A THESIS

THE STUDENTS' WRITING FIVE BASIC TENSES AT THE SECOND GRADE OFSMAN 2 PAREPARE

By

NURHIDAYAH

Reg Num. 14.1300.013

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2021

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements

Forth Degree of SarjanaPendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
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i

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A THESIS

As Partial Fulfillment of the Requirement for the Degree

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English Education Program

Submitted by:

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To

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iii

THESIS

**THE STUDENTS' PERCEPTION TOWARD YOUTUBE VIDEO IN
LEARNING SPEAKING SKILL AT THE NINTH SEMESTER
OF ENGLISH DEPARTMENTIN IAIN PAREPARE**

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v

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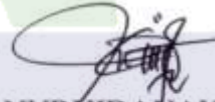
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Parepare, April, 9th 2021

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DECLARATION ON THE AUTHENTICITY OF THE THESIS
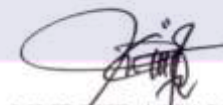
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Stated that herself conducted her skripsi, if it can be proved that is copied, duplicated or complied by other people, The degree that has been gotten would be postponed.

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ix

ABSTRACT

Nurhidayah. *The Students' Writing Five Basic Tenses at The Second Grade of SMAN 2 Parepare.*(Supervised by Hj. Nurhamdah and Ismail Latief)

The aim of this research is to find out the students skill using five basic tenses in writing. Learning writing as a foreign language is not easy as learning native language, they will meet all of the learning problems dealing with vocabulary, sound system, and grammar.

The design in this research was quantitative design. Where, in this research consist one class as a sample. The research used instruments writing test. It aimed to know that how are the students' writing skill in using five basic tenses. The sample of this study were 35 students' by cluster random sampling technique. The data collecting technique by test.

The result in this research there was of the students' understanding about five basic tenses. It indicated by the students' mean score (61,7). Therefore, the writer conclude that the students are still get difficulties in using tenses specially changing the sentences in five basic tenses. In addition, the result of the test shows that the students writing in using five basic tenses that was still fair category.

Keyword: Writing sentence, five basic tenses

LIST OF CONTENTS

LIST OF TABLES

Table Number	Name of Tables	Pages
2.1	The Time and Event of Tenses	20
2.2	The Combination of Time and Event of Tenses	20
2.3	The Using Frequency Verb	23
2.4	The Using Of Frequency Adverb With Be	24
3.1	Population	38
3.2	Sample	38
3.3	Classification of The Students Score	39
4.1	The Students Score	41
4.2	Frequency of Students Writing Five Basic Tenses	42
4.3	Students Score Classification	43

LIST OF FIGURES

xiv

LIST OF APPENDICES

Number of appendix	The Title of Appendices	Pages
1	Instrument	

CHAPTER I

INTRODUCTION

A. Background

In Indonesia, English is the first foreign language which is taught from elementary schoolup university level. Student have to know many types of grammar structure in order to communicate appropriately. They also have to produce correct pronunciation, intonation and stress. Meanwhile Indonesian as our native language does not have as much as structure like English. Moreover, student have to already been surrounded by their mother tongue and spoken it since by they are childhood.Language is important in human life, people use language for communication between one and another and also it is used to deliver message or ideas from the speaker to the listener in interaction among themselves or with the environment. Every country has a different language, we need an international language for communication around the world.

If we want to communicate in English means we have to use grammar correctly because without the use of correct grammar we will not be able to convey the message we are talking about or forward properly. In Indonesian there is no change in the verb when we talk about the present, past, or future. In English there are tenses that we must pay attention. Tenses are verbs that different according to the time when the action or job occurs. Tenses mastery is

an ability that must be possessed by students to improve their English skills both oral and written. In formal writing or scientific writing, the importance of properly mastering tenses is very necessary.

According to Setiyadi, "Teaching the target language is seen as a mental discipline even though it is often claimed that the goal of the language teaching is to be able to read literature in this original form"[1]. The goal of teaching and learning English is to make the students master English skills. There are four English skills namely; speaking, reading, writing, and listening, that should be mastered by the students. Writing is a psychological activity of the language user to put information in the writing text.[2]

The written productive language skills is called writing. It is skill of a writer to communicate information to a rider or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language she/ he writing to transfer information she/ he has in her or his mind to her or his readers effectively.[3] Writing is a process communication which uses conventional; graphic system to convey a message to reader. For many of foreign language learners, writing is considered as the most difficult skill because in writing they

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[1] Ag. Bambang Setiyadi, *Teaching English AsA Foreign Language*,(Yogyakarta: Graha Ilmu,2006),p.32

[2] Sanggam Siahan*, Issue In Linguistics*(1nded). (Yogyakarta: Graha Ilmu,2007),p. 215

[3] Sanggam Siahan*, The English Paragraph*(1nded). (Yogyakarta: Graha Ilmu,2008),p. 2

[4] Sanggam Siahan*, Generic Text Structure*(1nded). (Yogyakarta: Graha Ilmu,2008),p.3

have to combine the correct grammatical and also the coherence of the paragraph.[4]

The researcher takes the topic because to be able to mastery the four basic skills above, the students have good foundation about English language. One of them is about tenses. Tenses is crucial problem in learning English in senior high school. Most of students assume that to become master of tenses, they have to memorize the form of all tenses. It is very difficult, complicate and spending time longer to study about it. So the paradigm will make the students more boring and uninteresting to study about tense, and finally most of the students have not knowledge about tenses.

Based on the explanation above, the researcher choose this research because the researcher want to know how the implication of dice game to improve the students' five basic tense in the second grade at SMAN 2 Parepare.

B. Research Question

In relation to the background above, the researcher formulates the research problem statement as follow;

1. How are the students'writing five basictenses at the second grade of SMAN 2 Parepare?

C. Objective Of The Research

The objective of the research is to finding out whether the students' ability in using five basic tenses of the second grade student of SMAN 2 Parepare.

D. Significance of the research

This result of the research is expected to be useful information for the English teacher, students and the next researcher.

