STUDENTS ENGLISH PROFICIENCY AT SMP NEGERI 8 PALOPO

A THESIS

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

Composed By,

WIDIA
REG NUM: 17.0202.0229

IAIN PALOPO

ENGLISH LANGUAGE STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

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Amalia Yahyadi, S.E., M.Hum

Muhammad Iksan, S.Pd. M.Pd

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ENGLISH LANGUAGE STUDY PROGRAM

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STATE ISLAMIC INSTITUTE OF PALOPO

2021

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Declares that thesis I wrote to fulfill of requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, "*Students English Proficiency At SMP Negeri 8 Palopo*", is truly my original work. It does not incorporate any materials previously written or published by another person expect does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, 22 Juni 2021

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Finally, the researcher prays to God, Allah SWT gives regard to all of the people, who have helped the researcher. And the researcher hopes this thesis can be useful and give a positive contribution to the readers and the others.

Palopo, 22 Juni 2021

The Researcher

Widia

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ABSTRACT

Widia, 2021. "Students English Proficiency At Smp Negeri 8 Palopo". Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies (IAIN) Palopo. Consultant I, Amaliya Yahya, S.E,. M.Hum and Consultant II, Muhammad Iksan, S.Pd. M.Pd.

This study aims to determine the English language skills of students of SMP Negeri 8 Palopo. This study used a quantitative descriptive design. There were 20 students of SMP Negeri 8 Palopo who were randomly selected in this study. The data was collected through an English proficiency test for basic users, namely th grammar test. Descriptive statistics are used to analyze data. The results of this study indicate that eight students (40%) are in the very good category, while four students (20%) are in the Good category, and one student (5%) are in the Enough category & Inadequate, and six students (30%) were in the Failing category.

Keywords: ***English Proficiency, Grammar Test.***

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CHAPTER I

INTRODUCTION

A. Background

Learning is critical for gaining new insights and information. Learning, according to Illeris, is a process that combines cognitive, emotional, and environmental influences and experiences to acquire, enhance, or modify one's knowledge, skills, values, and world views.[1] On the other hand, others define learning as the process of translating information and experience into knowledge, skills, behaviors, and attitudes throughout one's life. Many researchers studied how people know and understand new knowledge, as well as their favorite learning methods. In recent years, it has also been the subject of some studies in second language acquisition. It has been suggested that English ability is a minor factor in the learning process.

Listening, speaking, reading and writing skills are commonly used to define English proficiency. These are assessed using standardized and internationally accepted examinations such as the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Testing System), which are generally graded on a scale of one to five. The IELTS, which I've been a part of as an examiner for many years, has a band score range of 0 to 9 and is necessary for residency, citizenship, employment, college, and university

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[1]Obralic, *"Students Preference on Perceptual Learning Style*," Acta Didactica Napocensia, Vol.5 No.3 (11 February 2012), Accessed on (20 September 2018), P.31

admissions. In addition, there are a variety of other formal and informal examinations that can be used to measure English ability.

Because they spend more time studying English than others, they must have a higher level of English competence. The researcher considered the investigation because relatively little attention had been paid to how kids learn and how professors teach at this institution. At SMP Negeri 8 Plopo, students' perceptual English proficiency and English language skills are achievable. The study's key difficulty was student learning, as well as the relationship between students' perceptual English competence and their English competence. According to researchers, language acquisition may entail the usage of a variety of distinct English competency levels. As a result, the authors are curious to see the perceptual English proficiency preferences of SMP Negeri 8 Palopo students.

English language is the people of England and the United States and many areas now or formerly under British control. English proficiency is the ability of an individual to speak or perform in an acquired language. This person's language ability irrespective of how this ability has come about. English proficiency include speaking, listening, reading, and writing.

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The researcher conducted a Prasurvey at SMP NEGERI 8 Palopo and lasted for three days, and the researcher goes to school to see how far they see English proficiency. The researcher has also prepared questions for teachers and students about their problems in learning English. The researcher found the problem that the English ability of grade VII.8 in 2019/2020 semester one school year at SMP Negeri 8 Palopo was very lacking because, from the data, the

researcher got the knowledge and skills of their English proficiency with intelligent, moderate, and sufficient criteria based on report cards. in their English subjects, so that the researcher found problems about their English proficiency include speaking, listening, reading, and writing.

B. Problem Statement

Based on the background above, the researcher formulated the research question as follow; What are the students proficiency at SMP Negeri 8 Palopo ?

C. Objective of the Research

The objective of the research are; To find out proficiency students' at SMP Negeri 8 Palopo.

D. Significance of the Research

The significance of the research are:

1. For teachers, this study is expected to provide information to English teachers about students' English proficiency in the classroom, which makes it easier for students to learn.
2. For students, this study is expected to provide information about references for language English proficiency in English classrooms.
3. Further researcher, this study is expected to provide information and find out the kinds of student references to students' English proficiency in the English class and is also helpful as a reference for the future researcher who wants to research student English proficiency.

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E. Scope of the Research

In this case, the researcher is a research student at SMP Negeri 8 Palopo. This research would focus on grammar such as simple present tense, simple past tense, simple future tense through proficiency test language proficiency three classes VII.6, VII.7, VII.8 The total number of students in grade VII random sampling in this study is based on the characteristics of ability Visual, auditory, and kinesthetic English developed by Joy M. Reid

F. Operational Defination

1. English Proficiency

The demonstration of English proficiency is required of all applicants for whom (1) English is not their native or birth language or (2) who were not born in the United States of America. This applies even if the applicant is a United States citizen, has attended an American or English-speaking school, and is a long-time resident of an English-speaking country.

English proficiency English language in England and the United States and many areas now or formerly under British control. English proficiency is the ability of an individual to speak or perform in an acquired language. This person's language ability irrespective of how this ability has come about. English proficiency includes speaking, listening, reading, and writing.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

In this research, There are some research findings related to this research as follows : In conducting this research the author was inspired by two studies previously, namely:

1. **Arin, Nadzifah** (2013) Thesis; English Education Program Departement Of Islamic Education State Islamic College (STAIN) Tulungagung July 2013 with the title " with the title *Study on Correlation between Students' Perceptual English proficiency Preferences and English Proficiency at English Education Program of STAIN Tulungagung*" Students' Perceptual English Proficiency Preferences, and English Proficiency were the subjects of this study. The ability to grasp information through the physical senses is known as perceptual English competence. The students first obtained information through their senses, which comprised hearing, sight, and touch. In order to achieve the greatest results, it is necessary to understand the students' English competency and adapt it to the teaching approach. Students in the English Education Program are expected to have excellent English skills. An individual's capacity to perform in a learned language is referred to as English proficiency. The TOEFL exam score can be used to determine a student's English ability. Students with a preference for a specific type of English perceptual proficiency may have a higher level of English proficiency.

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2. **Nurannisa, Ervi (2015)** with the title *"Strategy in Improving English Speaking Proficiency at Modern Islamic Boarding School of Darul Hikmah Tulungagung"* the researcher wants to know strategies employed by students of Modern Islamic Boarding School of Darul Hikmahin learning speaking and the strategies employed are contributive to improve their English proficiency. The formulation of the research problem were: 1) What kinds of learning strategy are employed by the students at Modern Islamic Boarding School of Darul Hikmah Tulungagung? 2) How are the strategies employed contribution to improve their speaking proficiency? The purpose of this study were: 1) To find out kinds of learning strategies which are employed by the students Modern Islamic Boarding School of Darul Hikmah Tulungagung 2) To know the contributive of students' learning strategies employed to improve speaking proficiency Modern Islamic Boarding School of Darul Hikmah Tulungagung. The research design in this study was descriptive design with qualitative approach. The data source of this research was the students who have good ability in speaking English of Modern Islamic Boarding School at Darul Hikmah Tulungagung, the female students of of Modern Islamic Boarding School at Darul Hikmah Tulungagung. The technique of data collection of this research were doing documentation and conducting interview. As the result, the researcher found students' good speaking proficiency is achieved by employing various learning strategies to mastery many aspect in speaking such as looking up dictionary, making notes, providing some of new vocabularies per day, memorizing the words before going to sleep, applying

new vocabulary in speaking daily activity, having grammar books and write one by one of tenses in a paper then glue it at room wall, sharing with other friends or teacher about grammar, accustoming to train pronunciation includes imitating the pronunciation of words, understanding of the theme that will be spoken, writing what will be spoken, controlling of emotion include deadening nervous and enjoy, keeping on to practice wherever they are. The employed strategies give positive contribution to support the students speaking ability. Through doing various learning strategies they can enriech their vocabulary, grammar and pronounciation. Those components are important possessed when the students later can take vole as a guide. In short, having skill in speaking supported by good vocabulary, pronounciation, and grammar mastery, the students can become professional guide, so they are ready to compete in work world to be a professional guide.

3. **Dharmayanti, Dwi (2019)** Thesis, Universitas Islam Negeri Sumatera Utara. with the title " *The Correlation Between Students' Proficiency In English Vocabulary And Their Ability To Write English Poetry.* The purpose of this study was to determine the student's English vocabulary proficiency. It was carried out quantitatively. The data analysis consists of four steps: choosing the students' English language competency, scoring their works, compiling the closest students' poetry writing score, and presenting the results in a table. It was held in a junior high school in Hamparian, Perak, focusing on the third grade. Data from students' vocabulary and poetry writing scores were collected and examined as objectively as possible to improve their writing

skills. The study's findings can be seen in the data when all of the text has been processed. According to the results of the data analysis, the proxy score was 0.607, and the df score was 28. The proxy score was then compared to the degree of significance of 5%, which revealed that with the df = 28, the table score produced was 0.361, indicating that rxy>rt. Meanwhile, when the proxy score was compared to the 1% level of significance, it revealed that xy>rt with the df = 28 and rtablescore of 0.463. As a result, the coefficient correlation score was higher than the r table score, indicating that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. In other words, there was a strong link between students' vocabulary skills and their ability to write poetry. It means that the greater their vocabulary, the better their writing ability.

4. **Kiki Rezki Ananda (2019)** "*Developing English Proficiency Test Media in Junior High School*". This research aim to know the valid profile, teacher valuation, and students' responses toward English proficiency test media that has been developed. The result of this research is expected to give valuable contribution to both teacher and students for encountering the rapid development of information and communication technology to increase the quality of the evaluation. The method of this research is development research that consist of four main stages i.e. 1) Define, 2) Design, 3) Development, 4) Dissemination. Each stages passed gradually and systematically to the next stages. Every stages passed a process of structured activities. The implementation of the stage can be adjusted to the conditions and situations

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that facilitate the process. Furthermore, subject of this research was the first grade students of SMPN 2 Pinrang. The instrument of research are English proficiency test, and questionnaire. Research result show that in this study: 1) the product considered very good or very interesting and feasible to implement. Material validation done by Dr. Zulfah, M.Pd result 88,57%. Media validation done by Muhammad Ahsan, S.Si, M.Si. results 87,14%. The average score was 87,85% based on table of interpretation it meant the product was very good. 2) Practitioners assessment showed that the product considered very good or very interesting by average score 93%. 3) Percentage of students' responses toward English proficiency test media was 91%. It can be concluded that English proficiency test media was feasible to use.

B. Some Pertinent Ideas

In conducting research, theories are needed to explain some concepts or terms applied in the study concerned. Some words are used in this study, and they need to be theoretically explained.

