

**THE GRAMMAR COMPETENCE ON FIVE BASIC TENSES AT THE  
EIGHT YEAR STUDENTS OF JUNIOR HIGH SCHOOL 5 PALOPO**



**IAIN PALOPO**

**A THESIS**

*Submitted to the English Study Program of Tarbiyah and Teacher Training  
Faculty of the State Islamic Institute of Palopo in Partial for Degree of  
Sarjana Pendidikan (S.Pd.) in English Education*

**By :**

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**ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING  
FACULTY OF THE STATE ISLAMIC INSTITUTE COLLAGE  
(IAIN) PALOPO  
2017**

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## THESIS APPROVAL

This thesis entitled “**The Grammar Competence on Five Basic Tenses at the Eight Year Students of Junior High School 5 Palopo**”, which is written by **Eti Ratna Sawitri**, Reg. Num.13.16.3.0012,S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on monday, **13<sup>th</sup> of November 2017**, coincided with **24<sup>th</sup> Safar 1439 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ

سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ

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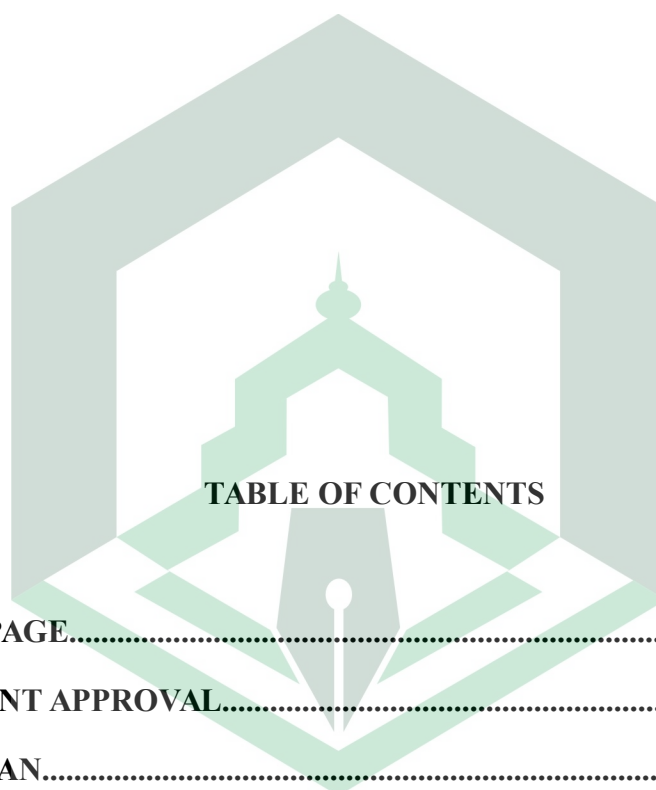
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Researcher  
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## ABSTRACT

**Eti Ratna Sawitri, 2017. "The Grammar Competence on Five Basic Tenses at the Eight Year Students of Junior High School 5 Palopo".  
Consultants: Muh Irfan Hasanuddin, S.Ag., MA And Amir Faqihuddin, S.Ag., M.Pd.I.**

**Key Words: Grammar, Students' Competence, and 5 Basic Tenses.**

This thesis deals with the grammar competence on five basic tenses at the eight year students of Junior High school 5 Palopo. The objective of the research is to find out grammar competence on five basic tenses at the eight year students of Junior High School 5 Palopo.

The research applied sampling technique. The population of this research was the eight year students of Junior High School 5 Palopo and the research took six classes namely class A, B, C, D, E, and F of eight class were 142. The researcher used random sampling to take sample were 58 students. In collecting data, the researcher used test sentence practice. The research applied descriptive method.

The result of data analyzed shows that the students of Junior High School 5 Palopo have low competence on five basic tenses, it is showed by the result of the research by using test and observation. The analysis result of descriptive was taken by mean score of students' grammar competence in five basic tenses that was 64,65 %. 8 students (13,8%) who got excelent and the students' there were 18 students (31.0%) who got average.

The result of students competence explained that students got the highest category in simple past tense and simple future tense questions that was 55 students (94,8%) answered correctly but only 5 students answered correctly in present perfect tense question. It means that the students more understand about simple future tense and simple past tense than present perfect tense.

## CHAPTER I

### INTRODUCTION

#### ***A. Background***

Grammar is system of rules governing the conventional arrangement and relationship of words in the sentences.<sup>1</sup> So, to produce sentences in speaking or writing, we have to know about grammar. The linguistic perspective by Chomsky in Richard, at the time, knowing a language is equated with knowing the grammar. Grammatical competence is the knowledge underlying our ability to produce and understand sentence in language.<sup>2</sup> Chomsky likened competence an idealized speaker-hearer who does not display such performance variable as memory limitation, distraction, shifts of attention, interest, errors and hesitation phenomena such repeats, false starts, pauses, omissions, and addition.<sup>3</sup> There may be some people who could speak in English, but sometimes do not have attention of grammatical

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<sup>1</sup>H. Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy*, (Third Edition:San Fransisco State University, 2007).P.420

<sup>2</sup>Jack C. Richards, the *Context of Language Teaching* (Cambridge University Press: 1985). P.

aspect. They have opinion as long as it conveys the people can understand, but when they want to convey their ideas in written form should pay attention to grammar as something important. So people who read it can understand what the writer conveys it.

Grammar competence is very important for the eight year students of Junior High School 5 palopo. Because from this research the teacher can know the competence of students in this test before giving the material for the students moreover for the students can alter the mistake before. The competence is also what people need to be successful in their study. Grammar is always considered as the most important thing in language teaching. It is difficult for us to communicate accurately and to be understood in communication if we do not have the knowledge about grammatical aspects as well as how to use this knowledge in our actual speech. Brown says in Ahmad's that the knowledge of a language system refers to our ability to make sentences and to understand it. It also includes our knowledge of what belongs to sentence and what does not in a language. For example, an English native speaker might know the concept and the meaning of sentence "I go to school every day". But they would not accept if the sentence becomes "I go to school yesterday" even it is still in English sentences but is unacceptable.<sup>4</sup>

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3H. Douglas Brown, *Principle of Language Learning and Teaching* (San Fransisco State University, 1994).P. 31

4Asria Ahmad, *Developing Communicative Sentence Through Interactive Classroom Activities at the Third Semester of English Department STAIN Palopo* (A Thesis for English Study Program of Tarbiyah Departement STAIN Palopo; Palopo 2007), p.3



In this situation, the problem is most of the students don't care about the grammar if they study English but actually the researcher opinions grammar is very important in English moreover in writing and speaking. The teacher should pay attention to grammar to the students.

Based on the researcher experiences, most of the students are writing and speaking only without grammatical. For example: "they is eat" but the truth is "they are eating". So, when someone writes English, of course, they have to know about the pattern of grammatical and the rules of grammatical. English grammar has many elements to study. One of them is the form of tenses, such as simple present tense, simple past tenses, simple future tense, present continuous tense, and present perfect tense. Every tense represents a different time in doing an activity. When people want to express their activity in the past, they use simple past tense or we want to express our daily activity by using simple present tense, etc. The forming sentences based on the time. But the definition is the description or exploration of when an accident, an activity, an action happened in a sentence: present, past or future. Tenses itself is changing verb English that shows when an event or circumstance occurs. Giving five basic tenses to the students sometimes make them were confused to discriminate the tenses and configure the word to make a correct sentence.

Based on the explanation above, the researcher through that is necessary to find out students' grammar competence. So, the researcher interested in conducting a research on the title **The Grammar Competence on Five Basic Tenses at the Eight Year Students of Junior High School 5 Palopo.**

## ***B. Problem Statement***

Based on the background above, the researcher formulates a research: How is grammar competence on five basic tenses at the eight year students of Junior High School 5 Palopo?

**C. Objective of the Research**

Based on the problem statement, the objective of the research is to find out grammar competence on five basic tenses at the eight year students of Junior High School 5 Palopo.

**D. Significance of the Research**

The significance of this research is expected to have both academic and practical contributions.

1. The result of the research will be useful for the teacher and the students.
2. English teachers can prepare the material before teaching English and can give a variety of strategies of techniques.
3. Help the teacher to be creative and the students will comfortable in the class.

**E. Scope of the Research**

The scope of the research was restricted to the grammar competence on five basic tenses at the eight year students of Junior High School 5 Palopo. In this research, the researcher only focused to the competence of grammar which includes five basic tenses, there are: “simple present tense, simple past tense, simple future tense, present continuous tense, and present perfect tense”.

