



**THE ABILITY OF THE VIII GRADE STUDENTS
OF MTs ROUDHOTUL JANNAH PASAR
MATANGGOR IN MASTERING
SIMPLE PRESENT TENSE**

A THESIS

Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Degree of Graduate Education (S. Pd.) *In English*

Written By:

SONIA SIREGAR
Reg. No. 17 203 00049

**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY SYEKH ALI
HASAN AHMAD ADDARY
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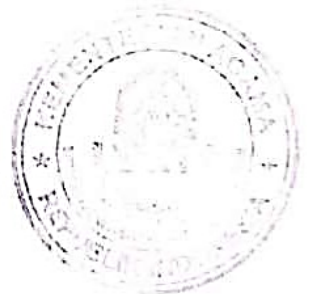
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LETTER OF AGREEMENT

Term : Thesis
Item : 7(seven) exemplars

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To: **Dean**
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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to Sonia Siregar, entitled “**The Ability of the VIII Grade Students of MTs Roudhotul Jannah Pasar Matanggor in Mastering Simple Present Tense**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalam 'alaikumwr.wb.

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**Roudhotu Jannah Pasar Matanggor in
Mastering Simple Present Tense**

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Thesis : **The Ability of the VIII Grade of Grade VIII MTs**
Roudhotul Jannah Pasar Matanggor in Mastering
Simple Present Tense

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ABSTRACT

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Title of Thesis : **The Ability of the VIII Grade Students of MTs Roudhotul Jannah Pasar Matanggor in Mastering Simple Present Tense**

This study was taken based on the fact that students' ability in simple present tense at grade VIII MTs Roudhotul Jannah Pasar Matanggor Researchers identified many problems such as many students who did not understand how to make good sentences using the simple present tense in verbal and nominal sentences, students were confused in determine the addition of the verb"s or "es" and also difficult to use the correct form of the simple present tense.

In this research, the researcher wanted to find out about how students' ability in using simple present tense. The objective of the research is to know the students' ability in mastering simple present tense at grade VIII grade MTsnRoudhotul Jannah Pasar Matanggor.

The researcher took the population of class VIII students at MTs Roudhotul Jannah Pasar Matanggor. The researcher took all the students of class VIII as the sample. They ware 53 students. This research was conducted using quantitative research methods and using descriptive method. Used by researchers to collect data is to use tests. So to determine the students' ability in mastering simple present tense, the researcher used an essay test. The researcher analyzed the test results with mean score.

After analysing the data, the researchers found that the mean score of students' ability in using simple present tense was 70. 54, so it could be concluded that the students' ability in using simple present tense at MTs VIII S Roudhotul Jannah Pasar Matanggor was included in category good ability level.

Keywords: Ability, Simple Present Tense, Nominal Sentence

Nama : Sonia Siregar
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Jurusan : Kemampuan Siswa Kelas VIII Roudhotul Jannah Pasar Matanggor Dalam Mengusai Simple Present Tense.

ABSTRAK

Penelitian ini diambil berdasarkan fakta bahwa kemampuan siswa dalam menggunakan simple present tense di kelas VIII MTs Roudhotul Jannah Pasar Matanggor. Peneliti mengidentifikasi bahwa banyak masalah seperti banyak siswa yang tidak mengerti bagaimana membuat kalimat yang baik dalam menggunakan simple present tense dalam kalimat verbal dan nominal, siswa bingung dalam menentukan penambahan kata kerja "s" atau "es" dan juga masalah yang muncul adalah bahwa banyak siswa memiliki masalah dalam menggunakan simple present tense serta mereka sulit untuk menggunakan bentuk yang tepat dari simple present tense.

Dalam penelitian ini, peneliti ingin mengetahui bagaimana kemampuan siswa dalam menguasai simple present tense. Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menguasai simple present tense di kelas VIII MTs Roudhotul Jannah Pasar Matanggor.

Peneliti mengambil populasi siswa kelas VIII MTs Roudhotul Jannah Pasar Matanggor. Peneliti mengambil seluruh siswa kelas VIII MTs Roudhotul Jannah Pasar Matanggor sebagai sampel yaitu 53 siswa. Penelitian ini dilakukan dengan menggunakan metode penelitian quantitative dan menggunakan metode descriptive. Instrumen yang digunakan peneliti untuk mengumpulkan data adalah menggunakan tes. Maka untuk mengetahui kemampuan siswa dalam menggunakan simple present tense, peneliti menggunakan tes essay. Peneliti menganalisis hasil tes dengan skor rata-rata dan mengambil kesimpulan penelitian secara deskriptif. Jadi, dalam penelitian ini peneliti menggunakan metode deskriptif.

Setelah menganalisis data peneliti menemukan bahwa rata-rata skor kemampuan siswa dalam menggunakan simple present tense adalah 70.54, sehingga dapat disimpulkan bahwa kemampuan siswa dalam menggunakan simple present tense di MTs VIII Roudhotul Jannah Pasar Matanggor termasuk dalam kategori tingkat kemampuan yang baik.

Kata kunci: Kemampuan, Simple Present Tense, Nominal Sentence

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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 to make this thesis better and useful for all of us.

Padangsidimpuan,
Researcher

Sonia Siregar
Reg. No. 1720300049

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a tool of communication. A language has a systematic order to communicate by using sounds and conventional symbols. Language is so important in life. Everything in this world needs language. By a language human can interact with other people. Every human uses language to convey their knowledge, opinion, ideas, feelings and emotions. People cannot communicate and interact to other people without language.

Knowledge of English is very important for students, students can get to know how to frame sentences, how to use words in dialogues while speaking to others. As every word has a particular context where it fits right, using words in such a manner in English is an art that can only be mastered by practice. When the students really have positive attitude towards the target language (English), they will enjoy learning English as much as possible and thinking English as an important part of learning and will put great effort to learn.¹ Therefore, they will improve their language skill also

In the classroom, the lecturers and students are the language learners. The lecturers learn from what they teach to students and the students learn

¹ Fitri Rayani Siregar and Rahmadhani Siregar, "Students' Motivation in Learning English," *ENGLISH EDUCATION English Journal for Teaching and Learning* 08, no. 02 (2020): p.178, <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ%0AStudents>'.

from what they get from the lecturers.² When one of those two learners does not interact well with each other's, communication will fail.

English is one of international languages in world and important language in school, business, and social as well as interaction in internet between countries to another country. It is used by students in school and people in other country for communication. English is regarded as essential language in globalization era.

However, English is very controlled, conditional and regulated by grammar. In other word, grammar is a systematic study of scientific method which provides information and guidance necessary to learn a language. Hence, without taking recourse to grammar it is impossible for anyone to speak and write this language correctly.

Which case, English is the first foreign language in Indonesia that one of many languages in the world. English is one has been used as international language. It is used as a medium of communication in forum international meeting. One region has different language with other. It means that many people in this world use English are tool to develop the relations between nations. That makes English is very important for people. So, as an international social someone can use English to develop his or her relation to foreign people.

² Sokhira Linda Vinde Rambe., "Varying Interaction Patterns to Create Communicative Teaching and Learning," *English Journal for Teaching and Learning* 08, no. 01 (2020): p.92, <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ%0AVarying>.

In the classroom, the lecturers and students are the language learners. The lecturers learn from what they teach to students and the students learn from what they get from the lecturers.³ When one of those two learners does not interact well with each other's, communication will fail.

Writing is one of the skills in English. It is very essential to have a good ability in this skill. There are numbers of people who felt that writing is the hardest skill in English. Writing means the activity or the ability to share information in order to express idea and feeling in written form. Writing is a skill that must be learned by the students. They should have good ability to write. Beside the skills, there are also some aspects in English, such as grammar, vocabulary, and so on.

Writing is not a new word for us, but it is not one of the necessary language skills to be mastered by students. Writing also means of communication, in this case the communication is occurred between writers and readers. The writers transfer thought, opinion or comment in writing form, and the readers can get the information of whatever has been read form of writing. So that communication is occurred between writers and readers, which the readers can comprehend what is meant by the writers.

Writing is one of the English language skills to express or to display ideas, presenting and provide information to each other basically in written form. Writing helps to improve students' ability, students' knowledge and

³ Sokhira Linda Vinde Rambe., "Varying Interaction Patterns to Create Communicative Teaching and Learning," *English Journal for Teaching and Learning* 08, no. 01 (2020): p.92, <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ%0AVarying>.

also students' experiences in written form. By true writing, students are able to communicate with each other to express and develop students own ideas, knowledge, feeling and students experiences well. So that writing is one of the most important aspects in English especially for students.