1. Grammar

a. Definition of Grammar

Grammar is the study of how information from words with a specific form is combined to make a proper sentence. So, English grammar is a science that teaches you how to build a perfect English sentence out of some kind of English term.[2] When studying English as a foreign language, grammar is crucial. In this situation, grammar aids students in the construction of English sentences that they

[2]Rudy Hariyono, Andrew Mc. Carthy, *ABC Plus English Grammar*, (Surabaya : Gitamedia Press, 2008), p.13

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can use to communicate with others. Other language skills, such as listening, speaking, reading, and writing, are bound by grammar. When we study a language, we study the language's sentence structure, which cannot be separated from studying grammar. When we learn a language, we know the sounds used in that language, the basic units of meaning such as words, and the rules for combining these to form sentences. When we learn a language, we understand the sounds used in that language, the basic units of meaning such as words, and the rules for combining these to form sentences.[3]

Grammatical rules, according to Harmer (1987:4), are necessary for language competence. People can't use words until they understand how to put them together. Furthermore, the grammatical aspect of a language defines how sentences in that language are constructed. Many English learners are still confused about grammar, and it might be difficult for them to communicate what they want to say. On the other hand, they are perplexed when they encounter English in written form, particularly when it comes to sentence structure, because they do not grasp or even recognize the English form. As a result, individuals must pay closer attention to the rules when building proper sentences.[4]

The purpose of teaching grammar is to demonstrate how language works. Grammar instruction that is correct advises students on how to use the language correctly. The logical approach to teaching grammar is one that prioritizes instruction above practice. Before they meet the same grammatical notion in their

[3]Muh. ArifMuhsin, *The Correlation Between Students Grammar Knowledge and Writing Ability*, January 3rd 2016, p. 2

[4]*Ibid*, p. 3

own writing, a teacher gives pupils an in-depth explanation of a grammatical notion.

Grammar as a set of rules, grammar as a form, and grammar as a resource must all be considered while teaching grammar. For many students, mastering grammar entails memorizing rules and developing an intellectual understanding of the subject.[5]

b. Definition of Tenses

Tenses are a fundamental part of the English language, especially when it comes to understanding grammar. According to Michael Swam (1996), this is a verb form that indicates the duration of an activity, event, or state. While tenses is a verb form that reveals the time of an action or state, according to the Oxford Learners Dictionary, Manser Martin tenses is a verb form that shows the time of an action or state.[6]

In English, tenses are a type of time. Tenses is one of the most important topics in grammar that an English student must grasp in order to fully comprehend the English language. It is critical since knowledge of tenses is one of the requirements for mastering the English language. There are various types of tenses in English, and they are always utilized in everyday communication.

Tenses have a sense of the verb form that denotes the passage of time. That is, the form of a verb in a phrase can be affected by distinct time statements.

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[5]Abdu Mohammed Al-Mekhlafi and RamaniPerurNagaratnam, *Difficulties in Teaching and Learning Grammar in An EFL Context,* Vol.4, N0.1, July 2011, p.70.

[6]Michael Swam, *Practical English Usage,* (New Edition: Oxford University Press, 1996), p.24.

As a result, tenses can be defined as a change in verb form in a phrase induced by changes in the form of time or description of time.[7]

The basic or simple tenses are the three tenses (present, past, and future) that have no further condition or character in the English language.[8] There are sixteen different types of time in English, which are referred to as tenses. Meanwhile, in English, there are three types of tense that are related to time: simple present tense, simple past tense, and simple future tense.[9]

c. Types of Tenses

There are three verb forms that are commonly used to express a time relationship:

a. The simple present tense is employed to describe routine action, broad truth, and sequential action. This tenses does not indicate whether or not the activity is being carried out at the time the sentence is being spoken.
b. The simple past tense is used to describe an action that occurred at a specific moment in the past. It's used for partial actions when the time isn't specified, or when the action definitely occurred at a specific time even though the time isn't specified.
c. The speaker's viewpoint, assumptions, and speculations about the future are expressed in the simple future tense. With or without the temporal phrase, the future can be employed.

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[7]DonyHarianto, Rudy Hariyono, English *Grammar for General Application*, (Surabaya: Gitamedia Press, 2003), p.230.

[8]Glossary. English plus.*http://englishplus.com/grammar/00000311.htm.* Accessed at December 19th 2018.

[9]Dina Wahyuni, DewiSetyorini& Dina Ramadhona, *Problem in Eglish,* (Complete Edition Media Press, 2006). p.39.

2. English Proficiency

A. Definition of English Proficiency

A person's ability to use language for a certain purpose is referred to as proficiency. The degree to which a person can read, write, speak, or understand a language is referred to as proficiency. The capacity to talk or perform in an acquired English language is known as English proficiency or linguistic proficiency. Because opinions about what constitutes proficiency varies among educators, there is little uniformity in how different organizations describe it. Furthermore, fluency and language competency are widely acknowledged to be linked.

The ability to communicate in English is interpreted in the same way across the board. Language proficiency is listed by Cummins as having 64 separate components, although some sources claim that it only has one.[10] According to Valdés and Figueroa, mastering a language requires not just mastering pronunciation, grammar, and polite discourse, but also understanding a number of connected and connected components that vary depending on the context of communication.[11]

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Oller and Damic state that the details of the language skill elements were not and are not yet discussed. Any language skills test must be based on a precise

[10] Cummins, J., Muñoz-Sandoval, A.F., Alvarado, C.G., & M.L. Ruef (1998). *The Bilingual Verbal Ability Tests*. Itasca, IL: Riverside.

[11] Valdés, G. and Figueroa, R. A. (1994). *Bilingualism and testing: A special case of bias*. Norwood, NJ: Ablex.

language skills model or definition. CSSO defines students who are English-speaking, who can understand, read the teacher's speech and material, express their thoughts, and answer questions in class. The CSSO defines the language skills of students in the language. Speaking skills, reading abilities, listening abilities, and writing are the four language skills that contribute to language competence.[12]

Canales based on a socio-theoretical definition of language skills, i.e. language cannot be seen as a separate element (eg, pronunciation, vocabulary, and grammar). Language is a culture and a tool for transmitting cultural beliefs and customs (see idiom translation). Language skills are dynamic and contextual (depending on the situation, speaker status and conversation), speechful (requires speech) and require integrative ability to achieve communication skills. Language skills, in other words, are the ability to use different vocabulary, speech structures and body language as means of communicating meaning.

A student's language skills include answering questions from friends and teachers, asking follow-up questions, and synthesizing reading materials. In large group settings students should emphasize oral routines and comment on peers in small groups. Students should be able to learn from different types of texts in reading skills. In order to write short replies, paragraphs, essays and papers,

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[12] Oller, J.W. Jr. & Damico, J.S. (1991). Theoretical considerations in the assessment of LEP students. In E. Hamayan & J.S. Damico (Eds.), Limiting bias in the assessment of bilingual students. Austin: Pro-ed publications.

students must have written skills. Successful language students also need to be alert to language-related social and cultural institutions.

At least two things are missing from the above concept of expertise in the girl's language. First of all, the definition takes all four language skills into account: speech, hearing, reading and writing. Secondly, every definition puts language skills in a particular context, namely training. It would appear that testing language skills should use test methods to reflect as much as possible the contextualisation of the language in most English classes.[13]

Valdés and Figueroa suggest that the level related to the environment and the types of skills that students who are most successful in the context of monolingual English language tests need to be identified. On this basis, the criteria for measuring non- native English speaker language skills are to be defined to determine whether they need to be taught in their own language or in English. Due to the language test, the recommendation was implemented to help accurate education, whether or not a student needs help in his/her learning activities. This is difficult if the job on the test is unlike that normally assigned to the majority of classes.[14]

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B. Language Domain

[13] Canales, J. A. (1994). Linking Language Assessment to Classroom Practices. In R. Rodriguez, N. Ramos, & J. A. Ruiz-Escalante (Eds.) Compendium of Readings in Bilingual Education: Issues and Practices. Austin, TX: Texas Association for Bilingual Education.

[14] Valdés, G. and Figueroa, R. (1994). Bilingualism and testing A special case of bias. Norwood, NJ: Ablex Publishing Corporation.

Students must master language skills if they are fluent in English. Speaking, reading, writing, and reading, the "English language skills standards include four language fields. Students also have to know this in order to be truly competent in social and academic English. The language domain definitions are the following:

a. The Listening Domain

Hearing is a process that must be acquired and the first skill. When a person is listening, that means that he or she tries to understand oral communication presented by a speaker with the language of his or her body and/or visual clues. The listener must interpret and evaluate spoken language in a range of situations, such as in restaurants, transportation centers, in workplaces or working environments, and in academic environments.

It is common for second-language students to spend considerable time listening. This is often referred to as the "silent era." Because they are trying to listen seriously to what the speaker said. Language learners at all levels differ widely in their ability in different contexts and situations to listen, understand and interpret the speech language.

In an active, interpretive listening process, an english language learner must have guided practice. This must be done in different environments and for a variety of purposes (for example, listening to social conversations, to multi-step directions, and to lectures).

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b. The Speaking Domain

In order to improve fluency, English learners need many opportunities for dialogs with their peers and mother tongues in a range of contexts and for a range of purposes. Presentations, reciting poetry, music and verbal games can help students of all ages become better able to play.

In general, in someone's life, talking is very important. Someone can interact with others by speaking. Talking about oral productivity.[15] Oral activities can also be funny and joyful for someone. It involves the collection of a message, the communication of the message and interaction with others.[16] In order to give the correct meaning, oral expression involves not only using the right sounds in the right rhythm and intonation, but also selecting words and inflecting them in the correct order.[17]

The ability to learn and share the meaning through the use of verbals and non symbols is measured in a range of contexts by the most important aspects of learning a second and/or a foreign language.

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c. The Reading Domain

Learning involves understanding, interpreting and evaluating a number of texts which represent written language in all their forms. The fluidity of readings

[15]Nunan, David. 2003. *Practical English language teaching*, first edition. New York,Mc graw hill p.64

[16]Lindsay. 2006. *Learning and Teaching English a Course for Teacher*. New York.Oxford University Press p.57

[17] Mackey,W. F. (1968*) Language Teaching Analysis*. London: Longman p.5

among foreign language students varies considerably. Reading can actually be even stronger or more functional than talking. Lecture can be

A range of documents, including the use of digital media, will be required for students in ESL/EFL. Students will enjoy an exhibition of poetry, fiction books, articles, age-appropriate journals, journals, guides and fiction. In order to understand the truth, English-speaking students need guided experience, questions, understanding of meanings and key ideas.

d. The Writing Domain

It may not only be done orally, but by letter or symbol. In communication. In communication. The ability of both second-language and native speakers to communicate by writing differs considerably according to the purpose, the environment and the audience. The skills required to write a business letter, for instance, vary considerably with those needed for writing a social letter, writing an essay, writing a legal brief, researching an academic post or even sending a cell phone text text text message to society." "There was a mistake. Writing to express everyone's thoughts and feelings as a profitable language. It is used as a training program for another activity, particularly when pupils write sentences, to explain activities. On the other hand, writing indicates how the writer translates his idea into a written one or otherwise, because each word, by the process of felling and thinking, is created in a peace of paper." They are university writing and creative writing, divided into two kinds. They are gender-based. The style of the university as one of the differences between creative writing is because creativity does not

require specific style parameters, but academic writing should be organized and performed in line with several guidelines.

Chambers's dictionary defines creative as "Having the author of the person who writes, writes or produces literary works, or compositions, to create, demonstrate, demonstrate, imagine, and originality," and then "The act." This can be defined as "having poetry to create an images or composition that is imaginative and original." The word "written creation." This means that creative writing as a study spurs students to make the product of their feelings, ideas and ideas by using their imagination.

English learners may need a variety of written supports. For a variety of purposes, students will need guided writings, such as letters, essays, poetry and other written discourse. ESL/EFL students should have plenty of writing possibilities for the genuine public.

C. Proficiency Level

Level Description

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Beginning

• Complete simple conversations and simple discussions even when the topics are well known

•Complete efforts in identifying and differentiating individual words and sentences during social and educational interactions.

• Can't seek English clarification if the English they hear is not understood

• Often stay silent, watch other people for information

Low Intermediate

Can understand simple, low-frequency English spoken in routine academic and social contexts

• Usually understand: simple or routine guidelines, brief simple discussions and brief simple discussions about familiar topics.

• Identify and distinguish key words and sentences needed to understand the general significance.

• Request the speaker, when they fail to understand, to repeat, slow or rephrase speech.