**F. Operational Definition**

The researcher gives definitions as follows:

Competence is the ability of the students in understanding the text in English. Grammar is a system of the rules governing the conventional arrangement and relationship of words in the sentences by using five basic tenses. So, the competence of grammar text is an ability of students understanding the text in English which explaining about five basic tenses.



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## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

### ***A. Previous of Related Study***

In writing this thesis, the researcher finds some researchers which closely related to this research, those researchers are:

Nurhikmah in her thesis that was written under the title, *the Writing Competence of New English Department Students of IAIN Palopo*. The researchers used a simple random sampling technique to take a sample and the instrument of the research was IELTS writing test standard. The result of this study showed that learners' English writing competence was poor. The weaknesses of students' in writing are component contents are the students not creative so information that given is very limited and bored, incompetent organization ideas not clearly state and lack of logical sequencing and development is not fluent, incompetent vocabulary are many error words/idioms and language is used so vague and abstract, incompetent grammar is dominated by error of grammar cannot be understand and evaluated, and mechanic is many errors of spelling, punctuation, and capitalization.<sup>5</sup>

Maharani in her thesis that was written under the title, *the Eight Year Students Competence in Using Personal Pronoun of SMPN No.5 Masamba*. The researchers used a descriptive method and this research applied sampling technique. The researcher concludes that many problems of students faced personal pronoun. The students were still confused to use appropriate from a subject, object, adjective, possessive, and reflective. The competence of students in SMPN No.5 Masamba was very low. It proved that students' classification in fairly poor was (53,3%), in the

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<sup>5</sup>Nurhikmah, *the Writing Competence of New English Department Students of IAIN Palopo* (IAIN Palopo 2016), p.69

average of classification was (10%), a poor classification was (36,75), the last in excellent and good classification were (0%).<sup>6</sup>

From the research above, it could be assumed that the research conducted by the researcher was similar. However, the researcher focused in grammar competence on five basic tenses at the eight year students of Junior High School 5 Palopo.

## **B. Grammar**

Grammar is the rules for forming words any for combining words to form sentences or paragraph. The ideas behind generative theories are more precisely to consider grammars as an enumerative process deriving a language. This idea is still very present, even in no generative approaches. And a grammar is considered as a device used to check whether an input belongs to or not to the language. This conception is very restrictive for many reasons. The first reason, it has a lot of consequences in the way of respecting linguistic information which is expressed in order to rule out ungrammatical utterances. This is particular learn in the optimal theory in which contains are stipulated precisely in this perspective. The second, considering grammar as a way of defying a language relies on a clear distinction between grammatical and ungrammatical production<sup>7</sup>. So without grammar, we can

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<sup>6</sup> Mahrani, *the Eight Year Students Competence in Using Personal Pronoun of SMPN No.5 Masamba* (IAIN Palopo 2016), p.42

<sup>7</sup> Harista, *The Ability of Students in Using Simple Present Tense at the Seventh year of PMDS Palopo*, A Thesis, (Unpublished thesis STAIN Palopo, 2014), p.9

get difficult to write something because structure and grammar are very important to the students.

## 1. Definition of grammar

. Grammar is a set of rules of define how words (part of words) are combined or change to form acceptable units of meaning within language.<sup>8</sup> Language is usually interested as an as to the learning of our language. Grammar is sometimes defined as the way words are put together to make correct sentences.<sup>9</sup> The researcher makes conduction that grammar is the rule or the way of arranging the words to make a correct sentence.

## 2. The role of grammar

The role of grammar is perhaps one of the most controversial issues in teaching language. Grammar is the system of the rule governing the conventional arrangement and relationship of words in a sentence. Technically, grammar refers to sentence levels rules only, and not to rules governing the relationship among sentences, which we refer to as discourse rules.<sup>10</sup>

## 3. Element of Grammar

### a. Parts of sentence

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<sup>8</sup>Harista, *ibid*, P.12

<sup>9</sup>Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge University Press. 1996)p.75

<sup>10</sup>Douglas H. Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (Third Edition: San Francisco State University, 2007). P.420

## 1. Subject and predicate

In order to state general rules about the construction of sentences, it is constantly necessary to refer to smaller units than the sentence itself. Our first task, therefore, is to explain what these smaller units need to distinguish, confining our attention for the present to a few sentences which, though showing considerable variety, are all of the fairly elementary structure.

Traditionally, there is a primary distinction between subject and predicate:

<i>John is carefully searched the room</i>	[ 1 ]
<i>The girl is now a student at a larger university</i>	[ 2 ]
<i>His brother grew happier gradually</i>	[ 3 ]
<i>It rained steadily all day</i>	[ 4 ]
<i>He had given the girl an apple</i>	[ 5 ]
<i>They make him the chairman every year</i>	[ 6 ]

Although such a division obviously results in parts which are (In these examples) very unequal in size and similar in content, it is of course by no means arbitrary. The subject of the sentence has a close general relation to 'what is being discussed'. The 'theme' of a sentence. With the normal implication that something new (the predicate) is being said about a 'subject' that has already been introducing in an earlier sentence. This is, of course, a general character and not a defining feature. It is patently absorbed in relation to sentencing [4], for example. Another point is that the subject determines concord. That is, with those parts of the verb that permitted a distinction between singular and plural. The form selected depends on whether the subject is singular as in [2], the girl is, or plural as in [6], they make.

Furthermore, the subject is the part of the sentence that changes its position as we go statement to question:

*Had he given the girl an apple?*

#### 4. Parts of Speech

The structures realizing sentence elements are composed of units which can

be referred to as parts of speech. These can be exemplified for English as follows:

a. Content words

1. Noun

There are four kinds of a noun in English :

- a) *Common nouns: dog, man, table.*
- b) *Proper nouns: white house, Paris, Tom.*
- c) *Abstract nouns: beauty, fear, joy.*
- d) *Collective nouns: class, flock, committee.*

A noun can function as:

- a. *The subject of a verb: Tom arrived*
- b. *The complement of the verbs be, become, seem: Tom is an actor*
- c. *The object of a verb: I saw Tom*
- d. *The object of proposition: I spoke to Tom*
- e. *A noun can also be in the possessive case: Tom's book.<sup>11</sup>*

2. Adjectives

The main kinds of adjectives are:

- a. *Demonstrative adjective: this, that, these, those.*
- b. *Distributive adjective: each, every, either, neither.*
- c. *Quantitative adjective: some, any, no, little/few; many, much, one, twenty.*
- d. *Interrogative adjective: which, what, whose.*
- e. *Possessive adjective: my, your, his, her, its, our, your, their.*
- f. *Of quality adjective: clever, dry, fat, golden, good.<sup>12</sup>*

3. Adverb

Kinds of adverbs are :

a. Adverb of manner

Example :

*Well: You read well*

*Quickly: He wrote the letter quickly*

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<sup>11</sup>A.j. Thomson and A.V. Martinet, *A practical English Grammar*,( London: Oxford University Press, 1985), p.24

<sup>12</sup>*Ibid.*,p.33



*Funnily: Jack danced funnily*

b. Adverb of time

Examples:

*Now: You can do it now*

*Soon: He will come soon*

*Early: I get up early*

c. Adverb of place

Example:

*Here: They sit here<sup>13</sup>*

d. Adverb of degree

Example :

*Very: You are very busy*

*Rather: He is rather crazy*

*Quite: They are quite right*

e. Interrogative adverbs

Example :

*When: When did you buy this?*

*How far: How far did Tom walk?*

*How often: How often do you go shopping?*

f. Relative Adverbs

Example :

*When: Tell me when you will come*

*Where: Tell me the time when you will come.<sup>14</sup>*

4. Verbs

a. Regular verb

*Infinitive    Past Tense    Past Participle*

*Open*

*Opened*

*Opened*

*Lock*

*Locked*

*Locked*

*Love*

*Loved*

*Loved*

*Hate*

*Hated*

*Hated*

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<sup>13</sup>*ibid.*, p.33.

<sup>14</sup>Idi Supono, *BBC English Grammar*,(Jakarta: Wahyu Media, 2007), p.207-210.

b. Irregular verb

<i>Infinitive</i>	<i>Past Tense</i>	<i>Past Participle</i>
<i>Abide</i>	<i>Abode</i>	<i>Abode</i>
<i>Bring</i>	<i>Brought</i>	<i>Brought</i>
<i>Show</i>	<i>Showed</i>	<i>Shown</i>
<i>Teach</i>	<i>Taught</i>	<i>Taught</i> <sup>15</sup>

b. Function words

1. Proposition

Example :

- a. *At: Bobby is at home*
- b. *In: They live in London*
- c. *On: He is sitting on the floor*
- d. *By: You had been struck by a bus. And etc.*<sup>16</sup>

2. Conjunction

Kinds of conjunction

a. Coordinating conjunctions :

- 1) *And: Bobbi and Tom eat rice*
- 2) *But: Bobbi eats rice but Tom doesn't eat rice*
- 3) *Nor: Bobbi nor Tom doesn't eat rice*
- 4) *Or: Bobbi or Tom eats rice*
- 5) *For: Bobbi is here for eating rice*
- 6) *Yet: Bobbi eats rice yet Tom doesn't eat rice.*

b. Subordinating conjunctions :

- 1) *After: You should go home after raining.*

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<sup>15</sup>*Ibid.*, P.379.

