

**THE ABILITY OF STUDENTS IN USING SIMPLE PRESENT TENSE AT  
THE SEVENTH YEAR OF PMDS PUTRI PALOPO**



**THESIS**

Submitted to English Language of S1 Tarbiyah Department  
of State College for Islamic Studies in Partial  
Fullfillment for Degree of S.Pd  
in English Education

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2014**

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(STAIN) PALOPO  
2013**

## THESIS APPROVAL

This thesis entitled “**The Ability Of Students In Using Simple Present Tense At The Seventh Year Of PMDS Putri Palopo**” which is written by Haritsa, students ID 09.16.3.0066, English SI Study Program of Tarbiyah Department of State College For Islamic Studies and has been examined and defended on Friday, March 20<sup>th</sup> 2014 coincided with 12 Jumadil Awal 1435 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, 20 March 2014  
12 Jumadi Awal 1435

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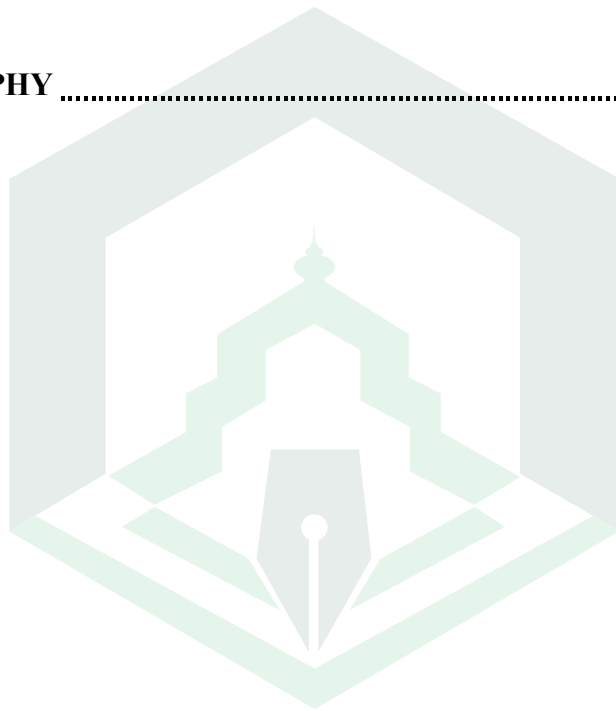
March <sup>th</sup> 2014

**IAIN PALOPO** The Writer

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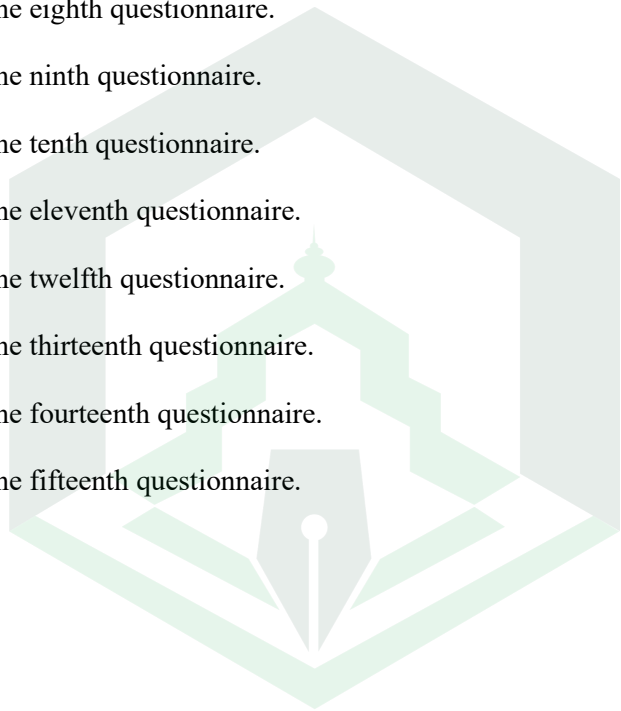


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## ABSTRACT

Haritsa, 2014: "The Ability of Students in Using Simple Present Tense at the seventh year of PMDS Putri Palopo". Thesis, English Study Program of Tarbiyah Departement of state College fo Islamic Studies (STAIN) Palopo.

Key Word: Ability, Simple Present Tense, PMDS Putri.

This thesis studies about the Ability of Students in Using Simple Present Tense at the Seventh year of PMDS Putri Palopo. The problem statement are: how is the ability of the students in using simple present tense? and what difficulties are faced by the students in learning simple present tense. The objective of the research are: to find out the ability of the students in using simple present tense and to find out the difficulties faced by the students in learning simple present tense.

The researcher used descriptive method which involved the seventh year of PMDS Putri palopo in 2013/2014 academic year. The total number of students was 74 from 4 classes. The writer took these 74 students as the population, and the writer take one class from four classes that consist of 15 student as the sample of this research by using propoitive sampling technique.

The writer used test are multiple choice, translate to English by using the simple present tense and questionnaire. Total of items multiple choice is 30 in form positive, negative and interrogative and also translate to English by using the simple present tense and questionnaires total of question was 10.

The result of this research showed that on students' the ability of students in using simple present tense at the seventh year of PMDS Putri Palopo after conducting research, the writer find out result "excellent" got value (86,6) and the lowest score "poor" got value (53,3) from the test multiple choice simple present tense, beside that there were score from test translate English sentence in form positive, negative and interrogative, and the lowest students score "fairly poor" got value (26,7) and highest score "excellen" got value (100). With the this result there were students still categorized fair and there were students categorized good answer. And the from questionnaire there were many problems students in simple present tense some of problems namely; they are seldom teach English grammar specially Simple present, they are lack of understanding and they are not memorized tenses well, they can not to use verb the exactly in make sentence simple present tense, they can not to make positive, negative and interrogative sentence in simple present tense and many others.

# CHAPTER I

## INTRODUCTION

### *A. Background*

Many students make errors in speech and writing performance in terms of grammatical. They occurs because they do not understand who they learn English language, specially grammar. As a teacher has to know about technique in teaching English in order the students can understand. Learning in school not only gives the material and allow students to finish the task, but also the teacher is demanded to provide motivation, approach, and the election material, so that students can achieve learning objectives. In addition, the selection technique in teaching should be able to make the students are interested, pleasant, so the learning process is not boring.

Grammar is a complex skill. Which consists of many main parts. A tense is one of important parts In English grammar. It is related to time and situation expressing ideas. Furthermore, it involves both a command of certain skills and several different types of knowledge. Therefore, teachers need to give students opportunities to practice the pattern of tenses. Many student learning English but they still cannot speak in that language well. By that, all teacher have to upgrade to learn all student for the shake of to reaching of an study which with quality the shake.

One important aspect of language learning that because problem for English learners grammatical mastery. it will support them ways to the both oral and written

communication. Learner can speak fluently especially a role of tense. Tense is a basic knowledge in grammar to form sentence.

In grammar, tense is a category that locates a situation in time, to indicate when the situation takes place.<sup>1</sup> Tense is the grammaticalisation of time reference, one of basic categories of "now", i.e. the present. Tenses is a distinction of form in a verb to express distinctions of time or duration of the action or state it denotes, a set of inflectional forms of a verb that express distinctions of time and an inflectional form of a verb expressing a specific time distinction.<sup>2</sup> Grammar is the study of words and how they can be used to form sentences. It can include the inflections, syntax, and word formation of the language, as well as the pronunciation, meaning, and linguistic history of a particular word. Grammar tense is used to talk about things in general. We are not only thinking about now, but it is used to say that something happens all the time or repeatedly or that something is true in general.<sup>3</sup>

The knowledge underlying our ability to produce and understand sentence in Language. Chomsky likened competence a 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. There are may be some people who could speak in English,

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<sup>1</sup> Fabricius-Hansen, *Tense in the Encyclopedia of Language and Linguistics*, (2nd ed., 2006), p. 78.

<sup>2</sup> <http://www.merriam-webster.com/dictionary/tense>, accessed on February 20<sup>th</sup> 2014.

<sup>3</sup> [Http://grammar.yourdictionary.com/grammar-rules-and-tips/problems-caused-by-incorrect-grammar.html](http://grammar.yourdictionary.com/grammar-rules-and-tips/problems-caused-by-incorrect-grammar.html), accessed on February 20<sup>th</sup> 2014.



but sometimes do no attention of grammatical aspect; they have opinion that as long as it conveys what 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 is conveyed by the writer.

Grammar aspect is always considered as the most important thing in language learning it is difficult for as to communicate accurately and to be understood in communication if we do not have the knowledge about the grammatical aspects as well as how to use this knowledge in our actual speech.

Brown says that the knowledge of a language system refers to our ability to make sentence to understand it, it also include 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 become “I go to school yesterday” even it is still in English sentence but is unacceptable.<sup>4</sup>

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

Simple present tense is one of the aspects that should be given attention in tense. Simple present tense is the most frequently used in daily communication.