High intermediate

Be able to understand simple, high-frequency English spoken in routine academic and social environments

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• seem to understand more English than you really do.

• Features good in face-to-face contextualized conversation

• experience academic difficulties and skills in English thinking

• Can learn English, requires a lot of non-verbal information to build meaning

Advance

Have the ability to understand socially and academically appropriate spoken English

• Comprise longer, more elaborate guidelines, conversations and discussions about familiar and unfamiliar topics

• Understand key points, key details, and some implicit social and basic educational interactions information.

• At times, the speaker must slow down or rephrase the word to clarify what the English they hear.[18]

D. Proficiency Level Measurement

Skill tests measure the language ability of persons (although this is understood), regardless of how it has occurred. The researchers used the TOEFL test score to know the English skills of students. A test of the ability of a person to use and understand English at the university setting designed and operated by the Educational Testing Service (ETS). The test of English as a foreign language or TOEFL It's designed to measure the skills of non-native speakers in English. This has become a requirement for admission to non-native English speakers in many universities and colleges of English. In addition, this test may be necessary for entities such as government agencies, companies or academic programs. To date, a TOEFL score has been known to be valid.

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[18] *Modifiedfromwww.academics.utep.edu/default.aspx?tabid=52965and*www.livoniapublicschools.org/webpages/fbahoora/parent.cfm?subpage=28169

The term TOEFL may already be known to us. English language tests, abbreviated as TOEFL, are a test to determine the ability of a person, in English, to enter campus in the US or elsewhere in the world, or to enter a world-class company. This test is usually a pre-requisite. For candidates or speakers whose mother tongue is not English, this examination is essential. The TOEFL examination is managed for all testing operators worldwide by the ETS (Educational Testing Service) office in the USA. For the first time since 1963, ETS itself began to do TOEFL. This test is usually held in four parts and takes about three hours:

1. Listening Comprehension,
2. Grammar Structure and Written Expression,
3. Reading Comprehension, and sections
4. Writing.

The TOEFL test consists of four parts as follows:

1. **Listening comprehension**

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There are three parts to the listening segment. Part A consists of 30 questions based on brief conversations. Part B consists of eight questions about lengthier conversations. Part C consists of 12 questions pertaining to lectures or mini-talks. This part takes 30-40 minutes to complete.

2. **Structure and Written Expression**

The Structure and Written Expression portion assesses your ability to comprehend grammar and express yourself in writing. This section is divided into two parts. Part A contains 15 exercises for correctly completing sentences, whereas Part B contains 25 exercises for finding faults. This portion takes 25 minutes to complete.

3. Reading Comprehension

There are 50 questions in the Reading Comprehension section on reading passages. This part takes 55 minutes to complete.

4. Writing

This component is used to assess people's ability to write in the form of an essay. One question was asked and answered in 30 minutes. In Indonesia, this writing examination is almost never administered.

Language proficiency assessments must be based on language competency theories or models. However, linguists have failed to agree on the definition of linguistic proficiency. As a result, a variety of language proficiency tests emerged, each of which was essentially different. Furthermore, proficiency exams for multiple languages result in multiple language categories for the same student (for example, non-English speaking, limited English speaking, and full English

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competence).[19] According to Valdés and Figueroa, educators should be concerned not only about the test's quality, but also about the language proficiency test's design.[20]

Unfortunately, educators must be worried about more than only exam qualities. There may be a tendency for test developers to employ a discrete point approach to language testing when designing language competence assessments. Instruments created to measure the language proficiency of "bilingual" children, according to Valdés and Figueroa (1994), "derived straight from traditions of second and foreign language assessment." These language assessment instruments resembled discrete-point, paper-and-pencil tests presented orally, rather than being integrative and pragmatic.

As a result, and to the extent that the preceding two statements are correct, currently available language proficiency tests not only produce dubious results about students' language ability, but they also use the most primitive model of language testing. Consider Spolsky's suggestion as you wrap up this portion of the handbook: There are three obligations for those who work with language tests, whether they are producing them or using the findings. The first is to stay away from certainty: Anyone claiming to have a perfect test or to be ready to make a

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[19] Ulibarri, D., Spencer, M., & Rivas, G. (1981). *Language proficiency and academic achievement: A study of language proficiency tests and their relationship to school ratings as predictors of academic achievement*. NABE Journal, Vol. V, No. 3, Spring.

[20] Valdés, G. and Figueroa, R. (1994). *Bilingualism and testing A special case of bias*. Norwood, NJ: Ablex Publishing Corporation.p.64

major decision based on a single test result is being irresponsible. The second is to stay away from mysticism: We are equally guilty when we hide behind authority, technical jargon, statistics, or cutely labeled new constructions. Finally, and most importantly, we must always ensure that tests, like dangerous pharmaceuticals, are properly labeled and handled with caution.[21]

Also, keep in mind that the following guideline applies to any testing situation, not just language proficiency testing (e.g., assessing IQ, academic accomplishment, or self-concept). Keep in mind that standardized language competence testing is only around two decades old in the context of language minority education. There's still a lot to learn. Finally, any technique for evaluating a learner's language proficiency must, without a doubt, include the use of extra strategically selected metrics (e.g., teacher judgments, miscue analysis, writing samples).

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[21] Spolsky, B. (1984). *The uses of language tests: An ethical envoi. In C. Rivera (Ed.), Placement procedures in bilingual education*: Education and policy issues. Avon, England: Multilingual Matters Ltd. P.6

C. Conceptual Framework

This study employs quantitative descriptive data derived from DePorter's documentation of researcher observations; there are several levels of English competency, including hearing, reading, speaking, and writing. Taking pupils' grades is also necessary for determining their learning achievement. Joy M. Reid invented the language English competence; there are three types of English proficiency: hearing, reading, speaking, and writing.

The purpose of this study was to determine the most common language English proficiency among grade VII.8 students at SMP Negeri 8 Palopo, as well as how the students' language English proficiency affects their English achievement. It sought to determine the impact of English proficiency on student achievement by examining students' final grades.

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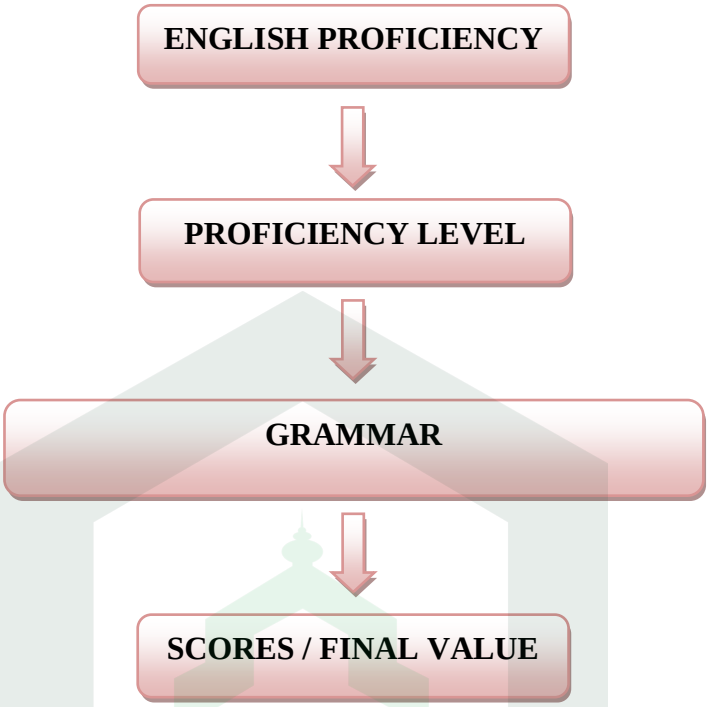
The conceptual framework of this research is presented by showing the following figure:



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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used descriptive quantitative analysis. According to Arikunto, the quantitative approach is research that is required to use numbers starting from data collection, interpretation of data, and results.[22] Whereas descriptive research, according to Jalaluddin Rahmat, is a study that aims to describe or to examine facts relating to particular facts or specific fields that are accurate and accurate in this study that do not seek or explain relationships that do not generate hypotheses or make a prediction.[23]

The quantitative data was collected through a test that was aimed to identify students' language English proficiency. The English proficiency grammar test developed was used in this research. The test was distributed to all participants in this research and found out the students' language proficiency influences their English achievement by taking the final grade a meter to see student achievement about students' language proficiency.

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B. Time and Place of the Research

The research was conducted on December 21, 2020, at SMP Negeri 8 Palopo. The researcher chose the seven grade students of SMP Negeri 8 Palopo to obtain the data used as the object of the research.

[22] Arikunto. (2006). *Research Procedure A Practical Approach*. Jakarta: PT. Rineka Cipta Bobbi De, Accessed on (05 July 2019).

[23]Rakhmat Jalaludin. (2000). *Communication Research Methods*. Bandung: PT. Remaja Rosdakarya, Accessed on (05 July 2019).

C. Population and Sample

1. Population

The population in this study was the seven grade of SMP Negeri 8 Palopo in the 2019/2020 academic year and consisted of 20 students from three classes.

2. Sample

In this study, the researcher used random cluster sampling. The researcher took three classes, namely class VII.6.7.8: this class consisted of 20 students. Thus, the sample is part of the population that can represent all. The researcher chose this class because the class represents several classes. The various English proficiency used by students in that class can define other courses, and students in that class have good appreciation and support for this research.

D. Instrument of the Research

1. Test

This test is conducted to determine the students' English proficiency with grammar learning materials such as simple present tense, simple past tense, and simple future tense. The test consists of 20 multiple choices, namely independent practice questions. These results are processed to obtain student achievement results during the grammar learning process.

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E. Research Procedure

In this research, the researcher used the procedure of the research as follows:

1. The researcher distributed tests to students and completes them during the learning process, aims to make students reflect on their learning and increase awareness of English proficiency. The students were informed that this research seeks to investigate their English proficiency.

2. The researcher took data about student achievement from class VII.6,7,8 teachers of SMP Negeri 8 Palopo. It aims to identify students' language English proficiency that affects their English achievement.

E. The Technique of Analysis Data

The data was processed with the statistical package for social science. Descriptive statistics were used to determine the language English proficiency that was most dominant in grade VII.6,7,8 at SMP Negeri 8 Palopo and to determine the effect of students' language English proficiency. their English achievements. Documentation results and student learning outcomes where the researcher analyzes students' language English proficiency in English learning. The answers to the questionnaire were assessed using the following numbers for the selected items: The data collected through the test were analyzed quantitatively by using statistical calculations and calculating the hypothesis using the SPSS 24 program. In addition, the procedure undertaken in Quantitative analysis is formed were used:

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1. Calculating the students' correct answer of pre-test and post-test.

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test item}} \times 100$$

2. Classifying the students' scores by using a percentage as cities below:

$$\text{P} = \frac{\text{F}}{N} \times 100\%$$

Notes :

P : Percentage

F : The cumulative frequency of subjects

N : Total number of sample

To know the level of the students, the researcher score the following classification were use:

a. Excellent : 90% - 100%

b. Good : 80% - 89%

c. Adequate : 70% - 79%

d. Inadequate : 60% - 69%

e. Failing : < 60%

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Proficiency Analysis

With the emphasis on high-stakes testing, an excellent place to start the analysis is to take a good look at the data generated from the standardized tests. In Florida, the primary test is the Florida Comprehensive Achievement Test (FCAT). This test has been administered for Listening, Reading, Speaking, Writing since 1999 (Science and Social Studies are now included).

The scores are reported in five levels.

- Level 1 indicates little success with the challenging content of the Sunshine State Standards
- Level 2 indicates limited success with the complex content of the Sunshine State Standards
- Level 3 indicates partial success with the complex content of the Sunshine State Standards
- Level 4 indicates success with the complex content of the Sunshine State Standards
- Level 5 indicates success with the most challenging content of the Sunshine State Standards

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Although there is no definitive statement of "mastery," the minimum criteria requires that 60% of the students in a school score Level 2 and above. To earn a performance grade of A or B, 50% of the students must score at Level 3 and above.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this study, the researcher collected data by conducting tests. In addition, the researcher also recorded activities carried out during teaching. The researcher took all data related to teaching English learning skills to seventh-grade students at SMP Negeri 8 Palopo. So that the description is more precise and It's easier to understand. The researcher explains the techniques used in teaching English proficiency studies learning process.