1. The English teachers in varying their teaching model in the class and motivates the students to improve their grammar mastery especially tenses, so they will be interested and enthusiasm to learn English.
2. For the students, the research is used to motivate the students to be able to improve their grammar especially on five basic tenses and helping the students to learn English easily.
3. Next researcher, expecting to be useful information to the next research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Some Pertinent Ideas**

1. **The Concept of Writing**

   a. **Definition of Writing**

   Writing is one of the language skills and productive skill will be learned by students in junior high school,senior high school, and university. Students will be able to express their ideas and feeling by English writing. Learning writing as a foreign language is not as easy as learning native language; they will meet all of the learning problems dealing vocabulary, sound system, and grammar or structure. Many English learners think of writing as the fact of picking up a pencil and forming letter either by printing or writing them in cursive they could think about the fact composing a piece of text. There are two types of writing: first, writing in each character is a picture of an object or idea, called picture writing or ideographic writing such as hieroglyphs of the ancient Egyptians; second, writing in which each character represents speech sound called alphabetic writing. Most language, including English and Indonesian, use alphabetic writing to represent their speech

sounds, which is used by the public in books, paper magazines, and writing letter. [5]

Writing is a production of graphic symbols to form word in a sequence of sentence arranged in particular order and link together in certain ways also writing is process of encoding a message to transfer meaning to reader.[6] According to Oxford, writing is activity of writing, written words of an author and handwriting.[7] "Writing is a way of thinking and rewriting. He/she groups of the writing process: prewriting stage, the writer tries to get clear in his/her specific approach to the subject should be, what kind of materials should be organized and presented for the particular kind of the reader, the writer has in mind,: in short, the writer plans the organization and content of he/she has and considered where in how the first draft can be infolved."[8]

Another statement about writing skill comes from Widdowson states that writing is a communicative activity and is carried out in accordance with certain general principal in which underline the use of language in communication.[9]

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[5] Widodo Hami, *"Improving students ability in Writing Descriptive Text Trough Wholesome Scattering Game"* (Unpublished Thesis: IAIN Walisongo 2011), p.7.

[6] Donn Byne. *English Teaching Perspective*,(Singapore: Longman. Unpublished,1980).p.35.

[7] Oxford University Press*, Oxford Learner's Pocket Dictionary*. Third Edition.(Printed in China.2003).p.502.

[8] Adelstain, M.E Pival, *The Writing Commitmen* (New York: Harcourt Brace J,1980),p.32

[9] Sabir, *Writing skill*, http://e.wikipedia.org/wiki/*Writing Skill.* (retrieved on January 2014)

Richard states that writing is a way of expressing thought from mind to printing materials. We can state that writing is a kind of activity where writer puts all the ideas in her mind to a paper from words to sentence, sentence to paragraph to essay.[10]

Kroma argues that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper (print) from words to sentences, sentences to paragraph and from paragraph to essay and also writing is a process of creating an idea and express the meaning in written form. Writing is a way of communicating a message to reader for purpose. The purpose of writing is a to provide information for and persuade a reader.[11]

Based on the definition above, the writer can concluded that writing is expression of writer's idea in a written symbol form on paper in order the reader can read it and get the meaning of writer opinion.

b. **Types of Writing**

1) **Narrative**

Narrative is the form of writing used to relate the story of acts or events. It places occurrences in time and tells what happened according to natural time sequences. Types of narrative includes

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[10] Richard, J. 1997. *Apporoach and Method in Language Teaching*. (London: Cambridge Uneversity Press. Unpublished).p.98

[11] Kroma. 1988. *Action Research in Teaching Composition*. (Vol 24 forum Washington DC).

short stories, novels, and new stories, as well as large parts of our everyday social interchange in the form of letters and conversation.[12] Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which I turn finds a resolution. The generic structure are orientation, evaluation, complication, resolution and re-orientation.

2) **Descriptive**

Descriptive is writing text to describe a particular person, place or thing. The generic structure of this text consist of identification and description. Descriptive reproduced the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to creative a visual image of people, places, even of units of time-days, time of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality. Good description usually has three important qualities.

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[12] Little McDougal & company . *Basic skill in English*. (New York: United state of America,1999),p.104

These have a dominant impression supported by specific details, a clearly recognizable mood, and logical development.[13]

3) **Expository**

Expository is used in giving information, making explanation, and interpreting meanings. It includes editorial; essay, and informative, and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developed in a number of ways as follows :

a) Process. Exposition may be used to explain a process that is to tell howsomething is made or done.
b) Definition. An explanation of what a word or a term means is another kindof exposition. The simplest form is a statement and this applies to dictionary definitions.
c) Analysis. It divides a subject into parts and examines those parts.
d) Criticism. It involves evaluation, which is analyzing and weighingstrengths and weaknesses.

4) **Argumentation**

Argumentation is used in persuading and convincing. Argumentation is used to make a case or to prove or disprove a

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[13] George Wishon and Burks. *Lets write English.* (New York: Litton Education Publishing,1980),Inc.p.128-129

statement or proposition.[14] It is closely related to exposition and it is often found combined with it. The aim is to make a case or to prove or disprove a statement or position. It may present arguments to persuade the reader to accept an idea or a points of view.

5) **Report**

   Report is writing text which purpose to describe the way things are with reference to a range natural, manmade and social phenomenon in our environment. The generic structures of this text consist of general classification and description tells what the phenomenon under discussion.

6) **Discussion**

   Discussion is writing text which purpose (at least) two points of view about an issue. The generic structure of this text consist of issue, arguments and conclusion or recommendation.

7) **Explanation**

   Explanation is writing text which purposes to explain the processes to explain the processes involved in the formation of workings of natural or sociocultural phenomena. The generic structure of this text consist of a general statement to position the

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[14] George E. Wishon, *Let's Write English* (New York: Educational Publishing. Inc,1980),p.377

reader and a sequenced explanation of why or how something occurs.

8) **Exposition (analytical)**

Exposition (analytical) is writing text to persuade the reader to listener that something in the case. The generic structure of this text consist of thesis, arguments and reiteration.

9) **Exposition (Hortatory)**

Exposition hortatory is writing text to persuade listener that something should or should not be the case. The generic structure of this text consist of thesis, arguments and recommendation.

10) **News Item**

News item is writing to inform readers, listeners, or viewers about events of the day which are considered newsworthy events of important. The generic structure of this text consist of newsworthy events, background, events and sources.

11) **Anecdote**

Anecdote is a text share with others an accounts of an account of an unusual or amusing incident. The generic structure are abstract, orientation, crisis, reaction, and coda.

12) Procedure

Procedure is writing text to describe how something is accomplished through a sequence of action or steps. The general structure of this text consists of goal, material, and steps.

13) Review

Review is writing text to critique an art work, event for a public audience. The generic structure of this text consist of orientation, interpretative recount, evaluation and evaluation summation.

c. Components of Writing

There are components of writing, namely : content, organization, vocabulary, language use, mechanics, and grammar.[15]

1) Content

The content of writing is about ability to think creatively and develop thoughts, excluding all irrelevant information. The content of writing should be clear to readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing the content should be well,

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[15] Pardiyono, *Writing Clues for Better Writing compotences* (Yogyakarta:C.V Andi Offset, 2006).p.136

unfilled and complements which become the characteristic of good writing as follows.[16]

Unity, the writing is regarded to have a good unity if it has same main ideas and the sentences obtained in it developing that idea, the main ideas are stated in the topic sentence. Completeness, writing is said completeness if the main idea are explained and developed fully.

2) **Organization**

The purposed of organization material in writing coherence. Organization is the ability to develop ideas and topic which relevant in a united form. On the other hand, it concern in ways of writer to arrange and organize the ideas or message in writing. There are many ways in process of organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern. There are many ways used by the writer to organizer or arrange the writing. This organization is mainly recognized are order.

