



**AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING
SENTENCES IN SIMPLE PAST TENSE AT GRADE VIII
SMP NEGERI I PADANGBOLAK**

A THESIS

*Submitted to State Institute for Islamic Studies (IAIN) Padangsidempuan as
a partial Fulfillment of Requirement for Degree of
Islamic Educational Scholar (S.Pd.I) in English*

Written by

NURZANNA RITONGA

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ENGLISH EDUCATION DEPARTEMENT

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

2015



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Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Nurzanna Ritonga entitle **“An Analysis on the Students’ Ability in Writing Sentences in Simple past tense at Grade VIII SMP Negeri I Padangbolak”**, we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), department of education in IAIN Padangsidimpuan.

Therefore, we hope she could be to defend her thesis in Munaqasyah. That’s all and thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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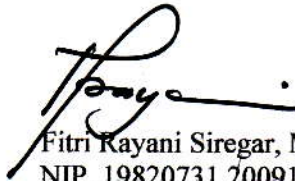


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LEGALIZATION OF EXAMINER	Yours Truly
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ABSTRACT

Name: Nurzanna Ritonga

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Title : **AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING SENTENCES IN SIMPLE PAST TENSE AT GRADE VIII SMP NEGERI I PADANGBOLAK**

This research discusses an analysis on the students' ability in writing sentences in simple past tense at SMP Negeri I Padangbolak. The students have difficulties in writing sentences in past tense. They don't understand about sentences structure and grammar or tenses and how to arrange the good sentence. What is the ability of the students in writing sentences in past tense? and what are the difficulties of the students in writing sentences in past tense? To know the ability of students in writing sentences in past tense and to know the difficulties in writing sentences in past tense at grade VIII SMP Negeri I Padangbolak.

The method of the research was conducted by qualitative approach and descriptive analysis. The participant of the data, there were 30 students of analytical unit from 120 students at VIII (1) class of SMP Negeri I Padangbolak as primary source of the data and the English teacher and Headmaster as secondary source of data. Collecting data, the research was done the instrument of the research such as test and interview for the students and the English teacher about ability in writing sentences in past tense and about the location of SMP Negeri I Padangbolak to the Headmaster. Then observation to know about the location of SMP Negeri I Padangbolak and the teaching and learning process.

The result of the research, showed that students' ability in writing sentences in past tense was enough category 59.46% (see appendix IV). The students' difficulties were using simple past tense, they lack to memorize vocabulary regular and irregular of past tense, structure and grammar in active and nominal and positive, negative and interrogative in past tense, and constructed the sentences. The English teacher ordered the students to memorize the vocabularies and brought the dictionary, she explained the ways to construct the sentences with using past tense and then repeat the lesson and gave examples. Therefore, the English teacher gave the exercises to the students in writing sentences especially in past tense. Finally, the ability of students at grade VIII of SMP Negeri I Padangbolak in writing sentences in past tense still found difficulties especially in writing sentences in past tense.

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CHAPTER I

INTRODUCTION

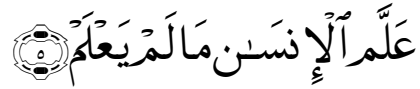
A. Background of the Problem

Writing is one of the four skills in English teaching and learning process. It means that writing is one of the language skills which is important to be mastered by the students in order to convey their knowledges and ideas in writing in others people.

Writing is a process of expressing thing, the meaning of thing can be idea, opinion, experience and information. The writing ability can be difined as the ability in expressing idea, opinion, experience and information in the written form. It is the solution and arrangement and development of ideas and their expression in appropriate written. Thus, to a large extent the writing program in Junior high school is conditioned by what has been and being done about writing experiences and the encouragement that is given to children to explore their environment and to expand. Then, writing ability can helps people to express their taught and feelings from writing text people receive messages from others.

Writing is ery important, because by writing people can enlarge and improve their knowledge, it is relevant to the first verse of the holy Al-qur'an in received by great prophet Muhammad, it can be seen from commandment

of Allah in surah Al-alaaq verse 5 that states:



The meaning: “ Has taught man that, which he knew not”.¹

In learning writing the students must study about sentences that sentences is a group of word at least consist subject and predicate. Study in sentences, all of students don't know different sentences and phrases, sentences and clauses, and they still confused to comprehend it. Then, in writing without study tenses all students more confused to comprehend how to arrange sentences very good.

Furthermore, past tense is one of sixteen tense where the main purpose of the past tense is to get a good writing sentence. Past tense is form very important for writing sentences. A past tense should clearly describe its purpose in detail. The people received it would focus on substances of the writing sentences in past tense. So, writing sentences in past tense is the process of arranged sentences, phrases and clauses by using of structure, grammar and some other related to one another as the writing statement or

¹Muhamad Muhsin Khan, *The Noble Qur'an in the English Language*, (Saudi Arabia: Maktaba Dar -Us- Salam, 1993), p. 959.

information from someone to other, where the main purpose of the writing sentences in past tense is to get a writing good.

Unfortunately, problems regard to writing skills are happened at research school SMP Negeri I Padangbolak, because English is hard to use in society for communication, there are students do not have desire to write. It can be seen where students can not write English well especially in writing sentences.

Problem in writing sentences can be identified that most of students lack interesting in writing, lack in comprehension of the composition of writing sentences, their motivation to write sentences is to low that they are idle in practicing. However, in reality there are many students are not repeat again to write sentences since they study, then the students often did not do their homework. In addition, if the students are not able understand about writing English especially how to make a good sentences they would found many difficulties in writing ability but they can attack it through giving many exercises about writing sentences in past tense.

Based on the above phenomena, the researcher interested to do a research about “ An Analysis on the Students’ Ability in Writing Sentences in Simple past tense at Grade VIII SMP Negeri I Padangbolak.

B. Focus of the Problem

As has been mentioned before, this research is dealing with analysis on the students' ability in writing sentences. In this research, the research focused on writing sentences in the form of past tense. Writing sentences in simple sentences, classification of sentences, verbal sentences, negative sentences and nominal sentences in simple past tense. Why the researcher only put simple sentences because the students of VIII grade SMP Negeri I Padangbolak, still study about simple sentences the primary book of all them study about simple sentences in the form of past tense.

C. Formulation of the Problem

The formulation of the problem of this research below:

1. What is the ability of the students of SMP Negeri I Padangbolak at grade VIII in writing sentences in past tense?
2. What are the difficulties of the students of SMP Negeri I Padangbolak at grade VIII in writing sentences in past tense?

D. The Aim of the Research

Based on the formulation of the problem above, the aims of the research is:

1. To know the ability of the students of SMP Negeri I Padangbolak in writing sentences in past tense.

2. To know what the difficulties of the students of SMP Negeri I Padangbolak in writing sentences in past tense are.

E. The Significances of the Research

Significances of the research are the large contributions depending on where and who ever a result of the research being useful in terms of education. The significances of the research are:

1. For the Headmaster of SMP Negeri I Padangbolak, to give the direction to the English teacher about the English teaching media that is suitable and can improve to the students writing ability.
2. For the English teacher of SMP Negeri I Padangbolak, the result of this research hopefully would be a source guidance to conduct the more effective writing to students writing ability.
3. For another researcher can be used as an information to do a further research.

F. Definitions of Terminologies

To avoid vagueness and misunderstanding in assuming the title of the research, then it would be clarified the definition of terminologies variables in title: An Analysis on the students' ability in writing sentences in simple past tense at grade VIII SMP Negeri I Padangbolak.

1. Student

Student is a person who study started from Kindergarten (TK), Elementary school (SD), Junior high school (SMP), Senior high school (SMA) and until University. According to Hornby state that students is a person who studying at collage or University.² While in Jhon M. Echols dictionary that students is Mahasiswa.³ Based of those defintion above, the researcher concludes that student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

2. Ability

Ability is capacity of power (to do something physycal or mental). In indonesia dictionary states Kemampuan adalah kesanggupan kekuatan untuk melakukan sesuatu kekayaan yang dimiliki.⁴ According to Arief Budiman that ability is “ Skill, talent, qualification, competence, power and cleverness”.⁵ Based of the definitions above, ability is a power, capacity or mental to do something. In this case would seen is skill or intelligence of students in writing sentences in past tense.

