

**A THESIS**

**ANALYSIS STUDENT'S ABILITY IN USING SIMPLE TENSES AT S  
IXTH SEMESTER OF ENGLISH EDUCATION  
OF IAIN PAREPARE**



**By**

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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2022 M / 1443H**

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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  
For the Degree of Sarjana Pendidikan (S.Pd)

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**Thesis**

**As Partial Fulfillment of the Requirement for the Degree  
of Sarjana Pendidikan (S.Pd.)**

**English Education Program**

**Submitted by:**

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**to**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
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Parepare, July, 14<sup>th</sup>, 2021

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## DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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## ABSTRACT

**Fitri Hana Jawi.** *Analysis students' ability in using simple tenses at sixth semester of English Education of IAIN Parepare..* (Supervised by Ismail Latif and Wahyu Hidayat).

Tense is a form of the verb that shows the time of the action, shows the perfection level of an action when it is done. The word time stands for a concept with which all mankind is familiar, divided into past, present, and future. The word tense stands for verb form or series of verb forms used to express a time relation. Tenses may indicate whether an action, activity, or state. The purpose of this research was to find out the students' grammatical ability and dominant ability s in simple tenses at sixth semester of English Program at IAIN Parepare.

The results of this study were beneficial for the teacher and students because they get proper information about students' grammatical ability and dominant ability s in simple tenses. The samples of this study were 50 students by simple random sampling. The researcher conducted the research by Quantitative design. The data collecting technique by test.

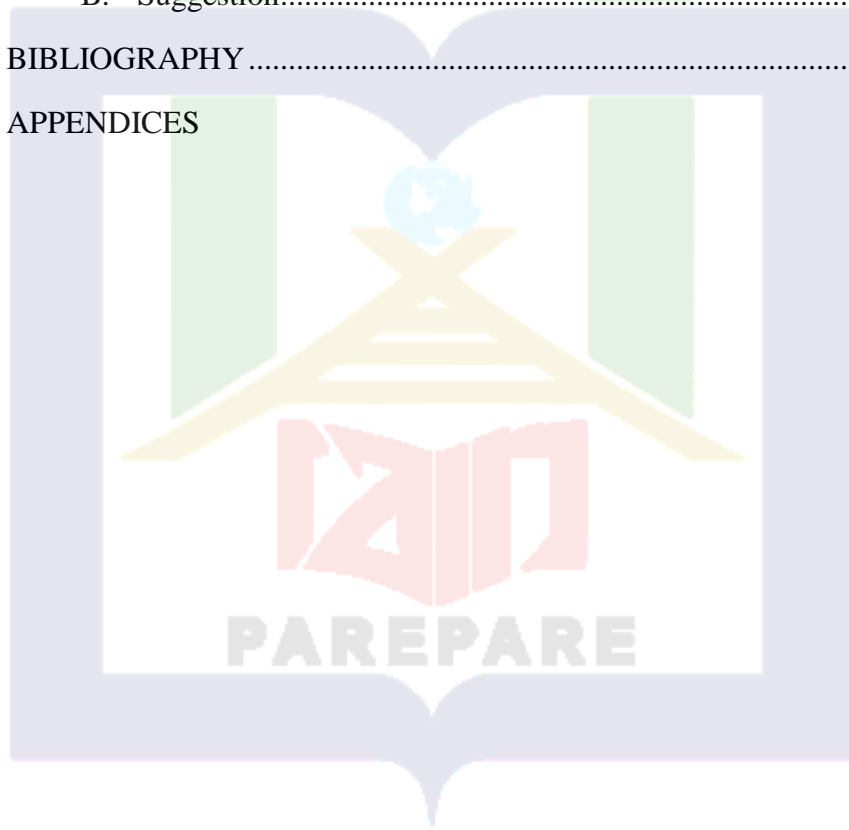
The result of the research which identified the students ability divided into present, past and future form, which showed that students which had much ability in number of four to six ability, it indicated that, students had much ability in mastering present form which past form identify that low ability in matching the form of subject toward the word which happened in past time, future ability caused the time signal many wrong answered and the students grammatical ability referred to the future form, Students get much wrong score showed from the difficult items answered by the students identified by the items' map of each form. Researcher confidently stated for this result of the data which analyzing by validity test, past form become the lower ability encountered by the students after conducting the test in this research.

**Keyword:** *Grammatical Ability, Simple tense.*

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## CHAPTER I

### INTRODUCTION

#### A. Background

Grammar is one of the elements of language. It is a systematic study and description of a language additionally. In this world, there are many languages and the essential part of the use of the language process is grammar, both in spoken and written. In daily life, everyone must communicate with other people. Grammar is one of skills which is useful in process writing. But the problem is, many students still make some ability s in writing an arranging some sentences to be a paragraph Likewise, university students are often used the way of thinking and concept from their native language to express their ideas in English as well. They need to learn how to transfer their knowledge of rule/grammatical concepts of target language from oral language to written language. The difficulties in applying the rules of the language in writing cause students make ability s.

Dulayin Brown states that an ability is a deviation from the adult grammar of a native speaker. Finding L2 learners' ability s is an evidence of a process of learning because an ability has played an important role in study of language acquisition. Emphasizing that people will learn to be better from ability s they have made.<sup>1</sup>It means that learners make ability s because they lack knowledge of the rules of the target language. They may make the same ability s at other times. Ability is often considered as students' mistake in learning a language because the comprehension of that rules related to the student's ability.

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<sup>1</sup>Dulay, H., Burt, M., Krashen ., *Language Two*. (Oxford: Oxford University, 1987), p. 219

Language is divided into two types for communication and interaction namely formality and informal language. Formality is all about your relationship with the person you are speaking or writing to. If you use formal language, it may be because you wish to show respect, politeness, or to put yourself at a distance (for example, official language). Informal language can show friendliness, equality, or a feeling of closeness and solidarity with someone. You should never use informal language just to sound fluent or clever.<sup>2</sup>

The function of language is communication tool that everyone uses. But to convey the information would need certainly need to pay attention to the language element. English is a foreign language in Indonesia. To understand the meaning, it would naturally need to be aware of elements of language including vocabulary, grammar, and even pronunciation. So the information that is meant to be delivered is conveyed well.

Language is a means to convey an idea, thought, opinion, and feeling. In Indonesia, English is the first foreign language regarded as important for the aim of absorbing and developing science, technology, and culture, as well as to develop a relationship with other nations around the world<sup>3</sup>.

In accordance with the importance of the English role, Indonesian students need to be able to communicate in English if they are to participate effectively in many areas of the national economy, social and political life. Thus, they need plenty of opportunities to practice communication in interesting and useful situations.

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<sup>2</sup>Michael McCarthy and Felicity O'Dell, *English Vocabulary In Use* (Jakarta: Erlangga, 2001), p. 14

<sup>3</sup>Djunaedi, *English 1*, (Jakarta: BalaiPustaka, 1995),p.5

In English conversation, students need some elements of language, such as vocabulary, good pronunciation, confidence, and grammar also. As we know, grammar is a pattern or structure of the sentence. Therefore, grammar will help learners to understand the meaning of the sentence. Not only a sentence, but learners will also get the point of the others means can be a form of utterances or paragraphs. The use of grammar is to identify the grammatical form which shows the meaning.

Grammar has a position in communicating. People communicate whether directly and indirectly, in writing or speaking, they have to use the correct sentences to convey the meaning well, therefore misunderstanding will not be appearing. Similarly with grammar, it is supposed to use the correct grammar in building the sentences, in order the meaning of sentences can be accepted and conveyed well to the listener.

Indonesian government has considered that English is compulsory subject that must be learnt by students especially from junior high school. However English becomes a compulsory subject, in the fact there are many students who worried to learn English, including grammar as a part of elements of English. They think that English is a difficult subject. Therefore, there are still many students' get unsatisfactory or low score.

Learning English involves the grammar which is taught for the young learners not always be easy. Grammar that is an essential part of the language that cannot be understood easily. Learners' especially young learners usually face the difficulties in grammar. When they are learning English, they should know the structure or the pattern

n of the sentence because it is different with their own language. Students usually get confused when they want to make sentence grammatically.<sup>4</sup>

Learners have learned the simple tenses in active sentences but the learners still are unable to use them well in speaking and writing. There are several contributing factors. In addition, each student encountered various difficulties in using and mastering the simple tenses.

There are some methods of the study. All the methods are good but teachers choose one of the methods to teach their students following the material of the lesson to convey. However, the teachers must apply the method that makes students interesting in grammar. As we know that some students feel bored and losing their interest in following the teaching and learning process about grammar. They are more interested in speaking and memorizing vocabulary than study grammar.

As language learners who have learned English intensively, the students shall be able to understand the simple tenses. From the background described above, the researcher is investigating “Analysis students’ ability in using simple tenses at sixth semester of English Education of IAIN Pare Pare.”.

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<sup>4</sup>AtiqochNovieAmeliani, “*Students’ Difficulties in Grammar of Eight Grade Junior High School 1 Magelang*” (Proceeding of 1 st Conference of English Language and Literature (CELL), 2019)

## **B. Research Questions**

Based on the background above, the researcher formulates the research questions namely: How is the description of students' ability in using simple tenses at sixth semester of English Education of IAIN Parepare?

## **C. Objective of Research**

Based on the research questions formulated above, the research aims to: identify the description of students' ability in using simple tenses at sixth semester of English Education of IAIN Parepare.

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

It is expected that the result of the research provided useful contribution for:

### 1. Teacher

First, by understanding the result of this study, the teacher can recognize students' ability in tenses ability, so they will pay attention to the ability made by students and develop the way to answer the students understand.

### 2. Students

Second, by knowing their grammatical ability, the students will have considerable for them how answer correctly is constructed and will help the students to recognize in what aspect in grammar which is difficult for them.

### 3. The Next Researcher

This research will be a reference for the next researcher who wants to concern their study in analyzing of identification grammatical ability (basic tenses) in English students program. This research also expected to give benefit as referenced for the researcher who wants to run a research related to this area of study.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This part describes about the description of the previous related findings, some pertinent ideas, conceptual review and conceptual framework:

#### A. The Previous Related Research Findings

Previous research finding is used to support argument in the research. It is also as reference and comparison the research with the other research. Many researchers have conducted a research about grammar. Some of them will be illustrated as follow:

Natria in her research The design of her research was descriptive in nature. She analyzed about Sixth year students' abilities of SMP N 2 Brebes in using simple present tense in descriptive texts. She used Cluster proportional random sampling technique to collect the data. In her research, she found out the dominant ability's on simple present tense in writing descriptive texts and the possible causes of those abilities. She used a writing test as an instrument. In her result, there were 10 types of abilities. They were omission of be, wrong form of be, double be, wrong use of singular and plural form, addition of be (before and after verb), omission of suffix - s/-es, wrong use of verb, wrong form of modal auxiliary, omission of verb, and wrong form of negative sentence which all representative of subject form.<sup>5</sup>

According to Al-Mekhlafi there are three areas of teaching grammar that have to be considered: grammar as rules, grammar as form and grammar as resource. For many 1,2 learners, learning grammar often means learning the rules of grammar and having intellectual knowledge of grammar. A better approach is perhaps to see gramm

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<sup>5</sup>NatriaDwiani. (2014). *Junior high school students' grammar problems in their written production*. Salatiga: SatyaWacana University.

ar as one of many resources that we have in language which helps us to communicate. We should see how grammar relates to what we want to say and how we expect others to interpret what our language use and its focus.<sup>6</sup>

Suharman Syamsir, stated in his research about Improving grammar mastery of the second grade students of SMAN 3 Parepare by using think pair share technique. In his research was there was significant different between pre-test and post-test of experimental class and control class, nevertheless both of them was improved, but there was no significant different between the mean scores of both of the classes. It means that using think pair share technique to improve the second grade students' grammar mastery at SMAN 3 Parepare was not effective.<sup>7</sup>

Atiqoch Novie Ameliani, she has researched about Students' Difficulties in Grammar of Sixth Grade Junior High School 1 Magelang. She assumes in their article that many problems are faced by young learners or students. Many researches are done to investigate and observe what happened in this case. Grammar is a big problem when students learn English as EFL learners. English is usually signed by grammar.

Grammar is an important tool in learning English. It will help us much in learning English when we understand grammar. Then, the result of the research also will show the students' difficulties in grammar. Besides that, it will be useful not only for

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<sup>6</sup>A.M. Al-Mekhlafi, & Nagaratman. *Difficulties in Teaching and Learning Grammar in an EFL Context*, (*International Journal of Instruction*, 2011), p 69-92.

<sup>7</sup>SuharmanSyamsir, "Improving Grammar Mastery of the Second Grade Students of SMAN 3 Parepare by Using Think Pair Share Technique" (unpublished Skripsi, Parepare: JurusanTarbiyah, 2016)



the students of the Sixth grades of SMPN 1 Magelang but also for the teachers and any other people in the education environment.<sup>8</sup>

Ria Reski Awal, states in her research that she wants to find out whether improving the first year students' understanding on simple tense through song at SMKN 3 Selayar Island Regency is effective. In addition, she concluded that. Her research that application of using song was helpful to improve students' understanding on simple past tense because there was a significant improvement after the cycle was conducted and also the students have great enthusiasm in learning process. It was indicated by the result observation checklist. This research shown that all data found discussed refer to the research target. It means that using song was effective to improve the students' understanding on simple past tense of the first year students of SMKN 3 Selayar Island Regency.<sup>9</sup>

Based on some previous findings above, those are three type of research have done researcher about grammar mastery in learning grammar. They use a different method, strategy or media to improve the grammar mastery of the students and the three researchers show that several of students still have low achievement in grammar mastery and applying strategy, method or media can improve the students' grammar mastery but one of them used a method that was not effective for the students. The purpose of this study to know how the grammatical ability of students' simple tenses in TOEFL tests in Sixth semester of English program at IAIN Parepare.