Chronological order, this type of organization is commonly used in duration and exposition. "In narrative it deals with the

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[16] Bialystok, E.*Oral Communication Strategies for Lexical Difficulties* (Interlanguage Bulletin.1980),p.16

events that are given in the process that is described from beginning to the end".

Order of importance, this type organization is a way of organizing supporting details according to their importance when a write arrange details in this way, how many start it with the most important ones and process to the least important ones.

General to particular, this type of organization is commonly used in expository writing this type is usually known as deductive order the supporting sentence explains the general idea of the topic sentence in the first sentence.

Particular to general this type usually known as inductive order the writer will lead reader through various kinds of supporting sentence to concluding sentences. The topic is placed in the end writing.

General to particular, it begins with generalization in the final sentence, but slightly in different word.

3) Vocabulary

Vocabulary is one of the elements of language is important to study. Vocabulary is the basic competences like reading, writing, listening, and speaking. The effective used of words was always

resulted good writing both specific and technical writing. In this case, the dictionary was very considerate. Vocabulary was one of the components of writing to express ideas we always deal with vocabulary makes it difficult to express ideas.

"The lack of grammar will make the content of the writing vague and can misunderstanding. Every sentence in the writing is automatically related to the tenses, the description of narration."[17]

4) **Language Use**

"We cannot write anything if he or she does not express their ideas in the appropriate words of vocabulary lack of vocabulary make students fails to compose what they are going to say because he or she feels difficult to choose words appropriate vocabulary will help the writer to compused the writing and also make readers easy to understand."[18]

Language use in writing description and other form of writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more after separate items of

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[17] Byrne Donn, *Teaching Writing Skill*, (FE: Ongman Group.LTD,1988).p.23
[18] Hogue Aan. *First Steps in Academic Writing*. Addition(Wesley; Longman Group, 1996).p.24

language for separate function and also grammar can help student improve the use of found language.

5) Mechanics

There are at least two parts of mechanics in writing namely; punctuation and capitalization. Punctuation is important as the way to clarify meaning. In English capital letters have two principles. First, they are use to distinguish between particular and things. Second, it is use as first word in quotations, as a formal statement and proper adjectives. Capitalization, the use of capitalization can clarify the ideas. If the sentence are not capitalized correctly, ambiguous and misunderstanding will appear. It also helps to differentiate from sentence to others. The words which are capitalized at beginning of; the name of people, organization, first and the last word of title.

6) Grammar

Grammar concerns about the ability to write correct and appropriate sentences. The writer has to give attention for preposition, tenses such as using of verbs, nouns, adjectives, also conjunction and articles. Grammar is a system of rule governing the conventional and relationship of words in sentences.

2. **Tenses**

a. **Definition of Tenses**

Tenses is grammatical category that locates a situation in time, to indicate whether an action activity or state in past, present and future. Diagram shown below will be used in tenses description;

```
                    ┌──────────────┐
                    │   Present    │
                    └──────┬───────┘
                           │
  ┌──────────────┐         │         ┌──────────────┐
  │     Past     │─────────┴─────────│    Future    │
  └──────────────┘                   └──────────────┘
```
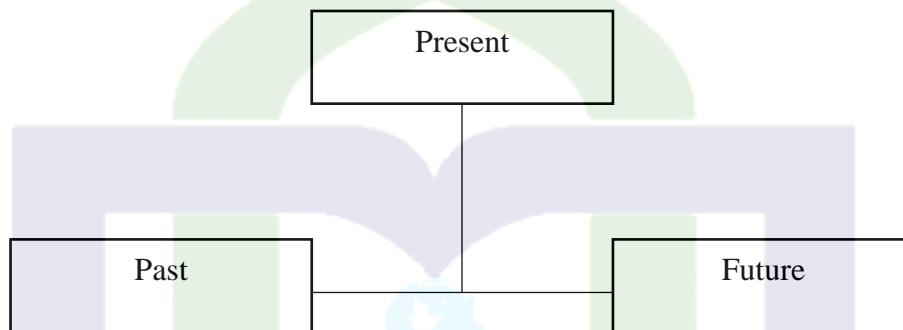
The verb shows time by changing its form. These forms are called tenses.[19]

According to some reference, tenses are explained with the similar explanation. These are some definition of tenses:

1) Tenses can be meant as a describing or explaining when an even, happen or action be happen in sentence agree with condition, that is present, past and future.[20]

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[19] G. S. Mudambadithaya, *English Grammar and Composition,* (Printed; Visual Printers: Delhi, 1997), p. 69;70

[20] Ali Rahman. *"Fundamentalis English Grammar"* (Yogyakarta: Pustaka Widyalama, 2007), p. 246

2) Tenses is a change form of verb in a sentence cause times' form and adverb of time.[21]

3) The verb in a sentence expresses an action, even or state with relationship to rime. It tells us whether an action/even took place some time ago (past), whether it takes place now (present) or whether I will take place sometimes form now (future). The verbs shows time by changing its form. These forms are called tenses.[22]

4) Tenses is a verb form that shows the time of the action or state: the present/past/future.[23]

Based on the points of opinion above, the conclusion is tenses is a verb used to show the time when even or activity is happened. In Indonesia language there are 16 kinds of tenses in English. There are many people who learn English language still difficult to find the right meaning of tenses, whereas tenses in learning English language is very important because we are impossible to use in English in written and oral communication in daily life if we do not understand and mastery the tenses problem. In English we often get stuck by a feeling lazy to learn this international language by number rather make tenses headache, especially for people who are just starting to learn English.

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[21] Andrew Mc. Carthy, Rudy Haryono, *English Grammar Accurate, Bright, And Clear* (Surabaya: Gita Media Press, 2008), p. 406.

[22] G. S. Muhambadithaya, *"English Grammar and Composition"* (New Delhi : Vikas Publishing House PVT LTD), p. 70

[23] Oxford Learner's Pocket Dictionary, p. 458

Actually, only a fraction tenses formulas that had to be memorized if you really want to master English. There are tips and tricks to master the all of tenses form.

Tenses are forms from verb that shown:

1) Time when the event happen.

2) The level of completeness an event was happen at the certain time. (will do, is doing, just do, has done)[24]

Table 2.1 The Time and Event of Tenses

TIME	EVENT
• Present • Past • Future • Past Future	• Simple • Continuous • Perfect • Perfect Continuous

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[24] Fuad Mas'ud, *Essential of English Grammar a Practical Guide,* (Yogyakarta: BPFE-Yogyakarta, 2010, 3th Edition), p. 18

Table 2.2 The Combination of Time and Event Will Result Sixteen Tenses, it

Can Be Seen on the Table Below:

Event/Time	Present	Past	Future	Past Future
Simple	Simple present	Simple past	Simple future	Simple past future
Continuous	Present continuous	Past continuous	Future continuous	Past future continuous
Perfect	Present perfect	Past perfect	Future perfect	Past future perfect
Perfect Continuous	Present Perfect continuous	Past perfect continuous	Future perfect continuous	Past future perfect continuous.[25]

In this research the researcher will use five tenses among sixteen tenses as shown on the table above. They are simple present tense, simple continuous tense, past tense, simple future tense, present perfect tense.