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<sup>4</sup> Hernawati. *Improving Student Grammar a Achievement Trough situational Teaching (SLT) Method at the seventh Year of SMPN 8 Palopo*, (Thesis STAIN Palopo.2009), p. 1.

Therefore, in this research, I will focus on the ability of students in using simple present tense. Because, the foundation of tenses is simple present tense. Simple present tense always used in activity everyday. simple present tense get contributions important from fourth skill namely; reading, speaking, listening and writing. And the functions of simple present tense as a current action or state of being, expresses a habitual occurrence, general truth, belief, or fact, or communicates about works of literature and other media that remain unchanged through time. If we saw the explanation simple present tense is important for to students and know the they are knowledge about simple present tense.

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 should be considered in forming good sentences. Example word classes, etc.

Based on the explanation above, Researchers think that, need to do research on the ability of students to make sentences using simple present tense. By this writing the writer hope can give contribute to the students at the seventh year of PMDS Putri Palopo who have low ability in English grammar. Therefore, the writer interested in conducting a research on title “The Ability of Students’ in using Simple Present Tense at the seven year students of PMDS Putri Palopo’”.

### ***B. Problem Statements***

Based on the background above, the writer formulates the main research question as follows:

1. How is the ability of the students in using simple present tense at the seventh year students of PMDS Putri Palopo?
2. What difficulties are faced by the students in learning simple present tense at the seventh year students of PMDS Putri Palopo?

### ***C. Objective of the Research***

Relate to the problem statement above the objective of the research was as follows:

1. To find out the ability of the student in using simple present tense at the seventh year students of PMDS Putri Palopo.
2. To find out the difficulties faced by the students in learning simple present tense at the seventh year students of PMDS Putri Palopo.

### ***D. The Significant of the Research***

The result of this research was expect to be useful and helpful information for the teacher who want to teach simple present tense. In addition, it was also useful to students who want to Learn simple present tense in conveying their aims, especially in students' ability at the seventh year students of PMDS Putri Palopo in using simple present tense.

### ***E. Scope of the Research***

The scope of this research was restricted to the students' ability in using simple present tense at the seventh year students of PMDS Putri Palopo. And the writer focused in this study about ability of students in make a sentence simple present tense in form positive, negative and interogative, and also research the capability students in using verb and "to do" in simple present tense.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Study*

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

1. 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 verbs at simple present tense simple was very poor in classification. And some of the students still find some problems in teaching simple present tense.<sup>1</sup>

2. Anna Farida Wahab, the ability students in using simple present tense by using picture at the sixth class students of SDN 90 Rampoang. This research also found very positive attitude towards the use of picture as one way to ability the students' in using simple present tense.<sup>2</sup>

3. Idilham, the difficulties faced by the second year students of SMP Negeri 10 Palopo in using simple present tense. The difficulties of the second year students in

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<sup>1</sup>Sri Yulianti. *The difficulties faced by the first grade students of SMP Negeri 2 Palopo in using simple present tense*. (UNCOK: Palopo, 2009). p. 32.

<sup>2</sup>Anna Farida Wahab. *Ability students' in using simple present tense by using picture the sixth class students of SDN 90 Rampoang*. (UNCOK: Palopo, 2008), p. 34.

using simple present tense was very poor in classification. And some of the students still find some problems in teaching simple present tense.<sup>3</sup>

Based on above study, the different this research the writer want to know the ability of students' in using simple present tense specially at PMDS Putri Palopo and the writer also looking for the problems of students in learning simple present tense. Because, simple present tense one of tenses always used in activity everyday. So, it is important to know the problems of students' in using simple present tense.

### ***B. Grammar***

A grammar is a mechanism making it possible to define a natural language. 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 non-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 on the way of representing linguistic information which is expressed in order to rule out ungrammatical utterances. This is particularly clear in the optimality theory in which constraints are stipulated precisely in this perspective. The second, considering

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<sup>3</sup> Idilham. *The difficulties faced by the second year students of SMP Negeri 10 Palopo in using simple present tense*. (UNCOK: Palopo, 2009), p. 35.

grammar as a way of defining a language relies on a clear distinction between grammatical and ungrammatical production.<sup>4</sup>

For the reason, needed a more general conception in which the description of an input can be built, whatever its form. This claim is even strongest when taking into account the different domains relies on structure mapping. Grammar is set information (that can even be non connected) capable of describing an input, whatever its form. The domind role of a grammar is not to build a structure, but to specify the different characteristic of the lingustict object.

Education which presumes to call itself scientific has for generation looked with jaundiced eye upon grammar as one of the classical, and ergo obsolescent, disciplines. Students, who quite understandably find grammar difficult, have been encouraged in their aversion, to the point that english classes have either dropped it or slighted it, and even foreign language classes have been compled to ge easy. Yet no one seems to have inquired in reasonable way waht is wrong with grammar, for obviously there must be something wrong somewhere, or how to corret it. Those who attack grammar may do it for one of three reason: grammard is hard; grammar is antiquated and not all deserve serious consideration; but other do, and we shall examine them.

1. 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

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<sup>4</sup> Thomson martines, *A Practical English Grammar*. <http://aune.lpunyddalx/blache/papers/2005/fonlg.4.pdf>. November, accessed on November 1<sup>st</sup> 2013.

elaborate presentation. It itself it is an unworthy point of attack, and a pernicious one if it is allowed to extend itself, as it too often studies of comparable difficult.

2. That grammar is antiquated 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 would have to be extended to history, religion, a good deal of physics, and to certain aspect of almost every subject. Antiquity may no longer lend dignity, but it has not yet begun to signify the reserve.

The main avenue of attack is the assumed disharmony between grammar and the aims of modern education, which style itself the means of adjusting the student to his world. Grammar is a “formal discipline”, has no in this world, and should therefore be thorwn out. The fact that the student’s world is one in which science plays a major role disbars from cosideration anything as unscientific as grammar is supposed to be.

#### a. Definition of Grammar

Language teachers and language learners are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automaticlly in listening, speaking, reading and writing. This disconnect reflects a separation between declarative knowledge and procedural knowledge.

1. Declarative knowledge is knowledge about something. Declarative knowledge enables a students to describe a rule of grammar and apply it in pattern pratice drills.

2. Procedure knowledge is knowledge of how to do something. Procedural knowledge enables a students to apply a rule of grammar in communication.



Procedural knowledge does not translate automatically into declarative knowledge; many native speakers can use their language clearly and correctly without being able to state the rules of its grammar. Likewise, declarative knowledge does not translate automatically into procedure knowledge; students may be able to state a grammar rule, but consistently fail to apply the rule when speaking or writing.

Grammar is the rules for forming words and for combining words to form sentences or paragraph. Grammar is a set of rules that define how words (or part of words) are combined or change to form acceptable units of meaning within language.<sup>5</sup> A specific of grammar is usually called a “structure”. Grammar is generally thought to be set of rules specifying the correct ordering of words at the sentences or paragraph level. Grammar does not only affect how units of language are combined in order, it also affect their meaning. The teaching of grammatical meaning unfortunately, to be neglected in many text books in favor of an emphasis on accuracy of form.

#### b. Teach 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 it clear. The writer would like to describe both of strategies as follows:

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<sup>5</sup> R & W Chambers, *An Intermediate Dictionary For Language of English*, (Singapore: Federal Publication, 1985), p. 473.

### 1. Inductive 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 takes time then deductive method. The students' lack of theories, furthermore, some students prefer to know the rules before practicing in many examples.

### 2. Deductive strategy

Grammar is taught deductively that is by the presentation and study of grammar rules, which are the practice through translation exercise.<sup>6</sup>

Grammar translation method and cognitive approach claim that sentence should be taught deductively by presenting grammatical rules and followed by example and finally having the students work on exercise, (Subyakto. In Samsul Hadi (2008: 20). The reason that every language has its own modal verbs and the structure is abstract and complicated.

The first presentation is usually by orally. When the students can handle the spoken pattern, and when the pattern is complex they are introduced to written form, (Froraklim: 1974:4).

The deductive method is the most effective for the pattern which cannot be discovered by analogy. It can save time. There are also some students who prefer having the rule presented and allowed to demonstrate the comprehension by applying

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<sup>6</sup> Ommagio Hadley, *Teaching Language in Context*, (Boston: Heinle Publisher, 1983), p. 490.

it to the new sentence. The method result in form of comprehension of the students about the theory and the pattern. (Froraklim: 1974:4).

The grammatical feature to be practiced for this particular class:

1. First activity

- a. The teacher reviews the previous day's work by asking students describe their rooms in a sample questions answer exchange.
- b. The teacher ask students to turn to a page in their text, where a short description of student's dorm room is given.

2. Introduction of the grammar structure

3. Students expalnation of the grammatical principle

The teacher ask the students to explain how the negative sentences they have just, created are different from the affrimitive ones. As students attemp to give a rule, the teacher can see if they have understood the concept.

