

**PROBLEMS IN APPLYING OF THE SIMPLE PRESENT TENSE AT
THE FIRST YEAR STUDENT OF ISLAMIC JUNIOR HIGH
SCHOOL OF ANNUR PALANGKA RAYA**

THESIS

Presented to the Department of Education of State Islamic College of Palangka
Raya in partial fulfillment of the requirement for the Degree of Sarjana
Pendidikan Islam



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2009**

Palangka Raya, October 2009

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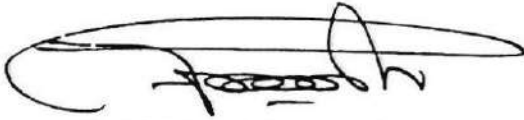
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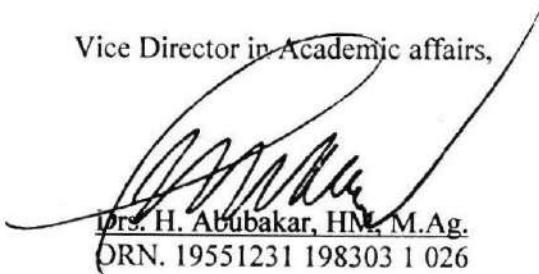
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ACKNOWLEDGEMENTS

Alhamdulillah and praise belong to Allah the almighty, because his blessing and mercy, finally the writer is able to finish this thesis entitled:

PROBLEMS IN APPLYING OF THE SIMPLE PRESENT TENSE AT THE FIRST YEAR STUDENT OF ISLAMIC JUNIOR HIGH SCHOOL OF ANNUR PALANGKA RAYA. This thesis is written to fulfill one of the requirements to get title of Sarjana Pendidikan Islam (S.Pd.I) in the English Education, the Department of education, the Islamic State college (STAIN) of Palangka Raya. Many people have contributed supports, suggestions and guidance's of various sides, therefore the writer like to express her deepest gratitude to :

1. Dr. H. Khairil Anwar, M.Ag., as Director of STAIN Palangka Raya and also as my first advisor for his guidance and encouragements to finish this thesis.
2. H. Hamidah, M.A., as the Head of Tarbiyah Department, for his cooperation an permission so that the writer can complete the requirements to finish this thesis.
3. Drs. H. Abdul Qodir, M.Pd., as the Coordinator of English Education program of the Department of English Education.
4. Dra. Halimah, M.Pd., as the second advisor of this thesis for assistance and encouragement that provide the writing of research project.
5. All of the lectures of English education programme that have given time to teach us and all of the lectures of Islamic State College of Palangka Raya have give us everything that related with religion and education.

Special thanks are addressed to her friends for their helps. Her grateful thanks also go to all the teaching staffs of the English Education study Programme for their valuable guidance and support. May Allah show his blessing and mercy in moment of our life.

SRI WARDANINGSIH

DECLARATION OF AUTHENTICATION

In the name of god

I myself make declaration that this thesis entitles **“PROBLEMS IN APPLYING OF THE SIMPLE PRESENT TENSE AT THE FIRST YEAR STUDENT OF ISLAMIC JUNIOR HIGH SCHOOL OF AN NUR PALNGKA RAYA”** is truly my own writing. If it is not my own writing so, it was given a citation and shown in the list references.

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Palangka Raya, November 2009

My own declaration



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PROBLEMS IN APPLYING OF THE SIMPLE PRESENT TENSE AT THE FIRST
YEAR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL OF ANNUR
PALANGKA RAYA

ABSTRACT

The problem of study are (1) What are abilities of the First years students of junior High School of ANNUR Palangka Raya in the Simple Present Tense? (2) What problems do they get in Applying of the Simple Present Tense? The objective of the study (1) To know the ability of the first year student of junior high school ANNUR Palangka Raya in mastering simple present tense (2) To know the problems faced by the first Year students of Islamic Junior High School ANNUR Palangka Raya in Applying the Simple Present Tense.

The objective of the study are (1) To know the abilities of the first year students of Junior high school of ANNUR Palangka Raya in Mastering Simple Present tense (2) To Know the problem faced by the first year students of Islamic Junior High School ANNUR Palangka Raya.

In this study writer used quantitative descriptive method. The subject was MTs ANNUR Palangka Raya. The numbers of student were 30 students. Technique of collecting data used interview, test, and documentation. From the analyzed data, the writer used some procedure the are (1) The highest score and lowest score (2) identify lowest group and highest group.

The results of the study as follows:

1. There were 19 students got 5.5 they were 63.3 % and 11 students had under 5.5 They were 36.7 %. This matter can the majority of the students still got problems in applying of to use simple present tense. The students master in apply simple present tense they were : five (16.67 %) students got score 60, one (3.33 %) student got score 62, one (3.33 %) student got score 66, four (13.34 %) students got score 70, two (6.67%) students got score 76, One (3.33 %) student got score 78, three (10 %) students got score 80, one (3.33%) student got score 82.
The students fail in apply simple present tense it was known that there were one (3.33 %) students, three (10 %) got score 54, two (6.67 %) students got score 50, two (6.67 %) students got score 46, two (6.67 %) students got score 42 and two (6.67 %) students got score 40.
2. The problem of the students in applying of the simple present tense were : (1) The students did not understand fully the verbal and nominal form, (2) How to make the sentence in positive, negative, and interrogative sentence (3). Confuse to use s or es. The students answer grammar and three students answer tense. So to solve this problem the students used grammar book

MASALAH – MASALAH DALAM PENERAPAN SIMPLE PRESENT TENSE PADA SISWA KELAS 1 DI SEKOLAH MTs ANNUR PALANGKA RAYA

ABSTRAKSI

Permasalahan dalam penelitian ini adalah (1) Bagaimana kemampuan siswa kelas 1 MTs ANNUR palangka Raya dalam Simple Present Tense ? Apa saja permasalahan yang mereka dapatkan dalam menerapkan Simple Present Tense? Tujuan dari penelitian ini adalah (1) Untuk mengetahui kemampuan siswa kelas 1 MTs ANNUR Palangka Raya dalam penguasaan Simple Present Tense (2) Untuk mengetahui permasalahan – permasalahan yang di hadapi siswa kelas 1 MTs ANNUR Palangka Raya dalam menerapkan Simple Present Tense.

Dalam penelitian ini penulis menggunakan metode descriptive quantitative subjeknya adalah MTs ANNUR Palangka Raya jumlah siswanya adalah 30 orang. Teknik pengumpulan data yang di gunakan adalah interview, test dan dokumentasi. Dari data – data yang di analisis, penulis menggunakan beberapa procedure yaitu (1) Skore tertinggi dan skore terendah (2) Mengidentifikasi kelompok yang terendah dan kelompok yang tertinggi.