Writing is one process of developing ideas that are contained in one thought, feeling and experiences of human. Writing is not only categorized as a collection of words but writing can also be expressed through symbols or also in the form of images. Talking about symbols, symbols in writing category must have meaning. It means every symbol or image must have an implied picture in the term of writing.

In learning writing the students must study about sentences that sentence is a group of word at least consist subject and predicate. Study in sentences, many students did not know how to write good sentences and they do not know the difference sentences and phrases, sentences and clauses, and they still confused to comprehend it. Then, in writing without studying tenses all students more confused to comprehend how to arrange sentences. Writing is a process of expressing ideas or thoughts in words should be done at their leisure. Writing can enjoyable as long as they have the ideas and the means to achieve it. ⁴ With the statements above, grammar also is the important one in writing. A good writing has the correct grammar. The part in grammar is tenses.

There are sixteen tenses in English. They are; simple present tense, simple past tense, past perfect tense, simple present continuous, past continuous tense, past perfect continuous, perfect tense, future perfect, past future tense, future continuous, future perfect continuous, and future tense and past future continuous, past future perfect, and past future perfect continuous. But in this research the researcher only focused to the simple present tense.

Simple present tense is one of tense that most students find some problem to learn it, but it also important for them to learn it, because simple present tense expresses habits and something happens all the time or repeatedly, or that something is true in general. There are two functions of simple present tense. Tense used for expressing habitual activity or everyday activities and second it is used to inform something factually.

In most languages, writing is a complement to be speech or spoken language. Here, the researcher wants to know how the students' ability in using simple present tense. So, the researcher just focused of simple present tense. Researcher found the problem from Ayu Lestari, she said that students' ability in using simple present tense sentence still low.⁵ There are some difficulties for student to write good sentences, they do not understand the formula of simple present tense.

⁵Ayu Lestari, English teacher at MTs s Roudhotul Jannah PasarMatanggor, *interview* 26 April 2021

The researcher tries to raise the problem about student's ability in mastering simple present. Nevertheless, in eight grade students of MTs Roudhotul Jannah , there are some reasons of this research topic. The illustration more accurate, there are some problems in VIII grade of MTs Roudhotul Jannah, the problems are the students' ability in mastering simple tense is low. The students do not know how to make simple present tense. Most of the students do not understand the meaning or how to use simple present tense. The students said that some from them did not understand how to write a good simple present tense.

Actually, using simple present tense has been studied since at the first time studying in English. But, the students of MTs Roudhotul Jannah find out the problems in using simple present tense. It is known from the English teacher of MTs Roudhotul Jannah Pasar Matanggor. Moreover, students can not write a good sentence yet because they lack of vocabulary. Then they are also lack of grammar and do not understand about the function of tenses.

They usually have some problems in find out the verb form of simple present tense. The problems appear that many students have problems using the simple present tense as well as they are hard to use the right form of simple present tense. The eight grade students of school still have problem in using simple present tense. Such as the students have some problems to use simple present tense in correct sentences, the students could not differentiated verbal and nominal sentence and also in adding s/es and

do/does. The students do not know to be that is used in simple present tense.

To be that used for simple present tense are, am, is and are.

. Based on interview with the students, it found that students often say “she always eat in dormitory” instead of “She always eats in dormitory”.⁶It shows that students do not consider that in English there are verbs formed in singular or plural.

By looking at the problems above, this research is interested to choose the topic “The Ability of the VIII Grade Students of MTs Roudhotul Jannah Pasar Matanggor in Mastering Using Simple Present Tense.

B. Definition of key Terms

In order to give consistent idea in this research, there are some key terms that researcher use in this research.

1. Ability

Ability is the mental or physical capacity, power or skill required to do something.⁷ In Indonesian dictionary stated that ability is power or mental has someone to do something, property that people.⁸So, ability is a level of skill or intelligence.

2. Simple present tense

Simple present tense is used to express daily activities and habits, also routine activities and facts or realities at present time.

⁶Private interview with VIII students of MTs S Roudhotul Jannah.

⁷A.S. Hormby, p.2

⁸Tin Prima Pena, *Kamus Besar Bahasa Indonesia* (Jakarta: PT. Gramedia Press, 2001),

Based on the definition above, simple present tense is used to express daily habits or usual activities. So based on the title above, the meaning of this title is the capacity of the students' ability in mastering simple present tense at grade VIII MTs Roudhotul Jannah Pasar Matanggor.

3. Mastering is the ability to comprehend or to understand something well. Mastering also the act of making a master recording from which copies can be made.

C. Formulation of the Problems

Based on the problems above, the researcher formulate the formulation of the problem are:

1. How is the students' ability in mastering simple present at VIII grade students of MTs Roudhotul Jannah Pasar Matanggor?"
2. What are the difficulties of the students in mastering simple present tense at grade VIII of MTs Roudhotul Jannah Pasar Matanggor.
3. What are the efforts of the teachers to overcome the students' difficulties in mastering simple present tense

D. Objective of the Research

The objectives of the research are:

1. To know the students' ability in mastering simple present tense at VIII grade students of MTs Roudhotul Jannah Pasar Matanggor.
2. To know the students' difficulties in mastering simple present tense at grade VIII of MTs Roudhotul Jannah Pasar Matanggor.
3. To know the teachers' effort to overcome the students' difficulties in mastering simple present tense at grade VIII of MTs Roudhotul Jannah Pasar Matanggor.

E. Significances of the research

1. Teachers

The significances of this research are expected to be useful for the teacher their teaching in simple present tense.

2. Others

As an input for others especially for English learners that is research is expected to be able to their knowledge in learning simple present tense.

F. Outline of the Thesis

This research is organized into five chapters. Every chapter is divided into sub topics to elaborate the given issues. Chapter one consist of introduction, they are: the background of the problem, the identification of the problem, limitation of the problem, the formulation of the problem, the objectives of the research, the significances of the research, the definitions of key terms and outline of the thesis.

Chapter two consists of the theoretical description. It is divided into subchapters which consist of description students' ability, description of simple present tense, formulation of simple present tense, material of simple present tense and review of related finding.

Chapter three consists of methodology of the research which is divided into sub chapter; Place and Time of the research, kinds of the research, population and sample of the Research, Instrument of the research, validity test, The Technique of data collection and techniques of data analysis.

Chapter four consists of data description, finding, hypothesis testing, discussion and the threats of the research. Chapter five consists of the conclusion about the result of this research and suggestion that are given by the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Definition Simple present tense

There are sixteen tenses in English. In any language, tense is divided into three classes namely such as: present, past and future. Learning simple present tense in the class is very important because the simple present tense is one basic tense in the English language. There are some definitions of simple present tense are given by the expert. The simple present tense refers to action or situation that do not change frequently

. It is use to describe habit or routines, to express opinions or to make general statements of act, the simple present tense can also be used to refer to the future.⁹ Simple present tense established a present temporal domain.¹⁰ Based on Paul and Elder, need critical thinking when write simple present tense especially descriptive paragraph.¹¹ Simple present tense used to indicates routine activity, general truth that do in the future but it has been routine activity.

The simple present tense is used to express habitual or everyday activity. A simple present tense is used for describing daily activities

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

¹⁰ Renaat Declerk, *The Grammar of the English Tense System* (Berlin, 2006), p.173.

¹¹ Richard Paul and Linda Elder, *HOW TO WRITE A PARAGRAPH-The Art of Substantive Writing* (London: Rowman and Little Field, 2019), p.34.

and habits to make a general statement of fact to transfer or deliver opinions. Besides that, simple present tense also state the truth. Simple present tense is used to express daily habits, or usual activities, express general statement.

It is used it to say that something happens all the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking.¹² So, simple present tense is a statement of an event that often done in this daily life or habitual action. Besides that, simple present tense also states the truth.

Simple present tense is used for events or situation that exists always, often, sometimes, seldom, rarely, and never. The meaning of the absolute simple present tense is that the situation of time.¹³ Using the simple present to talk about habits or things that happen on a regular basic.

It is also to talk about things for general, and promise to do something.¹⁴ The present simple is used to make simple statements of fact, to talk about things that happen repeatedly and to describe things that are always true.¹⁵ Use the simple present with verb that performs the action they describe. According to Pyle and Munnoz

¹²Evelyn P. Altenberg and Robert M. Vago, *English Grammar Understanding* (New York: Cambridge University Press, 286AD), p.56.

