

## **ABSTRACT**

***Yuyun Yuniarsih 2018,” The Students’ Mastery on Tenses at the First Semester of English Department of IAIN Palopo”***

”Thesis, English Study Program and Teacher Training Faculty Institute of Islamic State (IAIN Palopo). Under supervisors”:

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**Key word:** *Tenses, First semester Students English Department*

Focus of the research is to know students mastery on tenses grammar at the First Semester of English Departement of IAIN Palopo. the researcher formulated a research question, “how is the students’ mastery on tenses at the first semester of English department of IAIN Palopo? The objective of the research to find out the students; mastery at the First Semester of English department of IAIN Palopo on Tenses.

The population of this research was the students at the First Semester English study program IAIN Palopo, researcher used random sampling to technique to choose the sample, This research used quantitative method, the instrument of the test was grammar test.

The researcher has concluded that many students still confused in using the form and usage of tense. Researcher suggest, the lecturer should pay attention in teaching about how and forming using tense. The lecturer could explain more clearly about usage and from of tense, student should try many exercises to the student about usage tense.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

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

1. Subkhi Ahmad in his thesis under the title *“The Student Mastery in Using Simple Past Tense of Faculty of Letters Gunadarma University*. States, the ability of using English in the era of globalization is very needed. If want to have to be able to use English, we have to master English grammar. Simple past tense in grammar and commonly used in English. Irregular verb in English grammar is complicated and cause many difficulties for student. The aim of this research are to describe the common errors that student made in using simple past tense. the writer using field research and giving test to the student as sample. To get more data and to complete the data the writer uses a field research also take some data from book and browses internet. From result of the test, there are common error made by the student: 1. The structure of question in simple past tense, 2. Verb which change their meaning depend on whether they are regular or irregular. 3. Verb of past tense.<sup>1</sup>

2. Mulyani, in her thesis too under title *“The Correlation Between Student Mastery of Past Tense and Writing Past Recount Text at SMAN 1 Waringin Lama”*. She concluded that the student should improve their mastery of pst tense because the mastery of past tense can improve their achievement in increasing past

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<sup>1</sup> Subkhi Ahmad in his thesis under the title *“The Student Mastery in Using Simple Past Tense of Faculty of Letters Gunadarma University*, Theory and Practice in Language Studies, Vol. 1, No. 2, pp. 123-127.p.127

activities in writing and the student should to write frequently. It is essential to teacher to know the affect the student ability in expressing past activity especially in writing is the student mastery of tenses. The teacher are suggested to vary the way they teach particularly teaching English writing. not only teaching scientific writing but also they are expected to increase students grammar mastery. Based on the result ot can be conclude that there is significant correlation between student mastery of past tense and students achievement in writing text.<sup>2</sup>

From the research above, it could be assumed that the research which conducted by the researcher was similar. However the researcher focused on her research dealing with difficulties intense by the New English Student of IAIN Palopo.

## ***B. Concept of Grammar***

### **1. Grammar**

The role of grammar is perhaps one of the most controversial issues in language teaching. Grammar is the system of rule governing the conventional arrangement and relationship of words in a sentence. Technically, grammar refers to sentence levels rules only, and not to rules governing the relationship among sentences, which we refer to as discourse rules.<sup>3</sup>

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<sup>2</sup> Mulyani, in her thesis too under title 2014 “*The Correlation Between Student Mastery of Past Tense and Writing Past Recount Text at SMAN 1 Waringin Lama* . p 75

<sup>3</sup> Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco State University, 2001).P.362

David Cristal says the grammar the structural foundation of our ability to express our self. The more we are aware of how it works, we can monitor the meaning and effectiveness of the way, we and others use language. It can help foster precision, detect, ambiguity, and exploit the richness of expression available in English and it can help everyone six only students of English our teachers of anything, for all teachers ultimately a matter of getting to grips with meaning.

Language is usually interested as an as to the learning of our language.  
<sup>4</sup>Grammar is sometimes defined as the way words are put together to make correct sentences.<sup>5</sup> The writer makes conduction that grammar is rule or the way of arranging the words to make a correct sentence.

## **2. Principle for teaching grammar**

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

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

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<sup>4</sup> Richard Nordquist, *What Is Grammar?* (<http://grammar.about.Com>). Accessed on 30 th October 2011

<sup>5</sup> Penny Ur, *A Course in Language Teaching Practice and Theory*,(Cambridge University Press. 1996)p.75

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

b. 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 isolated sentences and fail to give learners a proper context for grammar points. Teaching was largely limited to the form of the new grammatical item. For example, when the passive voice was introduced typically students were given a list of sentences in the active voice ("the boy broke the window". "the dog bit the man"). Along with the model of how to form the passive ("the window was broken.") the task for the students was to turn the active voice sentences into the passive. Such a procedure does not give students any insights into the communicative contexts in which they should use the passive rather than active voice. However, the solution proposed by some to do away with teaching grammar altogether is not a solution. The solution is to present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function.

c. Focus on the development of procedural rather than declarative knowledge in the field of language learning. Declarative knowledge knows language rules. Procedural knowledge is being able to use the knowledge for communicative.

Most of us who have been teaching for any time at all know learners who can give a more-or-less standard textbook explanation of a grammatical rule or

principle, but who violates the rule when using language communicatively. There are also learners who have procedural but declarative knowledge. In fact, the past majority of native speakers few native speakers can state the rule for third person.

### **3. Element of Grammar**

#### **a. Parts of sentence**

##### **1) Subject and predicate**

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

### **4. Type of sentence structure**

Bringing together the distinctions so far made, present some basic sentence structure diagrammatically. Each line constitutes a pattern which is illustrated by means of a correspondingly numbered example having just those obligatory optional (parenthesized) elements that are specified in the formula. The order in which the elements appear is common but by no mean fixed. Principles of sentence organization that what is contextually familiar or 'give' come relatively early, while the part which needs to be streseet or which seems to convey the greatest informationst is given the spesial prominence of 'end-focus'.<sup>6</sup>

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<sup>6</sup> Raudolph quicrk and sidney greenbaung ,*A University Grammar of English*, ( London: Logman,1973),p.10.

## 5. Parts of Speech

The structures realizing sentence elements are composed of units which can be referred to as parts of speech. These can be exemplified for English as follows:

### a. Content words

#### 1. Noun

There are four kinds of noun in English :

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

A noun can function as:

- a. The subject of a verb: Tom arrived
- b. The complement of the verbs be, become, seem: to, is an actor
- c. The object of a verb: I saw Tom
- d. The object of a preposition: I spoke to Tom
- e. A noun can also be in the possessive case: Tom's book.<sup>7</sup>

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<sup>7</sup>A.J. Thomas and A.V. Martinet, *A practical English Grammar*, (London: Oxford University Press, 1985), p.24

## 2. Adjectives

The main kinds of adjectives are:

- a. Demonstrative adjective: this, that, these, those.
- b. Distributive adjective: each, every, either, neither.
- c. Quantitative adjective: some, any, no, little/few; many, much, one, twenty.
- d. Interrogative adjective: which, what, whose.
- e. Possessive adjective: my, your, his, her, its, our, your, their.
- f. Of quality adjective: clever, dry, fat, golden, good.<sup>8</sup>

## 3. Adverb

Kinds of adverbs are :

- a. Adverb of manner

Example :

Well : you read well

Quickly : he wrote the letter quickly

Funnily : jack danced funnily

- b. Adverb of time

Examples:

Now: you can do it now

Soon: he will come soon

Early: I get up early

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<sup>8</sup>*Ibid.*,p.33

c. Adverb of place

Example:

Here: They sit here<sup>9</sup>

d. Adverb of degree

Example :

Very : you are very busy

Rather: he is rather crazy

Quite : they are quite right

e. Interrogative adverbs

Example :

When : when did you buy this?

How far : how far did Tom walk?

How often : how often do you go shopping?

f. Relative adverbs

Example :

When: tell me when you will come

Where: tell me the time when you will come.<sup>10</sup>

4. Verbs

a. Regular verb

Infinitive

Past Tense

Past Participle

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<sup>9</sup>Ibid., p.33.

<sup>10</sup>Idi Supono, *BBC English Grammar*, (Jakarta: PT. Wahyu Media, 2007), p.207-210.

Open	Opened	Opened
Lock	Locked	Locked
Love	Loved	Loved
Hate	Hated	Hated

b. Irregular verb

Infinitive	Past Tense	Past Participle
Abide	Abode	Abode
Bring	Brought	Brought
Show	Showed	Shown
Teach	Taught	Taught <sup>11</sup>

b. Function words

1. Preposition

Example :

- a. At : Bobby is at home
- b. In : They live in London
- c. On : He is sitting on the floor

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<sup>11</sup>Ibid.,P.379.

- d. By : of, to, into, for, from, about, over, etc.<sup>12</sup>

## 2. Conjunction

### Kinds of conjunction

- a. Coordinating conjunctions : and, but, nor, for, or, and yet.  
 b. Subordinating conjunctions : after, because, before, since, though, that, etc.<sup>13</sup>

## 3. Interjection

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

## 4. Pronouns

### There are kinds of pronouns

- a. Personal pronouns

#### Nominative subjective

Singular	Plural
I	We
You	You
She, He, It	They

#### Obective/accusative

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<sup>12</sup>Marsella Frank. *Modern English*. (New York:prentice-hall,1972),p.164

<sup>13</sup>Fuad Mas'ud, *Essential of English Grammar : a Practical Guide*,(yogyakarta: EPFE),P.

Singular

Plural

Me

us

You

You

Him, Her, It

Them

## b. Interogative Pronoun

Example :

What : What is your name?

Whom : For whom do you cook?

Whose : whose wallet is this?

Which : Which is your umbrella?