²Hornby, *Oxford Learners Pocket Dictionary, (New Edition)*, (New York: Oxford University Press, 1983), p. 429.

³Jhon M. Echols, *Kamus Inggris Indonesia*, (Jakarta: PT Gramedia Pustaka Utama, 2003), p. 563.

⁴Tim Prima Pena, *Kamus Besar Bahasa Indonesia*, (T.T: Gita Media Press, t.t), p. 511.

⁵Arief Budiman, *Kamus Sinonim – Antonim Inggris Indonesia*, (Bandung: Pustaka Grafika, 2004), p. 16.

3. Writing

Writing is a process and product with make writer such symbols, letter have meaning. According to Hornby that writing is “ Writing is written works of an author or persons hand wrtiing”.⁶ According to David Nunan is “ Writing is both a physical and mental act”, it is a mental work in creating ideas to express and to organize them in paragraphs so that the readers will be easier to understand the writers inention.⁷

4. Sentence

Sentence is a group of subject and predicate have a meaning. According to Charles that sentence is “ A grammatically constructed smallest unit of speech which express its content with respect to this contents relation to reality”.⁸ According to Marcella Frank that sentence is “ A sentence is a full predication containing a subject and predicate with a finite verb”.⁹ Based on the definition above, sentence

⁶Hornby, *Phoenix Pocket Dictionary, (New Edition)*, (Jakarta: PT Media Pustaka Phoenix, 2008), p. 502.

⁷David Nunan, *Practical English Language Teaching*, (USA: The Mecraw Hill Companies, 2003), p. 88.

⁸Charles Carpenter Fries, *Structure of English*, (New York: Harcourt Brace and Company, 1952), p. 17.

⁹Marcella Frank, *Modern English A Practical Reference Guide*, (New Jersey: Prentice – Hall, Inc, 1972), p. 220.

is a complex independent unit of thought and consist of two main part a subject and a predicate.

5. Simple past tense

Past tense is used to indicate an action completed in the past time or past habits, and past tense is which one of tense of sixteen tenses. According to Jayanthi Dakshina Murthi that past tense is “When a verb is used to show that an action was completed”.¹⁰ So, past tense is show to happend and event in the past time or habits and show a verb used to an action was completed. Based on the definition above, the researcher concludes that the title show to analysis ability of students’ in writing sentences focused on writing sentences in simple sentence in form of past tense.

G. Outline of the Thesis

The systematic of this thesis are divided into five chapter, each chapter consist of many sub chapters detail as follow:

Chapter one discuss about Introduction consist of: Background of the Problem, Focus of the Problem, Formulation of the Problem, The Aim of the Research, The Significances of Tthe Research, Definition of Terminologies and Outline of the Thesis explained the contents each chapter.

¹⁰Jayanthi Dakshina Murthi, *Contemporary English Grammar*, (New Delhi: Bit’s ‘N’ Bytes, 2003), p. 151.

Chapter two discuss about Theoretical description consist of: Definition of analysis, Definition of ability, Definition of writing, Definition of sentence, Classification of sentence, Definition of past tense and Review of related findings.

Chapter three discuss about Research Methodology consist of: The location and schedule of the research, Research design, The participants, Instrument of collecting data, Technique of data analysis and Technique of checking Trusworthiness data.

Chapter four discuss about Result of the Research consist of: The description of the data, general findings and specific findings.

Chapter five discuss about Conclusions and Suggestions consist of: Conclusions told about concluded the result of the research, and Suggestions of the research that can improve our ability in writing especially in simple past tense.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Definiton of Analysis

Analysis is an inspection concerning meaning and essence something. It means that analysis is the research to an even to know the actually situation. According to Oxford learner's pocket dictionary defines Analyze as: 1) series of things that are done in order achieve something. 2) method of doing or making something, especially on used in industry.¹Based on the above definitions, the researcher concludes that the analysis is method or inspection concerning meaning of making something. In the research is analysis ability of students in writing sentences in past tense, and how the ability of students in writing sentences.

2. Definitions of Ability

Ability is the power to do something physical or mental achievement. According to Hornby states that ability “able to do, or level of skill or intelligence”.² On Indonesia dictionary states that kemampuan adalah kesanggupan, kekuatan untuk melakukan sesuatu

¹Hornby, *Oxford Learners Pocket Dictionary*, (New York: Oxford University, 2003), p. 482.

²Hornby, *Oxford Learners Pocket Dictionary*, (New Edition), (New York: Oxford University Press, 1983), p. 1.

kekayaan yang dimiliki, (is a power or mental have some one to do something, a property that people).³ While A Merriam Webster states that ability is “ phsycal, mental or legal to perform (the has ability accomplish whatever he sets his mind to)”.⁴ In this case would seen is skill or intelligence of students in writing sentences.

Based on the above definitions, the researcher concludes that the ability is a power or mental of skill or intelligence of a person to do something. The researcher wants to look it about sentences in simple past tense.

3. Writing Sentences

a. Definition of writing

Writing is one of the most important skills in language learning besides reading, listening and speaking. It involves the application of grammatical knowledgewhich includes the sentences patterns, vocabulary, diction and cultural understanding of the target.

Writing is also a creative process and creatively means making something out of nothing. When students write composition for example they are being creative. Writing for the students is a process that should not only improve their language ability but also stimulate thinking and this develop their cognitive.

³Tim Prima Pena, *Kamus Besar Bahasa Indonesia*, (T.T: Gita Media Press, t.t), p. 511.

⁴A Merriam Webster, *Webster's Colegiate Theseaurus*, (USA: Massa Chussets, 1976), p. 33.

According to O' Malley states that writing is a personal act in which written take ideas or prompts and transform them into "self initiated" topics⁵. Then Joyce Armstrong said that " write a piece of good writing, the writer must considerable the qualities of convensions ".⁶

Based on the above explanation, the researcher concludes that writing is involves more than just predicting sentences which consist of ideas, feeling and thought.

b. Definition of Sentences

Sentence is a group of word, makes a complete sense. According to Marcella Frank that sentence is " A full prediction containing a subject plus predicate with a finite verb ".⁷ Hornby said that " Sentence is set of words expressing a statement, a question or order, usually containing a subject and a verb".⁸ Then Alice Oshima said that " Sentence is a group of word that used to communicate the ideas in writing on in speech".⁹

⁵J. Michael O' Malley, et. al, *Authentic Assessment for English Language Learners*, (USA: Addison Wesley- Publishing Company), p. 138.

⁶Joyce Armstrong Corrol, et. al, (ed), *Writing and Grammar Communication in Action Diamond Level*, (New Jersey: Prentice Hall, Inc, 2001), p. 3.

⁷Marcella Frank, *Modern English a practical reference guide*, (New Jersey: Prentice – Hall, Inc, 1972), p.220.

⁸Hornby, *Oxford Advanced Learner's Dictionary, (Sixth Edition)*, (New York: University Press, 2003), p. 1212.

⁹Alice Oshima and Ann Hogue, *Writing Academic English A Writing and Sentence Structure Workbook for International Students*, (USA: Addison – Wesley Publishing Company, 1983), p. 121.

Based on the some definitions above, the researcher concludes that sentence is a group of words expressing a statement and consist of two main parts : Subject and Predicate. So, writing sentences is a creative process and creatively means making something out of nothing, and not only improve their language ability but also stimulate thinking, opinions and ideas in writing sentence.

c. Classification of the sentences

According to Marcella Frank that is “Sentences are generally classified in two ways, one by types and one by the number of formal predications,”¹⁰ the classification of sentences by types there are:

1) Declarative sentences (Statement)

In a declarative sentence the subject and predicate have normal word order. The sentence ends with a period in writing and a drop in pitch in speech.¹¹

Ex: The child ate his dinner.

The students went to school.

The teacher spoke in English.

