



**THE STUDENTS' PROBLEMS IN IDENTIFYING SIMPLE
PAST TENSE AND PRESENT PERFECT TENSE AT
GRADE XI SMA NEGERI 3 PADANGSIDIMPUAN
(A Case Study at IPA Section)**

A THESIS

*Submitted to State College for Islamic Studies (STAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Degree of Islamic Educational Scholar (S. Pd. I)
in English Program*

BY:

**HASAN ANWAR SAJALI TBN
Reg. No. 09340 0056**

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
2013**



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Reg. No. 08 340 0056

Advisor I

Drs. H. SYAHID MUAMMAR PULUNGAN, SH
NIP. 19531207 198003 1 003

Advisor II

YUSNI SINAGA, S.Pd., M.Hum
NIP. 19700715 200501 2 010

ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2013



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)
PADANGSIDIMPUAN**

Sekretariat : Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan

Padangsidimpuan, 28 May 2013

Term : **Munaqosyah**

a.n. Hasan Anwar Sajali Tbn

Padangsidimpuan

I Term : 5 (five) Exemplar

To:

Bapak Ketua STAIN

di-

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Hasan Anwar Sajali Tbn, entitle "**THE STUDENTS' PROBLEMS IN IDENTIFYING SIMPLE PAST TENSE AND PRESENT PERFECT TENSE AT GRADE XI SMA NEGERI 3 PADANGSIDIMPUAN (A Case Study at IPA Section)**". We assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), department of education in STAIN Padangsidimpuan.

Therefore, we hoped that she could be to defend her thesis in Munaqosyah.

That's all and thanks you for your attention.

Wssalamu'alaikum Wr. Wb.

ADVISOR I

Drs. H. SYAHID MUAMMAR PULUNGAN, SH
NIP. 19531207 1980003 1 003

ADVISOR II

YUSNI SINAGA, S.Pd., M.Hum
NIP. 19700715 200501 2 010

DECLARATION LETTER OF WRITING OWN THESIS

The names who signed here

Name : **Hasan Anwar Sajali Tbn**
Registration Number : 08 340 0056
Departement/Study Program : Tarbiyah/TBI-2
The Tittle Thesis : **THE STUDENTS' PROBLEMS IN IDENTIFYING SIMPLE PAST TENSE AND PRESENT PERFECT TENSE AT GRADE XI SMA NEGERI 3 PADANGSIDIMPUAN (A Case Study at IPA Section)**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of STAIN Padangsidimpuan in article 14 subsections 2.

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Hasan Anwar Sajali Tbn
Reg. No. 08 340 0056



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SCHOLAR MUNAQOSYAH EXAMINATION

Name : HASAN ANWAR SAJALI TBN
Student's ID : 08 340 0056
Thesis : THE STUDENTS' PROBLEMS IN IDENTIFYING SIMPLE PAST
TENSE AND PRESENT PERFECT TENSE AT GRDAE XI SMA
NEGERI 3 PADANGSIDIMPUAN
(A Case Study at IPA Section)

Chief,

Dr. Erawadi, M. Ag
NIP. 19720326 199803 1 002

Secretary,

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

Members,

Dr. Erawadi, M. Ag
NIP. 19720326 199803 1 002

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

Yusni Simaga, S.Pd., M.Hum
NIP.19700715 200501 2 010

Sojuangon Rambe, S.S., M.Pd
NIP. 19790815 200604 1 003

Proposed:

Place : Padangsidimpuan
Date : June, 10th 2013
Time : 02.00 pm until finish
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LEGALIZATION

Thesis : **THE STUDENTS' PROBLEMS IN IDENTIFYING
SIMPLE PAST TENSE AND PRESENT PERFECT
TENSE AT GRADE XI SMA NEGERI 3
PADANGSIDIMPUAN
(A Case Study at IPA Section)**

Written By :
Name : **HASAN ANWAR SAJALI TBN**
Reg. No. : 08 340 0056

Had been accepted as a partial fulfillment of requirement
for degree of Islamic educational scholar (S.Pd.I)
in English program

Padangsidimpuan, September 2013
Leader of State College
for Islamic Studies,



DR. H. IBRAHIM SIREGAR, MCL.
NIP. 19680704 200003 1 003

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, researcher would like to thanks to Allah SWT who has given researcher the chances to finish this thesis. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the darkness to the brightness era.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thank:

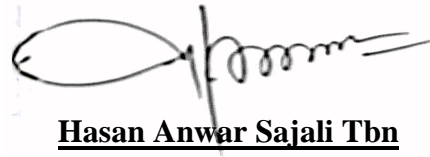
1. Special thanks are due to Drs. H. Syahid Muammar Pulungan, SH as first advisor and Yusni Sinaga, S.Pd., M.Hum., as second advisors who had given researcher suggestion, ideas, criticism and guidance in writing this thesis.
2. Special thanks are due to DR. H. Ibrahim Siregar, MCL, as a Leader of STAIN Padangsidimpuan, the Deputy Leader I, II and III, the Chief of Education Department, the Chief of English Section, lecturers and all for the civitas academic of STAIN Padangsidimpuan who had helped in studying and writing this thesis.
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5. Thanks are due to all of my friends who had helped the researcher in writing this thesis.

Last but not least, researcher just wants to say thank you very much for their helping, Allah bless them and STAIN Padangsidimpuan.

Padangsidimpuan, Mei 2013

Researcher

A handwritten signature in black ink, consisting of a large loop on the left and a series of smaller loops and lines extending to the right.

Hasan Anwar Sajali Tbn

Reg.No: 08 340 0056

ABSTRACT

Name : Hasan Anwar Sajali Tbn
Registration Number : 08 340 0056
Title : **The Students' Problems in Identifying Simple Past Tense and Present Perfect Tense at Grade XI SMA Negeri 3 Padangsidimpuan (A Case Study at IPA Section)**

This research discussed about the students' problems in identifying simple past tense and present perfect tense at grade IX SMA Negeri 3 Padangsidimpuan. The researcher formulated the problem as follow: how was the students' ability, what were the students' problems, and what were the English teachers' efforts to overcome students' problems in identifying simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidimpuan. The aims of this research were to know the students' ability, to know the students' problems, and to know the English teachers' efforts to overcome their problems.

This research was done in SMA Negeri 3 Padangsidimpuan. The sources of data were the students XI grade IPA-1, the English teacher and headmaster of SMA Negeri 3 Padangsidimpuan. The kind of this research was qualitative research by using descriptive method. The instruments of collecting data were observation, interview and test.

After the research was done, the researcher found the answer that the abilities of Grade IX SMA Negeri 3 Padangsidimpuan in identifying simple past tense and present perfect tense can be categorized into *enough categories*. The problems of XI grade IPA-1 SMA Negeri 3 Padangsidimpuan in identifying simple past tense and present perfect tense were they still lack in all of the formula of tenses, regular and irregular verb that happened in simple past tense and present perfect tense. The efforts done by the English teacher to decrease the students' problems in identifying simple past tense and present perfect tense were gives the students drill and practice more and more about the changing of tenses, the teacher always repeats the lesson, gives more explanation and examples, asks the students to memorize the rule and formula of the tense. Then, the English teacher motivates the students to improve students' interested in learning grammar especially in simple past tense and present perfect tense.

Appendix: I

The List of Observation

1. The situation and condition of the school.
2. The Infrastructures of the school.
3. Students' problems in identifying simple past tense and present perfect tense.
4. The factors of the students' problems in identifying simple past tense and present perfect tense.
5. The teacher's efforts to overcome students' problems in identifying simple past tense and present perfect tense.

Appendix: II

INTERVIEW GUIDANCE

A. Interview to Students

1. Do you enjoy in learning English especially about Simple Past Tense and Present Perfect Tense?
2. What do you know about Simple Past Tense?
3. What do you know about Present Perfect Tense?
4. What were your problems when learning simple past tense (Active, Nominal, Passive and interrogative)?
5. What were your problems when learning Present Perfect Tense (Active, Nominal, Passive and interrogative)?
6. What is your effort to overcome that problem?

B. Interview to English Teacher

1. What is the primer books that used by the teacher in teaching Simple past Tense and Present Perfect Tense?
2. What media used by the teacher in teaching Simple past Tense and Present Perfect Tense?
3. How do you teach tenses especially about Simple Past Tense and Present Perfect Tense at XI grade?

4. What is the method used by the teacher in teaching Simple Past Tense and Present Perfect Tense?
5. What is the teachers' effort to overcome the students' problem?

C. Interview To Head Master

1. How the establishments' background of SMA Negeri 3 Padangsidempuan?
2. How many offices do you have in SMA Negeri 3 Padangsidempuan?
3. How many class rooms do you have in SMA Negeri 3 Padangsidempuan?
4. How many students do you have in SMA Negeri 3 Padangsidempuan?
5. What are the infrastructures in SMA Negeri 3 Padangsidempuan?

Appendix: III

The List Of Questions To Know The Students' Problems In Identifying Simple Past Tense and Present Perfect Tense at Grade XI SMA Negeri 3 Padangsidempuan

Name :

Class :

A. Chose the best answer (a, b, c, and d) for each number.

1. "Buy", the past form of the verb is ...
 - a. buy
 - b. bought
 - c. buying
 - d. buyed
2. "I am hungry", the past form of that sentence is
 - a. I was hungry
 - b. I have hungry
 - c. I hungry
 - d. I has hungry
3. (1) I have been in my room.
(2) Did you see the bird?
(3) Annie has not forgotten her homework
(4) Kerry did not speak English
The present perfect tense of the sentences above are . . .
 - a. (1) and (2)
 - b. (2) and (3)
 - c. (3) and (4)
 - d. (1) and (3)
4. The lightning missed our house last night. And we . . . all happy that no body . . . hurt.
 - a. Were and was
 - b. Was and were
 - c. are and was
 - d. was and are
5. . . . you read a poem yesterday?
 - a. Was
 - b. Were
 - c. Did
 - d. Does

6. "Susi kissed Ben", to make the correct question in present perfect from that sentence is . . .
- Was susi kissed Ben?
 - Has susi kissed Ben?
 - Have susi kissed Ben?
 - Is susi kissed Ben?
7. I didn't go to your party . . .
- Now
 - Just now
 - Yesterday
 - Next time
8. Afrilia : You look healthy now.
Aini : Yes, I ... from my illness.
Afrilia : I'm glad to hear that, so we can study together again.
- has recovered
 - have recovered
 - will recover
 - was recovering
9. Dinda : What should I wear for the party tomorrow, mum?
Mother: Don't worry I . . . a lovely evening dress for you.
Dinda : Really? Why didn't you tell me?
Mother: It will be a surprise, won't it?
- Have bought
 - Haven't bought
 - hasn't buying
 - was buying
10. Ismail . . . to Medan last week
- Go
 - Going
 - went
 - Gone
11. Lena didn't . . . English last night
- Study
 - Studying
 - Studied
 - Studies
12. Mona has not . . . for ten minutes
- Slept
 - Sleep
 - Sleeping
 - Sleeps

13. . . . they finished their homework?
- a. Have
 - b. Has
 - c. Was
 - d. Were
14. “We open the door”, the past form negative of this sentence is . . .
- a. We opening the door
 - b. We didn’t open the door
 - c. We not open the door
 - d. We will open the door
15. She . . . taught here since 1970.
- a. Hasn’t
 - b. Wasn’t
 - c. Haven’t
 - d. Weren’t
16. He speaks English, in present perfect negative form is . . .
- a. He have not spoken English.
 - b. He has not spoken English.
 - c. He has not speak English.
 - d. He have not speak English.
17. My name is Joko, I have graduated from SMA Negeri 3 Padangsidimpuan in 2008. And now, I study in STAIN Padangsidimpua. The tense of that sentences is . . .
- a. Past tense
 - b. Present tense
 - c. Present Perfect tense
 - d. Future tense
18. She have taught here since 2008. The tense of that sentence is . . .
- a. Past tense
 - b. Present tense
 - c. Present Perfect tense
 - d. Future tense
19. My father has sold the car, the passive form of that sentence is . . .
- a. The car has been sold by my father
 - b. The car have been sold by my father
 - c. The car has sold by my father
 - d. The car have sold by my father

20. We bought some new dresses yesterday, the passive form of that sentence is . .

- a. Some new dresses were bought by us yesterday
- b. Some new dresses was bought by us yesterday
- c. Some new dresses were buy by us yesterday
- d. Some new dresses was buy by us yesterday

B. Complete the table in present perfect and simple past tense!

Positive	Negative	Question
21. He has written a letter
22.	They have not stopped
23.	Have we danced?
24.	Mary did not sing
25. Jane was tired.