## c. Indefinite Pronoun

Example :

Another

- Ether

Anybody

- Each one

Anyone

- No one

Anything

- No body

Each

## d. Reflexive pronoun

Example:

My self

- It self

Your self

- Our selves

Him self

- Them selves

Her self

-Your selves

e. Relative pronoun

Example:

Who : The woman who left this morning is my aunt

Whom : He is a person whom I trust

f. Demonstrative pronouns

Demonstrative pronouns are pronouns that point to specific things. “, this, that, these, and those are demonstrative from the context. At the same time, to indicate whether they are close or far, in space or time, from the speaker in the moment of speaking. They also indicate whether they are replacing singular or plural words.<sup>14</sup>

There are two kinds of demonstrative pronouns, they are :

1. Singular form such as : this and that
2. Plural form such as : these and those.<sup>15</sup>

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

a. The used of singular demonstrative pronouns in sentences.

(this and that)

What is this?

What is that?

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<sup>14</sup>Nancy Aarsvold, *Demonstrative Pronoun*, online : <http://www.englishlanguageguide.com>. Accessed on 6 august, 2009.

<sup>15</sup>Fuad Mas'ud *Essential of English Grammar*, (Yogyakarta: EPFE, 1997), p.71.

This is my ring

This is your wallet.<sup>16</sup>

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

Example :

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

a. The use of plural demonstrative pronoun in sentences

(These and those)

What are these?

What are those?

There are my clothes

Those are your shoes.<sup>17</sup>

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<sup>16</sup>Idi Supono, *BBC English Grammar*, (jakarta:Wahyu Media,2007),P.63-79.

<sup>17</sup>*Ibid.*

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

### ***C. Concept of Tenses***

Tenses are defined in terms of time<sup>18</sup>tenses show present activity, past activity and future activity. Tense is one of the mine topics in grammar, which must be mastered by the English learner in order to understand the English Language well it becomes very important become one of the standard in mastering English language is knowledge about tenses. In English there are several kinds of tenses and it always used in daily conversation:

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

Tenses are a verb from that indicates or can indicate a relationship between the time the action in adverb occur and the time the verb is uttered. Also, verb can give an indication duration of the verbs action and when or if it is completed.<sup>19</sup>Tense is verb from of time to indicate the time of when the accidents happened.<sup>20</sup>

Based the definition above the writer concludes that tense is form of the time for indicate the time of when the accident happened or changing verb according to the condition or situation.

#### **2. Type of Tenses**

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<sup>18</sup> Richard Nordquist, <http://grammar.about.com/od/tz/g/tenseterm.htm> accessed 2 november2013

<sup>19</sup> Anonym, [http://spanish about .com /cs/verbs/g/tenses log .htm](http://spanish.about.com/cs/verbs/g/tenses_log.htm) accessed on juni 13 th 2013

<sup>20</sup>Masruddin, *A Teaching Book and Exercise (Error Analysis)*, Palopo ,2009,p.33

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

**a. Simple present tense**

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

1.) The function of simple present tense.

(a). as habitual action

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

1) I take a bath every morning

2) The muslims habitually go to the mosque every Friday

(b). as general truth

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

2). on a week, consist of seven days

3). Indonesia lies in the south car asia.<sup>21</sup>

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

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<sup>21</sup>Sriyadi Junaida, *English Complete Grammar*, (Yogyakarta:Pustaka Pelajar,2007),p.244

Always	Never
Usually	Once
Often	Twice
Sometimes	There times
Seldom	four times

There are in example below:

- a.) I always get up very early
- b.) I never get up before about moon
- c.) I usually run for about two hours
- d.) Rosi visits the beach twice a year
- e.) Sometimes, I just stay at home and watch TV
- f.) I just seldom invited
- g.) Some friends over
- h.) Often, during my break time.<sup>22</sup>

## 2.) Forming simple present tense

Forming simple present tense follow:

- (a). positive sentence

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<sup>22</sup>Pardiyono, *Communicative Grammar of Conversation*, (Yogyakarta : andi. 2004),p.84

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

$S + V + s/es + O$
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Example:

(1). He goes to school every day.

(2). They bring my book

(3). Ika plays volley ball

(b). negative sentence

Negative form of simple present tense just needs structure as bellow:

Structure:

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

(1). Ani does not save on the floor

(2). They do not listen to the radio

(3). I do not feel well today.

(c). Interrogative sentence

Interrogative is form simple present tense as follow:

Structure:

Do/ does +not +s +V <sub>1</sub> +O?
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Example:

(1). Does she eat rice?

(2). Do you enjoy your English lesson?

(3). Does Ita goes to school?

**b. Simple past tense**

Simple past tense is used for action completed in the past at definite time. It is used for part action when the time given, or when the action clearly too plays at the definite time even through this time is not mentioned.

1) Definition of simple past tense

There are many kinds of tense that used in sentence but it is impossible if we use the all tenses in one paragraph, so we need specification for making the

sentence or paragraph to connect with the kinds of tenses that we made. Simple past tense indicates that an activity or situation and ended at a particular time in the past.<sup>23</sup>

Simple past tense is which 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 know from the explanation above, the researcher taking conclusion that simple past tense is an activity that was happened in the past and time signal has been know.

## 2) The Function of simple past tense

The function of simple past tense, they are:

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

Example:

I saw a good film last night

She came here yesterday

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

Example:

When have you work hard?

## 3) Simple past tense form

- (a) Positive sentence

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

The pattern is:

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<sup>23</sup> Betty SchranpferAzar, *Understanding and Using English Grammar*, (Second Edition, United States of America, 1989), P.24

S + V <sub>2</sub>
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Example:

She bought a book yesterday

We watch television last night

(b) Negative sentences

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

The pattern is:

S + did + not + v <sub>1</sub>
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For making negative sentences we have to use auxiliary verb (did) + not

Example:

Ita did not go to school yesterday

I did not see him at the meeting last night

(c) Interrogative sentences

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

The pattern is:

Did + S + V <sub>1</sub> ?
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Example:

Did they come to work on time this morning?

Did he answer her question?

#### 4) Time signals in the past tense

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

Yesterday

Yesterday morning

Yesterday afternoon

Yesterday evening

Last night

Last week

An hour ago

A few minutes ago

Two days ago

In 1997

The day before yesterday

#### c. Simple future tense

Simple future tense is used to express the speaker opinion, assumptions, and speculations about the future. The future tense can be used with or without the time expression. Simple future tense is time form use to state an event in a future.<sup>24</sup>

##### 1) The function of simple future tense

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<sup>24</sup> Ade Yunisa Bayu Prasetiawan, *Complete Tense 16* (Permata Press), P. 37

The function of simple future tense, they are:

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

Example:

The meeting will last for an hour.

I shall come at your house tomorrow.

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

Example:

Will you help me, please?

Will you help me to get the book?

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

Example:

Aldi will come if invite her.

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

## 2) Simple future tense form

Forming simple future tense follow:

- (a) Positive sentence

For subjects: I, We

S + shall + V <sub>1</sub>
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For subject: You, They, He, She, and it

S + will + V <sub>1</sub>
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Example:

We shall go to Tokyo tomorrow

He will visit us next week

(b) Negative sentence

For subjects: I, We

S + shall + not + V <sub>1</sub>
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For subjects: You, They, She, He, It

S + will + not + V <sub>1</sub>
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Example:

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

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

(c) Interrogative sentence

For subject s: I, We

Shall + S + V <sub>1</sub> ?
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For subject s: You, They, she, He, It

Will+ S + V <sub>1</sub> ?
----------------------------

Example:

Shall we go to Tokyo tomorrow?

Will he visit us next week?

### 3) Time signals in the future tense

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

Tomorrow	soon
The day after tomorrow	later
Next week	to night
Next month	if
Next year	

#### d. Present continuous tense

**Present continuous tense** is the phrase form of the verb and a verb ending in-ing, used to show an action that continuous over a period of time.<sup>25</sup>

##### 1. The function of simple present continuous tense

The function of simple present continuous tense, they are:

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<sup>25</sup> Oxford Learner's *Pocket Dictionary*, New Edition, (Oxford University Press: New York, 2008), P.94

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

Example:

I am listening to the radio now

They are playing football

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

Example:

She is studying English and learning French this year

Note:

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

1. Verbs associated with to the sentences.

Example: (feel, hear, see, smell, notice, observe).

2. Verbs associated with a feeling or emotion.

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

3. Verbs associated with mental activity.

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

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

**Am** using for subject: I

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

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

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

Example:

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

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

Example:

Change	Changing
Come	Coming
Drive	Driving
Have	Having
Make	Making
Take	Taking
Write	Writing

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

Example:

See	Seeing
Flee	Fleeing

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

Example:

Cut	Cutting
Get	Getting
Jog	Jogging
Put	Putting
Sit	Sitting
Slip	Slipping
Swim	Swimming

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

1. Verb of emotion

Like: senang

Dislike: membenci

Want: mau

2. Verb of sense

Hear: mendengar

See: melihat

Smell: berbau

### 3. Verb of thought or opinion

Believe: percaya

Forget: lupa

Know: mengetahui

### 4. Verb of possession

Owe: berhutang

Own: memiliki

Belong to: kepunyaan

## 2. Forming simple present continuous tense

### (a). Positive sentence

The pattern is:

S + to be + V + ing
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Example:

I am studying English now

They are watching tv

### (b). Negative sentence

The pattern is:

S + to be + not + V + ing
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Example:

He is not playing

We are not going to school

(c). Interrogative sentence

The pattern is:

To be + s + V + ing?
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Example:

Is toni swimming?

Am I studying now?