¹³Declerk, *The Grammar of the English Tense System*, 173.

¹⁴Raymond Murphy, *English Grammar in Use*, 5th ed. (Cambridge: Cambridge University Press, 2019), p.4.

¹⁵Tom Booth, *English Guide* (Great Britain, 2019), p.8

simple present tense is used to indicate a regular.¹⁶ Simple present tense is express general truth and express command and request.

So, from the definitions of the simple present tense above that have been mentioned the researcher concluded that simple present tense is a statement of an event that often done in this daily life (habitual actions). The researcher also concluded that simple present tense used to express a situation began in the present time and there is no relation with past time.

2. Formulation of Simple Present Tense

Every tense has different patterns one of them is simple present tense in verbal and nominal sentence. Below is the formulation of simple present tense in verbal sentence.

a. Verbal sentences

Verbal sentence is sentence that contains a verb form in the predicate position, when predicate is a verb. A verbal sentence is a sentence that begins with a verbal. Verbal (gerund, infinitives and participle) are verbs that are used as noun or modifiers instead of verbs.

¹⁶ Michael A. Pyle and Mary Ellen Munoz page, *Toefl Preparation Guide Test of English as a Foreign Language*, (Willy Dreamlech India Ltd, 2002), p. 57

The formula of simple present tense as below:

1. Positive [+] Verb/Verb-S/ es

Table 1
Affirmative

Subject	Verb (Present)
I	Work
You	
We	
They	
She/He/It	Works

From the form about, it can be concluded that in affirmative sentence is using verb 1 with adding e/es for singular subject (she, he, and it) and first person there is no adding s/es.

Example:

- a. She works every day at 8 o'clock
- b. He goes to school every day
- c. Father drinks coffee every morning

The present simple form of the verb is identical to the base form in all persons except the third personal singular.¹⁷ The third

¹⁷Peter Simon, *The Grammar Grammar Guide to English Grammar* (Hungaria, 2009), p.153.

person singular is formed by adding –S to the base form. Note the changes in spelling:

- a. Work –works
- b. Live-lives
- c. Stay-stays
- d. Try-tries (a final –y changes to –ie after a consonant)
- e. Wash-washes, kiss-kisses, watch-watches, box-boxes (we add-es after –sh, s-ch and-x)
- f. Go-goes, do-does (we add –es)
- g. Have-has

The example of verb in singular adding S/ ES to the infinitive:

- a. Infinitive ended by o, ss, sh, ch, x must be added by es.¹⁸

Infinitive ended by o, added by es

Do + es: does

Go + es: goes

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

Teach + es: teaches

Wish + es: wishes

Discuss + es: discusses

Fix + es: fixes

¹⁸Fuad Mas'ud, *Essential of English Grammar A Practical Guide Third Edition*, (Yogyakarta: Fakultas Ekonomi, Jln. Prof Notonagoro, 2005), p. 20

b. Infinitive ended by consonant y that preceded by consonant y, changed 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 + s: eats

Drink + s: drinks

Cook + s: cooks

2. Negative[-]

Negative sentence is something does not exist or is not happening. In the negative, we use the auxiliary verb do+ not followed by the bare infinitive in all persons except the third personal singular. In the third person singular we use does-not¹⁹

Table 2
Formulation of Negative Sentence

Subject	Auxiliary	Not	Verb (bare infinitive)
I	Do	Not	Work
You			
We			
They			

¹⁹Simon, 154.

She, He,It	Does		
---------------	------	--	--

Example:

- a. She does not work every day at 8 o'clock
- b. He does not go to school every day
- c. Father does not drink coffee every morning

3. Interrogative [?]

Interrogative sentence is a type of sentence which usually asks a question and use question mark (?). they may ask for information or for confirmation or denial of a statement. In the interrogative, we use the auxiliary do followed by the subject and bare infinitive in all persons except the third person singular. In the third person, we use does²⁰. The formula interrogative sentence in verbal sentence can be seen in the following table:

Table 3
Formulation Using Question Word

Question Words	Auxiliary	Subject	Verb 1	Verb (bare infinitive)
What		I		
Where		You		

²⁰Simon, 155.

When	Do	We	Verb ₁	Compliment
Who		They		
Why	Does	She		
How			He It	

From the interrogative form above, it can be summarized that do/does are used in the front of sentence before subject used where it puts question mark at the end of sentence. Does is used for third singular subject (she, he, it) and first person (I) use do.

Example:

- a. Does she work every day at five o'clock?
- b. Does he go to school every day?
- c. Does father drink coffee every morning?

The simple present tense is often used with adverbs or adverb phrases such as always, never, often, sometimes, usually, every week or day, on Mondays, for example:

- a. We always read newspaper every Monday
- b. How often do you wash your hair?
- c. They never go to America
- d. Sometimes Andre playing Piano after school

- e. Susilo usually studies hard
- f. Raffi plays football every week
- g. I send letter on Monday

b. Nominal Sentence

Nominal is a simple present tense that does not contain an action (non-verbal). In forming simple present tense in nominal sentence, the predicate used is in the form of to be. To be used are am, is, are. This tense is only to express events that are happening in the present. Simple present tense in nominal can be divided in to three forms on the formula. Formula of simple present tense in nominal sentence.²¹

1. Positive

A positive sentence tells you about that exist or something that is happening. The formula can be seen in table below:

Table 4

Formula of positive sentence

Subject	To be	Complement
I	Am	Object/complement
You	Are	
We		
They		

²¹Otong Setiawan Djure, *fucntonal English Grammr* (Bandung: Yrama Widya, 2006)

She		
He	Is	
It		

Example:

- a. I am not student
- b. We are hungry
- c. He is teacher

2. Negative

Below is the formula of simple present tense in negative sentence in nominal sentence:

Table 5

Formulation of negative sentence

Subject	To be	Not	Complement
I	Am	Not	Object/ complement
You	Are		
We			
They			
She	Is		
He			
It			

Example:

- a. I am not student
- b. We are not hungry
- c. She is not teacher

3. Interrogative

The formulation of interrogative sentence in nominal sentence can be seen as below:

Table 6
Formulation of Interrogative Sentence

<p>Formula</p> <ol style="list-style-type: none"> 1. Short answer: To be (am, is, are)+ subject 2. Long answer: Q. word + to be (am, is, are)+ S+ Complement

Example:

- a. Am I a student?
- b. Where is book?
- c. Who is the teacher?

3. Use of simple present tense

Simple present tense has some characteristics, based on Method and Hargrave, here are some characteristic of simple present tense:

- a. General truths
 - a) Islam is the true religion
 - b) The sun rises in the east

- b. Express customs and habitual actions often with such adverbial expressions as frequently, usually, every day, and soon. It is also the usual present tense form of stative or private verbs such as : wish, hope, fear, love, like, understand, and know.
 - a) I always read the Qur'an two times a day
 - b) I hope for good condition
 - c) I usually teach every day
 - d) I write the thesis every night
- c. When used with the verb *do*, shows emphasis.
 - a) She *does* look like her grand mother
 - b) We *do* not speak English, but we *do* speak Indonesian
- d. Expresses commands or request (second or person only)
 - a) Please *let* me know how you get along
 - b) *Telephone* him if you have a time
 - c) *Get out* of my sight
- e. Expresses future time with a future time adverbial
 - a) She *leaves* next week
 - b) Classes *begin* the day after tomorrow
 - c) The team *plays* in Jakarta next month²²
- f. Express the verb that does show emphasis.
 - a) He *does* look like her father
 - b) We *do* not speak Indonesian but we *do* speak Batakness.

From the points above, it can be concluded that simple present tense use for general truth, routine activity and it is used for request and commands. The simple present tense is often used with adverbs or adverb phrases such as always, never, often, sometimes, usually, every week or day, on Mondays, for example:

- a. We always read newspaper every monday
- b. How often do you wash your hair?
- c. They never go to America
- d. Susilo usually studies hard

²²Ken Methold and Jocelyn Hargrave, *Let's Read and Write in English* (ILTS, 2001), P.26, <https://doi.org/5868661923>.