3. **The Kinds of Tenses**

   a. **Simple Present Tenses**

   In general, the simple present express events or situations that exist in usually, habitually; the exist now, have existed in the past, and probably will exist in the future.[26]

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[25] Suherman, *Top Grammar a Guide to Write English* (Yogyakarta: Pustaka Ilmu, 2013), p. 157.

1) The Pattern of Simple Present Tense

Simple present tense with the main verb:

(+) S + VI (s/es) + O

(-) S + do/does+ not + VI + O

(?) Do/does + S + VI + O ?

Note:

Plural :				Singular:		
I		Do		She		Does
You				He		

She, he, it use at the end of verb S/ES

-S   for verb at the end of consonant word.

-ES for verb at the end of vocal ch, sh, x, ss and y.[27]
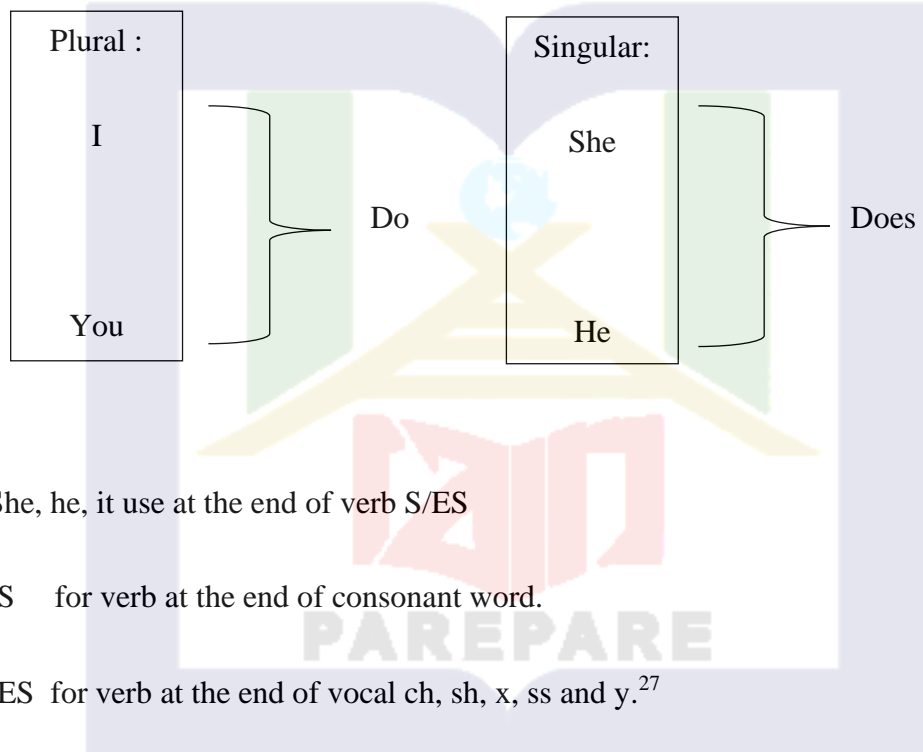
Example:

(+) she writes a letter   (+) I write a letter

---

[26] Betty ,shrampfer Azar, *Understanding and Using English Grammar,* (Washington: 2016, 3th Edition), p. 2.

[27] Haira Riska & Niswatin Nurul Hidayati, *Mega Bank of Grammar,* (Yogyakarta: Pustaka Baru Press, 2015, first edition), p. 35

(-) she does not write a letter   (-) I do not write a letter

(?) Does she write a letter?   (?) Do I write a letter?

Using frequency adverbs: always, usually, often, sometimes, seldom, rarely, never:

Always   : 100%   Seldom : 25%-10%

Usually   : 99%-90%   Rarely : 10%-1%

Often   : 90%-70%   Never : 0%

Sometimes : 75%-25%

They come between subject and simple present verb.

Table 2.3 The Using of Frequency Verb

Subject +	always	+ Verb
	usually	
Subject +	often	+ Verb
	sometimes	
	seldom	
	rarely	
	never	

Simple Present with Verb Be :

(+) S + to be (is, am, are) + Complement (adjective, noun, adverb).

(-) S + to be (is, am, are) + not + Complement (adjective, noun, adverb).

(?) To be (is, am, are) + S + Complement (adjective, noun, adverb) ?

I ⟶ am

You,we   are   she, He is.[28]

They   it

Example:

(+) She is beautiful.   (+) I am smart.

(-) She is not beautiful.   (-) I am not smart.

(?) Is she beautiful?   (?) Am I smart?

Table 2.4 The Using of Frequency Adverb with Be :

	always	
	usually	
	often	
Subject + be (am, is, are)	sometimes	+ Adverb
	seldom	
	rarely	
	never	

2) The Function of Simple Present Tense

Simple present is used to say something was true in the past, Is true inthe present, and will be true in the future. It is used for generally statement of fact.

[28] Raymond Murphy, *Essential Grammar in Use,* (Australia: Cambridge University Press, 1990), p. 5

Example : The sun rises in the east.

The simple present tense is used to express habitual or everyday activity.

Example : He studies English everyday.

3) **Time Signal of Simple Present Tense**

Adverb time:

Every day.

Every week.

Every month, etc.

Adverb of frequency :

Always

Usually

Often, etc.

Adverb of quantity:

Once a week.

Twice a month.

Three times a day, etc.

b. **Simple Past Tense**

The simple past tense is used to talk about activities or situation that beganand ended in the past e. g:, yesterday, last night, two days ago, in 1990, etc).[29]

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[29] Betty Scharmpfer Azar, *Fumdamental of English Grammar,* (Jakarta : Binarupa Askara, 1993, 2nd edition.), p. 18.

1) The Pattern of Simple Past Tense

Simple past with main verb

(+) S + V2 + O

(-) S + did + not + V1 + O

(?) did + S + V1 + O ?

Example:

(+) She learned English.   (+) Novi pushed the door.

(-) She did not learn English.   (-) Novi did not push the door.

(?) Did she learn English?   (?) Did Novi push the door?

Simple past with Was/Were

(+) S + was/were + Complement (adjective, noun, adverb).

(-) S + was/were + not + Complement (adjective, noun, adverb).

(?) was/were + S + Complement (adjective, noun, adverb).

Example:

(+) She was beautiful.   (+) They were so busy.

(-) She was not beautiful.   (-) They were not so busy.

(?) Was she beautiful?   (?) Were they so busy?

Note:

I ⟶ Was   She ⟶ Was

You ⟶ Were   He ⟶ Was

They ⟶ Were   It ⟶ Was

We ⟶ Were

2) The Function of Simple Past Tense

Simple past is used to explain activities or situation in the past.

Example: I went to Jakarta last week.

The simple present tense is used to express habitual in the past.