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<sup>8</sup>Atiqoch Novie Ameliani, "*Students' Difficulties in Grammar of Eight Grade Junior High School 1 Magelang*" (Proceeding of 1 st Conference of English Language and Literature (CELL), 2019)

<sup>9</sup>Ria Reski Awal, "*Improving the First Year Students' Understanding on Simple Tense through Song At SMKN 3 Selayar Island Regency*" (Makassar: Tarbiyah and Teaching Science Faculty, 2017)

## B. Some Pertinent Ideas

### 1. The Concept of Grammar

#### a. Definition of Grammar

Grammar is the foundation of communication. Everybody can make a communication without grammar. Nevertheless, their communications must be defective. It will make a miscommunication or misunderstanding because erroneous grammar, like any badly setup internet connection, can affect the accuracy of any intended communication. Meaning could be easily being buried and concealed mistakes, a number of these ability can be found with sentence structure, punctuation, and many other working of grammar. Therefore, grammar is the important element in language that needs to be considered for its existence. According to Lily on Gold Brown that grammar is the art of writing and speaking correctly<sup>10</sup>. Grammar is the art of rightly expressing our thoughts by word.<sup>11</sup> It is, however, the province of grammar, to guide us not merely in the expression of our own thoughts, but also in our apprehension of the thoughts, and our interpretation of the words, of other.

Grammar is used to mean the analysis of a language system, and the study of grammar is not just considering an essential feature of language learning, but it is think to be sufficient for learners to actually acquire another language. Grammar is a very important to produce a language because without getting grammar the learners cannot use the language well.<sup>12</sup>

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<sup>10</sup>Goold Brown. *The Grammar of English Grammar* (New York: Samuel S&William Wood, 1984)P.91

<sup>11</sup>Goold Brown. *The Grammar of English Grammar*. P.93

<sup>12</sup>Geoffry Broughton, et. al. eds. *Teaching English as a Foreign Language* (New York: Taylor and Francis e-library, 2003), p.7

In teaching and learning English, grammar has an immense effect in assisting students to master the major target of learning English in communication. Students who speak and write without having the knowledge about grammar will feel confused, afraid and less-confidence.<sup>13</sup>

Mastering grammar is not an exercise that is confined to the classroom. While it is certainly important to learn the structures, styles, and rules that shape the language, the key to truly learning English is to read and listen to the way people write and speak every day.

b. Definition of Tense

Tense is a part of grammar. Tense is a form of the verb that shows the time of the action, shows the perfection level of an action when it is done. The word time stands for a concept with which all mankind is familiar, divided into past, present, and future. The word tense stands for verb form or series of verb forms used to express a time relation. Tenses may indicate whether an action, activity, or state. In another word, interprets that the tense as any of the forms of a verb that may be used to indicate the time of the action or state expressed by the verb. Therefore, tense is the change of verb form to describe the time of an event, when an event happens.

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<sup>13</sup>Nelvi Handayani. "Teaching-Learning Processes: Simple Past Tense and Simple Future and their perception" (Journal of English Language Teaching, Vol.1 No.2, Maret 2013 series D)

### c. Feature of Tenses

#### 1) Simple Present Tense

Simple present tense is a tense that used to describe or explain a simple situation. Present tense usually is used studying a basic grammar and help the students making simple conversation or their written.

In general, the simple present tense express events or situation that exists always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future.<sup>14</sup> The simple present tense indicates an action in the present time which is not finished. This can be a habitual action (something done regularly such as brushing your teeth every day) or a general truth.

The present simple can be used to refer to a general or permanent state of affairs, or facts which are considered true at the present time<sup>15</sup>. Simple present tense uses verb 1 to show the action in verbal sentence and to be (is, are, am) in nominal sentence. The patterns of simple sentences are:

##### a) Verbal Sentence Form

(+) S + V1 s/es + O/Adverb

(-) S + do/ does + not+ V1+ O/Adverb

(?) do/does+ S + V1 + O/Adverb ?

(-?) do/does+ S + not + V1 + O/Adverb ?

Note: Do : used for subject I, you, we, they

<sup>14</sup>Betty SchramperAzhar, *Understanding and Using English Grammar*, (Second Edition; United States of Amerika: Prentice Hall Regents 1989), p. 2

<sup>15</sup>Ronald Cartar, *Cambridge Grammar of English*, (United Kingdom: Cambridge University Press), p. 586

Does : used for subject she, he, it

b) Nominal Sentence

(+) S + is/am/are + complement

(-) S + is/am/are + not+ complement

(?) is/am/are+ S + complement ?

(-?) is/am/are + S + not + complement ?

Note: Am : used for subject I,

Are : used for subject you, we, they

is : used for subject she, he, it<sup>16</sup>

2) Simple Past Tense

The simple past tense is used to talk about activities or situations that began and ended at a particular time in the past.<sup>17</sup>We use the past simple for an action in the past.<sup>18</sup>If a sentence contains when and has the simple past in both clauses, the action in the when clause happens first. When I rode my motorcycle, the little boy crossed the way. The first clause called time clause tells that the activity began first. A time clause can come in front of a main clause or follow a main clause. The second clause called main clause while its role as a second activity happened after the previous one did.

<sup>16</sup> Dian Tri Lestari, *Helping Program 02*, (Pare:Kresna Press, 2013)p.15

<sup>17</sup>Betty Schramper Azar, *Fundamentals of English Grammar*, (New Jersey: Prentice Hall, 1992), p.32.

<sup>18</sup>John Eastwood, *Oxford Guide to English Grammar*, (New York: Oxford University Press, 2002), p.87

The simple past tense, sometimes called the preterit, is the past tense of modern English. It is used to describe events in the past. It may combine with either or both of two aspects, the perfect and progressive. The simple past is used to talk about activities or situations that began and ended in the past.<sup>19</sup> From the several statements above, it can be concluded that the simple past tense describes an action which happened in time before the present time and is no longer happening. Simple past tense is also used if it happened completely in the past even the time is not mentioned. The patterns of simple sentences are:

a) Verbal Sentence Form

(+) S + V2 + O/Adverb

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

(?) Did + S + V1 + O/Adverb ?

(-?) Did + S + not + V1 + O/Adverb ?

b) Nominal Sentence

(+) S + was/were + complement

(-) S + was/ were + not + complement

(?) was/were + S + complement ?

(-?) was/were + S + not + complement ?

Note: Was : used for subject I, she, he, it

Were : used for subject you, we, they<sup>20</sup>

<sup>19</sup> Betty S. Azar, *Fundamental of English Grammar*, (New York: Longman, 2003) p. 25.

<sup>20</sup> Dian Tri Lestari, *Helping Program 02*, (Pare:Kresna Press, 2013)p.21

### 3) Simple Future Tense

Future tense tells about things, condition, problems, the existence, works that actually are described by the verb form in future. The present future tense is also called as simple future tense is the grammatical tense used talking about something that will happen or exist. Simple future tense is used to express the events predicted to occur in the future.<sup>21</sup> The simple future tense expresses future intentions.<sup>22</sup>

Simple future tenses can mean, as the tense is that used for express a prediction, a prior plan, and willingness. It is a situation that may obtain in the present and will obtain in the future but with some future termination in sight. Simply stated, simple future tense is tenses with future meaning and will happen in the future.

#### a) Verbal Sentence Form

(+) S + will/shall+ Vbi+ O/Adverb

(-) S + will/shall+ Vbi + not+ V1+ O/Adverb

(?) Will/shall+ S + Vb i + O/Adverb ?

(-?) Will/shall+ S + not + Vbi + O/Adverb ?

Note: Will : used for subject I, you, they, we, she, he, it

Shall : used for subject I, we

<sup>21</sup>Mr. Sam. Tt. *Kitab Grammar ang Tenses Super Lengkap*. (Pamulang: Penerbit Ilmu Bumi Pamulang-Bambu Apus, 2011),p. 133.

<sup>22</sup>Mc Graw-Hill. 2002. *Interactions 2 Grammar, 4th Edition*. New York: Penerbit McGraw Hill/Contemporary, p. 29.

## b) Nominal Sentence

(+) S + will/shall/+be + complement

(-) S + will/shall+ be+ not+ complement

(?) will/shall+ S+ be + complement ?

(-?) will/shall + S + not+ be + complement ?<sup>23</sup>

## f. Grammatical Ability

Grammar can be defined as a set of shared assumptions about how language works. The assessment whether the learners have mastered some grammatical points should not be based on their ability to state the rules of grammar, but on their ability to use the grammatical points to share their ideas, emotions, feelings, or observations with other people. Especially in the context of the teaching English in Indonesia, the teaching of grammar should be integrated in the development of the four language skills.

Knowing about how grammar works is to understand more about how grammar is used and misused. It means that there students' learning. In this research, the term of ability in grammar will be called a *grammatical ability*. The writer has chosen only three categories or problem areas in grammatical ability.

## 1. Missing Auxiliary

Auxiliary is the kind of a classification relating to the function of items in the verb phrase. The auxiliary is divided into two categories; *Primary* and *modal*. The primary auxiliaries are *do*, *have* and *be* and the modal auxi

<sup>23</sup> Dian Tri Lestari, *Helping Program 02*, (Pare:Kresna Press, 2013)p.23



liaries are *can, may, shall, will, could, might, should, would, must, ought to, used to, need, and dare*.<sup>24</sup> The students in English intensive class have made some mistakes in using auxiliary. Missing auxiliary is therefore a common mistake for non-native English speakers, since many languages either omit auxiliary verbs entirely, or have different usage characteristics. The examples of the common ability s that the students of English intensive class made are:

- a) *You naughty boy\**
- b) *I not naughty\**
- c) *I waiting for you\**
- d) *I and my friend going to market\**.

The sentences above occur without auxiliary *be*.

- a) should be written *you are naughty*.
- b) should be added *am* after the subject *I*.
- c) should be *I am waiting for you* and
- d) should be *My friend and I are going to the market*.

## 2. Double auxiliary

- 1) *Ardi and Jaya are do their homework\**.
- 2) *You are is like monkey\**.

The two sentences above have two auxiliaries in each sentence. The sentence a) should be written *Ardi and Jaya do their homework*. The sentence b) should be “*You are like monkey*”.

---

<sup>24</sup>Green baum, Sidney& Randolph Quirk.1973. *AUniversity Grammar of English*. (London:Longman Group Limite, 1973), P. 26

### 3. Simple Nominal and Verbal Sentence

A simple nominal or verbal sentence must have at least one subject and one predicate. A nominal sentence is a sentence composed solely of nouns. The subject of nominal sentence is followed by a predicate which contains a copula, or connection, and a predicative. The copula is a form of the verb *be* (*am, is, are, was, were*), for example, the sentence *Jane is a doctor*. The predicative in this case is called a nominative predicative because it centers on the noun *doctor*. A verbal sentence is a sentence with an action verb or infinitive such as; *smile, do, fly, knock*. The verbal sentence has auxiliary *do, does, or did* in negative and interrogative sentence. The students sometimes make a mistake and get confused when to use auxiliary *be* or *do/does* or *did* in nominal and verbal sentence.<sup>25</sup> The examples are:

a) *I don't crazy\**

*What is happen to you?*

### 3. The Concept of Analysis

Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used. Michael said that “discourse analysts study language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk.” Another definition mentioned that discourse analysis is a general term for a number of approaches to analyze written, spoken, signed language use or any significant semiotic event. The objects of discourse analysis are discourse, writing, conversation, communicative event. As an addition Harry stated that “discourse analysis is not only study language use “beyond the

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<sup>25</sup>Bussmann, Hadumod. *Routledge Dictionary of Language and Linguistics*. (NewYork: Routledge, 1998),p. 803

sentence boundary”, but also prefer to analyze “naturally occurring” language use, and not invented examples.”<sup>26</sup>

Discourse analysis considered how language, both spoken and written, enacts social and cultural perspectives and identities. Discourse analysis is based on the details of speech (and gaze and gesture and action) or writing that are arguably deemed relevant in the context and that are relevant to the arguments attempting to make.

