



**THE STUDENTS' ABILITY IN USING SIMPLE PRESENT TENSE IN
POSITIVE, NEGATIVE, AND INTERROGATIVE VERBAL SENTENCES
AT GRADE VIII MTS BAHARUDDIN**

A THESIS

*Submitted To State Institute for Islamic Studies Padangsidempuan as A Partial
Fulfillment Of The Requirement For The Degree Of Graduate Education
(S.Pd) In English*

Written By:

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2021



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Padangsidimpuan, Juli 2021
to: Dean Tarbiyah and Teacher
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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary on thesis belongs to INDAH MAYRANI, entitled "STUDENTS' ABILITY IN USING SIMPLE PRESENT TENSE IN POSITIVE, NEGATIVE, AND INTERROGATIVE VERBAL SENTENCES AT GRADE VIII MTs BAHARUDDIN" we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduation of Education (S.Pd) in English.

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of E. Dept. Of Tarbiyah and Teacher Training Faculty IAIAN Padangsidimpuan. Thank you.

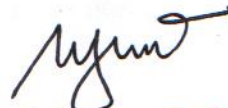
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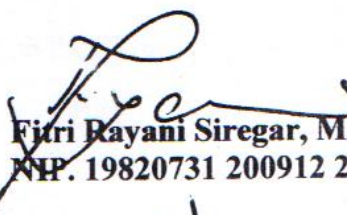
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Thesis : **THE STUDENTS' ABILITY IN USING
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Tense in Positive, Negative, and Interrogative
Verbal Sentences at Grade VIII MTs
Baharuddin.**

ABSTRACT

This research focused about students' ability in using simple present tense in positive, negative, and interrogative verbal sentences at grade VIII MTs Baharuddin.

There were some problems of students in this research: 1) The students' do not comprehend about using simple present tense. 2) The students are lack in vocabulary. 3) The students' ability in using simple present tense in positive, negative, and interrogative verbal sentences still low.

This research is categorizes as descriptive analysis, because this research the focus on the students' ability in using simple present tense. The respondent of the research is 30 of VIII grade of MTs Baharuddin. An analysis of the test is to know what extent was the students' ability level in using simple present tense and did the students' ability in using present tense. The students did errors most is in the usage of simple present tense of verb be. The students' ability in using simple present tense is still low.

After calculating the data the researcher find that the students' ability in using simple present tense in positive, negative, and interrogative verbal sentences at grade VIII MTs Baharuddin 56.53 mean score and category was low category. Then, from the hypothesis testing the researcher found that hypothesis is accepted. It can be proved from $Z_{count} = -6 < Z_{table} = 3.26$ by level significant 0.05 or 5 %. Therefore, students' ability in using simple present tense in positive, negative, and interrogative verbal sentences at grade VIII MTs Baharuddin in low category.

Key Word: Students' Ability, Simple Present Tense

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ABSTRAK

Penelitian ini difokuskan pada kemampuan siswa dalam menggunakan simple present tense dalam kalimat verbal positif, negatif, dan interogatif di kelas VIII MTs Baharuddin.

Ada beberapa masalah siswa dalam penelitian ini: 1) siswa tidak memahami penggunaan simple present tense. 2) siswa kekurangan kosakata. 3) kemampuan siswa dalam menggunakan kalimat verbal positif, negative, dan interogatif sangat lemah.

Penelitian ini termasuk penelitian deskriptif analisis, karena penelitian ini berfokus pada kemampuan siswa dalam menggunakan simple present tense. Responden penelitian ini adalah 30 siswa kelas VIII MTs Baharuddin. Analisis dari tes adalah untuk mengetahui sejauh mana tingkat kemampuan siswa dalam menggunakan simple present tense. Kesalahan yang paling banyak dilakukan siswa adalah dalam penggunaan simple present tense dari verb be. Kemampuan siswa dalam menggunakan simple present tense masih rendah.

Setelah menghitung data peneliti menemukan bahwa kemampuan siswa dalam menggunakan simple present tense dalam kalimat verbal positif, negative, dan interogatif di kelas VIII MTs Baharuddin dengan rata-rata 56.53 dan termasuk kategori rendah. Kemudian, dari pengujian hipotesis peneliti menemukan bahwa hipotesis diterima. Hal ini dapat dibuktikan dengan $Z_{hitung} = -6 < Z_{tabel} = 3.26$ dengan taraf signifikan 0.05 atau 5%. Oleh karena itu, kemampuan siswa dalam menggunakan simple present tense dalam kalimat verbal positif, negative, dan interogatif di kelas VIII MTs Baharuddin termasuk kategori rendah.

Kata Kunci: Kemampuan siswa, Simple present tense

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the reader to make better the thesis.

Padangsidempuan, 2021
Researcher

INDAH MAYRANI
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is International communication language in the world and many areas of everyday life. English is very important to the people, all people need it communicate. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such technology, economy, social, and politics. For Indonesian, English is foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading and writing. We use it understand our world through listening and reading and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about language skill we have much better chance of understanding and being understood and getting what we want and need from these around us.

Furthermore, one element that students must master in learning English is Grammar. Grammar is the central component of language. Grammar is rules for forming words and making universe. It means that grammar is the control component of language, which is consists of rules of grammatical structure.

Language plays so important role in human life. Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing meaning, ideas or thought. Language use by human as tool of communication since he was born. As I see babies use the language by crying. It characterized by crying when the babies was hungry, sleepy, or over heat. Crying

used as a tool to communicate with people around him to convey the desires and his thought. Along with the development and growth of the child's language will also be developed into a well-structured language.

Language distinguishes the difference and also celebrates the unique of cultures in a country or in a community. A language shapes the way people perceive the world and it also helps to define culture of any society. Language gift the knowledge of more than one language makes more efficient and skillful in many ways. It's open minds and guides us into a magical world. Language helps us to develop our selves, mind and, personality. There are many languages in the world such as Arabic, English, Spain, French but the first important language is English.

English is one of the subject that is taught in the school in Indonesia. There are many people want to be able to master English well by mastering all the skills. In Indonesia, English is known as foreign language that should be taught at school. It is important for students in all levels, especially in Junior High School, Senior High School, and University. It might because that English is a global language. That is used by many people around the world to be able to communicate each other so that Indonesia Government of Education include English as one of compulsory subjects to be taught at schools.