Key Answer

A.

1. B

2. A

3. D

4. C

5. C

6. B

7. C

8. B

9. A

10. C

11. A

12. A

13. A

14. B

15. A

16. B

17. C

18. C

19. A

20. A

B. Complete the table in present perfect and simple past tense!

Positive	Negative	Question
21. He has written a letter	He has not written a letter	Has he written a letter?
22. They have stopped	They have not stopped	Have they stopped?
23. We have danced	We have not danced.	Have we danced?
24. Mary sang.	Mary did not sing	Did Mary sing?
25. Jane was tired.	Jane was not tired.	Was Jane tired?

Appendix: IV

THE STUDENTS' SCORE IN IDENTIFYING SIMPLE PAST TENSE AND PRESENT PERFECT TENSE
AT GRADE XI (IPA-1) SMA NEGERI 3 PADANGSIDIMPUAN

No	Students' Initial Name	RESPONDENT ANSWER OF EACH ITEM NUMBER																									SCORE	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	AIS	4	4	0	0	4	4	4	4	0	4	4	4	4	4	0	0	0	0	0	4	4	4	0	4	60.0		
2	AY	4	4	0	0	0	0	4	0	0	0	4	4	4	4	0	4	0	0	0	0	4	4	4	0	0	44.0	
3	AR	4	4	0	4	4	4	4	4	0	4	4	4	4	4	0	0	0	0	0	4	4	4	0	0	60.0		
4	BPG	4	4	0	4	4	4	4	4	0	0	4	4	4	4	4	0	0	0	0	0	4	4	4	0	0	60.0	
5	DRF	4	4	0	0	0	4	4	4	4	4	4	4	4	4	0	4	0	0	0	0	4	4	4	0	4	64.0	
6	DAN	4	4	0	0	0	0	4	0	4	4	4	4	4	4	0	4	0	0	0	0	4	4	4	0	4	56.0	
7	FMH	4	4	0	0	0	0	4	0	0	4	4	4	4	4	0	4	0	0	0	0	4	4	4	0	4	52.0	
8	FW	4	4	0	0	0	0	4	0	0	4	4	4	4	4	0	0	0	0	0	0	4	4	4	0	0	44.0	
9	IAL	4	4	4	4	4	4	4	4	0	4	4	4	4	4	0	0	0	0	0	0	4	4	4	0	0	60.0	
10	IDN	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	0	0	0	4	4	4	4	4	84.0	
11	JPP	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	0	0	0	4	4	4	4	4	84.0	
12	JHS	4	4	0	4	4	4	4	4	0	4	4	4	4	0	0	4	0	0	0	0	4	4	4	0	0	60.0	
13	MCM	4	4	0	4	4	4	4	4	0	4	4	4	4	0	0	4	0	0	0	0	4	4	4	0	0	60.0	
14	NY	4	4	0	0	0	0	4	0	0	4	4	4	4	4	0	0	0	0	0	0	4	4	4	0	4	48.0	
15	NH	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	0	0	0	0	4	4	4	0	0	72.0	
16	RD	4	4	0	0	4	4	4	4	4	4	4	4	4	4	0	4	0	0	0	0	4	4	4	0	4	68.0	
17	RH	4	4	0	0	0	0	4	0	0	4	4	4	4	4	0	4	0	0	0	0	4	4	4	0	4	52.0	
18	RZ	4	4	0	0	4	0	4	0	0	4	4	4	4	4	4	0	0	0	0	0	4	4	4	0	0	44.0	
19	RSS	4	4	4	4	4	4	4	4	0	4	4	4	4	4	0	4	4	0	0	0	4	4	4	0	0	68.0	
20	RK	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	0	0	0	0	4	4	4	0	0	72.0	
21	RY	4	4	0	0	0	0	4	0	0	4	4	4	4	4	0	0	0	0	0	0	4	4	4	0	4	48.0	
22	RAP	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	0	0	0	0	4	4	4	0	4	0	72.0	
23	RDP	4	4	0	0	0	0	4	0	4	4	4	4	4	4	0	4	0	0	0	0	4	4	4	0	4	56.0	
24	RR	4	4	0	0	0	0	4	4	4	4	4	4	4	4	0	4	0	0	0	0	4	4	4	0	4	60.0	
25	SLS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	0	0	0	4	4	4	4	4	84.0	
26	SAL	4	4	0	0	0	0	4	0	0	4	4	4	4	4	4	0	0	0	0	0	4	4	4	0	4	48.0	
27	TEJ	4	4	0	0	0	4	4	4	4	4	4	4	4	4	4	0	4	0	0	0	0	4	4	4	0	4	64.0
28	WAH	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	4	0	0	0	0	4	4	4	0	0	68.0	
29	YHH	4	4	0	0	0	0	4	4	4	4	4	4	4	4	0	4	0	0	0	0	4	4	4	0	4	60.0	
30	Y	4	4	0	0	4	0	4	0	0	4	4	4	4	4	0	0	0	0	0	0	4	4	0	0	0	44.0	
TOTAL																											1816	

The sum result score of collecting data

The researcher calculated the score by using the formula:

$$\begin{aligned}
 M &= \frac{\sum \text{Score}}{\sum \text{Responden} \times \sum \text{Item} \times \text{Nilai Item tertu}} \times 100\% \\
 &= \frac{1816}{30 \times 25 \times 4} \times 100\% \\
 &= \mathbf{60, 53\%}
 \end{aligned}$$

Appendix: V

The Result of Test

1. Question Number 1: find past form of the verb

“Buy”, the past form of the verb is ...”

No	The Alternative Answer	F	%
1	Buy	-	-
2	Bought	30	100
3	Buying	-	-
4	Buyed	-	-
Total		30	100%

2. Question Number 2: about the past form of that sentence

“I am hungry”, the past form of that sentence is”

No	The Alternative Answer	F	%
1	I was hungry	30	100
2	I have hungry	-	-
3	I hungry	-	-
4	I has hungry	-	-
Total		30	100%

3. Question Number 3: about present perfect tense of the sentences

(1) I have been in my room.

(2) Did you see the bird?

(3) Annie has not forgotten her homework

(4) Kerry did not speak English

“The present perfect tense of the sentences above are . . .”

No	The Alternative Answer	F	%
1	(1) and (2)	9	30
2	(2) and (3)	13	43,3
3	(3) and (4)	-	-
4	(1) and (3)	8	26,6
Total		30	100%

4. Question Number 4: about simple past tense

“The lightning missed our house last night. And we . . . all happy that no body . . . hurt.”

No	The Alternative Answer	F	%
1	Were and was	13	43,3
2	Was and were	3	10
3	are and was	14	46,6
4	was and are	-	-
Total		30	100%

5. Question Number 5: about simple past tense

“ . . . you read a poem yesterday?”

No	The Alternative Answer	F	%
1	Was	13	43,3
2	Were	-	-
3	Did	17	56,6
4	Does	-	-
Total		30	100%

6. Question Number 6: about present perfect tense

“Susi kissed Ben”, to make the correct question in present perfect from that sentence is . . .”

No	The Alternative Answer	F	%
1	Was susi kissed Ben?	13	43,3
2	Has susi kissed Ben?	17	56,6
3	Have susi kissed Ben?	-	-
4	Is susi kissed Ben?	-	-
Total		30	100%

7. Question Number 7 : about simple past tense

“I didn’t go to your party . . .”

No	The Alternative Answer	F	%
1	Now	-	-
2	Just now	-	-
3	Yesterday	30	100

4	Next time	-	-
Total		30	100%

8. Question Number 8: about present perfect tense

“Afrilia : You look healthy now.

Aini : Yes, I ... from my illness.

Afrilia : I’m glad to hear that, so we can study together again.”

No	The Alternative Answer	F	%
1	has recovered	6	20
2	have recovered	19	63,3
3	will recover	5	16,6
4	was recovering	-	-
Total		30	100%

9. Question Number 9: about present perfect tense

“Dinda : What should I wear for the party tomorrow, mum?

Mother : Don’t worry I . . . a lovely evening dress for you.

Dinda : Really? Why didn’t you tell me?

Mother : It will be a surprise, won’t it?”

No	The Alternative Answer	F	%
1	Have bought	14	46,6
2	Haven’t bought	14	46,6
3	hasn’t buying	-	-
4	was buying	2	6,6
Total		30	100%

10. Question Number 10: about simple past tense

“Ismail . . . to Medan last week”

No	The Alternative Answer	F	%
1	Go	2	6,6
2	Going	-	-
3	Went	28	93,33
4	Gone	-	-

Total	30	100%
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11. Question Number 11: about simple past tense

“Lena . . . English last night”

No	The Alternative Answer	F	%
1	Study	-	-
2	Studying	-	-
3	Studied	30	100
4	Studies	-	-
Total		30	100%

12. Question Number 12: about present perfect tense

“Mona has . . . for ten minutes”

No	The Alternative Answer	F	%
1	Slept	30	100
2	Sleep	-	-
3	Sleeping	-	-
4	Sleeps	-	-
Total		30	100%

13. Question Number 13: about present perfect tense

“ . . . they finished their homework?”

No	The Alternative Answer	F	%
1	Have	30	100
2	Has	-	-
3	Was	-	-
4	Were	-	-
Total		30	100%

14. Question Number 14: about past form of simple past tense

“We open the door, the past form of this sentence is . . . ”

No	The Alternative Answer	F	%
1	We opening the door	4	13,33
2	We opened the door	25	83,33
3	We open the door	-	-

4	We will open the door	1	3,3
Total		30	100%

15. Question Number 15: about present perfect tense

“She . . . taught here since 1970”

No	The Alternative Answer	F	%
1	Has	7	23,3
2	Was	18	60
3	Have	5	16,6
4	Were	-	-
Total		30	100%

16. Question Number 16: about present perfect form

“He speaks English, in present perfect form is . . .”

No	The Alternative Answer	F	%
1	He have spoken English.	10	33,33
2	He has spoken English.	20	66,66
3	He has speak English.	-	-
4	He have speak English.	-	-
Total		30	100%

17. Question Number 17: about present perfect tense

“My name is Joko, I have graduated from SMA Negeri 3 Padangsidimpuan in 2008. And now, I study in STAIN Padangsidimpua. The tense of that senteces is . . .”

No	The Alternative Answer	F	%
1	Past tense	25	83,3
2	Present tense	-	-
3	Present Perfect tense	-	-
4	Future tense	5	16,6
Total		30	100%

18. Question Number 18: about present perfect tense

“She tough here since 2008. The tense of that sentence is . . .”