- e. Raffi plays football every week
- f. I send letter on Monday

According to Frank, the simple present tense could be:

- a. To express a habitual action, with adverbs like usually,
- b. always, or often. Example: they often play football together.
- c. To state a general truth Example: the earth revolves around the sun.
- d. To express future action, especially with verbs of movement or travel such as „come“ leave“stay“, or „arrive“. Example: I arrive in Hong Kong on Saturday
- e. In commentaries on games and plays
Example: he takes the shuttlecock and sends it high above the net.
- f. In exclamations, announcements or demonstrations Example: our club gives its annual dinner next week.²³

4. Material of Simple Present Tense

The simple present tense is used to describe regular actions or things that are generally true.²⁴ For the third person singular (he/she,it+verb), add -s/-es to the base form of most verb.

- a. Add –es to the base form if the verb ends in –s,-sh,-ch, or –x and for the verbs go and do.
- b. Change –y into-i and then add –es if the base form ends in consonant-y but do not change –y to –i if the base form ends in –ay, -ey, -oy, -uy, . We use *do/does* to make question and negative sentence.

5. Adverb of Time Simple Present tense

²³ Frank. M, *Modern English*, (New Jersey: Prentice Hall Inc, 2000), p.66

²⁴ Arikunto, Masduki B. Jahur and M. Sukirman Djusman, *English in Focus for Grade VIII (SMP/MTS)* (Pusat Perbukuan Departemen Pendidikan Nasional, 2008). p. 14

The simple present tense is often used with adverbs or adverb phrases such as always, never, often, sometimes, usually, every week or day, on Monday:²⁵ for example:

- a. We always read newspaper every Monday
- b. How often do you wash your hair?
- c. They never go to America
- d. Sometimes Andre plays piano
- e. Susilo usually studies in house
- f. He plays football every week
- g. I send al-qur'an on Monday

B. Review and Related finding

Related to this research, some researchers had been done as below :first Ismiyati from Batanghari University. Based on her data, it showed that generally classified as average (4%) and below average category (20%). The fact can be seen from the result of the score distribution of the test which showed that a half of them scored more than or equal to 70. So, from her result it can be seen that students have middle ability in using simple present tense. It can be seen from the score. The average of the students in using “do” and “ does” are 41 %, and the usage of “am: is 31,8 % which categorized into the middle. ²⁶

²⁵ Thomson and Martinet, *A practical English Grammar*, (London: Oxford University Press, 1986), p. 159

²⁶Yanti Ismiyati, “Freshman of Grammar: Students Ability in Using Simple Present Tense at Batanghari University,” *Jurnal Ilmiah Universitas Batanghari Jambi* 18, no. 3 (2018): p.4, <https://doi.org/10.33087/jiubj.v18i3.515>.

The second, Herlina and Ramasari who have done study at SMIK Musirawas. From their result, it can be seen that ability of the students still low, it can be seen from the score; 27.50 % categorized into good category. Then, 9.59 % in the excellent category, and 62.91 % into low category. So, it can be concluded that students still have the low ability in using simple present tense, it showed that many students still good difficulties in producing the sentences of simple present tense especially for verb in the third person singular as the subject pronoun. ²⁷

The third, Toago Et all, from their result, it can be seen that the ability of the students in using simple present tense categorized into good category. This result is based on the students mean score (7.4) It is also supported by the result of consisted of 35 student. From 35 students, it found the mean score 7.5. which means that most of students have the good ability in using simple present tense in descriptive paragraph. Based on the data, it can be seen that students can apply simple present tense in descriptive text in which most of the students were able to apply simple present tense using positive, negative and interrogative sentence in descriptive test. ²⁸

The fourth is from Novitri, based on her thesis, the researcher found that an analysis on students ability in using simple present tense in writing

²⁷Herlina and Maria Ramasari, "Students Ability in Producing the Sentences of Simple Present Tense at STMIK Musi Rawas," *Linguistic, English Education and Art (LEEAA) Journal* 1, no. 2 (2018): p.6, <https://doi.org/10.31539/leea.v1i2.181>.

²⁸Azhary P Toago, Sriati Usman, and Mukrim, "The Ability of Students to Apply Simple Present Tense in Descriptive Text" 1, no. 2 (2013): p.4.

descriptive text at grade X SMK Negeri Padangsidimpuan were enough category, it can be shown from the score which is 42 %. The students' problem to use simple present tense in writing descriptive text is students difficulties study tense especially simple present tense in positive and negative sentence. Then, students also find some difficulties in using simple present tense such as difficult to use "s" and "es" in positif sentence and students often forget to remove it when the form is negative sentence.²⁹

The fifth is from Andriani, from her research, the result of the test was analysis to know the students' ability in using simple present tense. The finding of this research shows that average score in the form of the simple present tense of verb be is 33.89% and the average score in the form of simple present tense of verb is 57.04%. So, it can be seen that the ability of students in using simple present tense is on low level. From the data got it showed that the students got difficult in using verb of simple present tense. It is also said that, students hard in using verb "be". So, the students' ability in using simple present tense is still low.³⁰

So that, from the researchers above, the researcher want to look for the other information deeply with the same material in simple present tense and this research also wants to know about the students' ability in mastering simple present tense.

²⁹Ririn Novitri, "An Analysis on the Students Ability Using Simple Present Tense in Writing Descriptive Text at Grade X SMK Negeri 3 Padangsidimpuan," *Theses*, 2015, p.57, <http://etd.iainpadangsidimpuan.ac.id/cgi/search/archive/simple?>

³⁰Reni Andriani, "An Analysis on Students; Ability in Using Simple Present Tense at XI Grade of Social Sciences of SMA Negeri 1 Kampar on Academic Year 2016/2017," *Angewandte Chemie International Edition*, 6(11), 951–952. 4, no. 1 (2019): p.88-89.

CHAPTER III

RESEACH METHODOLOGY

A. Time and Place of the Research

This research has been done on July 2022 and until August 2022. This research was conducted at grade VIII of MTs Roudhotul Jannah Pasar Matanggor. It is located at desa Pagaran Batu Kecamatan Batang Onang, Kabupaten Paluta.

B. Method of Research

The type of this research is quantitative research. Then, the method of this research is descriptive method. Descriptive quantitative research is the research where the research uses the statistic numbered to analyse the data. In addition, descriptive method is a method that describe the characteristic and phenomenon naturally.

It can be concluded, this research used quantitative research which is descriptive method to know the students' ability in using simple present tense at MTs S Roudhotul Jannah Pasar Matanggor.

C. Population and Sampel

1. Population

The research has been done for the VIII grade of MTs S Roudhotul Jannah Pasar Matanggor. Population is the object of the research. Then, the population of the research consists of two classes with 53 students. It can be seen from the table follow:

Table 1.
Population of the Research

No.	Class	Total Students
1.	VIII-A	25
2.	VIII-B	28
Total		53

2. Sample

Sample is a part of the number and characteristics possessed by the population.³¹ In this research, the researcher used the population sampling technique. A population sampling is a technique of taking a sample where all of population become sample. The population of the grade VIII is 53 students of . So, the researcher takes all the population as the sample.

Therefore, the researcher divides the group into two classes. The students of VIII-A that consists 25 students and the students VIII-B consists of 28 students. The sample of the research can be seen as follow:

Table 2.
The Sample of the Research

No	Class	Students
1.	VIII- A	25
2.	VIII- B	28
Total sampel		53

³¹ Garaika Darmanah, *Metodology Penelitian* (Lampung: CV HiraTech, 2019), <https://doi.org/10.31219/osf.io/ex6uv>

D. Instrument of the Research

Instrument is the tool to collect the data. This research use one instrument which are test. Test is the method to measure a person's ability in knowledge or performance in a given domain. In this research, the researcher uses writing test. It has purpose to make the research more systematically and easier. To know the students' ability in using simple tense, researcher using essay test. The researcher used test by making some words then the researcher ask the students to write down positive, negative, interrogative sentence in verbal and nominal sentence in order to get information about the ability of students in using simple present tense.

The indicator of the test is students are able to build sentences in simple present tense, with sub indicator the students are able to build simple present tense in verbal sentence (using verb) in positive, negative and interrogative sentence and The students are able to build simple present tense in nominal sentence (using to be) in positive, negative and interrogative sentence.