3. Time signals of the present continuous tense

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

Now

Tomorrow

Right now

At present

Today

This morning

To night

This evening

**e. Present perfect tense**

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

1. the function of simple present perfect tense

- a. To express something that happened in past.

Example:

She has thought here since 1980

I have read this novel twice

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

Example:

I have gone to Bali

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

Example:

I haven't met you for a month

2. forming simple present perfect tense

a. positive sentence

For subjects: I, We, You, They

$S + \text{have} + V_3$
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For subjects: She, He, It

$S + \text{has} + V_3$
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Example:

I have cleaned the floor

He has drunk milk

b. Negative sentence

For subjects: I, We, You, They

$S + \text{have} + \text{not} + V_3?$
---------------------------------------

For subjects: She, He, It

S + has + not + V <sub>3</sub>
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Example:

You have not cleaned the blackboard

My sister has not swept the floor

c. Interrogative sentence

For subjects: I, We, You, They

Have + s + V <sub>3</sub> ?
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For subjects: she, He, It

Has + s + verb <sub>3</sub> ?
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Example:

Have you done your homework?

Has mother bought the rice?

3. Time signals in the present perfect tense

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

Since

Never

Already	Yet
Until Now	Up to now
Ever	Still
Just	For
up to the present	recently
Far a long time <sup>26</sup>	

#### **D. Techniques in Teaching Grammar**

According to Nunan, there four techniques in teaching the 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 student's attention to item 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 has ever learners are not required to use or practice the target item.
3. Grammar dictation involves learners' collaboration in small group actively using their language, and reflecting on the way 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

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<sup>26</sup>Agus Handoko , Menguasai Tense Dalam 4 Hari , ( Yogyakarta : Tugu Publisher , 2011 ), p. 29

speed. Students take notes and then work in small groups to reconstruct the original passage.

4. Graden Path, this technique could be considered rather cruel. In order to encourage students to process the target structure somewhat more deeply than they might otherwise do, the task is set up to get students to over generalize. It thus, leads them into error. This is a technique based on inductive learning. Students study examples of the language and come to a hypothesis or generalization. The generalization is too broad. They are given disconfirming evidence and then have to modify their hypothesis.<sup>27</sup>

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<sup>27</sup>*Ibid.*, p. 160-162

## CHAPTER I

### INTRODUCTION

#### *A. Background*

Grammar is system of rules governing the conventional arrangement and relationship of words in the sentences. So, to produce sentences in speaking or writing, we have to know about grammar. The linguistic perspective seen in the concept of grammatical competence is proposed at the time, knowing a language is equated with knowing the grammar. Grammatical competence is the knowledge underlying our ability to produce and understand sentence in language. Chomsky likened competence an idealized speaker-hearer who does not display such performance variable as memory limitation, distraction, shifts of attention, interest, errors and hesitation phenomena such repeats, false starts, pauses, omissions, and addition.<sup>28</sup>

There may be some people who could speak in English, but sometimes do not pay 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.

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<sup>28</sup> Douglas Brown, *Teaching by principle an interactive approach to language pedagogy*, (Third edition; san Francisco university, 2007), p.420

Grammar is one of the important which can support students both to speak and to write by grammar ability students can produce the larger sentences and make the easy to speak spontaneously. Without grammar students cannot make the sentences correctly. Due to the fact that, some students are shy or are not confident to speak out their mind because they are lack of knowledge about the rules that they say how the word are combined, arranged and changed although they have memorized a lot of word in English.

English grammar has many elements to study. One of them is the form of tenses such as simple present tense, simple past tenses, simple future tense, present continuous tense, and present perfect tense. Every tense is representative different time in doing activity. When someone wants to express they activity in the past, he uses simple past tense or we want to express our daily activity by using simple present tense, etc. The forming sentences based on the time. But the definition is the description or exploration of when an accident, an activity an action happened in sentence: present, past or future.

In this research researcher not discuss grammar in general. Researcher was write about tense. Tense is one of discussions of grammar. According to Richard Veit, “Tense is frequently described as the property that relates to the time a verb’s action is performed” . Some grammarians states that English has a great variety of tenses. <sup>29</sup>

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<sup>29</sup> Richards Jack C, *The context of Language Teaching*, Cambridge University Press: 1985. P.331

First Semester Student of IAIN Palopo is new comers from different background who graduated from Senior High School and chooses English Department to continue their education in college. According to observation in Freshman English Department Student of IAIN Palopo, researcher found the many of them only know about one tenses such as they know about future tense and do not know about past tense.

Based on the explanation above, the researcher through that is was necessary to find out the other way in teaching English. So, the researcher interested in conducting a research on title **“The Students’ Mastery on Tenses at the First Semester of English Department of IAIN Palopo”**.

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

Based on the background above, the researcher formulates a research question; “How is the students’ mastery on tense at the first semester English department of IAIN Palopo?”

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

Based on the problem statement, the objective of the research is formulated as follows: To find out the students’ mastery at the first semester English department of IAIN Palopo on tenses.

#### ***D. Significance of the Research***

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

1. The result of the research was useful information to the students and can make the students understand in using five basic tenses.
2. English teachers can know the steps in using grammar and can give a variety of strategies of techniques.
3. Help the students to get the interesting way in learning English.

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

1. By discipline, The researcher only focused on the students' mastery on tenses under the discipline of linguistic. Such as "simple present tense, present continuous, simple past tense, past future tense, past perfect continuous, simple future tense, future continuous, present continuous tense, present perfect tense and present perfect continuous".
2. By content, this research investigated the student of IAIN Palopo on tenses.

#### ***F. Operational definition***

1. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Technically, grammar refers to

sentence level rules only, and not to rules governing the relationship among sentence, which we refer to as discourse rules.<sup>30</sup>

2. Tenses is verb form that shows the time of the actio

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

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<sup>30</sup> Douglas Brown, *Teaching by principle an interactive approach to language pedagogy*, (Third edition; san Francisco university, 2007), p.420

***E. Previous of Related Study:***

3. Subkhi Ahmad in his thesis under the title *“The Student Mastery in Using Simple Past Tense of Faculty of Letters Gunadarma University*. States, the ability of using English in the era of globalization is very needed. If want to have to be able to use English, we have to master English grammar. Simple past tense in grammar and commonly used in English. Irregular verb in English grammar is complicated and cause many difficulties for student. The aim of this research are to describe the common errors that student made in using simple past tense. the writer using field research and giving test to the student as sample. To get more data and to complete the data the writer uses a field research also take some data from book and browses internet. From result of the test, there are common error made by the student: 1. The structure of question in simple past tense, 2. Verb which change their meaning depend on whether they are regular or irregular. 3. Verb of past tense.<sup>31</sup>

4. Mulyani, in her thesis too under title *“The Correlation Between Student Mastery of Past Tense and Writing Past Recount Text at SMAN 1 Waringin Lama”*. She concluded that the student should improve their mastery of pst tense because the mastery of past tense can improve their achievement in increasing past activities in writing and the student should to write frequently. It is essential to teacher to know the affect the student ability in expressing past activity especially in writing is the student mastery of tenses. The teacher are suggested to vary the way

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<sup>31</sup> Subkhi Ahmad in his thesis under the title *“The Student Mastery in Using Simple Past Tense of Faculty of Letters Gunadarma University*, Theory and Practice in Language Studies, Vol. 1, No. 2, pp. 123-127.p.127

they teach particularly teaching English writing. not only teaching scientific writing but also they are expected to increase students grammar mastery. Based on the result it can be conclude that there is significant correlation between student mastery of past tense and students achievement in writing text.<sup>32</sup>

From the research above, it could be assumed that the research which conducted by the researcher was similar. However the researcher focused on her research dealing with difficulties intense by the New English Student of IAIN Palopo.

#### ***F. Concept of Grammar***

##### **6. Grammar**

The role of grammar is perhaps one of the most controversial issues in language teaching. Grammar is the system of rule governing the conventional arrangement and relationship of words in a sentence. Technically, grammar refers to sentence levels rules only, and not to rules governing the relationship among sentences, which we refer to as discourse rules.<sup>33</sup>

David Cristal says the grammar the structural foundation of our ability to express our self. The more we are aware of how it works, we can monitor the meaning and effectiveness of the way, we and others use language. It can help foster precision, detect, ambiguity, and exploit the richness of expression available in

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<sup>32</sup> Mulyani, in her thesis too under title 2014 "*The Correlation Between Student Mastery of Past Tense and Writing Past Recount Text at SMAN 1 Waringin Lama* . p 75

<sup>33</sup> Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco State University, 2001).P.362

English and it can help everyone six only students of English our teachers of anything, for all teachers ultimately a matter of getting to grips with meaning.

Language is usually interested as an as to the learning of our language.

<sup>34</sup>Grammar is sometimes defined as the way words are put together to make correct sentences.<sup>35</sup> The writer makes conduction that grammar is rule or the way of arranging the words to make a correct sentence.

### **7. Principle for teaching grammar**

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

d. 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 exercise designed to clarify the grammatical point and help the learners master the point. In the deductive teaching, you work from principles to example. Inductive procedures reverse this process. In inductive teaching, you present the learners with samples of language and through a process of guided discovery get them to work out the principle or rule for themselves.

e. Use tasks that make clear the relationship between grammatical form and communicative function. Grammar-based courses are relatively in effective

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<sup>34</sup> Richard Nordquist, *What Is Grammar?* (<http://grammar.about.Com>). Accessed on 30 th October 2011

<sup>35</sup> Penny Ur, *A Course in Language Teaching Practice and Theory*,(Cambridge University Press. 1996)p.75

because the teach grammar as an abstract system. Present the language as isolate sentences and fail to give learners as proper context for grammar point. Teaching was largely limited to the form of the new grammatical item. For example, when the passive voice was introduced typically students were given a list of sentence in the active voice (“the boy broke the window”. ”the dog bit the man”). Along , the model of how to form the passive (“the window was broken.”) the task for the students were to turn the active voice sentences into the passive. Such a procedure does not give students any insights into the communicate contexts in which they should use the passive rather than active voice. However, the solution proposed by some-do away with teaching grammar altogether-is not solution. The solution is present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function.

f. Focus on the development of procedural rather than declarative knowledge in the file field of language learning, Declarative knowledge knows language rulers. Procedural knowledge is being able to use the knowledge for communicative.