“A discourse analysis is not based on all the physical features present, not even on all those that might, in some conceivable context, be meaningful, or might be meaningful in analyses with different purposes. Such judgments of relevance (what goes into a transcript and what does not) are ultimately theoretical judgments, that is, they are based on the analyst’s theories of how language, contexts, and interactions work in general and in the specific context being analyzed. In this sense, a transcript is a theoretical entity. It does not stand outside an analysis, but, rather, is part of it”

Related to the definition of discourse above, it could be taken that discourse was related with many disciplines. The main concern of discourse analysis was to test how the language produced by a given participants whether spoken or written is used in communication for a given situation in a given setting. Because of that, discourse analysis was focused with written and spoken forms. Discourse devices also help to string language elements.<sup>27</sup>

Discourse structure is very important. It focused on the main elements that could form a well-stretched text. The structural connections between sentences create cohesion. Besides, the study of discourse especially is based on a pragmatic background where knowledge, beliefs and expectations are taken into consideration;

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<sup>26</sup> Schiffrin, Deborah. *Approaches to Discourse*. (USA: Blackwell Publishers Inc. 1994)

<sup>27</sup> Paltridge, Brian. *Making Sense of Discourse Analysis*. (Australia: Gold Coast.)

for example: what the speakers think about something that she/he sees/hears.<sup>28</sup>



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<sup>28</sup> Jaworski, Adam and Coupland, N, *The Discourse Reader*. (London and New York: Routledge Taylor & Friend Group)

### C. Conceptual Framework

The conceptual framework of this research can be illustrated diagrammatically as follow:

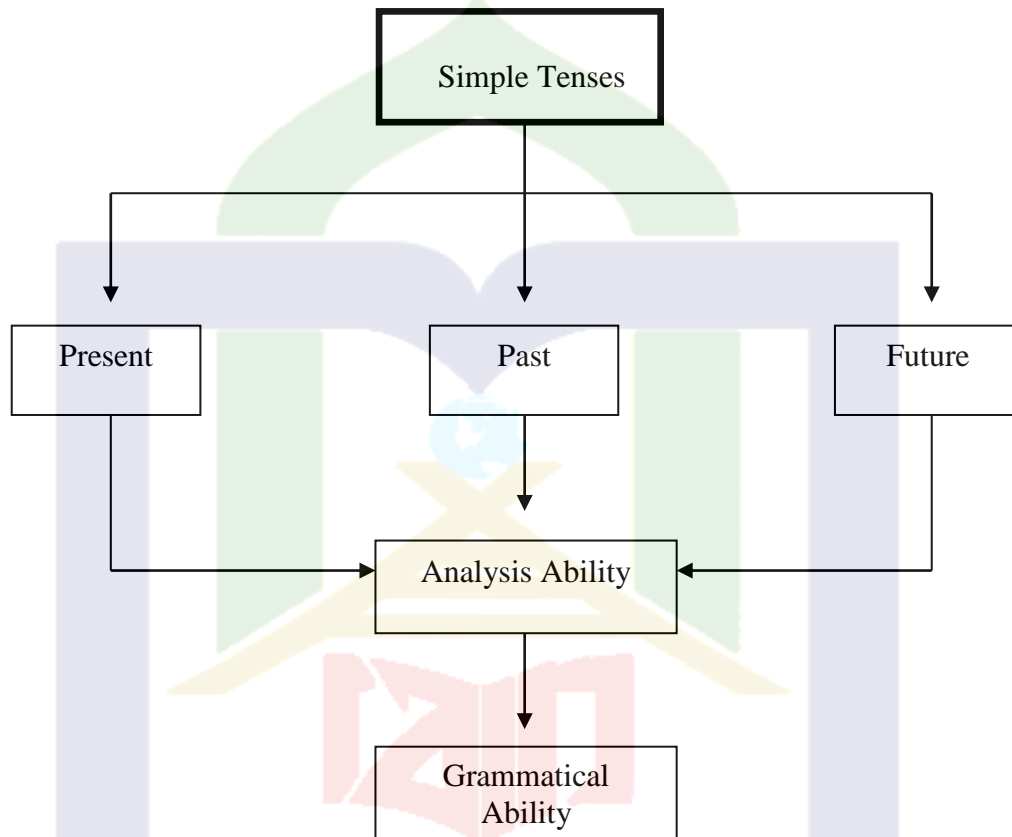


Figure 2.1 Conceptual Framework

Conceptual framework is a conceptual model relating to answer the research questions. In this research, the researcher focused on analyzing the students' grammatical ability of simple tenses in structure and written expression. The simple tenses are simple present, simple past and simple future.

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### **A. Research Design**

This research used part of quantitative method that survey approach research which intended to find out the descriptive outcome of the collected data and the interpretation of which as the conclusion. Survey research is defined as the collection of information from a sample of individuals through their responses to questions.<sup>29</sup>

#### **B. Location and Duration of the Research**

The location of this research was at Tarbiyah Faculty of IAIN focusing at the Sixth semester students of English Program. The duration of the research was 45 days for finishing this research.

#### **C. Population and sample**

The population of this research was the Sixth semester students of English Program at IAIN Parepare. While, the sample of this research used purposive sampling that chosen by the researcher in order to get perfect data. The researcher took 50 students as the subjects of the research.

#### **D. Instrument of the research**

Test was the instrument that researcher used to know the students abilities. Models of the test are multiple-choice test that consist of 45 items. Relatively, there are 15 questions for simple present tense, simple past tense and simple future tense as shown below:

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<sup>29</sup>Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2010), p.298

Table 3.1 Multiple Choice test

Variable Test	Tenses	Number Item
Grammar Test	Present	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15
	Past	16,17,18,19,20,21,22,23,24,25,26,27,29,30
	Future	31,32,33,34,35,36,37,38,39,40,41,42,43,44,45

### E. Technique of Data Analysis

The researcher got description of answer from the students and analyzes students' simple tenses mastery, the formula used was as follows:

#### 1. Descriptive Analysis

The researcher will applied the process of analyzing data as follow:

##### 1. Mean

$$\text{Score}(x) = \frac{\sum xi}{N}$$

Where:

X : Mean

$\sum xi$  : Total Score

N : Total Number of Sample<sup>30</sup>

##### 2. Standard Deviation

In analyzing the data, researcher review the data from the respondent by standard deviation.

<sup>30</sup>Suharsimi Arikunto, *dasar dasar evaluasi pendidikan* (Jakarta:Bumi Aksara. 2010),p.298

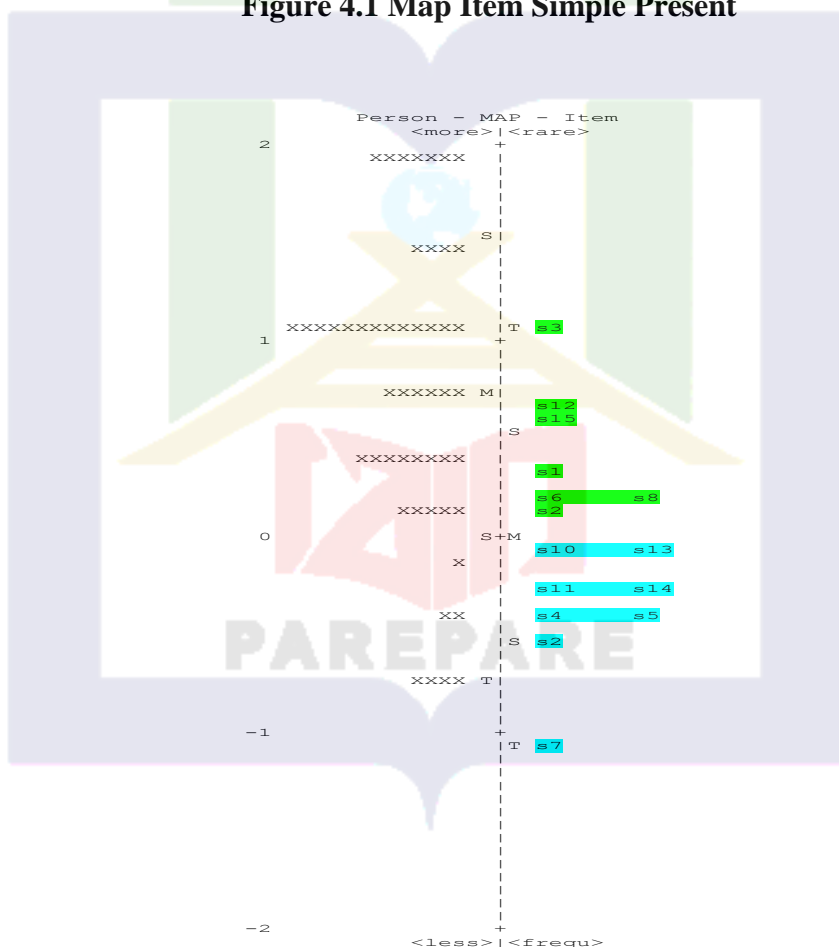
**CHAPTER IV  
FINDINGS AND DISCUSSION**

**A. Findings**

The research findings consisted of the answer of research question that formulated in the first chapter. This part is also present the students' grammatical ability in simple tenses at Sixth semester of English Program at IAIN Parepare, the researcher conducted the test which related to Present, past and future form.

**1. Description of Students ability in Simple Present Tense**

**Figure 4.1 Map Item Simple Present**





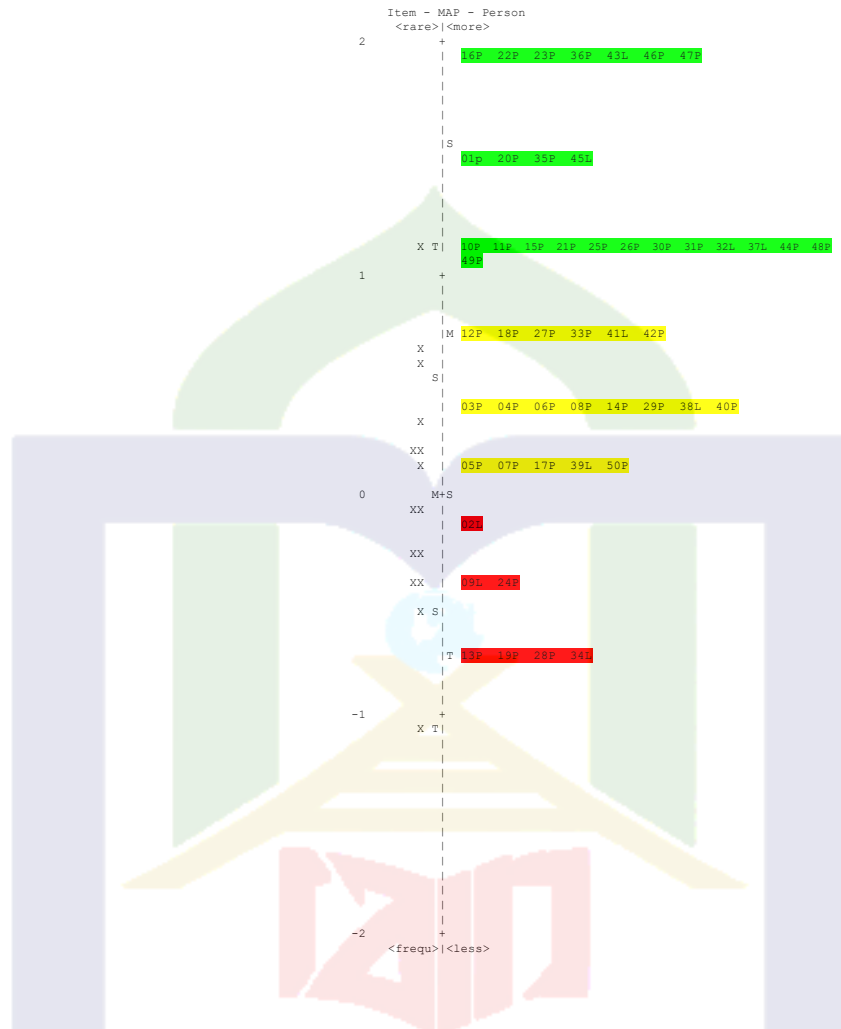
Based on the Figure 4.1 shows the most difficult items answered by students, Item s3 in the difficult category, item s7 in the easiest category in 7 (46.6%) item categorized difficult, than 8 (53.3%) categorized as easy. As details of the measurement results of the items are shown in table 4.1 below.

**Figure 4.2 Item Measurement of Simple Present**

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	TOTAL MEASURE	MODEL		INFIT		OUTFIT		PT-MEASURE		EXACT MATCH		Item
				S. E.	MNSQ	ZSTD	MNSQ	ZSTD	CORR.	EXP.	OBS%	EXP%		
4	22	50	1.04	.30	1.23	2.3	1.30	2.3	-.03	.34	48.0	64.1	s3	
12	26	50	.68	.30	1.04	.5	1.05	.4	.29	.34	56.0	64.3	s12	
15	27	50	.59	.30	.89	-1.1	.86	-1.2	.49	.34	66.0	64.7	s15	
1	30	50	.31	.31	1.43	3.5	1.49	3.2	-.20	.34	44.0	66.5	s1	
7	31	50	.22	.31	.94	-.5	.93	-.4	.41	.34	70.0	67.5	s6	
9	31	50	.22	.31	.99	.0	.99	.0	.35	.34	66.0	67.5	s8	
2	32	50	.12	.31	1.01	.2	1.08	.6	.30	.34	70.0	68.5	s2	
10	34	50	-.08	.32	.77	-1.8	.70	-1.8	.62	.33	82.0	71.2	s10	
13	34	50	-.08	.32	.71	-2.3	.65	-2.2	.69	.33	82.0	71.2	s13	
11	36	50	-.29	.33	1.04	.3	1.03	.2	.28	.32	72.0	74.0	s11	
14	36	50	-.29	.33	1.16	1.1	1.07	.4	.15	.32	64.0	74.0	s14	
5	37	50	-.41	.34	.78	-1.4	.74	-1.2	.58	.31	86.0	75.3	s4	
6	37	50	-.41	.34	1.07	.5	.97	-.1	.26	.31	70.0	75.3	s5	
3	38	50	-.52	.35	1.04	.3	.95	-.1	.29	.31	72.0	76.8	s2	
8	42	50	-1.08	.40	.88	-.4	.78	-.5	.43	.27	84.0	83.9	s7	
MEAN	32.9	50.0	.00	.33	1.00	.1	.97	.0			68.8	71.0		
S.D.	5.0	.0	.52	.03	.18	1.4	.21	1.4			12.0	5.4		

Based on figure 4.2 item s3 has value 1.04 logit which means this item was the difficult items than item s7 had value -1.08 logit that means easiest.

**Figure 4.3 Person Map of simple Present**



Based on figure 4.3 which 24 (48%) students had high- ability category for question of simple present, 14 (38%) students which had middle-ability category for answer the test of simple present and 7 (14%) students had low- ability category for answering test of simple present.