Hasil dari penelitian ini adalah sebagai berikut :

1. Sebesar 63.3 % atau 19 siswa mendapatkan nilai 5.5 dan sebesar 36.7 % atau 11 siswa mendapatkan nilai kurang dari 5.5. ini artinya mayoritas siswa masih mengalami masalah dalam menerapkan penggunaan Simple Present Tense. Penguasaan siswa dalam menerapkan Simple Present Tense adalah 5 orang siswa (16.67%) mendapatkan skor 60. 1 siswa (3.33 %) mendapatkan score 62. 1 siswa (3.33%) mendapatkan skor 66. 4 siswa (13.34%) mendapatkan score 70. 2 siswa (6.67 %) mendapatkan skor 76.1 siswa (3.33%) mendapatkan skor 78. 3 siswa (10 %) mendapatkan skore 80. 1 siswa (3.33%) mendapatkan skor 82. Adapun siswa yang tidak bisa menerapkan Simple Present Tense di ketahui ada 1 (3.33%) mendapatkan skor 58. 3 siswa (10% mendapatkan skor 54. 2 siswa (6.67%) mendapatkan skor 50. 2 siswa (6.67 %) mendapatkan skor 46. 2 siswa (6.67 %) mendapatkan skor 42 dan 2 siswa (6.67%) mendapatkan skor 70.
2. permasalahan siswa dalam menerapkan Simple Present Tense adalah : (1) siwa tidak mengerti bentuk verbal dan nominal. (2) baagaimana membuat kalimat dalam bentuk positif, negative dan tanya (3) bingung dalam menggunakan S atau es. Siswa menjawab grammar dan 3 siswa menjawab tense. Jadi memecahkan masalah ini siswa menggunakan buku grammar.

DEDICATION

THIS THESIS IS DEDICATED FOR :

- ❖ My beloved parents H. M Yusriani and Arsiah, who always wish me all the best in every night prayer, give me loves and everything, advise that I will always remember.
- ❖ My advisors, Dr. H. Khairil Anwar, M. Ag and Dra. Halimah, M.Pd who always keeps me stands in my own feet with their supports and guidance through the writing of my thesis so I can't get lost so far.
- ❖ My beloved sister Nelly Hendriani S. Sos, my brother, my cousin Noor Muhammad Lutfhy and hijrahtul muharramah, my uncle H. Thambrin and hers wife ummi kalsum, thanks for your support, spirit, and understanding. Hoply we could be the best such as our parent wish us become.
- ❖ My beloved gank of HAMSE "nha2. tet2hed, miesda. Moeza, joe, endank" thanks for the days we spent from my study began till this thesis ended, may our friendship endless.
- ❖ My beloved friends, oboy, bony, din2, mba'e, shesbol, retytun, ainun, theyka, narto, olhe, ijonk, figo, ndra and all my friend English majority academic 2003 that I cant mention one by one, for giving me support, spirit and advises.

May Allah always love and protect us in all of our ways
till the end of the day.

MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

Proclaim! (Or read!) in the name of thy lord and cherisher, who created

(Q.S. AL-Alaq: 1)

TABLE OF CONTENT

	Page
COVER PAGE	i
OFFICIAL NOTE	ii
LEGALIZATION OF THE THESIS EXAMINING COMMITTEE	iii
APPROVAL OF THESIS ADVISORY COMMITTEE	iv
ACKNOWLEDGMENTS	v
DECLARATION OF AUTHENTICATION.....	vi
ABSTRACT	vii
DEDICATION	ix
MOTTO	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF CHARTS	xiv
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Problems of the Study	6
C. Objectives of the Study	6
D. Significances of the Study	6
E. Research Methodology	
1. Time and place of the study.....	7
2. Design of study	8
3. Population and sample	9
4. Source of Data	11
5. Technique of collecting Data	11
6. Instrument Try out	13
7. Instrument Validity	13
8. Instrument Reliability	16
9. Teaching Proseses Data	22
1) Editing	22
2) Coding	22
3) Scoring	22
4) Tabulating	23

	10. Technique of collecting Data	23
	F. Framework of the study.....	26
CHAPTER II	SIMPLE PRESENT TENSE	
	A. Simple Present Tense	27
	B. The Function of Simple Present Tense	32
	C. The Uses of Simple Present Tense.....	38
CHAPTER III	RESULT OF THE STUDY	
	A. The ability of the first year student of MTs ANNUR Palangka Raya in Apply Simple Present Tense.....	47
	B. Problems in Applying the simple present tense by the first years student of MTs ANNUR Palangka Raya.....	52
	C. The result student Interview.....	55
CHAPTER IV	CLOSING	
	A. Conclusion	66
	B. Suggestion	68
REFERENCES		
APPENDIX		

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LIST OF TABLES

Table 1	The Scoring Standard	8
Table 2	The Number of the First Years Students of Islamic Junior High School ANNUR Palangka Raya	10
Table 3	The Number of Sample.....	11
Table 4	The Kind of Test of the First Year Students of Junior High School ANNUR Palangka Raya.....	12
Table 5	MTs ANNUR Palangka Raya Score Standard	26
Table 6	The Simple Present Tense is used to discuss permanent situation And the frequency of events	38
Table 7	The Distribution of frequency and percentage score of students Ability in Applying Simple Present Tense	48
Table 8	The Distribution of students development	49
Table 9	The frequency distribution of the total score on the students Mastery using Simple Present Tense	53
Table 10	The frequency and percentage of students who had problem in Applying Simple Present Tense	52
Table 11	The data of interview with students in MTs ANNUR Palangka Raya in Applying the Simple Present Tense	60
Table 12	The problem of the students in Applying the Simple Present Tense in MTs ANNUR Palangka Raya	64

LIST OF CHART

Chart 1	The level of students Mastery in Applying Simple Present Tense	50
Chart 2	The Frequency and Percentage of Students Who Had Problems in Applying Simple Present Tense.....	53
Chart 3	The Frequency of Students Interview with Students in MTs ANNUR Palangka Raya in Applying the Simple Present Tense	61
Chart 4	The Percentage of Students Problem in Applying the Simple Present Tense in MTs ANNUR Palangka Raya.....	65

CHAPTER I

CHAPTER I

INTRODUCTION

A. Background of the Study

As one of the most important language in the world, English has been taught at school since elementary school until university levels. It is used in many aspects of life, such as English is used as international communication, in getting science, technology, art, cultural, job position, and even this time it is used to get scholarship to abroad. The students are expected to master four language skills in English learning process. They are listening, speaking, reading, and writing. It is suitable with the English syllabus for Junior High School of MTs ANNUR Palangka Raya as follows :