Moreover, there are many universities that provide English as one of study program within in both English department and non-English department. English also needed to transfer knowledge and high technology even culture,

because most of books of knowledge of high technology are written in English. Therefore, English as the foreign language needs to be learn by the students.

Study about English there are four skills that should be mastered by students, they are: listening, speaking, reading, and writing. First, listening is the unidirectional receiving of audible symbols or an interactive process as the brain acts on impulses, bringing to bear a number of different cognitive and affective mechanism. Second, speaking is an interactive process of constructing meaning involves and receiving and processing information. Next, reading is receptive skills, it is a transactional between a reader and writer. The last is writing. Writing is activity for production and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, opinion, experience, and information. Thus writing is activity to transfer ideas through words and sentences the idea will change to scientific.

Bowers and Brumfit says that “grammar is a language”.¹ It means if a students learn a language, they will also learn the grammar of the language. Thus, learning grammar becomes an inseparable part of language and becomes an important aspect if a students want to speak and write English well. This is because learning grammar involves not only the rules but also learning how to manipulate the devices that English speakers use to convey certain ideas.

In addition grammar is important, especially when learners communicate with others. Moreover, by mastering English grammar, the leaners will know how to transfer and receive a message either in written or spoken language without

¹Roger Bower And Chistoper Brumfit, Applied Linguistics And English Linguistics And English Language Teaching, (London: Macmilan Publisher Limited, 1991), P.47

misunderstanding. When English learners hear the word about grammar, they directly relate it to the study of tenses. The reason is because tenses are the basic of grammatical study in English.

Many Indonesian students still find some difficulties in learning tenses as she now that Indonesia language has not grammatical form like tenses. She don't have to change the verb form to reflect the time of an event. But, in English almost all verbs can show the different between the present and past by a change in the verb.

Although the simple present tense is one of tenses which learn in the school but it sometimes makes students confused and many of them make mistakes in several exercises. Students' difficult are learning, remembering, and applying the formula in the sentence. In solving these problem, the English teachers have to work hard to solve the problem, they should increase students' ability in using simple present tense.

Based on the problem above, the researcher is interested in doing a research in MTs Baharuddin. Finally the researcher conducting a research entitles "The students' ability in using simple present tense in positive, negative, and interrogative verbal sentences at grade VIII MTs Baharuddin".

B. Identification of the Problem

Some conditions at eight grade students of MTs Baharuddin influence the identifications of the problem in this research, among other things are:

1. The eight grade students have trouble in using “verb 1” in the sentence.
2. The do not know the form and the usage of simple present tense.
3. Sometimes, they forget to use adverbial of time in the sentence.
4. The students do not understand use auxiliary.
5. The students make mistakes in word choice and punctuation.
6. They have troubles in using subject verb agreement and its usage.
7. They think that grammar is a boring subject.

The major problem of this the research is most of the students have low achievement in English. The second grade students are not very familiar with structure particularly simple present tense.

C. Limitation of the Problem

Based on identification of the problem above, this researcher was focus on the students’ ability in using simple present tense in positive, negative and interrogative verbal sentences at Grade VIII MTs Baharuddin.

D. Definition of the Terminologies

According to the topic of the research, there are some terminologies, the terminologies that use it regarded important to be clarified about the topic. The researcher states the terminologies as follows :

1. Student

Student is a person who study stated from kindergarten, elementary school, Junior high school, Senior high school and University. Here, the students' more the person who study at grade VIII MTs Baharuddin.

2. Ability

Ability is a skill to perform certain action both physically and mentally both before and after receiving training.

3. Simple present tense

Simple present tense is information happen, statement habitual action, general truth, to express what may happen at the time of speaking.²

From the explanation above, it can be taken conclusion that simple present tense is used to explain the present time in positive, negative, and interrogative verbal sentences.

E. Formulation of the Problem

From the explanation above, the researcher formulates the problems on the question below: How is the students' ability in using simple present tense in positive, negative, and interrogative verbal sentences at grade VIII MTs Baharuddin?

F. Purpose of the Research

Based on the formulations of the problem above, the purposes of this research are follows: To analyze the students ability in using simple present tense at grade MTs Baharuddin.

²Otong Setiawan Djure, *Functional English Grammar*,(Bandung: Yrama Widya, 2008), p.80

G. Significances of the Research

The significance of this research is expected to be useful for the teacher to improve their teaching of simple present tense. The significances of this research are :

1. Headmaster, to encourage English teacher to do the best teaching the students ability in using simple present tense.
2. English teacher, to improve the quality of teaching the students ability in using simple present tense.
3. The reader, to enlarge their own knowledge towards the students ability in using simple present tense.

H. Outlines of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many subchapter with detail as follows.

Chapter one consists of background of the problem, focus of the problem, definition of the key terms, formulation of the problem, the purposes of the research, significations of the research and outline of the thesis.

Chapter two consists of the theoretical description which explain simple present tense and also about report text (generic structure and description). And related finding is adding information is conduct this research.

Chapter three consists of place and time of the research, kind of research, the sources of data, instrument of collencting data, and analysis of the data and checking of trustworthiness.

Chapter four consist of the research consist of general finding, specific finding consist of description of the students' problem identifying simple present tense in positive, negative, and interrogative verbal sentences. Effort of English to overcome the difficulties of the students identifying simple present tense in positive, negative, and interrogative verbal sentences, discussion and the threats of this research.

Finally, chapter five consist of conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

Every research has theorist to explain meaning, concept, or information about the research, below is theoretical description of the research.

1. Students' Ability

a. Definition of Students' Ability

Student is a person who studies, or investigates or person who is enrolled for study at school or college.³ It can be concluded that students is a person that studying at school not only elementary school, junior high school, senior high school but also at collage.

Ability is physically mental or legal to perform (he has ability to accomplish whether he sets his mind to).⁴ The ability means the quality or capacity of being able to do something well. Ability is capacity or power to do something physical or mental achievement. So, it can be determined as skills, expertness or talent.⁵ Based on the explanation above. The Conclude is ability is metal or legal to perform to do something well.