In this part of the test, the researcher presented the data in tabular form and calculated the scores using the SPSS 24 program. Then, the researcher presented the students' complete English proficiency test scores.

To calculate the average value of students' correct answers, the researcher calculated them using SPSS 24. The results can be presented in the form of a descriptive statistical table, can be seen in table 1.1

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Table 1.1

The Mean Score of Students' VII.6 Correct Answer in Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VII.6	0				
Student1	1	90,00	90,00	90,0000	.
Student2	1	25,00	25,00	25,0000	.
Student3	1	90,00	90,00	90,0000	.

Student4	1	15,00	15,00	15,0000	.
Student5	1	85,00	85,00	85,0000	.
Student6	1	80,00	80,00	80,0000	.
Student7	1	55,00	55,00	55,0000	.
Student8	1	85,00	85,00	85,0000	.
Valid N (listwise)	0				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VII.6	8	15,00	90,00	65,6250	30,40647
Valid N (listwise)	8				

From table 1.1, it can be seen that the student's highest score is 90.00 and the lowest score is 15.00. In addition, it shows that the mean score of student accuracy in the Test is 65.6250 and the standard deviation error is 30.40647.

To calculate the average value of students' correct answers, the researcher used random samplyng calculated them using SPSS 24. The results can be presented in a descriptive statistical table can be seen in table 1.2

Table 1.2

The Mean Score of Students' VII.7 Correct Answer in Test

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Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VII.7	0				
Student1	1	60,00	60,00	60,0000	.
Student2	1	100,00	100,00	100,0000	.
Student3	1	95,00	95,00	95,0000	.
Student4	1	90,00	90,00	90,0000	.
Student5	1	45,00	45,00	45,0000	.
Student6	1	80,00	80,00	80,0000	.
Valid N (listwise)	0				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VII.7	6	45,00	100,00	78,3333	21,60247
Valid N (listwise)	6				

From table 1.2 it can be seen that the highest score of students is 100.00 and the lowest score is 45.00. In addition, it also shows that the average score of students' accuracy in the English Proficiency Test is 78.3333 and the standard deviation error is 21.60247.

To calculate the average value of students' correct answers, the researcher calculated them using SPSS 24. The results can be presented in a descriptive statistical table can be seen in table 1.3

Table 1.3

The Mean Score of Students' VII.8 Correct Answer in Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VII.8	0				
Student1	1	90,00	90,00	90,0000	.
Student2	1	75,00	75,00	75,0000	.
Student3	1	50,00	50,00	50,0000	.
Student4	1	35,00	35,00	35,0000	.
Student5	1	95,00	95,00	95,0000	.
Student6	1	95,00	95,00	95,0000	.
Valid N (listwise)	0				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VII.8	6	35,00	95,00	73,3333	25,42964
Valid N (listwise)	6				

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After displaying the average score in the subject of students 'English proficiency, From table 1.3 it can be seen that the highest score of students is 95.00 and the lowest score is 35.00 in this study the researcher will also display the students' scores on the English proficiency test, the total average score is 73.3333 and the standard deviation on the test is 25.42964.

Table 1.4

The Mean Score of Students' VII.8 Correct Answer in Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VII.6	8	15,00	90,00	65,6250	30,40647
VII.7	6	45,00	100,00	78,3333	21,60247
VII.8	6	35,00	95,00	73,3333	25,42964
Valid N (listwise)	6				

Table 1.1, Table 1.2 and Table 1.3 show that the mean score of students 'English proficiency test VII.6,7,8 and the average score of students' English proficiency test VII.6 is 65,650. The average score of students 'English proficiency test VII.7 was 78.3333, and the mean score of VII.8 students' English proficiency test was 73.3333. The standard deviation test for the English proficiency test of students VII.6 was 30.40647 and the standard deviation test of the English proficiency test of students VII.7 was 21.60247. and the standard deviation of student VII.8's English proficiency test was 25.42964. This means that there is an increase in student learning about English proficiency to improve students' English proficiency.

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Table 1.5

The Rate Percentages Score of the Students' English ProficiencyTest

No	Classification	Score	Frequency	Percentage (%)
1.	Excellent	90 – 100	8	40%
2.	Good	80 – 89	4	20%
3.	Adequate	70 – 79	1	5%
4.	Inadequate	60 – 69	1	5%
5.	Failing	< 60	6	30%
Total			20	100%

The table 1.5 shows that there were 8 students (40%) who got Excellent classification, there were 4 students (20%) who got Good classification and there were 1 students (5%) who got Adequate Classification, there were 1 students (5%) who got Good classification and there were 6 students (30%) who got Failing Classification there was not got, Inadequate and Failing classification.

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B.DISCUSSION

By considering the findings, the researcher presents a discussion of the data given to students. This section describes the improvement of students' English proficiency in teaching grammar. The researcher carried out several procedures in data collection, while the following operation, the researcher gave test questions to students to determine their English language skills. Then students

are given attention as a learning process. In the test, students are asked to answer these questions. Based on the nominal thematic questions, of the 20 test questions, respondent 1 answered 18 test questions correctly, and respondent 2 answered five questions correctly. Respondent 3 answered 18 test questions correctly, whereas. Most of the students responded to questions during the test about the three tenses.

Arin Nadzifah (2013) states that this study discusses the Student Preference for Perceptual English Proficiency, Perceptual English Proficiency, students better understand information through physical understanding. The first time data obtained by students through the senses include hearing, sight, and hands. It is essential to know the student's English proficiency to match the teaching style for best results. English Language Education students are expected to have good English language skills. English proficiency is a person's ability to perform in the language being studied. To find out students' English proficiency, it can be seen from their TOEFL test scores. Students who prefer specific perceptual English skills may have better English proficiency.

According to Nurannisa Ervi (2015) which states that "researcher found that good students' speaking skills were achieved by using various learning strategies to master various aspects of speaking such as searching dictionaries, taking notes, providing new vocabulary every day, memorizing words before going to sleep, applying vocabulary. in daily speaking activities., have a grammar book and write tenses one by one on paper then stick them on the wall of the room, share with friends or other teachers about grammar, make it a habit to practice pronunciation including imitating word pronunciation, understanding the

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theme will be discussed, write what will be discussed, control emotions including numbing nervousness and enjoy, continue to practice wherever you are. "

According to Dwi Dharmayanti (2019) which states that "This the correlation coefficient value of the two degrees of significance is higher than the value of the r table, this indicates that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. In other words, there is There is a significant relationship between students' vocabulary skills and their ability to write poetry. This means that the more vocabulary they have mastered, the better their writing skills will be. "

From the above analysis, the researcher concludes that there are significant differences between the results of previous studies in learning English proficiency. Several factors influence success in increasing mastery of English proficiency. Still, it all depends on how the researcher or teacher handles it so that students don't get bored learning English proficiency used in class is a very effective and supportive activity in improving students' language skills and proficiency. Unfortunately, due to limited time during the pandemic, this technique is difficult to apply in the classroom. However, it can be seen that teaching English proficiency is very beneficial and can be used to develop student's language learning and provide opportunities for students to practice communication. Therefore, it is suggested that teachers try some of these applications of proficiency skills that might be useful for students to improve student's English language skills and help them achieve their goals, and at least try

new things in teaching. So it can be concluded that teaching English proficiency can be an effective way to learn or develop students' language proficiency.

Based on this research applied as many as 20 questions. (40%) who got Excellent classification, (20%) who got Good category and there were students (5%) who got Adequate Classification, (5%) who got Good category and (30%) who got Failing Classification there was not obtained Inadequate and Failing variety. This proves that the students of SMP Negeri 8 Palopo enjoy the learning process.

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CHAPTHER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of the research, the researcher concluded that the English proficiency in improving language proficiency at SMP Negeri 8 Palopo. Students after the test results of students with grades in grade VII.6 mean 65.6250 and grade VII.7 students mean 78.3333 and grade VII.8 mean 73.3333. This means that there is a significant difference between the English proficiency of each class.

Based on this research applied as many as 20 questions. (40%) who got Excellent classification, (20%) who got Good category and there were students (5%) who got Adequate Classification, (5%) who got Good category and (30%) who got Failing Classification there was not obtained, Inadequate and Failing classification. This proves that the students of SMP Negeri 8 Palopo enjoy the learning process..

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B. Suggestion

From the research results calculated from the previous chapter, the researcher gives some suggestions to be conveyed to teachers, students, and prospective researchers interested in this field. They are as follows:

1. For English Teachers

a. English teachers need to use active learning in teaching and learning English at home during this pandemic, especially teaching English proficiency so that students can easily learn and understand new knowledge.

b. English teachers must always motivate their students that learning English is not difficult. It's fun to learn in many ways, especially English proficency learning.

2. For students

a. Students must always be active in the learning process at home. Not only listening to teachers' explanations online, they also have to explore their abilities in learning English. Students can find many sources from the library, the internet, or their friends.

b. Students need to have confidence, enthusiasm, and great energy. They may not be afraid if they are wrong. That's the learning process.

c. Students must increase their interest in learning to enrich their understanding of English proficiency, knowledge, and also improve positive habits.

d. Suggested to students to be better at doing assignments

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APPENDICES

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Name :

Class :

Multiple Choice

1.Maria…….to market 2 days ago

a. Go

b. Goes

c. Went

d. Gone

2. She bought a t-shirt…….

a. Yesterday

b. Tomorrow

c. Tonight

d. Today

3. It……..…small size

a. Does

b. Do

c. are

d.Was

4. They……in football field.

a. Is

b. Was

c. Were

d. Does

5. We…….……quiz last week

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a. Have

b. Did

c. Do

d. are

6. Every morning the watcman turns of all the lights and……..around the building every half an hour.

a. Walks

b. Is walking

c. Walking

d. Walked

7. Colin:can we postpore the class meeting until Thursday ?

Bono:I'm afraid not.I…….basketball on Thursday .

