# THE STUDENTS' BASIC TENSES MASTERY
# IN ACTIVE VERBAL SENTENCES OF THE THIRD YEAR STUDENTS
# ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN

## A THESIS

Written By:

## DESY NURBAYANTI SIREGAR
Reg. Numb. 17 203 00036

**ENGLISH EDUCATIONAL DEPARTMENT**

# TARBIYAH AND TEACHER TRAINING FACULTY
## STATE ISLAMIC UNIVERSITY OF
## SYEKH ALI HASAN AHMAD ADDARY
## PADANGSIDIMPUAN
## 2023

# THE STUDENTS' BASIC TENSES MASTERY
# IN ACTIVE VERBAL SENTENCES OF THE THIRD YEAR STUDENTS
# ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN

## A THESIS

Submitted to the Syekh Ali Hasan Ahmad Addary State Islamic University
Padangsidimpuan as a Partial Fullfilment of the Requirement for the Graduate
Degree of Education (S.Pd.) in English

Written By:

**DESY NURBAYANTI SIREGAR**
Reg. Numb. 17 203 00036

**ENGLISH EDUCATIONAL DEPARTMENT**

Advisor I

Advisor II

**Dr. Eka Sustri Harida, M.Pd.**
**NIP. 19750917 200312 2 002**

**Yusni Sinaga, S.Pd., M.Hum.**
**NIP. 19700715 200501 2 010**

# TARBIYAH AND TEACHER TRAINING FACULTY
## STATE ISLAMIC UNIVERSITY OF
## SYEKH ALI HASAN AHMAD ADDARY
## PADANGSIDIMPUAN
2023

# LETTER OF AGREEMENT

Term : Munaqasyah

      a.n. Desy Nurbayanti Siregar

Item : 7 (seven) examplars

Padangsidimpuan, 23 December 2022

To:

Dean Tarbiyah and

Teacher Training Faculty UIN

Syekh Ali Hasan Ahmad Addary

Padangsidimpuan

In-

Padangsidimpuan

*Assalamu'alaikumwr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Desy Nurbayanti Siregar** entitled **"The Students' Basic Tenses Mastery in Active Verbal Sentences of the Third Year English Students Department IAIN Padangsidimpuan".** 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 UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

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 UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you. Wassalam'alaikumwr.wb.

| **Advisor I** | **Advisor II** |
|---|---|
| **Dr. Eka Sustri Harida, M.Pd** | **Yusni Sinaga, S.Pd., M.Hum** |
| **NIP. 19750917 200312 2 002** | **NIP. 19820731 200912 2 004** |

# DECLARATION SELF THESIS COMPLETION

The name who signed here:

Name                       : DESY NURBAYANTI SIREGAR

Reg. Number         : 17 203 00036

Faculty/Department  : Tarbiyah and Teacher Training Faculty/ TBI-2

The title of the Thesis : **The Students' Basic Tenses Mastery in Active Verbal Sentences of the Third Year Students English Department IAIN Padangsidimpuan**

     I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

     I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, 22 November 2022
Declaration Maker

**DESY NURBAYANTI SIREGAR**
**Reg. Number 17 203 00036**

# APPROVAL AGREEMENT FOR PUBLICATION

As Academic Cavity of the State Islamic University Syekh Ali Hasan Ahmad Addari Padangsidimpuan, the name who signed here:

Name : Desy Nurbayanti Siregar
Registration Number : 17 203 00036
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-2
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Islamic University Syekh Ali Hasan Ahmad Addari Padangsidimpuan Non Exclusive Royalty Righton my thesis with entitled: **"The Students' Basic Tenses Mastery in Active Verbal Sentences of the Third Year Students English Department IAIN Padangsidimpuan."** With all the sets of equipment's (if needed). Based on the this non-exclusive royalty right, the State Islamic University Syekh Ali Hasan Ahmad Addari Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on the statement above all, this statement is made true heartedly to be used properly.

Padangsidimpuan, 22 November 2022
Signed

**DESY NURBAYANTI SIREGAR**
**Reg. Number 17 203 00036**

**RELIGION MINISTRY INDONESIAN REPUBLIC**
**UIN SYEKH ALI HASAN AHMAD ADDARY**
**PADANGSIDIMPUAN**
TARBIYAH AND TEACHER TRAINING FACULTY
**Alamat: Jl. H.T. Rizal Nurdin Km. 4,5Telp. (0634) 22080 Sihitang 22733**
Padangsidimpuan

# LEGALIZATION

Thesis

: **The Students' Basic Tenses Mastery in Active Verbal Sentences of the Third Year Students English Department IAIN PADANGSIDIMPUAN**

Written By

: **Desy Nurbayanti Siregar**

Reg.No

: **17 203 00036**

Faculty/Department

: **Tarbiyah and Teacher Training Faculty/TBI**

The Thesis had been accepted as a partial fulfillment of the Requirement for

Graduate Degree of Education (S.Pd.)

Padangsidimpuan,   November 2022
Dean

**Dr. Lelya Hilda, M.Si.**
**NIP. 19720920 200003 2 002**

| Name | : DESY NURBAYANTI SIREGAR |
|------|---------------------------|
| Reg. Number | : 17 203 00036 |
| Faculty | : Tarbiyah and Teacher Training |
| Study Program | : Tadris Bahasa Inggris |
| Title of the Thesis | : The Students' Basic Tenses Mastery in Active Verbal Sentences of the Third Year Students English Department IAIN Padangsidimpuan |

## ABSTRACT

This research aim to know the students' basic tenses mastery in active verbal sentences of the third year students English department IAIN Padangsidimpuan. This research used quantitative descriptive research. The subject of this research were the third year students English department IAIN Padangsidimpuan.

The formulation of problem in this research was "How is the students' basic tenses mastery of the third year English students IAIN Padangsidimpuan. Therefore the object was students' basic tenses mastery in Active Vebal sentences. The aim of this research was to describe the students' basic tenses mastery of the third year English students IAIN Padangsidimpuan.

Quantitative descriptive was kind of research used in this research. The researcher used random sampling technique in case of the sample. The researcher took 31 from 102 of the third year students IAIN Padangsidimpuan. The researcher gave a test to students to collect data. In analyzing the data, the researcher used the following steps: collecting the data, scoring data, and calculate the data.

The result of this research were the students' basic tenses mastery in active verbal sentences of the third year students English department IAIN Padangsidimpuan in good level. It can be seen from the mean score was 67.61. It means good category. Then the hypothesis is in good category was accepted by using $Z-test$, because Zcount = 1.3333 > Ztable = 0.403. So, it can be stated that the students' basic tenses mastery in active verbal sentences of the third year students English department IAIN Padangsidimpuan is in good category.

*Keywords: The Students mastery, basic tenses.*

**Nama**         : DESY NURBAYANTI SIREGAR

**Nim**           : 17 203 00036

**Fakultas**      : Fakultas Tarbiyah dan Ilmu Keguruan

**Jurusan**       : Tadris Bahasa Inggris

**Judul Skripsi** : The Students' Basic Tenses Mastery in Active Verbal
                        Sentences of the

                        Third Year Students English Department IAIN
                        Padangsidimpuan

# ABSTRAK

Penelitian ini bertujuan untuk mengetahui penguasaan tenses dasar siswa dalam kalimat verbal aktif mahasiswa tahun ketiga jurusan Bahasa Inggris IAIN Padangsidimpuan. Penelitian ini menggunakan penelitian deskriptif kuantitatif. Subjek penelitian ini adalah mahasiswa tahun ketiga jurusan Bahasa Inggris IAIN Padangsidimpuan.

Rumusan masalah dalam penelitian ini adalah "Bagaimana penguasaan tenses dasar siswa kelas tiga bahasa Inggris IAIN Padangsidimpuan, Oleh karena itu objeknya adalah penguasaan tenses dasar siswa dalam kalimat Active Vebal. Tujuan dari penelitian ini adalah untuk mendeskripsikan penguasaan tenses dasar mahasiswa bahasa Inggris tahun ketiga IAIN Padangsidimpuan.

Deskriptif kuantitatif adalah jenis penelitian yang digunakan dalam penelitian ini. Peneliti menggunakan teknik random sampling dalam hal pengambilan sampel. Peneliti mengambil 31 dari 102 mahasiswa tahun ketiga IAIN Padangsidimpuan. Peneliti memberikan tes kepada siswa untuk mengumpulkan data. Dalam menganalisis data, peneliti menggunakan langkah-langkah berikut: mengumpulkan data, menilai data, dan menghitung data.

Hasil dari penelitian ini adalah penguasaan tenses dasar siswa dalam kalimat verbal aktif mahasiswa tahun ketiga jurusan Bahasa Inggris IAIN Padangsidimpuan pada tingkat yang baik. Hal ini dapat dilihat dari nilai rata-ratanya adalah 67.61. Artinya kategori baik. Maka hipotesis dalam kategori baik diterima dengan menggunakan uji Z, karena Zhitung = 1,3333 > Ztabel = 0,403. Jadi, dapat dikatakan bahwa penguasaan tenses dasar siswa dalam kalimat verbal aktif mahasiswa tahun ketiga jurusan Bahasa Inggris IAIN Padangsidimpuan termasuk kedalam kategori baik.

*Katakunci*: *Penguasaan siswa, tenses dasar.*

# ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

First of all, let I say a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to me the health, time, knowledge, and chance for finishing the thesis entitled "*The Students Basic Tenses Mastery in Active Verbal Sentences of the Third Year Students English Department IAIN Padangsidimpuan"*. The second, Shalawat and Salam to the prophet Muhammad SAW that has guided the humankind from the darkness to the lightness era. Then, I also thanks to myself that trying hard to finish this research.

It is a pleasure to acknowledge the help and contribution to all lecturers, institution, family and friends who have contributed in different ways. Therefore, in this chance I would like to express the deepest gratitude because this thesis can not be completed without helping from the following people:

1. Dr. Eka Sustri Harida, M.Pd., as the first advisor and Yusni Sinaga, M.Hum., as the second advisor. They have given the best guidance to me, many good ideas, their knowledge, brilliant suggestions so I have finished in writing this thesis.
2. Rector of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, and the vices.
3. The Dean of Tarbiyah and Teacher Training Faculty and the vices, that have done the best to improve the faculty in creating various activity to increase students' skill.
4. Fitri Rayani Siregar, M.Hum., as the Chief of English Education Departmen who gladly support and permit to research in English Education Department and counseled the researcher till finishing this thesis.
5. Dr. Fitriadi, M.Pd., as my academic advisor.

6. All lecturers and all cavities academic of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan that have given so much knowledge, taught, guided, helping and also encouraged during I studied in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

7. My beloved parents: My father, Indra Madi Siregar; my beautifull mother, Meilinda Napitupulu; and to her husband, Bondan Setiawan. Thanks for supporting, both of financially and mentally, and for everything that I cannot explain by words. Next to all my lovely sisters: Delvy Aprilyanti Siregar, Retno Dewinovyanti Siregar, and Renyta Dwifebryanti Siregar who accompanied my days, part of my life.

8. My best friends (Rizky Romaito Ritonga, Siti Aminah Sitompul and Meriyani Harahap) who are still loyal to accompany me from the dormitory until now and always support me. Thanks for made my life be more colourful and memoriable both of you are beatiful and rich friend that I got in this life after my family.

9. All my friends who always support me, all my friends in TBI 2, TBI 1 and TBI 3.

10. Thanks to me for doing all this hard work, for having no days off for never quitting and never give up untill now.

Thank you for all the things done to everyone who have given helped whether mention or not to finish this thesis. Finally, I realized this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidimpuan, 22 November 2022
Researcher

**DESY NURBAYANTI SIREGAR**
**Reg. Number. 17 203 00036**

# TABLE OF CONTENTS

<div align="right">Page</div>

**CHAPTER IV: THE RESULT OF RESEARCH**

**CHAPTER V: THE CONCLUSIONS AND SUGGESTIONS**

**REFERENCES**

**APPENDIXES**

**DOCUMENTS**

# LIST OF APPENDIXES

# LIST OF TABLES

# LIST OF FIGURE

# CHAPTER I

# INTRODUCTION

## A. The Background of the Problem

Every day human interacts with each other. Human needs language to do it. Language is a tool communication used by people to deliver a message to others. Language is often defined as an arbitrary vocal system used by human beings to communicate with one another.[1] Without language people will difficult to relate to other people. Language is often viewed as a vehicle of thought, a system of expression that mediates the transfer of thought from one person to another[2]. There are many languages in the world, because every region has different language. Every country has different language with another, indeed in one country there are many different languages. One of language in the world is English.