<sup>16</sup>Marsella Frank. *Modern English*. (New York: prentice-hall,1972),p.164

- 2) *Because: You eat because hungry.*
- 3) *Before: Think before you speak.*
- 4) *Since: Since when you were here?.*
- 5) *That: I know that you are smart. And etc.*<sup>17</sup>

### 3. Interjection

- a. *Hi!*
- b. *Hello!*
- c. *Ha!*
- d. *Ohh!*

### 4. Pronouns

There are kinds of pronouns

#### a. Personal pronouns

<i>Nominative subjective</i>	
<i>Singular</i>	<i>Plural</i>
<i>I</i>	<i>We</i>
<i>You</i>	<i>You</i>
<i>She, He, It</i>	<i>They</i>
<i>Objective/accusative</i>	
<i>Singular</i>	<i>Plural</i>
<i>Me</i>	<i>us</i>
<i>You</i>	<i>You</i>
<i>Him, Her, It</i>	<i>Them</i>

#### b. Interrogative Pronoun

Example :

- What: What is your name?*  
*Whom: For whom do you cook?*  
*Whose: Whose wallet is this?*  
*Which: Which is your umbrella?*

#### c. Indefinite Pronoun

Example :

<i>Another</i>	- <i>Ether</i>
<i>Anybody</i>	- <i>Each one</i>
<i>Anyone</i>	- <i>No one</i>
<i>Anything</i>	- <i>No body</i>
<i>Each</i>	

#### d. Reflexive pronoun

Example:

<i>My self</i>	- <i>Itself</i>
<i>Your self</i>	- <i>Ourselves</i>
<i>Himself</i>	- <i>Themselves</i>

<sup>17</sup>Fuad Mas'ud, *Essential of English Grammar: a Practical Guide*, (Yogyakarta: EPFE), P.

*Her self*

*-Yourselves*

e. Relative pronoun

Example:

*Who: The woman who left this morning is my aunt*

*Whom: He is a person whom I trust.*

f. Demonstrative pronouns

Demonstrative pronouns are pronouns that point to specific things. ", this, that, these, and those are demonstrative from the context. At the same time, to indicate whether they are close or far, in space or time, from the speaker in the moment of speaking. They also indicate whether they are replacing singular or plural words.

There are two kinds of demonstrative pronouns, they are :

1. *a Singular form such as this and that*
2. *the Plural form such as these and those.*<sup>18</sup>

To know further about the used both of kind of demonstrative pronouns, pay attention the explanation below :

a. The used of singular demonstrative pronouns in sentences.

*(this and that)*

*What is this?*

*What is that?*

*This is my ring*

*This is your wallet.*<sup>19</sup>

This and that are demonstrative pronouns, this to mention a noun which is near from someone who is talking about, and that to mention a noun which is far from someone who is talking about.

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<sup>18</sup>Fuad Mas'ud *Essential of English Grammar*, (Yogyakarta: EPFE,1997),p.71.

<sup>19</sup>Idi Supono, *BBC English Grammar*, (Jakarta: Wahyu Media,2007), P.63-79.

Example :

There is someone while touching a book, and she says that "this is a book". And then she looks at her friend and says "that is your shoe". It means that they used of that in this has a different function in sentences.

a. The use of plural demonstrative pronoun in sentences

*(These and those)*

*What are these?*

*What are those?*

*There are my clothes*

*Those are your shoes.<sup>20</sup>*

This and these, that and those have same many in Indonesian this and these in how many nouns that be demonstrative, if only one noun the used of this and those, and it more than one. So it is the function of these and those.

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### ***C. Teaching Grammar***

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<sup>20</sup>*Ibid.*

In teaching English grammar structure, there are two methods or strategy of teaching grammar those are the inductive strategy and deductive strategy, the researcher would like to describe both of strategies as follows:

### 1 Inductive strategy

The students in this method are first given an example of the grammatical structure to practice, the students are guided to form the conclusion about the rules of the pattern. The inductive method brings about a good result of the students speaking skill. The strategy also has disadvantages. It takes time then deductive method.

### 2 Deductive strategy

“Grammar is thought deductively that is by the presentation and study of grammar rules, which are the practice through translation exercise”.<sup>21</sup>

The deductive method is the most effective for the pattern which cannot be discovered by analogy. It can save time. There also some students who prefer having the rule presented and allowing to demonstrate the comprehension by applying it to the new sentence. The method results in form or comprehension of the students about the theory and the pattern.

The grammatical feature to be practiced for this particular class:

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<sup>21</sup>Ommagio Hadley, *Teaching Language In Context*, (Boston: Heinle Publisher,1983), P.490.

a First activity

- 1) The teacher reviews the previous day's work by asking students describe theirs in a simple answer question exchange.
- 2) The teacher asks the students to turn to a page in their text, whereas the short description of student's room is given.

b Introduction of grammar structure.

c Students' explanation of the grammatical principle.

The teacher asks the students to explain how to negative sentence, and creating different from the affirmative ones. As students attempt to give a rule, the teacher can see if they have understood the concept

d Principle for teaching grammar

Before conducting a grammar class, there must be some principles have to be noticed by the teachers in the order they can commit in successfully. There are three principles in teaching grammar to the students, they are:

1) Integrate both inductive and deductive methods in your teaching.

In the deductive classroom, the teacher gives a grammatical explanation of rule followed by a set of exercise. Designed to clarify the grammatical point and helping the learners. In deductive you work from principle example. Inductive procedures reverse their process. In inductive teaching, you present the learners with a sample of language and through a process of the guide.

- 2) Using tasks that make clear the relationship between grammatical form and communicative function.

Based grammar courses are relatively ineffective because the teachers teach grammar or abstract system, present the language as sentences and fail to give learners as the proper context for the grammar point. Teaching will be largely limited to the form of the new grammatical item.

3) Focus on the development of procedural rather than declarative knowledge

In the field of language learning, declarative knowledge knows language rules. Procedural knowledge is able to use the knowledge for communicative. Giving a more or less standard textbook explanation of grammatical rule or principle, but who violate the rule when using language communicatively. There are also learners who have procedural but not declarative knowledge. In fact, the vast majority of native speakers fall into this category. Unless they have studied grammar finally, few native speakers can state the rule for the third person.<sup>22</sup> While declarative knowledge can facilitate the development of procedural knowledge. Students need to develop mastery of target language item, not by memorizing rules, but by using the target items in communicative context. This learning through use or learning by doing principle is one that has come to us through the approach to education known as experientialism.<sup>23</sup> After knowing the principle of teaching grammar, the researcher is expected to be able to manage the classroom situation and their teaching strategy or method, so teachers have to know make a good preparation before teaching. The language uses as the main language for communication in the classroom, during an English lesson can be fairly extensive and very idiomatic, particularly at “intermediate” and more advanced. Level of learning. In a beginners’ class, gesture and tone of voice it at first more important than the actual words or phrases used to tell students what to do and how to do it. But if beginners get used to hearing nothing

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<sup>22</sup>*Ibid.*,p. 14.

<sup>23</sup>Siti Ningsih Soel, *Improving Grammar Through Reading Words at the Eight Year Students of SMPN 8 Palopo*, (Thesis S1: STAIN Palopo, 2009, p. 15.



but English spoken during their English lesson, they will be very soon understanding and learn to say words like good, altogether<sup>24</sup>.etc

e Classroom Techniques and Tasks in Teaching Grammar

There are four techniques in teaching the grammar, they are:

1) Input enhancement

Input enhancement is a technique for getting students to notice the students notice the grammar item the teacher wants to introduce. With this technique teachers draw students attention to items that are meant to be noticed by “flagging” them in some ways through highlighting, underlining, or coloring such awareness- raising techniques are at the accuracy end of Ur’s accuracy-fluency continuum.

2) Consciousness-raising

Activities are designed to get learn to notice particular grammatical feature or principle has ever learners are not required to use of practice the target item.