Then, the ability means the quality or capacity of being able to do something well, as said by Hornby, the definition of ability such as:

³ Victoria Neufelat and David B.ralmic, Western New World Collage Dictionary, (USA: Macmila, 1995), p.2

⁴ A. Mariam Webster, Webster's Coalgate The Saur us, (USA: Mama Chusetts, 1976), p.33

⁵Victoria Neufelat, Western New World ..,p.2

1. Capacity or power to do something and mental
2. Cleverness, and intelligence
3. Special natural power to do something well that talents.⁶

According to Douglas Brown, the word “ability” has meaning, they are:

- 1) Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- 2) Capacity is potential ability and can be measured by not straight the individual’s capacity.
- 3) Attitude is quality and can be expressed by especially training.⁷

Oxford dictionary stated that ability is level skill or intelligence. While Meriam says that ability physical, mental, or legal to perform (he has ability to accomplish whatever he sets mind to). It means an acquired or natural capacity or talent that enables an individual to perform particular job or task successfully. According to Douglas Brown, the word “ability” has three meanings, they are:

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b. Capacity is potential ability and can be measured by not straight, the individual’s capacity.
- c. Attitude is quality and can be expressed by especially training.

⁶Hornby, Oxford Advanced Learner’s Dictionary Of Current English (London: Oxford University Press, 1987), p.12

⁷H. Douglas Brown, Teaching Principles And Approach To Language Pedagogy (New York: Engle Wood Cliffs, 2001), p.236-238

b. Kinds of Ability

There are many kinds of ability, they are:

- 1) Flexibility and speed of closure is the ability to hold in mind a particular visual configuration.
- 2) Fluency is the ability to produce words, ideas, and verbal expression.
- 3) Inductive reasoning is the ability to form and test hypothesis directed and finding relationship.
- 4) Span memory is the ability to recall perfectly for immediate reproduction a set as of item after only one presentation of the series.
- 5) Associative memory is the ability to remember bits of unrelated material and to recall.
- 6) Number facility is the ability to rapidly manipulate number in arithmetic operations.
- 7) Perceptual speed is speed in finding figures, making comparison, and carrying out simple task involving visual perceptions.
- 8) Deductive reasoning is the ability to reason from stated premises to their necessary conclusions.
- 9) Spatial orientation and visualization is the ability to perceive spatial patterns and to manipulate or transform the image spatial patterns.

10) Verbal comprehension is the knowledge of words and their meaning as well as the application of knowledge.⁸

From the explanation above, the researcher used ability from the book Gibson with the title *Organization Behavior Structure Process* number 10. The researcher choose point 10 because the ability is about knowledge and their meaning as well as the application of knowledge.

So, that ability is potential to get about competence of special power result for action or practice and used to work something, especially in simple present tense in positive, negative, and interrogative sentences. Students must understand about it. So, the students ability in this research mean the power, the achievements and the level skill of the students MTs Baharuddin in using simple present tense on positive, negative, and interrogative verbal sentences.

2. Simple Present Tense

a. Definition of Simple Present Tense

There are some definitions of simple present tense are given by the expert. The Simple present tense refers to action or situation that to do not change frequently. It is used to describe habit or routines, to express opinions or to make general statements of act, the simple present can also be used to refer to the future.⁹

⁸ Gibson, et, all *Organization Behavior Structure Process* (Singapore: The Megraw Hill Companies,2004), p.93

⁹Patricia Werner, *Mosaic 1 A Content-Based Grammar*,(New York: McGraw-Hill, 1990), p.125

In English grammar, the simple present tense is a form of the verb that refers to an action or event that is ongoing or that regularly takes place in present time (for example, “he cries easily”).¹⁰

The simple present tense is the one which we use when an actions is happening right now, or when it happening right now, or when it happens regularly (or unceasingly, which is why it’s sometimes called present indefinite). The simple present tense is formed by using the root form or by adding –s or –es to the end, depending on person.¹¹

In addition, simple present tense is most popular tense in using. This is due to the factual nature of a descriptive text. In this research, students using simple present tense in positive, negative, and interrogative verbal sentences. If the students mastery about simple present tense, they are easier to express ideas into good writing.

In conclusion, the researcher could take of the definition of above that conclusion from the definition of simple present tense above that have been mentioned the writer concludes simple present tense is a statement of an event than often done in this daily life (habitual action).

¹⁰Terry Willie, Simple Present , [Http://Grammar.About.Com/Od/Rs/G/Simple-Present-Tense.Htm](http://Grammar.About.Com/Od/Rs/G/Simple-Present-Tense.Htm), Retrived On November 30, 2020

¹¹Betty Schramper Azar, Basic English Grammar (2nd Ed), (New York: Longman Group, 1992), p.200

b. The Formula of Verbal Simple Present Tense

Verbal sentence is a consisting of a verb predicate.¹² Verbal sentence is that uses the predicate verb. Verbal sentence is a sentence that separates elements with three verbs be his complement.

a.) Positive form

Formula: S + Verb1 + (S/ES) + O

Example:

1. I go to the mosque
2. We love Muslim
3. We read al- Qur'an
4. They drink honey
5. He plants a tree
6. She cuts the grass
7. It looks fine.

b.) Negative

Formula: S + do/does + Not + Verb 1+ O

Example:

1. I do not go to the school
2. We do not love lie
3. You do not eat
4. They do not watch movie
5. He does not plant the tree
6. She does not cut the grass
7. It does not look

¹²Moh. Kusnadi, *Complete English Grammar*,(Surabaya: Bintang Usaha Jaya, 2011), p.144

c.) **Interrogative Form**

1.) **Short answer: Do/does + S + Verb1 + O?**

Example:

1. Do you go to the mosque?
2. Does he plant a tree?
3. Does it look fine?

2.) **Long answer: Question Word + do/does + S + V1 + O?**

Example:

1. Why do you love Muslim?
2. Where does he plant a tree?
3. What does it look fine?
4. How do you like that?

c. **The Rules of Using Simple Present Tense**

The pattern of simple present tense can be seen as the bellow:

Table I
The pattern of simple present tense

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

Adding S/ES to the infinitive:

- a. Infinitive ended by o, ss, sh, ch, x must be added by es.¹³

Infinitive ended by o, ended by es

Do + es: does

¹³Fuad Mas'ud, *Essential Of English Grammar A Practical Guide Third Edition*, (Yogyakarta: Fakultas Ekonomi, Jln. Prof Notonagoro, 2005), p.20

Go + es: goes

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

Teach + es: teaches

Wish + es: wishes

Fix + es: fixes

- b. Infinitive ended by consonant y that processed by consonant, y change become i then added es:

Fly + es: flies

Study + es: studies

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

Eat + es: eats

Drink + es: drinks

Cook + es: cooks

d. Functions of Simple Present Tense

The simple present tense used to express habitual action:

1. The main use of simple present tense is express habitual actions.

Example: - He drink tea at breakfast

- She only eats fish

- Cats drink milk

2. The simple present tense is often used with adverbs or adverb phrases.

Such as: always, never, occasionally, often, sometimes, usually, every week on Monday, twice a year etc.

Example: How often do you wash your hair?

I go to mosque every day

It rains in winter

Or with time clauses expressing routine or habitual actions.

Whenever and when (= whenever) are particularly useful:

Whenever it rains the roof leaks.

When you open the door a light goes on.¹⁴

3. For general truths

Example: - Water freezes at zero degrees.

- The earth revolves around the sun.
- Her mother is Peruvian.

4. For instruction or directions

Example: - Open the packet and pour the content into hot water.

- You take the No.6 bus to Watney and then the No.10 Bedford.

5. For fix arrangements

Example: - His mother arrives tomorrow.

- Our holiday starts on the 26th march.

6. With future construction

Example: - She will see you before she leaves.

¹⁴A.J. Thomson and A.V. Martinet, A Practical English Grammar(latest edition), (Oxford: Oxford university press, 1986), p.159

- We will give it to her when she arrives.

e. The Use of Present Tense

Marcella Frank state that simple present tense is divided into three parts. They are:

- a. Express repeated action (includes the past, present, and future)

such as:

- 1) The earth revolves around the sun. (general truth)
- 2) I go there very often. (custom)

- b. Express non-action (state or condition)

- 1) He seems tired.
- 2) She loves her children.
- 3) I remember him.
- 4) I hear some music.

- c. Express future action (especially with verbs of arriving and departing)

- 1) We leave tomorrow
- 2) The ship sails next week.¹⁵

Moreover, Azzar stated that simple present tense is used to express events or situations that exist *always, usually, habitually*; they exist now, have existed in the past, and probably will exist in the future. For example: It snows I Alaska.¹⁶

¹⁵Marcella Frank, Modern English A Practical Reference Guide,(New Jersey: Englewood Cliffs,1972)p.66

¹⁶Betty Schramper Azar, Understanding And Using English Grammar,(New Jersey:Englewood,1981),p.20

The simple present tense is also used to express non-action states or condition. It may indicate an action that exist right now or at moment of speaking. The verbs involve:

- a) Mental states: know, understand, believe, think, agree, etc.

Example: She knows you very well.

I think you are right.

I agree with you.

- b) Emotional states: like, love, hate, appreciate, etc.

Example: Tono loves Dewi very much.

He likes sholawat

- c) Sense perception: see, hear, taste, smell, feel, etc.

Example: Do you hear me now?

I feel cold today.

- d) Possession: have, own, belong, and poses

Example: Anton has new car

This house belongs to Mr. Rahman

- e) Other existing states: costs, weight, contain, appear, etc.

For Indonesian students, they will undergo some interference from their mother tongue when they study simple present tense. For example, the existence of suffix –s or –es of verb for the third person singular subject, the auxiliary do or does in negative and interrogative sentence, and the verb ‘be’ in the nominal sentence that never exist in

Indonesia language. Those will make the Indonesian students have difficulties in applying them in sentences.

B. Review of Related Finding

Related to this researcher, some researchers had been done as below: first, is this research by Dina Zahra. This research is a descriptive study intends to analyze the ability of the students on the use of simple present tense in writing the descriptive text, respondents of this study were 18 students. Class XII IPA at SMA 1 Lubuk Alung 2015/2016 school year were selected by sampling techniques purpose. Data were collected through test students on the text. Based on the data obtained during the study, researcher that the use of verbal correct sentence with a total percentage of 80.7% wrong and total percentage of 19.3%. While the nominal sentence correct use 89.8% and 10.2 false. It can be conclude the data obtained good ability, both in verbal and nominal sentences.¹⁷

Second is the research by which conducted by Yanti Ismiyati. Based and based on number of students, there are 4 of 30 (13%) students do not any academic words in their writing. Last, based on part of speech that used is verb part of speech (39 of 64 or 61.29%) and the lowest one is adverb part of speech (1 of 64 or 1.56%). It can be concluded that the students second year of SMA 9 Pekanbaru has been used academic words in their writing although in a low level frequency (level 7).¹⁸

¹⁷ Dina Zahra, An Analysis Of The Students' Ability On Using Simple Present Tense In Writing Descriptive Text,(A Thesis STKIP PGRI West Sumatera,2015)<http://jim.stkip-pgri-sumbar.ac.id>, access on Sunday 22th of November 2020

¹⁸YantiIsmiyati, Freshman Of Grammar: Students' Ability In Using Simple Present Tense At Batanghari University, (Journal IlmiahUniversitas Batanghari Jambi Vol. 18 No.3 Tahun 2018), <http://journal.ipm2kpe.or.id/index.php/LEEAArticle/view/181>

Third is the research by Ridhatul Dewi. The result of the study showed that there was improvement of students' ability of simple present tense. Most of the students gradually gained good score at the end of each cycle. The score Minimum Mastery Criterion-Kriteria Ketuntasan Minimum of English lesson was 65(sixty five). The students mean score in preliminary study was 55.95. The mean score in the first cycle was 72.74. The mean score in the second cycle was 75.95. In addition, there was a positive response from the students and the English teacher about implementing the acting. In conclusion Substitution Drills can develop students' ability of the simple present tense.¹⁹

Fourth is the research by Herlina. It can be concluded that students' ability in producing the sentences of simple present tense was still low. It showed that many students still got difficulties in producing the sentences of simple present tense especially for verb in third person singular as the subject pronoun.²⁰

So, from the description the researcher thinks, it is for junior high school subject that must be understood by the students. This is one of basic reason why researcher chooses the title "The Students Ability in Using Simple Present Tense at Grade VIII MTs Baharuddin.