English has four skills, they are: listening, speaking, reading, and writing. To master those four skills, students have to know vocabulary, structure and grammar. Vocabulary is a study of the word while grammar is a study about the role in arranging the sentences. Grammar is one of the language aspects because grammar is a rule how to arrange words to make a good sentence. So, grammar is structure of a language to make a good sentence.

---

[1] Edward Finegan, *Language, Fifth Edition*, ed. Megan Garvey, 5th ed. (los angel: Michael Rosenberg, 2003), P.22, taffnew.uny.ac.id/uplosad/132107096/pendidikan/Book+one+for+Int.pdf.

[2] Finegan, p.7.

To master grammar have to master tenses. Tenses are form of adverb of time that can change the word or sentence structure in English especially to the verb the sentence according to the time of the situation or an event.[3] Tenses are the form of verb which shows the time and the state of an action or event. According to George "Tenses mean time. However, it should be pointed out that time in relation to an action is a concept that exists in the mind of the speaker, reader, or listener. Tenses, in actual usage, refer consistently only grammatical forms. Often tenses and time do not correspond at all."[4] So, tenses are important in farming sentences to make a good sentence.

Sentences cannot be separated from tenses. While writing the sentence, you need to know when to the present tense, past tense or future tense. The words "Tense" is derived from Latin word "tempus" which mean time. There are five basic tenses in English; they are simple present tense, simple past tense, future tense, simple present continuous tense and present perfect tense. Five basic tenses are important because those are the basic of all the form of tenses. Tenses are taught since the first time learning English, because tenses are an important basic part in mastering English.

Learning English started in Elementary school until university. So, the students in university have studied English for about seven years,

---

[3] Maulana Karim Amrullah, *Mastery on English Grammar* (yogyakarta: media books, 2015), p.91.
[4] Julia M. Burks George E. Wishon, *Let's Wriite English Revised Edition*, revised (New York: Litton Educationa Publishing, 2019), p.192.

logically they are have been good in understanding the five basic tenses.

Looking at the importance of learning tense above, there were many university students who did not comprehend about tenses or many university students got confused in English especially about the basic tenses even though they had studied English for several years started from Elementary School up till Senior High School. It was the phenomenon that was found in the Third Year students of TBI or "Tadris Bahasa Inggris" called in Indonesian language or English Education Department of IAIN Padangsidimpuan by the researcher when the researcher observed the students' score of TBI 1, 2 and 3 from the iraise or is known by "Siakad" in Indonesian language.[5]

From the observation that have done, the researcher concludes that 11 students from TBI 1 still got the "C" score category, and some students got good score or "B" category which is meant that the TBI 2 and 3 students still have problems or do not comprehend what they have studied in learning basic tenses. Then, the students do not get the very high score or "A" category as it is the best score that means the students do not have problems about the basic tenses.

So. why is it happened? From this fact, the researcher is interested in finding out the students' basic tenses mastery, Then, to prove it the researcher is interested to examine the students' tenses mastery the third

---

[5]*Pre-Research Observation Document,* "TBI Structure and Grammar Siakad Semester 3 and 4", observed in June 10th, 2021, on Thursday at 9 o'clock.

year English Students IAIN Padangsidimpuan.

**B. The Formulation of the Problem**

From the background of the problem and focus of the problem above, the researcher formulated of the problem as "How is the students' basic tenses mastery in active verbal sentences of the third year students English department IAIN Padangsidimpuan?".

**C. The Purpose of the Research**

Based on the formulation of the problem above, the purpose of the research is "To describe the students' basic tenses mastery in active verbal sentences of the third year English students IAIN Padangsidimpuan"

**D. The Significances of the Research**

1. For lecturers

a) Lecturer knows the students' ability in a learning five basic tenses.

b) Lecturer knows the most difficult and the easiest tenses of the students in learning five basic tenses.

c) Lecturer knows how to solve the difficulties of the student in learning five basic tenses.

2. For the students

    a) The students know their ability in learning five basic tenses.

    b) The students know what tenses is difficult. So, the researcher hope they will better in learning five basic tenses.

3. For the other researchers

        As related finding, and will be useful as a reference or comparison, when they have similar problem.

## E. The Definition of Key Terms

### 1. Mastery

        Mastery is ability to understand well a knowledge or a skill to do something. Mastery meant in this research is ability to understand well basic tenses.

### 2. Basic Tenses

        Basic tenses are show in 5 conditions: simple present tense, simple past tense, future tense, simple present continuous and present perfect tense.

### 3. Active Verbal Sentence

        Verbal sentence is a sentence whose predicate is a verb or a sentence with verb. Verbal sentence is subject followed by verb. It consists of a verb and subject and object or adverbial phrase. The subject and object can be eithers nouns and pronouns.

        Active verbal is a type of verb that gives the impression that the subject is doing what is in the verb. Simply put, active verbs are part of

direct speech or direct speech. Active verbal is not always a 1 or -ing verb. Depends on the context of the sentence.

So, "an analysis on the students' basic tenses mastery in active verbal sentences of the third year students of English department IAIN Padangsidimpuan" is the process of sorting data, and examines the students to know their ability in learning tenses, consists of simple present tense, present past tense, future tense, present continuous tense and present perfect tense.

## F. The Outline of the Thesis

This research is divided five chapters. Each chapter consists of some chapters with details as follow:

Chapter I discuss of introduction that consist of background of the Problem, limitation of the problem, formulations of the problem, purposes of the research, significances of the research and definition of key terms.

Chapter II consists about theoretical review that consist review of related literature with some sub theory about sentences, descriptive of tenses, five basic tenses, review of related findings and hypothesis.

Chapter III consists about research methodology that consist of place and time of the research, research design, population and sample, instrument of collecting the data, the test validity, technique of collecting data and technique of analysis data.

Chapter IV consists result of research that consists of description of the data, hypothesis testing, discussion and the threats of the research.

Chapter V contains of the conclusions about the result of the research and suggestion which is given to teachers and students by researcher.

# CHAPTER II

# LITERATURE REVIEW

## A. Theoretical Review

### 1. Basic Tenses in Active Verbal Sentence

#### a. Verbal sentences.

Verb is very important in building ssentence. Verb that refers to present time is said to be in the present tense; as, I write, I love. A verb that refers to past time is said to be in the past tense; as, I wrote, I loved. A verb that refers to future time is said to be in the future tense I shall write, I shall love.[6] So verb is word that show an action in sentence.

Sentence is a group of words that have one meaning. A sentence is a group of words that contains at least one subject and one verb and expresses a complete thought.[7] So sentence is a group of words that contains at least one subject and one verb that have one meaning.

According to the type of predicate, sentences in English can be divided into 2 (two), they are: Nominal and verbal sentence.[8] Nominal sentence is a sentence that have not a verb, but

---

[6] Wren and Martin, *High School English Grammar & Composition*, New Editio (S. CHAND & COMPANY LTD, 2000), p.78, file:///D:/Materials/reference/High School English Grammar and Composition (P.C. Wren, H. Martin) (z-lib.org).pdf.

[7] Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, *Pearson Education Limited*, Third Edit (Pearson Longman, 2007), p.11, file:///D:/Materials/reference/Introduction to Academic Writing, Third Edition by Alice Oshima, Ann Hogue (z-lib.org).pdf.

[8] Windy Novia, *Basic English Grammar*, complet ed (Gama Press, 2010), p.215.

can be an adjective, noun or adverb, then the nominal sentence needs auxiliary verb, such as is, am, are, and it is followed by adjectives/ adverb/ noun.[9] Verbal sentence is a sentence whose predicate is a verb.[10] Verbal sentence is subject followed by verb. It consists of a verb and subject and object or adverbial phrase. The subject and object can be eithers nouns and pronouns.[11] Based on researcher verbal sentence is a sentence with verb. Verbal sentences there are 2 ; active and passive, but in this research only talk about active verbal.

Active verbal is a type of verb that gives the impression that the subject is doing what is in the verb. Simply put, active verbs are part of direct speech or direct speech. Active verbal is not always a 1 or -ing verb. Depends on the context of the sentence.

Based on the qualation above, there are 3 (three) main of tenses they are; present, past, and future. Present tense divided to present tense, present continuous and present perfect tense, so the basic tenses cover to simple present tense, past tense, present continuous tense, future tense and present perfect tense.

Below are examples of active verbal sentences in basic tenses.

---

[9] Viar Dwi Kartika, "Nominal and Verbal Sentence of Simple Present Tense Errors in Students' Descriptive Writing Ability" 11, no. November (2022): 165–75, file:///C:/Users/User/Downloads/NOMINAL AND VERBAL SENTENCE OF SIMPLE PRESENT.pdf.

[10] Novia, p.216.

[11] Kartika, "Nominal and Verbal Sentence of Simple Present Tense Errors in Students' Descriptive Writing Ability."

In simple present:

(+) Desy goes to Mosque with her sister.

(-) Desy does not go to Mosque with her sister.

In Simple Past Tense:

(+) Desy went to Mosque with her sister yesterday.

(-) Desy did not go to Mosque with her sister   yesterday.

In Future Tense:

(+) Desy will go to Masque with her sister tomorrow.

(-) Desy will not go to Masque with her sister tomorrow.

In Present Continuous Tense:

 (+) Desy is going to Masque with her sister.

 (-) Desy is not going to Masque with her sister.

In Present Perfect Tense.

(+) Desy has gone to Masque with her sister.

(-) Desy has not gone to Masque with her sister.

**b.  The Definition of Tenses**

Tenses are changes in time that affect verbs in English. In English, different adverbs of time can affect the form of a sentence, especially the verb.[12] Simple tenses are verb forms that show the time of an event. While in the oxford dictionary, tenses means changes in verbs that affect the time and occurrence of events.[13]

---

[12] Windy Novia, *Basic English Grammar*, complet ed (Gama Press, 2010), p.223.

[13] Budi Ardian Saputra, *Tenses Vocabulary and Conversation for Nursing* (in media, 2016), p.7.

Tenses are characteristics of verbs that indicate the time of the action or state of being described.[14] Tenses are distinction of form in a verb to express distinctions of time or duration of the action or state it denotes.[15] Based on Wern and Martin[16] tense is verb form that shows the time of an action or even. Jayanthy Dakshina Murthy stated that "Tenses is a term used in grammar to indicate the time of the action or event".[17] Tense is as that form of a verb which shows the time and the state of an action or event.[18] Based on that explanation, the researcher concludes that tenses are the roles of sentences arrangement based on time used effecting to the verb used.

**c. Basic Tenses**

There are 5 (five) basic tenses in English they are;

1). Simple Present Tense

2). Simple Past Tense

3). Future Tense

4). Present Continuous Tense

5). Present Perfect Tense.

---

[14] S.B Panggabean, "Five Basic Tenses," *Vision* 10, no. 10 (2016), http://jurnaltarbiyah.uinsu.ac.id/index.php/vision/article/view/101.

[15] Merriam-Webster, *Webster's New Explorer College Dictionary : Created in Cooperation with the Editors of WEBSTER ' S New Explorer* (United States ofAmerica: Federal Street Press, 2003), p.1211, https://archive.org/details/webstersnewexploOOOOunse.

[16] Martin, *High School English Grammar & Composition*.

[17] Jayanthy Dakshina Murthy, *Contemporary English Grammar* (Delhi: Book Palace, 2003), p.153.

[18] Martin, *High School English Grammar & Composition*, p.79.

1) **Simple Present Tense**

   a) **Definition of Simple Present Tense**

        The simple present tense is the tense that shows daily habits. The simple present tense expresses daily habits or usually activities.[19] Simple present tense also expresses general statements of fact.[20] The simple present used for things that are true in general, or for things that happen sometimes or all time.[21] So, Simple present tense is tense that expresses daily habits, usually activities, and general statements of fact. Jayanthy Dakshina Murthy stated: "Simple Present Tense is when a verb is used to show that an action takes places at present".[22] Simple present tense is used to describe events that occur at the present time in a simple form activity or action that is done repeatedly or daily habits, or events / actions that have nothing to do with time.[23] The simple present tense is used to express an action that has become a habit (habitual action).[24] Usually simple present tense used with verbs that describe an unchanging

---

[19] Betty Schrampfer Azar, *Fundamentals of English Grammar*, third (Washington: Prentice-Hall, 2003), p.3.