3) Grammar dictation

Involves learner collaboration in the small group actively using their language, and reflecting on the way the grammar works in context. It also encourages students to reflect on their own output. The technique is a relatively simple one. The teacher dictates a passage containing target language forms at normal speed. Students take notes and then work in small groups to reconstructs the original passage.<sup>25</sup>

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**D. Tenses**

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<sup>24</sup>Jane Wills, *Teaching English Through English*, (Longman, 1981), p. 1.

<sup>25</sup>David Nunan, *Teaching Grammar*, online, <http://esl-programs-lessons.suite101.com>. Accessed on August 19<sup>th</sup> 2017.

Tenses are defined in terms of time. Tenses show present activity, past activity, and future activity. Tense is one of the nine topics in grammar, which must be mastered by the English learner in order to understand the English Language well. It becomes very important because one of the ways in mastering the English language is understanding about tenses. In English there are several kinds of tenses which are always used in daily conversation:

### **1. Definition of tenses**

Tenses are a verb form that indicates or can indicate a relationship between the time the action in adverb occurs and the time the verb is uttered. Also, the verb can give an indication duration of the verb's action and when or if it is completed. Tense is verb form of time to indicate the time of when the accident happened.<sup>26</sup>

Based the definition above the researcher concludes that tense is from of the time for indicating the time of when the accident happened or changing verb according to the condition or situation.

### **2. Type of tenses**

There are verb forms usually used to express time relationship, they are:

#### **a. Simple present tense**

Simple present tense is used to express habitual action, general truth and series of action. This tense does not tell us whether or not the action is being performed at the moment of speaking. Simple present forms that are used to show the activity happened every day.

1.) The function of simple present tense.

(a). as the habitual action

The function of simple present tenses as habitual action as follows:

1) *I take a bath every morning*

2) *The Muslims habitually go to the mosque every Friday*

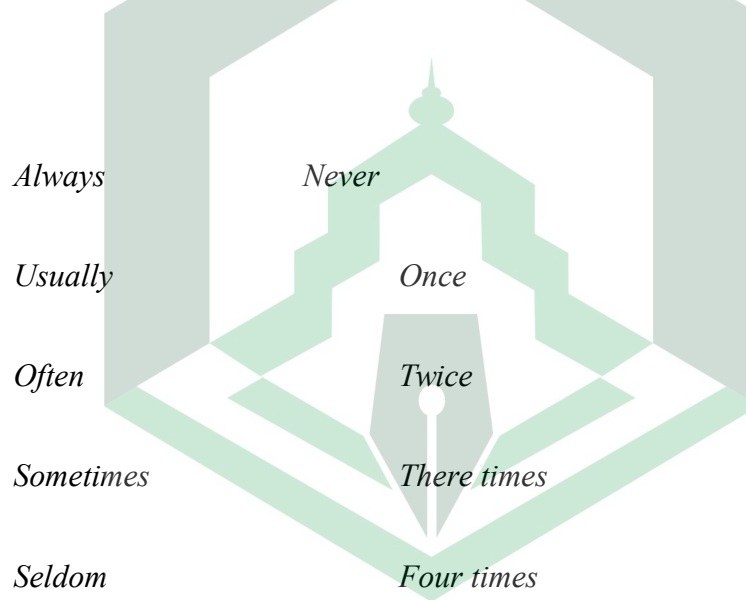
(b). as the general truth

1). *Sun rises in the east and in the west*

2). *One a week, consist of seven days*

3). *Indonesia lies in the south car Asia.*<sup>27</sup>

There are some adverbs of frequency that used in simple present tense the most common of these are:



There are in an example below:

- a.) *I always get up very early*
- b.) *I never get up before about moon*
- c.) *I usually run for about two hours*
- d.) *Rosi visits the beach twice a year*
- e.) *Sometimes, I just stay at home and watch TV*
- f.) *I just seldom invited*

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<sup>27</sup>Sriyadi Junaida, *English Complete Grammar*, (Yogyakarta: Pustaka Pelajar,2007), p.244

- g.) *Some friends over*  
h.) *Often, during my break time.*<sup>28</sup>

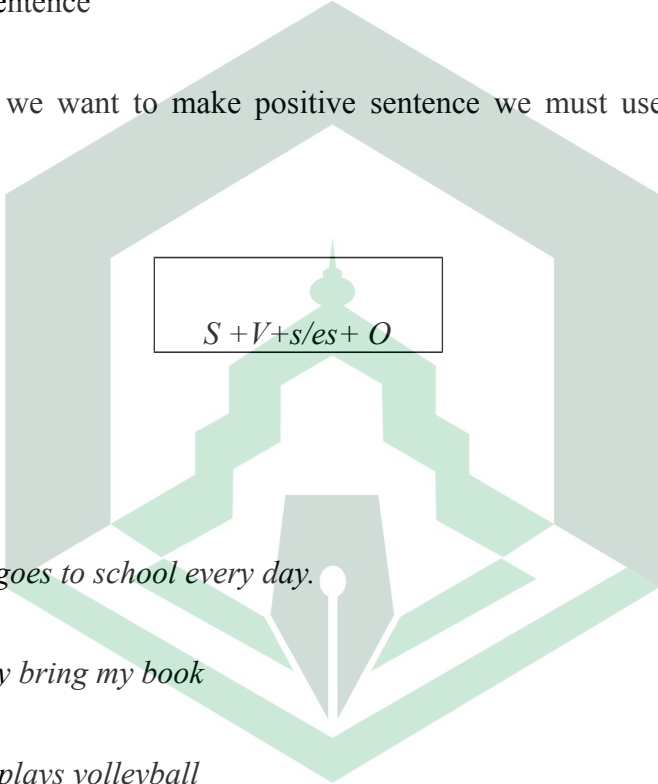
2.) Forming simple present tense

Forming simple present tense follows:

(a). positive sentence

When we want to make positive sentence we must use verb 1 (infinitive)

structure:



$S + V+s/es + O$

Example:

(1). *He goes to school every day.*

(2). *They bring my book*

(3). *Ika plays volleyball*

(b). negative sentence

The negative form of simple present tense just needs structure as below:

Structure:

$S + do/does + not + V_1 + O$

Example:

(1). *Ani does not save on the floor*

(2). *They do not listen to the radio*

(3). *I do not feel well today.*

(c). Interrogative sentence

Interrogative is forming simple present tense as follows:

Structure:

$Do/ does + not + s + V_1 + O?$

Example:

(1). *Does she eat rice?*

(2). *Do you enjoy your English lesson?*

(3). *Does Ita go to school?*

### **b. Simple past tense**

Simple past tense is used for action completed in the past at the definite time.

It is used for part action when the time was given, or when the action clearly to plays at the definite time even though this time is not mentioned.

1) Definition of simple past tense

There are many kinds of tense that used in a sentence but it is impossible if we use all tenses in one paragraph, so we need specification for making the sentence or paragraph to connect with the kinds of tenses that we made. Simple past tense indicates that an activity or situation and ended at a particular time in the past.<sup>29</sup>

Simple past tense is which used to explain events, activities that we did in the certain time in the past in the simple form and the time signal as we know from the explanation above, the researcher taking conclusion that simple past tense is an activity that was happened in the past and time signal has been knowing.

2) The Function of simple past tense

The function of simple past tense, they are:

- (a) To explain and events that we did in the past.

Example:

*I saw a good film last night*  
*She came here yesterday*

- (b) Used to explain the activity that was clearly happened or done in the past but the time signal is not clearly mentioned.

Example:

*When have you worked hard?*

3) Simple past tense form

- (a) Positive sentence

For subjects: I, We, You, They, She, He, Her, It

The pattern is:

$S + V_2$

Example:

*She bought a book yesterday*

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<sup>29</sup>Betty SchranpferAzar, *Understanding and Using English Grammar*,(Second Edition, United States of America,1989), P.24

*We watch television last night*

(b) Negative sentence

For subjects: I, We, You, They, She, He, It

The pattern is:

$S + did + not + v_1$

For making negative sentences we have to use auxiliary verb (did) + not

Example:

*Ita did not go to school yesterday*

*I did not see him at the meeting last night*

(c) Interrogative sentence

Subjects: I, We, You, They, She, He, It

The pattern is:

$Did + S + V_1?$

Example:

*Did they come to work on time this morning?*

*Did he answer her question?*

4) Time signals in the past tense

There are several kinds of time signal that usually use the simple past tense,

they are:

*Yesterday*

*Yesterday morning*

*Yesterday afternoon*

*Yesterday evening*

*Last night*

*Last week*

*An hour ago*

*A few minutes ago*

*Two days ago*

*In 1997*

*The day before yesterday*

**c. Simple future tense**

Simple future tense is used to express the speaker opinion, assumptions, and speculations about the future. The future tense can be used with or without the time expression. Simple future tense is time form use to state an event in the future.<sup>30</sup>

1) The function of simple future tense

The function of simple future tense, they are:

- (a) The sentences simple future form used to state an event or action happened in the future.