Example: I always came late last year.[30]

3) Time Signal of Simple Past

Yesterday	Two days ago
The day before yesterday	In 1998
Just now	Four months ago
Last Night	A few minutes ago
Last week	The other day.[31]

c. Simple Future Tense

Simple future tense is used to express the act to be performed in the future.

1) The Pattern of Simple Future Tense

Simple future tense with main verbs:

(+) S + Will/Shall + V1 + O

(-) S + Will/Shall + not + V1 + O

(?) Will/Shall + S + V1+ O ?

Example:

(+) They will come to your home.

(-) They will not come to your home.

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[30] W. Y. Gumpol, *Mastery of Sixteen Ttenses,* (Yogyakarta: Penerbit kanisius, 1995), p. 56.

[31] Nur Aisah, *"Improving Students Writing A bility through Fivr Tenses At the Fourth Semester In English Program of STAIN Parepare"* (Unpublished Skripsi; English Department: Parepare, 2016(, p. 21 .

(?) Will they come to your home?

Simple Future tense with the verb be:

(+) S + Will/Shall + Be + Complement (adjective, noun, adverb).

(-) S + Will/Shall + Be + not + Complement (adjective, noun, adverb).

(?) Will/Shall + S + Be + Complement (adjective, noun, adverb).

Example:

(+) I will be angry to you.

(-) I will be not angry to you.

(?)Will I be angry to you?

Note:

- Will : I, you, we, they, she, heh, it.
- Shall : I, we.

2) **The Function of Simple Future Tense**

It used to declare the act to be performed in the future.

Example: I shall go to Dubai next year.

It is used to make an appointment at the time will come.

Example: Lina will help you by four.

It is used to declare allow for others to do something.

Example: Will you go out, please!

It is used to declare a must.

Example: She will study hard for the examination.

3) Time Signal of Simple Future Tense

To night	Later
This afternoon	This weekend
Tomorrow	Next week
The day after tomorrow	Next time

d. Present Continuous Tense

Present continuous tense describes an action that is ongoing at the present time.

1) The Pattern of Present Continuous Tense

Present continuous tense with main verb

(+) S + To be (am, is, are) + V1 (ing).

(-) S + To be (am, is ,are) + not + V1 (ing).

(?) To be (am, is, are) + S + V1 (ing)?

Example:

(+) She is missing him.

(-) She is not missing him.

(?) Is she missing him?

Present continuous tense with the verb being

(+) S + To be (am, is, are) + being + Complement (adjective, noun, adverb).

(-) S + To be (am, is, are) + not + being + Complement (adjective, noun, adverb).

(?) To be (am, is, are) + S + being + + Complement

(adjective, noun, adverb)?

Example:

(+) I am being at hospital.

(-) I am not being at hospital.

(?) Am I being at hospital?

Note:

I   ⟶   am

You			She		
We	are		He	Is	
they			It		

2) **The Function of present continuous tense**

It is used declare the act is in progress at the time of speech (at the moment of speaking).

Example: I am writing my research proposal now.

It is used to declare an event or action that will be done in the future And adverbs tonight or tomorrow should be mentioned.

Example: Mila is leaving to Lembang tonight.

3) **Time Signal of Present Continuous Tense**

Now	this afternoon
Right now	soon
Today	tonight
This morning	in few days.[32]

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[32] Aris W, *Tuntas Menguasai 16 Tenses,* (Yogyakarta, Pustaka Widyatama, 2008), p. 17-20

e. **Simple Present Perfect Tense**

Present perfect tense describes events that have occurred in the past that has something to do with the present, but the time is not clearly known. Can also be used to describe a job or event that occur in the present and has been completed.

1) **The Pattern Of Present Perfect Tense**

Present Perfect tense with main verb:

(+) S + have/has + V3 + O.

(-) S + have/has + not + V3 + O.

(?) Have/has+ S + V3 +O?

Example:

(+) She has studied hard.

(-) She has not studied hard.

(?) Has she studied hard?

Present perfect tense with the verb be :

(+) S + have/has + been + Complement (adjective, noun, adverb).

(-) S + have/has + not + been + Complement (adjective, noun, adverb).

(?) Have/has + been + Complement (adjective, noun, adverb)?

Example:

(+) She has been in Jakarta.

(-) She has not been in Jakarta.

(?) Has she been in Jakarta?

2) **The Function of Present Perfect Tense**

It is used to declare an event or action that has occurred in the past and still continuous to this day.

Example: I have stayed in Indonesia for two years.

Stating the events that have occurred but the timing is not necessarily (not specific).

Example: I have seen you.

3) **Time Signal of Present Perfect Tense**

Already	three times
Never/ever	so far
Just	not…..yet

B. Previous Research Findings

Related this research, many research have conducted a research about tenses some of them will be illustrated as follow :

Irmawanti stated in her research part of speech card in teaching tenses for senior high school student at SMA Negeri 1 Panca Lautang, based on the data, the researcher conclude that part of speech card was effective in teaching tenses. The finding showed that after giving treatment the students had improvement in learning tenses used part of speech card. It means that there was significant

difference in using part of speech card in teaching tenses to increasing students' grammar ability for senior high school students.[33]

A.Abd. Aziz Ridwan stated in his research empowering the students' tenses mastery by using mating tenses technique for the second grade of boarding school Al wahid panca lautang, based on the data, the research found that there was significant empowering of students' tenses mastery between pretest and posttest after teaching mating tenses technique in boarding school al-wahid panca lautang.[34]

Musdalifah, stated in her research the effectiveness of using love story game to teach tenses formulation to the first year of students of SMA Negeri 7 Pinrang, based on the data, the research concluded that there are significant differences between the experimental class taught by using games as a treatment and the control class was taught without game of the results of the analysis of independent sample t-test teaching tenses formulation through love story games to the first year of student SMAN 7 Pinrang. It means that teaching

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[33] Irmawanti " *Part of Speech Card in Teaching Tenses For Senior High School Students* (Unpublished Skripsi, Parepare: STAIN Parepare,2015), p. 39