[20] Azar, p.3.

[21] Betty Schrampfer Azar, *Understanding and Using Grammar*, fifth (united states of american, 2017), p.5.

[22] Murthy, *Contemporary English Grammar*, p.152.

[23] Ahmad Kardimin, *Fundamental English Grammar* (Jakarta: Pustaka Pelajar, 2009), p.156.

[24] Kardimin, *English Structure for Foefl*, ed. sri budi Hastuti (Jakarta: PT. Bumi Aksara, 2018), p.61.

state rather than an action.[25] Based on the definition above the researcher concludes that simple present tense is used to express a daily situation, usually activities, and general statements that begin in the present time and there is no relation with past time.

It can be concluded that simple present tense was used to show that an action took places at present, general truth or an action was not relate with time. As known that the Simple Present Tense is when a verb is used for events or situation in Present time.

The using of Simple Present Tense, consist of[26]:

1) To express a habitual action.

Example:

a. I get up every day at five o'clock.

b. Tama drinks coffee every night.

2) To express general truths.

Example:

a. The sun rises in the East.

b. Sugar is sweet.

The Earth goes around the Sun.

---

[25] Hewings Martin and Haines Simon, *Grammar and Vocabulary for Advanced* (Cambridge University Press, 2015), p.11, www.cambridge.org/grammarvocabadvanced.
[26] Murthy, *Contemporary English Grammar*, p.165.

3) To express planned activities.

Example:

a.   My aunty arrives tomorrow.

b.   I and  Tama go to Jakarta next week.

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

Example:

a. There the Bus stops!

b. There she goes!

5) To introduce quotations.

Example:

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

6) When saying how often do thing;

Example:

a.   I get up at 5:00 every morning.

b.   I take breakfast at 8:00 every morning.

7) Express non action (state or condition).

Example:

a.   She loves her children.

b.   He likes her.

Based on the statements above, it can be concluded that simple present Tense was used for events or situations that exist always, usually or habitually in the present, past,

and future, not necessarily now and the simple present tense also expressed general truths also was not relate with time.

b) **Formulations of Simple Present Tense**

(1) **Active Verbal in Positive**

Below is the formula used for simple present tense in active verbal in positive sentence:

Positive: Subject + Verb$_1$ (s/es) + …….

**Table 1**
**Form of Simple Present Tense in Active verbal for Positive**

| I<br>You<br>They<br>We | Verb 1 (infinitive) | |
| --- | --- | --- |
| She<br><br>He<br><br>It | Verb 1 + s/es | . . . . . . . . . . . . |

Examples:

1. We study English every day.

2. I get up early every morning.

3. She reads grammar book.

4. My mother goes to market every day.

5. They visit they grandmother every week

Added s/es to the verb$_1$ (infinitive):

1.  If the verb in the simple present tense uses the third person singular subject (she, he, it), it must be added by **s, es**, or **ies**.

    Example:

    1.  Tama **goes** to office. ( go - goes )

    2.  The cat **eats** fish in the kitchen. ( eat – eats )

    3.  The baby **cries** all the time. (cry – cries )

2.  If the verbs ending in **s, sh, ch, o, x** so the verb must be added by **es.**

    Example:

    1.  Delvy always **brushes** her teeth. ( brush – brushes )

    2.  Ahmad **catches** the ball well. ( catch – catches )

    3.  She **kisses** her baby. ( kiss – kisses )

    4.  He **mixes** the dough with mixer. ( mix – mixes )

    5.  Aminah **goes** to campus by motorcycle. ( go – goes )

3.  If the verbs ending in **y**, but before **y** is consonant so change the **y** into **i** then added by **es,** so it becomes **ies**.

    Example:

    1.  My sister **studies** every night in her room. (study – studies)

    2.  The baby **cries** all the time. ( cry – cries )

    3.  He **dries** his shoes in the rooftop. ( dry – dries )

4. If the verbs ending in **y**, but before y is vocal so the verb must be added by **s**.

Example:

1. Yusuf **plays** basket with his friends. ( plays – plays)

2. She **prays** for her mother. ( pray - prays)

3. He always **buys** bread for breakfast. ( buy – buys )

   Especially for the verb after She, He, It (3rd person singular) has a final -s, like + talks.[27] The patterns for the verb after she, he, it (3rd person singular) which the verb must be added with suffix -s or es.

**(2) Active Verbal in Negative**

Below is the formula used for simple present tense in active verbal for negative sentence:

Negative: Subject + Do/Does + not +Verb$_1$+……

**Table 2.**
**Form for Simple Present Tense in Active Verbal for Negative**

| I You They We | Do | N o t | Verb$_1$ (infinitive) + ……… |
|---|---|---|---|
| She He It | Does | | |

---

[27] Azar, *Understanding and Using Grammar*, p.53.

Examples:

1. We do not study English every day.

2. I do not get up early every morning.

3. She does not read grammar book.

4. My mother does not go to market every day.

5. They do not visit they grandmother every week.

Adverb of time

Time markers or adverb of time of simple present tense that are usually used are:[28]

1. Every (every day, every week, every year, every month, every night, every morning, every evening, every afternoon, every time, etc.)

2. Once

3. Once a week

4. Twice a week

Adverb of frequency for positive:[29]

Always, almost always, usually, often, frequently, generally, sometimes, occasionally.

Adverb of frequency for negartive:[30]

Seldom, rarely, hardly ever, ever, never, almost ever, not ever.

---

[28] Novia, *Basic English Grammar*, p.232.
[29] Azar, *Fundamentals of English Grammar*, p.9.
[30] Azar, p.9.

Frequency adverb usually occur in the middle of a sentence and have specially positions[31], as shown in example:

1. I **sometimes** get up at 06.00

2. **Sometimes** I get up at 06.00

3. I get up at 06.00 **sometimes**.

4. Kamila and I **frequently** buy new veil in the market every weekend.

5. I **always** bring mineral water everywhere I go.

6. I **never** go to Jakarta.

## 2) Simple Past Tense

### a) Definition of Simple Past Tense

The simple past tense explain the events that occurred, or the actions of activities, actions or work carried out in the past in a simple form and it is also known the time of the event or work being carried out.[32] The simple past describes activities or situations that began and ended at a particular time in the past (e.g., yesterday, night).[33] Simple past tense shows that an action, activity, and situation occurred in the past and ended at a certain time in the past and the time of occurrence is known, or is

---

[31] Azar, *Fundamentals of English Grammar*.

[32] Ahmad Kardimin, *Fundamental English Grammar* (Jakarta: Pustaka Pelajar, 2009), p.167.

[33] Betty Schrampfer Azar & Stacy A. Hagen, *Basic English Grammar* third, 2006, p.284.

often referred to as the simple past tense.[34] Simple past tense used to expresses a past situation or habit that no longer at present.[35] So, the researcher taked conclusion that Simple past tense is a tense that shows the event or the action in the past.

**b) Formulations of Simple Past tense**

**(1) Active Verbal in Positive**

Below is the formula used for simple past tense in active verbal in positive sentence:

Positive: Subject + Verb$_2$ + . . . .

**Table 3**
**Form of Simple Past Tense in Active Verbal for Positive**

| I You They We She He It | Verb 2 | . . . . . . . |
|---|---|---|

Examples:

1. I **came** to your house 2 days ago.

2. They **watched** a movie last night.

3. Aminah **went** to campus yesterday.

4. He **talked** with me last morning.

5. The dog chased me yesterday.

---

[34] Kardimin, *English Structure for Foefl*, p.83.
[35] Azar, *Fundamentals of English Grammar*, p.52.

Added **ed** or **d** in Verb$_2$

1.  Added **d**

    a.  If the verb ending in unsounded vowel.

    Examples :   Bake – baked     invite - invited

    Smile – smiled    smoke – smoked

    b.  If there are two vowels at the end of the word (-ee, -oe).

    Examples:    free – freed

    tiptoe – tiptoed.

2.  Added **ed**

    a.  If it consists of one syllable and ends with a vowel + consonant (except x). So, the last consonant must be doubled

    Examples:  slam – slammed          jog – jogged

    b.  Verbs ending in x.

    Examples: box – boxed               mix – mixed

    c.  If the last letter is stressed.

    Examples: control – controlled    occur –occurre

**(2) Active Verbal in Negative**

Below is the formula used for simple past tense in active verbal in negative sentence:

Negative: Subject + Did not + Verb$_1$ + ….

**Table 4**
**Form of Simple Past Tense in Active Verbal for Negative**

| I You They We She He It | Did Not | Verb 1 | . . . . . |
|---|---|---|---|

Examples:

1. I **did not come** to your house yesterday.

2. They **did not watch** a movie last night.

3. Aminah **did not go** to campus yesterday.

4. He **did not talk** with me last morning.

5. The dog **did not chase** me yesterday.

Adverb of Time

Adver of time of simple past tense that are usually used:

1. Yesterday

2. Last (last, night, last morning, last evening, last afternoon, last week, last month, last year, etc.).

3. Ago (two days ago, a week ago, a year ago, long time ago, etc.).

4. In (in 1998, in 2000, in 2005, etc.).

5. At (at 07.00, at 08.30, at 10.15, etc.).

6. For (for 7 years, for ten years).

7. From (from 5 years to 50, from 1975 to 1985, from 2000 to 2012).

8. Just now[36].

Examples:

1. **Yesterday**, **I run away** and **left** her alone.

2. I **did not realize** that my sister had arrived and slept in my bedroom.

3. I lived in Padangsidimpuan **from 5 years ago.**

4. Rani **stayed** in my home **yesterday morning.**

### 3) Future Tense

#### a) Definition Future Tense

The future tense used to express actions that will be carried out in the future.[37] The future is usually expresssed by placing the auxiliary will ( going to ) or shall in front of the base form of a verb ( i wiill leave tonight").[38] Wren and Martin made statement: "Future Tense is used and for an action that has still to take place".[39] So, future tense is a kind of tense that shows an action or event in the future time.

[36] Slamet Riyanto with Emilia and Leila, *A Handbook of English Grammar : An Effective Way To Master English* (Yogyakarta: Pustaka Pelajar, 2010), p.141.
[37] Ahmad Kardimin, *Fundamental English Grammar*, p.207.
[38] Panggabean, "Five Basic Tenses."
[39] Martin, *High School English Grammar & Composition*, p.83.

The future tense also used for:

(a) Express opinions, assumptions about a situation that will come. Generally followed by the word probably, possibly, perhaps, surely.

Example: He will probably go to Tokyo this afternoon.

(b) Make a promise in the future.

Example: I will visit to your home by six.

(c) Asking someone to do something.

Example: Will you help me to bring my bag, please?

(d) Express condition.

Example: If it rains, I shall take an umbrella.

b) **Formulations of future Tense**

(1) **Verbal by Using Shall/Will**

There are several things that must be considered when using the arrangement of formulas above:[40]

(a) "Shall" used if the subject I and We.

(b) "Will" used if the subject You, They, He, She, He, and It.

(c) But nowadays "Shall" is often used to replace "Will" so will is often used for all subjects.

Below are the formulas used for future tense in verbal using shall/will:

---

[40] Novia, *Basic English Grammar*, p.225.

Positive: Subject + Shall/Will + Verb$_1$ + …..

Examples:

1. We will cook cake.

2. I will go to market.

3. She will sleep.

4. My father will buy a new car.

5. I shall go holiday tomorrow.

Negative: Subject + Shall/Will + Not + Verb$_1$ + ….

Example:

1. We will not cook cake.

2. They will not go to market.

3. She will not sleep

4. My father will not buy a new car.

5. I shall not go holiday tomorrow.

**(2) Verbal by Using be going to**

Below are the formulas used for future tense in verbal using be going to:

Positive: Subject + is/am/are + going to + verb$_1$ + ….

Examples:

1. I am going to finish my study this year.

2. He is going to meet his mother next week.

3. She is going to market with her brother tomorrow.

4. They are going to Sibolga next month.

5. You are going spend your holiday in my house.

Negative:

Subject + is/am/are + not + going to + verb$_1$ + …

Examples:

1. I am not going to finish my study this year.

2. He is not going to meet his mother next week.

3. She is not going to market with her brother tomorrow.

4. They are not going to Sibolga next month.

5. You are not going spend your holiday in my house

Will vs be going to

Will and be going to mean the same when they make predictions abot the future.

