THE ABILITY OF THE SECOND YEAR STUDENTS OF SMK NEGERI 1 PALOPO IN MASTERING FIVE BASIC TENSES

IAIN PALOPO

A THESIS

Submitted to the English Language of S1 Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Palopo in Partial Fulfillment of Requirement For S.Pd Degree in English Education

By,

NURMALASARI USMAN

Reg.Num: 10.16.3.0088

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES(IAIN) PALOPO
2015

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**ENGLISH STUDY PROGRAM
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2015**

PRONOUNCEMENT

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    Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute for Islamic Studies Palopo entitled "*The Ability Of The Second Year Students Of Smk Negeri 1 Palopo In Mastering Five Basic Tenses*", is truly my original work. It does not incorporate and materials previously written or published by another person except does indicated in quotations and bibliography. Duo to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

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NOTA DINAS PEMBIMBING

Hal   : Skripsi

Lamp : -

Kepada Yth,

Ketua Jurusan Tarbiyah IAIN Palopo

Di –

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Assalamualaikum Wr. Wb

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

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Nim   : 10.16.3.0088

Program Studi   : Bahasa Inggris

Judul Skripsi   : The Ability Of The Second Year Students Of Smk Negeri 1
                                        Palopo In Mastering Five Basic Tenses

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya,

Wassalamualaikum Wr. Wb.

Palopo, March th 2014

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Finally the writer pray to God may Allah SWT, shower divine judgement of their service who has the given the to the reseacher excepts that this thesis can give a lot of contribution for all readers for regional, nation and state. Therefore, it can be charity.

Palopo, April 7th 2015

The writer

Nurmalasari Usman

LIST OF TABLE

IAIN PALOPO

ABSTRACT

Nurmalasari usman, 2015. *The Ability Of The Second Year Students Of Smk Negeri 1 Palopo In Mastering Five Basic Tenses* Thesis, English Study Program Educational Department in Institut Agama Islam Negeri (IAIN) Palopo

Key Words   : Five basic Tenses, The Ability in mastering five basic tenses

This thesis about the ability of SMK Negeri 1 Palopo in mastering five basic tenses. The problem statement of the research was "How is the ability of the students in mastering five basic tenses at the second year students of SMK Negeri 1 Palopo?". The objective of the research namely to find out the ability of the second year students of SMK Negeri 1 Palopo in mastering five basic tenses.

This thesis used Descriptive method. The target populations of this research were all of the second year students of SMK Negeri 1 Palopo. The sample took from population by using Purposive Sampling technique. This case the research took 20 students of class IIAdm3 as a sample. The procedure of the research used the test which consist of multiple choice,match the sentence and fill in the blank. Then the researcher analyzes their score by using simple percentage to know the highest and lowest score of the students and explained clearly in discussion.

The result of analysis can be explained that many variated answer from the students in answer the multiple choice, match the sentence and fill in the blank test to know their ability in mastering five basic tenses. The writer find out result that the ability from SMK Negeri 1 Palopo especially the second year students. the highest score were 3 students (15%) classified as "Excellent", there were 7 students (35%) classified "Good", there were 9 students (45%) classified "average" and the lowest score was 1 student (5%) classified "poor".

IAIN PALOPO

CHAPTER I

INTRODUCTION

A. Background

Grammar aspect is always consider as the most important thing in language learning. It is difficult for us to communicate accurately and to be understand in communication if we do not have the knowledge in our actual speech.We know that there are four kinds of language skill which very important for us in learning english such as:speaking,listening,reading, and writing. On the other hand there is one of skill that is usually demands us to master it that is grammar especially five basic tenses.

Grammar is the system of rules governing the conventional arrangement and relationship of word in the sentence so to produce sentence in speaking or writing, we have to know about grammar, the linguistic perspective seen in the concept of grammatical competence is proposed by Chomsky in Richard at the time, knowing a language is equate with knowing the grammar

Many students make errors in speech and writing performance in terms of grammatical, because they do not understand when they learn English language, especially grammar. English grammar involves some forms, such as the form of tenses. The forming sentences based on the time. But the definition is the description or exploration of when an accident, an activity and action happen in sentences: present, past or future. Tenses itself is changing verbs in english that shows when an event, event or circumtance occur. English grammar has many elements to study. Such as five basic tenses.

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One important aspect of language learning that because problem for english learners grammatical mastery. It will support them to the both oral and written communication. Tense is a basic knowledge in grammar to form sentence.

In this case, the English teachers are insisted to be creative to design many communicative activities. If a teacher give chance to the students for practicing their English, it will ability the english skill of the students automatical.

Five basic tenses consist of simple present tense,simple past tense,simple future tense,simple present continous tense,and simple present perfect tense are the aspects that will be given attention in tense. Five basic tenses is the important thing in tenses because that is the basic of all the form of tenses. Problem that learners always faced in learning English is they can not choose the appropriate form of verb and adverb of time, although there are still many aspects that sholud be consider in forming good sentences. Example word classes,etc.

Based on the pre survey that the writer did in SMK Negeri 1 Palopo, the writer was interview one of the English teacher there, he said that the students are difficult to know the pattern and form of verb that will be use in some tenses and they are bored in learn tenses, most of the students said that learn grammar especially learn about five basic tenses is boring and very hard.

Based on the explanation above, the writer think that need to do research on The ability of students in mastering five basic tenses. By this writing the writer hope can give contribution to the teachers of SMK Negeri 1 Palopo on their students performance/ability in mastering five basic tenses. Therefore, the writer interested in

conducting a research on tittle "The ability of Students' in mastering five Basic Tenses at the second year students of SMK Negeri 1 Palopo.

B. Problem statement

Based on the explanation in background the witer formulated the research question as follows: "How is the students's ability in mastering five basic tenses at the second year students of SMK Negeri 1 Palopo?"

C. Objective of the Research

In relation to the problem statement, the objective of the research is to find out the ability of the second year students of SMK Negeri 1 Palopo in mastering five basic tenses.

D. Significance of the research

` The result of this research is expected:

To be a meaningfull information among the English teachers in general and the Teachers of English at SMK Negeri 1 Palopo in particular improving the process of teaching and learning in mastering five basic tenses.

1. To be usefull information to anyone who interest to conducted a futher research in the same problem.
2. To be a meaningfull practice for the writer in applying the knowledge that has obtained during his study at IAIN Palopo.

E. Scope of the research

The scope of this research restricted to the students' ability in mastering five basic tenses at the second year students of SMK Negeri 1 Palopo. And the wirter will focus in this study about ability of students in mastering five basic tenses they are

simple present tense, simple past tense, simple future tense,simple present continous

tense,simple present perfect tense in form positive,negative, and interrogative and

also research the capability students in using verb in five basic tenses.

F. *Operational definition*

1. Ability is the students' ability in using five basic tenses in sentence (multiple

   choice,match the sentences and fill in the blank)

2. Grammar is a model of those Linguistic abilities of native speakers of a language

   which enable them to speak and understand their language fluently.

3. Five Basic Tenses, they are simple present tense, simple past tense,simple future

   tense,simple present continous tense, and simple perfect tense.
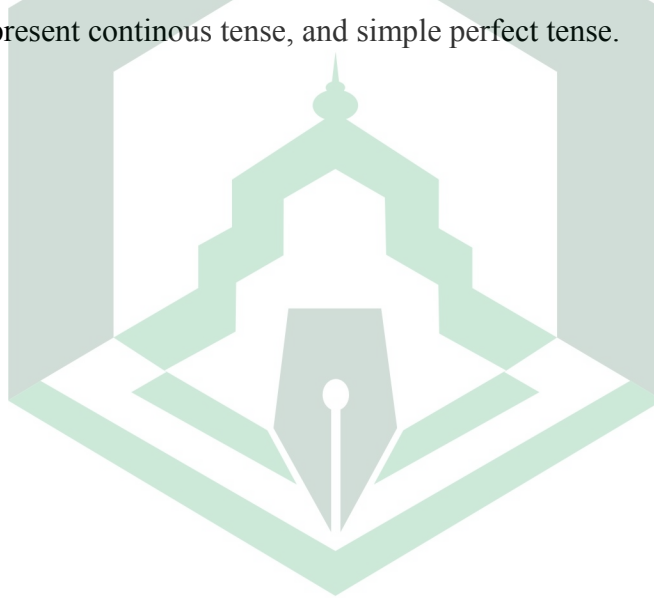
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous studies

There are many researchers report and expose the research about how to created more effective in teaching and learning process, especially in teaching grammar. Here are some of them;

1. Haritsa, The Ability of Students in using simple present tense at the seventh year of PMDS PUTRI PALOPO. The research found the ability of the students in learning simple present tense was categorized excellent and got higest score. [1]

2. Sri Yulianti, the difficulties by the first grade students of SMP Negeri 2 Palopo in using verbs at simple present tense, She found that the difficulties of the first grade students of SMP Negeri 2 Palopo in using verb at simple present tense simple was very poor in classification. And some of the students still find some problems in teaching simple present tense. [2]

Based on the previous study, the different this research the writer want to know the ability of students'in mastering five basic tenses especially at SMK Negeri 1 Palopo, because five basic tenses are five of tenses always use in activity everyday.