“Dalam belajar bahasa, orang mengenal keterampilan reseptif dan keterampilan produktif. Keterampilan reseptif meliputi keterampilan menyimak (listening) dan keterampilan membaca (reading), sedangkan keterampilan produktif meliputi keterampilan berbicara (speaking) dan keterampilan menulis (writing). Baik keterampilan reseptif maupun keterampilan produktif perlu dikembangkan dalam proses pembelajaran bahasa Inggris.¹

There are some factors that should be mastered by the students. One of them is grammar. Grammar is very essential to develop four language skills. Grammar enables the students know the rules, norms and the sciences of the combination of words. Grammar is one of the important elements that language learners should know

¹Badan Standar Nasional Pendidikan, *Model Kurikulum Tingkat Satuan Pendidikan dan Model Silabus Mata Pelajaran SMP / MTS*: BP Cipta Jaya, 2006, p. 572.

in learning language. Without knowing how words are joined together, language learners cannot use the language. As Urr Stated:

1. There is no about that a knowledge implicit or exploit of grammatical rules is essential for the mastery of a language: you cannot use words useless you know how they should be put together.
2. There has been some direction in recent year of the question. Do we have to have grammar exercise? Isn't it better for learners to absorb the rules intuitively through communicative, active than to be thought through special exercises explicitly aimed at teaching grammar.²

It guides the student to use language correctly and appropriately. It is important to know grammar, especially about tenses. According to Hornby, tenses are any of the forms of verbs that may be used to indicate the time of the action or state expressed by the verb³.

The tense is definitely seen in the form of the verb in a grammatically sentence which shows the relation between the activity mentioned and the time when the time the activity is carried out. Basically the tense is grouped into the present and the past tense. The present tense indicates the present time and the past tense indicates the past time. The two tenses are developed by combining them with the simple, continuous, future, and the perfect form.

²Muslimin, *Presentation – Practice – Production: A Communicative way of teaching Grammar. Kajian Linguistik dan sastra No. 25 Volume XII*, Surakarta: FKIP Universitas Muhammadiyah Surakarta, 2001.

³Hornby, *Oxford Advanced Learners Dictionary*, New York: Oxford University press, 1995, p. 517.

The followings are the kinds of the tense which commonly appear in English sentences.

- | | |
|----------------------------------|---|
| 1. The simple present tense | 9. The present future continuous |
| 2. The simple past tense. | 10. The past future continuous |
| 3. The present continuous tense. | 11. The present perfect continuous tense |
| 4. The past continuous tense. | 12. The past perfect continuous |
| 5. The present future tense. | 13. The present future perfect tense. |
| 6. The past future tense. | 14. The past future perfect tense |
| 7. The present perfect tense. | 15. The present future perfect tense. |
| 8. The past perfect tense. | 16. The past future perfect continuous tense. |

In relation to the statement above, the students of MTs ANNUR have studied about simple present tense. In learning tense, there were many students had some problems. The common problems faced by the students were in using tense. It was known that, there three kinds of main tense; they are simple present tense, past tense and future tense. The problems of student were: They did not understand how to make sentence in verbal and nominal form, still confuse to use an especially in simple present tense.

Based in the previous dealing with this study, the writer found some studies that have been conducted in University of Palangka Raya, such as: (1) **Some Problems in Mastering Simple Present Tense Faced by The Second Year Students of SMPN – 2 Teweh Timur in Academic Year 2004/2005** by Riyas. (2) **A Study on The Problems in using Simple Present Tense of SMPN 4 Muara Teweh**

in Academic Year 2003/2004 by Suyanto. They talked about the use of simple present tense achieved by the SMP student in Muara Teweh. They found that the number of students who didn't master the tense was just the same of there.

Beside that, the writer also found a study in State College of Palangka Raya, such as : **(3) A Comparative Study On The Ability In Using Simple Present Tense Form By The First Year Students Of The English Education Program Between Islamic Senior High School and General Senior High School Graduates in STAIN Palangka Raya** by Rini. **(4) Some problems in making sentence in the form of simple present tense faced by the first year students of SLTP – 1 Palangka Raya in academic year 2004/2005** by Irmayuni.

Regarding so many researchers had done about simple present is really tells us that simple present tense is still a big problem. Its personal experiences when talking structure 1 most of the students still didn't know how to put to be in sentences based on the roles and rules of the simple present tense. Furthermore according to one of English teachers in MTs ANNUR most of the students were still confused in applying simple present.

The first the writer discussed about the problem in applying the simple present tense at the first years students of Islamic junior high school AN NUR Palangka Raya Second, this study will be done in MTs AN NUR Palangka Raya. While Riyas, He did his research at SMPN – 2 Teweh Timur. Suyanto, he did his study at SMPN 4 Muara Teweh.

In this study the writer only focuses to discuss about simple present tense. According to Azhar, simple present tense expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.⁴ Then Dony Hariyanto and Rudy Hariyono state that, Simple present tense is:

*“Bentuk waktu yang digunakan untuk menyatakan suatu perbuatan atau kegiatan yang berlangsung atau terjadi pada waktu sekarang dalam bentuk sederhana, atau kegiatan atau pekerjaan yang dilakukan ber ulang – ulang, atau kebiasaan sehari-hari atau peristiwa atau perbuatan yang tak ada kaitannya dengan waktu.”*⁵

According to the English teacher of MTs ANNUR Palangka Raya when she thought about the simple present tense. The students were still confused when they studied simple present tense and they made sentences. Then, according to the writer when talking subject of structure 1 learning of the simple present she had some problems. Example, the students didn't know how to put to be in the sentence based on the role of the simple present tense.

One of the problems is related to simple present tense. The students did not understand fully the verbal and nominal form, and how to make the sentence in positive, negative, and interrogative form. There are many factors that can influence the sentence the students' failures. First, from the education background and ability of the students in which some of them are from junior high school of ANNUR Palangka

⁴Betty Schramper Azar, *Understanding English Grammar*, New Jersey: Prentice Hall, 1992, p. 2.

⁵Dony Hariyanto and Rudi Hariyono, *English Grammar for General Application*, Surabaya: Gita Media Press, 2003, p. 230.

Raya. Second, from teaching learning proses of the students in their junior high school of ANNUR Palangka Raya. Third, from the teachers' educational background.

Based on the reason above, the writer is interested in doing a study entitles: **“PROBLEMS IN APPLYING OF THE SIMPLE PRESENT TENSE AT THE FIRST YEAR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL OF ANNUR PALANGKA RAYA”**.