4. Active practice oral

Students work through a variety of contextualized exercise. In the text, prating the new negative construction while describing various scenes in the dorm, in the classroom, on campus and in the town.

5. Active practice written

The teacher uses a dictation passage in which affrimitive and negative sentence are used to describe a new setting this time, a students room a privste.

## 6. Conversational practice

Students use conversation cards to ask and answer personalized questions, many of which will require negative. In this manner, they finish hour in group practice, actively engaged in using the new grammatical concept in an open ended exchange.<sup>7</sup>

The next question, then, is whether to teach grammar in language classes, and if so, how to teach it. As noted above, varied opinions on the question can be found in the literature on language teaching. Reason, balance, and the experience of teachers in recent CTL tradition tell us that judicious attention to grammatical form in the adult classroom is not only helpful. If appropriate techniques are used but essential to a speedy learning process.

### c. Principle for Teaching Grammar

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

1. Integrate both inductive and deductive methods into your teaching. In the deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of exercises designed to clarify the grammatical point and help the learners master the point. In deductive teaching, you work from principle to example. Inductive procedures reverse this process. In inductive teaching, you present the learners with

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<sup>7</sup> Ommagio Hadley, *Op. Cit.*, p. 491.

samples of language and through a process of guided discovery, get them to work out the principle or rule for themselves.

2. Use tasks that make clear the relationship between grammatical form and communicative function. Grammar-based courses are relatively ineffective because they teach grammar as an abstract system, present the language as sentences and fail to give learners a proper context for the grammar point. Teaching was 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 purposes. Give a more or less standard textbook explanation of a 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 formally, few native speakers can state the rule for third person.

While declarative knowledge can facilitate the development of procedural knowledge. Students need to develop mastery of target language items, 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>8</sup>.

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

After knowing the principle of the teaching grammar, the teachers are expected to be able to manage the classroom situation and their teaching strategy or method, so teachers have to make good preparation before teaching

### ***C. Classroom Technique and Tasks 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 wants to introduce. With this technique, teachers draw students' attention to items that are meant to be noticed by "flagging" them in some way such as 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 learners to notice particular grammatical feature or principle that they have never used or practiced. These activities are designed to get learners to notice particular grammatical feature or principle that they have never used or practiced. These activities are designed to get learners to notice particular grammatical feature or principle that they have never used or practiced.

3. **Grammar dictation** involves learners' collaboration in small groups 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 reconstruct the original passage.

4. **Garden 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, leads them into error. This is 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 given disconfirming evidence and then have to modify their hypothesis.<sup>9</sup>

#### a. Method of Teaching Grammar

The goal of grammar instruction is to enable students to carry out their communication purpose. This goal has three implications:

1. Students need overt instruction that connects grammar points with larger communication contexts.
2. Students do not to master every aspect of each grammar points, only those that are relevant to the immediate communication task.
3. Error correction is not always the instructor's first responsibility.<sup>10</sup>

#### ***D. The Concept of Simple Present Tense***

##### 1. Definition of simple present tense

There has been same expert explain the definition about simple present tense, as follow:

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<sup>9</sup> Siti Ningsi Soel. *Improving grammar through reordering words at the eight year students of SMP Negeri 8 Palopo*. (STAIN: Palopo,2009), p. 12.

<sup>10</sup> David Nunan. *Teaching Grammar*. Online (<http://esl-programs-lesson.suite101.com>). Accessed on July 2013.

- a. Simple present tense gives explanation to the events that's happened in the present times in the simple forms.<sup>11</sup>
- b. Simple present tense show the action or activities which take place the present. It show the everyday action.<sup>12</sup>
- c. Simple present tense occur the speech furless frequently then the present continuous tense. It doesn't really describe present action but sometimes permanent or habitual action.

The other definitions of simple present tense are as the follows:

Simple present tense is a part of structure, and structure is a part grammar. We always hear the term “grammatical structure”, where in linguistic term structure means the rule of pattern in which the words are put together to build the sentence to communicate and grammar is a discription of a language and ways of arranging linguistic units, words, and phrases, to form sentences in the language. than structure. For both terms are sometimes used interchangeably to the denote the some senses even fused into one unit.

The present tense indicates that an action is present, now, relative to the speaker or writer. Generally, it is used to describe actions that are factual or habitual, things

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<sup>11</sup> Jack Richard and Roggers Theoder. *Approach and Method in Language Teaching*. (New York: Cambridge University Press,1998), p. 84.

<sup>12</sup> Gilles. Middle and Secondary school Grammar and Composition. (New Delhi: Pentagon Press,2004), p. 75.



that occur in the present but that are not necessarily happening right now: “it rains a lot in Portland” is a kind of timeless statement.<sup>13</sup>

Simple present tense is usually the first verbs tense ESL student are taught. Perhaps the most difficult thing for ESL learners to remember is that the third person (he, she, it) of regular takes an “s”.<sup>14</sup>

Simple present tense is used to describe an action, an event or condition that is occurring in the present, at the moment of speaking or writing. The simple present is used when precise beginning or ending of a present action, event or condition is unknown or is unimportant to the meaning of the sentence.<sup>15</sup>

## 2. Pattern of Simple Present Tense

Simple present tense is description events at the current time in the form of a simple or a job or acts committed repeatedly, or daily habits, actions or events that have nothing to do with time.

Simple present tense is which is used to explain events, activities that we done in the certain time in the past in the simple form and the time signal has we known.

It is important to define the term “tense” itself. To do so, you need to property define verb category in English grammar. The verb shows actions, states, process,

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<sup>13</sup> <http://www.englishpage.com/verbpage/simplepresent.html>.accessed February, 2014.

<sup>14</sup> <http://www.esl-tutor.com/teaching-simple-present.basic.htm>.Accessed February, 2014.

<sup>15</sup> <http://www.arts.uottawa.ca/writcent/hypergrammar.htm>.accesses February, 2014.

and events.<sup>16</sup> Tense is verb form that shows the time of the action or states and change of verb in sentence that connecting with time<sup>17</sup>

1. Positive Sentence (Affirmative Sentence)

Subject + Verb I + Object

Example : Ani reads a novel.

I go to school every day.

He watches TV every day night.

2. Negative sentence (Negative)

In order to form a negative statement, the Simple Present of the auxiliary do followed by the word not is placed before the bare infinitive of the verb.

Subject + do/does + not + Verb I + Oject

No	Affirmative Statement	Negative Statement
1.	I work.	I dont not work
2.	You work	You do not work
3.	He works	He do not work
4.	She works	She do not work
5.	It works	It does not work
6.	We work	We dont not work
7.	They work	They do not work

<sup>16</sup> Mr. Hani Sutrisno, *Metode Nyeleneh*. p. 23.

<sup>17</sup> *Ibid.*, p. 38.

In spoken English, the following contractions are often used;

Without contraction	With contractions
Do not	Don't
Does not	Doesn't

Example : Ani does not read a novel.

I do not go to school every day

He does not watch TV every night.

### 3. Interrogative sentences

In order to form a question in the simple present of any verb other than the verb to be, the simple present of the auxiliari do ia added before the subject.

Do/does +Subject+Verb I +object

Example: Does Ani read a novel?

Do I go to school every day?

Does he watch TV every night?<sup>18</sup>

### 3. Spelling rules for addings in the third person singular

#### 1. Verbs ending with y

The English letters a, e, i, o and u are generally referred to as vowels. The other English letters are generally referred to as consonants.

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<sup>18</sup> A.J,Thompson and Martinent. *A practical English grammar*. (New York:Oxford Dictionary,1980).

When a verb ends in *y* immediately preceded by a consonant, the *y* is changed to *ie* before the ending *s* is added. In each of the following examples, the consonant immediately preceding the final *y* is underlined.

No	Bare infinitive	Third person Singular
1.	Study	Studies
2.	Fly	Flies
3.	Carry	Carries

However, when a verb ends in *y* immediately preceded by a vowel, the *y* is not changed before the ending *s* is added. In each of the following examples, the consonant immediately preceding the final *y* is underlined.

No	Bare infinitive	Third person Singular
1.	Say	Says
2.	Enjoy	Enjoys
3.	Buy	Buys

## 2. Verb ending with *o*

When a verb ends in *o*, the letter *e* is added before the *s* ending. For example:

No	Bare infinitive	Third person Singular
1.	Do	Does
2.	Echo	Echos
3.	Go	Go

### 3. Verb ending with *ch, s, sh, x, or z*.

When a verb ends in a sibilant sound such as *ch, s, sh, x, or z*, the letter *e* is added before the *s* ending. For example;

No	Bare infinitive	Third person Singular
1.	Pass	Passes
2.	Push	Pushes
3.	Watch	Watches
4.	Fix	Fixes
5.	Buzz	Buzzes

#### a. Pronunciation of the *es* ending

A syllable is a unit of pronunciation, usually consisting of a vowel sound which may or may not be accompanied by consonants.