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[1] Haritsa ,*The Ability of Students in Using Simple Present Tense at The Seventh Year students of PMDS PUTRI Palopo* (STAIN) Palopo,2014.p.63

[2] Sri Yulianti. " *The difficulties faced by the first grade students of SMP Negeri 2 Palopo in using simple present tense. (*UNCOK:Palopo,2008),p.34

B. *Conceptual of Grammar*
1. Definition of grammar

Grammar is the rules of language in sentence. Michael explains that grammar as the rules that say how words are combined, arranged and changed to show different meanings.[3] And in Oxford Advance Learners Dictionary defines that grammar as the rules in a language for changing the words and combining them into a sentence, grammarian is the export in grammar, and grammatical is about or conforming the rules of of grammar.[4]

Grammar is a model of those Linguistic abilities of native speakers of a language which enable them to speak and understand their language fluently.[5] Grammar is the interconnection of the three dimensions which is given the form or structure of language, the second is the dimension of meaning (semantic) and the third dimension is pramatics, therefore the grammar explains about the construction of sentence and discourse rules to combine them, semantics for telling about the meaning of the

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[3] Michael Swan, *Practical English Usage,* (New Edition :Oxford University Press, 1996), p.76

[4] Hornby, *Oxford Advanced Learner's Dictionary Acquisition Research,*(Oxford University Press,1995), p.27.

[5] Andrew Redford, *Transformational Grammar,* (Cambridge, 1998), p.3

words, while pragnatics tell about the given of context of the written text the utterance.[6]

Based on the definition of grammar above, the writer makes conclusion that grammar is a rule how to organize and arrange words to make good sentence in this case, The rule is about the correct position and parners of the word in the sentences.

A Spesific instance of grammar is usually called a "Structure" example of structures will be the tense, noun plurals the comparison of objectives, and so on. Grammar does not only affect how unit of language are combined order, it also affects their meaning. The teaching grammatical meaning unfortunately, to be negiected in many textbooks in favors of an emphasis on accuracy of form, but it is not good knowing how to perceive of construct a new tense of a verb if you don't know exactly what difference makes to meaning when it is used. It is very often the meaning of structure the diffculties for foreign learners mentioned above.

Education which persumes to call itself scientific has for generation look with jaundice eye upon grammar as one of the classical, and ergo obsolescent,disciplines. Who quite understandably fine grammar difficult, have been encourage in their aversion, to the point that english classes have either drop it or slight it, and even foreign language classes have complete to get easy. Yet no one seems to have inquire in reasonable way what is wrong with grammar, for obviously there must be something wrong somewhere, or how to correct it. Those who attack grammar may

6 Larsen, et. Al., *An Introduction to Second Language Aquisition Reserch,* (London: Longman, 1991), p.36

do it for one of three reason: grammar is hard; grammar is antiqute and not all deserve serious consideration; but other do, and we shall examine them.

a. Difficulties of grammar is mainly a students objection, or is the underlying motive of those who to curry favor with students and who mask it with some more elaborate presentation. It itself is an unworthy point of attack, and a perniciozus one if it is allow to extend itself, as it too often study of comparable difficult.

b. That grammar is antiquate is an appeal to the emotions of those who like to regard themselves as ultra modern in education. It too is motive that is not all together frankly avowed, for logically it will to extend to history,relegion, a good deal of physics, and to certain aspect of almost every subject. Antiquity may no longer lend dignity, but it has not yet begin to signify the reserve.

2. Teaching grammar

In teaching english grammar structure, there are two methods or strategy of teaching grammar, those are the inductive strategy and deductive strategy, ismawati (2011:11) to make its clear. The writer will decribe both of strategies as follows:

a. Inducitive strategy

The students in this method are firstly given example of the grammatical structure to practice, the students are guided to form conclusion about the rules or pattern. The inductive method brings about a good result of the students'speaking skill. the strategy also has disadvantages. It makes time then deductive method. The students'lack of theories, furthermore, some students prefer to know the rules before practicing in many examples.

b. Deductive strategi

Grammar is teach deductively that is by the presentation and study of grammar rules, which are the practice through translation excercise.[7]

3. Principle for teaching grammar

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

a. integrate both inductive and deductive into your teaching in the deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of execise designed teaching, you work from principles to example. Inductive procedures reverse this process. In inductive teaching, you prasent the learners with sample of language and through a process of guide discovery, get them to work out there principle or rule for themselves.

b. use tasks that make clear the relationship between grammatical form and communicative fuction.[8]

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7 Ommagio Hadley, *Teaching Language in Context,(*Boston:Heinle Publisher, 1983), p.490

8 David Nunan, *Practical English Language Teaching,* (New york; Comridge university press), p.158

Grammar based courses are relatively ineffective because they teach grammar as a abstract system, presesnt the language as isolated sentences an fail to give learners as proper context for the grammar point. Teaching was largely limited to the form of the new grammatical item. For example, when the passive voice was introduce typically students were given a list of sentence in active voice ("the boy broke the window, "the dog bit the man"). Along the model of how to form passive ("The window was broken") the task for the students was to turn the active voice sentences into the passive. The solution is to present the grammar in acontext that makes clear the relationship between the grammatical from and the communicative fuction.

c. Focus on the development of procedural rather declarative knowledge
In the field of language learning, declarative knowledge knows languages rules.

Procedural knowledge is being able to use the knowledge for communicative.
Must of us who have been teaching for any time at all know learners who can give a more or less standard text book explanation of grammatical rule or principle, but who violate the rule when using language communicatively.[9]

4. **Classroom Techniques and Task in Teaching Grammar**
According to Nunan, there are four techniques in teaching grammar, they are:

1) Input Enhancement is a technique for getting students to notice the grammar item that the teacher want to introduce. With this technique, teachers draw students' attention to items that are meant to be noticed by "flagging" them in some way such us through highlighting, underlining, or coloring. Such awareness-raising techniques are at the accuracy end of Ur's accuracy-fluency continuum.

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9 Ibid, p.160

2) Consciousness-raising activities are design to get learners to notice particular grammatical features or principle has ever learners are not required to use or practice the target items.

3) Grammar dictation involves learners' collaboration in 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.

4) Graden path, this technique could be considered rather cruel, in order to encourage students to process the target structure somewhat more deeply than they might otherwise do, the task is set up to get students to over generalize. It thus, lead them into error. This a technique based on inductive learning, students study examples of the language and come to a hypothesis or generalizations. The generalization is too broad. They are give disconfirming evidence and then have to modify their hypothesis[10] .

5. Element of Grammar

1. Parts of sentences

a) 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 must therefore to be explain what these smaller units are that we need to distinguish, confining our attention for the present to a few sentences which, though showing considerable variety, are all of fairly elementary structure.

Traditionally, there is primary distinction between subject and predicate:

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10 Ibid, p.161-162

John	carefully searched the room	[1]
The girl	is now the student at a large university	[2]
His brother	grew happier gradually	[3]
It	rained steadily all day	[4]
He	had given the girl an apple	[5]
They	make him the chairman every year	[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 the sentence , with the normal implication that something new (the predicate) is being said about a 'subject' that has already been introduced in an earlier sentence. This is of course a general characteristic and not a defining feature; it is patently absorb in relation to sentence [4] , for example , another point is that the subject detemines concord. That is, with those parts of the verb that permit a disticntion 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?

b) Operator, auxiliary, and predication

In contrast with the subject, there are few generalizations that we can usefully make about the predicate since-as our examples have illustrated it tends to be a more complex and heterogeneous unit. We need to subvide it into its elements or constituents. One division has already been suggested, this distinguishes auxiliary as operator (as in [5]) from what we may call the predication.