Be going to used to say promise, to request something, stating activity that will be carried out soon. Unspecified prediction.

Will[41] to talks about plans and intentions. Predictions in the near future.

**Adverb of time**

Adverb of time of future tense that are usually used:[42] Tomorrow, next (next week, next month, next year, etc.), in the future , in ten days, from now, ten years.

---

[41] Azar, *Fundamentals of English Grammar*, p.57.
[42] Leila, *A Handbook of English Grammar : An Effective Way To Master English*, p.163.

## 4) Present Continuous Tense

### a) Definition of Present Continuous Tense

According to Rahmah in S.B.Panggabean journal's that "Present Continuous Tense a tense of verbs used in describing action that is on-going. This tense use in when we talk about something which is happening at the time of speaking, happening around the time of speaking, about a period around the present, and talk about changing situations."[43]

Present continuous tense is used to express an action that is being done or an event that is happening. [44] The present continuous tense is used to show that an action or event is currently ongoing but can stop at any time.[45] So, the researcher concludes the present continuous tense is a tense that shows an event or action that is happening now.

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

---

[43] Panggabean, "Five Basic Tenses."

[44] Novia, *Basic English Grammar*, p.233.

[45] Surayin, *Perfect English Grammar (Lengkap, Padat, Praktis)* (Bandung: CV. Yrama widya, 1999), p.31.

speaking".[46]

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

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

   Examples:

   i.   Please do not make so much noise, I am studying.

   ii.  Please do not disturb me, I'm eating.

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

   a. Tom and Ani are talking and having coffee in cafe. Tom says: "I am reading and interesting book at the moment, I will lend it to you when I have finished it".

3) About a period around the present.

   Examples:

   a.   You are working hard today.

   b.   We're studying hard today.

4) Changing situation.

   Examples:

   a.   The population of the world is rising very fast.

---

[46] Betty Schrampfer Azar, *Basic English Grammar*, p.105.

b. The pollution of the world is rising very fast.

5) For a future planned action.

Examples:

a. Ramayani is getting married this April.

b. Ida is getting business this week.

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

Examples:

a. It is beginning to snow.

b. It is ending to read the magazine.

**b) Formulations of Present Continuous Tense**

**(1) Active Verbal in Positive**

Below is the formula used for present continuous tense al in positive sentence:

positive: Subject + Is/Am/Are + $V_1$ ing + . . . . .

**Table 5**
**Form of Present Continuous Tense in Active Verbal for Positive**

| I | Am | | |
|---|---|---|---|
| You | | $V_1 + ing$ | . . . . . . |
| They | Are | | |
| We | | | |
| She | | | |
| He | Is | | |
| It | | | |

Examples:

1. I am waiting for you in the class.

2. The dentist is checking my teeth now.

3. They are playing marbles.

4. She is presenting her proposal.

5. We are typing our task.

**(2) Active verbal in Negative**

Below is the formula used for present continuous

tense in active verbal in negative sentence:

Negative: Subject + Is/Am/Are + $V_1$ ing + . . . .

**Table 6**
**Form of Present Continuous Tense in Active Verbal for Negative**

| I | Am | N o t | V$_1$ + ing | . . . . . . |
|---|---|---|---|---|
| You They We | Are | | | |
| She He It | Is | | | |

Examples:

1. I am not waiting for you in the class.

2. The dentist is not checking my teeth now.

3. They are not playing marbles.

4. She is not presenting her proposal.

5. We are not typing our task.

Adverb of time

Adverb of time of present continuous tense that are usually used:[47] No, at present, at the moment, right now, this ( this morning, this night, this morning, this night, this afternoon.

**5) Present Perfect Tense**

**a) Definition of Present Perfect Tense**

Rahmah said in S.B Panggabean jurnal's "Present Perfect Tense a tense of verb used to describe an action that started in the past and continues in the present, performed during a period

---

[47] Novia, *Basic English Grammar*, p.237.

that has not yet finished, recently completed actions and to describe an action when the time is not important".[48]

We use the present perfect to talk about a situation that existed in the past and still exists now, and the past simple when the situation no longer exists Present perfect tense is used to express an event that has finished happening at an indefinite time in the past.[49]

Next, Wren and Martin wrote their statement in High School English Grammar and Composition: "Present Perfect Tense is when a verb shows that the action as finished, complete, or perfect at the time of speaking".[50]

Then according to Azar[51] the function of present perfect tense there are three, they are; a) expresses and idea of something which happened or then never happened before now, b) to express a situation that began in the past and, c) still continues to the present.

Based on the explanations above, so the researcher concludes that the present perfect tense is tense which shows a complete action.

### a) Formulations of Present Perfect Tense

---

[48] Panggabean, "Five Basic Tenses."
[49] Novia, *Basic English Grammar*, p.269.
[50] Martin, *High School English Grammar & Composition*, p.78.
[51] Azar, *Understanding and Using Grammar*, p.40.

**(1) Active Verbal in Positive**

Below is the formula used for present continuous tense in active verbal in positive sentence:

Positive: Subject + Have/Has + Verb$_3$ + ….

**Table 7**
**Form of Present Perfect Tense in Active Verbal for Positive**

| I You They We | Have | Verb$_3$ | . . . . . |
|---|---|---|---|
| She He It | Has | | |

Examples:

1. We have learned Arabic in dormitory.

2. They have gone to Sibolga.

3. She has lived in Padangsidimpuan since 2011.

4. I have kept a cat since November of last year.

5. He has liked football since childhood.

**(2) Active Verbal in Negative**

Below is the formula used for present continuous tense in active verbal in negative sentence:

Negative: Subject + Have/Has + Not + Verb$_3$ + ….

**Table 8**
**Form of Present Perfect Tense in Active Verbal for Negative**

| I You They We | Have | N o t | Verb$_3$ | . . . . . |
|---|---|---|---|---|
| She He It | Has | | | |

Examples:

1. We have not learned Arabic in dormitory.

2. They have not gone to Sibolga.

3. She has not lived in Padangsidimpuan since 2011.

4. I have not kept a cat since November of last year.

5. He has not liked football since childhood.

**Adverb of time**

Adverb of time of present perfect tense that are usually used:[52] Already, just, not yet, since, for.

B. **Review of Related Findings**

There are some related findings to this research. Some researchers had done research about Tenses. For the first Harida[53], the concluding of her research; the first class students of SMU Negeri 1 Padangsidimpuan in

---

[52] Leila, *A Handbook of English Grammar : An Effective Way To Master English*, p.129.

[53] Eka Sustri Harida, Zulfahmi, Insan Sinaga, "An Analysis on the Students' Response in Learning Five Basic Tenses to the First Class Students of SMU Negeri 1 Padangsidimpuan" (Universitas Muhammadiyah Tapanuli Selatan, 2000), https://www.researchgate.net/publication/337292940..

1999/2000 academic year have made a few mistakes in forming the tenses: the responses of the student are high, especially in using present tense, present continuous tense and future tense, and the difficulties of students are in using the verb both in regular and irregular, that made confused in responding Past tense and Present Perfect Tense.

The second research was done by Rodesma[54] After analysing the data the researcher find that the students' mean score in using verbal sentence are 66.4 and students' mean score in using nominal sentence are 64.4. It can be concluded that students' ability in using verbal sentence is better than the students' ability in using nominal sentence.

More, Hasibuan[55] stated in her research that most of students at grade VIII SMP N 1 Panyabungan still get enough grade with average 75.87, meanwhile the standard of English competency in this school is 75, It can be categorized into high categories.

Next, Dalimunthe[56] who had done her research with the result of mastering five tenses = 53.25, it can be categorized in to enough category.

---

[54] Samsi Hasan Rodesma, "An Analysis on Students' Ability in Using Simple Present Tense at Junior High School Al-Hikmah Rokan Hulu" (University of Sultan Syaruf Kasim Riau Pekan Baru, 2020), http://repository.uin-suska.ac.id/39015/.

[55] Zul Khoiriah Hasibuan, Fitri Rayani Siregar, Rayendriani Fahmei lubis, "The Students ' Ability in Simple Past Tense At Grade Viii Smp N 1 Panyabungan" (IAIN Padangsidimpuan, 2018), http://etd.iain-padangsidimpuan.ac.id/2734/1/11 340 0137.pdf.

[56] Nurmayan Dalimunthe, Eka Sustri Harida, Syahid Muammar Pulungan, "The Analysis of Students' Ability in Mastering Five Tenses at Grade Xi in SMK Negeri i Batang Angkola Benteng Huraba" (State College of Islmaic Studies STAIN Padangsidimpuan, 2012), http://etd.iain-padangsidimpuan.ac.id/4374/1/073400103.pdf.

Then, Usman[57] found that ability of the students in mastering five basic tenses still under standard because there were many students categorized average although there were some students got "excellent" and some students got "good". So the ability of the students in mastering five basic tenses should be improving.

Based on the findings above, it is known that there are variations in the results of mastery of tenses in junior and senior high school students. However, some of the findings above show that students have sufficient ability in mastering tenses. So, in this study the researcher tried to examine the students' ability in mastering the five tenses at the university level. Researchers assumed that they have good skills in mastering tenses.

## C. Hypothesis

SThe hypothesis in this study is "the students' ability in the five basic tenses mastery of English department IAIN Padangsidimpuan is in good category".

---

[57] Wisran Nurmalasari Usman, Amalia Yahya, "The Ability of The Second Year Students of SMK Negeri 1 Palopo in Mastering Five Basic Tenses" (IAIN Palopo, 2015), http://repository.iainpalopo.ac.id/id/eprint/1996/1/Nurmalasari Usman.pdf.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. The Place and Time of the Research

This research was done to the TBI *"Tadris Bahasa Inggris"* or English Education Department of Tarbiyah and Teacher Training Faculty, IAIN Padangsidimpuan. It is located at Jl. H. T. Rizal Nurdin Km. 4,5 Sihitang, Padangsidimpuan Tenggara, North Sumatera. This research started from June 2021 ended at September 2022.

## B. The Research Method

This research was a quantitative research. In descriptive method. The researcher described the students' basic tenses mastery of the third year English students IAIN Padangsidimpuan.

## C. The Population and Sample

### 1. Population

The population in this study is students of the third year students of English department IAIN Padangsidimpuan 2020/2021 academic year with a total of 102 students who were divided as in the following table:

**Table 9**
**Population of the Third Year Students**
**of English Department IAIN Padangsidimpuan**

| No | Class | Total of Students |
|----|-------|-------------------|
| 1 | TBI 1 | 27 |
| 2 | TBI 2 | 39 |
| 3 | TBI 3 | 36 |
|  |  | **102** |

## 2. Sample

The sample in this research was obtained through random sampling. Based on Sugiyono, "simple random sampling used when rhe sample is homogen and sample taking with out looking of the levels in the population."[58] This Research used a lottery for sampling where each class gets 30% chance of people being sample.

The sample can be seen as shown in the following table:

---

[58] Sugiyono, *Statistika Untuk Penelitian* (Bamdung: Al, 2007), p.81.

**Table 10**
**The Sample of Research**

| No | Class | Total Person | Sample 30% from Total Person |
|---|---|---|---|
| 1. | TBI-1 | 27 | 8 |
| 2 | TBI-2 | 39 | 12 |
| 3 | TBI-3 | 36 | 11 |
| **Total** | | **102** | **31** |

## D. The Instrument of the Research

The researcher must have instrument of collecting the data, a good instrument can guarantee valid of data collection. In this study, the researcher used a test as instrument of collecting the data.

The researcher used essay test means students have to write sentence in five tenses in verbal positive, negative and interrogative and also nominal positive, negative and interrogative.