Figure. 4.4 Person Measure of Simple Present

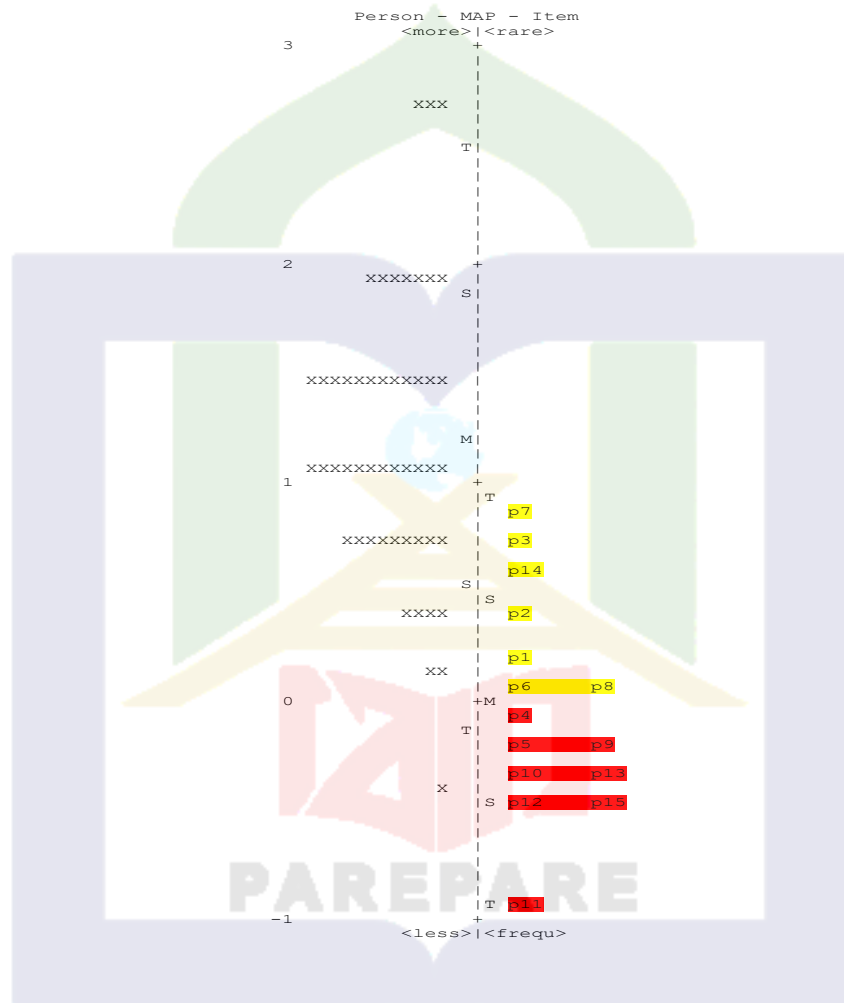
ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL		INFIT		OUTFIT		PT-MEASURE		EXACT MATCH		Person
				S. E.	MNSQ	ZSTD	MNSQ	ZSTD	CORR.	EXP.	OBS%	EXP%		
16	13	15	1.96	.77	.88	.0	.71	-.3	.44	.17	86.7	86.6	16P	
22	13	15	1.96	.77	.85	-.1	.64	-.4	.51	.17	86.7	86.6	22P	
23	13	15	1.96	.77	.88	.0	.63	-.4	.48	.17	86.7	86.6	23P	
36	13	15	1.96	.77	1.09	.3	1.16	.5	-.03	.17	86.7	86.6	36P	
43	13	15	1.96	.77	.87	-.1	.67	-.3	.47	.17	86.7	86.6	43L	
46	13	15	1.96	.77	.96	.1	.80	-.1	.30	.17	86.7	86.6	46P	
47	13	15	1.96	.77	.93	.1	.72	-.3	.37	.17	86.7	86.6	47P	
1	12	15	1.46	.66	1.06	.3	1.41	.9	-.03	.20	80.0	79.9	01p	
20	12	15	1.46	.66	.86	-.3	.73	-.5	.50	.20	80.0	79.9	20P	
35	12	15	1.46	.66	.86	-.3	.73	-.5	.50	.20	80.0	79.9	35P	
45	12	15	1.46	.66	1.04	.2	1.04	.2	.13	.20	80.0	79.9	45L	
10	11	15	1.07	.60	.87	-.4	.82	-.5	.48	.22	73.3	73.3	10P	
11	11	15	1.07	.60	.86	-.4	.76	-.6	.52	.22	73.3	73.3	11P	
15	11	15	1.07	.60	1.16	.6	1.21	.7	-.09	.22	73.3	73.3	15P	
21	11	15	1.07	.60	1.04	.2	1.06	.3	.13	.22	73.3	73.3	21P	
25	11	15	1.07	.60	.87	-.4	.82	-.5	.48	.22	73.3	73.3	25P	
26	11	15	1.07	.60	.86	-.4	.76	-.6	.52	.22	73.3	73.3	26P	
30	11	15	1.07	.60	1.16	.6	1.21	.7	-.09	.22	73.3	73.3	30P	
31	11	15	1.07	.60	.87	-.4	.82	-.5	.48	.22	73.3	73.3	31P	
32	11	15	1.07	.60	.86	-.4	.76	-.6	.52	.22	73.3	73.3	32L	
37	11	15	1.07	.60	.88	-.3	.84	-.4	.45	.22	73.3	73.3	37L	
44	11	15	1.07	.60	1.05	.3	1.01	.1	.15	.22	73.3	73.3	44P	
48	11	15	1.07	.60	1.19	.7	1.24	.8	-.15	.22	73.3	73.3	48P	
49	11	15	1.07	.60	.92	-.2	.92	-.1	.36	.22	73.3	73.3	49P	
12	10	15	.73	.56	1.08	.5	1.10	.5	.07	.23	60.0	67.6	12P	
18	10	15	.73	.56	.86	-.6	.83	-.6	.50	.23	73.3	67.6	18P	
27	10	15	.73	.56	1.08	.5	1.10	.5	.07	.23	60.0	67.6	27P	
33	10	15	.73	.56	1.08	.5	1.10	.5	.07	.23	60.0	67.6	33P	
41	10	15	.73	.56	1.09	.5	1.07	.3	.09	.23	60.0	67.6	41L	
42	10	15	.73	.56	.90	-.4	.87	-.5	.42	.23	73.3	67.6	42P	
3	9	15	.43	.54	1.04	.3	1.03	.2	.17	.24	53.3	63.3	03P	
4	9	15	.43	.54	1.02	.2	1.00	.1	.21	.24	66.7	63.3	04P	
6	9	15	.43	.54	.98	-.1	.96	-.1	.28	.24	53.3	63.3	06P	
8	9	15	.43	.54	1.00	.1	1.07	.4	.21	.24	66.7	63.3	08P	
14	9	15	.43	.54	.90	-.6	.88	-.6	.43	.24	66.7	63.3	14P	
29	9	15	.43	.54	.90	-.6	.88	-.6	.43	.24	66.7	63.3	29P	
38	9	15	.43	.54	1.21	1.3	1.20	1.1	-.14	.24	40.0	63.3	38L	
40	9	15	.43	.54	.97	-.1	.95	-.2	.31	.24	66.7	63.3	40P	
5	8	15	.14	.53	1.26	1.9	1.30	2.0	-.26	.24	26.7	60.4	05P	
7	8	15	.14	.53	.81	-1.5	.79	-1.5	.61	.24	66.7	60.4	07P	
17	8	15	.14	.53	1.06	.5	1.06	.4	.14	.24	66.7	60.4	17P	
39	8	15	.14	.53	1.22	1.7	1.26	1.7	-.18	.24	40.0	60.4	39L	
50	8	15	.14	.53	1.18	1.4	1.23	1.5	-.11	.24	53.3	60.4	50P	
2	7	15	-.14	.53	1.04	.3	1.06	.5	.16	.24	66.7	60.3	02L	
9	6	15	-.43	.54	1.16	1.0	1.22	1.2	-.08	.24	60.0	62.4	09L	
24	6	15	-.43	.54	1.16	1.0	1.22	1.2	-.08	.24	60.0	62.4	24P	
13	5	15	-.73	.56	.96	-.1	.91	-.3	.33	.23	60.0	67.8	13P	
19	5	15	-.73	.56	1.10	.5	1.24	1.0	-.02	.23	73.3	67.8	19P	
28	5	15	-.73	.56	.96	-.1	.91	-.3	.33	.23	60.0	67.8	28P	
34	5	15	-.73	.56	.96	-.1	.91	-.3	.33	.23	60.0	67.8	34L	
MEAN	9.9	15.0	.76	.60	1.00	.1	.97	.1			68.8	71.0		
S.D.	2.3	.0	.76	.08	.12	.6	.20	.7			12.6	8.4		

Based on figure 4.4, There were 7 students for high ability in answering the test referred to the simple tense which score 1.96 logit, and there were

4 students which had lowest ability in answering present tense which score -73 logit.

2. Description of Students Ability for Simple Past

Figure 4.5 Map item of simple Past



Based on the Figure 4.5 shows the most difficult items answered by students, Item p4, p5, p9, p10, p12, p13, p15, p11 which in (53%) . While items 7 which in (46%) in the easy category. As details of the measurement results of the items are shown in table below:

**Figure 4.6 Item Measurement of Simple Past**

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL		INFIT		OUTFIT		PT-MEASURE		EXACT MATCH		Item
				S.E.	MNSQ	ZSTD	MNSQ	ZSTD	CORR.	EXP.	OBS%	EXP%		
7	29	50	.84	.30	.97	-.3	.99	.0	.32	.29	66.0	63.1	p7	
3	30	50	.75	.30	1.03	.3	1.00	.1	.25	.28	60.0	63.8	p3	
14	32	50	.57	.31	1.03	.4	.99	.0	.24	.28	58.0	66.3	p14	
2	34	50	.38	.32	1.08	.7	1.08	.5	.15	.27	66.0	69.2	p2	
1	36	50	.17	.33	1.12	.9	1.19	1.0	.06	.26	74.0	72.6	p1	
6	37	50	.06	.33	1.07	.5	1.34	1.5	.07	.25	76.0	74.5	p6	
8	37	50	.06	.33	.99	.0	.91	-.4	.29	.25	72.0	74.5	p8	
4	38	50	-.05	.34	.94	-.3	.85	-.6	.36	.25	78.0	76.4	p4	
5	39	50	-.17	.35	.87	-.7	.77	-.9	.45	.24	80.0	78.2	p5	
9	39	50	-.17	.35	.92	-.4	.87	-.5	.37	.24	80.0	78.2	p9	
10	40	50	-.30	.36	1.08	.4	1.02	.2	.14	.23	78.0	80.1	p10	
13	40	50	-.30	.36	.97	-.1	1.05	.3	.24	.23	82.0	80.1	p13	
12	41	50	-.44	.38	.98	.0	1.21	.8	.21	.22	82.0	82.0	p12	
15	41	50	-.44	.38	.96	-.1	.81	-.5	.32	.22	82.0	82.0	p15	
11	44	50	-.94	.44	.97	.0	.79	-.4	.28	.19	88.0	88.0	p11	
MEAN	37.1	50.0	.00	.35	1.00	.1	.99	.1			74.8	75.3		
S.D.	4.1	.0	.47	.04	.07	.4	.16	.6			8.4	6.9		

Based on figure 4.6 item p7 has value 0.30 logit which means this item was the difficult items than item p11 has value 0.448 logit that means easiest.