B. Problems of the Study

Based on the background above, the main problem of this study are:

1. How are the abilities of the first year students of Junior High School of ANNUR Palangka Raya in mastering the simple present tense?
2. What problems do they get in applying of the simple present tense?

C. Objective of the Study

The objectives of this study are:

1. To know the abilities of the First year students of Junior High School of ANNUR Palangka Raya in mastering simple present tense.
2. To know the problem faced by the first year students of Islamic junior High School ANNUR Palangka Raya in applying the simple present tense

D. Significance of the Study

Theoretically, this study is expected to be beneficial for English teacher to increase their ability in constructing a good test to measure students' achievement.

Practically, this study gives the description of how valid the simple present tense item measures the students' achievement. It also purposed to share some contribution as source of information for further researches to conduct similar studies and the library of state Islamic collect studies of Palangka Raya.

The significances of this study are:

1. To the students:
 - a. They will know their ability in mastering simple present tense
 - b. They will know their problem in applying simple present tense.
2. To the teacher:

They will know the students problems in applying simple present tense.
3. To the other researcher; the result of this study will be a source of information or reference for them who make the same research.

E. Research Methodology

1. Time and Place of the Study

There are 2 (two) MTs in Palangka Raya, they are MTs Islamiyah and MTs ANNUR Palangka Raya. The place of this study held in MTs ANNUR Palangka Raya since April 6th until June 6th, 2009.

The valuation of cognitive value used in this study as follows:

Table 1
The scoring standard

Interval	Interpretation
5,5 - 100	Mastery
0 - < 5,5	Fail

The valuation of cognitive value above used since it seems to be fairer and probably reflect the students level of ability in a clear way.

2. Design of Study

The design of this study was Quantitative descriptive. According to Kountur, "*data kuantitatif adalah data yang dapat diukur sehingga dapat menggunakan statistik dalam pengujiannya*".⁶ (quantitative data is a data that it can be measured, so it can use statistic in its testing). According to Kountur, descriptive research is "*jenis penelitian yang memberikan gambaran atau uraian atas suatu keadaan se jelas mungkin tanpa ada perlakuan terhadap obyek yang diteliti*". (Descriptive research is the type of study that gives description about the situation as clear as possible without giving the treatment to the object of the study).⁷ While, based on Best in Sukardi states that, descriptive is "*metode penelitian yang berusaha menggambarkan dan*

⁶Ronny Kountur, *Metode Penelitian*, Jakarta: Penerbit PPM, 2005, p. 16.

menginterpretasi objek dengan apa adanya (descriptive is method of study that tries to describe and interpret the object naturally).⁸

3. Population and Sample

a. Population

According to Arikunto, population is "the whole of research subject".⁹ While based on Mudjia Raharjo, population is "*jumlah kumpulan unit yang Akan diteliti karakteristik atau cirinya*". (population is the number of unit that the characteristics will be researched.¹⁰ Population is *suatu kumpulan menyeluruh dari objek yang merupakan perhatian peneliti. Objek peneliti dapat berupa makhluk hidup, benda-benda, system dan prosedur, fenomena dan lain – lain.* (a unity of the object that have attention. Object of research is life creature, things, system and procedure, phenomenon, etc).¹¹ In this study, the writer take all of the first year students of junior high School ANNUR Palangka Raya in academic 2008 / 2009 that is located on MAHAKAM street Palangka Raya was taken as population. The number of population can be seen on the table below:

⁸Sukardi, *Metode penelitian pendidikan : Kompetensi dan praktiknya*, Jakarta: PT. Bumi Aksara, 2003, p. 157.

⁹Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta, 1998 p.107.

¹⁰Mudjia Rahardjo, *Pengantar Penelitian Bahasa*. Malang: Depdikbud, 2002, p. 31.

¹¹Sukardi, *Metodologi penelitian pendidikan : Kompetensi dan prakteknya*, Jakarta: PT. Bumi Aksara, 2003, p. 137.

Table 2
The Number of the first Year Students
of Islamic Junior high school ANNUR Palangka Raya

School	Academic year	Class	Student	Total
MTs ANNUR Palangka Raya	2008/2009	VII	30	30

The number of the students' population was 30 students, and consisted of one class. All the population was taken as the sample of this study. Therefore, the study is called population research.

b. Sample

Sample is a part of population that will be studied. Arikunto says that "*untuk sekedar ancer-ancer maka apabila subyek nya kurang dari 100, lebih baik diambil semua sehingga peneliti merupakan penelitian populasi. Selanjutnya jika jumlah subyek nya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika jumlah subjeknya 10-15% atau 20-25% atau lebih...*" (As the estimation, if the subject is less than 100, it is better to take the entire subject is higher, it can be taken from 10-15 % or 20-25).¹²

Bailey in Bambang Prasetyo and Lina Miftahul Jannah say that, sample is *bagian dari populasi yang ingin diteliti. Oleh karena itu, sample harus dilihat sebagai suatu pendugaan terhadap populasi dan bukan populasi itu sendiri.* (Sample is part of population that wants to be researched. So that, the sample must be seen as the

¹²Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: PT. Rineka Cipta, 1998, p. 112.

fathoming of population and not the population itself)¹³ Since the number of students in this study was limited all the first year students of Junior High School ANNUR Palangka Raya was taken. The name of sample used is population sample.

Table 3
The Number of sample

School	Class	Number of students		Total
		Male	Female	
MTs ANNUR Palangka Raya	VII	14	16	30

4. Source of data

Source of data in the study was the subject where the data obtained. The data needed were the students answer sheet on simple present tense test. The students were the first year student of MTs ANNUR Palangka Raya in academic year 2008 / 2009.

5. Technique of Collecting Data

In collecting data test, interview, and documentation were used.

a. Test.

Tinambunan states that test is a set of questions, each of which has a correct answer, the examinees usually answer orally or in writing.¹⁴ According to Arikunto, test is "*serentetan pertanyaan atau latihan yang digunakan untuk mengukur keterampilan, pengetahuan, inteligensi, kemampuan atau bakat yang dimiliki oleh individu atau kelompok* (test is a set of questions, exercise, or other instrument that

¹³Bambang Praseyo dan Lina Miftahul Jannah, *Metode Penelitian Kuantitatif*, Jakarta: PT. RJ. Grapindo persada, 2000, p. 119.