No	The Alternative Answer	F	%
1	Simple past tense	30	100
2	Simple present tense	-	-
3	Present perfect tense	-	-
4	Future tense	-	-
Total		30	100%

19. Question Number 19: about passive form of present perfect tense

“My father has sold the car, the passive form of that sentence is . . .”

No	The Alternative Answer	F	%
1	The car has been sold by my father	-	-
2	The car have been sold by my father	30	100
3	The car has sold by my father	-	-
4	The car have sold by my father	-	-
Total		30	100%

20. Question Number 20: about passive form of present perfect tense

“We bought some new dresses yesterday. The passive form of that sentence is . . .”

No	The Alternative Answer	F	%
1	Some new dresses were bought by us yesterday	1	3,3
2	Some new dresses was bought by us yesterday	29	96,6
3	Some new dresses were buy by us yesterday	-	-
4	Some new dresses was buy by us yesterday	-	-
Total		30	100%

“Question Number 21-25: about complete the table in present perfect and simple past tense.”

NO	Positive	Negative	Question	F	M	%
21	He has written a letter	He hasn't written a letter	Has he written a letter?	30	-	100
22	They have stopped	They have not stopped	Have they stopped?	30	-	100
23	We have danced	We haven't danced	Have we danced?	27	3	100
24	Mary sang	Mary did not sing	Did Mary sing?	4	26	100
25	Jane was tired	Jane wasn't tired	Was Jane tired?	17	13	100

CHAPTER I INTRODUCTION

A. Background of the Problem

Humans are social beings that cannot be separated from language. Since the infant was born, he already has the potential to speak, which is characterized by a crying when he wants something or feels uncomfortable by the condition. However, in line with his growth, step by step he can speak a language and knows his mother tongue well. This is one sign of the power and grace of God Almighty, who has taught language to mankind. As in his words in the Al-Qur'an, Ar-Rahmān: 4

عَلَّمَهُ الْبَيَانَ

The mean: “Who teach linguist”¹

It proves that since birth, God has taught language to mankind. To maintain the mandate of the Creator, humans are required to maintain and develop the language skills as good as possible in order to live a life in this globalization era in which humans were created to worship Allah SWT.

Language is a system habits of communication plays the important role in the human life. Language is also a system of communicating with other people

¹ Departemen Agama, *Al-qur'an dan Terjemahannya* (Semarang: Toha Putra, 1989), p. 885.

by using sounds, symbols and words in expressing meanings, ideas or thoughts. It can be used for establishing social relationship and conveying information. Language is recognized as the most perfect instrument of communication. Without language the religion, art, science, laws, economic system could not exist. Through the language people learn every thing what they want to know.

Language has several stages, they are; Mother tongue, Native language, National language and International language. There are several languages in this word, as explained in Qur'an Ar-Rūm verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ اللَّسَانَاتِ وَاللَّوَانِحِ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالِمِينَ ﴿٢٢﴾

The mean: And among the signs of His power are the creation of the heavens and the earth and the variations in your language and the color of your skin. Verily in that are signs for those who know. (QS. Ar-Rūm: 22).²

In the verse above, explains that in this world there are several languages, namely; English, Spanish, French, Arabic and Mandarin. But the first international language in this world is English.

English is international language. It is taught as foreign language in Indonesia. That is why it is made as one of the obligated subject. In this globalization era, everyone is demanded to prepare a great resources for their life

² Abdullah Yusuf Ali, *The Glorious Qur'an Meanings Translated to English* (Semarang: Beirut Libonon, 2009), p. 363.

particularly in science and technology. Of course, to compete against a global demanding, the people should have knowledge and good skills. It is supplied from the elementary school to university level.

In learning English, students have to master all of the language skills, such as: Listening, speaking, writing and reading. In mastering the four skills student have to master or understand the structure and grammar well. Grammar is one of English language component must be learned and understood by students. David Nunan says that grammar is generally thought to be set of rules specifying the correct ordering of words at the sentence level³. By learning grammar the students will know about system of language, so they will be able to combine and build words into meaningful sentence. In other words the structure and grammar have an important role in making sentences, not only in writing language but also in oral language. There are many grammatical categories that must be learned by students. For example, part of speech, gerunds, degree of comparisons and tenses.

At this time, the grammar is not considered so important by the government for academic students. It is seen from the current curriculum that does not contain special lessons for grammar. Grammar is only glimpse of the text in textbook or what is known as “Genre Based Teaching Method”. Unlike

³ David Nunan, *Practical English Language Teaching* (Singapura: Mc.Graw Hill, 2003), p. 154.

1994's curriculum where grammar is given special attention and there is a specific discussion about it in the textbook.

As prospective English teachers, students should be able to master grammar properly. The urgency of grammar can be analogous to a football player. Every football player who has good individual skills but does not understand the rules of the game will often make fouls and errors. It will hamper them to get score and win. Similarly, an academic student who can speak English, but does not master grammar or tenses well.

In Indonesian language is not found the tenses. But in English, tense is one of the important materials. In the other words no sentences without tenses. Tenses have learned from the seventh grade, so the students' eleventh grade SMA have been studying tenses for five years. But in reality there are many students in SMA Negeri 3 Padangsidempuan still have problems in identifying tenses especially the simple past tense and present perfect tense. Some students still confuse to arrange the sentence because they feel so hard to decide what kind of tenses. They can not to identify what tenses should be used in a sentence, especially in identifying simple past tense and present perfect tense.

In this subject, students must understand about the formula of simple past tense and present perfect tense. So that the students easy to understand and identifying simple past tense and present perfect tense. So, the researcher is interested in raising this problem to be studied, with the title, "The Students'

Problems in Identifying Simple Past Tense and Present Perfect Tense at Grade XI SMA Negeri 3 Padangsidempuan”.

B. Focus of the Problems

In fact, many problems founded on students in learning structure and grammar especially in learning tenses. However, because the limitations of time and money owned by the researcher so in this research the researcher only focused on the problem about the students’ problems in identifying simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidempuan.

C. Definitions of the Key Terms

To avoid the vagueness and misunderstanding between the writer and the readers, the writer states key terms as follows:

1. Student

Student is a person who is studying at school or college”.⁴ The researcher concludes that the student is a person who learn on the grade of elementary, junior adn senior high school not only on the formal education institution but also on the informal education. The student in this research is the students who studies at the grade XI in SMA Negeri 3 Padangsidempuan.

⁴ A.S. Hornby, *Oxford Advanced Learner’s Dictionary* (New York: Oxford University Press, 1995), p. 1187.

2. Problem

Problem is a thing that is difficult to deal with or to understand.⁵ The researcher conclude that the problem is a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome or a thing difficult to achieve.

3. Identifying

Identifying is to recognize or establish as being a particular person or thing, verify the identity of: to identify handwriting. As stated by A.S. Hornby in his dictionary, "Identifying is to recognize and be able to say who or what they are".⁶ So identifying is to recognize or establish as being a particular person or thing.

4. Simple past tense

Simple past tense is a simple form of the verb that an event in the past. The simple past tense is used to talk about actions that happened at a specific time in the past. You state when it happened using a time adverb.

5. Present perfect tense

Present perfect tense is a verb form that is used to express the experience in the past, changes information, activity or situations that has started in the past and have not finished now, or the event that just happened.

⁵ *Ibid.*, p. 1049.

⁶ *Ibid.*, p. 672.

6. SMA Negeri 3 Padangsidimpuan

SMA Negeri 3 Padangsidimpuan is one of the senior high school in Padangsidimpuan which located at Perintis Kemerdekaan street No. 56 Padangsidimpuan.

D. Formulations of the Problems

Based on the background of the problem above, the formulation of the problem of this research is formed in three interrogative sentences they are:

1. How was the students' ability in identifying of simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidimpuan ?
2. What were the problems that usually faced by students in identifying simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidimpuan?
3. What were the teachers' efforts to overcome the students' problems in identifying simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidimpuan?

E. Aims of the Research

Based on the formulation of the problem above, the aim of this research as follows:

1. To describe the students' ability in identifying of simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidmpuan.

2. To describe the problems that usually faced by students in identifying simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidempuan.
3. To identify the teachers' efforts to overcome the students' problems in identifying simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidempuan.

F. Significances of the Research

The significance of this research was expected to be useful for the teacher to improve their teaching of simple past tense and present perfect tense. It was also expected to be useful for the students in increasing their ability in mastering the simple past tense and present perfect tense. The significance has two major benefits as follows:

1. Theoretically
 - a. To fulfill a requirement to reach the first strata degree in English section in education department of state collage for Islamic studies Padangsidempuan.
 - b. As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in learning the simple past tense and present perfect tense.
2. Practically
 - a. As an input for the headmaster in guiding his English teacher.

- b. As an input for the English teacher in teaching and learning process especially in learning the simple past tense and present perfect tense.
- c. As an input to the students to decrease their problems to identifying the simple past tense and present perfect tense.

G. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one consists of: background of the problem, focus of the problem, definition of the key terms, formulation of the problems, the aims of the research, significances of the research and outline of the thesis.

Chapter two consists of: the theoretical description involve: definition of simple past tense, the use of simple past tense, the form of verb in simple past tense, the formula of simple past tense, time signals of simple past tense, definition of present perfect tense, the use of present perfect tense, the formula of present perfect tense, time signal of present perfect tense and review of related finding.

Chapter three consist of: place and time of the research, kind of research, the sources of data, instrument of collecting data, and analysis of the data and checking of trustworthiness.

Chapter four consists of: result of the research consist of general finding, specific finding consist of description of students' problems in identifying simple

past tense and present perfect tense, the problems that usually faced by students in identifying simple past tense and present perfect tense and the efforts of english teacher to overcome the problems of student in identifying simple past tense and present perfect tense, discussion and the threats of the research.

Finally, chapter five consists of: conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Review

1. Definition of the Simple Past Tense

Simple Past Tense derived from the words simple, past and tense. Simple is means not complicated, easy to understand or to do. Past is means gone by in time as in past time. So, simple past tense is to indicate that an activity or situation ended at a particular time in the past, as stated by Pyle and Marry on *Toefl*, “Simple past tense is used for a completed action that happened at one specific time in the past.¹ It is also stated Dimas Irawan, that the simple past tense “*dipakai untuk menyatakan perbuatan yang selesai pada waktu lampau*”² (used to express action completed in the past).

In English Grammar by Jayanthi Dakshina Murthy stated that simple past tense is used to show that an action was completed, it is known as the past tense.³

While based on Kardimin in his book which the tittles *Fundamental English Grammar*, Simple past tense *adalah (waktu lampau sederhana) menerangkan peristiwa yang terjadi, atau tindakan kegiatan, perbuatan/pekerjaan yang dilakukan pada waktu lampau dalam bentuk sederhana dan diketahui pula waktu terjadinya peristiwa atau pekerjaan yang*

¹ Michael A. Pyle & Mary Ellen Munoz Page, *TOEFL Preparation Guide* (New Delhi: WILEY Dream Lech India Pvt, Ltd), p. 59.

² Dimas Irawan, *Tata Bahasa Inggris-English Grammar* (Surabaya: Amanah Surabaya, 1990), p. 14.

³ Jayanthi Dakshin Murthy, *Contemporary English Grammar* (New Delhi: Book Place Delhi, 2003), p. 150.

*dilakukan itu*⁴ (simple past tense is to explain the events that occur, or actions activities, act / work done in the past in the form of a simple and well known to the timing of the event or the work performed).