Most of us who have been teaching for any time at all know learners who can give a more-or-less standard text book explanation of a grammatical rule or principle, but who violates the rule when using language communicatively. There are also learners who have procedural but declarative knowledge. In fact, the past majority of native speakers few native speakers can state the rule for third person.

## **8. Element of Grammar**

c. Parts of sentence

2) Subject and predicate

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

**9. Type of sentence structure**

Bringing together the distinctions so far made, present some basic sentence structure diagrammatically. Each line constitutes a pattern which is illustrated by means of a correspondingly numbered example having just those obligatory optional (parenthesized) elements that are specified in the formula. The order in which the elements appear is common but by no mean fixed. Principles of sentence organization that what is contextually familiar or 'give' come relatively early, while the part which needs to be stressed or which seems to convey the greatest information is given the special prominence of 'end-focus'.<sup>36</sup>

**10. Parts of Speech**

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<sup>36</sup> Raudolph quicrk and sidney greenbaung ,*A University Grammar of English*, ( London: Logman,1973),p.10.

The structures realizing sentence elements are composed of units which can be referred to as parts of speech. These can be exemplified for English as follows:

b. Content words

5. Noun

There are four kinds of noun in English :

- e) Common nouns: dog, man, table.
- f) Proper nouns: White House, Paris, Tom.
- g) Abstract nouns : beauty, fear, joy.
- h) Collective nouns : class, flock, committee.

A noun can function as:

- f. The subject of a verb: Tom arrived
- g. The complement of the verbs be, become, seem: to, is an actor
- h. The object of a verb: I saw Tom
- i. The object of a preposition: I spoke to Tom
- j. A noun can also be in the possessive case: Tom's book.<sup>37</sup>

6. Adjectives

The main kinds of adjectives are:

- g. Demonstrative adjective: this, that, these, those.
- h. Distributive adjective: each, every, either, neither.

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<sup>37</sup>A.J. Thomas and A.V. Martinet, *A practical English Grammar*, (London: Oxford University Press, 1985), p.24

- i. Quantitative adjective: some, any, no, little/few; many, much, one, twenty.
- j. Interrogative adjective: which, what, whose.
- k. Possessive adjective: my, your, his, her, its, our, your, their.
- l. Of quality adjective: clever, dry, fat, golden, good.<sup>38</sup>

## 7. Adverb

Kinds of adverbs are :

- g. Adverb of manner

Example :

Well : you read well

Quickly : he wrote the letter quickly

Funnily : jack danced funnily

- h. Adverb of time

Examples:

Now: you can do it now

Soon: he will come soon

Early: I get up early

- i. Adverb of place

Example:

Here: They sit here<sup>39</sup>

- j. Adverb of degree

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<sup>38</sup>*Ibid.*, p.33

<sup>39</sup>*Ibid.*, p.33.

Example :

Very : you are very busy

Rather: he is rather crazy

Quite : they are quite right

k. Interrogative adverbs

Example :

When : when did you buy this?

How far : how far did Tom walk?

How often : how often do you go shopping?

l. Relative adverbs

Example :

When: tell me when you will come

Where: tell me the time when you will come.<sup>40</sup>

8. Verbs

c. Regular verb

Infinitive	Past Tense	Past Participle
Open	Opened	Opened
Lock	Locked	Locked
Love	Loved	Loved

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<sup>40</sup>Idi Supono, *BBC English Grammar*, (Jakarta: PT. Wahyu Media, 2007), p.207-210.

Hate	Hated	Hated
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d. Irregular verb

Infinitive	Past Tense	Past Participle
Abide	Abode	Abode
Bring	Brought	Brought
Show	Showed	Shown
Teach	Taught	Taught <sup>41</sup>

d. Function words

5. Preposition

Example :

- e. At : Bobby is at home
- f. In : They live in London
- g. On : He is sitting on the floor
- h. By : of, to, into, for, from, about, over, etc.<sup>42</sup>

6. Conjunction

Kinds of conjunction

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<sup>41</sup>Ibid.,P.379.

<sup>42</sup>Marsella Frank. *Modern English*. (New York:prentice-hall,1972),p.164

- c. Coordinating conjunctions : and, but, nor, for, or, and yet.
- d. Subordinating conjunctions : after, because, before, since, though, that, etc.<sup>43</sup>

#### 7. Interjection

- e. Hi!
- f. Hello!
- g. Ha!
- h. Ohh!

#### 8. Pronouns

There are kinds of pronouns

- g. Personal pronouns

##### Nominative subjective

Singular	Plural
I	We
You	You
She, He, It	They

##### Obective/accusative

Singular	Plural
Me	us
You	You
Him, Her, It	Them

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<sup>43</sup>Fuad Mas'ud, *Essential of English Grammar : a Practical Guide*, (yogyakarta: EPFE), P.

#### h. Interrogative Pronoun

Example :

What : What is your name?

Whom : For whom do you cook?

Whose : whose wallet is this?

Which : Which is your umbrella?

#### i. Indefinite Pronoun

Example :

Another	- Ether
Anybody	- Each one
Anyone	- No one
Anything	- No body
Each	

#### j. Reflexive pronoun

Example:

My self	- It self
Your self	- Our selves
Him self	- Them selves
Her self	-Your selves

#### k. Relative pronoun

Example:

Who : The woman who left this morning is my aunt

Whom : He is a person whom I trust

# 1. Demonstrative pronouns

Demonstrative pronouns are pronouns that point to specific things. “, this, that, these, and those are demonstrative from the context. At the same time, to indicate whether they are close or far, in space or time, from the speaker in the moment of speaking. They also indicate whether they are replacing singular or plural words.<sup>44</sup>

There are two kinds of demonstrative pronouns, they are :

3. Singular form such as : this and that
4. Plural form such as : these and those.<sup>45</sup>

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

## b. The used of singular demonstrative pronouns in sentences.

(this and that)

What is this?

What is that?

This is my ring

This is your wallet.<sup>46</sup>

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<sup>44</sup>Nancy Aarsvold, *Demonstrative Pronoun*, online : <http://www.englishlanguageguide.com>. Accessed on 6 august, 2009.

<sup>45</sup>Fuad Mas'ud *Essential of English Grammar*, (Yogyakarta: EPFE, 1997), p.71.

<sup>46</sup>Idi Supono, *BBC English Grammar*, (Jakarta: Wahyu Media, 2007), p.63-79.

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

Example :

There is someone who touches a book, and she says that “this is a book”. And then she looks at her friend and says “that is your shoe”. It means that, they used of that in this have different function in a sentence.

b. The use of plural demonstrative pronoun in sentences

(These and those)

What are these?

What are those?

These are my clothes

Those are your shoes.<sup>47</sup>

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

***G. Concept of Tenses***

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<sup>47</sup>*Ibid.*

Tenses are defined in terms of time<sup>48</sup>tenses show present activity, past activity and future activity. Tense is one of the mine topics in grammar, which must be mastered by the English learner in order to understand the English Language well it becomes very important become one of the standard in mastering English language is knowledge about tenses. In English there are several kinds of tenses and it always used in daily conversation:

### **3. Definition of tenses**

Tenses are a verb from that indicates or can indicate a relationship between the time the action in adverb occur and the time the verb is uttered. Also, verb can give an indication duration of the verbs action and when or if it is completed.<sup>49</sup>Tense is verb from of time to indicate the time of when the accidents happened.<sup>50</sup>

Based the definition above the writer concludes that tense is form of the time for indicate the time of when the accident happened or changing verb according to the condition or situation.

### **4. Type of Tenses**

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

#### **f. Simple present tense**

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<sup>48</sup> Richard Nordquist, <http://grammar.about.com/od/tz/g/tenseterm.htm> accessed 2 november2013

<sup>49</sup> Anonym, [http://spanish about .com /cs/verbs/g tenses log .htm](http://spanish.about.com/cs/verbs/g/tenses_log.htm) accessed on juni 13 th 2013

<sup>50</sup>Masruddin, *A Teaching Book and Exercise (Error Analysis)*, Palopo ,2009,p.33

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

1.) The function of simple present tense.

(a). as habitual action

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

3) I take a bath every morning

4) The muslims habitually go to the mosque every Friday

(b). as general truth

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

2). on a week, consist of seven days

3). Indonesia lies in the south car asia.<sup>51</sup>

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

Always

Never

Usually

Once

Often

Twice

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<sup>51</sup>Sriyadi Junaida, *English Complete Grammar*, (Yogyakarta:Pustaka Pelajar,2007),p.244

Sometimes

There times

Seldom

four times

There are in example below:

- i.) I always get up very early
- j.) I never get up before about moon
- k.) I usually run for about two hours
- l.) Rosi visits the beach twice a year
- m.) Sometimes, I just stay at home and watch TV
- n.) I just seldom invited
- o.) Some friends over
- p.) Often, during my break time.<sup>52</sup>

## 2.) Forming simple present tense

Forming simple present tense follow:

### (a). positive sentence

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

S + V+s/es+ O
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<sup>52</sup>Pardiyono, *Communicative Grammar of Conversation*, (Yogyakarta : andi. 2004),p.84

Example:

(1). He goes to school every day.