¹⁹Ridhatul Dewi fartina, Developing Students' Ability Of Simple Presents Tense Through Substitution Drills (A Classroom Action Research In Seventh Grade Of SMPN 6 Depok), (Skripsi, English Language Education, Faculty of Tarbiyah And Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta, 2011). [http:// repository.uinjkt.ac.id](http://repository.uinjkt.ac.id), accessed on Wednesday 25th of November 2020

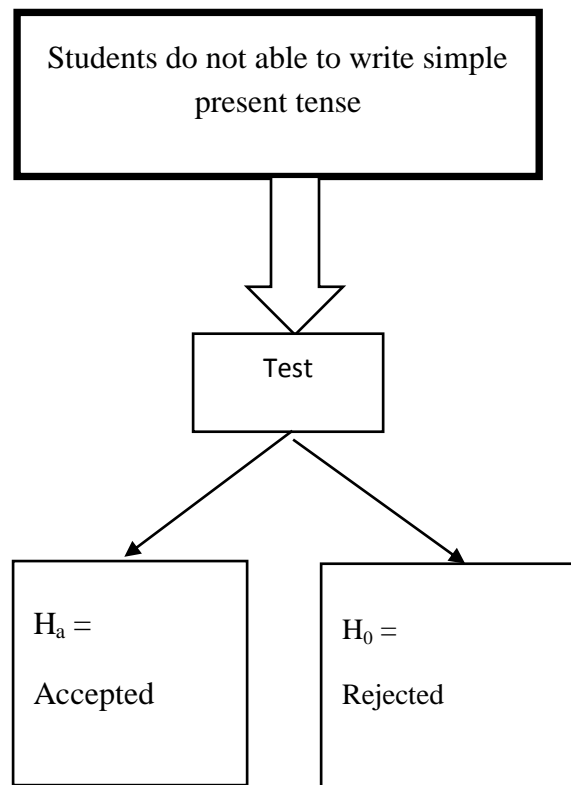
²⁰Herlina, students ability in producing the sentences of simple present tense at stmik Musi Rawas , 2018) <http://doi.org/10.31539/leea.v1i2.181.co.id> access on sunday 15 November 2020

C. Conceptual Framework

The successfulness of writing depends on many factors one of them is how the technique of teaches students English. The suitable technique is very important for teacher especially to teach in using simple present tense.

Expressing idea, thought, opinion, feeling, and experience what in their mind directly to their friend or the other people. English teacher should be able to writing and use suitable strategy as well as present the teaching material. A clear teacher is one who present material in ways that make it easy to understand.

As well producing skill of lesson content, moderate, to apply their knowledge in their other classroom activities such as answering question and problem solving. Writing as a productive competence actually requires a skill to plan what is to write, organize the ideas, persuades the reader to accept, the idea and add something to be processed in communication it self.



D. Hypothesis

The hypothesis was need to show the researcher's thinking and expectation outcome of the research related to this research. The hypothesis in this research is "The students' ability in using simple present tense in positive, negative, and interrogative verbal sentences at grade VIII MTs Baharuddin is enough score category."

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Schedule of the Research

The research has been conducted at Junior high school (MTs) Baharuddin. It is located at Janjimanaon, Muaratais, North Sumatera, Indonesia. The subject of the research is VIII grade of students in MTs Baharuddin. Then the process of the research is conducted from September 2018 until July 2021.

B. Research Design

The design of this research was descriptive in nature, because the researcher want to describe the student's ability in using simple present tense. Descriptive method is a survey that determines and allocates it with technical interview, or technical test, studying time of problem and identification of comparative analysis or operation.

According L.R Gay that, "descriptive method is a descriptive study determines and describes the way thing are. It may also compare how subgroups such as male and females or inexperienced teacher view issues and topic".²¹ This research conduct by quantitative approach. The quantitative research is the research the analysis of data by using figure data. According to Ramjet Kumar "in quantitative research you are guided by predetermined sample size that is based upon a number of other considerations in addition to resources available"²² like according to Gay and Peter Airsian that "quantitative descriptive or survey research involves collecting data in order to

²¹ Gay and Peter Airsian, *Educational Research Competencies For Analysis An Application*, (USA: Prencite,2000), p.275

²²Ranjit Kumar, *Research Methodology* (London:Sage, 2011), p.192

answer questions about the current status of the subject or topic of study”.²³ Quantitative descriptive is aim to describe with systematically and accurate of fact about the population. So, researcher used quantitative descriptive method to know a study on English program student’s ability in using simple present tense.

C. Population and Sample

1. Population

In doing a research, the researcher needs. Population is whole subject of the research. In this problem the writer choose the grade VIII students of MTs Baharuddin as the population of this research. There are 6 (fourth) classes and consist of 176 students.

Table II
Populations of the Research

No.	Class	Male	Female	Total
1	VIII ^A	7	15	30
2	VIII ^B	7	17	24
3	VIII ^C	10	19	29
4	VIII ^D	11	20	31
5	VIII ^E	11	20	31
6	VIII ^F	10	21	31
Total		56	122	176

²³Gay and Peter Airasian, *Op. Cit.* p.8-11

2. Sample

From the population 176 students at grade VIII MTs Baharuddin, the researcher take 30 students they are VIII^B. This research by using purposive sampling.

This writer was done by using purposive sampling; purposive sampling is a technique of taking sources of data with certain judgment.²⁴ Added by S. Nasution said “purposive sampling is done with take people are choosing by the researcher follow specific characteristic have been had by this sample”.²⁵

Table III
Sample of Research Students of MTs Baharuddin

Class	Sample
VIII ^B	30 students

D. Instrument of Collecting Data

To get accurate data, researcher collecting the data by using a Test. Test is sequence of question or practices that would be used for surveying the skills, intelligence, knowledge, ability to trail that is owed be used for surveying by individual or group.