2. Sentence elements

A sentence may alternatively be seen as comparising five units called elements of sentence (or, as we shall see below , clause) structure: subjects, verb, complement, object, and adverbial.

3. Types of sentence structure

Bringing together the distinctions so far made, we can present some basic sentence-structure rules diagrammatically. Each line constitutes a pattern which is illustrated by means of a correspondingly numbered example having just those obligatory and optional (parenthesized) elements that are specified in the formula. The order in which the elements appear is common but by no means fixed. It is a principles of sentence organization that what is contextually familiar or 'give' comes relatively early, while the part which needs to be stressed or which seems to convey the greatest information is given the special prominence of 'end-focus'.[11]

4. Parts of Speech

The structure realizing sentence elements are composed of units which can be

referred to as parts of speech.

C. *The concept of Tenses*
1. **Definition of Tenses**

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[11] RaudolphQiucrk and Sidney Greenbaum, *A University Grammar of English ,* (London ; Longman,1973), p.10

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Michael Swan says that tense is a verb form that shows the time of an action,event or state. While Manser Martin in Oxford Learners Dictionary tense is verb form that shows the time of the action or state.[12]

In english there are 16 tense forms tenses, they are (a) Present tense,divided into three forms (Simple Present Tense,Present continous tense,present perfect tense). (b) Past tense ,divided into four forms (simple past tense,past continous tense,past perfect tense,past perfect continous tense).(c) future tense, divided into four forms (simple future tense,future continous tense,future perfect tense,future perfect continous tense).
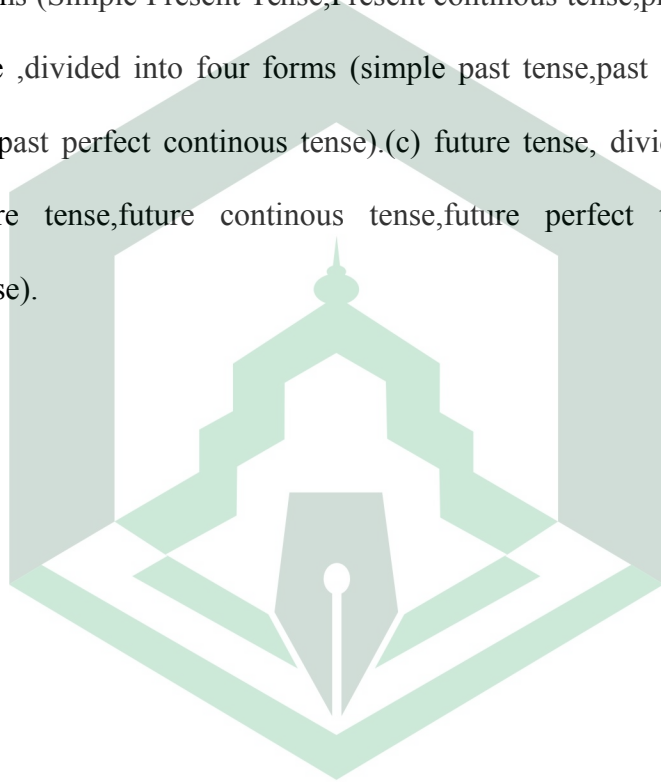
Table 1. Types of Tenses

Characteristic Time	Simple	Continous	Perfect	Perfect continous
Present	Simple Present	Present continous	Present perfect	Present perfect continous

12 Michael Swan, *Practical English Usage,* (New Edition :Oxford University Press,1996), p.24

Past	Simple Past	Past continous	Past perfect	Past perfect continous
Future	Simple Future	Future continous	Future perfect	Future perfect continous
Past Future	Simple past future	Past future continous	Past future perfect	Past future perfect contious

2. Simple Present Tense

The simple present expresses daily habbits or usual activities. The simple present expresses general statements of fact. In sum, the simple present is used for events or situation that exist always,usually, or habituallya in the past,present, and future. Simple present tense is the first form from present. The characteristic put on using verb-1 in part of the sentence as predicate.[13]

a. The function of simple present tense

1). As Daily habits or usual activities.

The function of simple present tense as daily habits or usual activity as follow:

a) Ani takes a shower everyday.
b) I usually eat lunch at the cafeteria.
c) I get up at 05:00 every morning.
d) In the summer, Tom Usually plays tennis twice a week.
e) He works hard every day

2). General Statements or Fact

a) Babies cry
b) The earth revolves around the sun

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13 Pardiyono,*12 writing clues for better writing competence,(*Yogyakarta : Andi Offset,2006),p.62

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c) A square has four equal sides
d) The sky is blue.
e) Nurses take care of patients in hospital.
f) In canada, most stores close at 6:00 pm.
g) Fish lives in the water.

b. Forming simple present tense

Forming simple present tense in a verbal as follow:

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

Structure :

$$S + verb1 + s/es + o$$

S   = Subject (I/You/We/They/She/He/It)

Verb1   = Bare infinitive

s/es   = Adding s/es at the end of verb according the subject

o   = Object

Example :

a. He goes to school every day
b. They bring my book
c. Ana plays badminton

2) Negative sentence
   Negative form of simple present tense just needs structure as follow:

Structure :

$$S + do/does + not +$$

Example :

a. She does not work hard
b. I do not read a book every morning
c. We do not go to the market

3) Interrogative sentences
   In interrogative form we will use structure as follow :

Structure :

> Do/does + S + Verb1 + o?

Example :

a. Does he work hard?
b. Do you need my money?
c. Do they play badminton?
Forming in nominal form as follow:

> S + to be (is, am, are)+ ANA

S   = Subject (I,You,We,They,She,He,It)

To be = am/is/are

ANA   = Adjective, Noun, Adverb

Example :

I am a teacher

She is a talkative girl

Shanty and risna are in the library

He is a handsome boy

Some adverbs that usually used in simple present tense, as follows:

As the time signal, they are:

Everyday	in the morning	every night
Every week	At right	there times a month
Every month	Every Sunday	
Every year	Twice a week	
Every morning	once a year	

Example:

They visit their parents once a year

I go to school everyday

Father drinks coffe every morning

She eats twice a day

As the adverb of frequensi, they are:

Always	Usually
Often	Seldom
Ever	Never
Sometimes	Once in a while
Generally	Normally

Notes: this adverb of frequency always put before verb or after to be.

3. Simple Past Tense

Simple past tense is indicates that an activity situation and ended at a particular time in the past.[14] Simple past tense is an accident that happens in the past and uses verb in the past.[15]

The function of simple past tense. They are :

a. To explain an event that we done in the past.

Example : I saw good film last night

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

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14 Betty schrampfer Azar,*Understanding and Using English Grammar,*Second Edition,United State of America,1989).p.24

15 *Ibid,* p.44

Example : Mila studied english while he was in kediri

c. To explained the activity that the time is clearly or we can know the question and

the answer that was taken from present perfect tense.
Example : when have you work hard?

d. To explain the habbitual action in the past
Example : I never drank coffe.

e. Used to show an activity action that was happened in the past and the time signal

was clearly mentioned.
Example : He bought a car last week.

f. Used to show an activity or action that was happened in the past by the question

about the time of activity.
Example : What time did you go to the market?

1. Forming simple Past tense
Forming simple past tense in verbal as follow :
Structure :

$$S + Verb2 + O$$

Example for change way of sentence

Positive / affirmative sentence	Negative Sentence	Interrogative Sentence

a. I bougth a book b. She took the bag c. He taught me English	a. I did not buy a book b. She did not take the bag c.He did not teach me english	a. Did i buy a book? b.Did she take the bag? c.did he teach me english?

Forming in nominal sentences as follow:

$$S + to\ be\ (was,were) + ANA$$

S   = Subject (I,You,We,They,She,He,It)

To be = Was/were

ANA   = Adjective,Noun,Adverb

Example :

She was sick yesterday.

They were in surabaya two days ago.

He was an English teacher 4 years ago.