So, based on the some definition above the researcher concludes that simple past tense is used to indicate an event at a specific time in the past by using adverb of time. As supported by Pyle and Mary Ellen.

a. The use of the Simple Past Tense

The simple past tense is a verb form that is used to express:

- 1) One action which happened or took place at a particular time in the past.

Ex: I was a student at that time

- 2) Repeated, habitual action in the past.

Ex: I always went to mosque at night

In Contemporary English Grammar stated by Jayanthi Dakshin Murthy that the uses of simple past tense are⁵:

- 1) For a past action which past time adverbs

Ex: Madhavi wrote me a letter yesterday

- 2) For a past discontinued habit.

Ex: He visited temples frequently (he is not in the habit of visiting temples now).

⁴ Akhmad Kardimin, *Fundamental English Grammar* (Yogyakarta: Pustaka Belajar, 2004), p. 163.

⁵ *Ibid.*, p. 166.

From definitioan above, the researcher conclude that the simple past tense is a past action which past time, and discontinued habit.

b. The form of verb in simple past tense

There are at least two forms of verbs in the simple past tense, they are: regular verb and irregular verb.⁶

1) Regular Verb

Regular verb is form of infinitive by adding *ed* or *d*, it said regular verb. Because it form the past tense and past participle regularly by adding *ed* or *d* to infinitive. According to Betty Schramper Azar state that “the regular formed by adding *ed* or *d* to the form infinitive in order the form the preterit and past participle”

Table 1
The Regular verb is formed by adding “*ed*”

Present Tense	Past Tense	Past Participle Tense
Work	Worked	Worked
Study	Studied	Studied
Stop	Stopped	Stopped

2) Irregular Verb

The irregular verb is more difficulties than regular verb, in Indonesian language we can say with *Kata kerja tidak beraturan*. We can see the chart below:

⁶ Mahleni Hasibuan, “An Analysis on The Students’ Ability In Mastering Basic Tenses to The Grade VIII Students MTS Negeri Padangbolak In 2008/2009 Academic Year”, (Script, Univesitas Muhammadiyah Tapanuli Selatan, 2008), p. 22.

Table 2
The irregular verb

Present Tense	Past Tense	Past Participle Tense
See	Saw	Seen
Take	Took	Taken
Write	Wrote	Written

c. The Formula of Simple Past Tense

Simple Past Tense can be divided into three forms of sentences based on the rules of the grammar. They are can be seen as the charts below:

1) Formula of Simple Past Tense for Active

Table 3
Simple Past Tense for Active

Form	ACTIVE
(+)	Subject + V.2 + <i>Ex: I went to school yesterday</i>
(-)	Subject + did + not + V.1 + <i>Ex: I did not/didn't go to school yesterday</i>
(?) S.a (+)	Did + subject + V.1 +? <i>Ex: Did you go to school yesterday?</i>
(?) S.a (-)	Did + not + subject + V.1 +? <i>Ex: Didn't you go to school yesterday?</i>
(?) L.a (+)	Q.W + did + subject + V.1 +? <i>Ex: Why did you go to school yesterday?</i>
(?) L.a (-)	Q.W + did + not + subject + V.1 +? <i>Ex: Why didn't you go to school yesterday?</i>
To ask subject (+): Q. W + V.2 +?	
To ask subject (-): Q. W + didn't + V.1 +?	

2) Formula of Simple Past Tense for Nominal

Formula: S + was/were + . . .

Table 4
Simple Past Tense for Nominal

Subject	To be	
I He She It	Was	At home yesterday
We You They	Were	

3) Formula of Simple Past Tense for Passive

Table 5
Simple Past Tense for Passive

Form	PASSIVE
(+)	Subject + was, were + V.3 + <i>Ex: He was gone last night</i>
(-)	Subject + was, were + not + V.3 + <i>Ex: He was not gone last night</i>
(?) S.a (+)	Was, were + subject + V.3 +? <i>Ex: Was he gone last night?</i>
(?) S.a (-)	Was, were + not + subject + V.3 +? <i>Ex: was not he gone last night?</i>
(?) L.a (+)	Q.W + was, were + subject + V.3 +? <i>Ex: Where was he gone last night?</i>
(?) L.a (-)	Q.W + was, were + not + subject + V.3 +? <i>Ex: Where was not he gone last night?</i>
	To ask subject (+): Q. W + was + V.3 +? To ask subject (-): Q. W + was + not + V.3 +?

d. Time signals of simple past tense

There are many signals which can be used in simple past tense, they are:

- 1) Yesterday (kemarin), for example: yesterday afternoon, yesterday morning, etc.
- 2) Last (kemarin), for example: last week, last month, last year.
- 3) Ago (yang lalu), for example: two days ago, a week ago, a month ago, a year ago.
- 4) In (pada tahun), for example: In 1975, in 1985, in 2007, etc.
- 5) At (pada pukul), for example: at 07.00, at 08.30, at 10.15.
- 6) For (selama), for example: for 25 years, for ten years.
- 7) From...to (dari...sampai), for example: from 5 years to 50, from 1975 to 1985.
- 8) When (ketika), for example: when I was young....etc.

2. Definition of the Present Perfect Tense

Present perfect tense is consists of three words, there are: present, perfect and tense. Present is existing or happening now, Perfect is having everything that is necessary; complete and without faults or weaknesses in perfect condition. Perfect tenses were named thus because they referred to actions that were finished with respect to the present (for example, "I have eaten all the bread" refers to an action which is, as of now, completed).

However, as seen above, not all uses of present perfect constructions involve an idea of completion. So present perfect tense is a verb form that is used to express the experience in the past, changes information, activity or situations that has started in the past and have not finished now, or the event that just happened.

As stated by Martin Hewings in his book, “Present perfect tense is talk about something that happened in the past, but we don’t specify precisely *when* it happened (perhaps we don’t know, or it is not important to say when it happened).⁷ It also stated by Raymond Murphy with Roann Altman stated in *Grammar in use*, “Present Perfect is talk about a period of time that continues up to the present.⁸ Pyle and Marry also said that present perfect tense is used to indicate an action that happened at an indefinite time in the past.⁹

While Akhmad Kardimin in his book, “Present perfect tense is (*waktu selesai sekarang*) *menerangkan peristiwa yang telah terjadi pada waktu lampau yang masih ada hubungannya dengan masa sekarang namun waktu terjadinya tidak jelas diketahui*”¹⁰ (end time now) describes the events that have happened in the past is still something to do with the present but the future is not clearly known).

⁷ Martin Hewings, *Advanced Grammar in Use* (England: Cambridge University Press, 2002), p. 6.

⁸ Raymond Murphy & Roann Altman, *Grammar in Use* (New York: Cambridge University, 1989), p. 28.

⁹ Michael A. Pyle & Mary Ellen Munoz Page, *Op. Cit.*, p. 62.

¹⁰ Akhmad Kardimin, *Op. Cit.*, p. 167.

So, based on the definition above the researcher concludes that present perfect tense is used to express an action that happened at an indefinite time or that began in the past and continue in the present, this tense is also used when an activity has an effect the present moment. As supported by Raymond Murphy with Roann Altman in.

a. The use of the Present Perfect Tense

Present Perfect Tense is used¹¹:

1) For just completed actions

Ex: My brother has just gone out

2) To express past actions whose time is not specific

Ex: Have you ever been photographed?

3) For past events whose result is still felt

Ex: She has watered the garden. (Her clothes are wet now)

4) For an action started in the past and continued up to now

Ex: I have not seen Madhavi for a long time

Present perfect tense is talk about:

1) something that happened in the past, but we don't specify precisely *when* it happened (perhaps we don't know, or it is not important to say when it happened)

Ex: **I have complained** about the traffic before.

¹¹ Jayanthi Dakshin Murthy, *Op. Cit.*, p.166.

4) Suggests some kind of connection between what happened in the past, and the present time. Often we are interested in the way that something that happened in the past affects the situation that exists now.

Ex: **I have washed** my hands so that I can help you with the cooking.

5) The connection with the present may also be that something happened recently, with a consequence for the present.

Ex: My ceiling **has fallen in** and the kitchen is flooded. Come quickly!

6) How long an existing situation has lasted, even if we don't give a precise length of time, we use the present perfect.

Ex: They have grown such a lot since we last saw them

7) We often use the present perfect to say that an action or event has been repeated a number of times up to now.

Ex: They **have been** to Chile three times.

In the other hand, present perfect tense is used:

1) To indicate completed activities in the immediate past

As: he has just *gone* out

2) To express past actions whose time is not given and note divinite.

As: *have you read* 'Gulliver's Travels'?

3) To describe past events when we think more of their effect in the present than of the action itself

As: Gopi has eaten all the Biscuits (there aren't any left for you).

- 4) To denote an action beginning at some time in the past and continuing up to the present moment

As: I have known him for a long time.

b. The formula of Present Perfect Tense

Present perfect tense can be divided into three forms of sentences based on the rules of the grammar. They are can be seen as the charts below:

1) Present Perfect Tense for Active

Formula: Subject + have/has + V.3

Table 6
Present Perfect Tense for Active

Form	ACTIVE
(+)	Subject + have/ has + V.3 + <i>Ex: They have arrived</i>
(-)	Subject + have/has + not + V.3 + <i>Ex: They have not arrived</i>
(?) S.a (+)	Have/has + subject + V.3 +? <i>Ex: Have they arrived?</i>
(?) S.a (-)	Have/has + not + subject + V.3 +? <i>Ex: Have not they arrived?</i>
(?) L.a (+)	Q.W + have/has + subject + V.3 +? <i>Ex: What have they arrived?</i>
(?) L.a (-)	Q.W + have/has + not + subject + V.3 +? <i>Ex: What have not they arrived?</i>
To ask subject (+): Q. W + has + V.3 +?	
To ask subject (-): Q. W + hasn't + V.3 +?	

2) Present Perfect Tense for Nominal

Formula: S + have/has + been + ...

Table 7
Present Perfect Tense for Nominal

Form	NOMINAL
(+)	Subject + have/ has + been + <i>Ex: I have been in my room.</i>
(-)	Subject + have/has + not + been + <i>Ex: I have not been in my room.</i>
(?) S.a (+)	Have/has + subject + been +? <i>Ex: Have you been in your home?</i>
(?) S.a (-)	Have/has + not + subject + been +? <i>Ex: Have not you been in your home?</i>
(?) L.a (+)	Q.W + have/has + subject + been +? <i>Ex: What have you been in your home?</i>
(?) L.a (-)	Q.W + have/has + not + subject + been +? <i>Ex: What have not you been in your home?</i>
To ask subject (+): Q. W + has + been +?	
To ask subject (-): Q. W + hasn't + been +?	