a.Would play

b. Played

c. always play

d. Have been playing

8. I ……at five o'clock every morning.

a. Wakes up

b. Walking up

c. Woke up

d. Wake up

9. Nadya is a nice girl.Everybody ……..….her friend.

a. Wanting to be

b. Want to be

c. Wants to be

IAIN PALOPO

d. Wanted to be

10. This exam is important .you must……

a. Studied

b. Studies

c. Study

d. Studying

11. They……..accompany me tomorrow

a. Will

b. Will not

c. Is

d. are

12. I will…….to your party

a. Come

b. Came

c. Comes

d. Coming

13. I will…….by myself

a. Eating

b.ate

c. Eat

d. Eaten

14. They will……..my birthday here

a. Celebration

b. Celebrate

c. Celebrating

IAIN PALOPO

d. Celebrates

15. My daddy will……..tomorrow morning

a. Calls

b. Call

c. Called

d. Calling

16. My mom……..accompany me to the market

a. Will

b. Be

c. Is

d. are

17. We will……this task together

a. Did

b. Doing

c. Do

d. Does

18. Diana will……..a new car tomorrow

a. Drove

b. Drives

c.Driving

d. Drive

19. Chika will……..a delicious food for me

a. Cooking

b. Cooks

c. Cooked

IAIN PALOPO

d. Cook

20. Sinta will……..a story about an elephant

a. Write

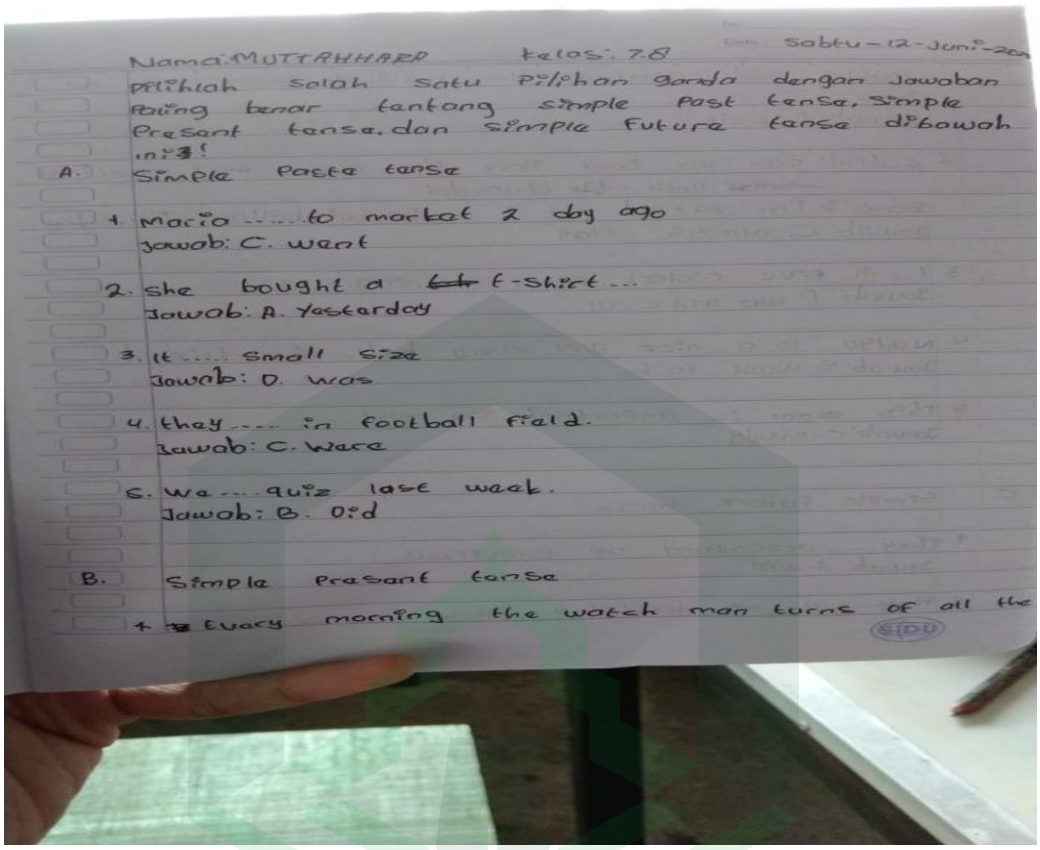
b. Wrote

c. Writing

d. Writes.

IAIN PALOPO

The Result Students Test



Nama: MUTTAHHARA kelas: 7.8 Sabtu-12-Juni-20

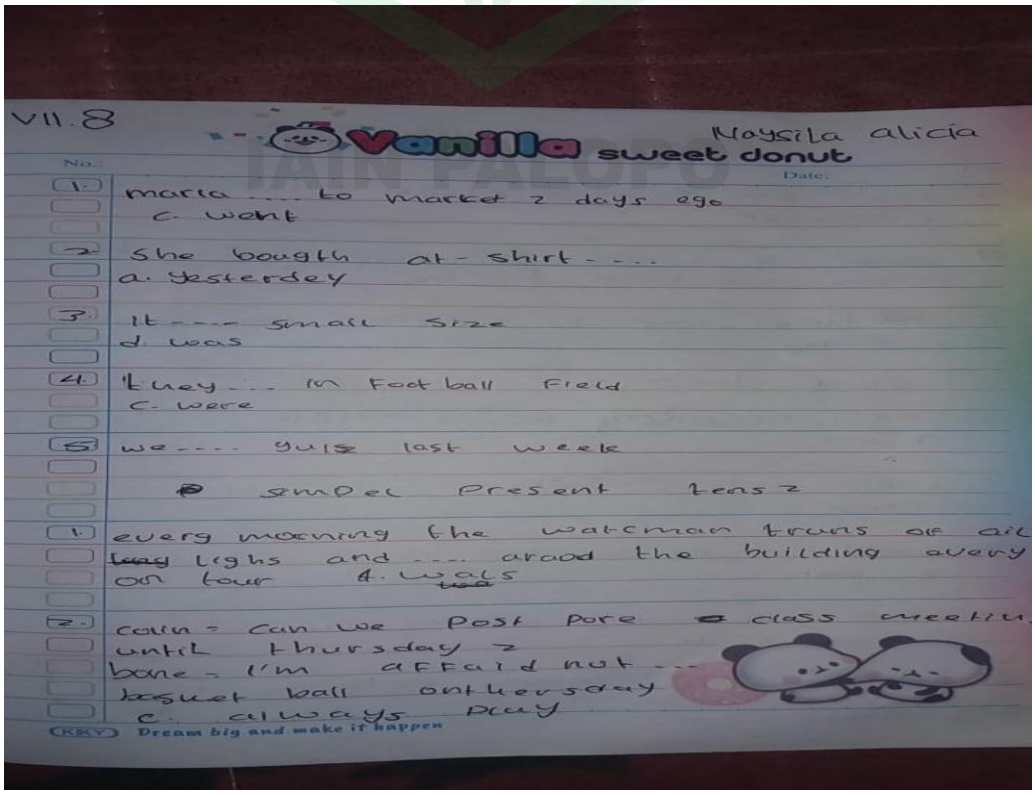
pilihlah salah satu pilihan ganda dengan jawaban paling benar tentang simple past tense, simple present tense, dan simple future tense dibawah ini!

A. Simple paste tense

1. Maria ..... to market 2 day ago
   Jawab: C. went
2. she bought a ~~t~~ t-shirt ...
   Jawab: A. Yesterday
3. It ..... small size
   Jawab: D. was
4. they ..... in football field.
   Jawab: C. were
5. We ..... quiz last week.
   Jawab: B. Did

B. Simple present tense

1. Every morning the watch man turns of all the



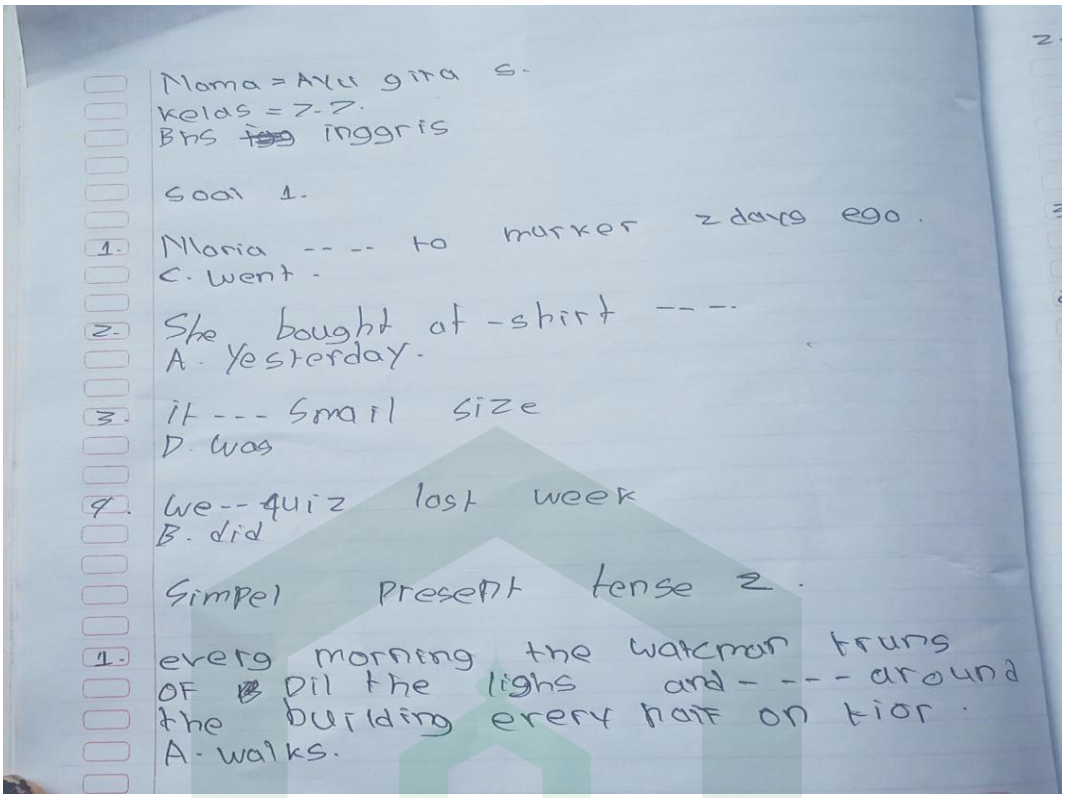
VII.8 Vanilla sweet donut Naysila alicia

1. maria .... to market 2 days ago
   c. went
2. She bougth at-shirt ....
   a. yesterdey
3. It ---- small size
   d. was
4. they ... in Foot ball Field
   c. were
5. we .... quiz last week

simpel present tens 2

1. every morning the watcman truns of all ~~lay~~ lighs and .... arood the building every on tour 4. wals
2. colin = can we post pore class meeting until thursday 2
   bone = I'm affaid not ...
   basket ball onthersday
   c. always play

Dream big and make it happen



Nama = Ayu gita s.
kelas = 7.7.
Bhs ~~ing~~ inggris

Soal 1.

1. Maria ---- to marker 2 days ego.
C. went.

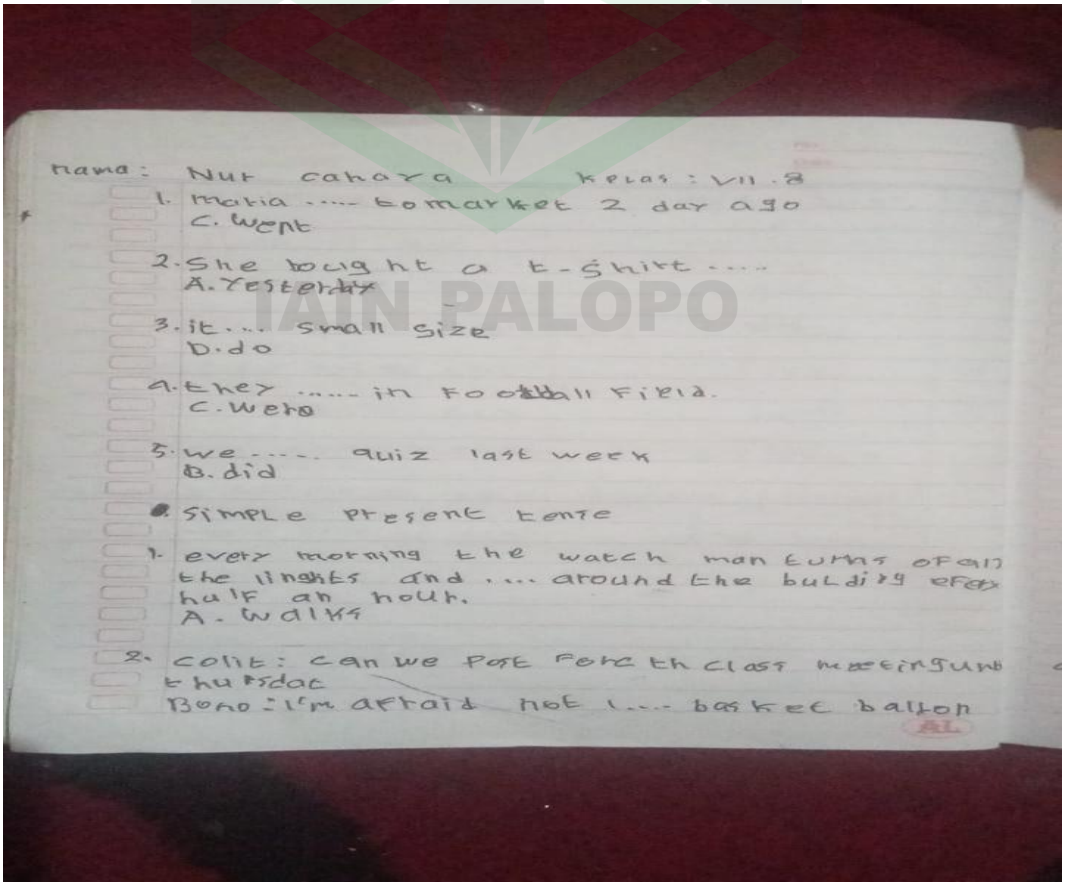
2. She bought at-shirt ---.
A. Yesterday.