¹⁴Wilmar Tinambunan, *Evaluasi of Student Achivement*. Jakarta: Debdikbud, 1998, p.11.

is used to measure the skill, knowledge, intelligence, ability, or talent possessed by individual or group).¹⁵

In this study, objective test was used by the writer. It was to measure the students' mastery in applying the simple present tense. The test was constructed in form of objective test and according Heaton states that: "Type 1: the following type of simple present tense is very popular and is generally used cover a wide of simple present tense. It is advisable however, to maintain some degree of control over the task which the test is expected to perform. One method of doing this is by substituting lines or circles for those applying simple present tense which are being tested, thus also vacillating scoring."¹⁶

Table 4
The kind of test Items of the first year Student
of Junior high school ANNUR Palangka Raya

No	Indicators	Number of items
1	Multiple choice	20
2	Change the sentence	10
	Essay	20
	Total	50

In this study, the technique used in collecting data is written test. The test was be constructed in the multiple choices, arranging the words and matching the words form in consists of 50 items. They were 20 items for multiple choice, 20 essay and 10 items to change the sentence. Each item was be scored 1 if the answer was correct

¹⁵Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, PT. Rineka Raya, 1998 p. 127.

¹⁶J.B, Heaton, *Writing English*, p. 142.

and 0 if the answer is incorrect. To get the reliable result, validity and reliability obtained after instrument try out was performed.

6. Instrumentation Try Out

Instrument try out has used to measure the validity of the instrument in measuring the students' ability in mastering simple present tense. The subject of try out was the first year students of first MTs Islamiyah Palangka Raya. Here are some steps that prepared for the instruments are given. They are:

Prepare the instruments that used for try out.

- a. Giving the test students answer sheets.
- b. Checking the students answer sheets.
- c. Giving mark based on key answer.

The result of the test was included in an index difficulty: To measure the quality of instruments too, neither difficult nor easy.

7. Instrumentation Validity

Validity is closely related to the accuracy of the instrument of the students mastery being measured. The term "Validity" refers to measuring what is supposed to be measured. If the test items are valid, they can be used as the instrument in measuring the ability of the students in making simple present tense of MTs ANNUR Palangka Raya.

a. Content Validity

According to Wilmar Tinambunan, Content validity is concerned with what goes into test. A test will have content if the items are representative of the population of possible task¹⁷ if the content of test suitable with conclusion is to be achieved, it is called content validity. The following table shows the content specification of the instrument where the items distributed to the students.

b. Face Validity

The type of face validity, if the test items look right to other tester, teachers, moderators, and tests. It can be described as having at least face validity. The type of test items used in this research can be suitable to the same level that is junior high school level.¹⁸

Face Validity is almost perceived in terms of content if test samples the actual content of what the learner has achieved or expects to achieve, then face validity will be perceived¹⁹. These are types of test items of face validity used as follows:

1. Type of test is objective test.
2. Kinds of test items consist of simple present tense
3. Language is used English
4. Test items are suitable with the first junior high school curriculum.

¹⁷*ibid* p.12.

¹⁸J.B. Heaton, *Writing English Language Test*, p. 153.

¹⁹Douglas Brown *Teaching By Principles: An Interactive Approach To Kanguage pedagogy*, New York: Addison Wesley Longman, 2001. p. 388.

c. Construct Validity

This test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning.

To measure the validity of the test measurement, the writer uses the formula as

follows
$$r_{pbi} = \frac{MP - Mt}{SDt} \sqrt{\frac{p}{q}}$$

r_{pbi} : Coefficient validity of each item

MP : Mean of the right answer

Mt : Mean of the total score

SDt : Standard deviation from the total score

p : Proportion of the students' correct answers for each item

q : Proportion of the students' wrong answer for each item²⁰

The interpretation of correlation of the coefficient is:

0,800 – 1,00 = Very high

0,600 – 0,800 = high

0,400 – 0,00 = satisfactory

0,200 – 0,400 = poor

0,00 – 0,200 = very poor²¹

²⁰Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Persada, 2005, p. 185.

²¹Arikunto S., *Dasar – Dasar Evaluasi Pendidikan*, Jakarta: PT. Bumi Aaksara, 1999, p. 75.

Here is an example of the test of validity item no from the data in appendix, it is known that:

$$\begin{aligned}
 SDt &= \sqrt{\frac{\sum X_t^2}{N} - \left(\frac{\sum X_t}{N}\right)^2} \\
 &= \sqrt{\frac{14796}{10} - \left(\frac{362}{10}\right)^2} \\
 &= \sqrt{1479,6 - 1310,44} \\
 &= \sqrt{169,16} \\
 &= 13,01
 \end{aligned}$$

So that the result of validity from no 1, as follows:

$$\begin{aligned}
 r_{pbi} &= \frac{MP - Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{40,1 - 36,2}{13,01} \sqrt{\frac{0,7}{0,3}} \\
 &= \frac{3,9}{13,01} \times 1,5 \\
 &= 0,3 \times 1,5 \\
 &= 0,45
 \end{aligned}$$

It is known that item no. 1 categorized as valid item or in the level of fair validity.

8. Instrumentation Reliability

Wilmar Tinambunan states that the reliability refers to the consistency of the test score. That is, how consistent test score or other evaluation result is from one

measurement to another.²² While, according to Arikunto, reliability is *Instrument yang dapat dipercaya untuk digunakan sebagai alat pengumpul data* (reliability is the instrument used as collecting the data).²³

Formula of KR 21 and the formula is:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{St^2 - \sum pq}{St^2} \right)$$

Where:

r_{11} = Coefficient of test reliability

n = Number of item

St = Total variants

$\sum pq$ = Result of square between p and q²⁴

In knowing the level of the test reliability, the result will be correlated to the criteria below:

0,800 – 1,000 = Very high

0,600 – 0,799 = high

0,400 – 0,599 = fair

0,200 – 0,399 = poor

²²Wilmar Tinambunan, *Evaluation of Student Achivement*, Jakarta: Debdikbud, 1998, p. 14.

²³Arikunto S, *Dasar – Dasar Evaluai Pendidikan*, Jakarta: PT. Bumi Aksara. 1999 p. 145.

²⁴Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta: Raja Grafindo Persada, 2003, p. 252-253.

0,000 – 0,199 = very poor²⁵

The result of reliability can be seen as follows:

$$\begin{aligned}\Sigma xt^2 &= \Sigma xt^2 - \left(\frac{\Sigma xt}{N} \right)^2 \\ &= 14796 - \left(\frac{362}{10} \right)^2 \\ &= 14796 - 1310,44 \\ &= 13485,56\end{aligned}$$

The formula to find out the total variance, as follows:

$$\begin{aligned}St^2 &= \frac{\Sigma xt^2}{N} \\ &= \frac{13485,56}{10} \\ &= 1348,556\end{aligned}$$

The formula to find out the coefficient of test reliability as follows:

$$\begin{aligned}r_{11} &= \left(\frac{n}{n-1} \right) \left(\frac{St^2 - \Sigma pq}{St^2} \right) \\ &= \left(\frac{60}{60-1} \right) \left(\frac{1348,556 - 15,31}{1348,556} \right) \\ &= 1,01 \times 0,99 \\ &= 0,99\end{aligned}$$

²⁵Suharto, *Metodologi Penelitian dan Pendidikan Bahasa*, Jakarta: Depdiknas, 1998, p. 126.