Table 8
The Used of have/has

Subject	Have/has	Been +
I We You They	Have	Been ill since last week.
He She It	Has	

3) Passive Present Perfect Tense

Table 9
Present Perfect Tense for Passive

Form	PASSIVE
(+)	Subject + have/ has + been + V.3 +
(-)	Subject + have/has + not + been + V.3 +
(?) S.a (+)	Have/has + subject + been + V.3 +?
(?) S.a (-)	Have/has + not + subject + been + V.3 +?
(?) L.a (+)	Q.W + have/has + subject + been + V.3 +?
(?) L.a (-)	Q.W + have/has + not + subject + been + V.3 +?
To ask subject (+): Q. W + has + been + V.3 +?	
To ask subject (-): Q. W + hasn't + been + V.3 +?	

c. Time signal of Present Perfect Tense

There are many time signal which can be used in present perfect tense,¹² they are:

- | | |
|--|-------------------------------|
| 1) Just : baru saja | once : satu kali |
| 2) Not yet : belum | Three times : tiga kali |
| 3) As yet : hingga kini | Many times : banyak kali |
| 4) So far : sampai kini | Several times : beberapa kali |
| 5) Up to the present time: hingga sekarang | Never : tidak pernah |
| 6) Lately : akhir-akhir ini | Recently : baru-baru ini |
| 7) Ever : pernah | This week : minggu ini |
| 8) This month: bulan ini | This year : tahun ini |
| 9) For : Selama | Since : Sejak |

¹² (No name), "Sonner English Language Training" (http://www.sonnerct.com/english_rules/LR03_Present_Perfect.htm, accessed at March 9, 2013 retrieved on 15 pm).

B. Review of Related Finding

Related to this research, some researchers had been done as below: the first, Nur Mayan Dalimunthe had done the research about “The Analysis Of Students’ Ability In Mastering Five Tenses At Grade Xi In Vocational High Schools (Smk) Negeri 1 Batang Angkola Benteng Huraba”. The result of this reseach is The ability of students in mastering five tense at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba can be categorized into enough categories can be seen from the average scores of students that were 53.25. The difficulties of students in mastering five tense were students felt difficult in using auxiliary verb, adding suffix s/es for the third person in simple present tense, using the verb (regular and irregular verb).¹³

The second research was done by Rasmi Yusmidar about “The ability of students in using principal auxiliaries in writing tenses at grade VIII MTSs Babussalam Basilam Baru academic year 2011/2012, they can be categorized into enough. It can be seen from the value of the mean score (M) got by the students, that is 58.69 %. The students’ difficulties in using principal auxiliaries in writing tense were:

1. The students false the using of principal auxiliaries in writing tense
2. The students are poor in vocabularies.

¹³ Nur Mayan Dalimunthe, “The Analysis Of Students’ Ability In Mastering Five Tenses At Grade XI In Vocational High Schools (SMK) Negeri 1 Batang Angkola Benteng Huraba” (A Thesis, STAIN Padangsidempuan, 2012), p. 87.

3. The difficulties of students about structure.¹⁴

The third research was done by Linda Sari about “The Students’ Mistakes in Past Tense at Grade VIII MTs Muhammadiyah Paraman Ampalu Pasaman Barat”. The result of this research is The students’ mistakes in learning past tense were: the students cannot know when the verb is used not only in present tense, past tense but also in past participle. Beside, the students’ mistakes was they did not know when used verb. The causes of students’ mistakes in learning past tense were: The first, the students had poor vocabularies about verb so they felt difficulty when they have been ask to make a sentence in past tense. The second, the students difficulty memory of verb, and not able change verb I to Verb II and to verb III. The teachers’ efforts overcoming students’ difficulties in past tense at grade VIII MTs Muhammadiyah Paraman Ampalu were the English teacher often repeated the lesson especially in determining verb and to be in past tense.¹⁵

The forth as the last research was done by Mahleni Hasibuan about “An Analysis on the Students’ Ability in Mastering Basic Tenses to the Grade VIII Students MTS Negeri Padang Bolak in 2008-2009 Academic Years”. The result

¹⁴ Rasmi Yusmidar, “The Ability of The Students In Using Principal Auxiliaries in writing tenses at Grade VIII MTs S Babussalam Basilam Baru” (A Thesis, STAIN Padangsidimpuan, 2012), p. 72.

¹⁵ Linda Sari, “The Students’ Mistakes in Past Tense at Grade VIII MTs Muhammadiyah Paraman Ampalu Pasaman Barat” (A Thesis, STAIN Padangsidimpuan, 2012), p. 57.

of this research can be show that the average of the students' ability is more than 65%, the average point of them categorized into point C.¹⁶

So, from the above descriptions the researcher concludes that the reseach show many aspects correlate with tenses. If the researcher mentioned above research about students' ability in mastering five tenses and the students' mistakes in past tense, here the researcher will look the students' problems in identifying simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidimpuan.

¹⁶ Mahleni Hasibuan, "An Analysis on the Students' Ability in Mastering Basic Tenses to the Grade VIII Students MTS Negeri Padang Bolak in 2008-2009 Academic Years" (Script, UMTS Padangsidimpuan, 2008) p. 55.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

a. Place of the Research

This research had been conducted at grade XI SMA Negeri 3 Padangsidimpuan, Jl. Perintis Kemerdekaan No.56 Padangsidimpuan. The researcher choses this place because had done PPL (Teaching Practice) there.

b. Time of the Research

This research had been done on September 2012 up to April 2013 at grade XI SMA Negeri 3 Padangsidimpuan.

B. Kinds of the Research

Based on the analysis of data, this research used qualitative approach. Qualitative research is the research that's means to understand the phenomenon about what is the subject research undergone by using natural method.¹ Gay and Airasian stated that: "qualitative approach is based on the collection data and

¹ Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2009), p. 126.

analysis of non numerical data such as observations, interviews, and other more discursive sources of information.”²

While according to Burhan Bungin in *Analisis Data Penelitian Kualitatif*, qualitative research is one of the main approaches that basically are a label or general name of a big family of research methodology.³ It means descriptive research means to analyze and give the fact with systematically, more easier to be known and concluded.

Based on the method, this research used descriptive method. Descriptive method is a research to depict the object genuinely.⁴ The descriptive method is a research want to describe objects. Descriptive research purposes to describe the current situations about the object of research.⁵ So, it can be concluded that descriptive research means to analyze or make a sense perception (descriptive) about situation or events. Descriptive this method used to describe students' problems in identifying simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidempuan.

² L.R. Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application* (USA: Prentice Hall, Incorporated. 2000), p. 9.

³ Burhan Bungin, *Analisis Data Penelitian Kualitatif* (Jakarta: PT. Raja Grafindo Persada, 2007), p. 19.

⁴ Sukardi, *Metode Penelitian Pendidikan, Kompetensi dan Prakteknya* (Jakarta: Bumi Aksara, 2003), p. 157.

⁵ Mardalis, *Metode Penelitian; Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), p. 26.

C. Sources of Data

The source of data this research consist of two sources, they are: the primary data and the source of secondary data.

- a. Primary source of data (principal data) is the basic of data. Primary source of the data was the students grade XI at IPA section in SMA Negeri 3 Padangsidempuan.
- b. Secondary sources of data (supplementary data), is an information from the headmaster and the English teacher of SMA Negeri 3 Padangsidempuan.

D. Instruments of Data Collecting

Jhon W. Creswell said that there are some steps in collecting data of qualitative research include: setting the boundaries of study, collecting information trough unstructured (or semi structured), observations and interview, document and visual materials.⁶

To get an accurate data, researcher collected data by doing those activities:

- a. Test

In order to gather the data accurately on students' problems in identifying simple past tense and present perfect tense, the researcher had given a writing test. Appropriate with the instrument of this research, the researcher has known the problems' students in identifying simple past tense and present perfect tense. The test is consisting of 25 questions, 20

⁶ Jhon W. Creswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga Publications Inc, 2002), p. 185.

in multiple choices, and five fill the blank. Every item have 4 score, while the incorrect answers will not give a score. So, if all questions can be answered correctly so the score is 100.

Table 10
Indicators of the Test

No	Indicators	Sub Indicators	Item Number	Score	
1	Simple Past Tense Active	(+) Positive	1, 4, 10, 24	4 x 11 = 44	
		(-) Negative	11, 14, 24		
		(?) Interrogative	5, 24		
2	Simple Past Tense Nominal	(+)Positive	2, 25		
		(-) Negative	25		
		(?) Interrogative	25		
3	Simple Past Tense Passive	(+)Positive	20		
		(-) Negative	-		
		(?) Interrogative	-		
4	Present Perfect Tense Active	(+)Positive	9, 17, 18, 21, 23		4 x 14 = 56
		(-) Negative	12, 15, 16, 23		
		(?) Interrogative	6, 13, 23		
5	Present Perfect Tense Nominal	(+)Positive	8, 22		
		(-) Negative	3, 22		
		(?) Interrogative	22		
6	Present Perfect Tense Passive	(+)Positive	19		
		(-) Negative	-		
		(?) Interrogative	-		
Number Item			25	100	

In the simple past tense have two sub indicators in one item number, they are: 24 and 25. Also in present perfect tense have two sub indicators in one item number, they are: 22 and 23

b. Interview

Interview is data collecting activity by using dialogue.⁷ While Gay and Peter Airasion in his book, which the title *Education Research Competencies for Analysis and Applicationn* that interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁸ In this research, the researcher had done interviewed directly to the Headmaster to know about condition of school, and to English teacher to know about the students' problems in identifying simple past tense and present perfect tense and how the learning strategies that used in teaching that subject, the researcher also had done interviewed with the students about their problems in identifying simple past tense and present perfect tense.

So, this interview is one of the techniques of data collecting by doing oral interview in individual meeting. Interview had been given to grade XI students in SMA Negeri 3 Padangsidempuan, the questions was appropriated with the list of interview. It is also had done to the headmaster and the English teacher of SMA Negeri 3 Padangsidempuan. Interview was getting the data about the problems that usually faced by the grade XI SMA Negeri 3 Padangsidempuan in identifying simple past tense and present perfect tense. And the efforts had done by English

⁷ Sutrisno Hadi, *Metodologi Research* (Yogyakarta: Andi, 2004), p. 218.

⁸ Gay and Peter Airasion, *Education Research Competencies for Analysis and Applicationn* (USA: Prentice Hall, 2000), p. 219.

teacher to decrease the students' problems in identifying simple past tense and present perfect tense at the grade XI SMA Negeri 3 Padangsidempuan. Interview also had done to get information from the headmaster and the English teacher about situation in SMA Negeri 3 Padangsidempuan to complete the researcher information about the school.

c. Observation

Ronny Hanitijo Soemitro Said on *Metode Penelitian; Dalam Teori dan Praktek* by Joko Subagyo observation is tracking with intentionally, systematic, about social phenomena with psychological indications to be notes later:⁹ Observation is a technique of collecting data which is done through an observation and take a note to a condition or object behavior. So this observation used to know the situation in SMA Negeri 3 Padangsidempuan include location, facilities and subject of research as supporting to know the students' problems in identifying simple past tense and present perfect tense.

E. Data Analysis

1. Editing data, it was done to arrange systematically.
2. Reduction of the data, it was done to seek the uncompleted data and be side unnecessary.

⁹ Joko Subagyo, *Metode Penelitian Dalam Teori dan Praktek* (Jakarta: PT. Rineka Cipta, 2004), p. 63.

3. Tabulation of the data, it was done to account and given the score to students answer through the test and taken on the table that consist of alternative answer, frequency any percentage those all, to obtain the percentage of the students' answer and put them on the table by using the formula:

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

Explanation:

F : Frequency

N : Sum of the sample

P : Percentage¹⁰

4. Description of data was done to describe or interpretative data have been collected systematically.
5. Taking conclusion, it was done to conclude the discussion solidly and briefly.¹¹

So, from the explanations above that the researcher analyzed the result of the test with meant score, the researcher interviews the English teacher and some of students, the researcher arrange the data systematically and concluding of the research descriptively.

¹⁰ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 40.

¹¹ Lexy J Moleong, *Op.Cit.*, p. 247.