A syllable is a unit of pronunciation, usually consisting of a vowel sound which may or may not be accompanied by consonants.

When verb ends in sibilant sound such as *ch, s, sh, x or z*, the *es* ending of the third person singular is pronounced as a separate syllable. The reason for this is these sounds are so similar to the sound of the *es* ending, that the ending must be pronounced as a separate syllable in order to be heard clearly. In each of the following examples the bare infinitive consists of one syllable, whereas the form of the verb used in the third person singular consists of two syllables.

No	Bare infinitive	Third person Singular
1.	Race	Races
2.	Rage	Rages
3.	Praise	Praises
4.	Doze	Dozes

However, when s is added to verbs ending in ce, ge, se, or ze, the final es is usually pronounced as a separate syllable, whereas the form of the verb used in the third person singular consists of two syllable.

No	Bare infinitive	Third person Singular
1.	Race	Races
2.	Rage	Rages
3.	Praise	Praises
4.	Doze	Dozes

However, when s is added to a verb ending in e preceded by a letter other than c, g, s or z, the final es is not pronounced as a separate syllable. In each of the following examples, both the bare infinitive consists of one syllable, whereas the form of the verb used in the third person singular consist of two syllable.

No	Bare infinitive	Third person Singular
1.	Make	Makes
2.	Smile	Smiles
3.	Dine	Dineals

- a. When the subject is third person singular ( he, she, it, Mr. John ) add a final-s or-es to the verb in affirmative.

Example : She goes to school every day

Adi watches TV every night

He drinks a glass coffee

The cat walks on the road.

- b. Add-es if the ends in -sh,-ch,-ss,-x,-o and -zz

Example : Wash – washes

She always washed dishes in my home

Go – goes

My father goes to beach every month

Watch – watches

The boy watches horror film in a movie every Friday Night.

- c. If the verbs ends in a consonant + -y, change the -y, to i and add-es.

Example : Study- studies

Mira always studies in outdoor class.

Try-tries

Andi tries to ask about the teacher.

- d. If the verbs ends in a vowel + -y, simply add -s.

Example: Pay – pays

Buy – buys

- e. Do not add final –s or –es to the main verb in a negative sentence and a interrogative sentence.
- f. Time signal forms of simple present tense namely

Every	Frequently
when	There
Sometimes	Now days
Here	Once in a while
Often	Seldom
Usually	Never

### 3. Function of Simple Present Tense

Arsyad explains the function of simple present tense as follows:

1. To explain daily activities.
2. To express gradual action.<sup>19</sup>

Tompson and Martinent describe some functions of simple present tense as follows:

1. Expressing habitual actions

Example: He goes to sleep at 10 o'clock every night

She always read a book every day.

2. Expressing general truth.

Example: The water boils in 100 degree Celcius.

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<sup>19</sup>Ashar Arsyad. *Mastering modern English structure 2*. (Ama Press: Ujung pandang,1991), p. 45.



The sun shines in the north.<sup>20</sup>

Wello states the simple present tense used:

1. To express habitual action, as

Example : I get up at five o'clock every day.

We usually drink coffee in the afternoon

We watch TV all the time.

2. To express general truth, as

Example : The sun raise in the east

Honey is sweet

The earth revolves around the sun.

3. In exclamatory sentences beginning with “here” and “there”, to express what is actually taking place in the present, as:

Example : Here comes the bus

There she goes.

4. In vivid narrative, as a substitute for the simple past, as:

Example : Horab now rushes forward and deals a heavy blow to Rostum

Immediately the sultan hurries to his capital.

5. To indicate a future event that is part of a plan or arrangement, as follows:

Example : We go to Makassar next week.

We sail for Surabaya next Thursday.<sup>21</sup>

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<sup>20</sup>A.J,Thompson and Martinent. *A practical English grammar*. (New York: Oxford Dictionary,1980), p. 67.

The simple present is used:

1. To express habits, general truth, repeated actions or unchanging situations, emotions and wishes:

*I smoke (habit), I work in London (unchanging situation), London is a large city (general truth)*

2. To give instructions or directions:

*You walk for two hundred metres, then you turn left.*

3. To express fixed arrangement, present or future:

*Your exam starts at 09.00*

4. To express future time, after some conjunction: *after, when, before, as, soon as, until:*

*He'll give it to you when you come next Saturday.<sup>22</sup>*

The simple present is not used to express actions happening now.

Example:

- a. For habits

1. He drinks tea at breakfast.
2. She only eats fish.
3. They watch television regularly.

- b. For repeated actions or events

1. We catch the bus every morning

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<sup>21</sup> Wello. Grammar: *a hand book*. (IKIP Ujung pandang,1987), p. 59.

<sup>22</sup> <http://www.englishpage.com/verbpage/simplepresent.html>.accessed February, 2014.

2. It rains very afternoon in the hot season.
  3. They drive to Monaco every summer.
- c. For general truths
1. Water freezes at zero degrees.
  2. The Earth revolves around the Sun.
  3. Her mother is Peruvian.
- d. For instructions or directions
1. Open the packet and pour the contents into hot water.
  2. You take the Number 6 bus to Watney and then the Number 10 to Bedford.
- e. For fixed arrangements
1. His mother arrives tomorrow.
  2. Our holiday starts on the 26th March.
- f. With future constructions
1. She'll see you before she leaves.
  2. We'll give it to her when she arrives.

Teaching the simple present for things in general or things that happen repeatedly.

- a. To describe states of feeling, thinking, likes, dislikes.
- b. Reading and answering set questions
- c. Describing habitual action or state.
- d. To recount the plot of a story.
- e. Dramatic use.

- f. To tell repeated actions over a longer time.<sup>23</sup>

The simple present is used to make statements about events at a time later than now, when the statements are based on present facts, and when these facts are something fixed like a time-table, schedule calendar.

Example:

- a. The plane arrives at 18.00 tomorrow.
- b. She has a yoga class tomorrow morning.
- c. The restaurant opens at 19.30 tonight.
- d. Next Thursday at 14.00 there is an English exam.

Note the difference between:

1. The plane leaves in ten minutes = statement of fact
2. The plane's going to leave in ten minutes = prediction based on present situation, meaning.... and if you don't hurry up you're going to miss it!

We used the simple present tense when:

- a. The action is general.
- b. The action happens all the time or habitually, in the past, present and future.
- c. The action is not only happening now.
- d. The statement is always true.

Look at the these examples:

- a. I live in New York
- b. The Moon goes round the earth

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<sup>23</sup> [http://www.kfmaas.de/gram\\_spresent.html](http://www.kfmaas.de/gram_spresent.html). Accessed May 2013.

- c. John drives a taxi.
- d. He does not drive a bus.
- e. We do not work at night.
- f. Do you play football?.<sup>24</sup>



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<sup>24</sup> [http://www.englishclub.com/grammar/verb-tenses\\_present.html](http://www.englishclub.com/grammar/verb-tenses_present.html). Accessed January 2014.

## CHAPTER III

### RESEARCH METHOD

#### *A. Method and Design*

In conducting this research the writer applied a descriptive method. It aimed at this method is stimulating the ability at the seven year students of PMDS Putri Palopo in using simple present tense.

#### *B. Population and Sample*

##### 1. Population

The population of this research was the seven year students of PMDS Putri Palopo in 2013/2014 academic year. The total number of population is 74 students from 4 classes.

Class	Students				Total Population
	The First Room	The Second Room	The Third Room	The Fourth Room	
Seven	15	20	19	20	74

## 2. Sample

In this research, the researcher applied purposive sampling technique. The researcher take one class from four classes, namely class VII.a, this class consists of 15 students. So, the number of sample in this research was 15 students.

### ***C. Instrument of the Research***

The instrument of this research was used the test multiple choice about verb and “To Do” in positive, negative and interrogative sentence and to English sentence to know the students ability and difficulties in Learning simple Present Tense. Before and after the students were given pre-test, treatment and pos-test, the writer also use questionnaires to know about the difficulties of learning simple present tense.

### ***D. The Procedures of Collecting Data***

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

- a. Introduce herself to the students and all at once to give explanation about the writer’s aim to come at the school.
- b. The writer gave explanation about simple present tense to the students.
- c. The writer distributed objective test of multiple choice and There were 5 numbers of test to translate in English directly.
- d. The students completed the test by using correct simple present tense.
- e. The writer gave questionnaire to the students to know about students’ problem in teaching grammar specially simple present tense.
- f. The writer gave 90 minutes to finish the test about simple present tense.

### E. Technique of Data Analysis

The data of this research were analyzed as follows:

- a. The collecting data evaluation from test.
- b. Analyzing the data by using percentage, it is counting the rate percentage of the students score by using the following formula:

$$P = \frac{FN}{N} \times 100\%$$

Where:

P = Rate Percentage

F = Frequency

N = Subject/ number of samples <sup>1</sup>

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.

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<sup>1</sup>L. R Gay, *Educational Research*, (USA, 1981), p. 225.