The test was used in this research was essay task form. The test consisted of 20 items, 1-10 for verbal sentence and then 11-20 for nominal sentence. In this research, the researcher used test for collecting the data. Test is some of questions and others tools which used to measure skill, knowledge and intelligences ability. The indicator of test can be seen in table below:

Table 3
Indicator of The Test

Indicator	Verbal Sentence	Nominal Sentence	Number	Score
The students are able to build simple present tense in verbal sentence (using verb) in positive, negative and interrogative sentence	Number of Item		10 Item	50
	Verbal	1-10		
The students are able to build simple present tense in nominal sentence (using to be) in positive, negative and interrogative sentence	Nominal	11-20	10 Item	50
Total			20	100

E. Validity Test

In applying the research, the researcher has validated completing test. The rest means to analyze the item of the test comprehensively. In this case, because test function is to measure the students' ability in using simple present tense. So, it should be essay test. It can make students easier to use simple present tense. The researcher gave the form of contract validity to the English teacher in MTs Roudhotul Jannah Pasar Matanggor. In form on contract validity, the researcher asked the English teacher to answer some

of question. The question was refers to the suitable of test to students in MTs S Roudhotul Jannah Pasar Matnggor. The answer only two, if the researcher test was suitable to students so the English teacher gave the signature and if the researcher test was not suitable to students do not gave the signature.

So, the validation was done by checked the test to the expert person, she is the English teacher of grade VIII MTs S Roudhotul Jannah Pasar Matanggor. Then, she said that the test has been available for the students.

F. Technique of Collecting Data

To collect the data, the researcher used a instrument which is a test. The researcher asked the students to write simpe present tense but before the researcher gave the test to the students, the researcher explains the purpose of answering the test. For instances, this test used as one of the process in doing the reserach. The researcher has some steps for giving the test to the students, they were:

1. The researcher gave explanation for students
2. The researcher asked students to prepare themselves to be tested.
3. The researcher gave the students one by one the answer sheet of simple present tense.
5. The time of doing test in 60 minutes.
6. The researcher asked the students to do test and the researcher monitored the students during was done.
7. After student finished answer the test, the researcher collected their answer to be analysed.

G. Technique of Data Analysis

In quantitative research, the most suitable analysis is using the statistical process. It means that the data were collected and analyzed by using formulation. In this research data processing stage, answering the question of who has been the formulating using certain stage are descriptive Statistic Analysis.

Descriptive statistic is a statistic function to describe or give a picture of the object being investigated through the data sample and the population as its public. Descriptive statistic are the ways of presenting the data analyzed by the following data:

1) Mean (Average)

The formula used:

$$M_x = \frac{\sum f_i x_i}{f_i}$$

Description:

X = Mean (Average)

$\sum f_i x_i$ = The sum of multiplication

N = Number of students³²

2) Median

The formula used is:

$$Me = b + p \left(\frac{\frac{1}{2}n - f}{f} \right)$$

Description:

Bb = Lower limit of the real containing median score

f = Cumulative frequency lies below the median score containing

fm = Original frequency (frequency of score containing median)

i = Class interval

3) Modus

³²Sugiyono, *Metode Penelitian Kuantitatif Da R & D* (Bandung: Alfabeta, 2008).

The formula used is:

$$M_o = L + \left(\frac{d_1}{d_1 + d_2} \right) \times i$$

Description:

M_o = Mode

L = Lower limit of the interval containing the real – mode

d_1 = Frequency located at the interval that contains the mode

d_2 = Frequency located at below the interval containing mode

i = Class interval

Table 4
The Interpretation of Means Score

No	Interval	Predicate
1.	80 – 100	Very good
2.	60 – 79	Good
3.	50 – 59	Enough
4.	40 – 49	Less
5.	0 – 39	Fail ³³

It will consult to the predicate as follow:

- 1) If the value mean score 0-39, it can be categorized fail ability
- 2) If the value mean score 40-49, it can categorized less ability
- 3) If the value mean score 50-59, it can be categorized enough ability
- 4) If the value mean score 60-79, it can be categorized good ability
- 5) If the value mean score 80-100, it can be categorized very good ability

³³Nana Sudjana and Ibrahim, *Penelitian dan Penilaian Pendidikan*, (Jakarta: Sinar Baru Algesindo, 2002), P.153.

CHAPTER IV

RESULT OF RESEARCH

A. Description of Data

In this chapter, this research discussed the result of testing, in order to evaluate the students' ability in mastering simple present tense at grade VIII MTs Roudhotul Jannah. After the research has done in Boarding School of MTs Roudhotul Jannah Pasar Matanggor, the researcher describes how the students' ability in mastering present tense at grade VIII MTs Roudhotul Jannah.

B. Findings

Absolutely, to know the extent of the students' ability in mastering simple present tense at VIII grade MTs Roudhotul Jannah, the researcher used test as instrument of the collecting the data. The researcher asks the students to write or make simple present tense based on the instruction. The test has given to the students is essay test. There are 53 students that have done this research; they are 25 VIII-A and 28 VIII-B. In this research, the researcher presented 20 items question of essay test. For each number, the sample got 5 score if the answer was true.

Before the students doing the test, the researcher gave explanation for the students about the purpose of the test, the way how to do the test and then the researcher asked the students to prepare themselves to do the test. The researcher also explains to students that the time of doing the test, it was 60 minutes. The researcher also gave change or time for students to ask

something left or unclear in doing the test. When the students did the test, some of them feel so nervous, happy and there are many students enjoyed. The researcher reminds that student do not talking and doing the test by their own self. After explain all the rules the researcher divided the answer sheets.

After the students finished answer the test, the researcher collected their answer to be analysed but before collected the answer sheet, the researcher gives chance to students to check their answer again. After the students check their answers the researcher ask them to collect on the teachers' table. Then, the researcher analysed the data after collected it. After analysed and calculating the score, it was found that from 53 students the highest score was 100 and the lowest score was 25. Then, to complete this research, the researcher calculated the mean score, median and mode of the test. It also can be seeing that a student got varies score.

So, the researcher found many stories inside the test, and then the instrument gave for eight grade students of MTs Roudhotul Jannah Pasar Matanggor. The researcher used essay test as instrument of collecting the data.

Based on the table 1 the total score of VIII grade students of MTs Roudhotul Jannah Pasar Matanggor in using simple present tense is 4395 scores. It also can be seen that was many students have got 100 as the high score, 75 scores as the range and there ware students have 25 score as the lowest score. There are also many students got 50, 55, 65, 70, 80, 85, 90 and

95 scores. Based on the result' writing test, the students' ability in mastering simple present tense at VIII Grade, Which had given the researcher an essay test. This test was instrument used by the researcher to collect the data.

The students who receive a score of 25 and 30 were URH, ARP, MAH and DZS. The students that received a score of 40, 45 and 50 were AAP, FAN, MS, SAP, RIM and SPS. The students that received a score 55, 60 and 65 were ESH, RHS, NS, AAH, ZH, AP, RB, AH and MAH. The students that received a score 70 until 95 were AFH, DLS, EHH, PKS, PDS, MSS, ZS, JJS, LSS, SAS, RSP, NAR, RS and etc. The students that received high score 100 were WYR.

Based on the data above also, it is clear that the students' quality scores in mastering simple present tense vary. There are many students who have fail, enough, good and very good. That means the ability of class VIII students of Roudhotul Jannah Pasar Matanggor in mastering simple present tense were varies. It can be seen appendix III.

According to the researcher, the total scores of the VIII grade MTs Roudhotul Jannah Pasar Matanggor in mastering simple present tense were 3.739. The researcher described the result of the test by using essay test. The appendix contains the result of mastering simple present tense.

Table 1

The Following Table Shows the Students' Ability in Mastering Simple Present Tense at Grade VIII MTs Roudhotul Jannah Pasar Matanggor

No	The Statistic	Frequency
1	High Score	100
2	Low Score	25
3	Sum	3.739
4	Range	75
5	Mean Score	70.54
6	Median	82.8
7	Mode	60.25
8	BK	6.676
	$I= 8$	53

From statistic data, the researcher now understands how the absolute, frequency relative and interval class results were produced. The researcher now understands how the absolute, frequency relative and the variable revealed that students at MTs Roudhotul Jannah Pasar Matanggor were able to make simple present tense with 7 students responding from 91-100 (13.20%) and 18 students responding from 80-90 (33.97%). It can be known from the data collected that students highest score in mastering simple present tense at grade VIII of MTs Roodhotul Jannah Pasar Matanggor is 100 scores, the range score is 75 and the lowest score is 25 scores. From the data, the researcher also calculated that the mean score is . The researcher got median score is 75, than modus is 60.25.