So it some question about simple present tense test in orders to get information about the students ability on using simple present tense test in positive, negative and interrogative verbal sentences, the instrument is test. The form of the test is essay test. The researcher would be used students as

²⁴Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R & D (Bandung: Alfabeta, 2009), p.300

²⁵S.Nasution, Metode Research (Penelitian Ilmiah), (Jakarta: Bumi Aksara,2012), p.34

participant in doing test. The researcher would be control all the students when doing and students involves this research.

Table IV
Indicator of the Test

No	Indicator	Number Item	Item	Score
1.	The students' are able to use positive statements in simple present tense	1,2,3,4,5,6,7,8,10,15	10	
2.	The students' are able to use negative statements in simple present tense	9,11,13,14,16	5	
3.	The students' are able to use interrogative statements in simple present tense	12,17,18,19,21	5	
Total			20	

E. Test Validity

The test of Student's ability on using simple present tense in positive, negative, and interrogative verbal sentences was an instrument that need to determine the validity of the text to be used in this research. To know the

validity of the text will be refer to content validity to establish the validity of instrument that is test. The researcher took content validity of the instrument because content validity refers to extent which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and cognitive process includes in the content universal under consideration.

In order words, the researcher use essay test to make sure that the test has been available for students', the researcher tested test to students, grade VIII one class without class sample MTs Baharuddin. Essay test is to know students' ability in using simple present tense in positive, negative, and interrogative verbal sentences test. The result of validity analysis shows that there were 20 items.

F. Technique of Collecting Data

The technique of collecting data by using the test as follow:

1. Explaining about the outline of simple present tense.
2. Preparing the test
3. Checking out the validity and reliability of the test.
4. Giving written test to all of students according the sample stated, and gives the test with fill the blank correctly.
5. Determining the time of doing the test.
6. Giving chance or time for students to something left or not clear in ding the test.

7. Asking the student to do test and writer look after the students doing the test time.
8. After students finish answering the test, then the writer collects their answer to analysis.

G. The Technique of Data Analysis

After the collecting the data, the researcher would analyze the data by quantitative data, it was presented in statistic formula. Data they were analyzed by statistical analysis with the some steps as formula:

1. Identifying and correcting the students answer from the test.
2. Using mean score, to analyze the test result.

The formula is: $X = \frac{\Sigma x}{n}$

Note: X = Mean score of the students

N = The number of students

ΣX = The total score

3. After the researcher get data, it would enter in test hypothesis with the formula as follows:

$$\text{Z-Test} \quad Z = \frac{\frac{x}{n} - p}{\sqrt{p \frac{(1-p)}{n}}}$$

x = data that includes hypothesis categories

n = all the data

p = hypothesis proportion

4. Then to know students result or score would calculate into classification quality.

After finding mean score of all students, it was consulted to be classification as follows:

Table
The Classification Quality of the Students' Score:

No	Interval	Predicate
1.	0% - 20%	Very low
2.	21% - 40%	Low
3.	41% - 60%	Enough
4.	61% - 80%	High
5.	81% - 100%	Very high ²⁶

- a. If the value of mean score in 80 – 100, it can be categorized very high.
 - b. If the value of mean score in 70% – 79%, it can be categorized into high.
 - c. If the value of mean score in 60% - 69%, it can be categorized enough.
 - d. If the value of mean score in 50% - 59%, it can be categorized low.
 - e. If the value of mean score in 0% - 49%, it can be categorized very low.
5. Taking conclusion from the test instrument, it is done by conclude the analytical solidly and briefly

²⁶ Syah Darwyan, *Pengantar Statistik Pendidikan*, (Jakarta: Gaung Persada Press, 2009), p.74

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presented the research result, in order to know the ability of VIII MTs Baharuddin in using simple present tense in positive, negative, and interrogative verbal sentences. The researcher used the instrument to collect data. In the test consist of the 20 (twenty) items. The researcher has calculated the students test results to this research. This quantitative description analysis was used mean score to get their whole result as general, then to test the hypothesis, researcher used of formula Z. Next, the detail description of data are description as follows:

A. Research finding

The subject of this research is the grade VIII of MTs Baharuddin. The researcher introduced herself and delivered her aim to the students, then she gave the test of using simple present tense in positive, negative and interrogative verbal sentences. In test was the students did choose in essay test. After collecting the students answer sheet, research analyzed students answer sheet the steps are as follows:

1. The researcher collected the students' test.
2. The researcher analyzed the data of students' test.

Table V
Description of Students' Score in Using Simple Present Tense in Positive,
Negative, and Interrogative Verbal Sentences at Grade VIII MTs
Baharuddin:

No	Name	Total score
1.	AY	75
2.	Af	50
3.	AAD	75
4.	AAS	65
5.	AE	48
6.	ASA	45
7.	AAH	75
8.	AS	80
9.	HZ	45
10.	HT	28
11.	HA	36
12.	KU	35
13.	MSRG	35
14.	MIL	40
15.	MHBS	40
16.	NL	80
17.	NAS	80
18.	RAA	65
19.	RA	65

20.	SB	56
21.	SBHL	80
22.	SAN	65
23.	SAD	45
24.	SMN	45
25.	KA	80
26.	SSP	45
27.	WI	36
28.	YN	75
29.	YWN	75
30.	ZAB	80

3. In scoring students' test, there were 20 frequency of simple present tense that students must be completed. The students' got 5 (five) for the correct answer and zero (0) for incorrect answer. Most of students got score above 80, and many are also students got score below 80.
4. After students' score was found the researcher classified the level of students' ability based on the category as follows:

Table VI
The Classification Quality of Students' Score:²⁷

Range score	Category
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very high

From the table of quality of students, the frequency of each students' classification was calculated as follows:

Table VII
The Result of Students' Ability Classification in Using Simple Present Tense in Positive, Negative, and Interrogative Verbal Sentences:

No	Name	Total score	Quality Score
1.	AY	36	Low
2.	Af	50	Enough
3.	AAD	75	High
4.	AAS	65	High
5.	AE	48	Enough
6.	ASA	45	Enough
7.	AAH	75	High
8.	AS	85	Very High