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

are :

Yesterday	An our ago
Yesterday morning	A few minutes ago
Yesterday afternoon	two days ago
Yesterday evening	The day before yesterday

Last night   Last week
4. Simple Present Continous Tense

Defenition of Present Continous tense

Present continuous tense is the phrase formed form part of the verb and a verb

ending in –ing, used to show an action that continous over a period of time.[16]

1) The Function of Present Continous Tense
   a. To express an event which underway at the time of conversing.

Examples :

- Look! She is smiling with you
- They are working now.
- My little sister is dancing in her bedroom right now.

b. To express an event which underway in process framework? This function can use

time signal :

This+ time   This year   This month
This week   This Summer
Examples:
- Ana and doni are in the library.
  Ana : what is your activity now?
  Doni : I am Reading novel.
  c. To express annoyance.

Examples :

- I am always losing my pen.
  (kebiasaan saya selalu kehilangan pulpen membuat saya jengkel)

- He is continually calling me up in the night.
  (Dia (lk) terus menerus menelponq di mlm hari)

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16 *Oxford Learner's Pocket Dictionary,*New Edition, (Oxford University Press: New York,2005),p.90

We use the present continous tense for a present action over a period of time, something that we are in the middle of now. The action has started, but it has not finished yet.

Examples :
- Someone is following me
- What are you doing?-i am thinking
- What is he doing?- he is waiting you.

Some typical expressions with the present continous tense are now, at the moment, at present, today, this evening, this morning, tonight, this afternoon, just, already,right now, and still.

Examples :
- The car is leaving palopo now.
- She is just cleaning the floor.
- They are still waiting the paper to be copied.
- Ani is calling you this evening.

The action does not need to be going on at the moment of speaking.

Examples :

- We are listening an interesting song at the moment.(I do not have the book in my hands).
- Is anyone sitting here?-no, it si free. (asking permission to take a seat).

The important thing is the action has started but not finished.

d. Spelling Rules for the Form of the Present Participle
Some change their spelling when the ending *ing* is added to form the present participle. It has some rules changing the verbs, they are;
1) If the verb are ending a consonant **"e"**, drop the **"e"** and add **"ing".**

Examples :

- Have ———————— Having

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- Write ———————— Writing
- Prepare ———————— Preparing
- Dance ———————— Dancing

2) If the verb are ending one vowel + one consonany, double the consonant and add "ing".

Examples:

- Sit ———————— Sitting
- Cut Cutting
- Get ———————— Getting
- Put ———————— Putting

3) If the verb ending two vowels + one consonant, add, "ing". And no double the consonant.

Examples :

- Wait ———————— Waiting
- Sail Sailing
- Read ———————— Reading

2) The form of Present Continous Tense
   The form of Present Continous Tense[17] in verbal form are :
   a. Positive sentence

Structure :

> S + to be (is, am, are) + V-ing + O

Example :

- I am playing football
- They are studying English

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17 Agus Handoko., *Menguasai Tenses Dalam 4 hari,* Cet. 1, (Tugu Publisher: Suka Buku: Jakarta Selatan, 2011), p.21

- He is talking on the telephone
  b. Negative sentence
To form a negative statement, the word not is added after the auxiliary.

Structure :

$$S + to\ be\ (is,\ am,\ are) + not + V\text{-}ing + O$$

Example :

- I am not playing football
- They are not studying english
- He is not talking on the telephone
  c. Interrogative/Question
In the present Continous tense, the verb to be acts as an auxiliary. As in the case

with other English tenses, it is the auxiliary which is used to form question and

negative statements. The form a question in the present continous tense, the auxiliary

is placed before the subject.

Structures :

$$To\ be\ (am,\ is,\ are) + S + V\text{-}ing + O?$$

Example :

- Am i playing football?
- Are they studying English?
- Is he talking on the telephone?

Forming in nominal sentence as follow:

$$S + to\ be + being + ANA$$

S　　　= Subject (I,You,They,She,He,It)

To be　= am is are

ANA　　= Adjective,Noun,Adverb

Example :

She is being a nice actress

They are being in the library

Sary is being sad

The time signals that usually use in present continous tense as follows:

Now　　　　　　　　　Right now

Today　　　　　　　　This morning

At present　　　　　　Soon

5.　**Simple Future Tense**
   Defenition of simple Future tense
   A verb tense (or form--see Rissanen's note below) indicating action that has not yet begun. There is no separate inflection (or ending) for the future in English. The simple future is usually expressed by placing the auxiliary *will* or *shall* in front of the base form of a verb ("I *will leave* tonight").

Formula Simple Future Tense : Subject + Will/Shall + V1 + Object

Example : I will drive to work tomorrow.

1)　The function of simple future tense.

The function of simple future tense, they are:

a. The sentence simple future form use to state an event or action happan in the future.

Examples :

The meeting will last for an hour.

I shall come at your home tomorrow.

b. The sentence simple future form use to state a polite order.

Examples :

Will you help me, please?

Will you help me to get the pen?

c. The sentence simple future can be use to make a conditional sentence type.

Examples :

Ana will come if i invite her

He will help you if you ask him for a help politely.

2) Simple future tense form

Forming simple future tense in verbal form as follow:

a. Positif sentence
For subjects : I, We

For subjects : You, They

$S + shall + Verb_1$

$S + will + Verb_1$

Examples :

We shall go Tokyo tomorrow.

She will visit us next month.

b. Negative sentence
   For subjects : I, We,

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

$$S + shall + not + Verb_1$$

Examples :

$$S + Will + not + Verb_1$$

We shall not go to Tokyo T

She will not visit us next month.

c. Interrogative sentence
   For subjects : I, We,

$$Shall + S + Verb_1?$$

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

Examples :

$$Will + S + Verb_1?$$

Shall we go to tokyo ton

Will she visit us next month?

Forming in nominal sentence

$$S + will/shall + be + ANA$$

S   = Subject (I,You,We,They,She,He,It)

Will/shall + be = (will be ⟶ you,they,she,he,it)

ANA   = Adjective, Noun, adverb

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Examples :

He will be angry if you don't come

Hastuti will be in perumnas next week

I shall be success person in the future

   3) Time signals in the future tense

   There are several kinds of time signal that usually use in the future tense, they are:

Tomorrow	Soon
The day after tomorrow	Later
Next week	Tonight
Next month	If
Next year	

6. Simple present perfect tense
   Defeniton of simple present perfect
   The present perfect expresses the idea that something happened (or never

happened) before now, at an unspecified time in the past.

Example : a. They have moved into a new apartment.

      b.have you ever visited Mexico?
   The present perfect also, when used with *for* or *since* expressed a situation

that began in the past and continous to the present. In the examples, notice the

difference between *since* and *for:*
      Since + a particular time
      For + a duration of time.[18]

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18 Betty schrampfer Azar,*Understanding and Using English Grammar,*Second Edition,United State of America,1989).p.29

1. The function of simple present perfect tense

a. To express something that happened in the past.

Examples :

She has *taught* here since 1986

I *have read* this book twice.

b. To state the events that have been done and done again at time when that might come.
   Example :
   I *have gone* to Bali
c. To declare the actions that began in the past and has just ended at the time of

speaking.

Examples :

I haven't met you for a month

2. Forming simple present perfect tense in verbal form:

a. Positive sentence
   For subjects : I, We, You, They,

$$S + Have + Verb_3$$

For subjects : She, He, It

$$S + has + Verb_3$$

Example :

I *have* cleaned the floor

He *has* drunk milk

b. Negative sentence
   For subjects : I, We, You, They

$$S + have + not + Verb_3$$

For subjects : She, He, It

$$S + has + not + Verb_3$$

Examples :

You *have not cleaned* the blackboard

My sister *has not swept* the floor

c. Interrogative sentence
   For subjects : I, We, You, They

For subject

$$Have + S + Verb_3?$$

$$Has + S + Verb_3?$$

Examples :

Have you done your homework?

Has mother bought the rice?

Forming simple present perfect in nominal form as follow:

$$S + to\ have\ (past) + been + ANA$$

S   = Subject (I,You,We,They,She,He,It)

To have (past) + been = had + been (I had been)

ANA   = Adjective,Noun,Adverb

Example:

The people had been ready to go

They had been in your room at the moment

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	Never
Already	Yet
Until now	Up to now
Ever	Still
Just	For
Up to the present	For a long time[19]

19Op,cit p..29

CHAPTER III
RESEARCH METHOD

A. Method and Design

In conducting this research the writer applied a descriptive method. It aim at this method was stimulated the ability at the second year students of SMK Negeri 1 Palopo in mastering five basic tenses.