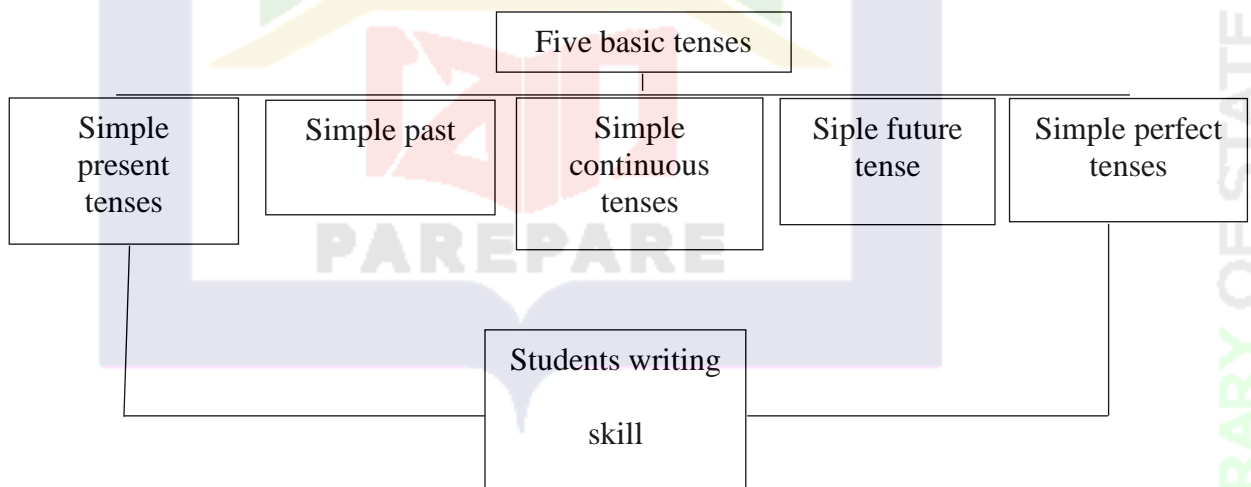[34] A.Abd.Azis.Ridwan, " *Empowering the Students' Tenses Mastery by Using Mating Tenses Technique for the Second Grade of Boarding School Al Wahid Panca Lautang* (Unpublished Skripsi, Parepare: STAIN Parepare,2015), p. 44

tensesformulation through love story game is better and effective than teaching tenses without game.[35]

From the point of view of some researches above, it can be found that there are many ways to improve the students' tenses mastery such us; using media, method ant the others. The researcher gave the one of ways to improve the students' tenses mastery by using dice game media. The researcher hopes the using of dice game media effective to teach tenses for the student of SMA Negeri 7 Pinrang.

C. Conceptual Framework

The conceptual framework underlying this research is given the following diagram:

Five basic tenses

Simple present tenses	Simple past	Simple continuous tenses	Siple future tense	Simple perfect tenses

Students writing skill

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[35] Musdalifah *" The Effectiveness of Using Love Story Game to Teach Tenses Formulation to The First Year of Students of SMA Negeri 7 Pinrang* (Unpublished Skripsi, Parepare: STAIN Parepare, 2015), p. 40

D. Variable and Operational Definition

    1. Variable

        This research has one kinds of variable:

a. The variable of this research is students' writing five basic tenses ability in SMAN 2 Parepare.

    2. Operational Definition

a. Five tenses in this research is a material of English grammar to make a good written in English. Actually there are 16 tenses in English, but the researcher her just focus on five basic tenses, they are simple present tense, simple past, simple future tenses, present perfect continuous tenses, present perfect tenses.

b. Students writing is the students to write a sentence after give the test.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used quantitative method. This research design was applied descriptive method. This research is research that does not make changes to the variable studied.[36] This research will used cross sectional survey. "in cross sectional studies, a survey is administrated to a population once"

B. Location and Duration of the Research

The location of this research get place in SMAN 2 Parepare by focusing at the second year students on academic year 2020/2021, and the duration of the research are one month. Because this research have a several time to collect and analyze the data.

C. Population and Sample

1. Population

Scarvia in Sugiyono stated that a population is a set or collection of all elements possessing one or more attributes of interest.[37] The population of this

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[36] Sofiyan Siregar, *Statistik Parametrik untuk penelitian kuantitatif di Lengkapi dengan Perhitungan Manual & Aplikasi SPSS Versi 17*. Edisi 1.(Cet III,Jakarta: Bumi Aksara,2015),p.10.

[37] Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D.* (Bandung: Alfabeta,2010), p. 115.

research was the students of SMAN 2 Parepare in academic year 2020/2021.

The total number of them can be seen in the following table:

NO	CLASS IPA	TOTAL
1.	XI.IPA 1	36
2.	XI.IPA 2	35
3.	XI.IPA .3	36
TOTAL NUMBER		107

Table 3.1 Population of the Second Grade students of XI SMAN 2 Parepare
(Source: Administration of SMAN 2 Parepare)

2. **Sample**

There three classes as population. The researcher will take one class as sample. The researcher will use classroom random sampling technique with consideration. The total number of the sample is 21 students from XI IPA 2.

Table 3.2 Number of sample

NO	CLASS	SEX		TOTAL
		Male	**Female**	
1	XIIPA 2	18	17	35

D. Instrument of Research

In this research, the researcher usedwriting test, observation, and documentation.

E. Procedure of Collecting Data

The researcher conducted testing in collecting data, research test will be distributed to students who are sampled in SMAN 2 Parepare. This research test sheet consist of 3 parts, namely personal identity, instruction for filling in and research statement.

F. Technique of Data Analysis

Technique of data analysis in this researcher would conduct the following procedure:

Score =	Students' correct	x 100
	The total item	

Table 3.3 Classification of the Students Score

Classification	Score
Very good	80-100
Good	66-79
Fair	56-65
Poor	40-55
Very poor	<39[38]

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[38] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidika*n, Edisi Revisi; (Jakarta: Bumi Aksara, 2009), p. 245

Calculating the mean score of the students answer by using formula:

$$X = \frac{\sum^X}{N}$$

Where : X = Mean Score

$\sum^x$ = total raw score

N = Total Respondent[39]

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[39] Gay L.R, *Educational Research Competence for Analysis and Aplication*, p. 282

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the data analysis as well as finding and discussion of the result of data analysis. The finding of this research is the students score gained through the test. While in the discussion, the research describe interpretation of findings given.

A. FINDING

The finding of the research is finding out of the answer of the research question in the previous chapter. The writer applied the test. The finding would answer the problem statement in the mention it the first part research. The research was aimed to revealing and describing the students' writing five basic tenses at the second year of SMAN 2Parepare. The learning result.

Table 4.1 The students score

No	Classification	Score	F	%
1	Very Good	80-100	4	16
2	Good	66-79	7	29.17
3	Fair	56-65	15	43,3
4	Poor	40-55	9	11,53
5	Very Poor	<39	-	-

Total	35	100%

Table 4.1 Based on the table showed that the students' score after giving the test. It showed there are 4 students got very good classification. There are 7 students' got good classification. Besides that, in fair classification, there were 15 students'. Furthermore, there were 9 students' got poor classification. Meanwhile in very poor classification there was not students' got. So, the writer found that the students' understanding of five basic tenses. Because there were fifteen students got fair score with percentage 43,3% even though, as can be seen, there were seventh students' got good score with percentage 29,17%, and four students got very good score with percentage 16% and poor score got nine students' with percentage 11,53%.score classification

table 4.2 Frequency of students writing five basic tenses

No	Tenses	Frequency	%
1.	Simple Present	25	20,50
2.	Simple Past	7	30,23
3.	Present continuous	20	17,55
4.	Simple future	10	12,28
5.	Present Perfect	21	19,44
	Total		100%

Table 4.2 based on the result, it will be explained as follows:

1. The percentage of simple present tenses is 20,50% ; 25 students from 35 sample made correct answer. In simple present tenses students have the ability

to change the sentences quite well. It can be seen from the percentage of correct answer to the question given.