Figure 4.8 People Measure of Simple Past

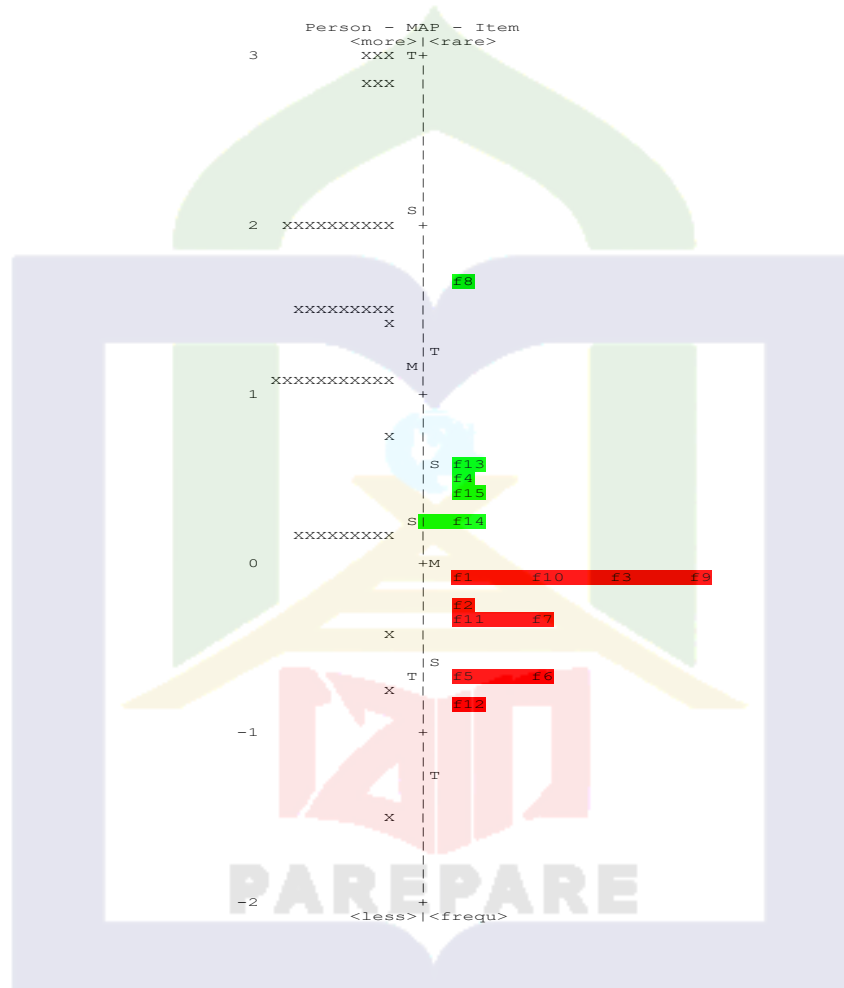
ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL		INFIT		OUTFIT		PT-MEASURE		EXACT	MATCH	Person
				S.E.	MNSQ	ZSTD	MNSQ	ZSTD	CORR.	EXP.	OBS%			
3	14	15	2.73	1.04	.89	.2	.50	-.3	.48	.12	93.3	93.3	03P	
16	14	15	2.73	1.04	1.09	.4	1.66	.9	-.25	.12	93.3	93.3	16P	
22	14	15	2.73	1.04	1.03	.3	1.03	.4	.03	.12	93.3	93.3	22P	
4	13	15	1.95	.77	.99	.2	.85	.0	.23	.16	86.7	86.7	04P	
9	13	15	1.95	.77	1.04	.3	.97	.2	.10	.16	86.7	86.7	09L	
24	13	15	1.95	.77	1.04	.3	.97	.2	.10	.16	86.7	86.7	24P	
31	13	15	1.95	.77	.98	.2	.99	.2	.19	.16	86.7	86.7	31P	
32	13	15	1.95	.77	1.05	.3	1.09	.4	.03	.16	86.7	86.7	32L	
35	13	15	1.95	.77	.93	.1	.72	-.3	.39	.16	86.7	86.7	35P	
43	13	15	1.95	.77	1.09	.3	1.14	.4	-.05	.16	86.7	86.7	43L	
2	12	15	1.45	.66	1.16	.5	1.29	.7	-.20	.18	80.0	80.0	02L	
10	12	15	1.45	.66	.75	-.6	.58	-1.0	.77	.18	80.0	80.0	10P	
13	12	15	1.45	.66	1.09	.4	1.06	.3	.02	.18	80.0	80.0	13P	
15	12	15	1.45	.66	1.00	.1	.99	.1	.18	.18	80.0	80.0	15P	
17	12	15	1.45	.66	1.13	.5	1.18	.5	-.11	.18	80.0	80.0	17P	
20	12	15	1.45	.66	.75	-.6	.58	-1.0	.77	.18	80.0	80.0	20P	
25	12	15	1.45	.66	.75	-.6	.58	-1.0	.77	.18	80.0	80.0	25P	
28	12	15	1.45	.66	1.09	.4	1.06	.3	.02	.18	80.0	80.0	28P	
30	12	15	1.45	.66	1.00	.1	.99	.1	.18	.18	80.0	80.0	30P	
39	12	15	1.45	.66	1.06	.3	1.17	.5	.00	.18	80.0	80.0	39L	
44	12	15	1.45	.66	1.19	.6	1.52	1.2	-.33	.18	80.0	80.0	44P	
46	12	15	1.45	.66	.96	.0	.85	-.2	.32	.18	80.0	80.0	46P	
1	11	15	1.06	.60	.72	-1.0	.62	-1.2	.82	.20	73.3	73.3	01P	
8	11	15	1.06	.60	1.06	.3	1.09	.4	.06	.20	73.3	73.3	08P	
11	11	15	1.06	.60	.88	-.4	.83	-.5	.48	.20	73.3	73.3	11P	
14	11	15	1.06	.60	.88	-.4	.84	-.4	.47	.20	73.3	73.3	14P	
19	11	15	1.06	.60	1.14	.6	1.14	.5	-.08	.20	73.3	73.3	19P	
26	11	15	1.06	.60	.88	-.4	.83	-.5	.48	.20	73.3	73.3	26P	
29	11	15	1.06	.60	.88	-.4	.84	-.4	.47	.20	73.3	73.3	29P	
33	11	15	1.06	.60	.94	-.1	.87	-.3	.36	.20	73.3	73.3	33P	
37	11	15	1.06	.60	.99	.0	.92	-.1	.27	.20	73.3	73.3	37L	
45	11	15	1.06	.60	.84	-.5	.76	-.7	.56	.20	73.3	73.3	45L	
47	11	15	1.06	.60	.91	-.2	.88	-.3	.40	.20	73.3	73.3	47P	
49	11	15	1.06	.60	1.06	.3	1.05	.3	.08	.20	73.3	73.3	49P	
6	10	15	.73	.56	1.00	.1	1.00	.1	.22	.21	66.7	67.1	06P	
7	10	15	.73	.56	.90	-.4	.90	-.4	.41	.21	80.0	67.1	07P	
18	10	15	.73	.56	.84	-.7	.83	-.7	.54	.21	80.0	67.1	18P	
21	10	15	.73	.56	1.01	.1	1.01	.1	.19	.21	66.7	67.1	21P	
23	10	15	.73	.56	1.01	.1	1.01	.1	.19	.21	66.7	67.1	23P	
34	10	15	.73	.56	1.14	.7	1.24	1.0	-.12	.21	66.7	67.1	34L	
38	10	15	.73	.56	1.03	.2	1.15	.7	.08	.21	80.0	67.1	38L	
41	10	15	.73	.56	1.16	.8	1.13	.6	-.09	.21	53.3	67.1	41L	
50	10	15	.73	.56	1.29	1.4	1.39	1.6	-.43	.21	53.3	67.1	50P	
12	9	15	.43	.54	1.02	.2	1.00	.1	.19	.22	53.3	62.9	12P	
27	9	15	.43	.54	1.02	.2	1.00	.1	.19	.22	53.3	62.9	27P	
42	9	15	.43	.54	1.08	.5	1.14	.8	.03	.22	66.7	62.9	42P	
48	9	15	.43	.54	.93	-.4	.92	-.4	.38	.22	66.7	62.9	48P	
36	8	15	.14	.53	1.09	.8	1.09	.7	.04	.22	46.7	59.9	36P	
40	8	15	.14	.53	1.22	1.7	1.25	1.8	-.24	.22	46.7	59.9	40P	
5	6	15	-.43	.54	1.03	.2	1.05	.4	.14	.22	66.7	61.8	05P	
MEAN	11.1	15.0	1.20	.65	1.00	.1	.99	.1			74.8	75.3		
S.D.	1.6	.0	.65	.12	.12	.5	.23	.6			11.3	9.0		

Based on Figure 4.8, There were 3 students for highest ability in answering the test referred to the simple tense which score 2.73 logit, and

there were 1 student which had lowest ability in answering present tense which score -43 logit.

### 3. Description of Students Ability for Simple Future

Figure 4.9 Map item Measure of Simple Future



Based on Figure 4.9 shows the most difficult items answered by the students, the items f1, f10, f3, f2, f11, f7, f5, f6 and the most easily answered by f12 student. There are 5 (33%) items in the difficult category, while 10 (67%) items in the easy category As details of the measurement results of the items are shown in table 4.5 below.

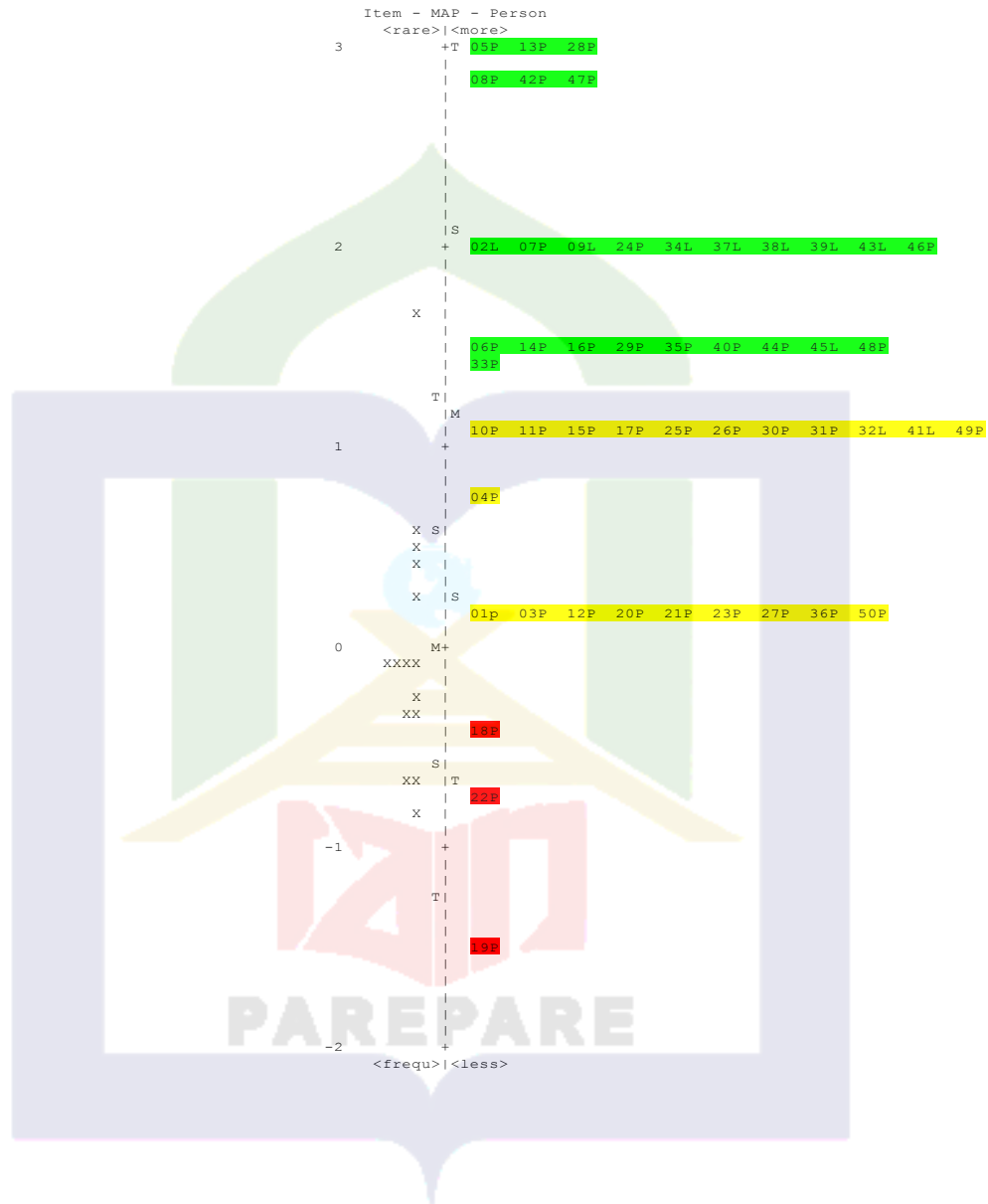


**Figure 4.10 Item Measure of Simple Future**

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S.E.	INFIIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD	PT-MEASURE CORR.	EXP.	EXACT MATCH OBS%	EXP%	Item
8	22	50	1.63	.32	.83	-1.6	.77	-1.3	.59	.45	70.2	66.8	f8
13	32	50	.62	.33	1.20	1.5	1.32	1.7	.25	.42	66.0	70.3	f13
4	33	50	.51	.33	1.01	.1	1.02	.2	.41	.41	72.3	71.2	f4
15	34	50	.40	.33	1.04	.3	1.00	.1	.39	.41	70.2	72.1	f15
14	35	50	.29	.34	.99	.0	.95	-.1	.41	.40	72.3	72.9	f14
1	38	50	-.08	.36	1.28	1.4	1.29	1.1	.17	.38	72.3	76.8	f1
3	38	50	-.08	.36	1.08	.5	.99	.1	.34	.38	72.3	76.8	f3
9	38	50	-.08	.36	.94	-.3	.80	-.7	.45	.38	76.6	76.8	f9
10	38	50	-.08	.36	.97	-.1	1.10	.5	.39	.38	76.6	76.8	f10
2	39	50	-.22	.37	.88	-.6	.84	-.5	.46	.37	78.7	78.6	f2
11	39	49	-.34	.39	1.11	.6	1.70	1.9	.20	.37	84.8	79.9	f11
7	40	50	-.36	.38	.79	-1.0	.61	-1.3	.54	.36	80.9	80.3	f7
5	42	50	-.68	.42	.89	-.4	1.04	.2	.39	.34	87.2	83.9	f5
6	42	50	-.68	.42	.96	-.1	.99	.1	.35	.34	87.2	83.9	f6
12	43	50	-.86	.44	.90	-.3	.76	-.5	.41	.32	87.2	85.7	f12
MEAN	36.9	49.9	.00	.37	.99	.0	1.01	.1			77.0	76.9	
S.D.	5.1	.2	.61	.03	.13	.8	.26	.9			6.8	5.3	

Based on Figure 4.10 the f8 item has a value of 1.63 logit, which means that this item is the most difficult item, while the f12 item has a value of -0.86 logit which means the easiest.

**Figure 4.11 Person Map of Simple Future**



The high-ability student category are 26 (Green) 57,88%, while the middle student category 21 (yellow) is 46.66% and the category of low student ability is 3 students (low) 6,66%.