Thus, the value of reliability was 0.99. Based on qualification of reliability 0.800 – 1.00 was categories as very high reliability.

Index of difficulty or the facility value of an item simply shows how easy or difficulty the particular item proved in the test.

3. Index of Difficulty

The index of difficulty is used to know how difficulty or easy of them test items. The best test is the test, which consists of easy, fair, and the difficult items. To know the level of difficult of test, the F.V formula used is as follows:

The formulation used is:

$$F.V = \frac{R}{N}$$

Where :

F.V : Index of difficulties

R : The number of correct answer

N : The total of students.²⁶

It will be classified as:

F.V.1.00 – 0.30 = Difficult

F.V.030 – 0.70 = Fair

F.V 0.70 – 1.00 = Easy.²⁷

²⁶Heaten JB. *Writing English Language Test*, p. 172.

²⁷Arikunto S. *Dasar – dasar Evaluasi Pendidikan*, Jakarta: PT. Bumi Aksara, 1999, p. 210.

The calculation of index difficulty can be seen in the following example:

$$R = 6$$

$$N = 10$$

$$P = \frac{6}{10} = 0,6$$

It was known that item No. 1 was fair. Index of difficulty of each item tried out in range 0.30 – 0.90. According to Madsen stated that a test question considered too easy if the value of difficulty index is higher than 0.90 and too difficulty if it is lower than 0.30. Referring this, the distribution of tryout result was too easy or too difficulty. So it is standar.

b. Interview

Interview is the way to collect data by giving question and answers directly and systematically. Mahsun states that "*interview merupakan salah satu metode yang digunakan dengan Cara peneliti melakukan percakapan atau kontak dengan penutur selaku nara sumber*".²⁸ (Interview is one of methods that is used by researcher by doing conversation with the interviewee as the source).

According to Sukardi, interview is "*peneliti datang berhadapan muka secara langsung dengan responden atau subjek yang diteliti. Mereka menanyakan sesuatu yang telah direncanakan kepada responden. Hasilnya dicatat sebagai informasi penting dalam penelitian*".²⁹ (the researcher meets the respondent or subject directly or

²⁸Mahsun , *Metode Penelitian Bahasa*, Jakarta: PT. Raja Grafindo Persada, 2005, p. 226.

²⁹Sukardi, *Metode Penelitian : Kompetensi dan Praktiknya*, Jakarta: PT. Bumi Aksara, 2003.

face to face for asking something that has been planned, where the result of interview is written as the important information in the study). Interview was used to know the difficulties faced by the first year students of Islamic Junior high school ANNUR Palangka Raya in using simple present tense.

c. Documentation

Sukardi states that "*pada teknik ini peneliti dimungkinkan memperoleh informasi dari bermacam – macam sumber tertulis atau dokumen yang ada pada responden atau tempat, dimana responden bertempat tinggal atau melakukan kegiatan sehari-harinya*". (in this technique, the writer is expected to obtain various information from written source or document that is available within the respondents or in the place where the respondents lives or does the daily activities).³⁰ This technique was used to collect written data related to this research. The data would like to be looked for are:

- a. The amount of the first year student of Junior High school AN NUR Palangka Raya.
- b. English teacher of junior high Islamic school ANNUR Palangka Raya.

Arikunto states that documentation is "*mencari data mengenai hal – hal atau variable yang berupa catatan, transkrip, buku, Surat kabar, majalah dan sebagainya*". (documentation is to find out some data that related to note, transcript, book, newspaper, magazine and the other). The documentation is a technique in

³⁰Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi Dan Praktiknya*, PT. Bumi Aksara, 2003, p. 81.

collecting data by using documents of writing that is gotten and or related to the data needed.³¹

9. Technique of Processing Data

Processing data is “*suatu proses dalam memperoleh data ringkasan atau angka ringkasan atau angka ringkasan dengan menggunakan cara-cara atau rumus – rumus tertentu.*”³² To process the data, the writer used the technique as below:

1. Editing: This activity done in order to check of the data that had been collected to anticipate mistakes happened, so the data would be valid and suitable with the need.
2. Coding: After the process of editing, the second step done to was exchange codes from the data. Code was a sign made in number or letters that was given to identity in information or data that was analyzed to change the students' name. each of the answer sheets is replaced by the code, for example : A1, B1, so on.
3. Scoring: The score were given to the students answer sheet. Using the formula as follows:

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

³¹Arikunto S *Prosedure Penelitian Suatu Pendekatan* (Edisi Revisi V), PT. Rineka Cipta, Jakarta: 2002, p. 206.

³²M. Iqbal Hasan, *Pokok - Pokok Materi Metodologi Penelitian dan Aplikasinya*, Jakarta: Ghalia Indonesia, 2002, p. 89.

Where:

P = Percentage of data

F = Frequency of the correct answer

N = Number of respondents.

3. Tabulating: As the last step the writer arrange the students score in the table form per indicator.

10. Technique of Analyzing Data

According to Sugiyono, analyzing data is “*merupakan kegiatan setelah data dari seluruh respon atau sumber data lain terkumpul*”.³³ Then Bogdan in Sugiono states that, “data analysis is the process of systematical searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”.³⁴ Analyzing data is reformed by quantitative analyzes and qualitative analyzes. According to Marzuki, analyzing data divided into two models. They are: Statistical analyzes and non statistical.³⁵

In this study, the technique of data analyzing that the writer used was statistical analyses. It is suitable with Sugiono states that “*teknik analisis data dalam*

³³Sugiono, *Metode Penelitian Pendidikan* (Pendekatan kuantitatif, kualitatif dan R S D) Bandung: Alfabeta, 2007. p. 207.

³⁴*Ibid* p. 334.

³⁵Marzuki, *Metodologi Riset*. Yogyakarta: BPFE – UI, 1995, p. 84 – 87.

*penelitian quantitative menggunakan statistic.*³⁶ According to Hasan, there are two instruments to analyze data; they are statistic analysis and non statistic analysis.³⁷

Based on the statements above, here are some procedures taken in analyzing the data:

1. Arranging the students score from the highest score to the lowest score.

Identify the highest group and a lowers group separately.