Then, the indicators of students' basic tenses ability can be seen as table below:

**Table 11**
**Indicators of Students' Basic Tenses Ability Test**

| No | Basic Tenses Ability | Types | Score for each Item | Total Score |
|---|---|---|---|---|
| 1 | Students are able in Simple Present Tense | Active verbal positive | 5 items | 5 x 2 = 10 |
| | | Active verbal negative | 5 items | 5 x 2 = 10 |
| 2 | Students are able in Simple Past Tense | Active verbal positive | 5 items | 5 x 2 = 10 |
| | | Active verbal negative | 5 items | 5 x 2 = 10 |
| 3 | Students are able in Future Tense | Active verbal positive | 5 items | 5 x 2 = 10 |
| | | Active verbal negative | 5 items | 5 x 2 = 10 |
| 4 | Students are able in Present Continuous Tense | Active verbal positive | 5 items | 5 x 2 = 10 |
| | | Active verbal negative | 5 items | 5 x 2 = 10 |
| 5 | Students are able in Present Perfect Tense | Active verbal positive | 5 items | 5 x 2 = 10 |
| | | Active verbal Negative | 5 items | 5 x 2 = 10 |
| **TOTAL OF ALL ITEM TEST: 50 items** | | | | **100** |

### E. The Test Validity

Validity is important for the research. In this research, the researcher used content validity to find out the validity of instrument for test. In completing the content validity, the test has construct the questions models and discuss with the relate expert. Anastasi in Muri's book stated that validity of a test concern what do test measure and how well it does so.[59] Content validity is kind of the validity base on people perceptions like accuracy, intelligence, creativity, and so forth. The test was validated by the expert after discussed the model of question. To get the validity of the test the researcher validated the test by checking the test to lecturer who are experts in the field. Because this is a research on basic tenses, the test validated by the structure and grammar lecturer at IAIN Padangsidimpuan.

### F. The Techniques of Collecting Data

After preparing the test, the researcher gave the test to the students, than try to find out the result. Its follow:

1. The researcher gave the test to students.

2. The researcher explained the purpose of the test.

3. The researcher explained how to do the test.

4. The researcher gave 60 minutes to do test.

5. The researcher collected the students' answers of the test.

---

[59] A. Muri Yusuf, *Metode Penelitian, Kualitatif Dan Penelitian Gabungan*, First (Jakarta: Prenadamedia Group, 2014), p.234.

## G. The Techniques of Data Analysis

After collecting the data, the researcher analyzed the data by quantitative data; it is presented in statistic formula. Data is analyzed by statistical analysis with following steps:

1. Identifying and correcting the answer of the subject research from the test.

2. Know the range of the data, the formula is

   Range: high score – low score

3. Know the total of classes (BK), with the formula:

   1 + 3.3 log n

4. Know the interval (i) used the formula:

   $$I = \frac{R}{BK}$$

5. Using mean score to analyze the test result:

   $$x = \frac{\sum x}{N} x100\%$$

   Explanation:    X       : The mean of the student.
                   $\sum x$   : The total scores.
                   N       : The students' size[60].

6. Then their score are calculating into the criteria score interpretation of the result could be seen on the following the table below:

---

[60] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. RajaGrafindo Persada, 2008), p.81.

**Table 12**
**Score Interpretation Criteria[61]**

| No | Rang of score | Category |
|----|---------------|----------|
| 1. | 0 – 20 | Very Poor |
| 2. | 21 – 40 | Poor |
| 3. | 41 – 60 | Enough |
| 4. | 61 – 80 | Good |
| 5. | 81 – 100 | Very Good |

7. Know the median score used the formula:

$$Me = b + p \left[\frac{\frac{1}{2}n - F}{f}\right]$$

Explanation:  Me  : Median

b  : The lowest class

p  : Number of class

f  : Frequency

F  : Number of frequency

8. Know the modus of score used the formula:

$$Modus = b + p \left(\frac{bi}{b1+b2}\right)$$

9. Z- test

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

[61] Riduwan, *Belajar Mudah Penelitian Untuk Guru-Kariawan Da Peneliti Pemula*, ed. dan Abu Hamidah Buchari Alma, Husdarta, Akdon, Nno Mulyono, Subandi (Bandung: Alfabeta, 2005), p.89.

Explanations:

x : Data that includes hypothesis categories

n : all of data

p : hypothesis proportion

10. Then, the result should be appropriated with the interpretation to the index of means score[62].

11. Next, students' result with mean score is calculated into the classification quality. Then, to test the hypothesis is counted looking at the mean score result whether it will be up to 70 or below 70.

12. Taking conclusion from test data found. It is done to conclude the discussion solidly and briefly.

---

[62] Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru* (Bandung: Remaja Rosda Karya, 2000), p.153.

**CHAPTER IV**

**RESULT OF RESEACH**

In this chapter consists of descriptive of the data, hypothesis testing, discussions and the threats of the research. The researcher discussed the result of the research about the students' basic tenses mastery in active verbal of the third year students of English Department IAIN Padangsidimpuan. The researcher used the formula of mean score to analysis the data of students' basic tenses score. Then, to test the hypothesis the researcher used the Z-test.

A. **Descriptive of the Data**

This research describe only one variable. There were five basic tenses and also continued to the testing the hypothesis. In description of the research five basic tenses has given test about active verbal in positive and negative sentence. Then the researcher ranged the score of the students from the lower to the higher score to make analysis the data for get the result of this research. The students' score can be seen as follow:

**Table 13**
**Students' Score in Basic Tenses**

| No | Initial | Indicators | | | | | Point Score | Total score |
|---|---|---|---|---|---|---|---|---|
| | | Simple Present Tense | Simple Past Tense | Future Tense | Present Continuous Tense | Present Perfect Tense | | |
| 1. | AS | 10 | 4 | 0 | 2 | 0 | 16 | 32 |
| 2. | AJH | 5 | 3 | 10 | 0 | 0 | 18 | 36 |
| 3. | KN | 6 | 5 | 1 | 8 | 0 | 20 | 40 |
| 4. | TPA | 7 | 8 | 6 | 0 | 0 | 23 | 46 |
| 5. | NS | 5 | 3 | 10 | 6 | 0 | 24 | 48 |
| 6. | PL | 10 | 10 | 4 | 1 | 0 | 25 | 50 |
| 7. | MP | 10 | 10 | 6 | 0 | 0 | 26 | 52 |
| 8. | AP | 7 | 9 | 10 | 0 | 0 | 26 | 52 |
| 9. | AMNT | 7 | 9 | 10 | 0 | 4 | 30 | 60 |
| 10. | PK | 5 | 6 | 8 | 3 | 8 | 30 | 60 |
| 11. | YFA | 10 | 6 | 8 | 8 | 0 | 31 | 62 |
| 12. | NH | 5 | 6 | 8 | 8 | 4 | 31 | 62 |
| 13. | JN | 8 | 6 | 10 | 10 | 0 | 34 | 68 |
| 14. | HR | 5 | 8 | 10 | 8 | 4 | 35 | 70 |
| 15. | MSA | 7 | 6 | 10 | 10 | 0 | 35 | 70 |
| 16. | DNS | 10 | 6 | 10 | 7 | 0 | 35 | 70 |
| 17. | MRB | 10 | 10 | 0 | 7 | 6 | 35 | 70 |
| 18. | DEL | 10 | 8 | 10 | 8 | 0 | 36 | 72 |
| 19. | RMR | 7 | 3 | 9 | 10 | 7 | 37 | 74 |
| 20. | SDP | 7 | 7 | 9 | 10 | 3 | 37 | 74 |
| 22. | MI | 8 | 8 | 8 | 8 | 6 | 38 | 76 |
| 23. | HD | 6 | 6 | 10 | 10 | 10 | 42 | 84 |
| 24. | RR | 9 | 8 | 10 | 10 | 6 | 43 | 86 |
| 25. | LY | 5 | 9 | 10 | 10 | 10 | 44 | 88 |
| 26. | SDS | 10 | 10 | 10 | 8 | 10 | 48 | 96 |
| 27. | AIL | 10 | 10 | 10 | 10 | 8 | 48 | 96 |
| 28. | EFD | 10 | 9 | 10 | 10 | 10 | 49 | 98 |
| 29. | SPH | 10 | 10 | 10 | 10 | 10 | 50 | 100 |
| 30. | NH | 10 | 10 | 10 | 10 | 10 | 50 | 100 |
| 31. | MAH | 10 | 10 | 10 | 10 | 10 | 50 | 100 |
| Total | | 239 | 223 | 247 | 202 | 128 | 1048 | 2096 |
| Mean Score | | 7.70 | 7.19 | 7.96 | 6.51 | 4.12 | 67.61 | 67.61 |

Based on table above, this test was done by 31 students. After calculated the data it can be seen that mean score of students' ability in mastery basic tenses was 67.61. It means good category. Based on indicator this research that was simple present tense, simple past tense, future tense, present continuous tense, and present perfect tense. From that aspect it can be seen the students' ability in mastery  simple present tense was 7.70, simple past tense was 7.19, future tense was 7.96, present continuous tense was 6.51 and present perfect tense was 4.12. Present perfect tense was lower it can be seen from the mean score that was 4.12 and the students' ability in mastery in future tense was high it also can be seen from the mean score was 7.96.

That there were students have got 100 as the highest score and there were student who has 32 score as the lowest score. The highest score is 100 and the lowest score is 32. Then after obtaining the highest and the lowest score, the scores are used to determine the score of interval as follow: Interval (i): $I = \frac{R}{BK} = \frac{High\ score - low\ score}{k} = \frac{100-32}{5} = \frac{68}{5} = 13.6 = 14$

Each aspect had different score. The researcher presented from the high score to the low score. It means the students score was various. There were 9 students categorized as very good categories, there were 11 students categorized as good categories, there were 7 students categorized as enough categories, and there were 4 students categorized as poor categories.

After analyzing the students result in basic tense test at the third year students of English department IAIN Padangsidimpuan. It could be seen that were 12.90% of the students as lower levels category consist of 4 students, than 22.58% students were categorized as medium levels consist of 7 students, then 64.51% were recognized as higher levels consist of 20 students. Based on the mean score of the data 67.61%. From the data, it could conclude that students' basic tenses mastery in basic tenses is good.

So, this test have done by 31 students, while the categorized to lower level, medium levels and higher levels, the researcher conclude it the students basic tenses mastery 67.61% was good category.

The test score become the data that were needed to testing hypothesis as follow:

**Table 14**
**The Resume of Variable in Basic Tense Test**

| No | Statistic | Variable |
|----|-----------|----------|
| 1. | Higher score | 100 |
| 2. | Lower score | 32 |
| 3. | Range | 68 |
| 4. | Mean score | 67.61 |
| 5. | Median | 80.02 |
| 6. | Modus | 89.9 |

Based on the table above, it was known the variable of basic tenses that follow by 31 students, based on the total of sample the higher score was 100 and the lower score was 32. The range score was 68, mean score was 67.61, median was 80.02 and modus was in 89.9. Based on the calculation, mean score was 67.61. So, the researcher concludes that the students basic tenses test of the third year students of English department IAIN Padangsidimpuan was good. It can be seen from the interpretation table score, in chapter III. To know revelation of data was done to group the variable score of finding writing in basic tenses which interval.