By the calculation, it can be concluded that students' ability in mastering simple present tense is good ability. Based on the calculation, mean score were 70.54. So, application in using simple present tense was good, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable score in mastering simple present tense it can be seen in appendix II:

Table 2
Frequency Distributing of the Students' Ability in Mastering Simple Present Tense

No	Interval	Mid-Point	F	Percentages
1	25-35	30	4	7.54%
2	36-46	41	5	9.43%
3	47-57	52	6	11.32%
4	58-68	63	18	9.43%
5	69-79	74	8	15.10%
6	80-90	85	7	33.97%
7	91-100	95	5	13.20%
	<i>i</i> =11		53	100%

Based on the table above, the students' score was there in class interval 25-35 was 4 students (7.54%), class interval 36-46 was 5 students (9.43%), 47-57 was 6 students (11.32%), 58-68 was 5 students (9.43%), 69-79 was 8 students (15.10%), 80-90 was 18 students (33.79%) and then interval 91-100 was 7 students (13.20%). The data from the table above can be seen on the histogram below:

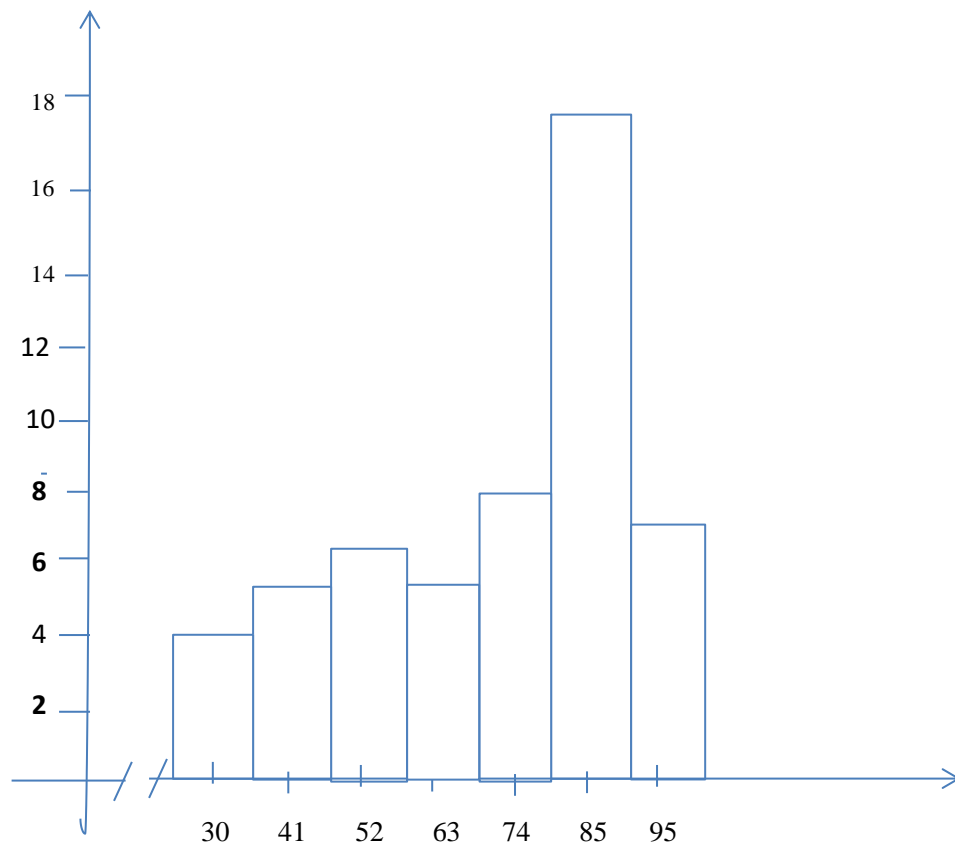


Figure: Description Data of the Students' Ability in Mastering

Simple Present Tense

Based on the data , it can be concluded that the interval class scores from is from 25 are 2 student with cumulative per cent (3.8), 30 as many as 2 students with cumulative per cent (7.5), 40 as many as 3 students with cumulative per cent (13.2), 45 as many 2 students with cumulative per cent (17.0), 50 as many as students with cumulative per cent (20.8), 55 as many as 4 students with cumulative (28.3), 60 only a student with cumulative per cent (30.2), 65 as many as 4 students with cumulative (7.5), 70 only 1 student, with cumulative (37.7), 70 only a student with cumulative (39.6) 75 as many as 7 students with cumulative (52.8), 80 as many as 8 students

with cumulative (67.9), 85 as many as 8 students with cumulative (83), 90 as many as 2 students with cumulative (86.8), 95 as many as 6 students with cumulative (98.1), 100 as many as 1 students with cumulative (100). : It can be seen in appendix II.

So, from figure of histogram above can be seen that frequency most high 1 were in 100 score and mean score of this research were 70.54. It means that students' ability were good, it can be seen from table 4 chapter 3.

C. Discussion

Based on the theory that simple present tense was very important in studying English and it must be mastered by students because it's one of their materials at grade VIII. In this research, the researcher searched students' ability in using simple present tense. The researcher wanted to know students' ability in using simple present tense. The researcher conducted by the essay test.

The researcher gave of form contract validity to the English teacher in MT Roudhotul Jannah Pasar Matanggor. After analysing the data, it was found that the students' ability in using simple present tense at grade VIII of MTs Roudhotul Jannah Pasar Matanggor was in very good category. The researcher had been count the result in data analysis where the mean score were 70.54 ; this obtained from result of the average score of the students in taking the test by the analysing the understanding in using simple present

tense. Then, based on the criteria of score, the researcher concluded that the students' ability in mastering simple present tense at grade VIII MTs Roudhotul Jannah Pasar Matanggor was 70.54.

There are some discussions or previous study about the students' ability in using simple present tense such as: By Ismiyati' result, it can be conclude that the students ability at MTs Roudhotul Jannah and Batanghari University has different because the students got middle ability in using simple present tense. It can be seen from the score. The average of the students in using "do" and " does" are 41 %, and the usage of "am: is 31.8 % and it could be categorized into the middle.³⁴ The second is from Herlina and Ramasaris' result. By their result it also has difference. It can be seen that the students got still low, because the students got 27.50 %, so it can be categorized into good category. Then, 9.59 % in the excellent category, and 62.91 % into low category.³⁵ So, it can be concluded that students still have the low ability in using simple present tense.

From Novitris' result also has different, it can be seen that the students' ability of using simple present tense into enough category. It can be showed from the score which is 42%. Then the students also find some difficulties in using simple present tense such as difficult to used "s" and

³⁴Yanti Ismiyati, "Freshman of Grammar: Students Ability in Using Simple Present Tense at Batanghari University," *Jurnal Ilmiah Universitas Batanghari Jambi* 18, no. 3 (2018): p.4, <https://doi.org/10.33087/jiubj.v18i3.515>.

³⁵Herlina and Maria Ramasari, "Students Ability in Producing the Sentences of Simple Present Tense at STMIK Musi Rawas," *Linguistic, English Education and Art (LEEA) Journal* 1, no. 2 (2018): p.6, <https://doi.org/10.31539/leea.v1i2.181>.

“es” in positive sentence and students often forget remove it when the form is negative sentence.³⁶

From all the discussion above, it can be concluded that the students' ability in using simple present tense has similar. For the student, they still have problem in learning about English, especially in using simple present tense in verbal and nominal sentence. It can be seen from Islamiyati, Herlina and Ramasaris' results. By their result it can be conclude that the students' ability in using simple present tense got in middle, low and very good categories. Some of them got low score in testing of the research. In learning simple present tense, there were some difficulties that faced by students, they were felt difficulties to make a good simple present tense and then the students confused in determining “s” and “es” addition of the verb.

So, after did the research, the researcher know that the students' ability in mastering simple present tense at grade VIII MTs Roudhotul Jannah Pasar Matanggor is good ability.

D. Limitation of the research

There were many threat of the research that was got by the researcher. The treat was happened from all the aspect of this research.

So, the researcher knew this thesis still far from excellence thesis but the

³⁶ Ririn Novitri, “An Analysis on the Students Ability Using Simple Present Tense in Writing Descriptive Text at Grade X SMK Negeri 3 Padangsidempuan,” *Theses*, 2015, p.57,<http://etd.iainpadangsidempuan.ac.id/cgi/search/archive/simple>

researcher had believed that nobody is perfect in the world. The word perfect just for our God allah SWT.