3. it --- Small size
D. was

4. We -- quiz last week
B. did

Simpel present tense 2.

1. every morning the watcman truns of ~~B~~ Dil the lighs and ---- around the building every half on tior.
A. walks.



nama: Nur cahaya kelas: VII.8

1. Maria ..... to market 2 day ago
C. went

2. She bought a t-shirt ....
A. Yesterday

3. it .... small size
D. do

4. they ..... in football field.
C. were

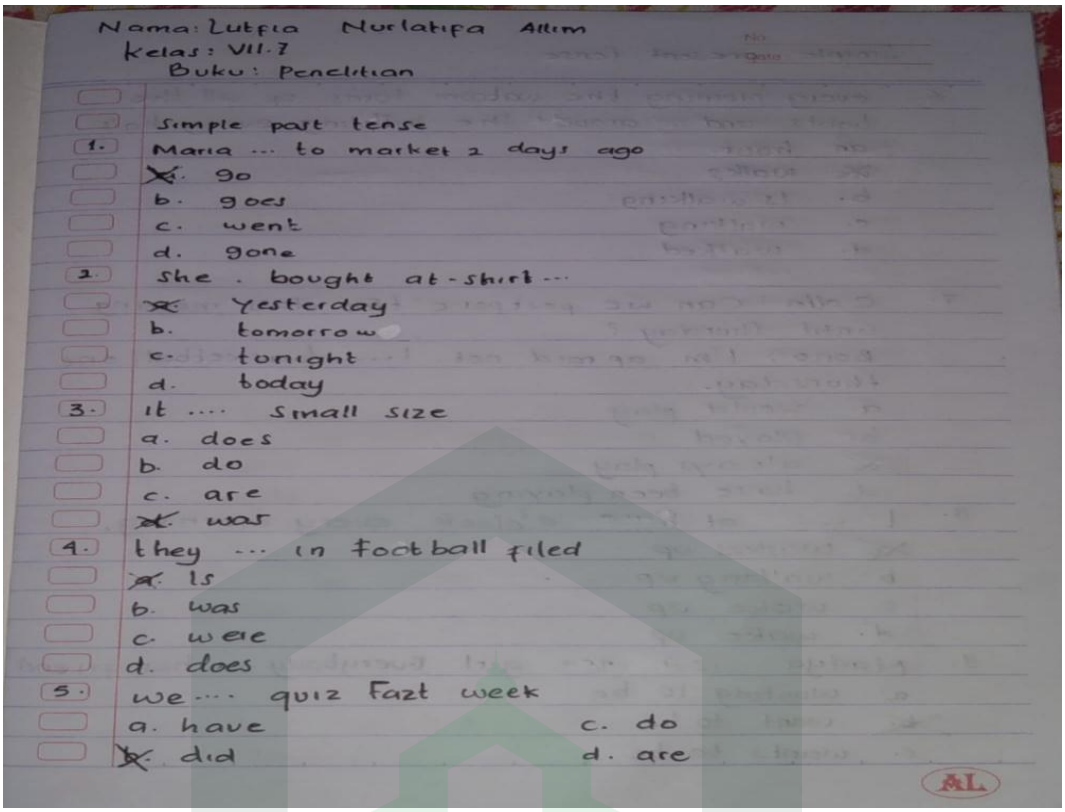
5. we ..... quiz last week
B. did

Simple present tense

1. every morning the watch man turns of all the linghts and .... around the bulding every half an hour.
A. walks

2. colit: can we post forc th class meetingunt thursdac
Bono: I'm afraid not I.... basket ballon

IAIN PALOPO

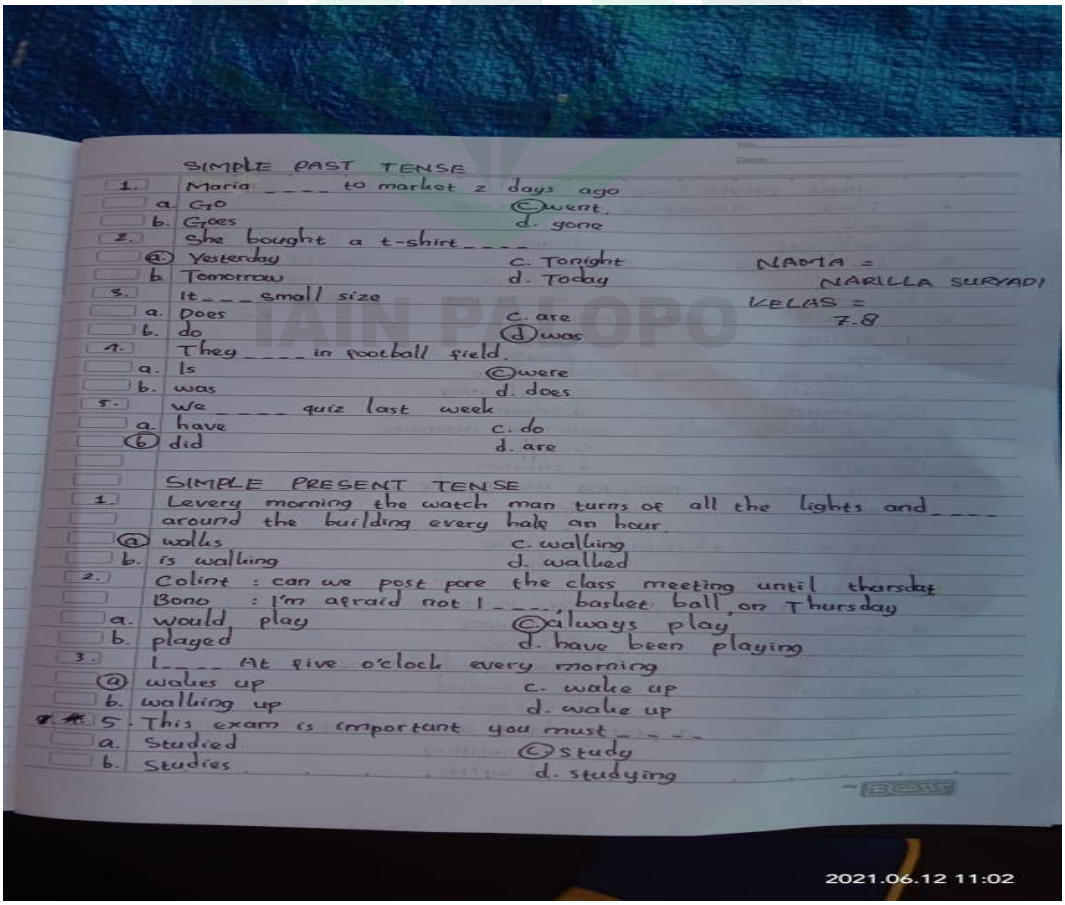


Nama: Lutfia Nurlatifa Allim
Kelas: VII.7
Buku: Penelitian

Simple past tense

1. Maria ... to market 2 days ago
   ~~a.~~ go
   b. goes
   c. went
   d. gone
2. She . bought at-shirt ...
   ~~a.~~ Yesterday
   b. tomorrow
   c. tonight
   d. today
3. It .... small size
   a. does
   b. do
   c. are
   ~~d.~~ was
4. they ... in football filed
   ~~a.~~ Is
   b. was
   c. were
   d. does
5. we .... quiz Fazt week
   a. have
   ~~b.~~ did
   c. do
   d. are

AL



SIMPLE PAST TENSE

1. Maria ____ to market 2 days ago
   a. Go
   (c) went
   b. Goes
   d. gone
2. She bought a t-shirt ____
   (a) Yesterday
   c. Tonight
   b. Tomorrow
   d. Today
3. It ___ small size
   a. Does
   c. are
   b. do
   (d) was
4. They ____ in football field.
   a. Is
   (c) were
   b. was
   d. does
5. We ____ quiz last week
   a. have
   c. do
   (b) did
   d. are

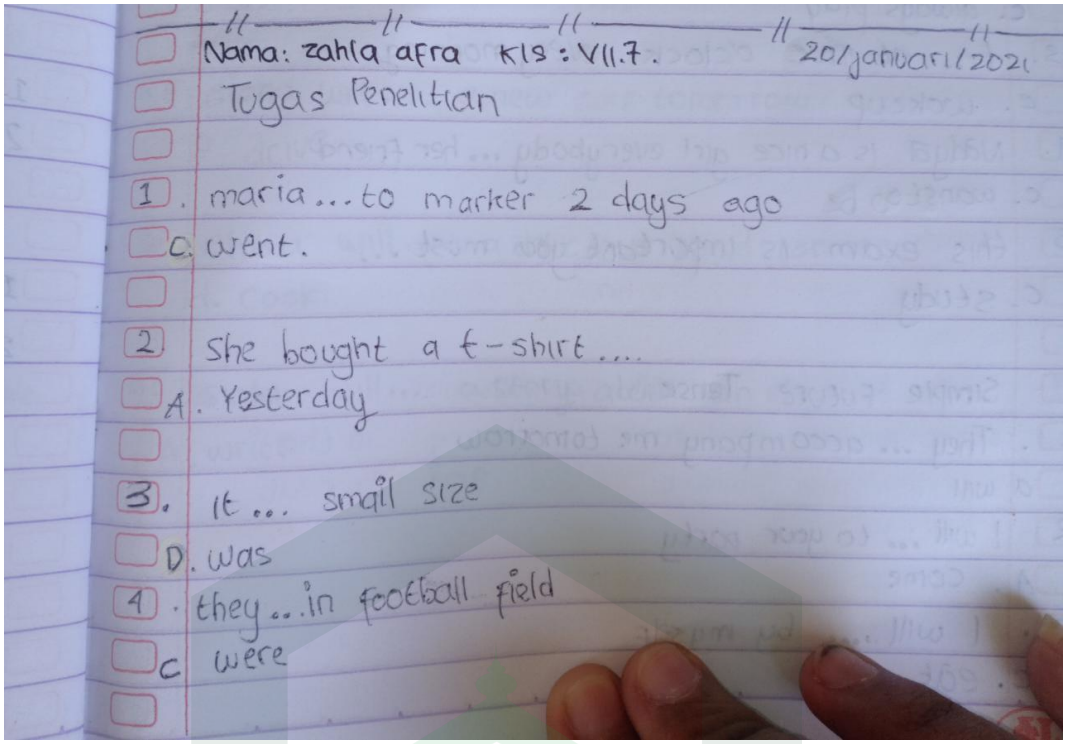
NAMA = NARILLA SURYADI
KELAS = 7.8

SIMPLE PRESENT TENSE

1. Levery morning the watch man turns of all the lights and ____ around the building every hale an hour.
   (a) walks
   c. walking
   b. is walking
   d. walked
2. Colint : can we post pore the class meeting until thursday
   Bono : I'm afraid not I ____ basket ball, on Thursday
   a. would play
   (c) always play
   b. played
   d. have been playing
3. I____ At five o'clock every morning
   (a) wakes up
   c. wake up
   b. walking up
   d. wake up
4. 5. This exam is important you must ____
   a. Studied
   (c) Study
   b. Studies
   d. studying