B. Population and Sample

1. Population

The population of this research was all of the second year students of SMK Negeri 1 Palopo in 2015/2016 academic year. The total number of Population were 160 students from five classes. There were IIAdm1, IIAdm2, IIAdm3, II Adm4, IIAdm5.

class	Students					Total Population
	The First Room	The Second Room	The Third Room	The fourth Room	The Five Room	
II ADM	34	30	20	47	29	160

2. Sample

In this research, the writer applied purposive sampling technique. The writer took one class from five classes, namely class IIAdm3, this class consist of 20 students. The number of sample in this research were 20 students.

C. Instrument of the Research

Research instrument was tool that was used to collect the data (Arikunto in Munakib,1998:2).

Evaluation was collect the data about states everything compare with standard or measure, because evaluation is do measurements to collect the data, it was the same with the mention tools of evaluating.

The instrument of this research used the test multiple choice about verb and "To Be" in positive,negative and interrogative sentence, match the sentence, and fill in the blank excercise to know the students ability in mastering five basic tenses. Every number in the test will give score 1 if the answer is true and score 0 if the answer is false.

D. The procedures of Collecting Data

To collect the data, the writer used some procedures as follows:

1. Before the writer distributed the instrument, she explained how to work on the instrument. It took about five minutes.
2. Then, the writer distributed the instruments of the students. the allocate time for answering the question of the test in 50 minutes.
3. The last, the writer collected the instrument from the respondents and analyze them.

E. Technique of Data Analysis

The data of this research analyzed as follows:

1. The collecting data evaluation from test.

$$score = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

2.   Analyzing the data by using percentage, it is counting the rate percentage of the students score by using the following formula[1]:

Table 01:

Qualification	Quantity	Degree
Excellent	4	80-100
Good	3	70-79
Average	2	60-69
Poor	1	50-59
Fairly Poor	0	0-49

Table above means:

4= The students that answer the test items between 80-100 correctly.

3= The students that answer the test items between 70-79 correctly.

2= The students that answer the test items between 60-69 correctly.

1= The students that answer the test items between 50-59 correctly.

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[1] Suharsimi Arikunto, *Prosedur penelitian: Suatu Pendekatan Praktis,* (Jakarta: Rineka Cipta, 1998), p.185.

0= The students that answer the test items between 0-49 correctly.

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

Table 02:

Qualification	Classification
80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor
0-49	Fairly Poor

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions. The finding of the research clarifies the discription of the result of data analysis about ability students in mastering five basic tenses SMK NEG 1 Palopo in academic 2014/2015. The, discussion part explains more about the result of this research.

A. Findings

The Findings of this research consist of the students scores in identifying five basic tenses, the classification of the students scores, the frequency and percentages of students scores. These findings are elaborated as follows;

1. The result in test five basic tenses with multiple choice, match the sentence and fill in the blank.

Table 4.1

The students result in positive sentence from five basic tenses in test multiple choice

NO	STUDENTS	The Number of items (positive sentence) 10 Items										Total the students correct answer
		1	2	3	4	5	6	7	8	9	10	
1	R1	1	1	1	0	1	1	1	1	1	1	9
2	R2	1	1	1	1	1	1	1	1	1	1	10
3	R3	1	1	1	1	1	0	1	0	1	1	8
4	R4	1	1	1	1	1	1	1	1	1	1	10
5	R5	1	1	1	1	1	1	0	1	1	1	9
6	R6	1	1	1	1	1	1	1	1	0	1	9

7	R7	0	1	0	1	1	1	1	1	0	1	7
8	R8	1	1	1	1	1	1	1	1	1	1	10
9	R9	1	1	1	1	0	1	1	0	0	1	7
10	R10	0	1	0	1	0	1	1	1	0	1	7
11	R11	1	1	1	1	1	1	1	1	1	1	10
12	R12	1	1	1	1	1	1	1	0	0	1	8
13	R13	1	1	0	1	1	1	1	1	0	1	8
14	R14	1	1	0	1	1	1	1	1	0	1	8
15	R15	1	1	0	1	1	1	1	1	0	1	8
16	R16	1	1	1	1	0	1	1	1	0	1	8
17	R17	0	1	0	1	1	1	1	1	0	1	7
18	R18	1	1	1	0	1	1	1	1	0	1	8
19	R19	1	1	1	1	1	1	1	1	0	1	9
20	R20	1	1	0	1	0	1	1	1	0	1	7
Total		17	20	13	18	16	19	19	17	7	20	

The writer found from the table 4.1 that there were many variated the answer for positive sentence. There where four students which had correct answered 10 and 9 items, there were sevent students got 8 correct answer and five students got 7 correct answer. And from the first and eighth item there were 17 students had the same answer, there were 20 students who the same answer for second and tenth item. Beside that, there were 13 students the same answer from third item. And 18 students the same answer for fourth item and also from fifth item there were 16 students the

same answer. Then from the sixth and seventh item there were 19 students the same

answer, there were 7 students who the same answer for ninth item.

Table 4.2 :
The students' result in negative sentence from five basic tenses in test multiple choice

NO	STUDENTS	The Number of items (negative sentence) 10 Items										Total the students correct answer
		1	2	3	4	5	6	7	8	9	10	
1	R1	1	1	1	1	1	1	1	1	1	1	10
2	R2	1	1	1	1	1	1	1	1	0	1	9
3	R3	1	1	1	1	1	1	1	0	0	0	7
4	R4	1	1	1	1	1	1	1	1	0	1	9
5	R5	1	1	1	1	1	1	1	1	0	1	9
6	R6	0	0	1	1	1	1	1	1	1	0	7
7	R7	1	0	1	1	1	1	1	1	0	1	8
8	R8	1	0	1	1	1	0	0	1	1	1	7
9	R9	1	0	1	1	1	1	1	1	0	1	8
10	R10	1	1	1	1	1	0	0	1	1	1	8
11	R11	1	0	1	1	1	0	0	1	1	1	7
12	R12	1	1	1	0	1	1	0	1	1	0	7
13	R13	1	0	0	0	1	0	0	1	1	1	5
14	R14	1	0	0	0	1	0	0	1	1	1	5
15	R15	1	0	0	1	1	0	0	1	1	1	6
16	R16	1	0	0	1	1	0	0	1	1	1	6
17	R17	1	0	1	1	1	0	0	1	1	1	7
18	R18	1	0	1	1	1	0	0	1	1	1	7
19	R19	1	0	1	0	1	0	1	0	1	0	5

20	R20	1	0	0	0	1	0	0	1	1	0	4
	Total	**19**	**18**	**15**	**15**	**20**	**9**	**9**	**18**	**14**	**15**	

The table 4.2 indicates that for negative sentence, there was one student which correct answered 10 items, there were three students got 9,8 and 5 items correct answer, sevent students got 7 items correct answer, and 4 items correct answered from one student. From the first item there were 19 students the same answer,there were 15 students who had the same answer for third, fourth and tenth item. Beside that there were 9 students had the same answer from sixth and seventh item. And 18 students had the same answer for second and eighth item and also fifth item there were 20 students had the same answer and beside that 14 students from ninth item for the same answer.
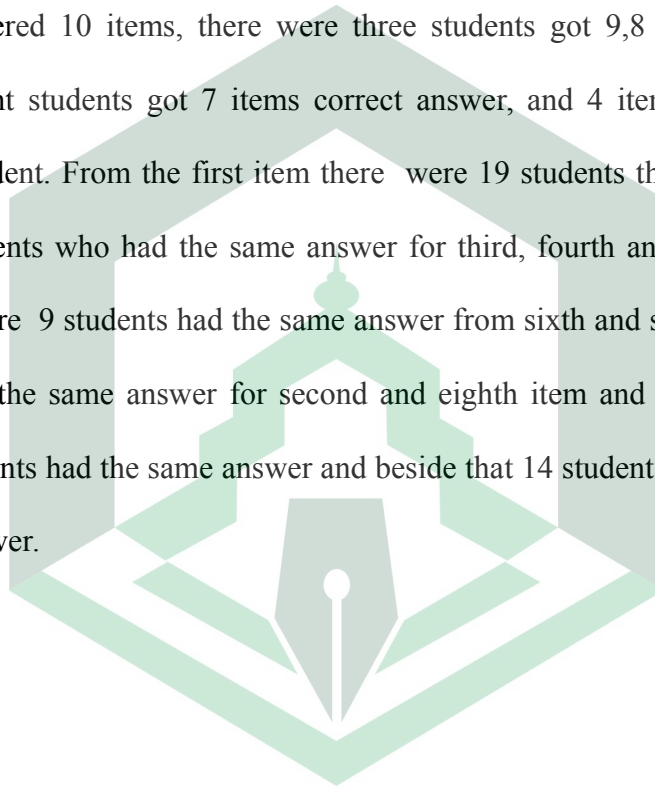
Table 4.3
The students' result in interrogative sentence from five basic tenses in test multiple choice

