- | | |
|------------|------------|
| a. 4-3-2-1 | c. 4-2-3-1 |
| b. 2-3-1-4 | d. 4-3-1-2 |

24. have(1)-studied(2)-They(3)-for(4)-it(5)-years(6)-three(7)

The true arrangement of those words is...

- a. 3-4-1-2-5-7-6
- b. 3-1-2-4-6-5-7
- c. 3-1-2-5-4-6-7
- d. 3-1-2-5-4-7-6

25. Present continuous tense is use to.....

- a. To show the event in the past
- b. To show the event at the moment of speaking
- c. To show the daily habit
- d. To show the event in the future

Appendix IV

KEY ANSWERS

- 1. B**
- 2. C**
- 3. C**
- 4. A**
- 5. C**
- 6. D**
- 7. D**
- 8. B**
- 9. D**
- 10. D**
- 11. C**
- 12. A**
- 13. B**

- 14. B**
- 15. C**
- 16. C**
- 17. B**
- 18. A**
- 19. D**
- 20. A**
- 21. B**
- 22. C**
- 23. A**
- 24. D**
- 25. B**

APPENDIX V. Table of the Test Result

Table 1. Question number 1

No	The alternative answer	F	%
1	Move	14	38,89
2	Moves	8	22,22
3	Moved	13	36,11
4	Moved	1	2,77
Total		36	100 %

Table 2. Question number 2

No	The alternative answer	F	%
1	See	13	36,11
2	have seen	10	27,77
3	Saw	5	13,88
4	Seen	8	22,22
Total		36	100 %

Table 3. Question number 3

No	The alternative answer	F	%
1	Given	7	19,44
2	Gave	4	11,11
3	Gives	8	22,22
4	Give	15	41,66
Total		36	100 %

Table 4. Question number 4

No	The alternative answer	F	%
1	are going	7	19,44
2	Goes	9	25
3	have gone	5	13,88
4	Went	15	41,66
Total		36	100 %

Table 5. Question number 5

No	The alternative answer	F	%
1	Become	12	33,33
2	Came	1	2,77
3	Come	20	55,55
4	Common	3	8,33
Total		36	100 %

Table 6. Question number 6

No	The alternative answer	F	%
1	See	15	41,66
2	Saw	4	11,11
3	Sent	14	38,88
4	Seen	3	8,33
Total		36	100 %

Table 7. Question number 7

No	The alternative answer	F	%
1	Syifah	5	13,88
2	Andra is	5	13,88
3	They were	18	50
4	Dinda and Sila	8	22,22
Total		36	100 %

Table 8. Question number 8

No	The alternative answer	F	%
1	do not	7	19,44
2	did not	7	19,44
3	does not	12	33,33
4	are not	10	27,77
Total		36	100 %

Table 9. Question number 9

No	The alternative answer	F	%
1	Do you	20	55,55
2	Will you	11	30,55
3	Have you	1	2,77
4	Are you	4	11,11
Total		36	100 %

Table 10. Question number 10

No	The alternative answer	F	%
1	Have	10	27,77
2	Will	13	36,11
3	Does	6	16,66
4	Has	7	19,44
Total		36	100 %

Table 11. Question number 11

No	The alternative answer	F	%
1	will visited	23	63,88
2	have visited	6	16,66
3	will visit	1	2,77
4	Visited	6	16,66
Total		36	100 %

Table 12. Question number 12

No	The alternative answer	F	%
1	Came	9	25
2	did not came	11	30,55
3	Comes	3	8,33
4	Come	13	36,11
Total		36	100 %

Table 13. Question number 13

No	The alternative answer	F	%
1	Linda is not cry	8	22,22
2	Linda does not cry	7	19,44
3	Linda do not cry	8	22,22
4	Linda does not cries	13	36,11
Total		36	100 %

Table 14. Question number 14

No	The alternative answer	F	%
1	Have Ali and Joni new cars?	9	25
2	Do Ali and Joni have new cars?	8	22,22
3	Does Ali and Joni have new cars?	11	30,55
4	Have they have new cars?	8	22,22
Total		36	100 %

Table 15. Question number 15

No	The alternative answer	F	%
1	We will not try this machine	13	36,11
2	We try this machine	4	11,11
3	We will try this machine	12	33,33
4	We will be try this machine	7	19,44
Total		36	100 %

Table 16. Question number 16

No	The alternative answer	F	%
1	Teacher and right	13	36,11
2	is and now	7	19,44
3	Teacher and is	3	8,33
4	All of them are true	13	36,11
Total		36	100 %

Table 17. Question number 17

No	The alternative answer	F	%
1	John does not break the glass Does john break the glass?	13	36,11
2	John has not broken the glass Has john broken the glass?	8	22,22
3	John have not broken the glass Have john broken the glass?	5	13,88
4	John is not broken the glass Is john broken the glass?	10	27,77
Total		36	100 %