Example:

*The meeting will last for an hour.*

*I shall come to your house tomorrow.*

- (b) The sentence simple future form used to state a polite order.

Example:

*Will you help me, please?*

*Will you help me to get the book?*

- (c) The sentence simple future can be used to make a conditional sentences type.

Example:

*Aldi will come if invite her.*

*She will help you if as her for a help politely.*

2) Simple future tense form

Forming simple future tense follows:

- (a) Positive sentence

For subjects: I, We

$S + shall + V_1$

For subject: You, They, He, She, and it

$S + will + V_1$

Example:

*We shall go to Tokyo tomorrow*

*He will visit us next week*

- (b) Negative sentence

For subjects: I, We



$S + shall + not + V_1$

For subjects: You, They, She, He, It

$S + will + not + V_1$

Example:

*We shall not (shan't) go to Tokyo tomorrow*

*He will not (won't) visit us next week*

(c) Interrogative sentence

For subjects: I, We

$Shall + S + V_1?$

For subjects: You, They, she, He, It

$Will + S + V_1?$

Example:

*Shall we go to Tokyo tomorrow?*

*Will he visit us next week?*

3) Time signals in the future tense

There are several kinds of time signal that usually used in a future tense, there

are:

*Tomorrow*

*The day after tomorrow*

*Next week*

*Next month*

*Next year*

*soon*

*later*

*tonight*

*if*

**d. Present continuous tense**

**Present continuous tense** is the phrase form of the verb and a verb ending

in-ing used to show an action that continues over a period of time.<sup>31</sup>

1. The function of simple present continuous tense

The function of simple present continuous tense, they are:

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31Oxford Learner's *Pocket Dictionary*, New Edition, (Oxford University Press: New York, 2008), P.94

(a).To declare an event which is taking place at the present time.

Example:

*I am listening to the radio now*

*They are playing football*

(b).To declare the in going activities are not necessarily taking place when the statement noted.

Example:

*She is studying English and learning French this year*

Note:

Some verbs cannot be used in the continuous form, they are:

1. Verbs associated with to the sentences.

Example: *feel, hear, see, smell, notice, observe.*

2. Verbs associated with a feeling or emotion.

Example: *adore, care, desire, detest, fear, hate, like, love, mind, want, wish.*

3. Verbs associated with mental activity.

Example: *agree, believe, expect, forget, know, mean, realize, remember, recognize, and understand.*

Use to be in sentence depend on the subject, following an example of to be each subject.

**Am** is using for subject: I

**Are is** using for subjects: You, We, They, Rudi and Mira, Mothers, etc.

Note: there are rules used in the formation present continuous (infinitive + ing)

(a). Basic verb directly couplet with the suffix “ing”

Example:

<i>Apply</i>	<i>Applying</i>	<i>Menggunakan</i>
<i>Call</i>	<i>Calling</i>	<i>Memanggil</i>
<i>Copy</i>	<i>Copying</i>	<i>Menyalin</i>
<i>Cry</i>	<i>Crying</i>	<i>Menangis</i>
<i>Go</i>	<i>Going</i>	<i>Pergi</i>
<i>Play</i>	<i>Playing</i>	<i>Bermain</i>
<i>Post</i>	<i>Posting</i>	<i>Mengeposkan</i>
<i>Read</i>	<i>Reading</i>	<i>Membaca</i>
<i>Sing</i>	<i>Singing</i>	<i>Menyanyi</i>

(b). If the verb ends with the letter “e” “letter “e “is removed and added to the letters “ing”

“ing”

Example:

<i>Change</i>	<i>Changing</i>
<i>Come</i>	<i>Coming</i>
<i>Drive</i>	<i>Driving</i>
<i>Have</i>	<i>Having</i>
<i>Make</i>	<i>Making</i>
<i>Take</i>	<i>Taking</i>
<i>Write</i>	<i>Writing</i>

(c). if the ends with two letters “e” the letter directly “ing”

Example:

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<i>See</i>	<i>Seeing</i>
<i>Flee</i>	<i>Fleeing</i>

- (d). If the verb monosyllabic ending with consonants (konsonan), which is preceded by a vowel (vocal), the pressure falls at the end of the word pronunciation then the last letters duplicated and added “ing”

Example:

<i>Cut</i>	<i>Cutting</i>
<i>Get</i>	<i>Getting</i>
<i>Jog</i>	<i>Jogging</i>
<i>Put</i>	<i>Putting</i>
<i>Sit</i>	<i>Sitting</i>
<i>Slip</i>	<i>Slipping</i>
<i>Swim</i>	<i>Swimming</i>

In addition to the above rule, please note that there are some verbs are not allowed to wear “ing” are as follows:

1. Verb of emotion  
*Like: senang*  
*Dislike: membenci*  
*Want: mau*
  2. Verb of sense  
*Hear: mendengar*  
*See: melihat*  
*Smell: berbau*
  3. Verb of thought or opinion  
*Believe: percaya*  
*Forget: lupa*  
*Know: mengetahui*
  4. Verb of possession  
*Owe: berhutang*  
*Own: memiliki*  
*Belong to: kepunyaan*
2. Forming simple present continuous tense

(a). Positive sentence

The pattern is:

$S + to\ be + V + ing$

Example:

*I am studying English now*  
*They are watching television.*

(b).Negative sentence

The pattern is:

$S + to\ be + not + V + ing$

Example:

*He is not playing*  
*We are not going to school*

(c).Interrogative sentence

The pattern is:

$To\ be + s + V + ing?$

Example:

*Is toni swimming?*  
*Am I studying now?*

3. Time signals of the present continuous tense

There are several kinds time signals that usually us in the present continuous tenses, they are:

*Now*

*Tomorrow*

*Right now*

*At present*

*Today*

*This morning*

*Tonight*

*This evening*



**e. Present perfect tense**

Present perfect tense is time form used to express a deed, activity action that happen indefinite time past tense. And the time of converting the activity or deed has been conducted.

1. The function of simple present perfect tense

a. To express something that happened in past.

Example:

*She has thought here since 1980*

*I have read this novel twice*

b. To state the events that have been done and done again at a time when that might come.

Example:

*I have gone to Bali*

c. To declare the action that began in past and has just ended at the time of speaking.

Example:

*I haven't met you for a month*

2. forming a simple present perfect tense

a. positive sentence

For subjects: I, We, You, They

$S + have + V_3$

For subjects: She, He, It

$S + has + V_3$

Example:

*I have cleaned the floor*

*He has drunk milk*

b. Negative sentence

For subjects: I, We, You, They

$S + have + not + V_3?$

For subjects: She, He, It

$S + has + not + V_3$

Example:

*You have not cleaned the blackboard*

*My sister has not swept the floor*

c. Interrogative sentence

For subjects: I, We, You, They

$Have + s + V_3?$

For subjects: she, He, It

$Has + s + V_3?$

Example:

*Have you done your homework?*

*Has mother bought the rice?*

3. Time signals in the present perfect tense

There are several kinds of time signal that usually use in the present perfect

tense, they are:

*Since*

*Already*

*Until Now*

*Ever*

*Just*

*up to the present*

*For a long time*<sup>32</sup>

*Never*

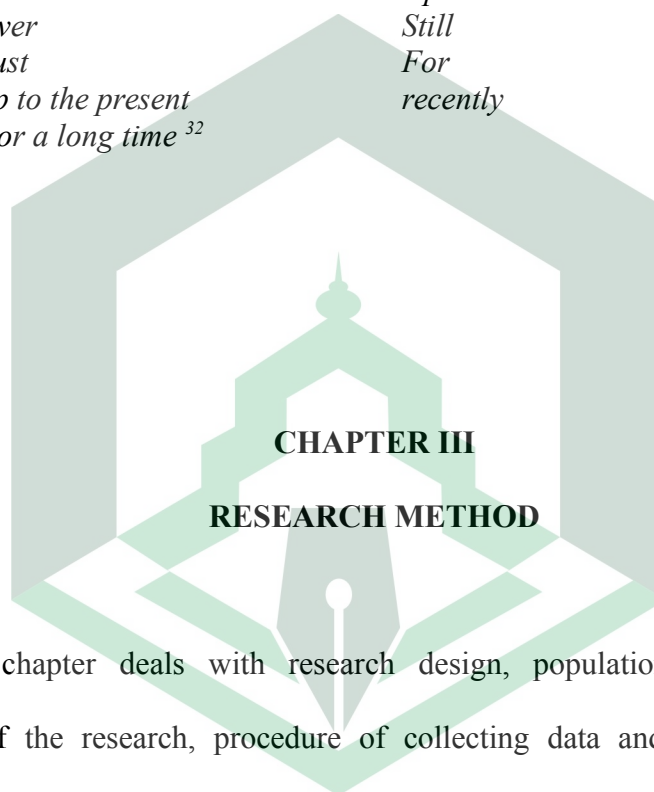
*Yet*

*Up to now*

*Still*

*For*

*recently*



**CHAPTER III**

**RESEARCH METHOD**

This chapter deals with research design, population, and sample, an instrument of the research, procedure of collecting data and technique of data analysis.