To know the discovery of the data was or to group the variable score basic tenses which interval 14. So, the computed of the frequency distribution of the students' score of group can be seen to the table frequency distribution as follows:

**Table 15**
**The Frequency of Distribution of Basic Tenses Test**

| Interval Class | Midpoint | Frequency | Percentages |
|---|---|---|---|
| 32 – 45 | 38.5 | 3 | 9.67% |
| 46 – 59 | 52.5 | 5 | 16.12% |
| 60 – 74 | 66.5 | 12 | 38.70% |
| 75 – 88 | 81.5 | 4 | 12.90% |
| 89 – 102 | 95.5 | 5 | 16.12% |
| **Total** | | **31** | **100%** |

In order to get comprehending the data clearly and completely, the researcher presents the histogram by the following bellow:

**Frekuency**
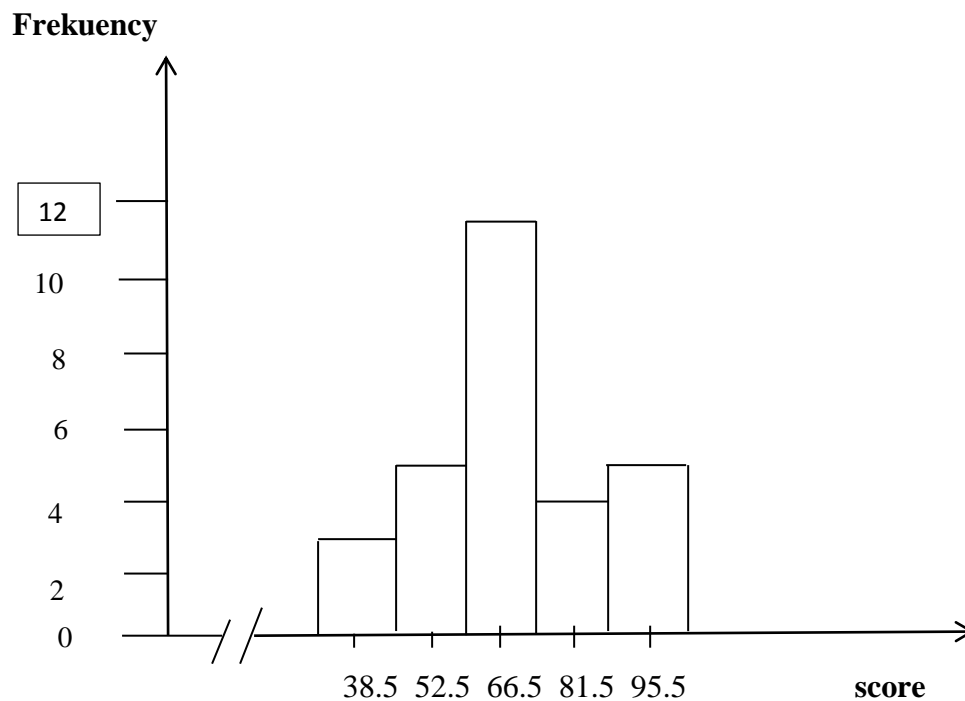


**Figure I: the histogram score of students' basic tenses test at the third year students of English department IAIN Padangsidimpuan.**

According to figure above, it was seen the variable revelation the total number of 32 – 45 were 4 students 9.67%, in interval 46 – 59 were 5 students 16.12%, in interval 60 – 74 were 12 students 38.70%, in interval 75 – 88 were 4 students 12.90% and in interval 89 – 100 were 5 students 16.12%.

So, this interval of the researcher used to describe the calculated number of sample which has score percentages, and also to understand the calculated more clearly and easy to comprehend.

## B. Hypothesis Testing

The hypothesis is "The students' basic tenses mastery in active verbal sentences of the third year students English department IAIN Padangsidimpuan is in good category." Based on the all collection the data, to prove the hypothesis using z – test as follow:

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

$$= \frac{\frac{20}{31} - 0.70}{\sqrt{\frac{0.70(1-0.70)}{31}}}$$

$$= \frac{0.64 - 0.70}{\sqrt{0.70(0.3)}}$$

$$= \frac{0.06}{\sqrt{0.21}}$$

$$= \frac{0.06}{0.45}$$

$$= 1.3333$$

Calculation $Z_{table}$ :

2 $( \frac{1}{2} \alpha ) = Z_{table}$

$\alpha = 0.05$

$Z = 0.5 - 0.05$

$Z = 0.45$

$Z_{table} = 0.4032$

$Z_{count} = 1.3333 > Z_{table} = 0.4032$

Based on calculation, it can be concluded that $Z_{count} = 1.333$ was more than $Z_{table} = 0.4032$ ($Z_{count} = 1.333 > Z_{table} = 0.4032$) by level of significance 0.05. So, from result of data above, the researcher concluded that the hypothesis is good category was accepted. It means that the students' ability in the five basic tenses is in good category.

## C. Discussion

The result of this research which the tittle " The Students' Basic Tenses Mastery in Active Verbal Sentences of the Third Year Students English Department IAIN Padangsidimpuan" can categories in to good category (67.61), some students still have difficulties in mastering present perfect tense, and it can be seen from the mean score that was 4.12. and some students was get low score.

Compering to Dalimunthe[63] who concluded from that result of mastering five tenses = 53.25, it can be categorized in to enough category.

---

[63] Nurmayan Dalimunthe, "The Analysis of Students' Ability in Mastering Five Tenses at Grade Xi in SMK Negeri i Batang Angkola Benteng Huraba" (State College of Islmaic Studies STAIN Padangsidimpuan, 2012), http://etd.iain-padangsidimpuan.ac.id/4374/1/073400103.pdf.

The result of this research different as the researcher before that the researcher before found in enough category and the result of this research got good category.

Next compering to Usman[64] who found that ability of the students in mastering five basic tenses still under standard because there were many students categorized average although there were some students got "excellent" and some students got "good". So the ability of the students in mastering five basic tenses should be improving. The result of this research same as the researcher before that the researcher before found in good but in the result of this research got in good category but still have the problems in some students.

The last compering to Harida[65] who found that students of SMU Negeri 1 Padangsidimpuan in 1999/2000 academic year have made a few mistakes in forming the tenses: the responses of the student are high, especially in using present tense, present continuous tense and future tense, and the difficulties of students are in using the verb both in regular and irregular, that made confused in Responding Past tense and Present Perfect Tense. In this case, the result of this research has in common with the researcher before, which is about difficult or confused in mastering

---

[64] Nurmalasari Usman, "The Ability of The Second Year Students of SMK Negeri 1 Palopo in Mastering Five Basic Tenses" (IAIN Palopo, 2015), http://repository.iainpalopo.ac.id/id/eprint/1996/1/Nurmalasari Usman.pdf.

[65] Eka Sustri Harida, "An Analysis on the Students' Response in Learning Five Basic Tenses to the First Class Students of SMU Negeri 1 Padangsidimpuan" (Universitas Muhammadiyah Tapanuli Selatan, 2000), https://www.researchgate.net/publication/337292940_An_Analysis_on_the_Students '_Response_in_Learning_Five_Basic_Tenses_to_the_First_Class_Students_of_SMU _Negeri_1_Padangsidimpuanin_19992000_Academic_Year.

Present Perfect Tense and same about high in mastering simple present tense and future tense but not in mastering present continuous tense.

Based on explanation above, it was proved this research have the result almost same with other research, were the mean score of the students' basic tenses mastery was enough and good category. It was assumed that not all students got good score.

D. **The Threats of the Research**

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

On doing the test, there were the threats of time, because the students had activities. Then, time that given by researcher to students not enough. The students' did not do seriously. Some of the students open mobile phone while doing the test. So, the researcher looked the answer directly without care about it and could also be that this research is less accurate.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were the threats of the research. The researcher has searched this research only. Finally, it has been done because the helping from the entire advisors.

# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

This chapter provides two sections consist of conclusion and suggestion. The first section concludes the result of the research. The second section provides suggestion for students and lecturer.

## A. Conclusions

After analyzing and describe the data the researcher gave conclusion that the students' basic tenses mastery in active verbal sentences of the third year students of English Department IAIN Padangsidimpuan was classified as medium level, it means in good category. It can show by calculated mean score was 73.35. Then the hypothesis is in good category was accepted by using Z – test, because Zcount = 1.3333 > Ztable = 0.403. So, it can be stated that the students' basic tenses mastery in active verbal sentences of the third year students English department IAIN Padangsidimpuan is good category.

## B. Suggestions

Based on the result of the research, the researcher gives some suggestions to who has red this research and get some benefit.

1. To another researcher have to find out related topic and will be useful as a reference or comparison, when they have similar problem or tittle. The result of this research can be consideration and additional information for other researchers who will conduct any further research in the same field.

2. For the lecture by this research hopefully the students' ability in mastery basic tenses can more develop than now and the students be good in it.

3. To the students please study more about tenses and learn the difference of each tense, give motivation to the students and give information about the important in learning English, especially to learn more about tenses.

# REFERENCES

Amrullah, Maulana Karim. *Mastery on English Grammar*. yogyakarta: media books, 2015.

Azar, Betty Schrampfer. *Fundamentals of English Grammar*. Third. Washington: Prentice-Hall, 2003.

———. *Understanding and Using Grammar*. Fifth. united states of american, 2017.

Azar, Betty Schrampfer, Stacy A. Hagen. *Basic English Grammar*. The third., 2006.

Dalimunthe, Nurmayan, Syahid Muammar Pulungan, Eka Sustri Harida. "The Analysis of Students' Ability in Mastering Five Tenses at Grade Xi in SMK Negeri i Batang Angkola Benteng Huraba." State College of Islmaic Studies STAIN Padangsidimpuan, 2012. http://etd.iain-padangsidimpuan.ac.id/4374/1/073400103.pdf.

Finegan, Edward. *Language, Fifth Edition*. Edited by Megan Garvey. 5th ed. los angel: Michael Rosenberg, 2003. taffnew.uny.ac.id/uplosad/132107096/pendidikan/Book+one+for+Int.pdf.

George E. Wishon, Julia M. Burks. *Let's Wriite English Revised Edition*. Revised. New York: Litton Educationa Publishing, 2019.

Harida, Eka Sustri, Insan Sinaga, Zulfahmi. "An Analysis on the Students' Response in Learning Five Basic Tenses to the First Class Students of SMU Negeri 1 Padangsidimpuan." Universitas Muhammadiyah Tapanuli Selatan, 2000.
https://www.researchgate.net/publication/337292940_An_Analysis_on_the_ Students'_Response_in_Learning_Five_Basic_Tenses_to_the_First_Class_S tudents_of_SMU_Negeri_1_Padangsidimpuanin_19992000_Academic_Year

Hasibuan, Zul Khoiriah, Rayendriani Fahmei lubis, Fitri Rayani Siregar. "The Students ' Ability in Simple Past Tense At Grade Viii Smp N 1 Panyabungan." IAIN Padangsidimpuan, 2018. http://etd.iain-padangsidimpuan.ac.id/2734/1/11 340 0137.pdf.

Kardimin. *English Structure for Foefl*. Edited by sri budi Hastuti. Jakarta: PT. Bumi Aksara, 2018.

Kardimin, Ahmad *Fundamental English Grammar*. Jakarta: Pustaka Pelajar, 2009.

Kartika, Viar Dwi. "Nominal and Verbal Sentence of Simple Present Tense Errors in Students' Descriptive Writing Ability" 11, no. November (2022): 165–75. file:///C:/Users/User/Downloads/NOMINAL AND VERBAL SENTENCE

OF SIMPLE PRESENT.pdf.

Leila, Slamet Riyanto with Emilia and. *A Handbook of English Grammar : An Effective Way To Master English*. Yogyakarta: Pustaka Pelajar, 2010.

Martin, Hewings, and Haines Simon. *Grammar and Vocabulary for Advanced*. Cambridge University Press, 2015. www.cambridge.org/grammarvocabadvanced.

Merriam-Webster. *Webster's New Explorer College Dictionary : Created in Cooperation with the Editors of WEBSTER ' S New Explorer*. United States ofAmerica: Federal Street Press, 2003. https://archive.org/details/webstersnewexploOOOOunse.

Murthy, Jayanthy Dakshina. *Contemporary English Grammar*. Delhi: Book Palace, 2003.

Novia, Windy. *Basic English Grammar*. Complet ed. Gama Press, 2010.

Oshima, Alice and Ann Hogue. *Introduction to Academic Writing Third Edition*. *Pearson Education Limited*. Third Edit. Pearson Longman, 2007. file:///D:/Materials/reference/Introduction to Academic Writing, Third Edition by Alice Oshima, Ann Hogue (z-lib.org).pdf.

Panggabean, S.B. "Five Basic Tenses." *Vision* 10, no. 10 (2016). http://jurnaltarbiyah.uinsu.ac.id/index.php/vision/article/view/101.

Riduwan. *Belajar Mudah Penelitian Untuk Guru-Kariawan Da Peneliti Pemula*. Edited by dan Abu Hamidah Buchari Alma, Husdarta, Akdon, Nno Mulyono, Subandi. Bandung: Alfabeta, 2005.

Rodesma, Samsi Hasan. "An Analysis on Students' Ability in Using Simple Present Tense at Junior High School Al-Hikmah Rokan Hulu." University of Sultan Syaruf Kasim Riau Pekan Baru, 2020. http://repository.uin-suska.ac.id/39015/.

Saputra, Budi Ardian. *Tenses Vocabulary and Conversation for Nursing*. in media, 2016.

Sudijono, Anas. *Pengantar Statistik Pendidikan*. Jakarta: PT. RajaGrafindo Persada, 2008.

Sugiyono. *Statistika Untuk Penelitian*. Bamdung: Al, 2007.

Surayin. *Perfect English Grammar (Lengkap, Padat, Praktis)*. Bandung: CV. Yrama widya, 1999.