The researcher found the threats of the research as follows:

1. The treat of time was one of the treats that were faced of the researcher. The students had many activities.
2. Some of the students felt difficult to understand about the purpose of the research, it make the class is noise.
3. Some of the students were not serious in answering the test. Some of them still were talking and discuss. It made the answer of the test was not pure because some of them did not do it by themselves.
4. Some of the students were noisy while the test process. They were not concentrating in following test process. Then, some of them still talked to their friends in outside of the topic that had given by the researcher.
5. Some of them were not interested in test process and give the impact to their answer.
6. The researcher did not explain the instruction by using English fully because some of them did not understand about English well.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of the research the researcher concluded that the students' ability in using simple present tense at grade VIII MTs Roudhotul Jannah Pasar Matanggor could be categorize into good category. It could be seen from the value of the mean score which had been gotten by the students, that was 70. 54.

B. Suggestion

After finished the research, the researcher gets much information. So, the researcher wants to give the suggestion concern with the result of this research. It could be seen as below:

1. To head master of MTs Roudhotul Jannah Pasar Matanggor, the researcher expects the head master of MTs Roudhotul Jannah to become more active in controlling the learning that is doing by the teacher, especially English teacher. The researcher also expects the head master to encourage the teachers and the students to complete all the equipment which they need in order to get the best quality of learning especially in learning simple present tense and always to motivate the English teacher to increase her ability in teaching English.
2. English teacher, the teachers have to expalain the tenses clearly and always motivate the students to improve their abilities

especially in learning simple present tense and teaching must be done by inner feeling, so the students are able to make simple present tense.

3. To the readers especially English learners, the researcher expects the students to study hard and more about tenses especially simple present tense. Then, they enrich their English vocabulary and learn how to arrange or make a good simple present tense in verbal and nominal sentences and more improve their knowledge in learning simple present tense.

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APPENDIX 1

The Students' Total Score in Mastering Simple Present tense at Grade VIII MTs Roudhotul Jannah Pasar matanggor

No	Students' Initial	Score	Quality Score
1	RA	75	Good
2	AAP	45	Less
3	AFH	85	Very good
4	DLS	80	Very good
5	ESH	55	Enough
6	EHH	75	Good
7	PKS	75	Good
8	PDS	80	Very good
9	FAN	40	Less
10	RHS	65	Good
11	RFS	75	Very good
12	RN	75	Very good
13	MSS	95	Very good
14	MH	75	Good
15	MSS	95	Very good
16	NS	55	Enough
17	NH	50	Good
18	HK	85	Very good
19	URH	30	Fail
20	ZS	85	Very good
21	WYR	100	Very good
22	JSS	95	Very good
23	LSS	85	Very good
24	SAS	80	Very good
25	RSP	85	Very good
26	MS	50	Enough
27	JSS	80	Very good
28	DZS	30	Fail
29	PH	90	Very good
30	MAH	55	Enough
31	CAH	75	Good
32	ARP	25	Fail
33	AH	65	Good
34	MRH	85	Very good

35	NAR	85	Very good
36	AMN	80	Very good
37	MAH	25	Fail
38	JMI	95	Good
39	SAP	40	Fail
40	RAH	85	Very good
41	RB	55	Enough
42	ANA	90	Very good
43	AAH	70	Good
44	MHL	95	Very Good
45	RIM	40	Less
46	RRS	80	Very good
47	IAR	80	Very good
48	ZH	65	Good
49	RS	95	Very good
50	AP	60	Good
51	AAH	65	Good
52	SPS	45	Less
53	NAS	80	Very good
Total		3.739	

Appendix II

1. The maximal and minimal score of the students' writing spoof text were gotten by setting of the students' variable score from low score up to high score.

25	25	30	30	40	40	40	45	45
50	50	55	55	55	55	60	65	65
65	65	70	75	75	75	75	75	75
80	80	80	80	80	80	80	80	80
85	85	85	85	85	85	85	85	90
90	95	95	95	95	95	95	100	

2. High score : 100
3. Low Score : 25
4. Range : high score – low score

$$: 100 - 25$$

$$: 75$$

5. The total of classes (BK) = $1 + 3,3 \log n$

$$= 1 + 3,3 \log (53)$$

$$= 1 + 3,3 (1,72)$$

$$= 1 + 5,676$$

$$= 6,676$$

6. Interval = $\frac{R}{BK} = \frac{75}{6,676} = 11,234 = 11$

7. Mean Score : $X = \sum \frac{fixi}{f}$

Interval	Fi	Xi	fixi
25-35	4	30	120
36-46	5	41	205
47-57	6	52	312
58-68	5	63	315
69-79	8	74	592
80-90	18	85	1.530
91-100	7	95	665
i: 6	$\sum fi = 53$		$\sum fixi = 3.739$

So, the mean score: $X = \frac{\sum fixi}{\sum fi} = \frac{3.739}{53} = 70,54$

8. Median

Interval	Fi	Fk
25-35	4	4
36-46	5	9
47-57	6	15
58-68	5	20
69-79	8	28
80-90	18	46
91-100	7	53
	28	

$= \frac{\sum f}{2} = \frac{53}{2} = 26,5$

$$Me = b + \left(\frac{\frac{1}{2}n - fk}{f} \right) \cdot p$$

$$b = 0,5$$

$$b = 58 - 0,5 = 57,5$$

$$= 57,5 + \left(\frac{\frac{1}{2}53 - 15}{5} \right) \cdot 11$$

$$= 57,5 + \left(\frac{26,5 - 15}{5} \right) \cdot 11$$

$$= 57,5 + \left(\frac{11}{5} \right) \cdot 11$$

$$= 57,5 + 2,3 \cdot 11$$

$$= 82,8$$

$$p = 11$$

$$fk = 15$$

$$f = 5$$

9. Modus

$$\text{Modus} = Mo$$

$$Mo = tb + \left(\frac{d1}{d1+d2} \right) \cdot p$$

$$= 57,5 + \left(\frac{-1}{-1 + -3} \right) \cdot 11$$

$$= 57,5 + \left(\frac{11}{-5} \right)$$

$$= 57,5 + (-2,2)$$

$$= 55,3$$

APPENDIX III

The Frequency Distribution of the Students' ability in Mastering Simple Present Tense

No	Interval	Mid-Point	Frequency Absolute	Percentages
1	25-35	30	4	7.54%
2	36-46	41	5	9.43%
3	47-57	52	6	11.32%
4	58-68	63	5	9.43%
5	69-79	74	8	15.10%
6	80-90	85	18	33.97%
7	91-100	95	7	13.20%
	$i=11$		53	99.99%