Table 18. Question number 18

No	The alternative answer	F	%
1	Nurholilah did her homework yesterday	8	22,22
2	Nurholilah do her homework yesterday	7	19,44
3	Nurholilah does her homework yesterday	10	27,77
4	Nurholilah do work her homework yesterday	11	30,55
Total		36	100 %

Table 19. Question number 19

No	The alternative answer	F	%
1	10-7-8-2-4-3-1-6-5-9	1	2,77
2	4-5-6-7-8-9-10-3-2-1	4	11,11
3	2-6-1-4-3-8-9-10-7-5	10	27,77
4	We(2)-are(6)-going(1)-to(3)-go(5)-to(7)-Jakarta(8)-tomorrow(4)-by(9)-plane(10)	21	58,33
Total		36	100 %

Table 20. Question number 20

No	The alternative answer	F	%
1	do not	17	47,22
2	does not	9	25
3	Donation	3	8,33
4	did not	7	19,44
Total		36	100 %

Table 21. Question number 21

No	The alternative answer	F	%
1	2-4-5-1-3	1	2,77
2	She(2)-gives(4)-me(3)-some(1)-books(5)	22	61,11
3	1-2-3-5-4	3	8,33
4	5-4-3-1-2	20	55,55
Total			100 %

Table 22. Question number 22

No	The alternative answer	F	%
1	3-4-5-6-1-2-8-7	9	25
2	1-2-4-5-7-6-3-8	3	8,33
3	He(3)-did(2)-not(6)-go(4)-to(5)-the(8)-campus(7)-yesterday(1)	23	63,88
4	3-2-6-4-7-8-1-5	1	2,77
Total		36	100 %

Table 23. Question number 23

No	The alternative answer	F	%
1	Will(4)-we(3)-study(2)-tomorrow?(1)	26	72,22
2	2-3-1-4	4	11,11
3	4-2-3-1	4	11,11
4	4-3-1-2	2	5,55
Total		36	100 %

Table 24. Question number 24

No	The alternative answer	F	%
1	3-4-1-2-5-7-6	5	13,88
2	3-1-2-4-6-5-7	7	19,44
3	3-1-2-5-4-6-7	6	16,66
4	They((3)-have(1)-studied(2)-it(5)-for(4)-three(7)-years(6))	18	50
Total		36	100 %

Table 25. Question number 25

No	The alternative answer	F	%
1	To show the event in the past	12	33,33
2	To show the event at the moment of speaking	11	30,55
3	To show the daily habit	7	19,44
4	To show the event in the future	6	16,66
Total		36	100 %

Appendix VI

Respondents'' numbers	Respondents'' answers of each item numbers																									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	
1	4	0	0	0	4	0	4	4	0	0	0	0	4	0	0	4	0	0	4	0	4	4	4	4	0	44
2	0	0	0	4	4	0	0	0	0	0	0	0	0	4	0	0	4	0	0	0	0	4	0	4	0	24
3	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4	4	0	16
4	4	0	0	0	0	0	0	4	0	0	0	4	0	0	0	0	0	4	0	0	0	0	4	4	0	24
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
6	0	0	0	0	0	4	0	4	0	0	0	0	0	0	0	0	0	4	0	4	0	4	4	0	0	24
7	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	4	0	4	0	4	4	0	20
8	4	0	4	0	0	0	4	0	0	0	0	0	0	0	0	0	0	4	4	0	4	0	4	0	0	28
9	0	0	0	0	4	0	4	0	0	4	0	0	0	0	0	0	0	0	4	4	0	4	4	0	4	32
10	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4	0	0	4	16
11	0	0	0	4	4	0	0	0	0	4	0	0	0	0	4	0	0	0	4	0	0	4	0	4	4	32
12	0	0	0	0	0	4	0	0	0	0	0	0	0	4	4	0	0	0	0	4	4	4	4	4	4	36
13	0	0	4	4	4	0	0	0	0	0	0	0	4	4	4	0	0	0	4	4	4	0	4	0	0	40
14	0	0	0	4	4	0	0	0	0	4	0	0	0	0	0	0	0	0	4	0	4	0	0	4	4	28
15	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	4	0	0	4	4	0	4	0	0	4	24
16	0	4	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4	4	4	4	4	4	36
17	0	0	0	0	4	0	0	0	4	0	0	0	0	0	4	0	0	0	4	4	4	4	4	0	4	36
18	0	4	0	0	4	0	0	0	0	0	0	4	0	0	0	0	0	0	4	4	4	4	4	0	4	36
19	0	0	0	0	4	0	4	0	4	0	0	0	0	0	0	0	4	0	4	4	0	4	4	0	0	32
20	0	0	0	0	0	0	4	0	0	4	0	0	0	0	4	0	0	4	0	4	4	4	4	4	4	40
21	4	0	0	0	4	0	0	4	0	0	0	0	0	0	4	0	0	0	4	4	4	4	4	4	0	40
22	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	4	4	0	0	12
23	0	0	4	0	0	0	0	4	0	4	0	4	0	0	4	0	0	0	0	4	0	0	0	4	0	28
24	0	0	4	0	4	0	4	4	0	0	0	4	0	0	0	0	4	4	0	0	0	0	0	0	0	28
25	0	4	0	0	4	4	0	4	0	0	0	0	0	0	4	0	4	4	0	4	4	4	4	4	4	52
26	0	0	0	0	0	0	0	0	0	0	0	4	4	0	4	4	4	0	4	4	4	4	4	4	0	44
27	4	0	4	0	4	0	0	0	0	0	0	4	0	0	0	0	0	0	4	4	4	0	4	0	0	32
28	4	0	4	0	0	0	0	0	0	4	0	0	4	4	0	0	0	0	4	0	4	4	4	0	0	36
29	0	0	0	0	0	0	4	0	0	0	0	0	0	4	0	0	0	0	4	0	4	0	0	0	0	16
30	0	0	0	0	4	0	0	0	0	0	0	0	0	4	4	0	4	0	4	4	4	4	4	4	0	40
31	0	0	0	0	4	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	4	4	4	4	0	24
32	0	0	4	0	0	0	0	0	0	0	0	4	4	0	0	0	0	4	4	4	4	4	4	4	0	40
33	0	0	0	4	4	0	0	0	0	0	0	0	0	4	4	0	0	4	4	0	0	4	4	0	0	32
34	4	0	0	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12
35	0	4	0	0	4	0	0	0	4	4	0	0	4	0	4	0	4	0	0	0	4	4	4	0	0	40
36	4	4	4	0	0	0	4	0	4	0	0	4	0	0	0	0	4	0	0	0	4	0	4	0	0	36
Σ	8	5	8	7	20	3	8	7	4	7	1	9	7	8	12	3	8	8	21	17	22	23	26	18	11	1080