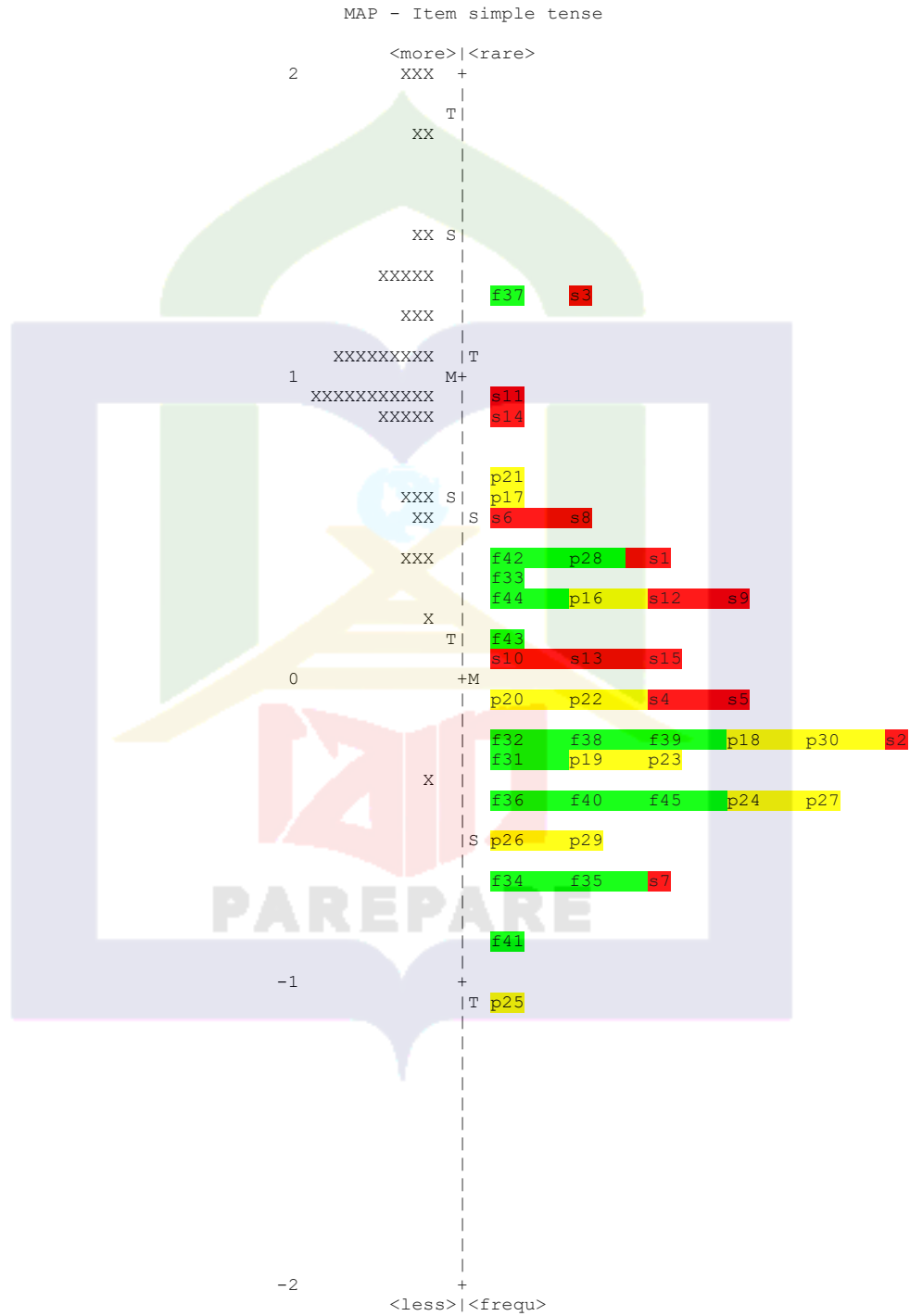
Figure 4.12 Person Measure of Simple Future

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S. E.	INFIIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD	PT-MEASURE CORR.	EXP.	EXACT OBS%	MATCH EXP%	Person
5	15	15	4.09	1.84					.00	.00	100.0	100.0	05P
13	15	15	4.09	1.84					.00	.00	100.0	100.0	13P
28	15	15	4.09	1.84					.00	.00	100.0	100.0	28P
8	14	15	2.81	1.06	1.11	.4	1.28	.6	-.04	-.19	93.3	93.3	08P
42	14	15	2.81	1.06	1.01	.3	.67	.0	.27	-.19	93.3	93.3	42P
47	14	15	2.81	1.06	1.14	.4	1.63	.9	-.15	-.19	93.3	93.3	47P
2	13	15	2.01	.78	1.27	.6	1.83	1.2	-.33	-.24	86.7	86.6	02L
7	13	15	2.01	.78	1.11	.4	1.06	.3	.10	-.24	86.7	86.6	07P
9	13	15	2.01	.78	.71	-.4	.47	-.8	.73	-.24	86.7	86.6	09L
24	13	15	2.01	.78	.71	-.4	.47	-.8	.73	-.24	86.7	86.6	24P
34	13	15	2.01	.78	1.03	.2	.78	-.1	.29	-.24	86.7	86.6	34L
37	13	15	2.01	.78	1.14	.4	1.06	.3	.07	-.24	86.7	86.6	37L
38	13	15	2.01	.78	1.27	.6	1.83	1.2	-.33	-.24	86.7	86.6	38L
39	13	15	2.01	.78	.71	-.4	.47	-.8	.73	-.24	86.7	86.6	39L
43	13	15	2.01	.78	.88	.0	1.19	.5	.31	-.24	86.7	86.6	43L
46	13	15	2.01	.78	1.22	.6	1.39	.7	-.14	-.24	86.7	86.6	46P
6	12	15	1.49	.67	1.24	.7	1.45	1.0	-.15	-.27	73.3	80.5	06P
14	12	15	1.49	.67	1.05	.3	.90	-.1	.26	-.27	73.3	80.5	14P
16	12	15	1.49	.67	1.08	.3	1.00	.2	.18	-.27	73.3	80.5	16P
29	12	15	1.49	.67	1.05	.3	.90	-.1	.26	-.27	73.3	80.5	29P
35	12	15	1.49	.67	.88	-.2	.99	-.1	.40	-.27	86.7	80.5	35P
40	12	15	1.49	.67	.81	-.4	.75	-.4	.56	-.27	86.7	80.5	40P
44	12	15	1.49	.67	1.18	.6	1.10	.4	.03	-.27	73.3	80.5	44P
45	12	15	1.49	.67	1.17	.5	1.14	.5	.03	-.27	73.3	80.5	45L
48	12	15	1.49	.67	1.16	.5	1.09	.4	.06	-.27	73.3	80.5	48P
33	11	14	1.42	.68	1.08	.3	.94	.0	.21	-.27	71.4	79.3	33P
10	11	15	1.08	.61	.80	-.6	.72	-.8	.61	-.28	80.0	75.1	10P
11	11	15	1.08	.61	.80	-.6	.72	-.8	.61	-.28	80.0	75.1	11P
15	11	15	1.08	.61	.91	-.2	.85	-.3	.44	-.28	80.0	75.1	15P
17	11	15	1.08	.61	1.11	.5	1.37	1.1	.00	-.28	80.0	75.1	17P
25	11	15	1.08	.61	.80	-.6	.72	-.8	.61	-.28	80.0	75.1	25P
26	11	15	1.08	.61	.80	-.6	.72	-.8	.61	-.28	80.0	75.1	26P
30	11	15	1.08	.61	.91	-.2	.85	-.3	.44	-.28	80.0	75.1	30P
31	11	15	1.08	.61	.91	-.2	.85	-.3	.44	-.28	80.0	75.1	31P
32	11	15	1.08	.61	.91	-.2	.85	-.3	.44	-.28	80.0	75.1	32L
41	11	15	1.08	.61	.80	-.6	.72	-.8	.61	-.28	80.0	75.1	41L
49	11	15	1.08	.61	1.35	1.2	1.44	1.2	-.29	-.28	66.7	75.1	49P
4	10	15	.74	.57	1.09	.5	1.23	.9	.08	-.28	73.3	69.5	04P
1	8	15	.13	.54	.83	-1.2	.80	-1.2	.55	-.28	73.3	61.9	01p
3	8	15	.13	.54	.82	-1.3	.79	-1.3	.57	-.28	73.3	61.9	03P
12	8	15	.13	.54	.93	-.4	.90	-.6	.40	-.28	60.0	61.9	12P
20	8	15	.13	.54	.83	-1.2	.80	-1.2	.55	-.28	73.3	61.9	20P
21	8	15	.13	.54	1.06	.4	1.06	.4	.19	-.28	60.0	61.9	21P
23	8	15	.13	.54	.83	-1.2	.80	-1.2	.55	-.28	73.3	61.9	23P
27	8	15	.13	.54	.93	-.4	.90	-.6	.40	-.28	60.0	61.9	27P
36	8	15	.13	.54	1.24	1.6	1.32	1.8	-.13	-.28	46.7	61.9	36P
50	8	15	.13	.54	1.28	1.9	1.29	1.6	-.16	-.28	46.7	61.9	50P
18	6	15	-.45	.55	.96	-.2	.91	-.3	.33	.25	66.7	62.8	18P
22	5	15	-.76	.56	1.14	.7	1.12	.5	.03	.24	60.0	67.0	22P
19	3	15	-1.49	.66	1.22	.7	1.43	.9	-.23	-.19	80.0	80.0	19P
MEAN	11.1	15.0	1.33	.74	1.01	.1	1.01	.0			77.0	76.9	
S.D.	2.6	.1	1.13	.31	.18	.7	.32	.8			10.7	9.6	

There were 3 people who were able to answer all with a score of 4.09 logit, while students with low abilities had a score of -1.49 logit. The average ability of students in the simple future section 1.33.

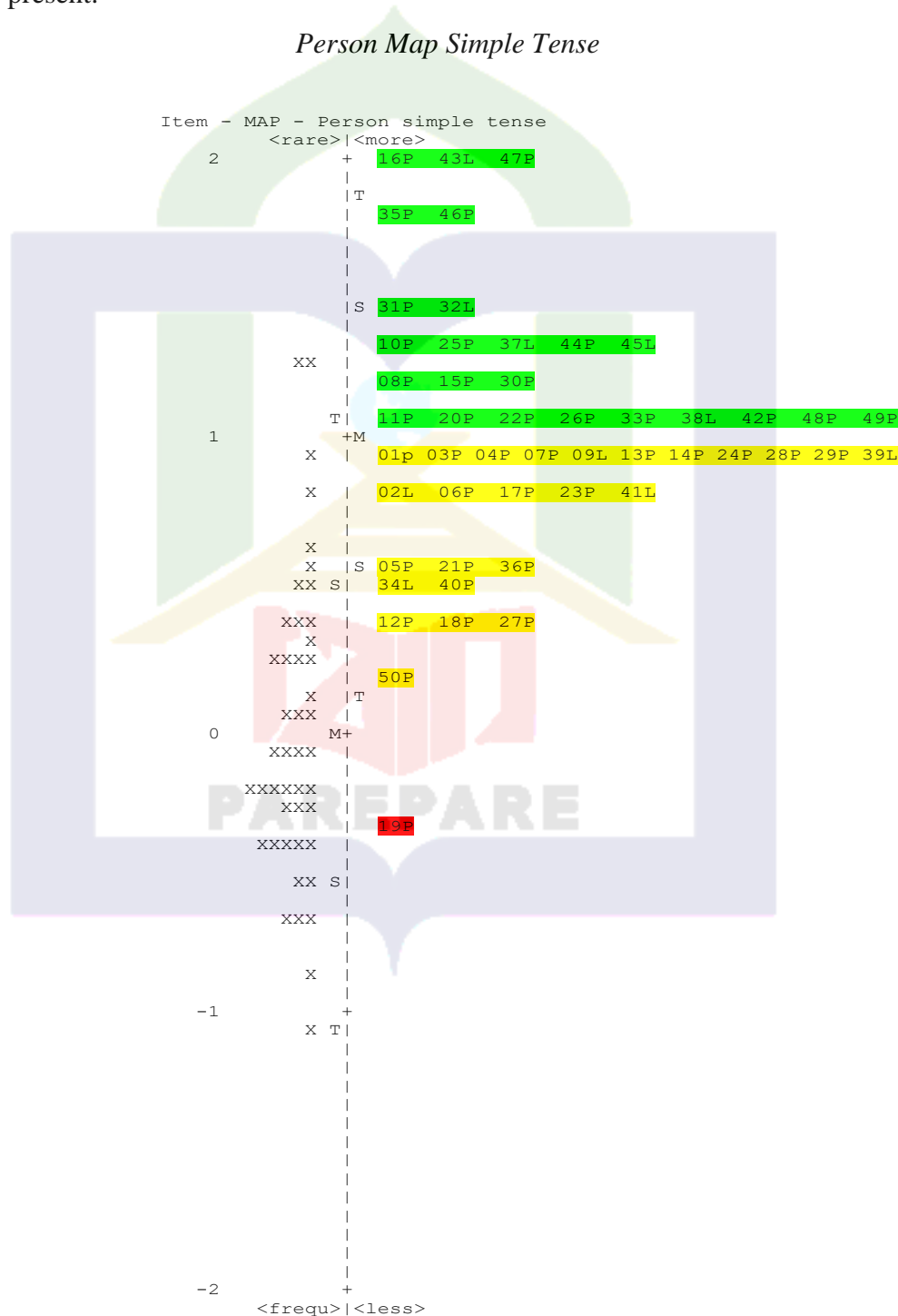
**Figure 4.13 Accumulation of Simple Tense**

*Item Map Simple Tense*



Based on Figure 4.13 shows the accumulation of the item condition after answered by the students. It showed that difficult items answered by the students were in items p25 for items simple past and items which category in difficult items showed in f37 and s3 were for simple future and simple present.

*Person Map Simple Tense*



Based on the figure above, it may see that, the high-ability student category are 24 students which 48.00%, while the middle student category 25 students which 50.00% and the category of low student ability is 1 students which 2%.

## **B. Discussion**

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of the respondents to find out the description of students ability. These sections were going to find out the answer of the research question mentioned in first chapter, which asked about the students' grammatical ability.