(2). They bring my book

(3). Ika plays volley ball

(b). negative sentence

Negative form of simple present tense just needs structure as bellow:

Structure:

S +do/does +not +V <sub>1</sub> +O
------------------------------------

Example:

(1). Ani does not save on the floor

(2). They do not listen to the radio

(3). I do not feel well today.

(c). Interrogative sentence

Interrogative is form simple present tense as follow:

Structure:

Do/ does +not +s +V<sub>1</sub>+O?

Example:

- (1). Does she eat rice?
- (2). Do you enjoy your English lesson?
- (3). Does Ita goes to school?

#### **g. Simple past tense**

Simple past tense is used for action completed in the past at definite time. It is used for part action when the time given, or when the action clearly too plays at the definite time even through this time is not mentioned.

##### 5) Definition of simple past tense

There are many kinds of tense that used in sentence but it is impossible if we use the all tenses in one paragraph, so we need specification for making the sentence or paragraph to connect with the kinds of tenses that we made. Simple past tense indicates that an activity or situation and ended at a particular time in the past.<sup>53</sup>

Simple past tense is which used to explain evens, activites that we done in the certain time in the past in the simple form and the time signal has we know

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<sup>53</sup> Betty SchranpferAzar, *Understanding and Using English Grammar*,(Second Edition, United States of America,1989), P.24

from the explanation above, the researcher taking conclusion that simple past tense is an activity that was happened in the past and time signal has been know.

#### 6) The Function of simple past tense

The function of simple past tense, they are:

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

Example:

I saw a good film last night

She came here yesterday

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

Example:

When have you work hard?

#### 7) Simple past tense form

- (d) Positive sentence

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

The pattern is:

$S + V_2$
-----------

Example:

She bought a book yesterday

We watch television last night

## (e) Negative sentences

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

The pattern is:

S + did + not + v <sub>1</sub>
--------------------------------

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

Example:

Ita did not go to school yesterday

I did not see him at the meeting last night

## (f) Interrogative sentences

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

The pattern is:

Did + S + V <sub>1</sub> ?
----------------------------

Example:

Did they come to work on time this morning?

Did he answer her question?

## 8) Time signals in the past tense

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

Yesterday

Yesterday morning

Yesterday afternoon

Yesterday evening

Last night

Last week

An hour ago

A few minutes ago

Two days ago

In 1997

The day before yesterday

#### **h. Simple future tense**

Simple future tense is used to express the speaker opinion, assumptions, and speculations about the future. The future tense can be used with or without the time expression. Simple future tense is time form use to state an event in a future.<sup>54</sup>

##### 4) The function of simple future tense

The function of simple future tense, they are:

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

Example:

The meeting will last for an hour.

I shall come at your house tomorrow.

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<sup>54</sup> Ade Yunisa Bayu Prasetiawan, *Complete Tense 16* (Permata Press), P. 37

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

Example:

Will you help me, please?

Will you help me to get the book?

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

Example:

Aldi will come if invite her.

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

#### 5) Simple future tense form

Forming simple future tense follow:

- (d) Positive sentence

For subjects: I, We

S + shall + V <sub>1</sub>
----------------------------

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

S + will + V <sub>1</sub>
---------------------------

Example:

We shall go to Tokyo tomorrow

He will visit us next week

## (e) Negative sentence

For subjects: I, We

S + shall + not + V <sub>1</sub>
----------------------------------

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

S + will + not + V <sub>1</sub>
---------------------------------

Example:

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

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

## (f) Interrogative sentence

For subject s: I, We

Shall + S + V <sub>1</sub> ?
------------------------------

For subject s: You, They, she, He, It

Will+ S + V <sub>1</sub> ?
----------------------------

Example:

Shall we go to Tokyo tomorrow?

Will he visit us next week?

#### 6) Time signals in the future tense

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

Tomorrow	soon
The day after tomorrow	later
Next week	to night
Next month	if
Next year	

#### i. Present continuous tense

**Present continuous tense** is the phrase form of the verb and a verb ending in-ing, used to show an action that continuous over a period of time.<sup>55</sup>

#### 4. The function of simple present continuous tense

The function of simple present continuous tense, they are:

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

Example:

I am listening to the radio now

They are playing football

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

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<sup>55</sup> Oxford Learner's *Pocket Dictionary*, New Edition, (Oxford University Press: New York, 2008), P.94

Example:

She is studying English and learning French this year

Note:

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

4. Verbs associated with to the sentences.

Example: (feel, hear, see, smell, notice, observe).

5. Verbs associated with a feeling or emotion.

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

6. Verbs associated with mental activity.

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

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

**Am** using for subject: I

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

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

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

Example:

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

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

Example:

Change	Changing
Come	Coming
Drive	Driving

Have	Having
Make	Making
Take	Taking
Write	Writing

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

Example:

See	Seeing
Flee	Fleeing

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

Example:

Cut	Cutting
Get	Getting

Jog	Jogging
Put	Putting
Sit	Sitting
Slip	Slipping
Swim	Swimming

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

5. Verb of emotion

Like: senang

Dislike: membenci

Want: mau

6. Verb of sense

Hear: mendengar

See: melihat

Smell: berbau

7. Verb of thought or opinion

Believe: percaya

Forget: lupa

Know: mengetahui

## 8. Verb of possention

Owe: berhutang

Own: memiliki

Belong to: kepunyaan

## 5. Forming simple present continuous tense

### (a). Positive sentence

The pattern is:

S + to be + V + ing
---------------------

Example:

I am studying English now

They are watching tv

### (b). Negative sentence

The pattern is:

S + to be + not + V + ing
---------------------------

Example:

He is not playing

We are not going to school

(c). Interrogative sentence

The pattern is:

To be + s + V + ing?
----------------------

Example:

Is toni swimming?

Am I studying now?

#### 6. Time signals of the present continuous tense

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

Now

Tomorrow

Right now

At present

Today

This morning

To night

This evening

**j. Present perfect tense**

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

4. the function of simple present perfect tense

- d. To express something that happened in past.

Example:

She has thought here since 1980

I have read this novel twice

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

Example:

I have gone to Bali

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

Example:

I haven't met you for a month

5. forming simple present perfect tense

- d. positive sentence

For subjects: I, We, You, They

S + have + V <sub>3</sub>
---------------------------

For subjects: She, He, It

S + has + V <sub>3</sub>
--------------------------

Example:

I have cleaned the floor

He has drunk milk

e. Negative sentence

For subjects: I, We, You, They

S + have + not + V <sub>3</sub> ?
-----------------------------------

For subjects: She, He, It

S + has + not + V <sub>3</sub>
--------------------------------

Example:

You have not cleaned the blackboard

My sister has not swept the floor

## f. Interrogative sentence

For subjects: I, We, You, They

Have + s + V <sub>3</sub> ?
-----------------------------

For subjects: she, He, It

Has + s + verb <sub>3</sub> ?
-------------------------------

Example:

Have you done your homework?

Has mother bought the rice?

## 6. Time signals in the present perfect tense

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

Since

Never

Already

Yet

Until Now

Up to now

Ever

Still

Just

For

up to the present

recently

Far a long time<sup>56</sup>

#### **H. Techniques in Teaching Grammar**

According to Nunan, there four techniques in teaching the grammar, they are:

5. Input enhancement is a technique for getting students to notice the grammar item that the teacher wants to introduce. With this technique, teachers draw student's attention to item 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.

6. Consciousness- raising activities are designed to get learners to notice particular grammatical feature or principle has ever learners are not required to use or practice the target item.

7. Grammar dictation involves learners' collaboration in small group actively using their language, and reflecting on the way 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.

8. Graden Path, this technique could be considered rather cruel. In order to encourage students to process the target structure somewhat more deeply than they might otherwise do, the task is set up to get students to over generalize. It thus, leads

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<sup>56</sup>Agus Handoko , Menguasai Tense Dalam 4 Hari , ( Yogyakarta : Tugu Publisher , 2011 ), p. 29

them into error. This is a technique based on inductive learning. Students study examples of the language and come to a hypothesis or generalization. The generalization is too broad. They are given disconfirming evidence and then have to modify their hypothesis.<sup>57</sup>

### **CHAPTER III**

#### **RESEARCH METHOD**

##### ***A. Method of Research***

The method used quantitative method. It is to find out students' mastery on tenses at the first semester of English Department of IAIN Palopo.

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

---

<sup>57</sup>*Ibid.*, p. 160-162

## 1. Population

The population of this research are the first semester English Department students of IAIN Palopo in academic 2016 -2017. There are four classes there whereas the classes consist A : 39 students, B: 40 students, C: 40 students, and D: 40 students. Thus, the population of this research is 159 students.

## 2. Sample

### 1. Sample

The researcher used random sampling technique. follow:

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

Where:

n = Total Sample

N = Total Population

D = Score of Precision (0.1)<sup>58</sup>

The researcher used random sampling technique. Researcher used random sampling because researcher have limited knowledge about the sample, easy to use in small population and the population is homogeny. So the researcherr was took five student from each class at the First Semester Student English Departement IAIN Palopo. The total number of the sample is 30.

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<sup>58</sup> Tukiran Taniredja & Hidayati Mustafidah, *Penelitian kuantitatif: Sebuah Pengantar*(cet.1; Bandung: Alfabet, 2011),h.38-39.

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

The instrument of the research was grammar test. The test was used to find out the difficulties students in grammar especially in tenses. Researcher prepared test in five model test. First student faced with multiple choice test, second researcher prepared test in fill the gaps model, third student have to change positif sentences into negative sentences, fourth **Rewrite the following sentences using the tense indicated in the brackets and the last is student attract to identify kind of tenses in sentences. Every model of test consist of 10 number and the total number of test is 50 number.**

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

The procedure of collecting data following steps:

1. The researcher explained about how to answer the test.

In this part researcher stand up in front of the class, explain to the student how to complete the test. Researcher distributes the instrument of the test and ask the student be quite.