F. Checking of Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data was used to contradicted the assumption of qualitative research is not scientific. To reduce the bias of the data, and to improve the validity of the data collected, Gay suggested several strategies as follows:¹²

1. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses.
2. Include additional participants to broaden the representativeness of the study and thus the database.
3. Make a concerted effort to obtain participant trust and comfort, thus providing more detailed, honest information from participants.
4. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.
5. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
6. Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.
7. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed filed notes.
8. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
9. Examine unusual result for explanation.
10. Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the same description of an event, or when a participant responds similarly to a personal question asked on three different occasions.

¹² L.R. Gay & Peter Airasian, *Educational Research Competencies for Analysis and Application* (USA: Prentice Hall Incorporate, 2000). p. 56.

From the all of techniques to determine the data trustworthiness above, the researcher used the tenth number is triangulate. It is a technique that used to check the data trustworthiness data by compare the result of test, interview and observation.

CHAPTER IV

RESULT OF RESEARCH

A. Findings

1. General Findings

This research was conducted in SMA Negeri 3 Padangsidimpuan which located at Jln. Perintis Kemerdekaan No. 56 Padangsidimpuan. SMA Negeri 3 Padangsidimpuan is one of the senior high school in Padangsidimpuan. Based on the resul observation, this school was built in 1977. Initially, this school would build in north Tapanuli, but North Tapanuli did not have area as large as 2 Ha. Therefore, this school built in South Tapanuli and located in Jl. Perintis Kemerdekaan. For the first step, the government built 15 classrooms, 1 teachers' room and 1 principle's room. Before the building was finished, the activities of teaching and learning was done in SMP Negeri 1 Padangsidimpuan for 6 months and then moved to SMP Negeri 2 Padangsidimpuan for 6 months too.¹

This school has location borders as below:

1. North side is abutted with Perintis Kemerdekaan Street or SMP Negeri 5 Padangsidimpuan.
2. East side is abutted with Sekolah Pertanian Menengah Atas (SPMA) Padangsidimpuan.

¹Hasbullah Sani Nasaution, Headmaster of SMA Negeri 3 Padangsidimpuan, *Private interview*, 25th March 2013.

3. South side is abutted with SPMA's football field.
4. West side is abutted with department of agriculture office.

The location was not too far from main street and easy to be reached. The wide of area is about 2 Ha. It is wide enough to create the effective learning environment. SMA Negeri 3 Padangsidimpuan was also had good infrastructures; those were the infrastructures that we could find in SMA 3 Padangsidimpuan:

TABEL 11
Infrastructures of SMA Negeri 3 Padangsidimpuan

No	Infrastructures	Total/Wide
1	Landmass	20.000 m
2	Buildings	2.236 m
3	Sport area	10.000 m
4	Classes	27 Classes
5	Teacher's Room	1 Room
6	Headmaster' Room	1 Room
7	Assistent Headmaster's Room	1 Room
8	Administration Room	1 Room
9	Library	1 Room
10	Computer Room	1 Room
11	Physics Laboratory	1 Room
12	Chemistry Laboratory	1 Room
13	Mushalla/Mosque	1 Room
14	Bath room	4 Rooms
15	UKS room	1 Room
16	Student's consult (BP/BK)	1 Room ²

From those infrastructures above, physically, SMA Negeri 3 Padangsidimpuan had a sufficient building, where all buildings even classes or

² The data was taken From the Administration Data of SMA Negeri 3 Padangsidimpuan, 25th March 2013.

offices had built permanently. To complete the process of teaching and learning, SMA Negeri 3 Padangsidimpuan has 67 teachers and official to teach all students with their own teaching capability. Teacher is one of the factor who establish students success in learning process. The data of teachers and officials SMA Negeri 3 Padangsidimpuan as follows:

Table 12
Situation Teachers and Official SMA Negeri 3 Padangsidimpuan ³

No	Name	Subject	Group
1.	Drs. Hasbullah Sani Nst	Bahasa Indonesia	IV/a
2.	M. Suad Siregar	Bahasa Inggris	IV/a
3.	Odor Elisabet	Kimia	IV/a
4.	Drs. Khairunnas	Pendidikan Jasmani	IV/a
5.	Asten Berutu	Bahasa Indonesia	IV/a
6.	Siti Asmarni, B.A	Biologi	IV/a
7.	Drs. Musohur	Matematika	IV/a
8.	Pastiana, B.A	Biologi	IV/a
9.	Masriana Siregar	Bahasa Inggris	IV/a
10.	Drs. Roy Rogers Rajagukguk	PPKN	IV/a
11.	Kasmine Tanjung, S.Pd	Bahasa Inggris	IV/a
12.	Ahdaniah Hasibuan, S.Pd	Bahasa Indonesia	IV/a
13.	Elisa Darmi	Sejarah	IV/a
14.	Dra. Hj. Jenni Maria Nst	Geografi	IV/a
15.	Dra. Marlianita	Geografi	IV/a
16.	Syaiful Anwar Koto	Matematika	IV/a
17.	Dra. Rosnida Nasution	Ekonomi	IV/a
18.	Hasan Basyri Siregar, S.Pd	BP	IV/a
19.	Erni Pohan, S.Pd	BK	IV/a
20.	Erisda	Sejarah	IV/a
21.	Hesman Saleh	Sejarah	IV/a
22.	Dra. Nurbaisan	Bahasa Indonesia	IV/a
23.	Drs. Kardan	Pendidikan Jasmani	IV/a
24.	M. Solih Harahap, S.Pd	TU	IV/a

³*Ibid.*

25.	Mangsur Nasution, S.Pd	Fisika	IV/a
26.	Khairani	PPKN	IV/a
27.	Solo Sirait	Geografi	IV/a
28.	Hj. Murni Ritonga	PPKN	IV/a
29.	Ida Samania	Ekonomi	IV/a
30.	Drs. Mukhron Hasibuan	Fisika	IV/a
31.	Drs. Efendy Marpaung	Matematika	IV/a
32.	Herlinda Lubis, S.Pd	Bahasa Inggris	IV/a
33.	Syaripuddin Siregar, S.Pd	Bahasa Inggris	IV/a
34.	Fajar, S.Pd	BP	IV/a
35.	Teten Rulia, S.Pd	Bahasa Prancis	IV/a
36.	Nurleliani, S.Pd	Bahasa Indonesia	IV/a
37.	Juliana Hasibuan, S.Pd	Matematika	IV/a
38.	Meilinda Situmorang, S.Pd	Akutansi	IV/a
39.	Jamilah Tanjung, S.Pd	Akutansi	IV/a
40.	Sri Agustini	Fisika	IV/a
41.	Masrawati Harahap, S.Ag	Agama Islam	IV/a
42.	Manaor Baharuddin, Spd	Fisika	III/d
43.	Drs. Syahminan Nasution	Agama Islam	III/d
44.	Dermasal	Kesenian	III/d
45.	Zulsahlan, S.Pd	Biologi	III/c
46.	Sabrina Pasaribu, S.Pd	Kimia	III/c
47.	Yusnah Hasibuan, S.Pd	Biologi	III/b
48.	Efrida Rambe, S.Pd	Bahasa Inggris	III/b
49.	Sori Tua, S.Pd	Bahasa Inggris	III/b
50.	Khusnil Khotimah Srg, S.Pd	Matematika	III/b
51.	Sri Handayani Siregar, S.Pd	Kimia	III/b
52.	Fitri Anisyah Piliang, S.Pd	Geografi	III/b
53.	Tiaminah Hanum, S.Pd	Biologi	III/b
54.	Susit Rukhyati, S.Pd	Biologi	III/b
55.	Nur Aisyah Harahap, S.Pd	Kimia	III/b
56.	Maharani Harja, S.Pd	Matematika	III/a
57.	Siti Zubaidah Pemilu, S.Pd	Bahasa Inggris	III/a
58.	Dewi Chairanti, S.Pd	Biologi	III/a
59.	Susi Damayanti, S.Pd	Fisika	III/a
60.	Riana Riris, S.Pd	Geografi	III/a
61.	Robert Simbolon, S.Th	Agama Kristen	III/a
62.	Arida Julianti Nasution, S.Pd	Fisika	III/a
63.	Zulkarnain	Administration	III/b
64.	Nurtisah	Administration	III/b
65.	Saminam	Administration	III/b

66.	Untung	Administration	II/a
67.	Tugino	Security	-

Table above was description of teachers data SMA Negeri 3 Padangsidimpuan at 2012/2013. So all teacher and official in this year are 66 persons.

Especially for English teacher, SMA Negeri 3 Padangsidimpuan had 8 teachers, they were:

1. M. Suad Siregar
2. Masriana Siregar
3. Kasmine Tanjung, S.Pd
4. Herlinda Lubis, S.Pd
5. Syaripuddin Siregar, S.Pd
6. Sori Tua, S.Pd
7. Siti Zubaidah Pemilu, S.Pd
8. Efrida Rambe, S.Pd

SMA Negeri 3 Padangsidimpuan has 301 students of grade XI. They are divided into nine classes. They are:

Tabel 13
The Grade XI students IPA Section SMA Negeri 3 Padangsidimpuan

Class	Total
XI IPA .1	34 students
XI IPA .2	37 students
XI IPA .3	32 students

XI IPA .4	33 students
XI IPA .5	33 students
XI IPA .6	35 students
XI IPA .7	32 students
XI IPA .8	35 students
XI IPA .9	33 students
Total	303 students

2. Specific Findings

a. The Data Description of the students' Ability in Identifying Simple Past Tense and Present perfect Tense at Grade XI SMA Negeri 3 Padangsidempuan.

As stated the previous chapter that the instrument of this research was test. In this case, the students were asked to answer the questions about the students' problems in identifying simple past tense and present perfect tense. The description score of them in identifying simple past tense and present perfect tense could be seen as table below:

Table 14
The descriptions of students score in identifying simple past tense and present perfect tense

No	Student's Initial Name	Total Score
1	AIS	60
2	AY	44
3	AR	60
4	BPG	60
5	DRF	64
6	DAN	56
7	FMH	52
8	FW	44
9	IAL	60

10	IDN	84
11	JPP	84
12	JHS	60
13	MCM	60
14	NY	48
15	NH	72
16	RD	68
17	RH	52
18	RZ	44
19	RSS	68
20	RK	72
21	RY	48
22	RAP	72
23	RDP	56
24	RR	60
25	SLS	84
26	SAL	48
27	TEJ	64
28	WAH	68
29	YHH	60
30	Y	44
Total		1816
Means Score		60,53
Highest Score		84
Lowest Score		44

Based on the result of the test given to respondents, it can be known that the score of the respondents was between 44 up to 84. It means that the highest score gotten by respondents was 84, the lowest score was 44. The means score (60,53).

Based on the test result that given to the students, to determine the students' problems in identifying simple past tense and present perfect tense at grade XI SMA N 3 Padangsidimpuan can be categorized into enough categories, means score 60,53. Based on the

result of the test given to respondents, it can be seen that score of respondents between 44 up to 84. It means that the highest score gotten by respondent is 84 and the lowest score is 44.

The description of grade XI IPA-1 students of SMA Negeri 3 Padangsidempuan in identifying simple past tense and present perfect tense about the question number: 1 to find past form of the verb, the test is “buy”, the past form of the verb is ...”. The correct answer from the options is bought. The students’ identifying simple past tense were 30 students (100%), chose bought as the answer; while 0 student (0%) chose “buy”, 0 student (0%) chose “buying”, 0 student (0%) chose “bayed.”