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***A. Method of Research***

This research applied descriptive method. It aimed at finding out the grammar competence on five basic tenses for the eight year students of Junior High School 5 Palopo.

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<sup>32</sup>Agus Handoko, *Menguasai Tense Dalam 4 Hari*, ( Yogyakarta: Tugu PublisherS, 2011 ), p. 29



## ***B. Population and sample***

### **1. Population**

The population of this research was all of students of eight class of Junior High School 5 Palopo. The total number of populations were 142 students for six classes.

### **2. Sample**

The researcher used total sampling technique. The researcher would not take all of the students for five classes. So, the researcher would use random sampling for taking a sample as follows:

$$n = \frac{N}{N(d)+1}$$

Where:

n = Total Sample

N = Total Population

D = Score of Precision(0.1)<sup>33</sup>

Accounting total of the population that the researcher would take 58 students as a sample from 142 students.

## ***C. Instrument of The Research***

The instrument of the research was grammar test. The test used sentence practice. There were 20 items of the test, 4 items talked about simple present tense, 4 items were about simple past tense, 4 items were about simple future tense, 4 items were about present continuous tense and 4 items were about present perfect tense. The test

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<sup>33</sup>Tukiran Taniredja & Hidayati Mustafidah, *Penelitian Kuantitatif: Sebuah Pengantar*, (Cet.I; Bandung: Alfabeta, 2011), h.38-39.

was used to find out the competence of students in grammar, especially in five basic tenses.

#### ***D. Procedure of Collecting Data***

The procedure of collecting data following steps:

1. The researcher explained about how to answer the test.
2. The researcher distributed test to the students.
3. The time for doing test took 30 minutes.
4. The researcher analyzed the result of the test.

#### ***E. Technique of Data Analysis***

The researcher analyzed the competence of the eight year students of Junior

High School 5 Palopo by using the following:

1. The collecting data evaluation from a test.
2. Analysis the data by using percentage, it is counting the rate percentage of the students score by using the following formula.<sup>34</sup>

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Test Item}} \times 100$$

3. Classifying the students score based on the following classification

$$M = \frac{\sum x}{N}$$

Where:

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**M** = Mean Score

$\sum x$  = Total Score

**N** = Total Sample<sup>35</sup>

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<sup>34</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Second Edition Jakarta 1989), p. 187.

4. To obtain the information converted to the study of the students' determiners table percentage scale and qualification as follows:

**Table 3.1**

<b>Qualification</b>	<b>Classification</b>
<b>80-100</b>	<b>Excellent</b>
<b>70-79</b>	<b>Good</b>
<b>60-69</b>	<b>Average</b>
<b>50-59</b>	<b>Poor</b>
<b>0-49</b>	<b>Fairly<sup>36</sup></b>



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#### **CHAPTER IV**

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<sup>35</sup> Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Paraktek*; ( Jakarta Rineka Cipta), p. 185.

<sup>36</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Second Edition Cet. 3; Jakarta: Bumi Aksara, Jakarta 2013), p. 281.

## FINDINGS AND DISCUSSIONS

This chapter presents findings and discussion. The finding of the researcher clarifies the description of the result of data analysis about the grammar competence on five basic tenses at the eight year students of Junior High School 5 Palopo. The discussion explained more about the result of this research.

### **A. Findings**

The findings of this research consist of the students' scores in identifying grammar competence on five basic tenses there are simple present tense, simple past tense, simple future tense, present continuous tense, and present perfect tense, the classification of the students' scores.

The data analysis was done through quantitative analysis. It was used to know the competence of the students. The competence of students for grammar test can be explained separately, as follows :

1. The result on five basic tenses (are simple present tense, simple past tense, simple future tense, present continuous tense, and present perfect tense) with sentence practice test.

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**Table 4.1:**

**The students' result on five basic tenses in test sentence practice**

<b>Students</b>	<b>The Correct Answer</b>	<b>Score</b>
-----------------	---------------------------	--------------

	<b>S. Present</b>	<b>S. Past</b>	<b>S. Future</b>	<b>P.continuous</b>	<b>P.Perfect</b>	
S1	3	4	3	3	3	80
S2	1	3	2	4	1	55
S3	2	2	4	1	3	60
S4	3	2	2	1	2	50
S5	3	3	4	1	3	70
S6	3	4	3	3	3	80
S7	1	2	4	2	-	45
S8	2	3	4	1	2	60
S9	2	3	4	1	3	65
S10	3	3	3	4	1	70
S11	3	1	4	3	3	70
S12	2	3	4	1	3	65
S13	3	2	2	2	2	55
S14	3	3	3	1	2	60
S15	2	1	4	2	2	55
S16	3	2	4	2	3	70
S17	1	2	4	2	3	60
S18	2	3	3	2	2	60
S19	3	3	4	3	3	80
S20	2	3	2	2	2	55
S21	3	2	3	2	2	60
S22	3	3	4	2	3	75
S23	3	2	4	3	2	70
S24	2	1	4	2	2	55
S25	3	2	4	3	2	70
S26	2	2	2	2	3	55
S27	2	4	2	2	2	60
S28	2	4	2	3	2	65
S29	2	4	2	3	2	65
S30	3	2	2	4	1	60
S31	2	4	2	3	2	55
S32	2	3	2	3	2	60
S33	2	4	2	3	2	65
S34	2	4	2	2	2	60
S35	4	3	4	2	2	75
S36	3	3	4	3	3	80
S37	4	3	4	3	2	80
S38	1	2	3	3	2	55
S39	3	2	1	2	1	45
S40	4	3	3	3	2	75

S41	3	4	3	3	2	75
S42	3	3	4	4	2	80
S43	2	3	4	1	2	60
S44	3	4	3	3	3	80
S45	3	3	4	3	1	70
S46	3	3	4	4	2	80
S47	2	4	4	3	2	75
S48	3	3	3	3	2	70
S49	1	3	3	2	1	50
S50	2	1	3	2	2	50
S51	3	3	4	3	1	70
S52	3	2	4	2	2	65
S53	3	3	3	1	1	55
S54	1	2	1	1	2	35
S55	3	3	3	3	1	65
S56	3	3	3	3	3	75
S57	2	3	3	3	3	70
S58	3	4	4	2	2	75
<b>Total</b>	145	163	183	140	121	3750
<b>Score</b>	2,5	2,81	3,15	2,41	2,08	64,65

- Mean score of students' answer

$$M = \frac{\sum x}{N}$$

$$M = \frac{3750}{58}$$

$$M = 64,65$$

The calculation above show the students' mean score on grammar competence in five basic tenses was 64.65 %. No one student answered 20 items correctly, there were 9 students answer 16 items correctly, 6 students answer 15 items correctly, 11 students answer 14 items correctly, 9 students answer 13 items correctly,

10 students answer 12 items correctly, 7 students answer 11 items correctly, 2 students answer 10 items correctly, 3 students answer 9 items correctly, 1 student answers 8 items correctly.

In simple present tense questions, there were 28 students answered 3 items correctly, 20 students answered 2 items correctly, 6 students answered 1 item correctly, and 4 students answered 4 items correctly. In simple past tense, there were 28 students answered 3 items correctly, 15 students answered 2 items correctly, 11 students answered 4 items correctly and 4 students answered 1 item correctly. In a simple future tense, there were 26 students answered 4 items correctly, 17 students answered 3 items correctly, 13 students answered 2 items correctly, and 2 students answered 1 item correctly. In present continuous tense, there were 24 students answered 3 items correctly, 19 students answered 2 items correctly, 10 students answered 1 item correctly, and 5 students answered 4 items correctly. The last, in present perfect tense questions, there were 32 students answered 2 items correctly, 16 students answered 3 items correctly, 9 students answered 1 item correctly, and no one student answered 4 items correctly. Based on the table 4.1 showed that the lowest score 35 the highest score which can achieve score was 80.