2. The researcher conducted test. The time for doing test took 60 minutes.

When the students finish their test, researcher always guide the student if they not understand well about instruction of the test. Researcher allocate the time for student to answer the test without cheating.

3. The researcher analyzed the result of the test.

Researcher check the student answer to know their mastery during the test and categorized student into some classification such as: very good, good, and poor according their test.

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

The researcher analyzed the competence of the first year at IAIN Palopo by using the following:

1. The collecting data evaluation from test.
2. Analysis the data by using precentage, it is counting theratr precent students score by using the following formula.<sup>59</sup>

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

3. To obatained the information converted to the study of the students' determiners table precentage scale and qualification as follow:

Tabel 3.1

Qualification	Classification

---

<sup>59</sup> Suharsimi Arikunto, *Prosedur Penelitian Pendekatan Praktek*, (second Edition, Jakarta 1989), p.187

86-100	Excellent
76-85	Very good
56-75	Good
36-55	Fair
26-35	Poor
0-25	Very Poor <sup>60</sup>

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results of the research. It discusses the research findings which includes data presentation and data analysis of student ability in tenses.

#### *A. Findings*

In this section the researcher would like to describe the data which got from research. Meanwhile, the researcher answer the research problem. The researcher analyzed the data using SPSS 20 program to know the mean and frequency of the test answer.

**Table 4.1**

#### **Raw Score of Student Test**

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<sup>60</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (second Edition cet, 3 Jakarta

Respondent	Multiple Choice	Correct Sentences	Negative Sentences	Rewrite Sentences	Kind of Sentences
R1	7	0	5	5	6
R2	6	4	5	6	0
R3	6	5	6	4	4
R4	7	5	7	7	5
R5	8	4	5	4	4
R6	7	4	3	6	4
R7	4	0	4	7	3
R8	7	6	6	1	0
R9	8	3	8	7	6
R10	4	0	0	0	0
R11	6	7	4	3	4
R12	4	2	0	0	0
R13	8	4	8	6	0
R14	4	6	6	4	0

R15	4	4	3	0	0
R16	7	4	4	0	0
R17	6	0	8	7	3
R18	8	5	8	0	3
R19	8	0	8	4	4
R20	8	6	4	6	6
R21	3	6	4	6	6
R22	7	6	6	8	4
R23	7	4	3	0	1
R24	8	4	2	2	6
R25	4	2	6	4	2
R26	4	3	0	4	6
R27	9	7	7	6	4
R28	6	0	5	2	3
R29	8	3	2	0	0
R30	4	5	6	8	3

Table 4.2

## Score of Student in Multiple Choice Tests

Respondent	Frequency	Score	Real Score
------------	-----------	-------	------------

R1	10	7	70.0
R2	10	6	60.0
R3	10	6	60.0
R4	10	7	70.0
R5	10	8	80.0
R6	10	7	70.0
R7	10	4	40.0
R8	10	7	70.0
R9	10	8	80.0
R10	10	4	40.0
R11	10	6	60.0

R12	10	4	40.0
R13	10	8	80.0
R14	10	4	40.0
R15	10	4	40.0
R16	10	7	70.0
R17	10	6	60.0
R18	10	8	80.0
R19	10	8	80.0
R20	10	8	80.0
R21	10	3	30.0
R22	10	7	70.0
R23	10	7	70.0
R24	10	8	80.0
R25	10	4	40.0
R26	10	4	40.0
R27	10	9	90.0
R28	10	6	60.0
R29	10	8	80.0
R30	10	4	40.0

It can be show on the table 4.2 the highest score of students in multiple choice

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
M.C	30	30.00	90.00	62.3333	17.35697
Valid N (listwise)	30				

test is 30.0 and there was 1 student got it, the lowest score of student in multiple choice test is 40.0 and there were 8 students got it.

Classification	Rating	Score	Frequency	Percentage
----------------	--------	-------	-----------	------------

**Table 4.3**

**Mean Score of Student in Multiple Choice Test**

It can be seen on the table 4.3 the mean score of student got in multiple choice test is 62.3 with total number of sample is 30 and standard deviation is 17.35697.

**Table 4.4**

**Rate Percentage Students in Multiple Choice Tests**

Excellent	6	86-100	-	0%
Very Good	5	76-85	12	40%
Good	4	56-75	12	40%
Fair	3	36-55	5	17%
Poor	2	16-35	1	3%
Very Poor	1	0-15	-	0%
<b>Total</b>			30	100%

The table 4.4 indicate that students` score in the multiple choice test. It shows that there were 12 of students (40%) who got very good. The other showed that there were 12 students (40%) who got good 5 students (17%) got fair. It also there was 1 student (3%) who got poor and none of student got very poor. Based on the data above, it can be seen on the table above there is no one student got very poor and 12 student got very good and good that indicated the ability of student in multiple choice test was good.

**Table 4.5**

**Score of Student in Correction Sentences Test**

<b>Respondent</b>	<b>Frequency</b>	<b>Score</b>	<b>Real Score</b>
R1	10	0	00.0
R2	10	4	40.0
R3	10	5	50.0
R4	10	5	50.0

R5	10	4	40.0
R6	10	4	40.0
R7	10	0	00.0
R8	10	6	60.0
R9	10	3	30.0
R10	10	0	00.0
R11	10	7	70.0
R12	10	2	20.0
R13	10	4	40.0
R14	10	6	60.0
R15	10	4	40.0
R16	10	4	40.0
R17	10	0	00.0
R18	10	5	50.0
R19	10	0	00.0
R20	10	6	60.0
R21	10	6	60.0
R22	10	6	60.0
R23	10	4	40.0

R24	10	4	40.0
R25	10	2	20.0
R26	10	3	30.0
R27	10	7	70.0
R28	10	0	00.0
R29	10	3	30.0
R30	10	5	50.0

It can be show on the table 4.2 the highest score of students in correct sentences test is 70.0 and there were 2 students got it, the lowest score of student in correction sentences test is 00.0 and there were 8 students got it.

**Table 4.6**  
**Mean Score of Student in Correction Sentences Test**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
C.S	30	.00	70.00	36.3333	22.35811
Valid N (listwise)	30				

It can be seen on the table 4.6 the mean score of student got in correction sentences test is 36.3 with total number of sample is 30 and standard deviation is 22.35811.

**Table 4.7**

### Rate Percentage Students in Correction Sentences

Classification	Rating	Score	Frequency	Percentage
Excellent	6	86-100	-	0%
Very Good	5	76-85	-	0%
Good	4	56-75	7	23%
Fair	3	36-55	12	40%
Poor	2	16-35	5	17%
Very Poor	1	0-15	6	20%
<b>Total</b>			30	100%

The table 4.7 indicate that students` score in the correction sentences test. It shows that there was none student excellent and got very good. The other showed that there were 7 students (23%) who got good, 12 students (40%) got fair. It also were 5 students (17%) who got poor and 6 students (20%) got very poor. Based on the data above, it can be seen on the table above there is no one student got excellent and very good that indicated the ability of student in correction sentences is low.

**Table 4.8**

### Score of Student in Negative Sentences Test

Respondent	Frequency	Score	Real Score
------------	-----------	-------	------------

R1	10	5	50.0
R2	10	5	50.0
R3	10	6	60.0
R4	10	7	70.0
R5	10	5	50.0
R6	10	3	30.0
R7	10	4	40.0
R8	10	6	60.0
R9	10	8	80.0
R10	10	0	00.0
R11	10	4	40.0
R12	10	0	00.0
R13	10	8	80.0
R14	10	6	60.0
R15	10	3	30.0
R16	10	4	40.0
R17	10	8	80.0
R18	10	8	80.0

R19	10	8	80.0
R20	10	4	40.0
R21	10	4	40.0
R22	10	6	60.0
R23	10	3	30.0
R24	10	2	20.0
R25	10	6	60.0
R26	10	0	00.0
R27	10	7	70.0
R28	10	5	50.0
R29	10	2	20.0
R30	10	6	60.0

It can be show on the table 4.2 the highest score of students in negative sentences test is 80.0 and there were 5 students got it, the lowest score of student in negative sentences test is 00.0 and there were 3 students got it.

**Table 4.9**  
**Mean Score of Student in Negative Sentences Test**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
N.S	30	.00	80.00	47.6667	24.02346

Valid N (listwise)	30				
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Classification	Rating	Score	Frequency	Percentage
----------------	--------	-------	-----------	------------

It can be seen on the table 4.6 the mean score of student got in negative sentences test is 47.6 with total number of sample is 30 and standard deviation is 24.02346.

**Table 4.10**

Excellent	6	86-100	-	0%
Very Good	5	76-85	8	27%
Good	4	56-75	5	17%
Fair	3	36-55	9	63%
Poor	2	16-35	5	17%
Very Poor	1	0-15	3	10%
<b>Total</b>			30	100%

**Rate Percentage Students in Negative Sentences Test**

The table 4.10 indicate that students` score in negative sentences test. It shows that there was none student excellent and 8 students (27%) got very good. The other showed that there were 5 students (17%) who got good, 9 students (63%) got fair. It also 5 students (17%) who got poor and 3 students (10%) got very poor. Based on the data above, it can be seen on the table above there is no one student got excellent and very good that indicated the ability of student in negative sentences is low.