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

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

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

Table 02:

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

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents findings and discussions. The finding of the research clarifies the description of the result of data analysis about ability students' in using simple present tense of PMDS Putri Palopo in academic 2013/2014. The, discussion part explains more about the result of this research.

#### *A. Findings*

The findings of this research consisted of the students' scores in identifying simple present tense, the classification of the students' scores, the frequency and percentages of students' scores. These findings are elaborated as follows:

1. The result in test simple present tense with multiple choice and translate to English sentence.

Table 4.1: The students' result in positive sentence from simple present tense in test multiple choice.

No	Students	The Number of Items (Positive Sentence)										Total the Students Correct Answer
		10 Items										
		1	2	3	4	5	6	7	8	9	10	
1	PMDS 001	1	1	1	1	1	1	-	1	1	-	8
2	PMDS 002	1	1	1	1	-	1	1	1	-	-	7
3	PMDS 003	-	-	1	-	1	1	1	-	-	-	4
4	PMDS 004	1	1	1	1	-	1	1	-	1	1	8

5	PMDS 005	1	1	1	1	1	1	1	-	-	1	8
6	PMDS 006	1	1	1	1	1	1	1	1	1	1	10
7	PMDS 007	1	1	1	-	1	-	1	-	-	1	6
8	PMDS 008	1	1	1	1	1	-	-	1	-	-	6
9	PMDS 009	1	1	-	-	-	1	-	-	1	1	5
10	PMDS 010	1	1	-	1	1	-	1	1	1	1	8
11	PMDS 011	-	1	1	1	-	1	1		1	1	7
12	PMDS 012	1	1	1	-	1	-	1	1	-	1	7
13	PMDS 013	-	1	1	1	1	1	1	1	1	1	9
14	PMDS 014	-	-	1	-	1	1	1	1	1	1	7
15	PMDS 015	1	-	1	1	-	1	-	1	1	-	6
<b>Total</b>		<b>11</b>	<b>12</b>	<b>13</b>	<b>10</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>9</b>	<b>9</b>	<b>10</b>	

The writer found from the table that there were many varied the answer for positive sentence. There was one student which correct answered 10, 9, 5 and 4 items, there were three students got 6 correct answer and four students got 7 and 8 correct answer. And from the first, sixth, seventh item there were 11 students the same answer, there were 10 students who the same answer for fourth, fifth and tenth item. Beside that there were 9 students the same answer from eighth and ninth item. And 12 students the same answer for second item and also from third item there were 13 students the same answer.

Table 4.2: The students' result in negative sentence from simple present tense in test multiple choice.

No	Students	The Number of Items (Negative Sentence)										Total the Students Correct Answer
		10 Items										
		1	2	3	4	5	6	7	8	9	10	
1	PMDS 001	1	-	1	1	1	1	1	1	1	-	8
2	PMDS 002	1	1	1	-	-	1	-	1	-	-	5
3	PMDS 003	-	1	1	-	1	1	1	-	1	-	6
4	PMDS 004	1	1	1	1	-	-	1	-	-	1	6
5	PMDS 005	-	1	-	1	1	-	-	1	-	1	5
6	PMDS 006	1	1	-	1	1	1	-	1	1	1	8
7	PMDS 007	1	1	1		1	1	1	1	-	1	8
8	PMDS 008	1	1	1	-	1	-	-	-	1	1	6
9	PMDS 009	1	1	-	1	1	1	-	-	-	1	6
10	PMDS 010	-	1	1	1	1	-	1	-	1	1	7
11	PMDS 011	-	1	1	1	-	1	1	1	1	1	8
12	PMDS 012	1	-	1	-	1		1	1	-	1	6
13	PMDS 013	1	1	-	1	-	1	1	1	1	-	7
14	PMDS 014	1	1	1	-	1	-	-	1	-	1	6
15	PMDS 015	1	-	1	1	-	1		1	-	-	5
<b>Total</b>		<b>11</b>	<b>12</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>7</b>	<b>10</b>	

Based on the table above indicates that for negative sentence, There were six students which correct answered 6 items, there were three students got 5 items correct answer, four students got 8 items correct answer, and 7 items correct answered from

two students. From the second item there were 12 students the same answer, there were 10 students who the same answer for fifth, eighth and tenth item. Beside that there were 9 students the same answer from fourth and sixth item. And 11 students the same answer for first and third item and also ninth item there were 7 students the same answer and beside that 8 students from seventh item for the same answer.

Table 4.3: The students' result in interrogative sentence from simple present tense 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	PMDS 001	1	1	-	1	1	-	-	1	1	-	6
2	PMDS 002	1	1	-	1	1	1	1	1	1	-	8
3	PMDS 003	-	1	1	-	1	1	1	-	-	1	6
4	PMDS 004	1	1	1	1	-	-	1	-	1	1	7
5	PMDS 005	1	-	1	-	1	1	1	-	-	1	6
6	PMDS 006	1	1	1	-	1	-	1	1	1	1	8
7	PMDS 007	1	1	-	1	1	-	1	-	1	-	6
8	PMDS 008	-	-	-	1	1	-	1	1	1	1	6
9	PMDS 009	1	1	1	1	1	-	-	-	-	1	6
10	PMDS 010	-	1	-	-	1	1	1	1	1	1	7
11	PMDS 011	-	-	1	1	1	1	1	-	1	-	6
12	PMDS 012	1	-	1	-	1	1	-	1	-	1	6
13	PMDS 013	1	1	1	-	1	-	-	1	1	-	6

14	PMDS 014	1	-	1	-	1	1	-	-	1	1	6
15	PMDS 015	1	-	1	1	-	1	-	1	1	1	7
<b>Total</b>		<b>11</b>	<b>9</b>	<b>10</b>	<b>8</b>	<b>13</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>11</b>	<b>10</b>	

From the table above indicates that, There were ten students correct answered for 6 items, there were three students got correct answer for 7 items and two students got 8 correct answer. And from the first item there were 11 students the same answer, there were 9 students who the same answer from second and seventh item. Beside that there were 10 students the same answer from third and tenth item. And 8 students the same answer for fourth, sixth and eighth item and also from fifth item there were 13 students the same answer.

Table 4.4: The students' total correct answer from simple present tense in test multiple choice.

No	Students	Students Correct Answer			Total Correct Answer
		Positive	Negative	Interrogative	
		10 Items	10 Items	10 Items	
1	PMDS 001	8	8	6	22
2	PMDS 002	7	5	8	20
3	PMDS 003	4	6	6	16
4	PMDS 004	8	6	7	21
5	PMDS 005	8	5	6	19

6	PMDS 006	10	8	8	26
7	PMDS 007	6	8	6	20
8	PMDS 008	6	6	6	18
9	PMDS 009	5	6	6	17
10	PMDS 010	8	7	7	22
11	PMDS 011	7	8	6	21
12	PMDS 012	7	6	6	19
13	PMDS 013	9	7	6	22
14	PMDS 014	7	6	6	19
15	PMDS 015	6	5	7	18

For the table total correct answer above shows that the highest correct was PMDS 006 with the correct answer until 26 items and the lowest correct was PMDS 003 with the correct answer only 16 items.

Table 4.5: The students' total correct answer and score from simple present tense in test multiple choice.

No	Students	Total Correct Answer	Score
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1	PMDS 001	22	73,3
2	PMDS 002	20	66,7
3	PMDS 003	16	53,3
4	PMDS 004	21	70,0
5	PMDS 005	19	63,3
6	PMDS 006	26	86,7
7	PMDS 007	20	66,7
8	PMDS 008	18	60,0
9	PMDS 009	17	56,7
10	PMDS 010	22	73,3
11	PMDS 011	21	70,0
12	PMDS 012	19	63,3
13	PMDS 013	22	73,3
14	PMDS 014	19	63,3
15	PMDS 015	18	60,0

Based on the table above shows that the lowest score 53,3 and the highest score which student can achieve score was 86,7.



Table 4.6: The students' classification, frequency and percentage from simple present tense in test multiple choice.

No	Classification	Quantity	Score	Frequency	Percentage
1	Excellent	4	80 - 100	1	6,67%
3	Good	3	70 - 79	5	33,33%
5	Average	2	60 - 69	7	46,67%
6	Poor	1	50 - 59	2	13,33%
7	Fairly Poor	0	0 - 49	-	-
<b>Total</b>				<b>15</b>	<b>100%</b>

The table above showed that the highest score 80 – 100 only 1 student (6,67%) who was got “excellent” and the lowest score 50 – 59 there were 2 students (13,33%) got “poor”, who received score 70 – 79 “good” there were 5 students (33,33%), who got score 60 – 69 “average” there were 7 students (46,67%). And no one student got score 0 – 49.

Table 4.7: The students' result from translate to English with the using simple present tense in positive sentence.