2. Determine the percentage of students who answered correctly. The formula is as follows:

$$S = \frac{B}{N} \times 100$$

In which: S = The percentage who answered the item correctly

B = The total number who answered the item correctly

N = The total number of test item.³⁸

In calculating the percentage of frequency distribution of students the formula below was used as follows:

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

³⁶Sugiono, *Metodologi Penelitian Pendidikan* (pendekatan kuantitatif dan R S D) PT. ALFABETA, p. 207.

³⁷M. Iqbal Hasan, *Pokok – Pokok Materi Penelitian dan Aplikasinya*, Jakarta: Ghaia Indonesia, 2002, p. 98.

³⁸Departemen Pendidikan Nasional, *Kurikulum 2004 Sekolah Menengah Pertama (SMP)*, Jakarta: 2003, p. 26.

Where:

P : Data percentage

F : Frequency of answer

N : Total of respondents

The writer seeks the average scores by using the (X) mean formula:

1. The average score of a group of the students' mastery per indicator in this study are was by using the formula Heaton as below:

$$M_x = \frac{\sum fx}{N}$$

Where:

M = Mean

\sum = The sum of

x = The Scores

f = The frequency of scores

N = Number of subjects ³⁹

2. Showing the whole result of average and relating to the cognitive value whether it is fail or master based on the criteria used in MTs Annur Palangka Raya.

³⁹Heaton, J.B. *Writing English Language Test*, London: Logman, 1974, p. 169.

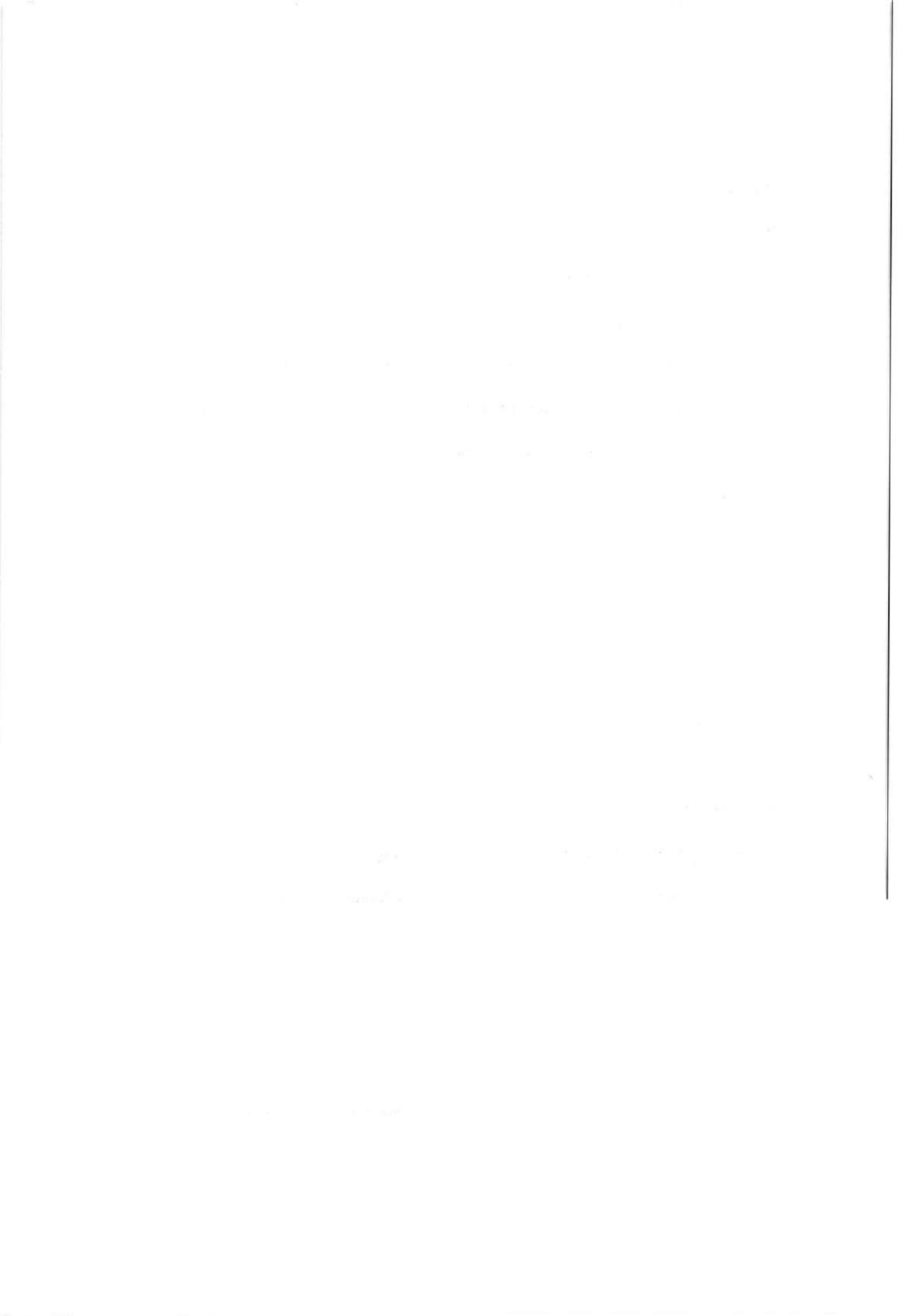


Table 5
The scoring standard

Interval	Interpretation
55 - 100	Mastery
0 - > 55	Fail

Source : MTs ANNUR Palangka Raya

(Based on interview with the headmaster of MTs ANNUR Palangka Raya).

F. Framework of the Study.

The frameworks of this study were:

- Chapter I : Introduction. Consist of the background of the study, the problem of the study, the object of the study, the significance of the study, research methodology. There were some points in research methodology, such as: Time and place of the study, population and sample, instrument reliability, design of the study, technique of collecting data, technique of processing data, and technique of analyzing data.
- Chapter II : Simple present tense consist of applying, tense, simple present tense
- Chapter III : Result of the study.
- Chapter IV : Closure consists of conclusion and suggestion.

CHAPTER II



CHAPTER II

SIMPLE PRESENT TENSE

A. Simple Present Tense

Hornby in Oxford Dictionary states that the simple present is the tense that is given by expresses an action or states happening or existing at the time of speaking.⁴⁰ Murphy in grammar *In Use Says* Simple present tense is used to that about thing in general, we are not thinking only about the present, and we use it to say that something happen sometimes or all the time or repeatedly, or that something is true in general.⁴¹

The Simple Present Tense is tense is used to express generally truths express customs and habitual actions, express commands or request (second personal only).⁴² Simple present is expressing a general fact, in other cases, it expresses habit.⁴³ Use the simple present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also something a person often forgets or usually does not do.⁴⁴

⁴⁰Hornby *Oxford Dictionary* New York : Oxford University Press, 1995, p. 1102.