Syah, Muhibbin. *Psikologi Pendidikan Dengan Pendekatan Baru*. Bandung: Remaja Rosda Karya, 2000.

Usman, Nurmalasari, Amalia Yahya, Wisran. "The Ability of The Second Year Students of SMK Negeri 1 Palopo in Mastering Five Basic Tenses." IAIN Palopo, 2015. http://repository.iainpalopo.ac.id/id/eprint/1996/1/Nurmalasari Usman.pdf.

Wern, Martin. *High School English Grammar & Composition*. New Editio. S. CHAND & COMPANY LTD, 2000. file:///D:/Materials/reference/High School English Grammar and Composition (P.C. Wren, H. Martin) (z-lib.org).pdf.

Yusuf, A. Muri. *Metode Penelitian, Kualitatif Dan Penelitian Gabungan*. First. Jakarta: Prenadamedia Group, 2014.

# CURRICULUM VITAE



## A. Identity

| | |
|---|---|
| Name | : Desy Nurbayanti Siregar |
| Reg. Number | : 1720300036 |
| Place/Birth | : Medan/December, 21$^{st}$ 1998 |
| Sex | : Female |
| Religion | : Islam |
| Address | : Kel. Pintupadang II, Kec. Batang Angkola, |
| Kab, Tapsel | |

## B. Parents

| | |
|---|---|
| Father's Name | : Indra Madi Siregar |
| Mother's Name | : Mei Linda Napitupulu |

## C. Education Background

1. Elementary School    : SD NEGERI No.100940 Pintupadang
2. Junior High School    : SMP N.1 Batang Angkola
3. Senior High School    : SMA N. 1 Batang Angkola
4. Institute    : UIN Syekh Ali Hasan Ahmad Addary
   Padangsidimpuan

**APPENDIX 1**

**Name** :

**Class** :

**Reg Number** :

**Time** : **60 minutes**

 **Introduction: Please build 5 (five) sentences in verbal active ( + and - ) with the verbs given in five tenses!**

| Extricate | Sleep | Bite |
|-----------|-------|------|
| Sew | Bring | |

1. **Simple Present tense.**
   a. **Extricate**
      1) (+)

      …………………………………………………………………………
      ………….

      ..................................................................................................................
      .......................
      2) (-)

      …………………………………………………………………………
      …………..
      …………………………………………………………………………
      ……………….....
   b. **Sleep**
      1) (+)

      …………………………………………………………………………
      ………….
      …………………………………………………………………………
      ……………….
      2) (-)

      …………………………………………………………………………
      …………..
      …………………………………………………………………………

...................

**c. Bite**

   1) (+)

     ...............................................................................................
...............
....................................................................................................
......................

   2) (-)

     ...............................................................................................
...............
...............................................................................................
..................

**d. Sew**

   1) (+)

     ...............................................................................................
...............
...............................................................................................
..................

   2) (-)

     ...............................................................................................
...............
...............................................................................................
..................

**e. Bring**

   1) (+)

     ...............................................................................................
...............
...............................................................................................
..................

   2) (-)

     ...............................................................................................
...............
...............................................................................................
..................

**2. Simple past tense.**

**a. Extricate**

   1) (+)

     ...............................................................................................
...............
....................................................................................................
......................

2) (-)

..............................................................................
..............

..............................................................................
..................

b. **Sleep**

1) (+)

..............................................................................
.............

..............................................................................
...................

2) (-)

..............................................................................
..............

..............................................................................
..................

c. **Bite**

1) (+)

..............................................................................
.............

..............................................................................
.......................

2) (-)

..............................................................................
.............

..............................................................................
...................

d. **Sew**

1) (+)

..............................................................................
...............

..............................................................................
..................

2) (-)

..............................................................................
..............

..............................................................................
..................

e. **Bring**

1) (+)

..............................................................................
.............

…………………………………………………………………………
……………..

2) (-)

…………………………………………………………………………
…………

…………………………………………………………………………
………………

## 3. Future Tense.

### a. Extricate

1) (+)

……………………………………………………………………………
…………

.............................................................................................................
......................

2) (-)

…………………………………………………………………………
…………..

………………………………………………………………………
……………....

### b. Sleep

1) (+)

……………………………………………………………………………
…………

…………………………………………………………………………
………………

2) (-)

……………………………………………………………………………
…………..

………………………………………………………………………
………………

### c. Bite

1) (+)

…..………………………………………………………………………
…………

..........................................................................................................
.......................

2) (-)

…………………………………………………………………………….
………..

.......................................................................
...................

**d. Sew**

   1) (+)

.......................................................................
...............

.......................................................................
...................

   2) (-)

.......................................................................
...............

.......................................................................
...................

**e. Bring**

   1) (+)

.......................................................................
.............

.......................................................................
..................

   2) (-)

.......................................................................
.............

.......................................................................
...................

**4. Present Continuous Tense**

**a. Extricate**

   1) (+)

.......................................................................
.............

.......................................................................
......................

   2) (-)

.......................................................................
..............

.......................................................................
...................

**b. Sleep**

   1) (+)

.......................................................................
.............

.......................................................................
...................

2) (-)

…………………………………………………………………………………
…………..
…………………………………………………………………………………
………………

c. **Bite**

1) (+)

…………………………………………………………………………………
………….
…………………………………………………………………………………………
......................

2) (-)

…………………………………………………………………………………
………….
…………………………………………………………………………………
………………

d. **Sew**

1) (+)

……………………………………………………………………………
………….
…………………………………………………………………………………
………………

2) (-)

…………………………………………………………………………………
…………...
…………………………………………………………………………………
………………

e. **Bring**

1) (+)

…………………………………………………………………………………
………….
…………………………………………………………………………………
……………..

2) (-)

…………………………………………………………………………………
………….
…………………………………………………………………………………
………………

5. **Present Perfect Tense.**

a. **Extricate**

1) (+)

…………………………………………………………………………………………
……………

……………………………………………………………………………………………………………
………………….

2) (-)

…………………………………………………………………………………………
…………..

…………………………………………………………………………………………
………………....

**b. Sleep**

1) (+)

…………………………………………………………………………………………
……………

…………………………………………………………………………………………
……………….

2) (-)

…………………………………………………………………………………………
…………..

…………………………………………………………………………………………
……………….

**c. Bite**

1) (+)

…………………………………………………………………………………………
……………

……………………………………………………………………………………………………………
…………………

2) (-)

…………………………………………………………………………………………
…………….

…………………………………………………………………………………………
………………….

**d. Sew**

1) (+)

………………………………………………………………………………
…………….

………………………………………………………………………………
……………….

2) (-)

…………………………………………………………………………………………
…………...

…………………………………………………………………………………………

………………

**e. Bring**

  1) (+)

………………………………………………………………………………
………….

………………………………………………………………………………
………………

  2) (-)

………………………………………………………………………………
…………..

………………………………………………………………………………
………………

**Validator**

**<u>Yusni Sinaga, S.Pd., M.Hum</u>**
**NIP. 19700715 200501 2 010**

**APPENDIX 2**

## THE CALCULATE

The calculate of the data

1. The score of the students

   100, 100, 100, 98, 96, 96, 88, 86, 84, 76, 74, 74, 72, 70, 70, 70, 70, 68, 62,

   62, 60, 60, 52, 52, 50, 48, 46, 40, 36, 32.

2. High score = 100

3. Low score = 32

4. Range = high score – low score

   $$= 100 - 32$$

   $$= 68$$

5. Total of classes (BK) = 1 + 3.3 log 31

   $$= 1 + 3.3 \times 1.49$$

   $$= 1 + 4.917$$

   $$= 5.917$$

   $$= 5$$

6. Interval (i) $= I = \frac{R}{B} = \frac{High\ score - low\ score}{K}$

   $$= \frac{100 - 32}{5}$$

   $$= \frac{68}{5}$$

$$= 13.6 = 14$$

7. Mean score $= X = \dfrac{\sum xi}{n}$

$$= X = \dfrac{2096}{31}$$

$$= 67.61$$

8. Median score

$Me \quad = b + p \left[\dfrac{\frac{1}{2}n - 7}{f}\right]$

$$= 77.5 + 14 \left[\dfrac{\frac{1}{2}x31 - 14}{8}\right]$$

$$= 77.5 + 14 \left[\dfrac{15.5 - 14}{8}\right]$$

$$= 77.5 + 14 \left[\dfrac{1.5}{8}\right]$$

$$= 77.5 + 14 \left[0.18\right]$$

$$= 77.5 + 2.52$$

$$= 80.02$$

9. Modus Score

$Mo \quad = b + p \left(\dfrac{bi}{b1 + b2}\right)$

$$= 88.5 + 14 \left(\dfrac{1}{1 + 9}\right)$$

$$= 88.5 + 14 \left(\dfrac{1}{10}\right)$$

$$= 88.5 + 14 \left(0.1\right)$$

$$= 88.5 + 1.4$$

$$= 89.9$$

10. Z – test

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

$$= \frac{\frac{20}{31} - 0.70}{\sqrt{\frac{0.70(1-0.70)}{31}}}$$

$$= \frac{0.64 - 0.70}{\sqrt{0.70(0.3)}}$$

$$= \frac{0.06}{\sqrt{0.21}}$$

$$= \frac{0.06}{0.45}$$

$$= 1.3333$$

Calculation $Z_{table}$ :

$2\left(\frac{1}{2}\alpha\right) = Z_{table}$

$\alpha = 0.05$

$Z = 0.5 - 0.05$

$Z = 0.45$

$Z_{table} = 0.4032$

Zcount = 1.3333 > Ztable = 0.4032

**APPENDIX 3**

# Z- Table

| Z | 0,00 | 0,01 | 0,02 | 0,03 | 0,04 | 0,05 | 0,06 | 0,07 | 0,08 | 0,09 |
|---|------|------|------|------|------|------|------|------|------|------|
| -3.9 | 0.00005 | 0.00005 | 0.00004 | 0.00004 | 0.00004 | 0.00004 | 0.00004 | 0.00004 | 0.00003 | 0.00003 |
| -3.8 | 0.00007 | 0.00007 | 0.00007 | 0.00006 | 0.00006 | 0.00006 | 0.00006 | 0.00005 | 0.00005 | 0.00005 |
| -3.7 | 0.00011 | 0.00010 | 0.00010 | 0.00010 | 0.00009 | 0.00009 | 0.00008 | 0.00008 | 0.00008 | 0.00008 |
| -3.6 | 0.00016 | 0.00015 | 0.00015 | 0.00014 | 0.00014 | 0.00013 | 0.00013 | 0.00012 | 0.00012 | 0.00011 |
| -3.5 | 0.00023 | 0.00022 | 0.00022 | 0.00021 | 0.00020 | 0.00019 | 0.00019 | 0.00018 | 0.00017 | 0.00017 |
| -3.4 | 0.00034 | 0.00032 | 0.00031 | 0.00030 | 0.00029 | 0.00028 | 0.00027 | 0.00026 | 0.00025 | 0.00024 |
| -3.3 | 0.00048 | 0.00047 | 0.00045 | 0.00043 | 0.00042 | 0.00040 | 0.00039 | 0.00038 | 0.00036 | 0.00035 |
| -3.2 | 0.00069 | 0.00066 | 0.00064 | 0.00062 | 0.00060 | 0.00058 | 0.00056 | 0.00054 | 0.00052 | 0.00050 |
| -3.1 | 0.00097 | 0.00094 | 0.00090 | 0.00087 | 0.00084 | 0.00082 | 0.00079 | 0.00076 | 0.00074 | 0.00071 |
| -3.0 | 0.00135 | 0.00131 | 0.00126 | 0.00122 | 0.00118 | 0.00114 | 0.00111 | 0.00107 | 0.00104 | 0.00100 |
| -2.9 | 0.00187 | 0.00181 | 0.00175 | 0.00169 | 0.00164 | 0.00159 | 0.00154 | 0.00149 | 0.00144 | 0.00139 |
| -2.8 | 0.00256 | 0.00248 | 0.00240 | 0.00233 | 0.00226 | 0.00219 | 0.00212 | 0.00205 | 0.00199 | 0.00193 |
| -2.7 | 0.00347 | 0.00336 | 0.00326 | 0.00317 | 0.00307 | 0.00298 | 0.00289 | 0.00280 | 0.00272 | 0.00264 |
| -2.6 | 0.00466 | 0.00453 | 0.00440 | 0.00427 | 0.00415 | 0.00402 | 0.00391 | 0.00379 | 0.03680 | 0.00357 |
| -2.5 | 0.00621 | 0.00604 | 0.00587 | 0.00570 | 0.00554 | 0.00539 | 0.00523 | 0.00508 | 0.00494 | 0.00480 |
| -2.4 | 0.00820 | 0.00798 | 0.00776 | 0.00755 | 0.00734 | 0.00714 | 0.00695 | 0.00676 | 0.00657 | 0.00639 |
| -2.3 | 0.01072 | 0.01044 | 0.01017 | 0.00990 | 0.00964 | 0.00939 | 0.00914 | 0.00889 | 0.00866 | 0.00842 |
| 2.2 | 0.01390 | 0.01355 | 0.01321 | 0.01255 | 0.01222 | 0.01191 | 0.01160 | 0.01130 | 0.01130 | 0.01101 |
| -2.1 | 0.01786 | 0.01743 | 0.01700 | 0.01659 | 0.01618 | 0.01578 | 0.01539 | 0.01500 | 0.01463 | 0.01426 |
| -2.0 | 0.02275 | 0.02222 | 0.02169 | 0.02118 | 0.02068 | 0.02018 | 0.01970 | 0.01923 | 0.01876 | 0.01831 |
| -1.9 | 0.02872 | 0.02807 | 0.02743 | 0.02680 | 0.02619 | 0.02559 | 0.02500 | 0.02442 | 0.02385 | 0.02330 |
| -1.8 | 0.03593 | 0.03515 | 0.03438 | 0.03362 | 0.03288 | 0.03216 | 0.03144 | 0.03074 | 0.03005 | 0.02938 |
| -1.7 | 0.04457 | 0.04363 | 0.04272 | 0.04182 | 0.04093 | 0.04006 | 0.03920 | 0.03836 | 0.03754 | 0.03673 |
| -1.6 | 0.05480 | 0.05370 | 0.05262 | 0.05155 | 0.05050 | 0.04947 | 0.04846 | 0.04746 | 0.04648 | 0.04551 |