No	Students	The Number of Items (Translate to English with using the Simple Present Tense in Positive Sentence)					Total the Students Correct Answer
		5 Items					
		1	2	3	4	5	
1	PMDS 001	1	1	1	1	1	5
2	PMDS 002	-	-	-	1	1	2
3	PMDS 003	-	1	1	1	-	3
4	PMDS 004	1	1	1	1	-	4
5	PMDS 005	1	1	-	1	-	3
6	PMDS 006	1	1	1	1	1	3
7	PMDS 007	-	-	1	-	1	2
8	PMDS 008	-	1	1	1	1	4
9	PMDS 009	1	-	-	1	1	5
10	PMDS 010	-	1	1	1	1	4
11	PMDS 011	-	1	1	1	-	3
12	PMDS 012	1	1	1	-	1	4
13	PMDS 013	1	-	1	1	1	4
14	PMDS 014	1	-	1	-	1	3
15	PMDS 015	1	-	-	1	-	2
<b>Total</b>		<b>9</b>	<b>9</b>	<b>11</b>	<b>12</b>	<b>10</b>	

The table above showed that, five students got 4 and 3 correct answer, there were two students got 5 correct answer, three students got 2 correct answer. And the same answer there were 9 students for first and second item, 11 students from third item who the same answer, from fourth item there were 12 students the same answer and 10 students the same answer from fifth item.

Table 4.8: The students' result from translate to English with the using simple present tense in negative sentence.

No	Students	The Number of Items (Translate to English with using the Simple Present Tense in Negative Sentence)					Total the Students Correct Answer
		5 Items					
		1	2	3	4	5	
1	PMDS 001	1	1	1	1	-	4
2	PMDS 002	-	-	-	1	1	2
3	PMDS 003	-	1	-	1	-	2
4	PMDS 004	1	1	1	1	-	4
5	PMDS 005	1	1	-	1	-	3
6	PMDS 006	1	1	1	1	1	2
7	PMDS 007	-	-	1	-	1	2
8	PMDS 008	-	1	1	1	-	3
9	PMDS 009	1	-	-	-	1	5
10	PMDS 010	-	-	1	1	1	3
11	PMDS 011	-	1	1	1	-	3
12	PMDS 012	-	1	1	-	1	3
13	PMDS 013	1	-	1	1	1	4

14	PMDS 014	1	-	1	-	1	3
15	PMDS 015	-	-	-	1	-	1
<b>Total</b>		<b>7</b>	<b>8</b>	<b>10</b>	<b>11</b>	<b>8</b>	

This table showed, the same answer there were 8 students for second and fifth item, 7 students from first item who the same answer, from fourth item there were 11 students the same answer and 10 students the same answer from third item. And six students got 3 correct answer, there was one student got 5 and 1 correct answer, three students got 4 correct answer, and there were four students got 2 correct answer.

Table 4.9: The students' result from translate to English with the using simple present tense in interrogative sentence.

No	Students	The Number of Items (Translate to English with using the Simple Present Tense in Interrogative Sentence)					Total the Students Correct Answer
		5 Items					
		1	2	3	4	5	
1	PMDS 001	1	1	1	1	-	4
2	PMDS 002	-	-	-	1	1	2
3	PMDS 003	-	1	-	1	-	2
4	PMDS 004	1	-	1	1	-	3
5	PMDS 005	1	1	-	1	-	3
6	PMDS 006	1	1	1	1	1	5
7	PMDS 007	-	-	1	-	1	2
8	PMDS 008	-	-	1	1	-	2
9	PMDS 009	1	-	-	-	1	2

10	PMDS 010	-	-	1	1	1	3
11	PMDS 011	-	1	1	1	-	3
12	PMDS 012	-	1	1	-	1	3
13	PMDS 013	1	-	1	1	1	4
14	PMDS 014	-	-	1	-	1	2
15	PMDS 015	-	-	-	1	-	1
<b>Total</b>		<b>6</b>	<b>6</b>	<b>10</b>	<b>11</b>	<b>8</b>	

For this table indicated that, from the first and second item there were 6 students which the same answer, the third item 10 students who the same answer, from the fourth item there were 11 students the same answer and from the fifth item there were 8 students the same answer. In addition, one student for 1 and 5 correct answered, there were two students got 4 correct answer, six students got 2 correct answer and 3 got correct answer from five students.

Table 4.10: The students' total correct answer from simple present tense in test translate to English with using simple present tense.

No	Students	IAIN PALOPO Students Correct Answer (Translate to English with using the Simple Present Tense)			Total Correct Answer
		Positive Sentence	Negative Sentence	Interrogative Sentence	
		5 Items	5 Items	5 Items	
1	PMDS 001	5	4	4	13
2	PMDS 002	2	2	2	6

3	PMDS 003	3	2	2	7
4	PMDS 004	4	3	3	10
5	PMDS 005	3	3	3	9
6	PMDS 006	5	5	5	15
7	PMDS 007	2	2	2	6
8	PMDS 008	4	3	2	9
9	PMDS 009	3	2	2	7
10	PMDS 010	4	3	3	10
11	PMDS 011	3	3	3	9
12	PMDS 012	4	3	3	10
13	PMDS 013	4	4	4	12
14	PMDS 014	3	3	2	8
15	PMDS 015	2	1	1	4

For the table total correct answer above shows that the highest correct answer until 15 items and the lowest correct answer only 4 items.

Table 4.11: The students' total correct answer and score from simple present tense in test English sentence.

No	Students	Total Correct Answer (Translate to English with using the Simple Present Tense)	Score
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1	PMDS 001	13	86,7
2	PMDS 002	12	80,0
3	PMDS 003	9	60,0
4	PMDS 004	11	73,3
5	PMDS 005	10	66,7
6	PMDS 006	7	46,7
7	PMDS 007	6	40,0
8	PMDS 008	9	60,0
9	PMDS 009	15	100,0
10	PMDS 010	9	60,0
11	PMDS 011	7	46,7
12	PMDS 012	6	40,0
13	PMDS 013	6	40,0
14	PMDS 014	8	53,3
15	PMDS 015	4	26,7

Based on the table above shows that the lowest score 26,7 and the highest score which student can achieve score was 100.

Table 4.12: The students' classification, frequency and percentage from simple present tense in test translate to English sentence.

No	Classification	Quantity	Score	Frequency	Percentage
1	Excellent	4	80 - 100	3	20,00%
3	Good	3	70 - 79	1	6,67%
5	Average	2	60 - 69	4	26,67%
6	Poor	1	50 - 59	1	6,67%
7	Fairly Poor	0	0 - 49	6	40,00%
<b>Total</b>				<b>15</b>	<b>100%</b>

Based on the result from the table above showed that the lowest score 0 – 49 there were 6 student (40,00%) got “Fairly poor”, who was got “excellent” score 80 – 100 there were 3 students (20,00%), who received score 60 – 69 “average” there were 4 students (26,67%), and there was one student (6,67%) got score 50 – 59 “poor’ and also only one student (6,67%) who received score 70 – 79 “good”.

## 2. Questionnaire

Table 4.13: Learning simple present tense is difficult

Item of choice	Frequency	Percentage
Yes	9	60%
No	6	40%
<b>Total</b>	<b>15</b>	<b>100%</b>

Based on the table above indicates that, the highest percentage were said “Yes” 9 (60%) students, and the percentage were said “No” 6 (40%) students.



Table 4.14: Simple present tense is important matter in English lesson

Item of choice	Frequency	Percentage
Yes	15	100%
No	0	0%
<b>Total</b>	<b>15</b>	<b>100%</b>

The table shows if simple present tense is important metter in English lesson and they were said “Yes” (100%). There was no said “No” (0%).

Table 4.15: I am lazy to teach English grammar

Item of choice	Frequency	Percentage
Yes	8	53,33%
No	7	46,67%
<b>Total</b>	<b>15</b>	<b>100%</b>

For this table indicated that there were 8 students (53,33%) said “Yes” and but there were 7 students (46,67%) said “No”, its mean that most of students lazy to teach English grammar.

Table 4.16: I am lack of understanding about simple present tense

Item of choice	Frequency	Percentage
Yes	9	60%

No	6	40%
<b>Total</b>	<b>15</b>	<b>100%</b>

Based from the table above that, there were 9 students (60%) said “Yes” if they are lack of understanding simple present tense but from said “No” there were 6 students (40%).

Table 4.17: I cannot memorize tenses well

Item of choice	Frequency	Percentage
Yes	10	66,67%
No	5	33,33%
<b>Total</b>	<b>15</b>	<b>100%</b>

From the table above the students cannot memorize tense well, who said that “Yes” there were 10 students (66,67%). And said “No” there were 5 students (33,33%).

Table 4.18: The teacher have to give more time for students to learn English grammar

<b>Item of choice</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	15	100%
No	0	0%
<b>Total</b>	<b>15</b>	<b>100%</b>

This indicated, all of students (100%) choose “Yes” if the teacher have to give the more time for to teach English grammar, there was no said “No” (0%).