¹⁰Marcella Frank, *Op. Cit.*, p. 220.

¹¹*Ibid.*

2) Interrogative sentences (Question)

In interrogative sentence the subject and auxiliary are often reversed. The sentence ends with a question mark (or, interrogation point) in writing.¹²

Ex: Did the child eat his dinner?

Where did you go yesterday?

Did you post the letter?

3) Imperative sentences (Commands, Request)

In a imperative sentence, only the predicate is expressed. The simple form of the verb is used, regardless of person or tense. The imperative sentence ends with a period in writing and a drop in pitch in speech.¹³

Ex: Could you wait for me outside? (request)

Closed the door!(command)

What you brought his book yesterday?(request)

You should helped the poor.(sugegstion)

4) Exlamatory sentences (Exclamation)

In writing, the exlamatory sentence ends with an exclamation mark (or, exclamation point). Sometimes a period is used to lessen the force of the exclamation. In speech the

¹²*Ibid.*

¹³*Ibid.*

most, the most important word in the exclamatory phrase may receive a stronger degree of stress and be accompanied by a rise in pitch.¹⁴

Ex: What a shame!

What a beauty!

How happily they are living!

Based on the each explanations above, the researcher concluded that in writing sentences must know about the classification of the sentences by types, to get a good writing sentences in especially in past tense.

Then the classification of sentences by number of full predications there are four: Simple sentence, compound sentence, complex sentence and compound complex sentences.¹⁵ But the researcher limited the explanations each four and just take simple sentence, verbal sentence and nominal sentence in this research.

a. Simple sentences

Such sentences have only full predication in the form of and independent clause. According to Marcella Frank that simple sentence is “Have one full predication in the form of an independent clause”.¹⁶

According to Alice Oshima that simple sentence is “Has one subject

¹⁴*Ibid.*

¹⁵*Ibid.*

¹⁶*Ibid.*

and one predicate it is independent clause”.¹⁷Then According to Jayanthi Dakshina Murthi that is “ A sentence which has only one subject and one predicate”.¹⁸

Based on the explanation above, the researcher concluded that simple sentence is have one full subject and one predicate and independent clause, then the researcher classified this simple sentence to simple past tense.

The example of simple sentence as below:

Ex: I saw Madhavi at the bus stop.

I wrote a book just now.

They went to Campus last week.

b. The analysis of a simple sentences

We have already examined the various elements of a simple sentences. We can now analyze a sentence and divide it into individual parts. It may be said that there are several stages in the analysis of simple sentence.

¹⁷Alice Oshima and Ann Hogue, *Op. Cit.*,p. 124.

¹⁸Jayanthi Dakshina Murthi, *Contemporary English Grammar*, (New Delhi: Bit’s ‘N’ Bytes, 2003), p. 238.

First stage

Table 1
Analysis of subject and predicate

NO.	Subject	Predicate
1	The moon	Shines
2.	The sun	rises in the east
3.	Madhavi	is very beautiful
4.	The parents	named her Ramya
5.	My sister	sent me a greeting ¹⁹

The explanation of table 1 above is, simple sentence have subject and predicate, we can look from the sentence number 1 as *The moon shines*, the meaning of this sentence that *the moon* as a subject and *shine* as a predicate. So, for the analysis each sentences above same to number 1.

Second stage

Table 2
Analysis of subject, predicate, verb, inderect and direct object

NO.	Subject	Predicate	Inderect object	Direct object
		Verb		
1.	I	Gave	Madhavi	a book
2.	She	taught	me	music
3.	We	sent	them	greetings
4.	Madhavi	showed	me	the photograph
5.	He	lent	her	the money
6.	I	wrote	Padma	a letter ²⁰

¹⁹*Ibid.*

²⁰*Ibid.*

The explanation of table 2 above is, simple sentence have subject, predicate, verb, indirect and direct object. We can look from the sentence number 1 as *I gave Madhavi a book*. The meaning of this sentence I as subject, gave as predicate and verb, Madhavi as indirect object and a book as direct object. So, for the analysis each sentence above same to number 1.

Third stages

Table 3

Analysis subject, predicate, attribute, sub word, verb and complement

NO.	Subject	Predicate	Verb	Subject Complement
	Attribute	Subject of word		
1.	The	Sky	Turned	Cloudy
2.	The	girl	looked	disappointed
3.	Your	sister	was	here
4.	My	brother	was	to came
5.	My	health	was	in a poor condition ²¹

The explanation of table 3 above is, simple sentence have subject, predicate, attribute, subject of word, verb and complement. We can look from the sentence number 1 as *The sky turned cloudy*. The meaning of this sentence the as a subject and attribute, sky as predicate and subject of word, turned as a verb and cloudy as subject

²¹*Ibid.*

complement. So, for the analysis each sentence above same to number

1.

Fourth stage

Table 4
Analysis of subject, predicate, verb word, object and complement

NO.	Subject	Predicate	Verb word	Object	Complement
	Attribute	Subject			
1.	The	Court	declared	Him	Guilty
2.	Her	parents	named	her	Padmaja
3.	My	father	forced	me	To marry
4.	My	foolishness	placed	me	In danger ²²

The explanation of table 4 above is, simple sentence have subject, predicate, verb word, object and complement. We can look from the sentence number 1 as *The court declared him guilty*. The meaning of this sentence is *the* as subject and attribute, *court* as predicate and subject, *declared* as verb word, *him* as object and *guilty* as complement. So, for the analysis each sentences above same to number 1.

Based on the each explanation above, the researcher concluded that the simple sentence have many pattern in writing sentence, as have subject, predicate, verb, object, and complement but the researcher make each pattern of sentence into simple past tense.

²²*Ibid.*

c. Verbal sentences

Verbal sentences is predicate consist of verb, and verb not function in sentence begun with to and called infinitive or non finite verb.²³

Example in past tense is: to studied belajar

to read membaca

to wrote menulis

to spoke berbicara

But, if the verb used as predicate, so the word “To” not used again.

Table 5
Example of verbal sentence in past tense

Subject	Predicate	Object
I /We	Studied	English yesterday
You	Read	Book just now
He / She	Wrote	Paper last night
They	Spoke	English last week ²⁴

d. Negative sentences

Negative sentences is a phrase of verb have negative pattern and negative statement.²⁵ Example in sentence in form of past tense is:

I did not write a book.

²³Satrio Nugroho, *Practical Complete English Grammar*, (Surabaya: Kartika), p. 128.

²⁴*Ibid.*

²⁵Henry Guntur Tarigan, *Pengajaran Sintaksis*, (Bandung: Angkasa, 1993), p. 36.

She did not speak English.

They did not go to school.

e. Nominal sentences

Nominal sentences not use verb, and the different of verbal sentences and nominal is verbal sentences use verb and nominal not use verb but use tobe.²⁶

Ex: different in sentence

Verbal	Nominal
--------	---------

Did you like English	Was he here...?
----------------------	-----------------

Did she wrote a letter	Wasn'tshe here...?
------------------------	--------------------

Did he studied	Were the here....?
----------------	--------------------

Based on the explanations above, the researcher concluded that verbal sentences is used verb, negative sentences is verb have negative pattern and negative statement in the sentences and nominal sentences in not use verb but use tobe.

4. Simple past tense

²⁶Satrio Nugroho, *Op. Cit.*, p. 130.

According to Wren and Martin stated that past tense is “ Past tense is to indicate an action completed in the past”.²⁷ According to Fitikides that past tense is “Used when a definite time or date is mentioned, while the present perfect is used when no time is mentioned”.²⁸ According to Cliffs that past tense is “ Used for a completed action that happened at one specific time in the past”.²⁹ Based on this definitions, the researcher concluded that past tense is show to action or happened in the past time or past habits. The use of simple past tense is:

- a. For a past action with past time adverbs

Ex: Madhavi wrote me a letter yesterday.

I saw Janaki long ago.

He went to Delhi in 1990.

- b. For a past discontinued habit

Ex: He visited temples frequently. (He is not in the habit of visiting temples now).