²⁷Riduan, Belajar Mudah Penelitian Untuk Guru Karyawan Dan Peneliti Pemula, (Bandung: Alfabeta, 2005), p.89

9.	HZ	45	Enough
10.	HT	28	Low
11.	HA	36	Low
12.	KU	35	Low
13.	MSRG	35	Low
14.	MIL	40	Low
15.	MHBS	40	Low
16.	NL	80	Very High
17.	NAS	80	Very High
18.	RAA	65	High
19.	RA	65	High
20.	SB	56	Enough
21.	SBHL	80	Very High
22.	SAN	65	High
23.	SAD	45	Enough
24.	SMN	45	Enough
25.	KA	80	Very High
26.	SSP	45	Enough
27.	WI	80	Very High
28.	YN	75	High
29.	YWN	75	High
30.	ZAB	80	Very High

Based on the table above, it is clearly quality score the students' score in using simple present tense in positive, negative, and interrogative verbal sentences is differently. Whereas, there were many students' have low, enough, high, and very high. It means that the ability at grade VIII MTs Baharuddin in 2020-2021 academic years in using simple present tense in positive, negative, and interrogative verbal sentences is variously.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follows:

Table VIII
The Resume of Various Score in Using Simple Present Tense in Positive, Negative, and Interrogative Verbal Sentences

No	Statistic	Variable
1	High score	80
2	Low score	28
3	Mean score	56.63
4	Median	63.5
5	Mode	78.2

From the table above, it was known that the high score for variable in using simple present tense in positive, negative, and interrogative verbal sentences had been searched from 30 students, and best on the total of sample research the high score is 80 and low score is 28, mean score 56.63, median score is 63.5 and mode score is 78.2.

Based on the calculation mean score were 63.5. so, application in using simple present tense in positive, negative, and interrogative verbal sentences

was enough, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group variable score in using simple present tense in positive, negative, and interrogative verbal sentences which interval 6.

Table XI
The Frequency Distribution in Using Simple Present Tense in Positive, Negative, and Interrogative Verbal Sentences

No	Interval Class	Frequency Absolute	Frequency Relative
1	28 – 36	5	16.6%
2	37 – 45	7	23.3%
3	46 – 54	2	6.66%
4	55 – 63	1	3%
5	64 – 70	4	13.33%
6	71 – 80	11	37%
I = 6		30	100%

From the table above, it could be know the score of the students were 30 have 28 up to 80. The teacher has calculated the data by using statistic count.

From the test score above the data were tabulated as follow:

In continuation, the distribution data, the researcher describe the numbers into followed histogram:

Figure.1 Data Description

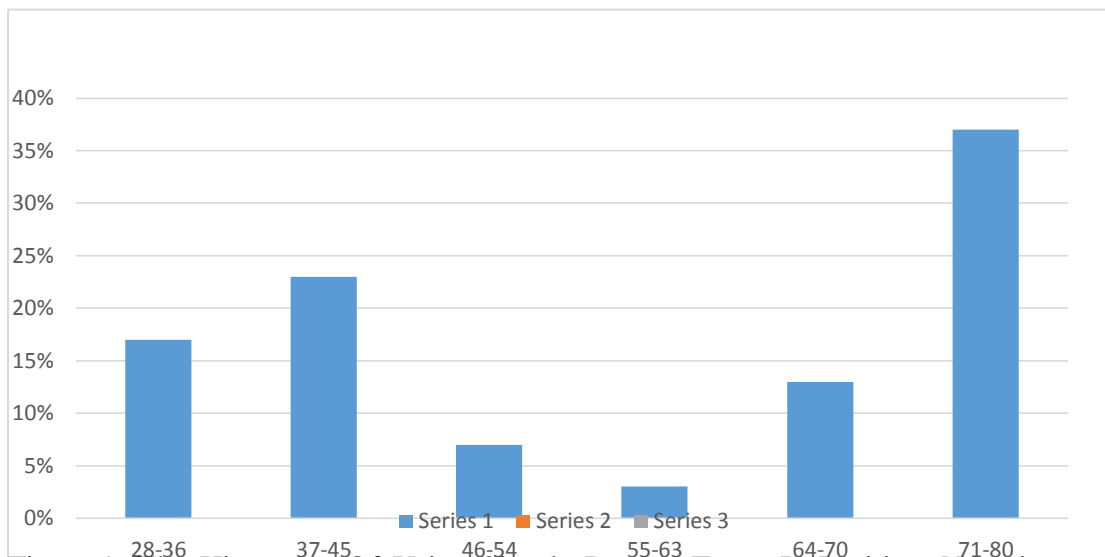


Figure.1: The Histogram Of Using Simple Present Tense In Positive, Negative, And Interrogative Verbal Sentences At Grade VIII Mts Baharuddin.

Based on the histogram above, it was known that the variable revelation in using simple present tense in positive, negative and interrogative verbal sentences shows that respondent in 28-36 was 5 students (17%), 37-45 was 7 students (23%), 46-54 was 2 students (7%), 55-63 was 1 students (3%), 64-70 was 4 students (37%), and 71-80 was 11 students (37%). So, the meaning of interval is showing the count of sample that got score in percentage.

Table. X
The Classification Quality of Students Score

No	Interval	Predicate
1	81% - 100%	Very high
2	61% - 80%	High
3	41% - 60%	Enough
4	26% - 40%	Low

5	0% - 25%	Very low
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B. Hypothesis Testing

The hypothesis testing of the research, “The students’ ability in using simple present tense in positive, negative, and interrogative verbal sentences at grade VIII MTs Baharuddin”. Based on the collecting data, the data has been analyzed to prove hypothesis by using formula of Z test. It can be seen follow:

Calculating Z hitung:

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

$$Z = \frac{\frac{5}{30} - 0.7}{\sqrt{\frac{0.7(1-0.7)}{30}}}$$

$$Z = \frac{0.16 - 0.7}{\sqrt{\frac{0.7(0.3)}{30}}}$$

$$Z = \frac{-0.54}{\sqrt{\frac{0.31}{30}}}$$

$$Z = \frac{-0.54}{\sqrt{0.01033}}$$

$$Z = \frac{-0.54}{0,096}$$

$$Z = - 5.625$$

Calculation Z table:

$$Z (1/2 \alpha) = z \text{ table}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2} (0.05) = 0,025 = 3.26$$

Based on the calculating it can be concluded that $Z_{\text{count}} = -6$ was greater than $Z_{\text{table}} = 3.26$, ($Z_{\text{count}} = -6 < Z_{\text{table}} = 3.26$ by level 0.05). So, from the result above the researcher concluded that hypothesis is rejected by using Ztest. Because $Z_{\text{count}} = -6 < Z_{\text{table}} = 3.26$. The meaning in the level significant 5% the students' ability in using simple present tense in positive, negative, and interrogative verbal sentences at grade VIII MTs Baharuddin have high, but not fulfil in KKM.