Table 4.19: we are seldom to learn English tense

<b>Item of choice</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	10	66,67%
No	5	33,33%
<b>Total</b>	<b>15</b>	<b>100%</b>

Based on the table above, 10 students (66,67%) said “Yes” and there were 5 students (33,33%) said “No”.

Table 4.20: I am enjoy in teaching simple present tense

<b>Item of choice</b>	<b>Frequency</b>	<b>Percentage</b>
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Yes	9	60%
No	6	40%
<b>Total</b>	<b>15</b>	<b>100%</b>

On the table above, 9 students (60%) said “Yes” and there were 6 students (40%) said “No”.

Table 4.21: I feel necessary to study simple present tense

Item of choice	Frequency	Percentage
Yes	15	100%
No	-	-
<b>Total</b>	<b>15</b>	<b>100%</b>

From table above, all of students (100%) said that they are feel necessary to study simple present tense.

Table 4.22: Can you the different positive, negative and interogative sentence of simple present tense.

Item of choice	Frequency	Percentage
Yes	10	67%
No	5	33%
<b>Total</b>	<b>15</b>	<b>100%</b>

On the table, there were 10 respondents said “Yes” if they can the different positive, negative and interrogative sentence of simple present tense, but there were 5 respondents said “No”.

Table 4.23: Can you make of positive sentence in form simple present tense

Item of choice	Frequency	Percentage
Yes	9	60%
No	6	40%
<b>Total</b>	<b>15</b>	<b>100%</b>

Result of the table above, there was 60% students said “Yes”, if they can to make of positive sentence in simple present tense, but there was 40% said “No”.

Table 4.24: Can you make of negative sentence in form simple present tense

<b>Item of choice</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	7	47%
No	8	53%
<b>Total</b>	<b>15</b>	<b>100%</b>

This table said that, there were 7 (47%) respondents said “Yes” and there were 8 (53%) respondents said “No”, if they can not to make negative sentence in simple present tense.

Table 4.25: Can you make of interrogative sentence in form simple present tense

<b>Item of choice</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	9	60%
No	6	40%
<b>Total</b>	<b>15</b>	<b>100%</b>

The table above said that, 9 (60%) students said “Yes”if they can to make interrogative sentence in simple present tense and 6 (40%) students said “No”.

Table 4.26: Can you use verb the exactly in make sentence of simple present tense

<b>Item of choice</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	8	53%
No	7	47%
<b>Total</b>	<b>15</b>	<b>100%</b>

On the result above indicate, there were 8 (53%) respondents said “Yes” if they can to use verb the exactly in make sentence of simple present tense. But, there were 7 (47%) respondents said “No”.

Table 4.27: Can you use 'do and does' the exactly in make sentence of simple present tense

<b>Item of choice</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	10	67%
No	5	33%
<b>Total</b>	<b>15</b>	<b>100%</b>

On table above indicate that, there were 5 (33%) students said “No” if they can not to use ‘do and does’ the exactly in make sentence of simple present tense. But, there were 10 (67%) students said “Yes”.

## ***B. Discussion***

1. The result in test simple present tense with multiple choice and translation of English sentence.

Based on the result of testing described above, it can be proved that the students' grammar ability in term of simple present tense that there were students get difficult to make sentence into simple present tense. But also, there were students enjoy and fun done test. And from the table of data analysis said that, we found from the table 4.1 that there were many varied the answer for positive sentence. There was one student which correct answered 10, 9, 5 and 4 items, there were three students got 6 correct answer and four students got 7 and 8 correct answer. And from the first, sixth, seventh item there were 11 students the same answer, there were 10 students who the same answer for fourth, fifth and tenth item. Beside that there were 9 students the same answer from eighth and ninth item. And 12 students the same answer for second item and also from third item there were 13 students the same answer.

From the table 4.2 indicates that for negative sentence, there were six students which correct answered 6 items, there were three students got 5 items correct answer, four students got 8 items correct answer, and 7 items correct answered from two students. From the second item there were 12 students the same answer, there were 10 students who the same answer for fifth, eighth and tenth item. Beside that there



were 9 students the same answer from fourth and sixth item. And 11 students the same answer for first and third item and also ninth item there were 7 students the same answer and beside that 8 students from seventh item for the same answer.

For the table 4.3 there were ten students correct answered for 6 items, there were three students got correct answer for 7 items and two students got 8 correct answer. And from the first item there were 11 students the same answer, there were 9 students who the same answer from second and seventh item. Beside that there were 10 students the same answer from third and tenth item. And 8 students the same answer for fourth, sixth and eighth item and also from fifth item there were 13 students the same answer. And based on the table 4.5 shows that the lowest score 53,3 and the highest score which student can achieve score was 86,7.

The table 4.6 showed that the highest score 80 – 100 only 1 student (6,67%) who was got “excellent” (PMDS 006 = 86,7), and the lowest score 50 – 59 there were 2 students (13,33%) got “poor” (PMDS 003 = 53,3 and PMDS 009 = 56,7), who received score 70 – 79 “good” (33,33%) there were 5 students (PMDS 013, 010, 001 = 73,3 and PMDS 004 and 011 = 70,0), who got score 60 – 69 “average” (PMDS, 015, 008 = 60,0, PMDS 014, 012, 005 = 63,3, and PMDS 007, 002 = 66,7) there were 7 students (46,67%). And no one student got score 0 – 49 “fairly poor”.

From the table 4.7 showed that, five students got 4 and 3 correct answer, there were two students got 5 correct answer, three students got 2 correct answer. And the same answer there were 9 students for first and second item, 11 students from third

item who the same answer, from fourth item there were 12 students the same answer and 10 students the same answer from fifth item.

Table 4.8 showed, the same answer there were 8 students for second and fifth item, 7 students from first item who the same answer, from fourth item there were 11 students the same answer and 10 students the same answer from third item. And six students got 3 correct answer, there was one student got 5 and 1 correct answer, three students got 4 correct answer, and there were four students got 2 correct answer.

For the table 4.9 indicated that, from the first and second item there were 6 students which the same answer, the third item 10 students who the same answer, from the fourth item there were 11 students the same answer and from the fifth item there were 8 students the same answer. In addition, one student for 1 and 5 correct answered, there were two students got 4 correct answer, six students got 2 correct answer and 3 got correct answer from five students. Based on the table 4.11 shows that the lowest score 26,7 and the highest score which student can achieve score was 100.

Based on the result from the table 4.12 showed that the lowest score 0 – 49 there were 6 student (40,00%) got “fairly poor” (PMDS 005 = 26,7, PMDS 013, 012, 007 = 40,0, PMDS 011 and 006 = 46,7), who was got “excellent” score 80 – 100 there were 3 students (PMDS 009 = 100,0, PMDS 002 = 80,0 PMDS 01 = 86,7), who received score 60 – 69 “average” there were 4 students with 26,67% (PMDS 010, 008 and 003 = 60,0, PMDS 005 = 66,7), and there was one student (6,67%) got score 50 –

59 “poor” (PMDS 014 = 53,3) and also only one student (6,67%) who received score 70 – 79 “good” (PMDS 004 = 73,3).

Explain above there were students can do the test simple present tense in exercise multiple choice and make a sentence in forms positive, negative and interrogative. But, beside that most of students difficulty to do test, or there were students can answer the test only little.

## 2. Questionnaire

In addition the test the writer also took the data about students’ problems toward simple present tense in teaching English. The writer used questionnaires to get the data. And for first statement table 4.13 “learning simple present tense is difficult” based on the statement, the highest percentage were said “Yes” 9 (60%) students, and the percentage were said “No” 6 (40%) students. Second statement table 4.14, “simple present tense is important metter in English lesson” the statement shows if simple present tense is important metter in English lesson and they were said “Yes” (100%). There was no said “No” (0%).

Third statement Table 4.15, “I am lazy to teach English grammar” for this statement, there were 8 students (53,33%) said “Yes” and but there were 7 students (46,67%) said “No”. Fourth statement table 4.16, “i am lack of understanding simple present tense” Based from the statement that, there were 9 students (60%) said “Yes” if they are lack of understanding simple present tense but from said “No” there were 6 students (40%).

Fifth statement table 4.17, “i cannot memorize tenses well”, From the table statement who said that “Yes” there were 10 students (66,67%). And said “No” there were 5 students (33,33%). Sixth statement table 4.18, “the teacher have to give the more time for to teach English grammar” This indicated, all of students (100%) choose “Yes” if the teacher have to give the more time for to teach English grammar, there was no said “No” (0%).