### **1. Students Grammatical Ability**

#### **a. Present Form**

Grammar is the foundation of communication. Everybody can make a communication without grammar. Nevertheless, their communications must be defective. It will make a miscommunication or misunderstanding because erroneous grammar, like any badly setup internet connection, can affect the accuracy of any intended communication. It could be easily being buried and concealed mistakes, a number of these ability can be found with sentence structure, punctuation, and many other working of grammar. Therefore, grammar is the important element in language that needs to be considered for its existence.

The study of grammar is not just considering an essential feature of language learning, but it is think to be sufficient for learners to actually acquire another language. Grammar is a very important to produce a

language because without getting grammar the learners cannot use the language well.

This finding of the research considering about present form which really important to be mastered for students specially for students in university scope, In general, the simple present tense express events or situation that exists always, usually, habitually, they exist now, have existed in the past, and probably will exit in the future.<sup>31</sup>The simple present tense indicates an action in the present time which is not finished. This can be a habitual action (something done regularly such as brushing your teeth every day) or a general truth.

The result of the data explained above was the result of the students answered which categorized for students which had much ability in certain number, it indicated that, students had much ability in mastering present form, the result of the person map shows the students ability which identified the number of 46.6% in difficult items, this difficult items shows that students get had much ability in their grammar for present tense.

b. Past form

Simple past tense is used to talk about activities or situations that began and ended at a particular time in the past.<sup>32</sup> We use the past simple for an action in the past.<sup>33</sup> If a sentence contains when and has the simple

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<sup>31</sup>Betty SchramperAzhar, *Understanding and Using English Grammar*, (Second Edition; United States of Amerika: Prentice Hall Regents 1989), p. 2

<sup>32</sup>Betty Schramper Azar, *Fundamentals of English Grammar*, p.32.

<sup>33</sup>John Eastwood, *Oxford Guide to English Grammar*, (New York: Oxford University Press, 2002), p.87

past in both clauses, the action in the when clause happens first. The first clause called time clause tells that the activity began first. A time clause can come in front of a main clause or follow a main clause. The second clause called main clause while its role as a second activity happened after the previous one did, it called as past form of clause.

The simple past is used to talk about activities or situations that began and ended in the past.<sup>34</sup> It can be concluded that the simple past tense describes an action which happened in time before the present time and is no longer happening. Simple past tense is also used if the happened completely in the past even the time is not mentioned.

This part of explanation should be much correlated to the data findings above, it showed very clearly about the students' ability caused by the students in answering the test which consisted of test for identifying the students' grammatical ability especially for the past form, students' showed 7 items which categorized in difficult term, this caused much ability for the students.

The result of the study related to the past form which identify that student found difficulties in matching the form of subject toward the word which happened in past time, the time signal caused many wrong position on students answered toward the test spreading. Another ability seen from the sub clause of the test, several test items consist of the past form which students mostly got wrong answer on that, they can't differentiate the form of past and perfect sentences.

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<sup>34</sup>Betty S. Azar, *Fundamental of English Grammar*, p. 25.



It result that, students got ability in number of four to six ability s, it could be seen from the result of the study which really had much ability s in number, past form should be easy for students because it contains of clear form of past even the time signal also showed clearly the time at all.

c. Future form

Future tense tells about things, condition, problems, the existence, works that actually are described by the verb form in future. The present future tense is also called as simple future tense is the grammatical tense used talking about something that will happen or exist. Simple future tense is used to express the events predicted to occur in the future.<sup>35</sup>

Simple future tenses can mean, as the tense is that used for express a prediction, a prior plan, and willingness. It is a situation that may obtain in the present and will obtain in the future but with some future termination in sight. Simply stated simple future tense is tenses with future meaning and will happen in the future.

The result of the finding was the students score, which identify about the students grammatical ability referred to the future form, it called also future happened, which act at will happened in the future, mostly students got ability in identifying the word which should be future or not, the time signal sign to be future form but some of the test showed different happened or act.

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<sup>35</sup>Mr. Sam. Tt. *Kitab Grammar ang Tenses Super Lengkap*. (Pamulang: Penerbit Ilmu Bumi Pamulang-Bambu Apus, 2011),p. 133.

This all the result valid for being result of the research which sums that, students may still get very difficult in answering grammatical test, moreover for test of present, past and future form, it really indicates that students need more learning active for focusing mastering grammar materials at class.

## 2. The Dominant Ability encountered by Students

Knowing about how grammar works is to understand more about how grammar is used and misused. It means that there students' learning. In this research, the terms of ability in grammar were *grammatical ability*. The writer has chosen only three categories or problem areas in grammatical ability. Namely present, past and future form, this kind of scope was the pre assuming toward the grammatical ability though by the researcher.

Dominant categories is found to know specifically about the aspect mostly felt by the respondent toward their phenomena the categories of grammatical ability among the aspect referred to the past form, it become the dominant ability which showed presentation of 53% which proved because of the difficulties items answered by the students.

The researcher confidently stated for this result of the data which analyzing by validity test, past form become the dominant ability s encountered by the students after conducting the test in this research. By this finding, the researcher believe on students ability s caused mostly in past form, the students can't really understand about the time signal of the past form, the word of the time signal should be mastered by students in order to identify the past form.

Another ability is identified from the past form also cause of the general statement; the students don't know that, past form should be followed by statement form. The explanation above all about the condition of the students grammatical ability which referred to the present, past and future form that found dominant form for simple past tense.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows: Students Grammatical Ability can be identified by grammatical test which become an instrument of this research, the ability divided into present, past and future form, which showed that students which had much ability in number of four to six ability, it indicated that, students had much ability in mastering present form while past form which identify that student found difficulties in matching the form of subject toward the word which happened in past time, ability s caused the time signal many wrong answered and the students grammatical ability referred to the future form, it called also future happened. Students get difficult showed from the difficult items answered by the students identified by the items' map of each form.

#### B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The teacher is a person who can influence the students in grammar material, so the teachers should provide a great technique in teaching, students' grammatical should be better than previous semester by considering the best techniques.
2. The result of this research can be used for the research to identifying the student's grammatical and also for the next researcher who wants to doing an

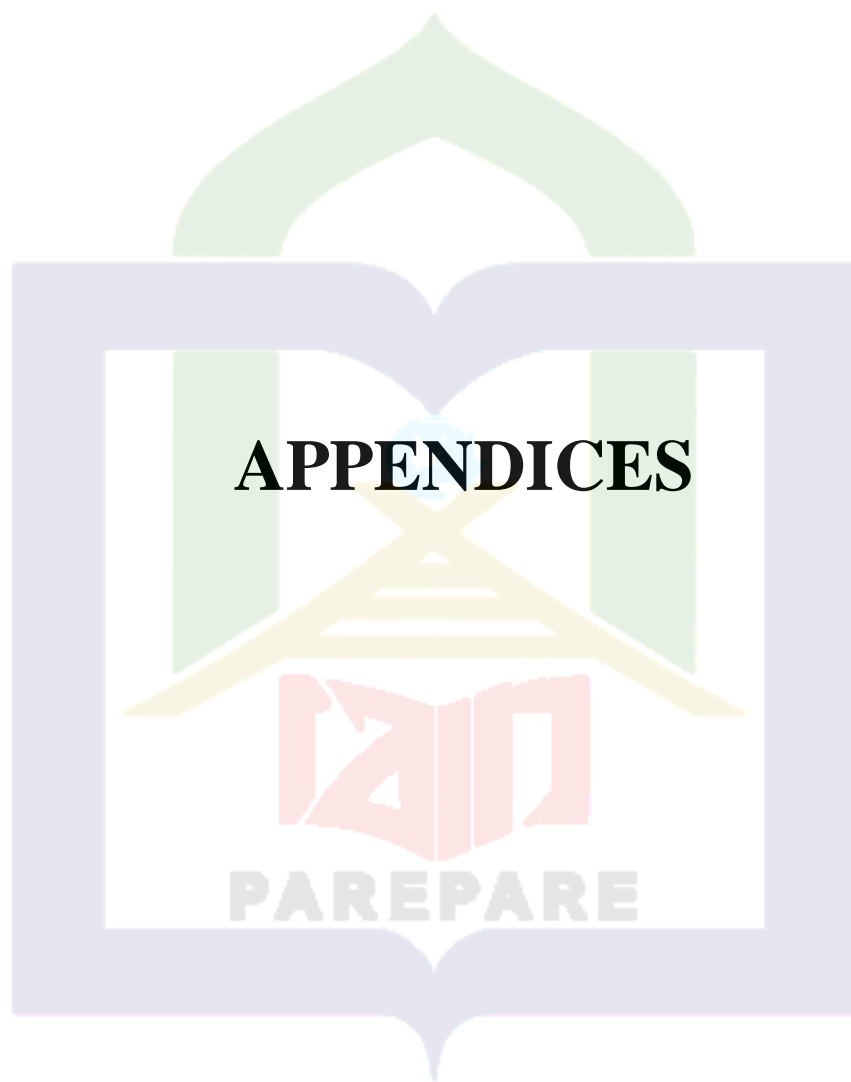
experimental class, by reading and understand the result of this research, they can done better research than this research.



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## **APPENDICES**

**PAREPARE**



## Appendix 1 : Test Form

	<p><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b></p> <p><b>INSTITUT AGAMA ISLAM NEGERI PAREPARE</b></p> <p><b>FAKULTAS TARBIYAH</b></p> <p>Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421)</p>
<p><b>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</b></p>	

**B. IDENTITAS**

1. Nama :
2. Asal Sekolah :
3. Jenis Kelamin :  Laki-Laki  Perempuan

**C. DAFTAR PERTANYAAN**

**1. Choose one of the four choices that you think is the right answer then cross**

**(x) on your chosen answer!**

1. It is a nice day \_\_\_\_\_ we go out for a walk
  - a. I apologize
  - b. I insist
  - c. I promise
  - d. I suggest
2. The earth \_\_\_\_\_ round the sun.
  - a. Eats
  - b. goes
  - c. Rises
  - d. Tells
3. Julia is very good at languages. She \_\_\_\_\_ four languages very well.
  - a. Speaks
  - b. Tells
  - c. Runs
  - d. Listens
4. Bears cannot see well \_\_\_\_\_ small eyes.
  - a. Bears have

- b. Because having  
 c. Because they have  
 d. Because of bears
5. \_\_\_\_\_ completely satisfied, you can return the product to the manufacturer.
- a. If not  
 b. If doesn't  
 c. if is not  
 d. didn't
6. While \_\_\_\_\_ a ball-and-socket joint, the elbow is a simple hinge joint.
- a. While the shoulder  
 b. The shoulder is  
 c. The shoulder  
 d. While the shoulder is
7. Pluto's moon, charon, \_\_\_\_\_ in a slightly elliptical path around the planet .
- a. Moves  
 b. Moved  
 c. In moving  
 d. In its moving
8. The Wasatch Range, \_\_\_\_\_ extends from South eastern Idaho into northern Utah.
- a. Which is a part of the Rocky Mountains,  
 b. A part of the Rocky Mountains that  
 c. Is a part of the Rocky Mountains  
 d. A part of the Rocky Mountains, it
9. The first writing \_\_\_\_\_ Evidence of is on Mesopotamian clay tablets.
- a. We  
 b. That we  
 c. Has  
 d. That we have
10. The citizens worry about \_\_\_\_\_ is doing
- a. What the government  
 b. The government  
 c. What  
 d. What the government it
11. \_\_\_\_\_ relations with friends and acquaintances, play a major role in the social developments of adolescents.
- a. What are called peer group relations are

- b. Peer group relations are  
 c. Peer group relations, the  
 d. By peer group relations, we mean
12. Buckwheat flour\_\_\_\_\_ the seeds of the buckwheat plant.  
 a. Is made from  
 b. From  
 c. It is from  
 d. And
13. The large carotid artery\_\_\_\_\_ the main parts of brain.  
 a. Carrying blood  
 b. Blood is carried  
 c. Carries blood  
 d. Blood carries
14. Do your father and mother\_\_\_\_\_ In a hotel?  
 a. Stays  
 b. To stay  
 c. Stay  
 d. Staying
15. The earth\_\_\_\_\_ once within 24 hours everyday.  
 a. Rotating  
 b. Rotates  
 c. Rotate  
 d. Rotated
16. It was warm, so I\_\_\_\_\_ off my coat.  
 a. Take  
 b. Took  
 c. Taken  
 d. Taking
17. It was hard work carrying the bags. They\_\_\_\_\_ very heavy.  
 a. Is  
 b. are  
 c. was  
 d. were
18. The window was open and a bird\_\_\_\_\_ into the room.  
 a. Fly  
 b. Flying  
 c. Flew  
 d. It's flying
19. Don \_\_\_\_\_ down the stairs this morning and hurt his leg  
 a. Fell  
 b. Falling

- c. It falls  
d. Its falling
20. Modern humans, who first appeared about 600,000 years ago, \_\_\_\_\_  
Homo sapiens.  
a. calling  
b. They Were called  
c. They called  
d. They were called
21. \_\_\_\_\_ first settled the Hawaiian Islands between A.D 300 and 750.  
a. The Polynesians  
b. The Polynesians arrived  
c. Because of the Polynesians  
d. It was the Polynesians
22. The first plant-like organisms probably \_\_\_\_\_ In the sea, perhaps 3 billion years ago.  
a. Life  
b. Living  
c. Lived  
d. It was living
23. Robert E. Lee \_\_\_\_\_ the Confederate army to General Grant in 1865 at the Appomattox Courthouse.  
a. Surrendered  
b. He surrendered  
c. Surrendering  
d. Surrender
24. The company president, \_\_\_\_\_, boarded a plane for the Bahamas.  
a. Needed a vacation  
b. Needing a vacation  
c. Needs a vacation  
d. Who needing a vacation
25. The construction material, a rather grainy type of wood, \_\_\_\_\_ a rustic feeling.  
a. Giving the room  
b. The room gave  
c. Gave the room  
d. Which gave the room
26. I told him \_\_\_\_\_ something to show to his brother last week.  
a. Has  
b. Have  
c. Had  
d. Have had
27. \_\_\_\_\_ was backed up for miles on the free way.  
a. Yesterday