She usually sang songs in the evening. (She is not singing now).³⁰

Then sequence of tense means the arrangements of verb in the main and subordinate clause which there sequence of tense are:

²⁷Wren and Martin, *High School English Grammar and Composition*, (Chand and Company LTD: Ram Nagar, 1990), p. 82.

²⁸T. J. Fitikides, *Common Mistakes In English*, (Jakarta: Binarupa Aksara, 1990), p. 28.

²⁹Cliffs, *TOEFL Preparation Guide*, (New Delhi: Wiley Dreamtech India, 2002), p. 59.

³⁰Jayanthi Dakshina Murthi, *Op. Cit.*, p. 166.

1. A past tense in the principal clause is followed by past tense in the subordinate clause.

Ex: Padma *said* that she passed the test.

He *told* me that he applied for a job.

Exemption: A past tense in the main clause may be followed by a subordinate clause in the present, if it expresses a universal truth.

Ex: The teacher *explained* that the sun rises in the east.

Galileo *proved* that the earth move round the sun.

2. A main clause with past tense may be used with a subordinate clause with “as” or “than” in any tense.

Ex: He *respected* her more than he respects his own parents.

He *spends* money as his father did, (spent).

I *loved* Padmaja more than I love anyone else.³¹

The italic word of the sentences above is show to past tense.

The form simple past tense in regular verb is form by edding *ed* to the infinitive. The formula is: Infinitive + ed for past participle.

³¹*Ibid.*, p. 175.

Example:

Table 6
Example of regular verb of infinitive in past tense

Infinitive	Past tense (P1)	Past participle (P2)	Meaning
Work	Worked	Worked	Bekerja
Want	Wanted	Wanted	Ingin
Help	Helped	Helped	Menolong
Landed	Landed	Landed	Mendarat
Walk	Walked	Walked	Berjalan
Study	Studied	Studied	Belajar ³²

Based on the table above, classified to three part are: Infinitive is show to verb, past tense is show to P.1, past participle is show to P.2

Ex:

1. I work in the garden everyday.
2. I worked in the garden yesterday.

³²Satrio Nugroho, *Op. Cit.*, p. 60.

The example above, shows the using of infinitive in past tense and past participle, word of work show to infinitive, then the word of worked show to past tense is signed edding ed. Infinitive: to work simple past tense: worked verbs ending in e and add d only.

Example: infinitive: to love simple past: loved

The negative of regular and irregular verbs is formed with did not (didn't) and the infinitive:

Example: I did not /didn't work.

You did not / didn't work.

The irregular verbs form ther very considerably in their simple past form infinitive: to eat, to leave, to see and to speak. Then, irregular verb is a small number of verbs, among them some of the most commonly used verbs in the language. Have forms that differ from the regular tense forms and how in the paradigms we have given earlier. In order to use the tense forms of these irregular verbs.³³ The principal parts of the irregular verbs will be given below:

Table 7
Example of irregular verbs in past tense

Simple form	Simple past	Past participle
Be	Was, were	been

³³Marcella Frank, *Op. Cit.*, p. 61.

Become	Became	become
Begin	Began	begun
Bite	Bit	bitten
Blow	Blew	blown
Break	Broke	broken
Bring	Brought	brought
Build	Built	built
Buy	Bought	bought
Come	Came	come
Choose	Chose	chosen
Drink	Drank	drunk
Drive	drove	driven ³⁴

Example in sentence in form of past tense as below:

- I bought the book yesterday.
- He drank coffee lastnight.

³⁴Betty Schramper Azar, *Fundamentals OF English Grammar*, (Jakarta: Binarupa Aksara, 1993), p. 22.

- She came from Jakarta last Monday.

B. Review of Related Findings

This research related to Ahmad Yamin, (2007), research title “ A correlation Between phrases Mastery and writing ability at the SMP Negeri 3 Siabu. The result of this research there is a positive correlation. Based on the data, the students it can be concluded that the students mastery in phrases and writing ability at SMP Negeri 3 Siabu can be categorized as enough, it was proved that the mean of phrases mastery is 6.41, it can be categorized enough too.³⁵

The next related to Khairil Anwar (2002), research title is A study on the ability in using simple past tense and present tense by the second year students at MAN I Pekanbaru. The result of this research there is low/poor.³⁶

Based on the data, the students it can be concluded that the students ability in writing past tense of the mean is ($x = 69$), this show to ability of students in writing past tense low/poor.

Based on the explanation above, the researcher concludes that result of both of data still found categorized poor/low especially in writing past tense.

³⁵Ahmad Yamin, The Correlation between Phrases Mastery and Writing Ability at SMP Negeri 3 Siabu, (Unpublished Thesis) (A Thesis STKIP Tapanuli Selatan, Padangsidempuan, 2007), p. 1.

³⁶Khairil Anwar, A study on the Ability in using Simple Past tense and Present Perfect tense by the Second year students at MAN I Pekanbaru, (Unpublished Thesis) (A Thesis Universitas Riau, 2002), p. 30.

It means, some problems found of those research, because of that the researcher want to do this research more detail.

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Schedule of the research

This research was done at SMP Negeri I Padangbolak Kabupaten Paluta it is located at Jl. Ki Hajar Dewantara Lingkungan 1 Pasar Gunungtua Kabupaten Paluta, North Sumatra. The schedule of the research started on February 2013 until finish. The researcher chose the location because:

- a. The researcher finds this problems of this research in this location.
- b. Suitable for ability and limitation of time and finance.
- c. The school is easy to do research for the purpose of collecting data.

B. Research Design

This research used the qualitative research. Gay and Airasian stated that “Qualitative approach is based on the collection data and analysis of non numeral data such as observations, interviews and other more discursive sources of information”.¹ Based on the method, this research used descriptive

¹L. R. Gay & Airasian, *Educational Research: Competencis for Analysis and Application*, (USA: Prentice Hall, 2000), p. 9.

method. Sumadi Suryabrata stated that “ Descriptive research is the research has a sense that perception descriptive about situations or events”.² Descriptive method is a survey that determines and allocates it will technical interview, observation or technical test. Studying time of problem and identification of comparative analysis or operation. So, the researcher would describe about the ability of students’ in writing sentences in past tense and how the teaching and learning process of SMP negeri I Padangbolak at grade VIII class.

C. The Participants

1. Primary source of data

The primary of data are students at grade VIII SMP Negeri I Padangbolak with total 120 students, and researcher just only took 30 students its from grade VIII, because the ability of students in this class have representative from each class.

2. Secondary source of data

The researcher collected the information also from the English teacher and the Headmaster of SMP Negeri I Padangbolak, by using interview.

²Sumadi Suryabrata, *Metode Penelitian*, (Jakarta: Raja Grafindo Persada, 1983), p. 76.

D. Instrument of collecting data

The instrument of collecting data was used in this research are:

1. Interview

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person.³In this research was used structural interview, the research prepare the question and alternative of the answer that will be given the respondent.⁴

Interview the researcher conducts face-to-face. Interview with participants, interview participants by telephone, or engges in focus group interviews with six to eight interviews in each group.⁵ The subject of interview were: Headmaster, English teacher and Students and the topics to interview needed in this research were:

- a. The ability of students in learning English (Interview with students and the teacher).
- b. The difficulties of the students in learning English (Interview with students and the teacher).
- c. The location of SMP Negeri I Padangbolak (Interview with Headmaster).

³L. R. Gay & Airasian, *Op. Cit.*, p. 219.

⁴Amirul Hadi & Naryono, *Metodology Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1998), p. 136.

⁵Jhon W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Second Edition*, (London, Sage Publication, 2003), p. 188.

2. Test

Test is some of questions and other tools which used to measure skills, knowledge and intelligences ability. The researcher used essay test by making some questions with 10 items, about writing sentences a case in past tense in order to get the information about the ability of students in writing sentences in simple past tense.