IAIN PALOPO

2021.06.12 11:02



Nama: zahla afra KIS : VII.7. 20/januari/2021

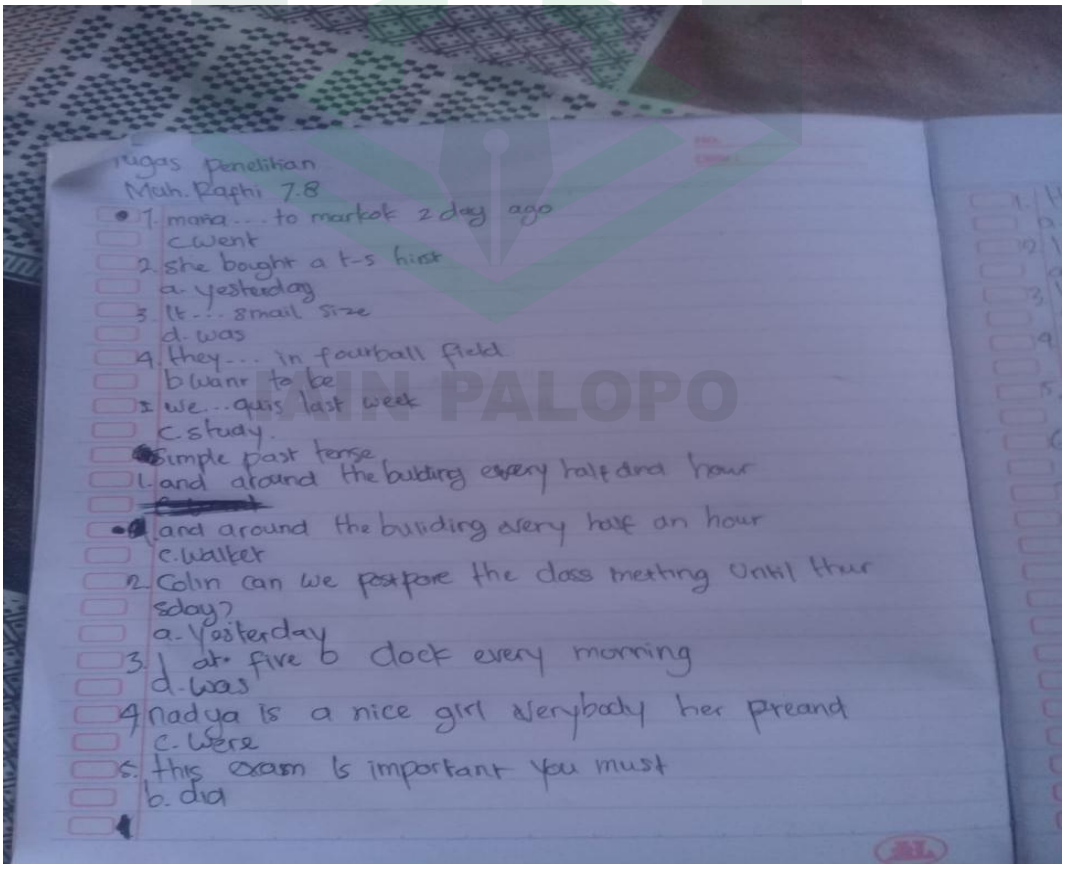
Tugas Penelitian

1. maria... to marker 2 days ago
C. went.

2. She bought a t-shirt....
A. Yesterday

3. It... small size
D. was

4. they... in football field
C were



Tugas Penelitian
Muh. Rafhi 7.8

1. maria... to markok 2 day ago
c. went
2. she bought a t-s hirst
a. yesterday
3. It... small size
d. was
4. they... in fourball field
b. wanr to be
5. we... quis last week
c. study.

Simple past tense
1. and around the bulding every half and hour
~~[illegible]~~
1. and around the buliding every half an hour
c. walker
2. Colin can we postpone the class meeting until thursday?
a. Yesterday
3. I at five o clock every morning
d. was
4. nadya is a nice girl everybody her freand
c. were
5. this exam is important you must
b. did

IAIN PALOPO

20-Jan-2021

Homework

Name : Nazwa amalia sahlan
class : 7.6

Simple past tense

1. maria ... to market 2 days ago
   : c. went

2. She bought a t-shirt...
   : a. yesterday

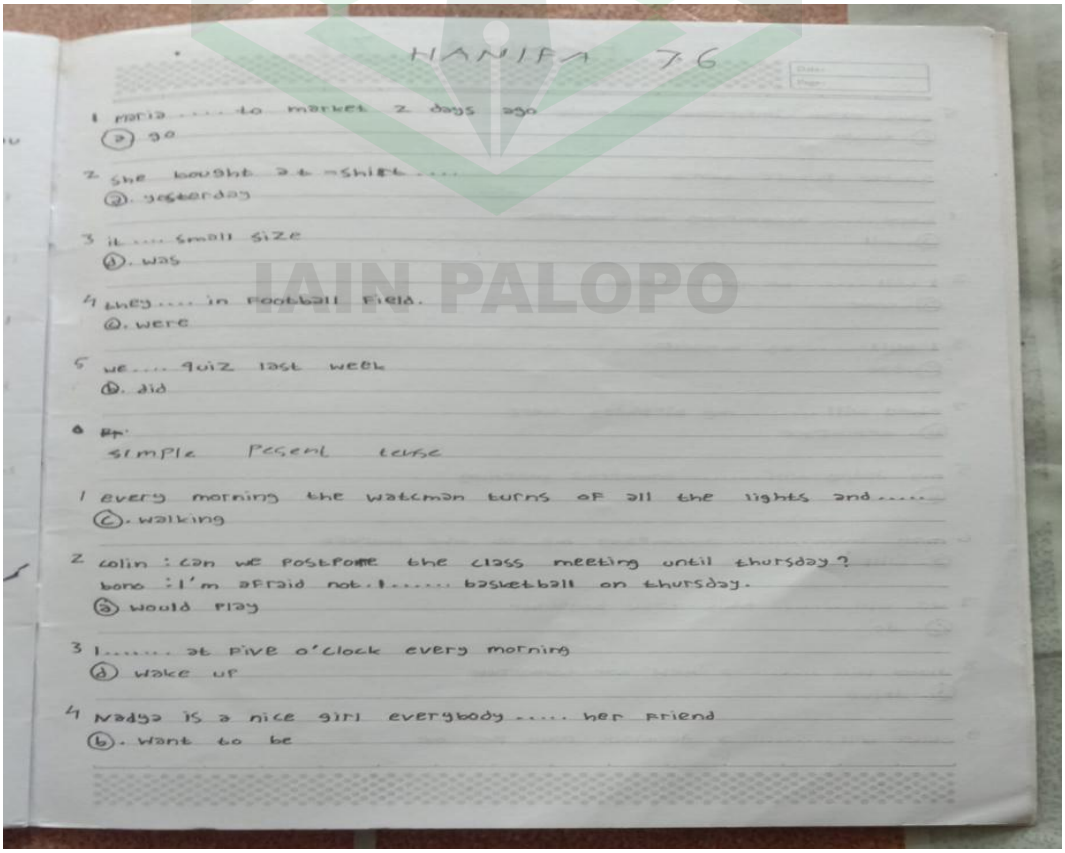
3. it ... small size
   : a. does

4. they ... in football field
   : b. was

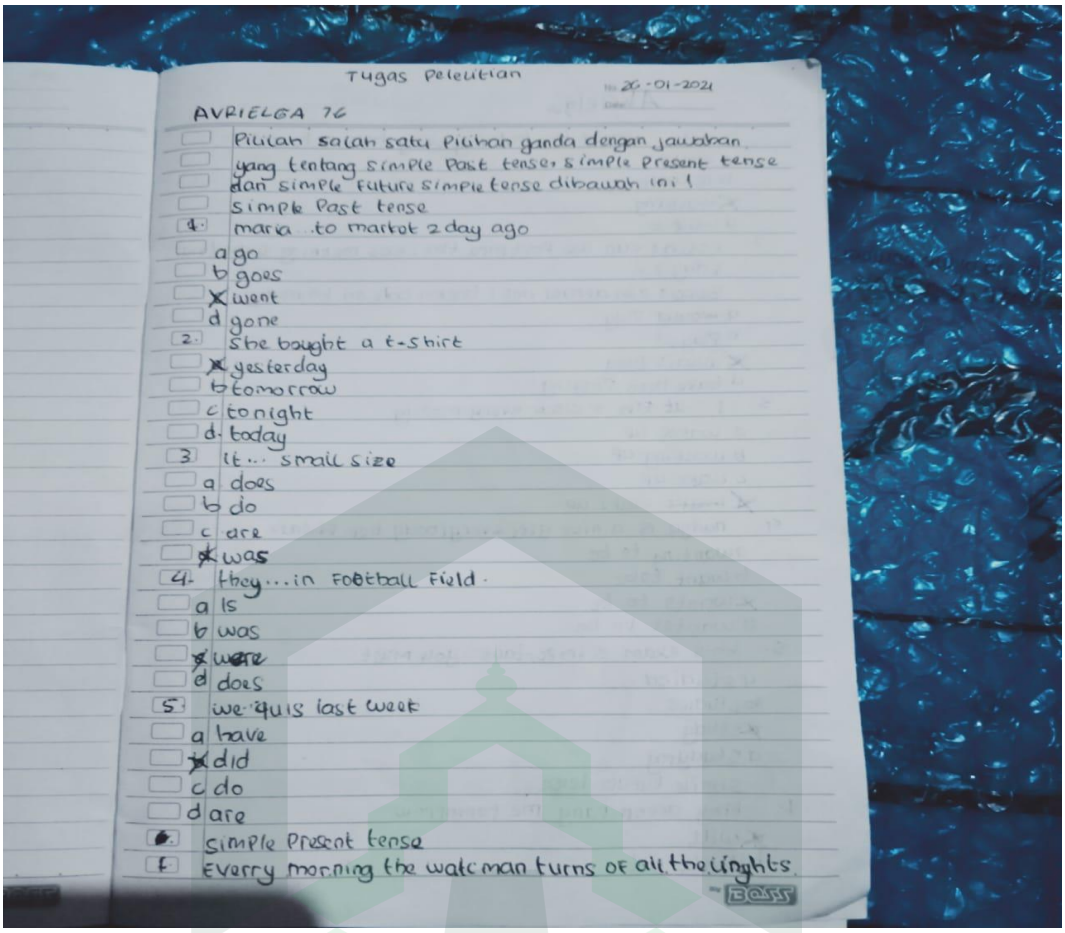
5. we ... quiz last week
   : b. did

Simple present tense

1. Every morning the watcman turns of all the lighs and... around the building every half an hour.
   : a. walks



IAIN PALOPO



Tugas Pelelitian

No. 26-01-2021

AVRIELGA 76

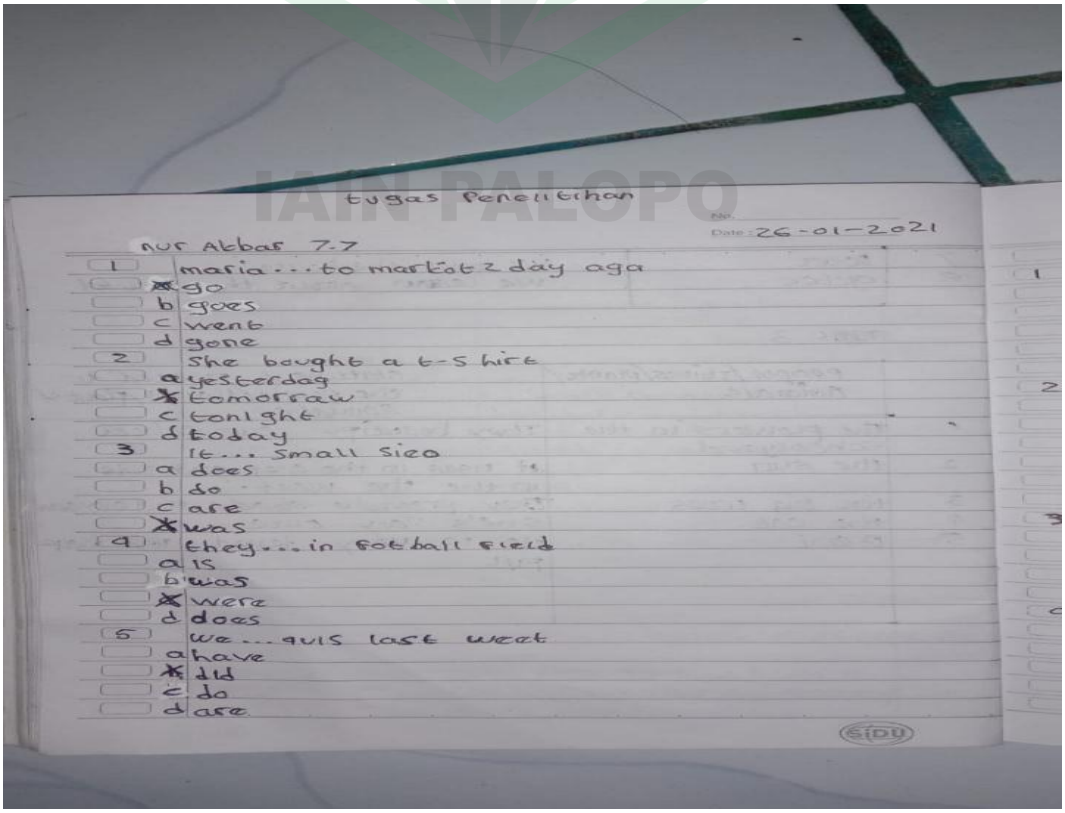
Pililah salah satu pilihan ganda dengan jawaban yang tentang simple past tense, simple present tense dan simple future simple tense dibawah ini !