| NO | STUDENTS | The Number of items (interrogative sentence) | | | | | | | | | | Total the students correct answer |
| | | 10 Items | | | | | | | | | | |
		1	2	3	4	5	6	7	8	9	10	
1	R1	0	1	1	0	0	1	1	1	0	0	5
2	R2	0	1	1	1	1	1	1	1	0	0	7
3	R3	0	1	1	1	1	1	1	1	1	1	9
4	R4	0	1	1	1	1	1	1	1	0	0	7
5	R5	0	1	1	1	1	1	1	1	0	0	7
6	R6	0	1	1	1	0	0	0	1	1	0	5
7	R7	0	1	1	1	1	1	1	1	0	0	7
8	R8	0	1	1	0	0	1	1	1	0	0	5
9	R9	0	1	1	1	1	1	1	1	0	0	7
10	R10	0	1	1	0	0	1	1	1	1	0	6
11	R11	0	1	0	0	0	0	1	0	0	0	2
12	R12	1	1	0	0	1	1	1	1	0	0	6
13	R13	0	1	1	0	0	1	1	1	1	0	6
14	R14	1	1	1	0	0	1	1	1	1	0	7
15	R15	0	1	1	0	0	1	1	1	1	0	6
16	R16	1	1	1	0	0	0	1	1	1	0	6
17	R17	0	1	1	0	0	0	1	0	0	0	3
18	R18	0	1	1	0	0	0	1	0	0	0	3
19	R19	1	1	1	0	0	0	0	1	0	1	5

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20	R20	1	1	0	0	0	1	1	1	1	0	6
	Total	**5**	**20**	**17**	**7**	**7**	**14**	**18**	**17**	**8**	**2**	

From the table 4.3 indicates that, there were six students correct answered for 6 items and also there were six students correct answer for 7 items, there were four students got correct answer for 5 items and two students got 3 correct answer. One student got 2 and also one student got 9 correct answer. And from the second item there were 20 students had the same answer, there were 17 students who had the same answer from third and eigth item. Beside that there were 7 students the same answer from fourth and fifth item. And also 14 students the same answer from sixth item And 5 students the same answer for first item, there were 18 students the same answer from seventh item, there were 2 students the same answer from tenth item and also from ninth item there were 8 students the same answer.
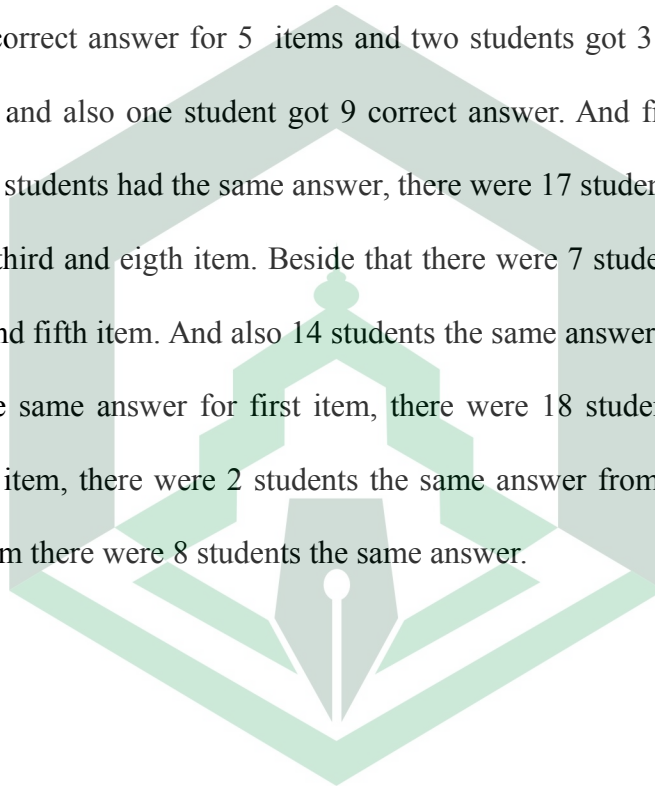
N O	STUDENTS	Students Correct Answer			Total Correct Answer
		Positive	**Negative**	**interrogative**	
		10 items	**10 items**	**10 items**	
1	R1	9	10	5	24
2	R2	10	9	7	26
3	R3	8	7	9	24
4	R4	10	9	7	26
5	R5	9	9	7	25
6	R6	9	7	5	21
7	R7	7	8	7	22
8	R8	10	7	5	22
9	R9	7	8	7	22
10	R10	7	8	6	21
11	R11	10	7	2	19
12	R12	8	7	6	21
13	R13	8	5	6	19
14	R14	8	5	7	20
15	R15	8	6	6	20
16	R16	8	6	6	20
17	R17	7	7	3	17
18	R18	8	7	3	18
19	R19	9	5	5	19
20	R20	7	4	6	17

The table 4.4 showed that the highest correct was R2 with the correct answer

until 26 items and the lowest correct was R17 with the correct answer only 17 items.

Table 4.5 :

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

multiple choice

N O	Students	Total Correct Answer	Score
1	R1	24	80,0
2	R2	26	86,7
3	R3	24	80,0
4	R4	26	86,7
5	R5	25	83,3
6	R6	21	70,0
7	R7	22	73,3
8	R8	22	73,3
9	R9	22	73,3
10	R10	21	70,0
11	R11	19	63,3
12	R12	21	70,0
13	R13	19	63,3
14	R14	20	66,7
15	R15	20	66,7
16	R16	20	66,7
17	R17	17	56,7
18	R18	18	60,0
19	R19	19	63,3
20	R20	17	56,7

Based on the table 4.5 showed that the lowest score 56,7 and the highest score

which student can achieve score was 86,7.

IAIN PALOPO

Table 4.6
The students' classification, frequency and percentage from five basic
tenses in test multiple choice

No	Classification	Quantity	Score	Frequency	Percentage
1	Excellent	4	80-100	5	25%
2	Good	3	70-79	6	30%
3	Average	2	60-69	7	35%
4	Poor	1	50-59	2	10%
5	Fairly Poor	0	0-49	-	-
Total				20	100 %

The table 4.6 showed that the highest score 80 – 100 there were 5 students (25%) who was got "excellent" and the lowest score 50 – 59 there were 2 students (10%) got "Poor", who receive score 70 – 79 "good" there were 6 students (30%), who got score 60 – 69 "average" there were 7 students (35%). And no one student got score 0 – 49.
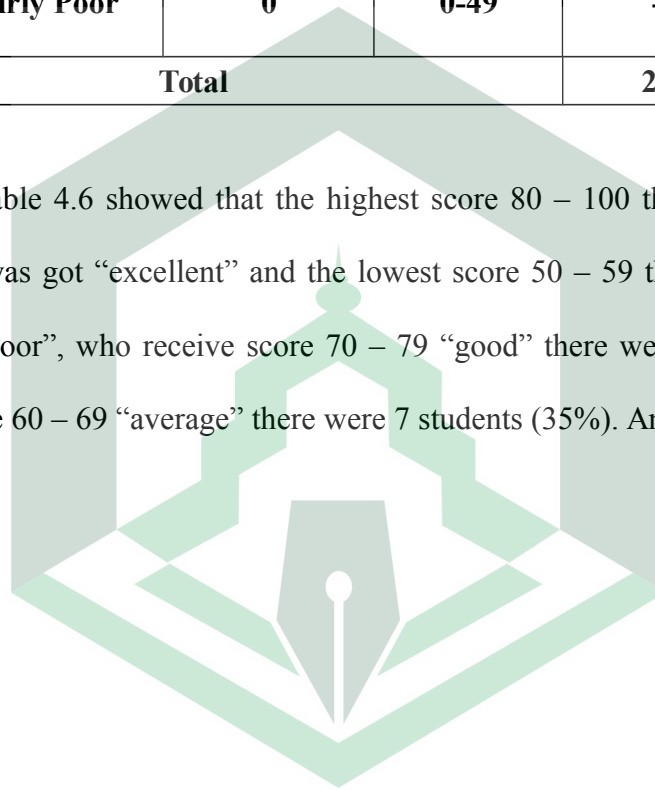
Table 4.7
The students' result from match the sentence based the five basic tenses in the right side