$$\text{Frequency} = \frac{fi}{\sum_{i=1-k} fi} \times 100\%$$

$$\text{Interval 1} = \text{frequency} = \frac{4}{53} \times 100\% = 7.54\%$$

$$\text{Interval 2} = \text{frequency} = \frac{5}{53} \times 100\% = 9.43\%$$

$$\text{Interval 3} = \text{frequency} = \frac{6}{53} \times 100\% = 11.32\%$$

$$\text{Interval 4} = \text{frequency} = \frac{5}{53} \times 100\% = 9.43\%$$

$$\text{Interval 5} = \text{frequency} = \frac{8}{53} \times 100\% = 15.10\%$$

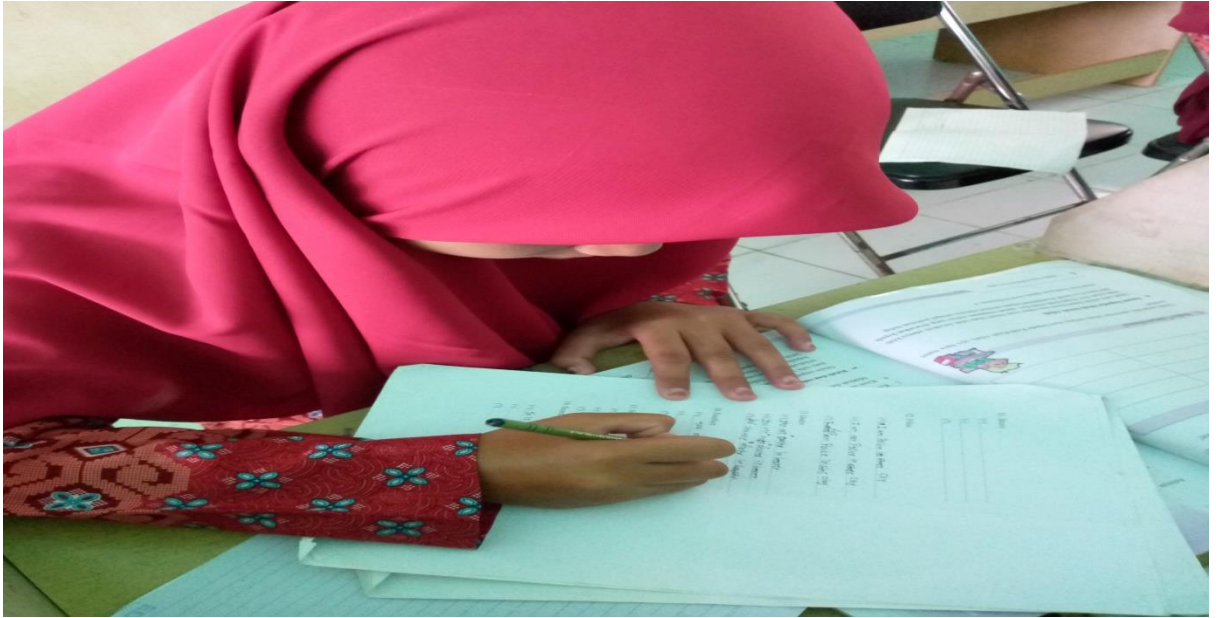
$$\text{Interval 6} = \text{frequency} = \frac{18}{53} \times 100\% = 33.97\%$$

$$\text{Interval 7} = \text{frequency} = \frac{7}{53} \times 100\% = 13.20\%$$

Documentation of the Research











CURRICULUM VITAI



A. Personal Identity

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Parent Identity

Father's Name : Pada Siregar
Occupations : Farmer

Mother's Name : Ros Mawar Harahap
Occupations : Farmer

B. Educational Background

SD : SD N 101450 Balimbing Julu (2011)
SMP : MTs Syahbuddin Mustafa Nauli (2014)
SMA : MA Roudhotul Jannah (2017)

Name: ROYHAN

Class: A VIII A Sannawiyah

Date:

Make it into simple present tense!!

1. Like

(+) ~~You like vegetable~~

(-) ~~You do not like vegetable~~

(?) ~~do you like vegetable~~

2. Play

(+) ~~I play foot ball~~

(-) ~~I do not play foot ball~~

(?) ~~do I play foot ball~~

3. Wake up

(+) ~~I wake up every morning~~

(-) ~~I do not wake up every morning~~

(?) ~~do I wake up every morning~~

4. Clean

(+) ~~he cleans every where~~

(-) ~~he does not clean every where~~

(?) ~~Does he clean every where~~

5. Jump

(+) ~~he jumps from table~~

(-) ~~he does not jump from table~~

(?) ~~Does he jump from table~~

6. Write

(+) you write letter

~~(-) you do not write letter~~

(?) Do you write letter

7. Take

(+) we take rice every day

~~(-) we do not take rice every day~~

(?) Do we take rice every day

8. Fell

(+) she fell food in room

~~(-) she does not feel food in room~~

(?) Does she feel food in room

9. Accompany

(+) I accompany you to house

~~(-) I do not accompany you to house~~

(?) do I accompany you to house

10. Advise

(+) my teacher give advise to me

~~(-) my teacher does not advise to me~~

(?) does my teacher advise to me

11. Brave

- (+) I am brave to speak in front of
- (-) I am not brave to speak in front of
- (?) am I brave to speak in front of

12. Police

- (+) he is a police
- (-) he is not a police
- (?) Is he a police

13. Doctor

- (+) I am a doctor in the hospital
- (-) I am not a doctor in the hospital
- (?) am I a doctor in the hospital

14. Excellent

- (+) he is excellent in the class
- (-) he is not excellent in the class
- (?) Is he excellent in the class

15. Friendly

- (+) she is friendly every where
- (-) she is not friendly every where
- (?) Is she friendly every where

16. Secretary

- (+) he is secretary in the class
- (-) he is not secretary in the class
- (?) Is he secretary in the class

17. Perfect

- (+) he is perfect
- (-) he is not perfect
- (?) Is he perfect

18. Poor

- (+) she is poor in the village
- (-) she is not poor in the village
- (?) Is she poor in the village

19. Shy

- (+) he is shy in the school
- (-) he is not shy in the school
- (?) Is he shy in the school

20. Designer

- (+) she is designer in the shop
- (-) she is not designer in the shop
- (?) Is she designer in the shop

B.S.S
S.S.S
S.S.S

Name: Wendi Yani rambe

Class: VIII^A

Date: July - 2022

Make it into simple present tense!!

1. Like

(+) I like apple

(-) I don't like apple

(?) do I like apple?

2. Play

(-) we play badminton

(-) we don't play badminton

(?) do we play badminton?

3. Wake up

(+) she wakes up ^{at} five o'clock

(-) she doesn't wake up at five o'clock

(?) does she wake up at five o'clock?

4. Clean

(+) they clean the class

(-) they don't clean the class

(?) do they clean the class?

5. Jump

(+) he jumps to the swimming pool

(-) he doesn't jump to the swimming pool

(?) does he jump to the swimming pool?

B: 20
S: 0

BO //

6. Write

- (+) we write some lesson
- (-) we don't write some lesson
- (?) do we write some lesson?

7. Take

- (+) I take mango with heru
- (-) I don't take mango with heru
- (?) do I take mango with heru?

8. Fell

- (+) They fell in yard
- (-) They don't fell in yard
- (?) do they fell in yard

9. Accompany

- (+) you accompany shanti to the well
- (-) you don't accompany shanti to the well
- (?) do you accompany shanti to the well

10. Advise

- (-) The teacher advises the student
- (-) The teacher don't advise the student
- (?) do the teacher advise the student?

11. Brave

- (+) we are brave to face it
- (-) we are not brave to face it
- (?) are we brave to face it?

12. Police

- (+) andi is on police
- (-) andi is not on police
- (?) is andi on police?

13. Doctor

- (+) my brother is a doctor
- (-) my brother is not a doctor
- (?) is my brother a doctor?

14. Excellent

- (+) it is excellent
- (-) it is not excellent
- (?) is it excellent?

15. Friendly

- (+) They are friendly girls
- (-) They are not friendly girls
- (?) are they friendly girls?

16. Secretary

- (+) she is my father's secretary
- (-) she is not my father's secretary
- (?) is she my father's secretary?

17. Perfect

- (+) she is perfect for me
- (-) she is not perfect for me
- (?) is she perfect for me?

18. Poor

- (+) leni is poor widow
- (-) leni is not poor widow
- (?) is leni poor widow?

19. Shy

- (+) i am shy to come late
- (-) i am not shy to come late
- (?) am i shy to come late?

20. Designer

- (+) my mother is designer
- (-) my mother is not designer
- (?) is my mother Designer?



**YAYASAN PONDOK PESANTREN
ROUDHOTUL JANNAH**

Desa Pagaran Batu Kecamatan Batang Onang
Kabupaten Padang Lawas Utara Prov. Sumatera Utara
Alamat : Jalan Lintas Ack Godang Km.7 kode pos 22762

SURAT PERNYATAAN

Nonor : 132/SKR-MHS/III/2022
Perihal : Balasan Permohonan Izin Penelitian

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Padangsidempuan
di

Tempat

Dengan hormat,

Sehubungan dengan surat saudara pada tanggal 29 Juli 2022 perihal perizinan tempat penelitian dalam rangka penyusunan skripsi mahasiswa atas nama Sonia Siregar dengan judul, "The Student's Ability in Using Simple Present Tense at Grade VIII MTs S Roudhotul Jannah Pasar Matanggor".

Perlu kami sampaikan beberapa hal sebagai berikut :

1. Pada prinsipnya kami tidak keberatan dan dapat mengizinkan pelaksanaan penelitian tersebut di tempat kami
2. Izin melakukan penelitian diberikan semata-mata untuk keperluan akademik
3. Waktu pengambilan data dilakukan selama 1 bulan setelah tanggal ditetapkan

Demikian surat balasan dari kami.

Pagaran Batu, 29 Juli 2022
Kepala MTs Roudhotul Jannah



MAISAROH SIREGAR, S.Ag