Next, the test number 2 about the past form of that sentence, the test is “I am hungry”, the past form of that sentence is” The correct answer from the option is I was hungry. The students identifying simple past tense in sentence were 30 students (100) chose I was hungry as the answer, while 0 student (0%) chose “I have hungry”, 0 student (0%) chose “I hungry”, and 0 student (0%) chose “I has hungry”.

Further, the test number 3 about the present perfect tense of the sentences, the test is (1) I have been in my room (2) Did you see the bird? (3) Annie has not forgotten her homework (4) Kerry did not speak English. “The present perfect tense of the sentences above are . .

.” The correct answer from the option is (1) and (3). The students identifying present perfect tense in sentence were 8 students (26,6) chose (1) and (3) as the answer, while 13 students (43,3) chose “(2) and (3)” and 9 students (30) chose “(1) and (2)”, , and 0 student (0%) chose “(3) and (4)”.

Then, the test number 4 about simple past tense, the test is “the lightning missed our house last night. And we . . . all happy that no body . . . hurt” The correct answer from the option is were and was. The students’ identifying simple past tense in sentence were 13 students (43,3) chose were and was as the answer, while 14 students (46,6) chose “are and was”, 3 students (10) chose “was and were”, and 0 student (0%) chose “was and are”.

Beside, the test number 5 about simple past tense, the test is “. . . you read a poem yesterday?” The correct answer from the option is did. The students’ identifying simple past tense in sentence were 17 students (56,6) chose did as the answer, while 13 students (4,33) chose “was”, 0 student (0%) chose “were”, and 0 student (0%) chose “does”.

Next, the test number 6 about present perfect tense, the test is “Susi kissed Ben”, to make the correct question in present perfect from that sentence is” The correct answer from the option is has Susi kissed Ben?” The students’ identifying present perfect tense in sentence were 17 students (56,6) chose has Susi kissed Ben? as the

answer, while 13 students (43,3) chose “Was susi kissed Ben?”, 0 student (0%) chose “Have susi kissed Ben?”, and 0 student (0%) chose “Is susi kissed Ben?”.

Further, the test number 7 about simple past tense, the test is “I didn’t go to your party . . .” The correct answer from the option is yesterday. The students’ identifying simple past tense in sentence were 30 students (100) chose yesterday as the answer, while 0 student (0%) chose “now”, 0 student (0%) chose “just now”, and 0 student (0%) chose “next time”.

Then, the test number 8 about present perfect tense, the test is “Afrilia: You look healthy now. Aini : Yes, I ... from my illness. Afrilia: I’m glad to hear that, so we can study together again.” The correct answer from the option is have recovered. The students’ identifying present perfect tense in conversation were 19 students (63,3) chose have recovered as the answer, while 6 students (20) chose “has recovered”, 5 students (16,6) chose “will recover”, and 0 student (0%) chose “was recovering”.

Next, the test number 9 about present perfect tense, the test is “Dinda : What should I wear for the party tomorrow, mum?
Mother : Don’t worry I . . . a lovely evening dress for you.
Dinda : Really? Why didn’t you tell me?”

Mother: It will be a surprise, won't it?" The correct answer from the option is have bought. The students' identifying present perfect tense were 14 students (46,6) chose have bought as the answer, while 14 students (46,6) chose "haven't bought", 2 students (6,6) chose "was buying", and 0 student (0%) chose "hasn't buying".

Beside, the test number 10 about simple past tense, the test is "Ismail . . . to Medan last week" The correct answer from the option is went. The students' identifying simple past tense in sentence were 28 students (93,33) chose went as the answer, while 2 students (6,6) chose "go", 0 student (0%) chose "going", and 0 student (0%) chose "gone".

Further, the test number 11 about simple past tense, the test is "Lena . . . English last night" The correct answer from the option is studied. The students' identifying simple past tense in sentence were 30 students (100) chose studied as the answer, while 0 student (0%) chose "study", 0 student (0%) chose "studying", and 0 student (0%) chose "studies".

Next, the test number 12 about present perfect tense, the test is "Mona has . . . for ten minutes" The correct answer from the option is slept. The students' identifying present perfect tense in sentence were 30 students (100) chose slept as the answer, while 0 student (0%) chose "sleep", 0 student (0%) chose "sleeping", and 0 student (0%) chose "sleeps".

Beside, the test number 13 about present perfect tense, the test is “. . . they finished their homework?” The correct answer from the option is have. The students identifying present perfect tense in sentence were 30 students (100) chose have as the answer, while 0 student (0%) chose “has”, 0 student (0%) chose “was”, and 0 student (0%) chose “were”.

Then, the test number 14 about past form of simple past tense, the test is “We open the door, the past form of this sentence is . . .” The correct answer from the option is we opened the door. The students that identifying past form of simple past tense were 25 students (83,33) chose we opened the door as the answer, while 4 students (13,33) chose “we opening the door” and 1 student (3,3) chose “we will open the door”, and 0 student (0%) chose “we open the door”.

Next, the test number 15 about present perfect tense, the test is “She . . . taught here since 1970” The correct answer from the option is has. The students’ identifying present perfect tense were 7 students (23,3) chose has as the answer, while 18 students (60) chose “was”, 5 students (16,6) chose “have”, and 0 student (0%) chose “were”.

Beside, the test number 16 about present perfect form, the test is “He speaks English, in present perfect form is . . .” The correct answer from the option is he has spoken English. The students’ identifying present perfect form were 20 students (66,66) chose he has

spoken English as the answer, while 10 students (33,33) chose “he have spoken English.”, 0 student (0%) chose “he has speak English”, and 0 student (0%) chose “He have speak English”.

Further, the test number 17 about present perfect tense, the test is “My name is Joko, I have graduated from SMA Negeri 3 Padangsidempuan in 2008. And now, I study in STAIN Padangsidimpua. The tense of that senteces is . . . The correct answer from the option is present perfect tense. The students’ identifying present perfect were 0 student (0%) chose present perfect tense, while 25 students (83,3) chose “simple past tense”, 5 students (16,6) chose “future tense”, 0 student (0%) chose “present tense”.

Then, the test number 18 about present perfect tense, the test is “She tough here since 2008. The tense of that sentence is . . .” The correct answer from the option is present perfect tense. The students’ identifying present perfect tense were 0 students (0%) chose present perfect tense, while 30 students (100) chose “simple past tense”, 0 student (0%) chose “simple present tense”, and 0 student (0%) chose “future tense”.

Next, the test number 19 about passive form of present perfect tense, the test is “My father has sold the car, the passive form of that sentence is . . .” The correct answer from the option is the car has been sold by my father. The students’ identifying passive form of

present perfect tense were 0 student (0%) chose the car has been sold by my father as the answer, while 30 students (100) chose “the car have been sold by my father”, 0 student (0%) chose “the car has sold by my father”, and 0 student (0%) chose “the car have sold by my father”.

Then, the test number 20 about passive form of present perfect tense, the test is “We bought some new dresses yesterday, the passive form of that sentence is . . .” The correct answer from the option is some new dresses were bought by us yesterday. The students’ identifying passive form of present perfect tense were 1 student (3,3) chose some new dresses were bought by us yesterday as the answer, while 29 students (96,6) chose “some new dresses was bought by us yesterday”, 0 student (0%) chose “some new dresses were buy by us yesterday”, and 0 student (0%) chose “some new dresses was buy by us yesterday”.

Beside, the test number 21 about complete the table in negative and question of present perfect tense, the test is “he has written a letter”. The correct answer from the option is (-) he hasn’t written a letter and (?) has he written a letter?. The students complete the table in present perfect were 30 students (100) chose the correct answer is (-) he hasn’t written a letter and (?) has he written a letter?

Then, the test number 22 about complete the table in positive and question of present perfect tense, the test is “they have not stopped”. The correct answer from the option is they have stopped and have they stopped? The students complete the table in present perfect were 30 students (100) chose the correct answer they have stopped and have they stopped?

Next, the test number 23 about complete the table in positive and negative of simple past tense, the test is have we danced?” The correct answer from the option is we have danced and we haven’t danced. The students complete the table in simple past tense were 27 students (90) chose we have danced and we haven’t danced as the answer, while 3 students (10) not chose the correct answer.

Beside, the test number 24 about completes the table in positive and question of simple past tense, the test is “mary did not sing”. The correct answer from the option is Mary sang and did Mary sing? The students complete the table in simple past tense were 4 students (13,3) chose Mary sang and did Mary sing? as the correct answer, while 26 students (86,6) not chose the correct answer.

Then, the test number 25 about completes the table in negative and question of simple past tense, the test is “Jane was tired”. The correct answer from the option is Jane wasn’t tired and Was Jane tired?. The students complete the table in simple past tense were 17

students (56,6) chose Jane wasn't tired and Was Jane tired? As the correct answer, while 13 students (43,3) not chose the correct answer.

Based on the test result that given to the students, the students' identifying simple past tense and present perfect tense at Grade XI SMA Negeri 3 Padangsidimpuan was 60,53% is known from the mean score. Then, the mean score is interpreted to the table below:

Table 15
Criteria Score Interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very Good ⁴

Based on the calculating score (see appendix IV) an analysis of students' identifying simple past tense and present perfect tense at Grade XI SMA Negeri 3 Padangsidimpuan was 60,53%, it can be categorized into enough category.

⁴ Ridwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

b. The Data Description of Problems that usually Faced by Students in Identifying Simple Past Tense and Present Perfect Tense at Grade XI SMA Negeri 3 Padangsidempuan

1) Interview Result to Students

Based on the result interview to students at grade XI SMA Negeri 3 Padangsidempuan, 10 students said that in learning tenses were enjoy because they are like to studied, and 20 students said that in learning tenses were not enjoy because very difficult. Ten students were known simple past tense and present perfect tense and 21 students were unknown it. The problems that usually faced by the grade XI students (IPA-1) are the changing of the tenses, formula and time signal that happened in simple past tense and present perfect tense. As said by Devi Faturrahmah,⁵ she said that she usually feel confused to decide what tenses that she must used in a determined happen. The same problem was felt by Natalya Yulita, she also feel difficult in identifying simple past tense and present perfect tense because she always forgot the formula.⁶ The other students said that feel difficult in identifying simple past tense and present perfect tense.⁷

Then, Jekson Parulian said that he always found the problems what tense that he used when a happen in the past but still occur in

⁵ Devi Faturrahmah, The XI IPA-1 student in SMA Negeri 3 Padangsidempuan, *private interview*, 25th March 2013.

⁶ Natalya Yulita, The XI IPA-1 student in SMA Negeri 3 Padangsidempuan, *private interview*, 25th March 2013.

⁷ Syahnun Ali Lubbis, The XI IPA-1 student in SMA Negeri 3 Padangsidempuan, *private interview*, 25th March 2013.

present.⁸ The other problem faced by Yeni Afrilia, she said that she feels difficult in learning simple past tense and present perfect tense because she has not mastered about the using of tenses.⁹

2) Interview result to English Teacher

Based on the result of interview to English teacher, Syarifuddin Siregar said that in teaching tenses not used the primer book. The media that used in teaching simple past tense and present perfect tense were language laboratory and laptop (infocus). To teach tenses especially simple past tense and present perfect tense the English teacher explains the definition of simple past tense and present perfect tense, how to use both tenses and give examples. The method that used by English teacher were speech and discussion method.

From the explanations above, it can be concluded that the grammatical changes that occur in identifying simple past tense and present perfect tense were difficult for grade XI students of SMA Negeri 3 Padangsidempuan. The grammatical changes were tenses, verb, time signal and to be. The problems were happened because there were many students who have not mastered the formula of the tense and then they get confused in using “have/has” and using “was”

⁸ Jekson Parulian, The XI IPA-1 student in SMA Negeri 3 Padangsidempuan, *private interview*, 25th March 2013.