		The Number of items (match the sentence	

NO	Students	based five basic tenses										Total Correct Answer
		10 item										
		1	2	3	4	5	6	7	8	9	10	
1	R1	1	1	1	1	1	1	1	1	1	1	10
2	R2	1	1	0	1	1	1	1	1	0	1	8
3	R3	1	1	1	1	1	1	1	1	1	1	10
4	R4	1	1	0	1	1	1	1	1	0	1	8
5	R5	1	1	0	0	0	1	1	1	0	1	6
6	R6	1	1	1	0	1	1	1	1	1	1	9
7	R7	1	1	1	1	1	1	1	1	1	1	10
8	R8	1	1	1	1	1	1	1	1	1	1	10
9	R9	1	1	0	1	1	0	0	1	0	1	6
10	R10	1	1	1	0	1	1	1	1	1	1	9
11	R11	1	1	1	1	1	1	1	1	1	1	10
12	R12	1	1	1	0	0	1	1	1	1	1	8
13	R13	1	1	1	0	1	1	1	1	1	1	9
14	R14	1	1	1	0	0	1	1	1	1	1	8
15	R15	1	1	1	0	1	1	1	1	1	1	9
16	R16	1	0	1	0	1	1	1	1	1	1	8
17	R17	1	1	1	0	1	1	1	1	1	1	9
18	R18	1	1	1	0	0	1	1	0	1	1	7
19	R19	1	1	1	0	0	1	1	1	1	1	8
20	R20	1	0	1	0	1	1	1	1	1	1	8
	Total	20	18	16	8	14	19	19	19	16	20	170

The table 4.7 showed that, five students got 10 and 9 correct answer, there were sevent students got 8 correct answer, two students got 6 correct answer and one student got 7 correct answer. And the same answer there were 19 students for sixth,seventh, and eigth item, 20 students from first and tenth item who the same answer, from third and ninth item there were 16 students the same answer, 18

students from second item who have the same answer, 8 students have the same answer from fourth item and 14 students the same answer from fifth item.

Table 4.8
The students' result from match the sentence in the right side and score from five basic tenses

NO	STUDENTS	Total Correct Answer (Match The Sentence In The Right Side)	Score
1	R1	10	100
2	R2	8	80
3	R3	10	100
4	R4	8	80
5	R5	6	60
6	R6	9	90
7	R7	10	100
8	R8	10	100
9	R9	6	60
10	R10	9	90
11	R11	10	100
12	R12	8	80
13	R13	9	90
14	R14	8	80
15	R15	9	90
16	R16	8	80
17	R17	9	90
18	R18	7	70
19	R19	8	80
20	R20	8	80

Based on the table 4.8 showed that the lowest score 60 and the highest score which students can achieve score was 100.

Table 4.9

The students' classification, frequency and percentage from five basic ttenses in test match the sentences

No	Classification	Quantity	Score	Frequency	Percentage
1	Excellent	4	80-100	17	85%
2	Good	3	70-79	1	5%
3	Average	2	60-69	2	10%
4	Poor	1	50-59	-	-
5	Fairly Poor	0	0-49	-	-
	Total			20	100 %

The table 4.9 showed that the highest score 80 – 100 there were 17 students (85%) who was got "excellent" and the lowest score 50 – 59 there were no student got "Poor", who receive score 70 – 79 "good" there were 1 student (5%), who got score 60 – 69 "average" there were 2 students (10%). And no one student got score 0 – 49.

Table 4.10
The students' result from fill in the blank test

		The Number of items (fill in the blank		
		10 item		Total Correct

NO	Students	1	2	3	4	5	6	7	8	9	10	Answer
1	R1	1	0	1	0	1	0	0	1	1	1	6
2	R2	1	0	1	0	0	0	0	1	1	1	5
3	R3	1	0	1	0	1	0	0	1	1	1	6
4	R4	1	0	1	0	1	0	0	1	1	1	6
5	R5	1	0	1	0	1	0	0	1	1	1	6
6	R6	1	0	1	0	1	1	0	1	1	1	7
7	R7	1	0	1	0	0	1	0	0	1	1	5
8	R8	1	0	0	0	1	0	0	1	1	1	5
9	R9	1	0	1	0	1	0	0	1	1	1	6
10	R10	1	0	1	0	0	1	0	1	1	1	6
11	R11	1	0	1	0	0	1	0	0	1	1	5
12	R12	1	0	1	0	0	0	0	1	1	0	4
13	R13	1	0	1	0	0	0	0	0	1	1	4
14	R14	1	0	0	0	0	1	0	0	1	1	4
15	R15	1	0	0	0	0	1	0	0	1	1	4
16	R16	1	0	0	0	0	1	0	0	1	0	7
17	R17	1	0	1	0	0	1	0	0	1	1	5
18	R18	1	0	1	0	0	1	0	0	1	1	5
19	R19	1	0	0	0	1	0	0	0	1	0	3
20	R20	1	0	0	0	0	1	0	0	1	1	4
Total		20	0	14	0	8	10	0	10	20	17	

The table 4.10 showed, the same answer there were 20 students for the first and ninth item, 8 students from fifth item who the same answer, from third item there were 14 students the same answer and 10 students the same answer from sixth and eighth items and 17 students the same answer from tenth item. And no one student with correct answer from second, fourth, and seventh item.

Table 4.11
The students' result from fill in the blank and score from five basic tenses

NO	STUDENTS	Total Correct Answer (fill in the blank)	Score

1	R1	6	60
2	R2	5	50
3	R3	6	60
4	R4	6	60
5	R5	6	60
6	R6	7	70
7	R7	5	50
8	R8	5	50
9	R9	6	60
10	R10	6	60
11	R11	5	50
12	R12	4	40
13	R13	4	40
14	R14	4	40
15	R15	4	40
16	R16	7	70
17	R17	5	50
18	R18	5	50
19	R19	3	30
20	R20	4	40

Based on the table 4.11 showed that the highest score which the students can achieve was 70 and the lowest score which the students can achieve was 30

Table 4.12

The students' classification, frequency and percentage from five basic t tenses in fill in the blank test

No	Classification	Quantity	Score	Frequency	Percentage
1	Excellent	4	80-100	-	-
2	Good	3	70-79	2	10%
3	Average	2	60-69	6	30%
4	Poor	1	50-59	6	30%

5	Fairly Poor	0	0-49	6	30%
Total				**20**	**100 %**

The table 4.12 showed that the score 80 – 100 there was no student (who was got "excellent" and the highest score 70 - 79 there were 2 students (10%) got "Good", who receive score 60 – 69 "average" there were 6 student (30%), who got score 50 – 59 "poor" there were 6 students (30%). The lowest score 0-49 "Fairly poor" there were 6 students (30%).

Table 4.13

The total score of students in test five basic tenses

No.	Students	Total students correct answer			Total (50)	score
		Mutiple choice(30)	Match The sentence(10)	Fill in the blank(10)		
1	R1	24	10	6	40	**80**
2	R2	26	8	5	39	**78**
3	R3	24	10	6	40	**80**
4	R4	26	8	6	40	**80**
5	R5	25	6	6	37	**74**
6	R6	21	9	7	37	**74**
7	R7	22	10	5	37	**74**
8	R8	22	10	5	37	**74**
9	R9	22	6	6	34	**68**

10	R10	21	9	6	36	72
11	R11	19	10	5	34	68
12	R12	21	8	4	33	66
13	R13	19	9	4	32	64
14	R14	20	8	4	32	64
15	R15	20	9	4	33	66
6	R16	20	8	7	35	70
17	R17	17	9	5	31	62
18	R18	18	7	5	30	60
19	R19	19	8	3	30	60
20	R20	17	8	4	29	58

Based on the table 4.13 showed that the highest score which students can achieve 80 and the lowest score 58.