The indicator of the test is students are able to make simple sentence in form of past tense, with sub indicator students are able to write simple sentence in form of past tense in positive sentence with 2 item questions. Next, students are able to write simple sentence in form of past tense in negative sentence with 2 item questions. Next, students are able to write simple sentence in form past tense in interrogative sentence with 2 item questions. Then, students are able to write simple sentence in form of past tense with used to be in positive sentence with 2 item questions. Finally, students are able to write simple sentence in form of past tense with used to be in negative sentence with 2 item questions.

Table 8
Indicator of the test

Indicator	Sub indicator	Item	Score
Students are able to make simple sentence in form of past tense	- Students are able to write simple sentence in form of past tense in positive sentence	2	20

	- Students are able to write simple sentence in form of past tense in negative sentence	2	20
	- Students are able to write simple sentence in form of past tense in interrogative sentence	2	20
	- Students are able to write simple sentence in form of past tense with use tobe in positive sentence	2	20
	- Students are able to write simple sentence in form of past tense with use tobe in negative sentence	2	20
Total		10	100

3. Observation

Observation is a technique of collecting to gain insight on understanding the natural environment as lived the participants.⁶ Ahmad nizar Rangkuti state that “ Observasi adalah suatu teknik pengumpulan yang mengharuskan peneliti turun ke lapangan mengamati hal-hal yang berkaitan dengan ruang, tempat, pelaku, kegiatan, waktu, peristiwa, tujuan dan perasaan”.⁷ This observation used to know about subject of the research, how the ability of students when they answer the test given. What the difficulties of students was

⁶L. R. Gay & Airasian, *Loc. Cit.*,

⁷Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan*, (Unpublished Book) (Gading: Padangsidimpuan, 2013), p. 89.

found when they answer of test, then the researcher observe how the activities of students and the teacher especially English teacher in teaching and learning process.

E. Technique of data Analysis

After the collecting data, the researcher would analyze the data, the technique of data analysis would be in presented descriptive form. The data would be analyzed by following procedures:

1. Classification of data, it is one to classification of primary and secondary data.
2. Checking data validity, it is done two seek the uncompleted data abd outside data unnecessary.
3. Taking percentage of the data

In getting the percentage the researcher were calculated using the pattern:

$$P = f / N \times 100\%$$

Note: f: Frequency

N: Sum of the samples

P: Percentage⁸

⁸Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 1991), p. 43.

4. Description of data, it is done to described or interpreted data that have been collected systematically.
5. After calculating and scoring students' answer sheets then, their score are consulted into the classification quality on the table below :

Table 9
The classification students ability score

No	Percentage	Criteria
1.	0% - 20%	Very low
2.	21% - 40%	Low
3.	41% - 60%	Enough
4.	61% - 80%	High
5.	81% - 100%	Very high ⁹

After the researcher found mean scores of all students, it is consulted the criteria as follows:

- a. If the value of mean score is 81 – 100, it can be categorized into Very high.
- b. If the value of mean score is 61 - 80, it can be categorized into High
- c. If the value of mean score is 41 – 60, it can be categorized into Enough.

⁹Riduan, *Belajar Mudah Penelitian Untuk Guru- Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005), p. 89.

- d. If the value of mean score is 21 – 40, it can be categorized into Low.
 - e. If the value of mean score is 0 – 20, it can be categorized into Very low.
6. Finally, the researcher took conclusions, it is done to conclude the discussions solidly and briefly.

F. Technique of Checking Trusworthiness Data

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

- a. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses.
- b. Include additional participants to broaden the representativeness of the study and thus the database.
- c. Mahe a concerted fort to obtain participant trust and comport,thus providing more detailed,honest information from participants.
- d. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.
- e. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
- f. Allow participants to review and critique field notes or tape recording for accuracy and meaning,but only at the end of the entire data collection period.

- g. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed field notes.
- h. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
- i. Examine unusual result for explanation.
- j. Triangulate by using different data sources to confirm on one another, as when interview, and recollections of other participants produce the description of an event, or when a participant responds similarly to a personal question asked on three different occasions.¹⁰

But the researcher just take Record in a journal one's own reflection, concern, during the study and refer to them when examining the data collected, to check the trusworthiness data.

¹⁰ L.R.Gay & Airasian, *Op. Cit.*, p. 225.

CHAPTER IV

RESULT OF THE RESEARCH

A. FINDINGS

1. General Findings

a. History of SMP Negeri I Padangbolak

This research was conducted in SMP Negeri I Padangbolak which address in Gunungtua Kabupaten Paluta, North Sumatra. Khoirul Saleh as a Headmaster of this school stated SMP Negeri I Padangbolak is located at Jl. S. M. Raja / Aminul Hajar Siregar No.167 Lingkungan. 1 Pasar Gunungtua. In the other hand, this school was categorized SSN with accreditation B, but in this school the internet service is not functioned.¹

b. Situation of SMP Negeri I Padangbolak

The facilities and equipments were important for supporting the succesful of education institution, the facilities and equipments of SMP Negeri I Padangbolak as follows:²

¹Khoirul Saleh, Headmaster of SMP Negeri I padangbolak, *Private Interview*, 2nd, October, 2013.

²The Result Observation in SMP Negeri I Padangbolak, 2nd, October, 2013.

Table 10
The facilities and equipments of SMP Negeri I
Padangbolak

No	The names of unit	Total
1.	Headmaster Office	1
2.	Teacher Office	1
3.	Administration Room	1
4.	Classrooms	15
5.	Bathrooms	4
6.	Laboratories	4
7.	Library	1
8.	Sport field	1
9.	Parking place	1

Then, the Headmaster stated that the total of teachers at SMP Negeri I Padangbolak is 34 teacher and 5 English teacher, the names of the teachers and their lesson as follows:³

Table 11

The teacher's name and their lesson.

No	Name of the teacher	Lesson
1.	Khoirul Saleh,S.Pd,M.Si	Headmaster / M.matika
2.	Utus Harahap	IPS
3.	Asnah Harianja	IPA
4.	Bonar Simbolon	TIK
5.	Siti Khadijah Hsb,S.Pd	S. Budaya
6.	Dra. Yunihasni Hsb	B.Indo
7.	Mhd. Nasir,S.Pd	M.matika
8.	Tinur Mahalan Hrp, BA	P. Agama Islam
9.	Rosida,M.Pd	B.Ingggris
10.	Bustanul Arifin, S.Pd	Penjas
11.	Roslina Sari Siregar	M.matika
12.	Herlinda Hartati, S.S	B.Ingggris
13.	Irmayanti Siregar,S.Pd	B.Indo
14.	Enni Nuria, S.Pd	Pkn
15.	Rasmina Siregar,S.Pd	B.Ingggris

³Ibid.

16.	Ikhwan Hrp,S.Pd	Mulok
17.	Sulastri Purba	TIK
18.	Nurhalimah Hrp, S.Pd	B.Ingggris
19.	Aida, S.Pd	M.matika
20.	Tukmaida Hrp, S.Pdi	P.Agama Islam
21.	Asmaria	IPS
22.	Maria Bulan,S.Pd	B.Indo
23.	Maria Sari Lubis, S.Pd	M.matika
24.	Anni Amaliah,S.Pd	IPA
25.	Edianna Sihotang,S.Pd	IPA
26.	Erita Marpaung	P.AG Kristen
27.	Nova Mariana,S.Pd	M.matika
28.	Ira Andriani Tanjung,SE	IPS
29.	Lintang Kholidi Hsb,S.Ag	P.Agama Islam
30.	Febry Syahmurijal,S.Pd	Pkn
31.	Romy Boston Srg,S.Pd	P.Agama Islam
32.	Nurhasanah Siregar,S.Pd	B.Ingggris
33.	M.Ali Parlindungan Ritonga,S.Pd	Penjas
34.	Herlinawati,S.Pd	IPA

c. Situations and Teaching and learning process of SMP Negeri I Padangbolak.

Teacher is the basic factor to do the education process, because the learning would not happend without teacher. Teacher would give developed talent and ability of students in learning. The function and responsibility of the teacher were very big in the school caused the succesful of the students in learning was determined by the teacher. In everyday the teacher always given lessons, knowledge and solutions to solve the problems of students in their lessons. The teacher must

different ways in teaching and learning, so the students not boring in learning.