simple past tense

1. maria to market 2 day ago
   - a go
   - b goes
   - x went
   - d gone
2. she bought a t-shirt
   - x yesterday
   - b tomorrow
   - c tonight
   - d. today
3. it... small size
   - a does
   - b do
   - c are
   - x was
4. they...in football field.
   - a is
   - b was
   - x were
   - d does
5. we quis last week
   - a have
   - x did
   - c do
   - d are

simple present tense

f. Everry morning the watcman turns of all the linghts



IAIN PALOPO

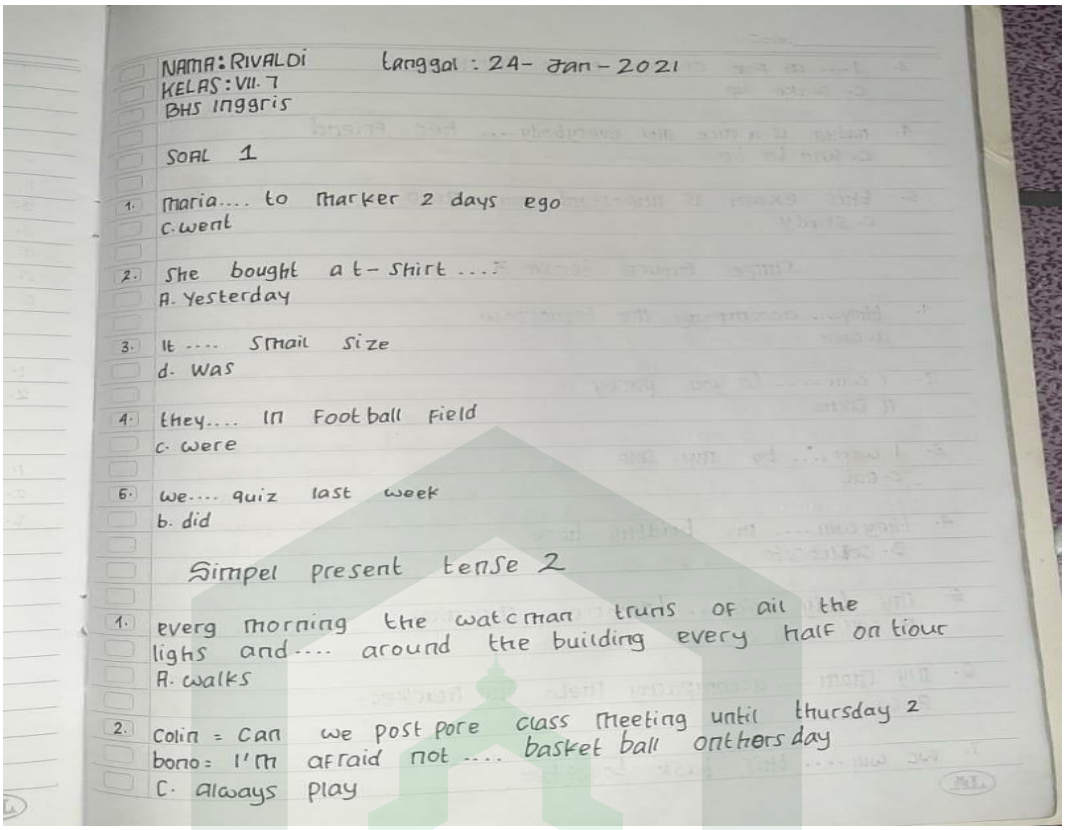
tugas Penelitihan

No.

Date: 26-01-2021

nur Akbar 7.7

1. maria... to market 2 day aga
   - x go
   - b goes
   - c went
   - d gone
2. she bought a t-shirt
   - a yesterday
   - x tomorraw
   - c tonight
   - d today
3. it... small sieo
   - a does
   - b do
   - c are
   - x was
4. they... in fotball field
   - a is
   - b was
   - x were
   - d does
5. we... quis last weet
   - a have
   - x did
   - c do
   - d are



NAMA: RIVALDI tanggal : 24- Jan - 2021
KELAS : VII. 7
BHS Inggris

SOAL 1

1. Maria.... to market 2 days ego
c. went

2. She bought a t-shirt ...?
A. Yesterday

3. It .... Small size
d. was

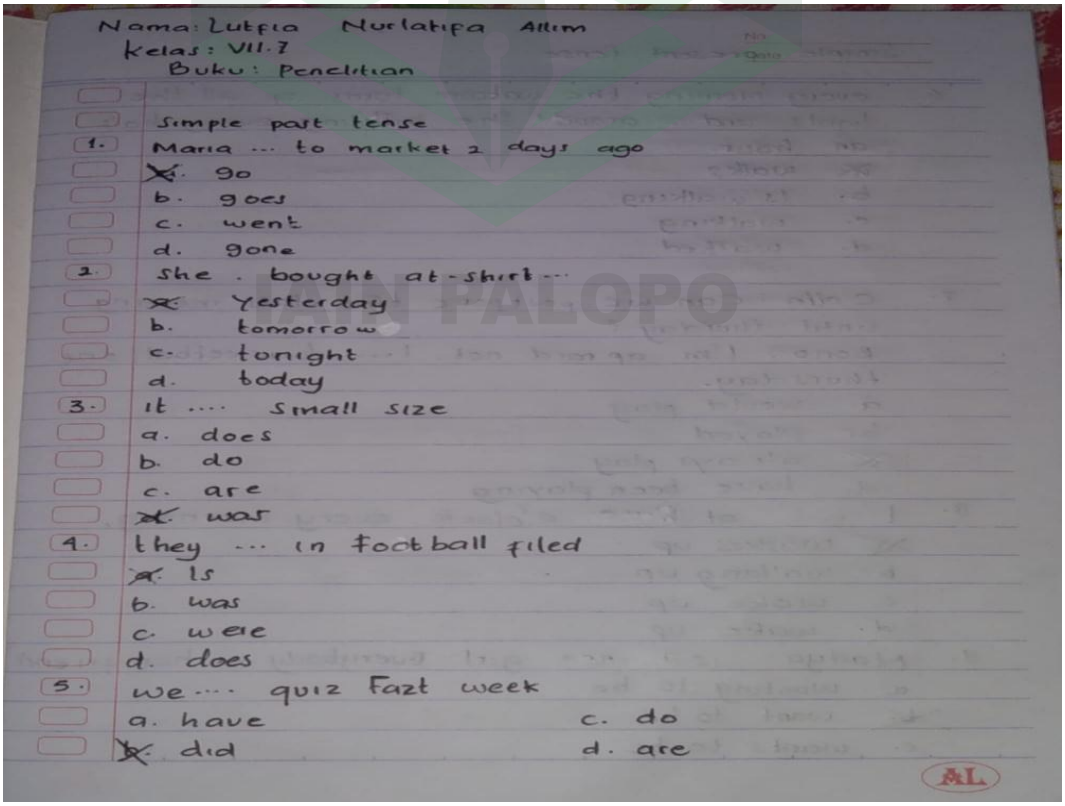
4. they.... In Football Field
c. were

6. we.... quiz last week
b. did

Simpel present tense 2

1. everg morning the watchman turns of all the lights and.... around the building every half an tiour
A. walks

2. Colin = Can we post pore class meeting until thursday 2
bono = I'm afraid not .... basket ball onthers day
C. always play



Nama: Lutfia Nurlatipa Allim
kelas : VII.7
Buku : Penelitian

simple part tense
1. Maria ... to market 2 days ago
~~a~~. go
b. goes
c. went
d. gone
2. she . bought at-shirt ...
~~a~~. Yesterday
b. tomorrow
c. tonight
d. today
3. it .... small size
a. does
b. do
c. are
~~d~~. was
4. they ... in football filed
~~a~~. Is
b. was
c. were
d. does
5. we.... quiz Fazt week
a. have
~~b~~. did
c. do
d. are

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 23692

ASLI

IZIN PENELITIAN

NOMOR : 1011/IP/DPMPTSP/XII/2020

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: WIDIA
Jenis Kelamin	: Perempuan
Alamat	: Salubulo Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 17 0202 0229

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

STUDENTS ENGLISH PROFICIENCY AT SMPN 8 PALOPO

Lokasi Penelitian	: SMP NEGERI 8 PALOPO
Lamanya Penelitian	: 21 Desember 2020 s.d. 21 Maret 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 21 Desember 2020
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE, M.AP
Pangkat : Penata
NIP : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Bagan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

IAIN PALOPO
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PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO
Alamat : Jl. Dr. Ratulangi No. 66 Balandai Palopo ☎ (0471) 22921

SURAT KETERANGAN PENELITIAN

Nomor: 421.3/027/SMPN.8/III/2021

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama	: WIDIA
Tempat / Tgl Lahir	: Kalotok, 28 Desember 1996
Jenis Kelamin	: Perempuan
NIM	: 1702020229
Pekerjaan	: Mahasiswi IAIN Palopo
Fakultas	: FTIK
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Jl. Slubulo

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 21 Desember s.d. 21 Maret 2021 untuk kepentingan penulisan skripsi dengan judul **"Students English Proficiency at SMPN 8 Palopo".**

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 30 April 2021
Kepala Sekolah,

PEMERINTAH KOTA PALOPO
SMP NEG. 8 PALOPO
DINAS PENDIDIKAN

Drs. H. IMRAN
NIP. 19611231 198602 1 051

IAIN PALOPO

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DAFTAR KONSULTASI PEMBIMBING

NO	HARI TGL	MATERI KONSULTASI	PARAF DOSEN
1	18-12-2019	- Background - objective of the - Research problem research	
2	17-12-2019	- writing format	
3	15-6-2020	- Quoting	
4	28/7/2020	- Scope of the research (Num, ...) - Previous Research (Content)	
5	16/9/2020	Write the proposal for new title	
6	15/10/2020	Hypothesis, Analysis Data	
7	2/11/2020	Acc to seminar	
8	10-2-2021		
9		check turnitin	
10			

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DAFTAR HADIR MENGIKUTI SEMINAR PROPOSAL

NO	HARI/TGL	JUDUL PENELITIAN	PARAF DOSEN
1	Selasa, 01/10/19	The effectiveness of Instantory instagram media in developing Studdit's English ability at The First Grade of SMA 3 Palopo	[signature]
2	Jumat, 27-12/19	The implementation of Probing Prompting to improving speaking skill at The eleventh Grade of SMAN 2 Palopo	[signature]
3	Jumat 27/12/2019	improving students speaking skill by using Time token Arrends strategy The 7 grade of SMA Negeri two Palopo.	[signature]
4			
5			
6			
7			
8			
9			
10			

IAIN PALOPO

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