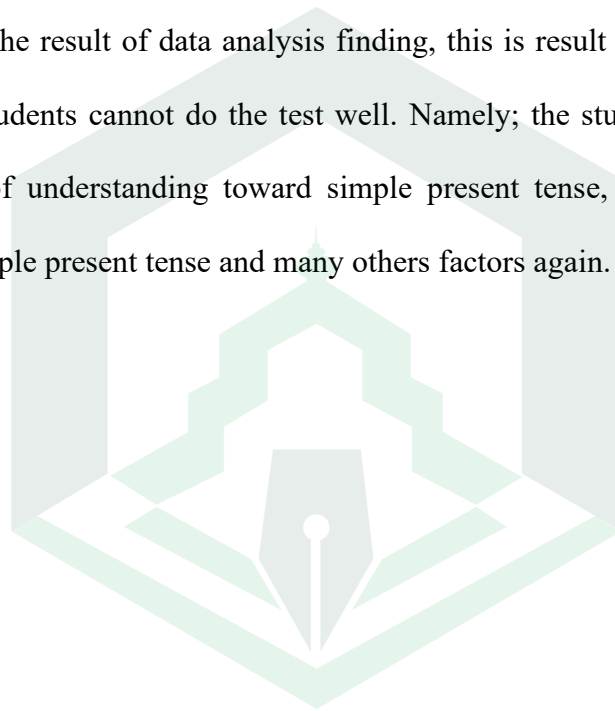
Seventh statement table 4.19, “we are seldom to teach English tense” Based on the table statement, 10 students (66,67%) said “Yes” and there were 5 students (33,33%) said “No”. Eighth statement on the table 4.20, 9 students (60%) said “Yes” if they are enjoy in teaching english and there were 6 students (40%) said “No”.

Ninth statement from table 4.21, all of students (100%) said that they are feel necessary to study simple present tense. Tenth statement on the table 4.22, there were 10 respondents said “Yes” if they can the different positive, negative and interogative sentence of simple present tense, but there were 5 respondents said “No”. Eleventh statement from table 4.23, there was 60% students said “Yes”, if they can to make of positive sentence in simple present tense, but there was 40% said “No”.

Twelfth statement table 4.24, there were 7 (47%) respondents said “Yes” and there were 8 (53%) respondents said “No”, if they can not to make negative sentence in simple present tense. Thirteenth statement on the table 4.25, 9 (60%) students said “Yes” if they can to make interogative sentence in simple present tense and 6 (40%) students said “No”.

Fourteenth statements from table 4.26, there were 8 (53%) respondents said “Yes” if they can to use verb the exactly in make sentence of simple present tense. But, there were 7 (47%) respondents said “No”. Fifteenth statement table 4.27, there were 5 (33%) students said “No” if they can not to use ‘do and does’ the exactly in make sentence of simple present tense. But, there were 10 (67%) students said “Yes”.

Based on the result of data analysis finding, this is result said that many factors which made students cannot do the test well. Namely; the students seldom to teach english, lack of understanding toward simple present tense, cannot memorize the function of simple present tense and many others factors again.



**IAIN PALOPO**

## BAB V

### CONCLUSIONS AND SUGGESTION

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

#### *A. Conclusions*

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

1. The ability of the students in learning simple present tense was categorized “excellent” and got highest score was (86,7) and categorized “poor” got the lowest score (53,3), from the test multiple choice simple present tense, beside that there were score from test translate English sentence in form positive, negative, and interrogative, the highest score “excellent” got value (100) and the lowest score “fairly poor” and got value (26,7). The result from the ability of the students in using simple present tense at the seventh year students of PMDS Putri Palopo the answer is correct, but most of students in knowledge about simple present tense still under standard because there were many students score still categorized fair. So, the ability of students in learning simple present tense should be improved.

2. Based the result from questionnaire about simple present tense shows that there were many aspects or problems in learning tenses until they knowledge about simple present tense still low, some of students said: they are seldom teach English

grammar specially Simple present, they are lack of understanding and they are not memorized tenses well, they can not to use verb the exactly in make sentence simple present tense, they can not to make positive, negative and interogative sentence in simple present tense.

### ***B. Sugestion***

Based on conclusion above, the researcher would like to put forward some suggestion as follows:

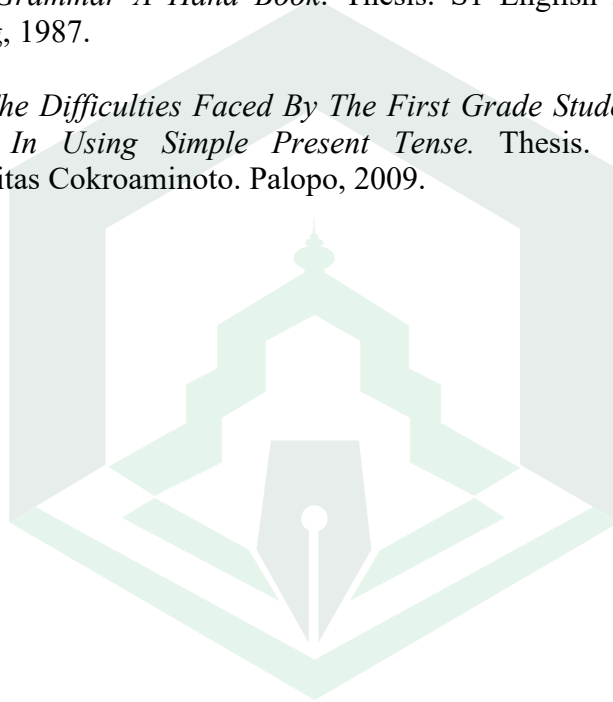
1. All readers especially English teacher, in teaching grammar should give an appropriate method to the student, which can make them relax, enjoy getting the material and make the situation is attractive.
2. The English teacher of PMDS Putri Palopo should be able to increase the students' interest by giving them motivation.
3. The English teachers of PMDS Putri Palopo should motivation and guide the students in learning grammar by solving their problem.
4. The students should be encouraged to learn English, particularly to learn English grammar.
5. The student should do more and more exercise about simple present tense in order to ability in using simle present tense.

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IAIN PALOPO

## Questionnaire

### Identity of Respondent

Nama :

Class :

Keterangan : Daftar pertanyaan ini bertujuan untuk mengumpulkan data tentang pengetahuan dan masalah siswa dalam pembelajaran simple present tense. Untuk itu anda diharapkan memberikan jawaban yang sejujur-jujurnya, sehingga hasil penelitian dapat diperoleh dengan baik.

1. Bacalah dengan teliti setiap soal sebelum menjawab angket tersebut.
2. Pada setiap pertanyaan disediakan empat pilihan.
3. Berilah tanda (√) pada salah satu kolom pilihan anda.
4. Terima kasih atas kejujuran anda mengerjakan angket tersebut.

No.	Questions	Yes	No
1	Learning simple present tense is difficult		
2	Simple present tense is important matter in English lesson		
3	I am lazy to learn English grammar		
4	I am lack of understanding about simple present tense		
5	I cannot memorize tenses well		
6	The teacher have to give more time for students to learn English grammar		
7	we are seldom to learn English tense		
8	I am enjoy in teaching simple present tense		
9	I am feel necessary to study simple present tense		
10	Can you the different positive, negative and interogative sentence of simple present tense		
11	Can you make of positive sentence in form simple present tense		
12	Can you make of negative sentence in form simple present tense		
13	Can you make of interogative sentence in form simple present tense		
14	Can you use verb the exactly in make sentence simple present tense		
15	Can you use 'do and does' the exactly in make sentence of simple present tense		

## Identity of Respondent

Nama :

Class :

Keterangan : Daftar pertanyaan ini bertujuan untuk mengumpulkan data tentang pengetahuan dan masalah siswa dalam pembelajaran simple present tense. Untuk itu anda diharapkan memberikan jawaban yang sejujur-jujurnya, sehingga hasil penelitian dapat diperoleh dengan baik.

1. Bacalah dengan teliti setiap soal sebelum menjawab angket tersebut.
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4. Terima kasih atas kejujuran anda mengerjakan angket tersebut.

No.	Pertanyaan	Ya	Tidak
1	Belajar "simple present tense" itu susah		
2	"Simple present tense" penting dalam pembelajaran bahasa inggris		
3	Saya malas belajar struktur bahasa inggris		
4	Pemahaman saya tentang "simple present tense" sangat kurang		
5	Saya tidak menghafal "tenses" dengan baik		
6	Seorang guru harus memberi waktu yang lebih dalam pembelajaran struktur bahasa inggris		
7	Kami jarang belajar tenses bahasa inggris		
8	Kami suka/ menikmati pelajaran "simple present tense"		
9	Saya merasa butuh belajar "simple present tense"		
10	Dapatkah kamu membedakan kalimat positif, negatif dan tanya "simple present tense"		
11	Dapatkah kamu membuat kalimat positif "simple present tense"		
12	Dapatkah kamu membuat kalimat negatif "simple present tense"		
13	Dapatkah kamu membuat kalimat tanya "simple present tense"		
14	Dapatkah kamu menggunakan kata kerja dengan tepat di dalam membuat kalimat "simple present tense"		
15	Dapatkah kamu menggunakan "do dan does" dalam membuat kalimat negatif dan tanya 'simple present tense"		