**Table 4.11**

**Score of Student in Rewrite Sentences Test**

<b>Respondent</b>	<b>Frequency</b>	<b>Score</b>	<b>Real Score</b>
R1	10	5	50.0

R2	10	6	60.0
R3	10	4	40.0
R4	10	7	70.0
R5	10	4	40.0
R6	10	6	60.0
R7	10	7	70.0
R8	10	1	10.0
R9	10	7	70.0
R10	10	0	00.0
R11	10	3	30.0
R12	10	0	00.0
R13	10	6	60.0
R14	10	4	40.0
R15	10	0	00.0
R16	10	0	00.0
R17	10	7	70.0
R18	10	0	00.0
R19	10	4	40.0
R20	10	6	60.0

R21	10	6	60.0
R22	10	8	80.0
R23	10	0	00.0
R24	10	2	20.0
R25	10	4	40.0
R26	10	4	40.0
R27	10	6	60.0
R28	10	2	20.0
R29	10	0	00.0
R30	10	8	80.0

It can be show on the table 4.2 the highest score of students rewrite sentences test is 80.0 and there were 2 students got it, the lowest score of student in rewrite sentences test is 00.0 and there were 7 students got it.

**Table 4.12**  
**Mean Score of Student in Rewrite Sentences Test**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
R.S	30	.00	80.00	39.0000	27.71157
Valid N (listwise)	30				

It can be seen on the table 4.6 the mean score of student got in rewrite sentences test is 47.6 with total number of sample is 30 and standard deviation is 24.02346.

<b>Classification</b>	<b>Rating</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	6	86-100	-	0%
Very Good	5	76-85	6	20%
Good	4	56-75	6	20%
Fair	3	36-55	7	23%
Poor	2	16-35	3	10%
Very Poor	1	0-15	8	27%

**Table 4.13**

<b>Total</b>	30	100%
--------------	----	------

**Rate Percentage Students in Rewrite Sentences**

The table 4.13 indicate that students` score in rewrite sentences test. It shows that there was none student excellent and 6 students (20%) got very good. The other showed that there were 6 students (20%) who got good, 7 students (23%) got fair. It also 3 students (10%) who got poor and 8 students (27%) got very poor. Based on the data above, it can be seen on the table above there is no one student got excellent and very good that indicated the ability of student in rewrite sentences is low.

**Table 4.14**

**Score of Student in Identify Sentences**

<b>Respondent</b>	<b>Frequency</b>	<b>Score</b>	<b>Real Score</b>
R1	10	6	60.0
R2	10	0	00.0
R3	10	4	40.0
R4	10	5	50.0
R5	10	4	40.0

R6	10	4	40.0
R7	10	3	30.0
R8	10	0	00.0
R9	10	6	60.0
R10	10	0	00.0
R11	10	4	40.0
R12	10	0	00.0
R13	10	0	00.0
R14	10	0	00.0
R15	10	0	00.0
R16	10	0	00.0
R17	10	3	30.0
R18	10	3	30.0
R19	10	4	40.0
R20	10	6	60.0
R21	10	6	60.0
R22	10	4	40.0
R23	10	1	10.0
R24	10	6	60.0

R25	10	2	20.0
R26	10	6	60.0
R27	10	4	40.0
R28	10	3	30.0
R29	10	0	00.0
R30	10	3	30.0

It can be show on the table 4.2 the highest score of students identify kind of sentences test is 60.0 and there were 6 students got it, the lowest score of student in identify kind of sentences test is 00.0 and there were 9 students got it.

**Table 4.15**

**Mean Score of Student in Identify Kind of Sentences Test**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
I.S	30	.00	60.00	29.0000	22.79595
Valid N (listwise)	30				

It can be seen on the table 4.6 the mean score of student got in identify kind of tenses test is 29.0 with total number of sample is 30 and standard deviation is 22.79595.

**Table 4.16**

<b>Classification</b>	<b>Rating</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	6	86-100	-	0%
Very Good	5	76-85	-	0%
Good	4	56-75	6	20%
Fair	3	36-55	8	27%
Poor	2	16-35	6	20%
Very Poor	1	0-15	10	33%
<b>Total</b>			30	100%

**Rate Percentage Students in Identify Kind of Sentences Test**

The table 4.16 indicate that students` score in identify kind of sentences. It shows that there was none student excellent and very good. The other showed that there were 6 students (20%) who got good, 8 students (27%) got fair. It also 6 students (20%) who got poor and 10 students (33%) got very poor. Based on the data above, it can be seen on the table above there is no one student got excellent and 10 student got very poor that indicated the ability of student in identify kind of sentences is low.

***B. Discussion***

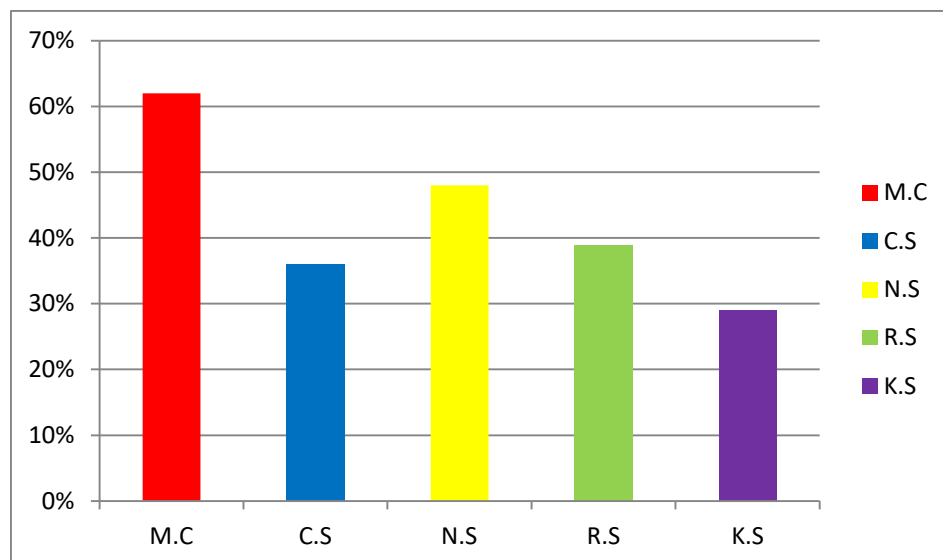
Related to the research finding above, it was found that the students strength and weakness of the test. It could be seen as follows:

The strength of student according to the test is in multiple choice tests it was proved from the mean score of student got 62.3%. Researcher gave the test by use multiple choice test. At the result of the test, there were there were 12 of students (40%) who got very good. The other showed that there were 12 students (40%) who

got good 5 students (17%) got fair. It also there was 1 student (3%) who got poor and none of student got very poor.

Besides, the weakness of student according to the test is in identify kind of sentences it was proved from the mean score of student test only 29,0%. at the result of the test, that there there was none student excellent and very good. The other showed that there were 6 students (20%) who got good, 8 students (27%) got fair. It also 6 students (20%) who got poor and 10 students (33%) got very poor.

**Chart of Student Ability in Tenses**



From the research by the researcher by using interview the mastery student at the first semester English study program of IAIN Palopo in tenses many students still confused in using the form and usage of tense. such as student answer the test of present tense with present continuous tenses example, question: Wulan and Tetra ..... fried chicken every week. Mostly student wrote *cooking* as the answer, as we know the correct answer is *cooks*, in this case the difficulties of students are do not know how to identify tenses in sentences with subject more than one.

In the other case, student has to identify kind of sentences, student faced on test, *she has lived on the street for ten years*, many of student answer the kind of tenses is simple past, because according to them the predicate of the sentences is only word *lived*, student do not attention with word *has* in the sentences

As many EFL learners' errors in tense and aspect appear from the influence of their L1, language teachers in EFL contexts need to consider the differences that are apparent between the L1 and the TL. This can be done through the contrastive analysis technique. Within EFL contexts, materials should also focus on the differences between the L1 and the TL. Learners need to be made aware of the areas where they may make errors due to their L1 interference. Grammar books need to focus on lexical aspect rather than sticking merely to the traditional pedagogy of tense through the grammatical rules. In order to solve the problems of the EFL learners, stemming from L1 influence, language teachers should take an account of 'the role that lexical aspect plays in teaching', so that learners have an opportunity to have 'extensive' examples from all the four types of verbs- *stative*, *activity*, *accomplishment*, and *achievement* and also experience 'how the different types can produce different meanings when they appear in a particular tense'.<sup>61</sup>

Collins posits that teachers ought to place 'greater' focus on the 'tenses' in which learners are usually 'confused' for example, 'simple past', 'present perfect' and 'present progressive', etc. Teachers can help the EFL learners to overcome the problems by focusing on the contexts, for example, argues, 'problems which arise from L1 influence can also be addressed through context-manipulation exercises'. Again, to Collins as well, 'it may be more productive to expose students to relevant contrasts in context. Also, 'instructional activities that require learners to supply or manipulate context for given forms may help address the difficulty learners have mastering the tense- aspect forms they know with the meanings they would like to express'.<sup>62</sup>

Tense is related to time, and time refers to 'when' an action takes place. It expresses the time that an action occurs in relation to the moment of speaking' posit 'tense is a deictic category that places a situation in time with respect to some other time, usually moment of speech'. Tense has three 'dimensions': 'present', 'past', and 'future' time itself does not provide any landmarks in terms of which one can locate situations. If time had a beginning, we do not know where that beginning was, so we cannot locate anything else relative to that beginning (other than trivially, by saying

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<sup>61</sup> Muhammad Safiur Rahman, 2015, *Problems in Mastering English Tense and Aspect and the Role of the Practitioners*, IOSR Journal Of Humanities And Social Science, p.134

<sup>62</sup> Collins, L. 2007. *L1 Differences and L2 Similarities: Teaching Verb Tenses in English*. *ELT Journal*, 61(4), p.295

that situation is posterior to that beginning). If time has an end, again we do not know its location, so again no non-trivial location is possible relative to that end point. Therefore, it is necessary to establish some arbitrary reference point, with which we can then locate situations in time.<sup>63</sup>

Tense is usually defined as relating to the time, event or state. Tense is classification system for verbs, indicating, in general of the action: present tense, past tense, future tense. English like all Germanic language, has two inflected tenses: present and past. The time of the action is commonly expressed by the verb. With tense, student can know when time come occurs, and understand the correspondence between of the verb and their concept of time. In foreign language teaching process, teaching grammar is one of the stressed points that teachers cannot disregard. Despite the various views whether it should be presented or not, there is a general agreement that a systematic and purposeful teaching of it vital to master the target language.