| -1.5 | 0.06681 | 0.06552 | 0.06426 | 0.06301 | 0.06178 | 0.06057 | 0.05938 | 0.05821 | 0.05705 | 0.05592 |
|------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| -1.4 | 0.08076 | 0.07927 | 0.07780 | 0.07636 | 0.07493 | 0.07353 | 0.07215 | 0.07078 | 0.06944 | 0.06811 |
| -1.3 | 0.09680 | 0.09510 | 0.09342 | 0.09176 | 0.09012 | 0.08851 | 0.08691 | 0.08534 | 0.08379 | 0.08226 |
| -1.2 | 0.11507 | 0.11314 | 0.11123 | 0.10935 | 0.10749 | 0.10565 | 0.10383 | 0.10204 | 0.10027 | 0.09853 |
| -1.1 | 0.13567 | 0.13350 | 0.13136 | 0.12924 | 0.12714 | 0.12507 | 0.12302 | 0.12100 | 0.11900 | 0.11702 |
| -1.0 | 0.15866 | 0.15625 | 0.15386 | 0.15151 | 0.14917 | 0.14686 | 0.14457 | 0.14231 | 0.14007 | 0.13786 |
| -0.9 | 0.18406 | 0.18141 | 0.17879 | 0.17619 | 0.17361 | 0.17106 | 0.16853 | 0.16602 | 0.16354 | 0.16109 |
| -0.8 | 0.21186 | 0.20897 | 0.20611 | 0.20327 | 0.20045 | 0.19766 | 0.19489 | 0.19215 | 0.18943 | 0.18673 |
| -0.7 | 0.24196 | 0.23885 | 0.23576 | 0.23270 | 0.22965 | 0.22663 | 0.22363 | 0.22065 | 0.21770 | 0.21476 |
| -0.6 | 0.27425 | 0.27093 | 0.26763 | 0.26435 | 0.26109 | 0.25785 | 0.25463 | 0.25143 | 0.24825 | 0.24510 |
| -0.5 | 0.30854 | 0.30503 | 0.30153 | 0.29806 | 0.29460 | 0.29116 | 0.28774 | 0.28434 | 0.28096 | 0.27760 |
| -0.4 | 0.34458 | 0.34090 | 0.33724 | 0.33360 | 0.32997 | 0.32636 | 0.32276 | 0.31918 | 0.31561 | 0.31207 |
| -0.3 | 0.38209 | 0.37828 | 0.37448 | 0.37070 | 0.36693 | 0.36317 | 0.35942 | 0.35569 | 0.35197 | 0.34827 |
| -0.2 | 0.42074 | 0.41683 | 0.41294 | 0.40905 | 0.40517 | 0.40129 | 0.39743 | 0.39358 | 0.38974 | 0.38591 |
| -0.1 | 0.46017 | 0.45620 | 0.45224 | 0.44828 | 0.44433 | 0.44038 | 0.43644 | 0.43251 | 0.42858 | 0.42465 |
| -0.0 | 0.50000 | 0.49601 | 0.49202 | 0.48803 | 0.48405 | 0.48006 | 0.47608 | 0.47210 | 0.46812 | 0.46414 |

# Z_ table

| z | 0.00 | 0.01 | 0.02 | 0.03 | 0.04 | 0.05 | 0.06 | 0.07 | 0.08 | 0.09 |
|---|---|---|---|---|---|---|---|---|---|---|
| 0.0 | 00000 | 0.0040 | 0.0080 | 0.0120 | 0.0160 | 0.0199 | 0.0239 | 0.0279 | 0.0319 | 0.0359 |
| 0.1 | 0.0398 | 0.0438 | 0.0478 | 0.0517 | 0.0557 | 0.0596 | 0.0636 | 0.0675 | 0.0714 | 0.0753 |
| 0.2 | 0.0793 | 0.0832 | 0.0871 | 0.0910 | 0.0948 | 0.0987 | 0.1026 | 0.1064 | 0.1103 | 0.1141 |
| 0.3 | 0.1179 | 0.1217 | 0.1255 | 0.1293 | 0.1331 | 0.1368 | 0.1406 | 0.1443 | 0.1480 | 0.1517 |
| 0.4 | 0.1554 | 0.1591 | 0.1628 | 0.1664 | 0.1700 | 0.1736 | 0.1772 | 0.1808 | 0.1844 | 0.1879 |
| 0.5 | 0.1915 | 0.1950 | 0.1985 | 0.2019 | 0.2054 | 0.2088 | 0.2123 | 0.2157 | 0.2190 | 0.2224 |
| 0.6 | 0.2257 | 0.2291 | 0.2324 | 0.2357 | 0.2389 | 0.2422 | 0.2454 | 0.2486 | 0.2517 | 0.2549 |
| 0.7 | 0.2580 | 0.2611 | 0.2642 | 0.2673 | 0.2704 | 0.2734 | 0.2764 | 0.2794 | 0.2823 | 0.2852 |
| 0.8 | 0.2881 | 0.2910 | 0.2939 | 0.2967 | 0.2995 | 0.3023 | 0.3051 | 0.3078 | 0.3106 | 0.3133 |
| 0.9 | 0.3159 | 0.3186 | 0.3212 | 0.3238 | 0.3264 | 0.3289 | 0.3315 | 0.3340 | 0.3365 | 0.3389 |
| 1.0 | 0.3413 | 0.3438 | 0.3461 | 0.3485 | 0.3508 | 0.3531 | 0.3554 | 0.3577 | 0.3599 | 0.3621 |
| 1.1 | 0.3643 | 0.3665 | 0.3686 | 0.3708 | 0.3729 | 0.3749 | 0.3770 | 0.3790 | 0.3810 | 0.3830 |
| 1.2 | 0.3849 | 0.3869 | 0.3888 | 0.3907 | 0.3925 | 0.3944 | 0.3962 | 0.3980 | 0.3997 | 0.4015 |
| 1.3 | 0.4032 | 0.4049 | 0.4066 | 0.4082 | 0.4099 | 0.4115 | 0.4131 | 0.4147 | 0.4162 | 0.4177 |
| 1.4 | 0.4192 | 0.4207 | 0.4222 | 0.4236 | 0.4251 | 0.4265 | 0.4279 | 0.4292 | 0.4306 | 0.4319 |
| 1.5 | 0.4332 | 0.4345 | 0.4357 | 0.4370 | 0.4382 | 0.4394 | 0.4406 | 0.4418 | 0.4429 | 0.4441 |
| 1.6 | 0.4452 | 0.4463 | 0.4474 | 0.4484 | 0.4495 | 0.4505 | 0.4515 | 0.4525 | 0.4535 | 0.4545 |
| 1.7 | 0.4554 | 0.4564 | 0.4573 | 0.4582 | 0.4591 | 0.4599 | 0.4608 | 0.4616 | 0.4625 | 0.4633 |
| 1.8 | 0.4641 | 0.4649 | 0.4656 | 0.4664 | 0.4671 | 0.4678 | 0.4686 | 0.4693 | 0.4699 | 0.4706 |
| 1.9 | 0.4713 | 0.4719 | 0.4726 | 0.4732 | 0.4738 | 0.4744 | 0.4750 | 0.4756 | 0.4761 | 0.4767 |
| 2.0 | 0.4772 | 0.4778 | 0.4783 | 0.4788 | 0.4793 | 0.4798 | 0.4803 | 0.4808 | 0.4812 | 0.4817 |
| 2.1 | 0.4821 | 0.4826 | 0.4830 | 0.4834 | 0.4838 | 0.4842 | 0.4846 | 0.4850 | 0.4854 | 0.4857 |
| 2.2 | 0.4861 | 0.4864 | 0.4868 | 0.4871 | 0.4875 | 0.4878 | 0.4881 | 0.4884 | 0.4887 | 0.4890 |

| 2.3 | 0.4893 | 0.4896 | 0.4898 | 0.4901 | 0.4904 | 0.4906 | 0.4909 | 0.4911 | 0.4913 | 0.4916 |
|-----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 2.4 | 0.4918 | 0.4920 | 0.4922 | 0.4925 | 0.4927 | 0.4929 | 0.4931 | 0.4932 | 0.4934 | 0.4936 |
| 2.5 | 0.4938 | 0.4940 | 0.4941 | 0.4943 | 0.4945 | 0.4946 | 0.4948 | 0.4949 | 0.4951 | 0.4952 |
| 2.6 | 0.4953 | 0.4955 | 0.4956 | 0.4957 | 0.4959 | 0.4960 | 0.4961 | 0.4962 | 0.4963 | 0.4964 |
| 2.7 | 0.4965 | 0.4966 | 0.4967 | 0.4968 | 0.4969 | 0.4970 | 0.4971 | 0.4972 | 0.4973 | 0.4974 |
| 2.8 | 0.4974 | 0.4975 | 0.4976 | 0.4977 | 0.4977 | 0.4978 | 0.4979 | 0.4979 | 0.4980 | 0.4981 |
| 2.9 | 0.4981 | 0.4982 | 0.4982 | 0.4983 | 0.4984 | 0.4984 | 0.4985 | 0.4985 | 0.4986 | 0.4986 |
| 3.0 | 0.4987 | 0.4987 | 0.4987 | 0.4988 | 0.4988 | 0.4989 | 0.4989 | 0.4989 | 0.4990 | 0.4990 |
| 3,1 | 0,4990 | 0,4991 | 0,4991 | 0.4991 | 0,4992 | 0,4992 | 0,4992 | 0,4992 | 0,4993 | 0,4993 |
| 3,2 | 0,4993 | 0,4993 | 0,4994 | 0,4994 | 0,4994 | 0,4994 | 0,4994 | 0,4995 | 0,4995 | 0,4995 |
| 3,3 | 0,4995 | 0,4995 | 0,4995 | 0,4996 | 0,4996 | 0,4996 | 0,4996 | 0,4996 | 0,4997 | 0,4997 |
| 3,4 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4998 |
| 3,5 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 |
| 3,6 | 0,4998 | 0,4998 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 |
| 3,7 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0, 4999 |
| 3,8 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 |
| 3,9 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 |

**DOCUMENTS**



Photo 1

Photo 2



Photo 3

Photo 4

Photo 5



Photo 6