The strategy of the teacher especially English teacher in teaching and learning in the class, she uses the media as : Paper, boardmarker, draw pencil, and English books, because this school still not have the modern media as infocus.⁴

Next, she stated that in teaching and learning process especially in English, when she explain her lesson about writing sentences simple past tense thirty of students listen to her explain, and seventy again don't listen to her explain there students noice, there students busy with themselves, there students play with friends in their chairs, because the students don't like to writing sentences in past tense.⁵

Then they are don't like to memorize vocabulary to writing sentences, they don't understand about tenses especially in simple past tense, they are confuse to memorize the formula, to study about sructure and grammar in tense especially in simple past tense. Next, more than of the students don't like to study English than like English.⁶

⁴Herlinda Hartati, the English teacher in SMP Negeri I Padangbolak, *Private Interview*, 2nd, October, 2013.

⁵*Ibid.*

⁶*Ibid.*

d. Situation of students at SMP Negeri I Padangbolak

In teaching learning process, students is the factor that to be the target that would guidance and develop based on the potency of students. Without the students, an education didn't name and education. School or Institution caused the students that took the lesson and object of target in learning process. The position of students as educated people was very important in life.⁷

Then the researcher, observe when the teaching and learning process in the VIII class what the English teacher said is factual, more than of students didn't listen to explain the English teacher in front of class, they are noice, busy with their selves, there writing, reading and also play with friends between their chairs. Then the researcher ask the students why they didn't listen to their English teacher when teaching especially in teaching writing sentences in simple past tense.

Then the student answer, because me / us didn't like to study English in writing sentences in simple past tense, me very lazy to study about structure, grammar, formula in past

⁷*Ibid.*

tense and memorize vocabulary in writing sentence in past tense.⁸

Based on the observation above by the English teacher and the students, the researcher have took the data from grade VIII (1) class of SMP Negeri I Padangbolak with total 30 students. The sum of students were 30 students, they were 14 students male and 16 students female. The names of students below:

Table 12
The name of students Students at grade VIII (1) SMP Negeri I Padangbolak

No.	Name of students (Male)	No.	Name of students (Female)
1.	Abee Mahesa S.	15.	Ika Widayanti
2.	Aldi Try Putra	16.	Indah Khairani
3.	Arif Saleh	17.	Lisma Diana
4.	Azis Prabowo	18.	Minta Ito Hrp
5.	Baharuddin Hrp	19.	Maulida Husni Srg
6.	Denny Rusmayadi	20.	Nelly Agustina Hrp
7.	Hengky Sugeng Armando	21.	Nurhamida
8.	Indra Nasiruddin	22.	Nurul Hidayah Srg
9.	Ibrahim Al. Kholidi	23.	Paujiah Srg
10.	Kamil Azhar	24.	Rizky Rini Sari Lubis
11.	Pangaloan Rambe	25.	Siti Ardila
12.	Raja Sitombuk	26.	Tika Handayani
13.	Taufiq Al.Insan	27.	Tri Mawar Jogina Hrp
14.	Umar Dani Nst	28.	Annisah Dewi Srg
		29.	Nurmaida
		30.	Wina Putri Hrp ⁹

⁸Nelly Agustina, Student of SMP Negeri I Padangbolak, *Private Interview*, 3rd, October, 2013.

⁹Herlinda Hartati, *Op. Cit.*, 2nd, October, 2013.

2. Specific Findings

The specific findings in this research was consisted of the answer for formilation of the problem that was discussed in the chapter 1. They were some factuals, idealitas and realitas in the field that were found by the researcher. So, the researcher described them below:

a. The Description of the Students' Ability in Writing Sentences in Simple Past tense at SMP Negeri I Padangbolak.

Based on the test given to the students by Essay test the result seen below:

Table 13
Students' ability in writing sentences in Past tense

No.	Indicator of the test	Total of student in answer the test	Percentage %
1.	Students are able to write simple sentence in form of past tense in positive sentence (+)	10	33.33%
2.	Students are not able to write simple sentence in form of past tense in positive sentence (+)	20	66.66%
3.	Students are able to write simple sentence in form of past tense in negative sentence (-)	7	23.33%
4.	Students are not able to write simpe sentence in form of	23	76.66%

	past tense in negative sentence (-)		
5.	Students are able to write simple sentence in form of past tense in interrogative sentence (?)	6	20%
6.	Students are not able to write simple sentence in form of past tense in interrogative sentence (?)	24	80%
7.	Students are able to write simple sentence in form of past tense with use tobe in positive sentence (+)	4	13.33%
8.	Students are not able to write simple sentence in form of past tense with use tobe in positive sentence (+)	26	86.66%
9.	Students are able to write simple sentence in form of past tense with use tobe in negative sentence (-)	3	10%
10.	Students are not able to write simple sentence in form of past tense with use tobe in negative sentence (-)	27	90%

From the data above, it can be concluded that result test of the students SMP Negeri I Padangbolak, the students ability in writing sentences especially in past tense, for the first question: Write the sentence with using verb “ write and study” in positive sentence into past tense. So, based on the result above 10 students or 33.33% students answered the test correctly and 20 students answer are wrong with the percentage 66.66%, its means that students still didn’t able to write sentence with using verb.

Furthermore, for the second question: Write the sentence with using verb “ write and study” in form negative sentence into past tense. So, based on the result above 7 students or 23.33% students answered the test correctly and 23 students answer are wrong with percentage 76.66%, its means the ability of students to answer it still far for hope, because 7 from 30 students are able to answer this question.

In the other hand, for the third question: Write the sentence with using verb “ write and study” in form interrogative sentence into past tense. So, based on the result above 6 students or 20% students answered the test correctly and 24 students answer are wrong with percentage 80%, its means that students ability in this case have problems because the result of students correct answer less than of students wrong answer.

Then, for the fourth question: Write the sentence with using “ tobe” in positive sentence into past tense. So, based on the result above 4 students or 13.33% students answered the test correctly and 26 students answer are wrong with percentage 86.66%, its means the ability of students to understand about tobe still found big problems because them couldn’t to answer it.

Finally, the last question: Write the sentence with using “ tobe” in negative sentence into past tense. So, based on the result above 3 students or 10% students answered the test correctly and 27 students answer are wrong with percentage 90%, its means that ability of students in write sentence with using tobe in form negative found some problem very hard because the

average students ability not balance with score of correct answer with wrong answer. So, all of students still couldn't to answer this question.

Based on the result above, the researcher concluded that students of SMP Negeri I Padangbolak especially in class VIII (1) still have found problems in study writing sentence in past tense and had difficult to answer the question about writing sentence in past tense.

After analyzing the data that has been collected from the respondent, it was gotten that value of the mean score of the ability of students SMP Negeri I Padangbolakin writing sentence in past tense was 59.46% and it can be categorized into enough category. To know the description classification or the criteria of the ability of the students in writing sentence in past tense with using the following table:

Table 14
The classification of students ability in writing sentence
in past tense at SMP Negeri I Padangbolak

No.	Classification	Predicate	Total of students	Percentage
1.	0% - 20%	Very low	0	0%
2.	21% - 40%	Low	11	36.66%
3.	41% - 60%	Enough	19	63.33%
4.	61% - 80%	High	0	0%
5.	81% - 100%	Very high	0	0%
	Total		30	100%

Based on the classification above, it can be seen that there were 0 students that can be categorized into Very low category. It means that were 0% of students can be classified into Very low category. Next, there were 11 students can be categorized into Low category. It means that were 36.66% of the students can be classified into Low category. The next, were 19 students that can be categorized into Enough category. It means that were students can be classified into Enough category. Then, there were 0 students that can be categorized into High category. It means that 0% of the students can be classified into High category. The last, there were 0 students that can be categorized into Very high category. It means that were 0% students can be classified into Very high category.

b. The Description Data of the Students' Difficulties in Writing Sentences in Simple Past tense at SMP Negeri I Padangbolak.