The Students' Score in Learning Five Basic Tenses at Grade X SMA N.1 Sosopan

The researcher calculated the score by using the formula:

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

$$= \frac{1080}{36 \times 25 \times 4} \times 100 \%$$

$$= \frac{1080}{3600} \times 100 \%$$

$$= 0,3 \times 100 \%$$

$$= 30 \%$$

Appendix VII. Pictures while doing the Research



Picture 1.

Students of SMA N.1 Sosopan grade X while doing the test



Picture 2.

The researcher while interviewing the English teacher of grade X SMA N.1 Sosopan
Anna Sari Nasution, S.Pd



Picture 3. Condition of SMA N.1 Sosopan



Picture 4.
Laboratory while in building

Picture 5.
English learning process in grade X



Picture 6. Class room



Picture 7. Administration room

NO	NAMA	NIK	TAH. LULUS
1	BUDIRAH SIREGAR, S.Pd	195300119970119002	2002
2	MISTIA PRAWATI, S.Pd	195300119970119002	2002
3	PONHIPPEN W, S.Pd	1953010220070120004	2001
4	LE OTI M.	1953052420070120004	2002
5	NUMBUKIBAN, S.Pd	1953010120070120005	2002
6	ITA RAHMALIA RAHMARA	1953010120070120005	2002
7	ARLENI LUBIS, S.Pd	1978120520070120002	2002
8	SELY FARISMAN, S.Pd	1978120520070120002	2002
9	DESU SURMANI, S.Pd	1978120520070120002	2002
10	ANNAS SARI NASUTION, S.Pd	1978120520070120002	2002
11	IDA RAHICAWATI	1980111720050420001	2004
12	RIJA MEGALATI DLT, S.Pd	1980111720050420001	2004
13	BAHMAYANI NASUTION, S.Pd	1980111720050420001	2004
14	ZUBRI SIREGAR, S.Pd	1980111720050420001	2004
15	SAHADI HASIBUAN, S.Pd	198212202001011010	2002
16	SAHROMIATI PASAFIBU, S.Pd	198212202001011010	2002
17	NELVA YUNI SISKHA HIR, S.Pd	198504052011012016	2016
18	NURLELA NASUTION, S.Pd	198504052011012016	2016
19	ICHAM HALIK, S.Pd	198504052011012016	2016
20	LELA HANNUM SIREGAR, S.Pd	198504052011012016	2016
21	ECOMI JACILA LUBIS, S.Pd	198504052011012016	2016
22	M SYAFRONI HARAHAP, S.Pd	198504052011012016	2016
23	RISKAN AZHARI HSE, S.Pd	198504052011012016	2016
24	MISTA PRAWATI, S.Pd	198504052011012016	2016
25			
TENAGA ADMINISTRASI			
1	ZULKIFLI HASIBUAN	19590620195103	
2	LILA HASIBUAN		
3	MARIAH		

Picture 8.
List of teachers and administrator



Picture 9.
Volley ball field



Picture 10.
Class room



Picture 11.
English teacher of grade X SMA N.1
Sosopan Anna Sari Nasution, S.Pd and
Nur Lela Nasution, S.Pd