⁹ Yeni Afrilia, The XI IPA-1 student in SMA Negeri 3 Padangsidempuan, *private interview*, 25th March 2013.

and “were”, so that the students felt hard to apply the right tenses and verb in identifying between simple past tense and present perfect tense.

c. The Data Description of the Teachers’ Efforts to Overcome the Students’ Problems in Identifying simple past tense and present perfect tense at Grade XI SMA Negeri 3 Padangsidempuan

To anticipate the problems of the students in learning tense especially in simple past tense and present perfect tense the English teacher uses some efforts: Based on the result of interview with English teacher, to overcome the problems of the students in identifying simple past tense and present perfect tense, the teacher always make drill and practice more and more. Then the teacher always repeats the lesson and gave more examples about the change of tense or time. The teacher hopes that efforts can overcome students’ problems in learning simple past tense and present perfect tense.

Then, the teacher asked the students to memorize the change of the tenses, formula each tenses and before the teacher gave the lesson the teacher always asked some students about the changing that happened in simple past tense and present perfect tense and asked them to make some example about it.¹⁰

¹⁰ Syarifuddin Siregar, English Teacher in SMA Negeri 3 Padangsidempuan, *Private Interview*. 25th Maret 2013.

To check the trustworthiness of data above, the researcher used the triangulation. Triangulation was the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.

Looking for the result of the tests, it was gotten that the students' abilities in identifying simple past tense and present perfect tense was 60,53 % (see appendix IV). It can be categorized into *enough categories*. Comparing to the result of interviews, almost all of students said that tenses was hard to be understood especially in the formulas of them. When the researcher observed to the field, there were some students who were chatting and getting bored in the class.

So, it can be concluded that the triangulation is success to be done. It can be proven that the result of the instrument of collecting data is similar to each other.

B. Discussion

After analyzing the data collection, it was gotten that the students' problems in identifying simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidimpuan can be categorized in to enough categories. It can be known from the calculating score (see appendix IV) that in identifying simple past tense and present perfect tense at grade XI IPA-1 was 60,53%. While according to research done by Nur Mayan Dalimunthe about the analysis of

students' ability in mastering five tenses at grade XI in vocational high schools (SMK) Negeri 1 Batang Angkola Benteng Huraba, that the result of this research can be categorized in to enough category. Beside, according to research done by Rasmi Yusmidar about "The ability of students in using principal auxiliaries in writing tenses at grade VIII MTSs Babussalam Basilam Baru academic year 2011/2012, can be categorized into enough. It can be seen from the value of the mean score (M) got by the students, that is 58.69 %. In addition, according to research done by Linda Sari about "The Students' Mistakes in Past Tense at Grade VIII MTSs Muhammadiyah Paraman Ampalu Pasaman Barat, can be categorized into enough categories.

In identifying simple past tense and present perfect tense, there were some problems that usually faced by students, such as: the students lack of ability the changing of verb that happen in simple past tense and present perfect tense, the students have not mastering formula and time signal. It is supported by Muhibbin Syah that the learning problems can be caused by 2 (two) factors, they were: *the first*, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Inteligence Question). *The second*, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.¹¹

¹¹ Muhibbin Syah, *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2008), p. 182-184.

However, the internal and external factor influenced the students' problems in their learning. First, they faced the problems because of their worse mind set or opinion. They believe that grammar is difficult subject. Then, they have low enthusiasm and motivation in learning simple past tense and present perfect tense. Lastly, they have not understood yet the explanation given by the teacher.

To anticipate the learning difficulties, the English teacher efforts are the English teacher often repeated the lesson especially in determining the changing of tenses, verb and adverb. While to overcome the students problems in using "have/has" and was and were, the teacher gave the explanation many time and make exercises more about it so the students understood truly. Then, the English teacher motivated the students to improve students' interested in learning grammar especially in learning simple past tense and present perfect tense. The others, the English teacher always motivated the students in learning process. It is supported by Mulyasa that the learning problems can be anticipated through tutoring. It is done by teacher to guide the slow learner.¹² In addition, according to Yatim Riyanto that to overcome learning problems can be done through remedial.

¹²Mulyasa, *Menjadi Guru Profesional* (Bandung: Remaja Rosda Karya, 2008), p. 121.

C. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the researcher took the seats answers directly without care about it.

Indicator tests do not cover all of the indicators in all domains of research so that research results can be influenced. Interview list is general so that less identified indicators research, eventually results could be biased interview.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the test done by students, observation and interview done by the researcher about the students' problems in identifying simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidempuan, the writer conclude as follow:

1. The students' ability in identifying simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidempuan can be categorized enough (60,53 %).
2. The problems that usually faced by students in learning simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidempuan were: The students are still lack of ability in changing tenses, verb and formula that happened in simple past tense and present perfect tense. The students have not mastered in using the formula in passive form and using to be and to have.
3. The teachers' efforts to overcome the students' problems in identifying simple past tense and present perfect tense at grade XI SMA Negeri 3 Padangsidempuan were: *First*, the English teacher gives the students drill and practice more and more about the changing tenses, to be and formula that always happened in the simple past tense and present perfect tense. *Second*, the English teacher always repeats the lesson, gives more explanation and

gives more examples about the formula in simple past tense and present perfect tense. *Third*, the English teacher asks the students to memorize the rule of grammar and formula of simple past tense and present perfect tense. *The last*, the English teacher motivates the student to improve students' interested in learning grammar especially in simple past tense and present perfect tense.

B. Suggestions

Based on the conclusions above, the writer gives some suggestions to:

1. The headmaster of SMA Negeri 3 Padangsidempuan always to motivate the English teacher to increase his ability in teaching English.
2. The English teacher to motivate the students to improve their abilities in tense especially in simple past tense and present perfect tense and in teaching must be done by inner feeling, so that the teacher always effort and the students can understand what do we say. And then the teacher should create the class comfortable for studying and do an improvisation to attract students' enthusiasm and motivation in teaching-learning process. Finally, the teacher should give more exercise and explanation about simple past tense and present perfect tense to the students especially who got bad scores.
3. The students, they have to understand well how to use simple past tense and present perfect tense in statement, active, nominal and passive form. Then,

they have to memorize the rule for the sequence of tense, to be and all formula of the tense.

4. The readers, especially English learners more improve their knowledge in learning simple past tense and present perfect tense.

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CURRICULUM VITAE



A. Identity

Name : Hasan Anwar Sajali Tbn
Place and birthday : Padangsidimpuan, 09 December 1989
Sex : Male
Religion : Moslem
Address : Jln. Mandailing Km. 12 Desa Sipangko Kec Bt. Angkola

B. Parents

Father : (Alm) K.H. Siddiq Tbn
Mother : Hj. Rosmaini Siregar

C. Background of Education

1. Elementary School at SD Negeri No. 100920 Hutatonga, 2002
2. Junior High School at Baharuddin Islamic Boarding School Muaratais, 2005
3. Senior High School at MAN 2 Model Padangsidimpuan, 2008
4. Student of English Section at State College for Islamic Studies (STAIN) Padangsidimpuan 2008-2013.



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

Sekretariat : Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan 22733

noor : Sti.14/UBS/P-22/2012
ip : -
: Pembimbing Skripsi

Padangsidimpuan, 30 April 2012

Kepada Yth :

1. Drs. Syahid Muammar Pulungan, SH
 2. Yusni Sinaga, S.Pd.,M.Hum
- di -

Padangsidimpuan

alamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian
ayakam Judul Skripsi, telah ditetapkan judul skripsi mahasiswa di bawah ini sebagai berikut:

Nama : **HASAN ANWAR SAJALI TAMBUNAN**
NIM : 08 340 0056
Jurusan / Prog.studi : Tarbiyah / TBI-2
Judul Skripsi : **"THE STUDENTS' PROBLEMS IN IDENTIFYING SIMPLE PAST
TENSE AND PRESENT PERFECT TENSE AT GRADE XI SMA
NEGERI 3 PADANGSIDIMPUAN (A Case Study At IPA Section)"**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak / Ibu menjadi Pembimbing I dan
Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan atas kesediaan dan kerjasama yang baik dari Bapak / Ibu, kami ucapkan
terima kasih.

alamu'alaikum Wr. Wb.

KETUA PRODI BAHAS

RAYENDR
NIP. 197

DRS. SYAHID MUAMMAR
NIP. 19531207 198003 1 0

Tembusan :



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

Jl. Imam Bonjol Km.4,5 Sihitang Padangsidimpuan
Telp. 0634.22080 Fax. 0634.24022
www.stainpsp.ac.id

Padangsidimpuan, 21 Februari 2013

Nomor : Sti.14/I. B.4/PP.00.9/252 /2013

Lamp. : -

Hal : **Mohon Bantuan Informasi
Penyelesaian Skripsi.**

Kepada Yth,
Kepala SMA Negeri 3
Padangsidimpuan
di

tempat .

Assalamu'alaikum Wr.Wb.

Dengan hormat. Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama : **Hasan Anwar Sajali Tbn**
NIM : 08. 340 0056
Jurusan/Prog.Studi : Tarbiyah/TBI-2
Alamat : Desa Sipangko Kec. Bi. Angkola
Kab. Tapanuli Selatan

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul " **The Students' Problems In Identifying Simple Past Tense And Present Perfect Tense At Grade XI SMA Negeri 3 Padangsidimpuan (A Case Study At IPA Section)**".

Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

a.n. Ketua
Penabantu Ketua I

Drs. Hirwan Saleh Dalimunthe, M.A.
NIP.19610615 199103 1 004

Tembusan :



PEMERINTAH KOTA PADANGSIDIMPUAN

DINAS PENDIDIKAN DAERAH SMA NEGERI 3 PADANGSIDIMPUAN

Jl. PerintisKemerdekaan 56
Padangsimpuan Selatan

Telephone : (0634) 22435

KodePos : 22727

SURAT KETERANGAN

Nomor : 421.4/ 076/ SMA.3/ 2013

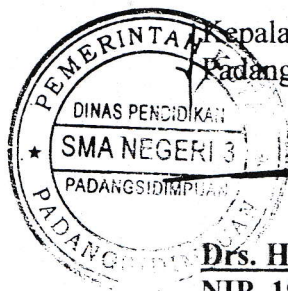
Yang bertandatangan dibawah ini Kepala SMA Negeri 3 Padangsidimpuan, Kecamatan Padangsidimpuan Selatan, Kota Padangsidimpuan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

1. Nama : **HASAN ANWAR SAJALI TBN**
2. NPM : **08.340 0056**
3. Jurusan/ Prog. Studi : **Tarbiyah/ TBI-2**
4. Lokasi Penelitian : **SMA Negeri 3 Padangsidimpuan**

Benar telah melaksanakan Penelitian di SMA Negeri 3 Padangsidimpuan dengan judul **“The Students’ Problems In Identifying Simple Past Tense And Present Perfect Tense At Grade XI SMA Negeri 3 Padangsidimpuan (A Case Study At IPA Section)”**. Sesuai dengan surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan Nomor : Sti.141/I.B.4/PP.00.9/252/2013 tanggal 21 Pebruari 2013 tentang Mohon Bantuan Informasi Penyelesaian Skripsi.

Demikian surat keterangan ini diperbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Padangsidimpuan, 28 Maret 2013



Kepala SMA Negeri 3
Padangsidimpuan,

Drs. HASBULLAH SANI NASUTION
NIP. 19560919 198602 1 002

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