Many interviews with the students and the teacher then the result of the test. So, they given statements about their difficulties and how the strategies of the teacher to anticipate their difficulties in English, especially in writing sentences in Simple past tense the result seen below:

1. General difficulties

The researcher divided the difficulties into two forms as follow:

a. The Difficulties from internal factor

Based on the result of interviews to the students and the teacher the researcher found that students had difficulties in reinforcements, hardness and motivation in writing sentences in past tense and learn English. It was proven that there were still students who said that he/she was lazy in writing sentences especially in past tense or learning English.

When the researcher asked how they had known about writing especially in writing sentences in past tense, Kamil Azhar said I did not like study English because I got difficulties in writing sentences especially in past tense, (*saya tidak suka belajar Bahasa Inggris sebab saya merasa sulit untuk menulis kalimat apalagi dalam bentuk past tense*).¹⁰ Pangaloan Rambe said I did not like study English because I did not understand about writing sentences in past tense so, me can not write sentences very good, (*saya tidak suka belajar Bahasa Inggris*

¹⁰ Kamil Azhar, Student of SMP Negeri I Padangbolak VIII (1) class, *Private interview*, 3rd, October, 2013.

*karena saya tidak mengerti tentang menulis kalimat dalam past tense dan saya tidak dapat menulis kalimat dengan baik).*¹¹

Next, Minta Ito Siregar said I did not like English, lazyness and I did not like the English teacher, (*saya tidak suka belajar Bahasa inggris dan saya tidak suka kepada guru Bahasa inggrisnya*).¹² When the researcher asked that they were hard to be or not, all of students said yes (ya).

After that the researcher asked them how they felt difficulties in writing sentences in past tense and what they found difficulties in writing sentences in past tense. Deny Rusmayadi said I got difficulties in writing sentences with using past tense and I felt difficult to study about it, (*saya merasa kesulitan dalam menulis kalimat dengan menggunakan past tense dan saya merasa sulit untuk mempelajarinya*).¹³ Lisma Diana said She did not like to write sentences in past tense and she difficulties to write it, (*dia tidak suka menulis kalimat dalam bentuk past tense dan dia kesulitan untuk mempelajari past tense tersebut*).¹⁴

¹¹ Pangaloan Rambe, Student of SMP Negeri I Padangbolak VIII (1) class, *Private interview*, 3rd, October, 2013.

¹² Minta Ito Siregar, Student of SMP Negeri I Padangbolak VIII (1) class, *Private interview*, 3rd, October, 2013.

¹³ Deny Rusmayadi, Student of SMP Negeri I Padangbolak VIII (1) class, *Private interview*, 3rd, October, 2013.

¹⁴ Lisma Diana, Student of SMP Negeri I Padangbolak VIII (1) class, *Private interview*, 3rd, October, 2013.

Next, Nurhamidah said She got difficulties in writing sentences in past tense were vocabularies, and she did not has many vocabularies to write sentences, and then if she want to write sentence she always open dictionary, *(dia merasa kesulitan di dalam menulis kalimat dalam past tense yaitu vocabulary,dan jika dia ingin menulis kalimat dia selalu membuka kamus)*.¹⁵

While Siti Ardila said Vocabulary is one of difficulties in writing sentences in past tense, because English is one of foreign language is difficult to memorize vocabularies. So, in writing sentences in past tense I did not understand what I would to write, *(vocabulary adalah salah satu yang sangat sulit di dalam menulis kalimat, karena bahasa inggris adalah salah satu bahasa asing dan sangat sulit untuk menghapal vocabulary nya, juga, di dalam menulis kalimat dalam past tense saya tidak mengerti apa yang akan saya tulis)*.¹⁶

Next, Tika Handayani also said I did not like to memorize vocabularies because I lazy to study English because difficult, and my ability in mastering vocabularies still low and I did not like to write sentences, *(saya tidak suka untuk menghapal vocabulary karna saya*

¹⁵ Nurhamidah, Student of SMP Negeri I Padangbolak VIII (1) class, *Private interview*, 3rd, October, 2013.

¹⁶ Siti Ardila, Student of SMP Negeri I Padangbolak VIII (1) class, *Private interview*, 3rd, October, 2013.

*malas untuk belajar bahasa inggris karna sulit dan kemampuan ku dalam menulis kalimat masih lemah dan saya tidak suka menulis kalimat).*¹⁷When the resercher asked to the students what are they difficult to construct the sentences. Abee Mahesa said I diffucult to write sentence were to construct the sentences, because write sentences in English very different with construct the in Indonesia languge, (*saya kesulitan untuk menulis kalimat untuk menyusun kalimat ,karna menulis kalimat di dalam Bahasa inggris lebih dahulu ditulis ke dalam Bahasa indonesia*).¹⁸

Then, Umar Dani said for write the sentences I felt very difficult and confused to constructing sentence and needed long time to done it, because I firstly have to write in Indonesia and then to write English, (*untuk menulis kalimat saya merasa kesulitan dan bingung untuk menyusun kalimat dan dibutuhkan waktu yang panjang untuk melakukannya, karna saya terlebih dahulu menulis kalimat nya ke dalam Bahasa indonesia dan kemudian ke dalam Bahasa inggris*).¹⁹

Then, Nelly Agustina said in writing sentences in past tense I felt difficult to comprehend between verb and nominal, I didn't understand

¹⁷ Tika Handayani, Student of SMP Negeri I Padangbolak VIII (1) class, *Private interview*, 3rd, October, 2013.

¹⁸ Abee Mahesa, Student of SMP Negeri I Padangbolak VIII (1) class, *Private interview*, 3rd, October, 2013.

¹⁹ Umar Dani, Student of SMP Negeri I Padangbolak VIII (1) class, *Private interview*, 3rd, October, 2013.

about it because I confuse to different use tobe in verb or nominal, (*di dalam menulis kalimat dalam bentuk past tense saya merasa kesulitan untuk memahami antara kata kerja dan nominal, saya tidak mengerti tentang itu sebab saya bingung untuk membedakan penggunaan tobe apakah digunakan di kata kerja atau nominal*).²⁰

Next, Nurul Hidayah gave statement same with her friend Nelly, She felt very difficult when write the sentence in past tense, she didn't know what different verb in simple present and simple past tense, then she also didn't know nominal what different in present and past tense use nominal, (*dia merasa kesulitan ketika menulis kalimat dalam bentuk past tense, dia tidak tahu apa perbedaan kata kerja dalam simple present dan simple past tense, kemudian dia juga tidak tahu apa perbedaan nominal di simple present dan pas tense*).²¹

To constucting the sentences was important to make a good writing sentence in past tense must knew about the using of verb and nominal. The students would be easier in writing sentences in past tense if they knew how to construct the sentences and how using of the verb and nominal in simple past tense to get a good writing sentences..

²⁰Nelly Agustina, Student of SMP Negeri I Padangbolak VIII (1) class, Private Interview, 3rd, October, 2013.

²¹Nurul Hidayah, Student of SMP Negeri I Padangbolak VIII (1) class, Private Interview, 3rd, October, 2013.

When the researcher asked the English teacher Mrs. Nurhalimah Hrp, S.Pd, She also said the same thing. She said That there were some students who always chatting in writing sentences in past tense. They were lazy for this subject and the students writing past tense a little have difficulties in structure, grammar, using verb and nominal in simple past tense and vocabulary.²² It could be known that they were lack in reinforcement, hardness and motivation from themselves in writing sentences in past tense.

So, the researcher concluded that the students still lack in writing sentences in past tense were using past tense, vocabulary, structure, grammar, using verb and nominal in past tense and construct the sentences and they still lack in reinforcement, hardness and motivation from themselves.

b. The difficulties from external factor

Based on the result of interview to the students and the teacher, there were some difficulties from external factor that faced by the students. For the firstly, the English teacher teaching was too fast. When the researcher ask the students how they taught about the English teacher. Actually some of them said that the teacher was enjoyed in teaching. But, when the researcher asked about their

²² Nurhalimah Hrp, English teacher of Grade VIII SMP Negeri I Padangbolak, *Private interview*, 3rd, October, 2013.

teacher's teaching was too fast. So, it made them hard to understand. It means that the teacher was needed to teach very slowly. So, the teacher had to repair her teaching and develop the strategy to teach the students.