So, students' ability in using simple present tense in positive, negative, and interrogative verbal sentences at grade VIII MTs Baharuddin was high ability according table VII the classification quality of students score, but based on KKM of school is 70, so students ability in using simple present tense in positive, negative, and interrogative verbal sentences at grade VIII MTs Baharuddin was enough ability.

C. Discussion

This section discussed about the result of the research finding which include the result of the test in using simple present tense in positive, negative, and interrogative verbal sentences. The researcher hypothesis was proved by calculation by using Z test which the researcher had done. The result calculation were $Z_{\text{count}} = -6$ was more than $Z_{\text{table}} = 3.26$ by level of

significances 0.05. So, from the result the researcher concluded that the hypothesis is rejected.

The first, is this research by Dina Zahra. This research is a descriptive study intends to analyze the ability of the students on the use of simple present tense in writing the descriptive text, respondents of this study were 18 students. Class XII IPA at SMA 1 Lubuk Alung 2015/2016 school year were selected by sampling techniques purpose. Data were collected through test students on the text. Based on the data obtained during the study, researcher that the use of verbal correct sentence with a total percentage of 80.7% wrong and total percentage of 19.3%. While the nominal sentence correct use 89.8% and 10.2% false. It can be conclude the data obtained good ability, both in verbal and nominal sentences.²⁸

Second is the research by which conducted by Yanti Ismiyati. Based and based on number of students, there are 4 of 30 (13%) students do not any academic words in their writing. Last, based on part of speech that used is verb part of speech (39 of 64 or 61.29%) and the lowest one is adverb part of speech (1 of 64 or 1.56%). It can be concluded that the students second year of SMA 9 Pekanbaru has been used academic words in their writing although in a low level frequency (level 7).²⁹

²⁸ Dina Zahra, An Analysis Of The Students' Ability On Using Simple Present Tense In Writing Descriptive Text,(A Thesis STKIP PGRI West Sumatera,2015)<http://jim.stkip-pgri-sumbar.ac.id>, access on Sunday 22th of November 2020

²⁹YantiIsmiyati, Freshman Of Grammar: Students' Ability In Using Simple Present Tense At Batanghari University, (Journal IlmiahUniversitas Batanghari Jambi Vol. 18 No.3 Tahun 2018), <http://journal.ipm2kpe.or.id/index.php/LEEA/Article/view/181>

Third is the research by Ridhatul Dewi. The result of the study showed that there was improvement of students' ability of simple present tense. Most of the students gradually gained good score at the end of each cycle. The score Minimum Mastery Criterion-Kriteria Ketuntasan Minimum of English lesson was 65(sixty five). The students mean score in preliminary study was 55.95. The mean score in the first cycle was 72.74. The mean score in the second cycle was 75.95. In addition, there was a positive response from the students and the English teacher about implementing the acting. In conclusion Substitution Drills can develop students' ability of the simple present tense.³⁰

Fourth is the research by Herlina. It can be concluded that students' ability in producing the sentences of simple present tense was still low. It showed that many students still got difficulties in producing the sentences of simple present tense especially for verb in third person singular as the subject pronoun.³¹

Table. IX
Result of Previous Research

No	Name Of Research	Category of Mean Score
1	Dina Zahra	High
2	Yanti Ismiyati	High

³⁰Ridhatul Dewi fartina, Developing Students' Ability Of Simple Presents Tense Through Substitution Drills (A Classroom Action Research In Seventh Grade Of SMPN 6 Depok), (Skripsi, English Language Education, Faculty of Tarbiyah And Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta, 2011). [http:// repository.uinjkt.ac.id](http://repository.uinjkt.ac.id), accessed on Wednesday 25th of November 2020

³¹Herlina, students ability in producing the sentences of simple present tense at stmik Musi Rawas , 2018) <http://doi.org/10.31539/leea.v1i2.181.co.id> access on sunday 15 November 2020

4	Ridhatul Dewi	High
5	Herlina	High

D. Treats of the Research

In conducting this research, the researcher realized that there were many treats of the researcher. It starter from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellent theses.

On doing test, there were the treats of time, because the students' had the activities. Besides, the time with was given to be students' not enough. Then, students also did not the test seriously. So, the researcher look answer directly without care about it. Some of students' still did cheating it made the answer of the test was not pure because they did not do it by themselves.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult become there were treats the writer, the researcher helping from the entire advisors, headmaster, and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After collecting the data and analyzing the result of the research in the previous chapter, the researcher draw conclusion about students' ability in using simple present tense in positive, negative, and interrogative verbal sentences at grade VIII MTs Baharuddin in academic year 2020/2021 was categorized into enough category.

The students' students' ability in using simple present tense in positive, negative, and interrogative verbal sentences at grade VIII MTs Baharuddin was categorized into high, were the mean of students' score was 56,53. It was because most of students used simple present tense correctly in the question.

B. SUGGESSTION

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For English Teacher
 - a. The teacher should give motivation and attention to students in their writing
 - b. The teacher may give interesting teaching methods in learning in teaching English in order to make them interested in learning English.

2. For the Students

- a. The students should increase their effort in improving their knowledge and subject that they learn when they are studying the foreign language is not as simple like the mother tongue.
- b. The students should increase their understanding in using simple present tense and do some practice of using simple present tense in their writing, in order to improve their ability in using simple present tense.

3. For other Researcher

It is important to other researcher also to discuss first to the expert people about the researcher related to this research because to know the knowledge about the research design and topic is bringing to arrange the more perfect the research and better than this research.

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