**Table 4.2**

**The students' correct and incorrect answer of simple present tense in sentence practice test**

Number of questions	Students' correct answer	Percentage	Students' incorrect answer	Percentage	Total percentage
---------------------	--------------------------	------------	----------------------------	------------	------------------

1.	41	70,6 %	17	29,4 %	100 %
6.	36	62,1 %	22	37,9 %	100 %
11.	50	86,2 %	8	13,8 %	100 %
16.	21	36,2 %	37	63,8 %	100 %

The table 4.2 shows that students' competence in the simple present tense of number 11 there were 50 students (86,2%) in a correct answer and 8 students (13,8%) in an incorrect answer. Most of the students more understand about question number 11 that talked about "ani (are/is)\_\_\_\_\_diligent to wash the plate every morning". Many students answer "is" than "are". It means that students have understood about simple present tense in number 11.

**Table 4.3**

**The students' correct and incorrect answer of simple past tense in sentence practice**

Number of questions	Students' correct answer	Percentage	Students' incorrect answer	Percentage	Total percentage
2.	43	74,1 %	15	25,9 %	100 %
7.	55	94,8 %	3	5,2 %	100 %
12.	18	31,1 %	40	68,9 %	100 %
17.	46	79,3 %	12	20,7 %	100 %

The table 4.3 shows that students' competence in simple past tense of number 7 there were 55 students (94,8%) in a correct answer and 3 students (5,2%) in an incorrect answer. It means students more understand in simple past tense than simple



present tense. The questions talked about "the girl (wasn't/weren't)\_\_\_\_\_happy at the end of the story".

**Table 4.4**  
**The students' correct and incorrect answer of simple future tense in sentence practice**

Number of questions	Students' correct answer	Percentage	Students' incorrect answer	Percentage	Total percentage
3.	45	77,5 %	13	22,5 %	100 %
8.	41	70,6 %	17	29,4 %	100 %
13.	43	74,1 %	15	25,9 %	100 %
18.	55	94,8 %	3	5,2 %	100 %

The table 4.4 shows that students' competence in the simple future tense of number 18 there were 55 students (94,8%) in a correct answer and there were 3 students (5,2%) in an incorrect answer. The students more understand about simple past tense and simple future tense than other tenses.

**Table 4.5**  
**The students' correct and incorrect answer of present continuous tense in sentence practice**

Number of questions	Students' correct answer	Percentage	Students' incorrect answer	Percentage	Total percentage
4.	48	82,7 %	10	17,3 %	100 %
9.	32	55,1 %	26	44,9 %	100 %

14.	52	89,6 %	6	10,4 %	100 %
19.	9	15,5 %	49	84,5 %	100 %

The table 4.5 shows that students' competence in the present continuous tense of number 14 there were 52 students (89,6%) in a correct answer and there were 6 students (10,4%) in an incorrect answer. Almost same with the amount from simple past tense and simple future tense.

**Table 4.6**  
**The students' correct and incorrect answer of present perfect tense in sentence practice**

Number of questions	Students' correct answer	Percentage	Students' incorrect answer	Percentage	Total percentage
5.	49	84,5 %	9	15,5 %	100 %
10.	26	44,9 %	32	55,1 %	100 %
15.	5	8,6 %	53	91,4 %	100 %
20.	42	72,4 %	16	27,6 %	100 %

The table 4.6 shows that students' competence in the present perfect tense of number 5 there were 49 students (84,5%) in a correct answer and there were 9 students (15,5%) in an incorrect answer. These tenses which make the students difficult to answer correctly.

**Table 4.7**

**The students' total correct answer and score from five basic tenses in test sentence practice**

<b>No</b>	<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1.</b>	<b>Excellent</b>	<b>80-100</b>	<b>8</b>	<b>13,8 %</b>
<b>2.</b>	<b>Good</b>	<b>70-79</b>	<b>17</b>	<b>29,3 %</b>
<b>3.</b>	<b>Average</b>	<b>60-69</b>	<b>18</b>	<b>31,0 %</b>
<b>4.</b>	<b>Poor</b>	<b>50-59</b>	<b>12</b>	<b>20,7 %</b>
<b>5.</b>	<b>Fairly Poor</b>	<b>0-49</b>	<b>3</b>	<b>5,2 %</b>
	<b>Total</b>		<b>58</b>	<b>100 %</b>

Table 4.7 shows that the highest there were 8 students (13,8%) who got excellent (80-100), 17 students (29,3%) who got good (70-79), 18 students (31,0%) who got average (60-69), and 12 students (20,7%) who got poor category (50-59%), and the last , 3 students (5,2%) who got the lowest score (0-49). It means that the students' mean score was categorized was average classification.

### ***B. Discussions***

After calculating and analyzing the data, the researcher presents the discussion of students' data. This section presents the result of data analysis and relates it the theory in chapter II.

Looking at the result of data analysis, the researcher presented the discussion of data was given to the students. The students had low competence in grammar, especially in five basic tenses. The result from the test showed that the highest score there were 8 students (13,8%) who got excellent (80-100), 17 students (29,3%) who got good (70-79), 18 students (31,0%) who got average (60-69), and 12 students (20,7%) who got poor category (50-59%), and the last , 3 students (5,2%) who got the lowest score (0-49). It can be concluded teacher should give more knowledge about five basic tenses to the students and knowledge, students' interest and motivation should be increased by the teacher. So the students' competence can be improved.

Based on the research was about the grammar competence on five basic tenses at the eight year students of Junior High School 5 Palopo has same with thesis that the researcher found that is Nurhikmah's belong the title was the writing competence of new English department students of IAIN Palopo. Both of the thesis as same as talked about competence of the students and used random sampling technique to take sample from population but different skill.

In this section, the researcher describes the grammar competence on five basic tenses at the eight year students of Junior High School 5 Palopo namely (simple present tense, simple past tense, simple future tense, present continuous tense and present perfect tense) according to result from data analysis in findings. The grammar competence on five basic tenses at the eight year students of Junior High School 5 Palopo with test sentence practice. Based on the result of testing describe finding

grammatical in five basic tenses that are simple present tense, simple past tense, simple future tense, present continuous tense and present perfect tense. The questions consist of twenty items. There were four items in simple present tense, four items in simple past tense, four items in simple future tense, four items in present continuous tense and four in present perfect tense.

Before the students' started to do the test, the researcher gave the students explanation about five basic tenses and how did the test. All of the students paid attention seriously to the researcher, after that the researcher distributed test to the students. When the students did the test, sometimes the students looked like confused and gave the question about the test.

And from of data analysis, the researcher found several questions correct and incorrect answer. The highest category that 55 students answer correctly in number 7 and 18 that used simple past tense and simple future tense question and the lowest category that 5 students answer correctly in number 15 that used present perfect tense question. This is the question of number 15 was "she has (study/studied) about English", answer key was studied. From the result of the test, many students didn't answer correctly and many students were wrong to answer, it means that the students still confused in using five basic tenses of present perfect tense. And there were many students answered correctly in number 7 and 18 because the students more understand about simple past tense and simple future tense.

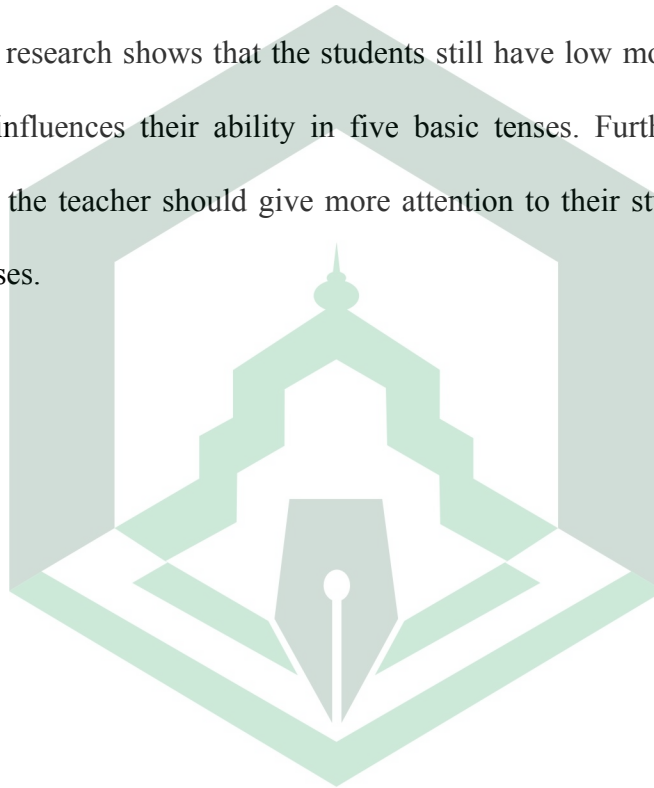
From the table 4.2 of data analysis about correct answer in question simple present tense, there were 50 students (86,2%) answered number 11 correctly, 41