2. In simple past tenses students have the ability to understand or change sentences that are very low. It can be seen from the percentage of their answers. The percentage of simple past tenses is 30,23% ; 7 students from 35 sample made correct answer. And they make a lot of mistakes in to be and the verb is the same and not changed into the past tenses.

3. The percentage of present continuous tenses is 17,55% ; 20 students from 35 sample made correct answer. In simple present continuous tenses from the frequency of their answer, it is enough to understand the formula of the present continuous tenses. It's just the some of them still don't understand and are fooled by the sentence given and forget to add to be to the sentence change.

4. In these tenses, students simply understand the formulas and changes in the sentences given. The percentage of simple future tenses is 19,44% ; 21 students from 35 sample made correct answer. And the frequency is only a few students who still don't understand.

5. Almost the same as simple past tenses, in the present perfect tenses it can be seen the percentage of their correct answers. The percentage of present perfect tenses is 12,28% ; 10 students from 35 sample made correct answer. And most of them make mistakes in adding to be and changing the verb. The students ability in these is still low and they are still confused in changing sentences.

Based on frequency of correct answer, most of the students confuse and made mistakes in thesimple past tenses, present perfect tenses, and simple continuous tenses. In the simple present tenses students have no difficulty in changing sentences into positive sentence, negative and interrogative sentence. Same with simple future tenses, they are quite familiar with changing existing sentences. Whereas in the use of simple continuous tenses, only a few of them do not understand. Most of the students made mistakes in the simple past tenses and simple future tenses.

table 4.3 Students' score classification

Students	Score	X^2	Classification
Students 1	80	6400	Very Good
Students 2	60	3600	Fair
Students 3	50	2500	Poor
Students 4	50	2500	Poor
Students 5	60	3600	Fair
Students 6	80	6400	Very Good
Students 7	60	3600	Fair
Students 8	60	3600	Fair
Students 9	50	2500	Poor
Students 10	70	4900	Good
Students 11	80	6400	Very Good

Students 12	60	3600	Fair
Students 13	70	4900	Good
Students 14	60	3600	Fair
Students 15	70	4900	Good
Students 16	60	3600	Fair
Students 17	60	3600	Fair
Students 18	50	2500	Poor
Students 19	60	3600	Fair
Students 20	60	3600	Fair
Students 21	70	4900	Good
Students 22	50	2500	Poor
Students 23	60	3600	Fair
Students 24	50	2500	Poor
Students 25	50	2500	Poor
Students 26	60	3600	Fair
Students 27	80	6400	Very Good
Students 28	70	4900	Good
Students 29	60	3600	Fair
Students 30	60	3600	Fair
Students 31	50	2500	Poor
Students 32	70	4900	Good

Students 33	60	3600	Fair
Students 34	50	2500	Poor
Students 35	70	4900	Good
Jumlah	2160	136.400	

As illustrated4.3The result of the students' writing sentence showed that there were students classified into very good score and there are some students' classified into good score classification. Most of students' were classified into fair classification. No one students' that classified into very poor classification. For poor classification there nine student classified from thirty five students'. Total score was 2160. The following are the process of calculation to find the mean score based on the calculation of the students' score.

Mean of the students score:

$$X = \frac{\sum^X}{N}$$

$$X = \frac{2160}{35}$$

$$= 61,7$$

Based on the result of the data showed that the mean score was 61,7. While the highest score 80 and the lowest score was 50 It means that the students' writing sentence five basic tenses still fair category.

B. Discussion

In this section, the writer discussed about the result of finding during the research. The writer gave the test of the students in one class. In this research was the writing test to know the students writing five basic tenses. It was supported by frequency and the rate percentage of the result of the students' test score.

Based on the description and explanation of finding in the previous section that the students' writing five basic tenses is still fair category. Many students make correct answer in simple resents tenses. It can be seen from the range of percentage that students', there are 20,50 % of students who made correct answer in changing sentences in simple present tenses and 30,23% of the students who made correct answer in simple past tenses, 17,55% students made correct answer in present continuous, 12,28% students made correct answer in present perfect and 19,44% the students made correct answer with the mean score 61,7 The means the students' writing in using five basic tenses is fair category.

According to the criteria of Suharsimi Arikunto taken from her book stated that, the students are considered to be high score if they get 80-100, the middle score 56-65, and they are considered to be low score if they score they get <39,

in this case, knowing that the data shown in table 4.2 have the same score, that is the fair category. It means that most of the second year students of SMAN 2 Parepare still confused the form of five basic tenses and how to change the sentence on five basic tenses.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two section; the first section deals with the conclusion of the finding of the research, and the second sections deals with suggestion.

A. Conclusion

After discussing and analyzing the data in previous chapter, the research took the conclusion as follows:

Students' writing five basic tenses of SMAN 2 Parepare at the second grade was quite satisfying. The finding showed that after giving test the student the mean score was 61,7 it means that the students' understand in tenses was fair category.

B. Suggestion

In respecting to the enrichment of the students' writing five basic tenses, the research contributes some suggestion as follows:

1. A teacher of English at Senior High School should be creative inselecting interesting strategy and media in teaching learning process.The teacher should be able to apply some strategy in teachinglearningwhich is suitable with the students' condition, so that the students' arenot bored in the classroom following the material in learning.

2. The English teachers are supposed to give a high motivation to thestudents' in learning English, so that they are able to improve theirEnglish mastery.

3. For the students', do not give up and always spirit and enjoy learningEnglish especially grammar.

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APPENDICES

Appendix

Name   :
Class   :

Please, Change the Sentences Below on the Tenses has been Determined.

1. Could you show me the way to the post office, please?

    Simple Present   : (+)

                                 (-)

                                 (?)

    Simple past   : (+)

                                 (-)

                                 (?)

    Present continuous : (+)

                                 (-)

                                 (?)

    Present future   : (+)

                          (-)

                                 (?)

IV

Present perfect   : (+)

                       (-)

                       (?)

2. He sometimes hears a ringing in his ears.

Simple Present   : (+)

                       (-)

                       (?)

Simple past   : (+)

                       (-)

                       (?)

Present continuous : (+)

                       (-)

                       (?)

Present future   : (+)

                       (-)

                       (?)

Present perfect   : (+)

(-)

(?)