- b. In the morning  
c. Traffic  
d. Cars
28. The television purchased yesterday..... expensive  
a. Is  
b. Are  
c. Was  
d. Were
29. Mark Twain..... the years after the Civil War the “Gilded Age”  
a. called  
b. calling  
c. he called  
d. his calls
30. In 1867,..... Alaska from the Russians for \$7.2 million.  
a. purchased the United States  
b. to purchased the United States  
c. the United States’ purchase  
d. the United States purchased
31. Don’t worry about your exam. I’m sure you..... Pass it.  
a. Will  
b. Would  
c. Willing  
d. Will be
32. The film..... appearing at the local theater will be my favorite.  
a. Now  
b. Is  
c. It  
d. was
33. .... radio as the first practical system of wireless telegraphy.  
a. Marconi’s development  
b. The development by Marconi  
c. Developing Marconi  
d. Marconi will develop
34. Were our neighbor a bit more friendly ..... somewhat easier to get to know them.  
a. Would it be  
b. Would be it  
c. It would be  
d. Would be
35. If your friend come to visit,..... In a hotel or at your house?  
a. Will he stay  
b. He will stay  
c. Should he stays

- d. He stays
36. He might be a little more successful today, ..... a little more willing to do some hard work.
- Was he
  - He was
  - If he was
  - Were he
37. .... this town again, I would be delighted to show you around.
- If you ever visit
  - Should you ever visit
  - Were you ever visit
  - If should you ever visit
38. The train ..... at the station 2 hours later.
- Are arriving
  - Is arriving
  - Will arrive
  - Will be arrive
39. the cost of living ..... Every year things are more expensive.
- Increase
  - Increased
  - Is increasing
  - Was increasing
40. Ken is still ill but he ..... better slowly.
- Got
  - Getting
  - Is getting
  - Was getting
41. The boy ..... going to the movie with a friend.
- He is
  - He always has
  - Is relaxing
  - Will
42. The chapters taught by the professor this morning ..... on next week's exam.
- Will be
  - Will being
  - were
  - Was
43. .... to have surgery, you should get a second opinion.
- Before decided
  - Before deciding

- c. Decided
  - d. Decide
44. We will have to return the merchandise ..... Yesterday at the Board w  
ay
- a. Purchasing
  - b. Purchased
  - c. Which purchased
  - d. Which is purchasing
45. The sound coming from a vibrating object..... or low depending on th  
e number of vibrations.
- a. Will
  - b. will be
  - c. will be high



**The Students Total Ability**

No	Name	ABILITY ITEM			Total Ability
		PRESENT	PAST	FUTURE	
1	Hikmah Savira Mansur	3	4	7	14
2	Syaiful	8	3	2	13
3	Lisa Lestari H	6	1	7	14
4	Muftihaturrehmanah	6	2	5	13
5	Siti Israyani Armil	7	9	0	16
6	Suci ramadhani	6	5	3	14
7	Nurhayati Samir	7	5	2	14
8	Nadia Aloatuan	6	4	1	11
9	Aswan Mohamdar	9	2	2	13
10	Anti	4	3	4	11
11	Indri	4	4	4	12
12	Sarah Diana	5	6	7	18
13	Lifka	10	3	0	13
14	Hikmah	6	4	3	13
15	Sarah Diana	4	3	4	11
14	Sarfina Sukhaemi	2	1	3	6
15	Masyitha Adinda Putri	7	3	4	14
16	NADIA ALOATUAN	5	5	9	19
17	ASNIAR	10	4	12	26
18	Nabila Lathifa Putri	3	3	7	13
19	Elmi sarina sabir	4	5	7	16
20	Nurmiati	2	1	10	13
21	Serina	2	5	7	14
22	Suhartina	9	2	2	13
23	Putri	4	3	4	11
24	Syahrina	4	4	4	12
25	Umi sahra	5	6	7	18
26	Fesa Saksara	10	3	0	13
27	Revit canda	6	4	3	13
28	Mirmiati	4	3	4	11
29	Arham Samsir	4	2	4	10



30	Irfan	4	2	4	10
31	Intan	5	4	3	12
32	Ismail Rahim	10	5	2	17
33	Harda	3	2	3	8
34	Nabila Latifha Putri	2	7	7	16
35	Muh Kamil	4	4	2	10
36	Bagus Nugraha	6	5	2	13
37	Hartono	7	3	2	12
38	Israyanti	6	7	3	16
39	Sudarman	5	5	4	14
40	Turrahma awalia	5	6	1	12
41	Ismail Rahim	2	2	2	6
42	Sulistiawati	4	3	3	10
43	Akbar	3	4	3	10
44	Sri Lestari	2	3	2	7
45	Sahira	2	4	1	7
46	Saksara	4	6	3	13
47	Putri simpajo	4	4	4	12
48	Antiani	7	5	7	19
49	Dila	2	7	7	16
50	Nur diah	4	4	2	10



**SURAT KEPUTUSAN**  
**DEKAN FAKULTAS TARBİYAH**  
**NOMOR :437.14 TAHUN 2020**  
**TENTANG**  
**PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**

**DEKAN FAKULTAS TARBİYAH**

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (SISDIKNAS);
2. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;
3. Undang-Undang Nomor 12 Tahun 2015 tentang Guru dan Dosen;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;
7. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
8. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
9. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;

**MEMUTUSKAN**

- Menetapkan** : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
- b. Menunjuk Saudara: 1. Drs. Ismail Latief, M.M.  
2. Wahyu Hidayat, Ph.D.  
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:  
Nama Mahasiswa : Fitri Hana Jawi P  
NIM : 16.1300.037  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : *The Use of Self Collection Strategy to enrich the Students' Speaking Vocabulary Mastery at the First Grade of SMP Negeri 2 Benteng*
- c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
- e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare  
Pada Tanggal : 10 Februari 2020



H. Saepudin



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 9112 ☎ (0421) 21307 Fax 24404  
PO Box 909 Parepare 91100, website : [www.iaiparepare.ac.id](http://www.iaiparepare.ac.id), email : [mat@iaiparepare.ac.id](mailto:mat@iaiparepare.ac.id)

Nomor : B.498/In.39.5.1/PP.00.9/02/2021  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,-  
Kota Parepare

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Fitri Hana Jawi  
Tempat/Tgl. Lahir : Parepare, 27 Desember 1997  
NIM : 16.1300.037  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : X (Sepuluh)  
Alamat : BTN Pondok Indah, Kel. Bukit Harapan, Kec. Soreang,  
Kota Parepare

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

**"Analysis Of Grammatical Error (Simple Tenses) In Six Semester Of English Students Program At IAIN Parepare"**

Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2021. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Parepare, 18 Februari 2021

Wakil Dekan I,



*Muhammad Dahlan Thalib*  
Muhammad Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



SRN IP0000151

**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
*Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpisp@pareparekota.go.id*

---

**REKOMENDASI PENELITIAN**  
**Nomor : 153/IP/DPM-PTSP/3/2021**

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.  
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.  
3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA : **FITRI HANA JAWI**  
NAMA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  
UNIVERSITAS/ LEMBAGA : **PENDIDIKAN BAHASA INGGRIS / TARBIYAH**  
Jurusan : **BTN PONDOK INDAH, KEC. SOREANG PAREPARE**  
ALAMAT : **melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :**  
UNTUK : **JUDUL PENELITIAN : ANALYSIS OF GRAMMATICAL ERROR (SIMPLE TENSE) IN SIX SEMESTER OF ENGLISH STUDENTS PROGRAM AT IAIN PAREPARE**

**LOKASI PENELITIAN : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

**LAMA PENELITIAN : 02 Maret 2021 s.d 02 April 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung  
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
Pada Tanggal : **04 Maret 2021**

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE**



**Hj. ANDI RUSIA, SH.MH**  
Pangkat : **Pembina Utama Muda, (IV/c)**  
NIP : **19620915 198101 2 001**

**Biaya : Rp. 0.00**

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



Balai  
Sertifikasi  
Elektronik





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 9112 ☎ (0421) 21307 Fax 24404  
PO Box 909 Parepare 91100, website: [www.iaipare.ac.id](http://www.iaipare.ac.id), email: [mail@iaipare.ac.id](mailto:mail@iaipare.ac.id)

**SURAT KETERANGAN PENELITIAN  
NOMOR : B 1419/In.39.5.1/PP.00.9/06/2021**

Yang bertanda tangan di bawah ini,

Nama : Dr. Muh. Dahlan Thalib, M.A  
NIP : 19631231 198703 1 012  
Pangkat/Golongan : Pembina TK. I/IV b  
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan  
dan Kerjasama  
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Fitri Hana Jawi  
Nomor Pokok : 16.1300.037  
Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Februari 2021 sampai dengan bulan Maret 2021, dengan judul penelitian "Analysis Of Grammatical Error (Simple Tenses) In Six Semester Of English Students Program At IAIN Parepare".

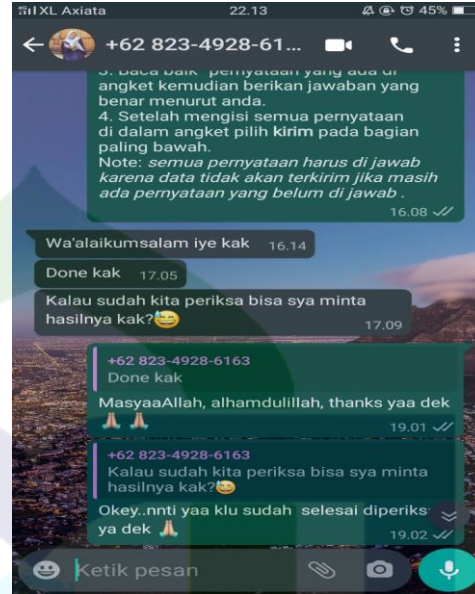
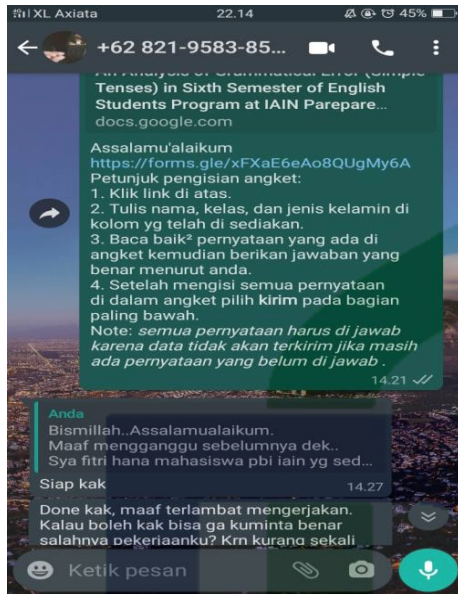
Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 04 Juni 2021

Wakil Dekan I,

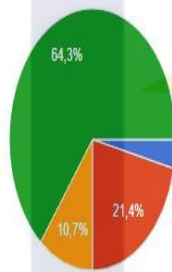
  
Muh. Dahlan Thalib

## Appendix 2 : Documentation

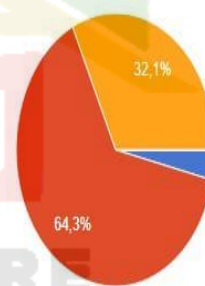


1. It is a nice day, ..... we go out for a walk

2. The earth.....round the sun.



- i apologize
- i insist
- i promise
- i suggest



- Eats
- Goes
- Rises
- Tells

perempuan  
 laki-laki

1. It is a nice day. .... we go out for a walk \*

i apologize  
 i insist  
 i promise  
 i suggest

2. The earth.....round the sun. \*

Eats.

Jenis Kelamin \*

perempuan  
 laki-laki

1. It is a nice day. .... we go out for a walk \*

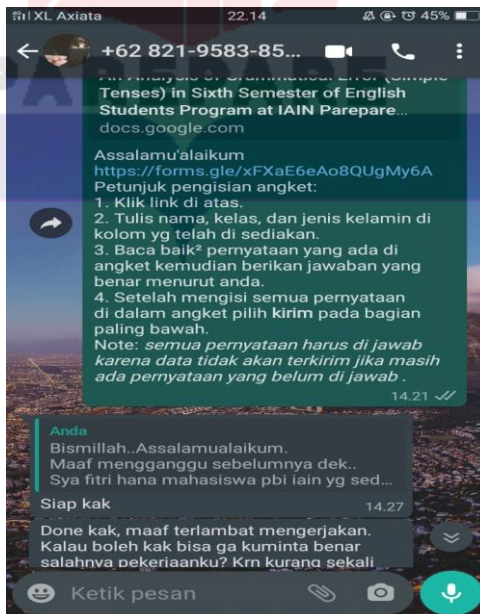
i apologize  
 i insist  
 i promise  
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Jenis Kelamin \*

perempuan  
 laki-laki

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### **CURRICULUM VITAE**

Fitri hana Jawi Patty, the writer was born on December 27<sup>th</sup> 1997 in Parepare and South Sulawesi. She is the first Child from fourth children in her family, her father's name is Hairun Patty and Her mother's name is Nurjannah. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on TK KARTIKA VII-12 on 2004 than, in the year 2005-2010 at SDN 18 Kota Parepare, and graduated on 2010, while at the same year she study in SMPN 2 Parepare and then continued her study in SMAN 1 Parepare and graduated on 2013 Then continued hers study at Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare. Year 2021 she completed her thesis with the title "Analysis Student's Ability in Using Simple Tenses at Sixth Semester of English Education of IAIN Parepare"