The secondly, English books in the library were not enough to read for help them to get writing sentences very good. Though, the library in the school was functioned but not enough in as place to read especially read to write sentences in past tense. When the researcher asked them about the library, all of the students said the same answer.

2. Specific difficulties

Based on the result of interview of the students and the teacher, the difficulties that were faced by the students in writing sentences in past tense and they are still low in vocabulary. But, when the researcher asked them about their difficulties in writing sentences in past tense one by one, the researcher got the result below:

- a. Their difficulties in mastering tenses especially in past tense.
- b. Their difficulties in using verb as using types of verb, using positive, negative, interrogative, and when using the verb in past tense.

- c. Their difficulties in using nominal as using tobe in positive negative, interrogative and when using nominal in past tense.
- d. Writing sentences in past tense: understanding the sentences, structure and grammar, the mean of the writing the sentences it, and the poorness in vocabulary,then still confuse to construct the sentence.

To anticipate the difficulties of students' in writing sentences in past tense the English teacher often repeat the lesson, then gave more examples which the easy example with students life, for the example the using of simple past tense in writing sentences. Then English teacher must repeat again about the past tense for them and order the students brought dictionary every learning English and also order the students to memorizes the vocabularies for easier in writing sentences in English especially in past tense. Because all students very difficult to learn past tense in English.²³

Based on the data explanation above, to check the trusworthiness of data the researcher used the Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected. Record in a journal one's own reflection was the technique of checking data trusworthiness that something beside the data to checking the ability of students by given test, then the result of ability of students used in a journal. After that, the researcher show again the result of test to the students.

²³*Ibid.*

B. Discussion

After analyzing the collection data, it was gotten that students' ability in writing sentences in Past tense at grade VIII SMP Negeri I Padangbolak can be categorized into Enough category. It can be known from calculating the score the students' ability in writing sentences in Past tense at grade VIII was 59.46%.

While the research done by Ahmad Yamin, (2007), research title “ A correlation Between phrases Mastery and writing ability at the SMP Negeri 3 Siabu. The result of this research there is a positive correlation. Based on the data, the students it can be concluded that the students mastery in phrases and writing ability at SMP Negeri 3 Siabu can be categorized as enough, it was proved that the mean of phrases mastery is 6.41, it can be categorized enough too.²⁴

The next related to Khairil Anwar (2002), research title is A study on the ability in using simple past tense and preset tense by the second year students at MAN I Pekanbaru. The result of this research there is low/poor.²⁵

Based on the data, the students it can be concluded that the students ability in writing past tense of the mean is ($x = 69$), this show to ability of students in writing past tense low/poor.

²⁴Ahmad Yamin, The Correlation between Phrases Mastery and Writing Ability at SMP Negeri 3 Siabu, (Unpublished Thesis) (A Thesis STKIP Tapanuli Selatan, Padangsidempuan, 2007), p. 1.

²⁵Khairil Anwar, A study on the Ability in using Simple Past tense and Present Perfect tense by the Second year students at MAN I Pekanbaru, (Unpublished Thesis) (A Thesis Universitas Riau, 2002), p. 30.

Based on the explanation above, the researcher concludes that result of both of data still found categorized poor/low especially in writing past tense. It means, some problems found of those research, because of that, the researcher want to do this research more detail.

The difficulties were felt by majority of students were the difficulty in grammar, structure, tenses, vocabularies, how to construct the sentence into good sentence. To anticipate their difficulties in writing sentences in past tense, they needed the solution from the English teacher in overcoming their problems. The solutions were given by the English teacher repeated and explained again about tenses, how to construct the sentences, how to memorize the vocabularies and brought the dictionary. After that, English teacher gave example were easy to understand by the students and then the teacher gave exercises or test to the students.

C. Threat of the Research

In this research, the researcher believed that were many threats of the researcher. It started from the title until the technique of analyzing the data. So, the researcher knew that it was so far from excellence Thesis.

On done the test, there were the threats of time, because the students had activities. Besides, the time which was given to the students wasn't enough and also the students didn't done the test seriously. So, the researcher took the sheets answer directly without care about it.

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

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result above of observations, interviews and the test done by the researcher about the students' ability in writing sentences in past tense at grade VIII SMP Negeri I Padangbolak. The researcher took conclusions as follows:

1. The Ability of students in SMP Negeri I Padangbolak in writing sentences in past tense was 59.46%. It can be categorized into Enough category.
2. The difficulties of students in SMP Negeri I Padangbolak in writing sentences in past tense were: Difficulties in using past tense, they lack to memorize vocabulary about regular and irregular verb, about using nominal as using to be in past tense, construct the sentences, structure and grammar about formula active and nominal in positive, negative and interrogative form in past tense.

B. Suggestions

Based on the conclusions above, the researcher gave some suggestions as follows:

1. To Headmaster, He must suggest to the English teacher to increase their ability in study and teaching English, especially in writing sentences in past tense. The important thing that must be looked by the

Hedamaster is to complete the books in the library can be operated as well as possible, this supported by the result of interviews to the students that all of students hope the library will be operated again.

2. To the English teacher, all of the teachers have to be creatively in making the comfortable learning, so the students are seriously in the writing sentences especially to the English teacher. They have to improve their writing ability and always motivate the students to be seriously in writing sentences in past tense. And they suitable strategies, method, ways, or procedures which can improve or help in learning English especially in making writing sentences in past tense.
3. To the students, they have to increase their ability in writing sentences especially in past tense by study hardest. It can be done by writing the sentences in the book, following the English course and they have to be more seriously in study carefully in writing sentences in past tense.
4. To the Curriculum maker, as a subject of writing sentences in past tense that is tested in the national final test, English have to be looked to make the best giving time in the writing sentences in past tense.
5. To the other researcher, to make the deepest research with the topic if this research, because it is far from the perfect one to topic to limitation of the researcher material, experience and knowledge.

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Appendix III

Key to Answer

1. I studied English yesterday.
2. They did not write a book last week.
3. Did she write a book last tomorrow?
4. He was reading book at last tomorrow.
5. She was not listening the radio.
6. Was I writing a paper.
7. We were going to school last night.
8. They were not speaking English.
9. Were you sleeping in the bad room?

Appendix IV

THE STUDENTS' SCORE IN WRITING SENTENCE IN PAST TENSE

NO.	Initial	Positive(+)	Negative(-)	Interrogative(?)	Tobe(+)	Tobe(-)	Sum
1.	AM	20	20	15	20	15	90
2.	ATS	20	20	15	15	15	85
3.	AS	20	20	20	20	15	95
4.	APS	10	15	20	15	20	80
5.	BH	10	15	15	15	15	70
6.	DR	10	10	10	10	10	50
7.	HAS	10	15	15	15	10	65
8.	IAK	5	15	15	10	10	55
9.	IN	5	20	10	15	0	50
10.	KAN	5	20	10	5	0	40
11.	PR	5	15	10	10	0	40
12.	RS	5	15	15	0	15	50
13.	TAI	20	10	10	0	15	55
14.	UDN	20	10	10	0	5	45
15.	AD	10	15	20	5	10	60
16.	IW	10	18	20	10	5	63
17.	ICD	10	18	15	10	10	63
18.	LDH	5	15	15	10	10	55
19.	MIS	5	10	10	10	10	45
20.	MHS	20	10	10	15	10	65
21.	NAH	20	10	5	10	10	55
22.	NH	5	5	15	10	20	55
23.	NS	10	18	10	5	10	53
24.	NHS	20	5	15	10	15	65
25.	PS	5	10	10	10	10	45
26.	RRS	20	10	15	5	10	60
27.	SA	10	5	20	10	20	65
28.	THS	20	10	20	5	10	65
29.	TMJ	5	20	10	10	5	50
30.	WP	5	20	10	10	5	50