DosenPembimbing

Utama

Pendamping
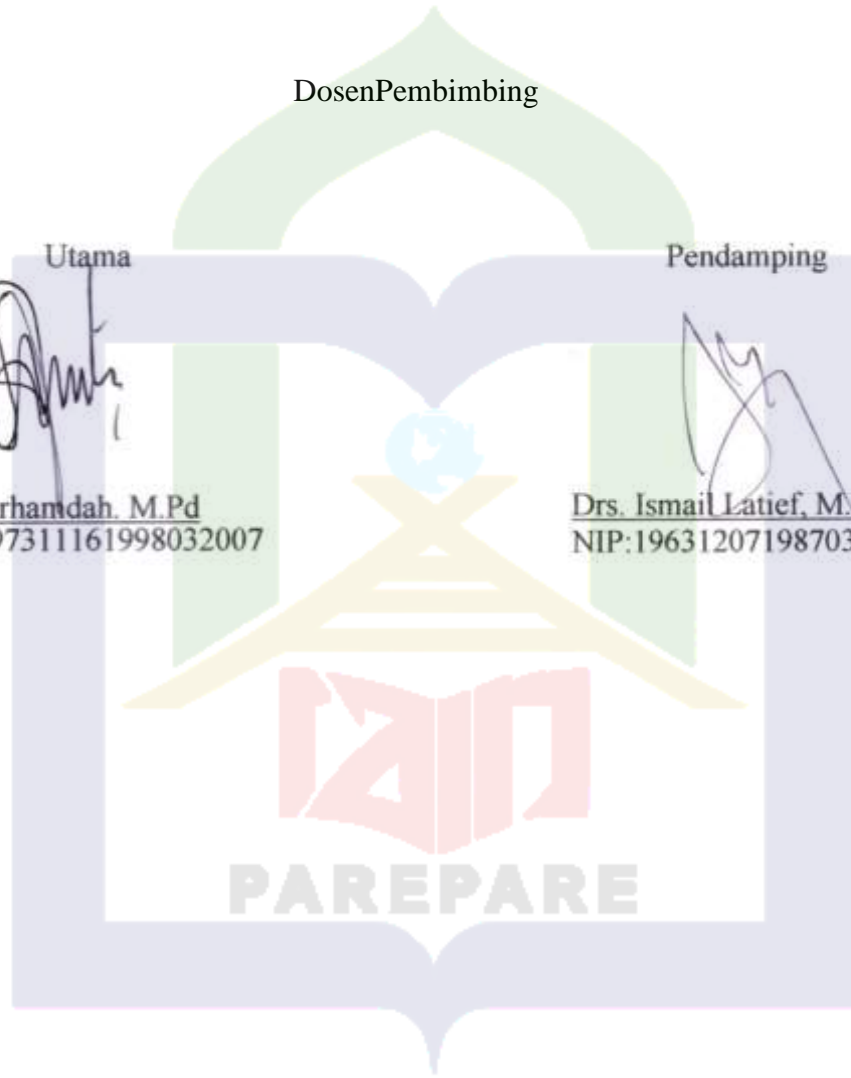
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Drs. Ismail Latief, M.M
NIP:196312071987031003

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
BARRU, PAREPARE, SIDRAP
Jalan Jenderal Sudirman No. 123 Parepare, Kode Pos 91125
Telpon. 081342561901/08114111132 email: cabdiswil8@gmail.com

REKOMENDASI
Nomor : 867 / 3182 -CD.WILVIII/DISDIK

"The Students"Writing Skill In Using Five Basic Tenset At The Second Grade Of SMAN 2 Parepare".

Yang Bertanda tangan dibawah ini, Kepala Cabang Dinas Pendidikan Wilayah VIII, menerangkan bahwa :

Nama	: NURHIDAYAH
NIM	: 14.1300.013
Fakultas/Prodi	:Tarbiyah / Pendidikan Bahasa Inggris

Kami tidak keberatan memberikan izin penelitian di SMA Negeri 2 Parepare, mulai tanggal 08 April s.d 08 Mei 2021 dengan mendahului laporan ke sekolah dan hasil Penelitian setelah selesai dilaporkan ke Cabang Dinas Pendidikan Wilayah VIII.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 06 April 2021
a.n KEPALA CABANG DINAS PENDIDIKAN
WILAYAH VIII
KASI SMA, FASILITASI,PAUD,DIKMAS&PT

AMIRUDDIN, S.Sos
Pangkat: Penata
Nip : 19690802 198903 1 018

VII

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website : www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.1015 /In.39.5.1/PP.00.9/04/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Cabang Dinas Pendidikan Wilayah VIII
Propinsi Sulawesi Selatan
di,-

     Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	Nurhidayah
Tempat/Tgl. Lahir	:	Polman, 30 Agustus 1996
NIM	:	14.1300.013
Fakultas / Program Studi	:	Tarbiyah / Pendidikan Bahasa Inggris
Semester	:	XIV (Empat Belas)
Alamat	:	Jl. Siratang, Kel. Maccorawalie, Kec. Watang Sawitto, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"The Students' Writing Skill In Using Five Basic Tenses At The Second Grade Of SMAN 2 Parepare "

Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare,01 April 2021
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :

1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

VIII

PEMERINTAH PROPINSI SULAWESI SELATAN

DINAS PENDIDIKAN

UPT SMA NEGERI 2 PAREPARE

Jalan Jend. Sudirman No. 31 Telp. 21982 – 21674 Kode Pos 18 Parepare 91122

Website : http//www.sman2parepare.sch.id   Email : smada_parepare@yahoo.co.id

SURAT KETERANGAN PENELITIAN

Nomor : 019/421.3/SMA.02/V/2021

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 2 Parepare menerangkan bahwa :

N a m a	:	**NURHIDAYAH**
Tempat/Tgl. Lahir	:	Polmas, 30 Agustus 1996
Jenis Kelamin	:	Perempuan
Pekerjaan / Pendidikan	:	Mahasiswa S1
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Jl. Siratang – Ulu Tedong Kab. Pinrang

Benar yang namanya tersebut di atas telah mengadakan Penelitian di UPT SMA Negeri 2 Parepare pada tanggal 08 April s/d 08 Mei 2021, berdasarkan Rekomendasi dari Cabang Dinas Pendidikan Wilayah VIII (Barru, Parepare, Sidrap) Nomor : 867/3182-CD.WIL VIII/DISDIK, tanggal 06 April 2021 dengan Judul Penelitian :

"THE STUDEN WRITING SKILL IN USING FIVE BASIC TENSES AT THE SECOND GRADE OF SMAN 2 PAREPARE"

Demikian Surat Keterangan ini dibuat dan diberikan kepadanya untuk dipergunakan sebagaimana mestinya.

Parepare, 9 Mei 2021

Kepala,

Drs. H. ALEMMUL, MM

Pangkat : Pembina Tingkat I

NIP. 19610227 198603 1 013

IX

CURRICULUM VITAE

NURHIDAYAH, was born on august 30th 1996 in Polmas. She is the first child in her family; she has one brother. Her father's name is Muh. Iqbal and her mother's name is Nurlan. B. She started her study on 2002 at SD Inpres Ulutedong pinrang and graduate on 2008, she continued her study in MTs.N pinrang and graduate on 2011 at the same year she registered in SMAN 7 Pinrang and on 2014, she registered on state Islamic Institute (IAIN) of Parepare. She took English Department of Tarbiyah and Adab Faculty. She finished her study with entitle " The Students' Writing Skill On Five Basic Tenses At The Second Grade of SMAN 2 Parepare".