In most cases, grammar is exclusively taught for its own sake. The general pattern for the teaching of grammar is to give some rules using a lot of technical terminology, talk about the exceptions to the rules, ask students to solve some exercises that are often mechanical and monotonous and this is the end of the teaching of grammar. Even if the students' performance in a grammar test is fairly good, there is no guarantee of the fact that he would be able to speak and write in English well. In this respect, Gokhale, claims that in most cases, grammar is taught as

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<sup>63</sup> Cowan, R. 2008. *The Teacher's Grammar of English*. Cambridge: Cambridge University Press. p.350

an end in itself rather than as a means to an end. Ideally, the teaching of grammar must help our students to produce utterances that exemplify the grammatical rules, but it seems that generally the teacher focuses on teaching the rules of grammar and ignores the communicative aspect of language.<sup>64</sup>

Put other way, grammar which is composed of tenses is an indispensable part of a language and it constitutes the bone of the body, language. Hence, they need to be learned or acquired by the learner either consciously or subconsciously. As it has a certain role in language teaching, the teachers of foreign language need to tackle with it within the teaching syllabus skillfully so that the learners can grasp it well.

Before talking about tenses in English it would be better to drop a few lines of grammar, in which tenses have a certain role. Grammar exists in languages and will be learned or acquired in a way. For the native speakers, according to Chomsky, grammar is somewhere in their brains and they can use to make sentences. The hypothesis that the course of language acquisition is determined by an innate faculty is known popularly.

Chomsky maintains that language activity is an activity unique to human beings experience, so that learning a language involves mental processes. When it comes to foreign language learners the situation seems to be a bit different considering that they already know a language, mother tongue, and they will build a new one on it. So if a learner would like to approximate the competence of a native

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<sup>64</sup> İsmail Çakır, 2011, *Problems in Teaching Tenses to Turkish Learners*, Theory and Practice in Language Studies, Vol. 1, No. 2, pp. 123-127, p.1

speaker, he should have some capacities such as the ability to distinguish grammatical from ungrammatical sentences. Learning a language does not consist of only approximation to the native speaker, and the learner may have slips, mistakes, false starts and a number ungrammatical behaviours.<sup>65</sup>

Tense is a matter of inflection that is the changing of the shape of a verb by adding or not adding a morpheme. It should be borne in mind that "tense" and "time" are not to be regarded as synonymous in English. The term "tense" is used to refer to a verb form, not to chronological time. English verbs are used to express the *aspect* (simple, continuous or perfect) of an action or event. To some linguists, structurally speaking, there are two main tenses; present and past. Future is included in the present. On the other hand, most of the linguists state that there are three tenses in English; present, past and future.

There are some problems arising in the learning of the use of these forms because of the first language interference and existing distinctions in a different way.<sup>66</sup> The choice of verb form (simple, continuous, perfect) made by English speaker depends on many factors, and not on a rigid set of grammatical rules. For the foreign language learner it seems to be quite difficult to be able to use the language appropriately for the appropriate situations. As they have not developed on the stressed points efficiently they fail to get the message across.

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<sup>65</sup> Chomsky, N. 1959. *Review of Skinner's Verbal Behavior*. Language, p,58.

<sup>66</sup> Graver, B.D. 2000, *Advanced English Practice*. Oxford: Oxford University Press. p50

It is a fact that while teaching tenses we teach grammar of the language in question. Ur defines grammar as “the way words are put together to make correct sentences”. Radford characterises grammar as the study of the principles which govern the formation and interpretation of words, phrases and sentences. To Crystal Grammar is a systematic analysis of a language (p.158). It has also been known that grammar is traditionally divided into morphology and syntax.

We can say that grammar is abstract in the mind and it becomes concrete in the use. That is to say, it is something that is somewhere in the brain and turns out to be concrete in using. Moreover, it is the study of grammatical competence which means tacitly knowing about the grammar of a language. To introduce a technical term, we might say that native speakers have grammatical competence in their native language; by this we mean that they have tacit knowledge of their language. In other words, they are aware of how to form and interpret words, phrases and sentences in the language. So human beings have no conscious awareness of the psychological processes involved in speaking and understanding a language.

In a word, a grammar of a language is a model of the competence of fluent speaker of the language, and competence is reflected in intuitions about grammaticality and interpretation. A grammar of a given language is descriptive adequate if it correctly describes whether any given string of words in a language is or isn't grammatical, and also correctly describes what interpretations the relevant string has.<sup>67</sup>

According to Harmer there are three groups of grammatical mistakes. Two of them are “slips”, and “errors”. When it is a “slip”, students usually understand that they have made a mistake and are therefore able to correct themselves. On the other hand, „Errors“ require correction and explanation as learners do not have the language knowledge needed to correct these types of mistakes yet. Furthermore, the

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<sup>67</sup> Radford, A. 2003. *Syntax*. Cambridge: Cambridge University Press .p.173

„errors“ can stem from two factors: L1 interference and as part of language development. In errors caused by L1 interference, the pupils“ knowledge of the framework in which their own language is used, causes problems in their L2 or FL production when unfamiliar structures appear in the sense that the pupils use the familiar structure from their L1. On the contrary, developmental errors are produced by all language acquirers and learners in a natural language proficiency process. As our concern in this study is to figure out the most frequently made errors by Turkish learners, it is time to analyze them in detail. The following part specifically focuses on the errors occurring while teaching tenses.<sup>68</sup>

Brighton asserts, errors will always be made, and have direct implications for remedial work because they are by their nature systematic infringements of the normal rules of the language. The teacher needs to plan his remedial treatment of them into syllabus for the coming weeks and months. The insight that errors are a natural and important part of the learning process itself, and do not all come from mother tongue interference, is very important.

Remedial teaching is a kind of teaching activity that should be done by the language teachers when the problems occur while teaching any kind of teaching point, especially the problematic tenses for the students. However good the teaching and however effective the learning, there will always be a place for remedial work of one kind or another because it is beyond the capacity of a human being to absorb perfectly

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<sup>68</sup> Jeremy Hermer. 2007. *The Practice of English Language Teaching*. 4th ed. Harlow: Longman/Pearson Education. P.137

and retain indefinitely everything he is presented with. Hence, from one point of view every learner needs remedial teaching after the first lesson. It is unfortunately common to find a student who is quite incapable of using the present simple or present perfect at the end of a teaching session.<sup>69</sup>

There are of course some reasons that necessitate doing remedial teaching. There are circumstances quite beyond the teacher's control which produce remedial situation. The syllabus, for example, is usually not within the control of most ordinary teachers. The difficulty is that the students get indigestion from doing too much of one thing all together, and that once a topic is finished, and it is only incidentally referred to and practised later. Another important factor which can produce poor learning and a potential situation is the many choices of materials to teach from. They must be suitable for the age groups of the students and suitable for the part of the world they are to be used in. Apart from the syllabus, the materials and the teacher, another potential source of trouble is the learner himself. Even with optimal conditions, there still is room for remedial work as there is no such thing as perfect learning. Clearly it is inevitable that learners do make errors.

It was a widespread belief until recently that contrastive analysis (comparing the learner's mother tongue with the target language) would predict the difficulties a learner would encounter and so enable the teacher to concentrate on them and avoid them. So it can be concluded that learners need remedial teaching when they don't understand the related tense well.

It is clear from this brief discussion that the learner brings with him one source of error: his mother tongue. Even more importantly, the learning process is the source of other errors. The most sensible course of action, with present knowledge, for the teacher is to reject the extreme positions. It shouldn't be considered that errors are wrong and must be avoided at all costs by very carefully. On the other hand, these incorrect forms are necessary, even vital, and should be actively planned into the teaching process. From the viewpoint it seems more useful and realistic to expose EFL students to a larger range of structure types in the first few weeks of an EFL course. They can also be used as a teaching material to present some tenses to attach

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<sup>69</sup> Broughton, G. 1994. *Teaching English as a Foreign Language*. London: Routledge. P.133

the attention of the learners on. What is more, errors are natural outcome of learning.<sup>70</sup>

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

After finishing the research, the researcher has concluded that many students still confused in using the form and usage of tense. It shows from the result of the research in the frequency of students error made in form and usage tense. The strength of student according to the test is in multiple choice tests it was proved from the mean score of student got 62.3%. Besides, the weakness of student according to the test is in identify kind of sentences it was proved from the mean score of student test only 29,0%. The researcher contributes five kinds of test and only one test got up from 50% that is multiple choice tests. So it reveals that most student find difficulty in learning tense.

#### **B. Suggestion**

At the end of this paper the researcher would like to say that many students have problem with tense. There are some suggestions to lecturer in order to students do not make mistake in a time anymore, here are suggestions:

1. The lecturer should pay attention in teaching about how and forming using tense.

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<sup>70</sup> İsmail Çakır, 2011, *Problems in Teaching Tenses to Turkish Learners*, Theory and Practice in Language Studies, Vol. 1, No. 2, pp. 123-127, p.127

2. The lecturer could explain more clearly about usage and form of tense
3. The teacher should give many exercise to the student about usage tense.
4. The student should learn more about tense to prevent them making the same error in the future.