students (70,6%) answered number 1 correctly, 36 students (62,1%) answered number 6 correctly, and 21 (36,2%) students answered number 16 correctly. Table 4.3 simple past tense which the correct answered in number 7 there were 55 students (94,8%), there were 46 students (79,3%) answered number 17 correctly, there were 53 students (74,1%) answered number two correctly, and there were 18 students (31,1%) answered the number 12 correctly. Table 4.4 simple future tense which the correct answer in number 18 there were 55 students (94,8%), there were 45 students (77,5%) answered number 3 correctly, 43 students (74,1%) answered number 13 correctly, and 41 students (70,6%) answered number 8 there were. Table 4.5 present continuous tense, there were 52 students (89,6%) answered number 14 correctly, 48 students (82,7%) answered number 4 correctly, 32 students (55,1%) answered number 9 correctly, and 9 students (15,5%) answered number 19 correctly. The last, table 4.6 was about present perfect tense which the correct answer there were 49 students (84,5%) answered number 5 correctly, 42 students (72,4%) answered number 20 correctly, 26 students (44,9%) answered number 10 correctly, and 5 students (8,6%) answered the number 15 correctly.

Based on the explanation above there were students could do the test five basic tenses in sentence practice test from simple present tense, simple future tense, simple future tense, present continuous tense and present perfect tense. On the other hand students were confused about the test and based on what the researcher saw in the class that many students cannot do the test well because the students were difficult to focus to do the test, lack understanding well about five basic tenses and

sometimes the students didn't know discriminate five basic tenses such as "simple present tense, simple past tense, simple future tense, present continuous tense and present perfect tense".

Furthermore, based on the preliminary observation that the researcher did at Junior High School 5 Palopo, it is found that the students have low spirit in studying English. This research shows that the students still have low motivation in learning, therefore, it influences their ability in five basic tenses. Furthermore, this reality indicates that the teacher should give more attention to their students, especially in five basic tenses.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### *A. Conclusion*

Based on the findings and discussions of the study, the researcher gives a conclusion as follows:

It can be concluded that the grammar competence on five basic tenses at the eight year students of Junior High School 5 Palopo is categorized low competence. It was proved by students' mean score was 64,65 %, only 8 students (13,8%) who got excellent and there were 18 students (31.0%) who got average.

The study showed that there were 8 students (13,8%) who got excellent (80-100), 17 students (29,3%) who got good (70-79), 18 students (31.0%) who got average (60-69), 12 students (20,7%) who got poor category (50-59), and the last, 3 students who got the lowest score (0-49). It can be concluded teacher should give more knowledge about five basic tenses to the students and knowledge, students' interest and motivation should be increased by the teacher. So the students' competence can be improved.

The result of the students competence in mastering five basic tenses namely: simple present tense, simple past tense, simple future tense, present continuous tense, present perfect tense that the highest category 55 students (94,8%) answered



correctly in number 7 and 18 that used simple past tense and simple future tense question and the lowest category 5 students (8,6%) answered correctly in number 15 used present perfect tense question. The step of students' grammar competence on five basic tenses at the eight year students of Junior High School 5 palopo there were simple future tense 317%, simple past tense 279,3%, simple present tense 255,1%, present continuous tense 242,9%, present perfect tense 210,4%. Means that the students more understand about simple future tense and less in present perfect tense.

### ***B. Suggestions***

Based on a conclusion, the researcher would like to put forward some suggestions as follows:

1. It is suggested that the teachers of English should use some different strategies and methods to attract the students' attention in learning English especially in five basic tenses, so the students can comprehend the part and content of five basic tenses.
2. It is suggested that the teachers of English at the Junior High School 5 Palopo have more creative in presenting material when was teaching grammar moreover in five basic tenses so that the students will interested and enjoyable in the class.
3. The teacher of English at the Junior High School 5 Palopo should be able to increase the students' interest by giving them motivation.
4. The teacher should give more treatment to the students especially the material about five basic tenses, so they can improve their competence.
5. The teacher should pay attention about five basic tenses especially present perfect tense.
6. The teacher should explain more about have/has in present perfect.



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IAIN PALOPO



➤ **IDENTITAS RESPONDEN**

Nama :  
Kelas :  
Jenis Kelamin :

Alokasi Waktu : 30 menit

### Instrument of The Research

#### ➤ Sentence Practice

Directions : choose the correct completions (pilih jawaban yang benar ).

1. My mother and my father (eat/eats)\_\_\_\_\_ breakfast at 7:00 everyday.
2. I (was/were)\_\_\_\_\_ at home last night.
3. Hani (will/shall)\_\_\_\_\_ go to the market.
4. They (are/is)\_\_\_\_\_ breaking that glass.
5. I (have/has)\_\_\_\_\_ eaten the bread.
6. Bob (don't/doesn't)\_\_\_\_\_ go to school everyday.
7. The girl (wasn't/weren't)\_\_\_\_\_ happy at the end of the story.
8. My mother will not (cook/cooked)\_\_\_\_\_ the fried rice tomorrow.
9. The Boy (isn't/aren't)\_\_\_\_\_ driving the car.
10. The students (hasn't/haven't)\_\_\_\_\_ understood about the material.
11. Ani (are/is)\_\_\_\_\_ diligent to wash the plate every morning.
12. Last night she (walk/walked)\_\_\_\_\_ alone in front of my house.
13. You will (be/been)\_\_\_\_\_ my best friends.
14. I (am/are)\_\_\_\_\_ buying a cup of tea.
15. She has (study/studied)\_\_\_\_\_ about english.
16. (Do/does)\_\_\_\_\_ students always study in the class ?
17. Did you (eat/eats)\_\_\_\_\_ a piece of birthday cake ?
18. Will you (take/took)\_\_\_\_\_ my book in my grandmother house ?
19. (Are/is) \_\_\_\_\_ your friend waiting me ?
20. (has/have)\_\_\_\_\_ you given that cake for your mother ?



The first picture before giving the test the researcher introduced herself.



The second picture the researcher explained how did the test.





The third picture the researcher gave the test to the students.





The fourth picture all of the students did the test seriously.



The last picture the time was over and all the students collected the test to the researcher.

## AUTOBIOGRAPHY

Eti Ratna Sawitri was born as the fourth child from six siblings Agustus 1<sup>st</sup>, 1995 in Larompong. Her father's name is Roni S. And her mother's name is Musriati. She started her study at the Elementary School Number 227 Larompong in 2001 and graduated in 2007. She didn't have many friends at the time, there was the annoying boy always disturbed and hit her "i don't know the reason". She just cried when the accident was happen. Then she continued her study at the Junior High School in 2007 and graduated in 2010. When she was in the third class in Junior High School she ever joined in karate to protect herself if there were the boys would disturbed her again. But she only spent time 3 months because of the financy. She continued her study at Senior High School number 1 Larompong in 2010 and graduated in 2013. She never studied far from her hometown and she didn't have interesting experience. Afterwards, in 2013 she continued her study at the state college for islamic studies (STAIN) Palopo and took English departement. She couldn't took many organizations because her father forbade her. Her father said that she only focused for her study. Without her father's knowing she joined in HMPS Big and KAMMI. But that was not long standing and in the third semester she had broken in her campus because of the problem. She went to Java (Semarang) to get medical treatment and she decided to study in Pare to get more knowledge about English. Actually her target only 3 months but she was comfortable in there so, she spent 7 months in Pare. Not only study but she got many friends that she never had, they were very kind and care to anyone that they knew. In 2015 she came back in her campus to finish her study, she had to finish 4 semester if she wanted to join KKN with her friend there were (fourth semester, fifth semester, sixth semester and seventh semester), she had to finish all with 1 year. Although, that was very difficult and made her busy every time, and she seldom to go to her hometown because of the duty that she had to finish but she enjoyed it. Until where that she finish her study and did last examiner in 6 October 2017 with title **"the Grammar Competence on Five Basic Tenses at the Eight Year Students of Junior High School 5 Palopo"**.

Without ALLAH SWT, my parents, all of my friends BIG A, My friends in dormitory and my roommate and classmate ANDI ASTUTI that always companied me. I can't finish this thesis without you all. Thank you very much



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