Table 4.14
The students' classification, frequency and percentage from total test five basic t tenses

No	Classification	Quantity	Score	Frequency	Percentage
1	Excellent	4	80-100	3	15%
2	Good	3	70-79	7	35 %
3	Average	2	60-69	9	45 %
4	Poor	1	50-59	1	5%
5	Fairly Poor	0	0-49	-	-
	Total				

The table 4.14 showed that the ability from SMK Negeri 1 palopo especially the second year students. the highest score were 3 students (15%) classified as "Excellent", there were 7 students (35%) classified "Good", there were 9 students (45%) classified "average" and the lowest score was 1 student (5%) classified "poor".

B. Discussion

In this section the researcher is going to describe about the ability of students of 2 ADM III class in mastering five basic tenses (simple present tense,simple past tense, simple future tense, simple present perfect tense, simple present continous tense) according the result of data analysis in findings. Before the researching started, The researcher give the students explanation about five basic tenses. All of the students pay attention seriuosly about the explanation. During the research, the researcher use instrument test which is consisting of multiple choice in positive,negative and interrogative form, match the sentence, and fill in the blank test to got the scores. When the students do the test, sometimes the students look confuse and sometimes give question about the test.

1. The ability of the students in five basic tenses with multiple choice test

Based on the result of testing describe on findings , in multiple choice there were positive, negative, and interrogative form. Each form consist of 10 (ten) items, there were 2 (two) items in simple present tense, simple past tense, simple future tense,

simple present continous tense and simple present perfect tense. So the total items was 30. And from the table of data analysis said that, we found from the table 4.1 that there were many variated the answer for positive form in multiple choice test. *At least the students correct answer in seventh item that used simple present continous tense. And almost students a few correct answer in ninth item that used simple present perfect tense. From the table 4.2 about negative form there were 2 (two) items that students answer a few correct answer such us sixth item which used simple present tense and seventh item which used simple past tense. Then from the table 4.3 about interrogative form at least the correct answer in first item that used simple present perfect tense.*

It means that students' grammar skill especially five basic tenses still low. They could not know the pattern of five basic tenses well. It could be seen from value of students correct answer in this multiple choice test. For example in positive form from the question number nine was *"He ...... six cigarettes for two hour". a. Have smoked, b. Has smoked, c. will smoke, d. is smoking, key answer was b. Has smoked From the result of the test many students didn't give correct answer because many students answer a. Have smoked, it means that nthe students still confused in use the correct auxiliary or to be in present perfect tense .* In negative form just nine students gave correct answer from question number six and seven. In interrogative form just two students gave correct answer from number ten. *Most of all students were confusing when they did the multiple choice test. Sometimes they knew what form of*

verb that should be using but they didn't know the pattern well, and sometimes they

didn't know the place of to be in the sentence.

2. The ability of the students in five basic tenses with match the sentence with the suitable tenses in the right side.

Different from multiple choice, this test consist of 10 (ten) items. In this test most of all students didn't give correct answer for number four. *The tenses was used in number four simple present perfect.*

It means that most of students were confusing to match the sentence from number four which included in simple present perfect tense and they didn't know the pattern of simple present perfect well.

3. The ability of the students in five basic tenses with fill in the blank test.

This test focused on how the students know what the appropriate verb that used in five basic tenses (simple present tense, simple past tense, simple future tense, simple present continous tense, and simple present perfect tense). The total number of the test were ten items. All of the students didn't give correct answer for number two, four and seven. *In number two used simple past tense, "Last night I .... (drop) a plate in the kitchen". Most of all students answer "droped" but the correct answer was "dropped". In number four used simple present perfect tense "The Smiths .... (live) in this tiny village for the last ten year. Most of students answer "lived" but the correct answer was "has lived". And also in number seven used simple present continous tense and this is the exercise " The two men ..... (wait) for a bus go to office". Most of all students answer "waiting" but the correct answer was "are waiting".*

Based on the explaination above there were students can do the test five basic tenses in multiple choice in form positive,negative and interrogative, match the sentence and fill in the blank. On the other hand students still difficulty to do the test and then there were students can answer the test only little. And also based on what I saw in this class that many factors which made students cannot do the test well, Namely; the students difficult to know what verb that can be using in five basic tenses, lack of understanding toward five basic tenses, cannot memorize the function of five basic tenses and many others factors again.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and some suggestions based on findings and application of the writer

A. *Conclusion*

Based on the findings and discussion of the study , the writer give conclusion as follows:

Five basic tenses was the important thing in tenses because that was the basic of all the form of tenses. Problem that learners always faced in learning English was they still confused to use the appropriate form of verb and adverb of time, although there are still many aspects that sholud be consider in forming good sentences.

After analyzing the result of data above, the ability of the students in mastering five basic tenses (simple present tense, simple past tense, simple future tense, simple present continous tense and simple present perfect tense) still under standard because there were many students categorized average although there were three students got Excellent, and seven students got "good". so the ability of the students in mastering five basic tenses should be improving.

B. Suggestions

Based on conclusion , the writer would like to put forward some suggestion as follow:

1. All reader especially English teacher, in teaching grammar should given an appropriate method to the students, which can make them relax, enjoy and interest getting the material and make the situation is attractive.
2. The English teacher of SMK Negeri 1 Palopo should be able to increase the students' interest by giving them motivation.
3. The English teacher of SMK Negeri 1 Palopo should motivation and guide the students in learning grammar especially five basic tenses by solving their problem.
4. The students should do more and more exercise about five basic tenses in order to ability in mastering five basic tenses.
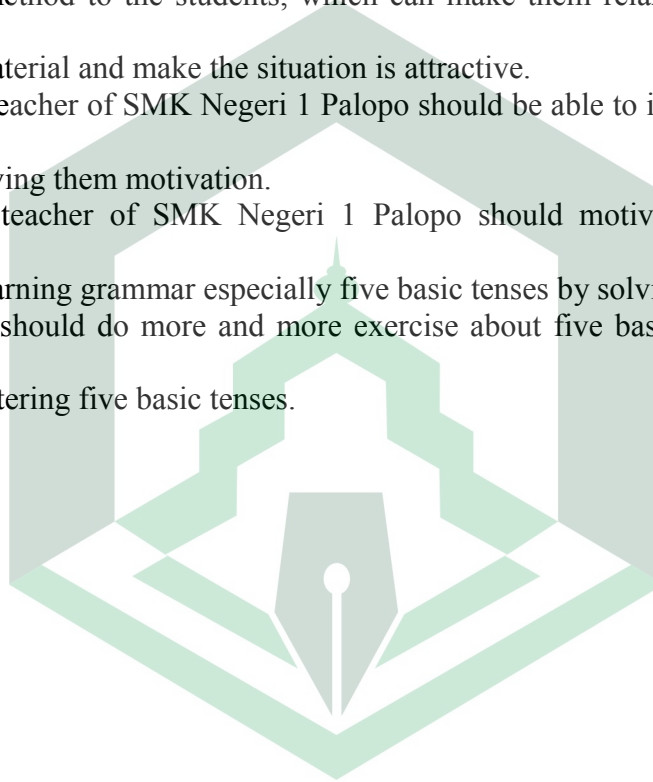
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The researcher, Nurmalasari usman was born on 18th Januari 1991 in Palopo City. She is the First child from three sisters. Her parents names are Usman Manna and Marhina. She started her school at SDN 234 Temmalebba, Palopo in 1997 and graduated in 2003. In the same year, she continued her study at SMPN 5 Palopo and graduated in 2005. She continued her study at Vacational High School 1 Palopo and graduated in 2008. In 2010 she took English study Program Tarbiyah And Teacher Training Faculty at The State Institute For Islamic Study (IAIN) Palopo. She always active in every program of HMPS – BIG such as; Freshmen Training Camp (FTC) and English Camp. And there are many another programs which can improve the skill.