⁴¹Raymond. Murphy. *English Grammar In Use* Cambridge University Press. New York, 1989, p. 4.

⁴²Wishon George E Julian M.burk *Lets write* New York : Litton education publishing. Inc 1980, p. 193.

⁴³Team of Five *Improving Reading Skill in English For University student Edition pertama* Jakarta: kencana, 2005. p. 26.

⁴⁴<http://www.Englishpage.com/verb/page/simplepresenttense> (online June 26th 2008)

Example :

- I **play** tennis
- She **does not play** tennis.
- **Does** he **play** tennis?

The train leaves every morning at 8 AM

- The train **does not leave** at 9 AM.
- When **does** the train usually **leave**?
- She always **forgets** her purse.
- He never **forgets** his wallet.
- Every twelve months, the Earth **circles** the sun.
- Does the sun **circle** the Earth?

The purpose of simple present tense is adverb they are:

- Always : Selalu
- Generally : Umumnya
- Sometimes : kadang – kadang
- Never : Tidak pernah
- As a rule : Biasanya

Tense is one of at least five qualities, along with moods, voice, aspect, and person, which verb forms may express. Tense along with mood, voice and person, are four ways in which verb forms are frequently characterized, in languages where those categories apply. There are languages (mostly isolating languages, like Chinese), where tense is not expressed anywhere in the verb or any auxiliaries, but only as adverbs of time, when needed for comprehension in the same condition, grammatical tense in certain languages can be expressed optionally for example, "sinh" meaning"

birth” and sanh” meaning “birthed” and there are also languages where verbs indicate aspect in addition to or instead of tense.

√ Tense is used to express the time when an action takes place. Traditionally there are three primary categories of tense: present, past, and future (Recent English grammars consider only the present and the past true tense, because only they have distinct grammatical forms). The present (pres) is used for an action or state that exists at the present moment (or the moment of speech or writing). This may also include something that began in the past and continues now in the present, and might include something that continues into the future.⁴⁵

*Tense adalah ciri – ciri kata kerja yang menunjukkan waktu kejadian / keadaan yang di gambarkan. Ada 6 tense dalam bahasa Inggris: Present, past perfect, pas present perfect, future and future perfect.*⁴⁶

1. Verbal

Verbal adalah kalimat yang predikatnya berupa kata kerja. Verbals – infinitive, participles, and gerunds adalah bentuk kata kerja yang dapat di gunakan sebagai nouns, adjective and adverbs. (verbal is the sentence that its predicate like verb .infinitif, participles, and gerund is form of form can used be noun, adjective and adverbs).

Infinitive is to + simple form of verb (e.g. to talk, to plays, to understand)

⁴⁵Thomas R. Beyer, Jr, Ph.D. *501 English Verbs*, PT: Bina Rupa Aksara first published in Indonesia, 2007. p. ix.

⁴⁶Eugene Ehrlich, *English Grammar Edisi ke 3*, PT: Erlangga, 2004. p. 51.

- ❖ Infinitive as noun :
 - To swim is my greatest pleasure
(To swim is subject by adverb)
 - They asked to see the patient
(To see is object by adverb)
- ❖ Infinitive as objective
 - Juliet gave me something to read
(To read explanation noun something)
 - They have a desire to be saved
(To be saved explanation is verb desire)

The point part of verbal

Simple form		Simple past	Past participle	Present participle
Regular Verb	Finish	Finished	Finished	Finishing
	Stop	Stopped	Stopped	Stopping
	Hope	Hoped	Hoped	Hopping
	Wait	Waited	Waited	Waiting
	Play	Played	Played	Playing
	Try	Tried	Tried	Trying
Irregular Verbs	See	Saw	Seen	Seeing
	Make	Made	Made	Making
	Sing	Sang	Sung	singing
	Eat	Ate	Eaten	eating
	Put	Put	Put	putting
	Go	Went	Gone	going

2. Nominal

Nominal is the uninflected form of a noun. It can be defined as the which needs the nominative case termination to succeed it immediately in order to give rise to a verbal cognition in which a certain meaning by it self is projected as the primary substantive (as mukhya visesya). This definition is based on the theory of logicians that the meaning of nominal base, in most cases, is the chief qualificand of all syntactic semantical relations.⁴⁷

a. Subject like:

- Personal pronoun (kata ganti orang) is :

I, you, we, they, he, she, it.

b. Complement (pelengkap) is:

- Adjective
- Noun
- Adverb

c. To be (kata kerja bantu).

- Am to use subyek "I"
- Are to use subyek "You, we, and they".
- Is to use subyek "He, she, it".

⁴⁷<http://www.ovi-English.co.cc/2009/04/Simple-present-tense-19.html> (online, Nov 30 2009).

B. The function of Simple Present Tense

Gives further explanation of Simple present Tense. He states that Simple Present Tense concerns only to state the fact of the action without reference to time.⁴⁸

Present Simple Function (when to use the Present Simple)

The Present Simple verb tense has two primary functions:

1. To talk about "general truths," that is, to talk about something that was true in the past, is true now, and will be true in the future (*e.g.*, The sun rises in the East. Nurses work hard. Water boils at 100 °C.)
2. To talk about habits or rituals (*e.g.*, I pay income taxes every year. She drinks coffee. We watch T.V. all the time. The Giants always lose.)

The simple present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.

Examples:

- Cats **like** milk.
- Birds **do not like** milk.
- Do pigs **like** milk?
- California **is not** in the United Kingdom.
- Windows **are** made of glass.
- Windows **are not** made of wood.
- New York is a small city. It is not important that this fact is

⁴⁸Allsop, Jake Cassel's. *Student's English Grammar*, Jakarta: Bina Rupa Aksara, 1990. p. 151.

Structure

Structure: subyek + Verb 1 (tambah s, es, atau ies) + Obyek

Example:

- I **read** newspaper everyday
- You **read** newspaper everyday.
- We **read** newspaper everyday.
- They **read** newspaper everyday.
- She **reads** newspaper everyday.
- He **reads** newspaper everyday.
- It snows in Alaska now.

Note:

For he, she, it, verb + s, es, or ies.

When we use s, es, ies :

- Walk – walks
- Read – reads
- Buy – buys
- Catch – catches
- Watches – watches
- Try – tries
- Fly – flies.

Possible problems in learning the simple present tense

Example

1. I not eat rice → I do not eat rice.
2. She is no → it sleep she does not sleep.
3. They note → at kick they do not eat.

Regular or permanent situations

When something happens regularly or is a permanent situation we usually use the simple present tense. When using the simple present the verb (with the exception of the auxiliary verbs) remain in the dictionary form (verb + with he / she/it).

For example:

Q) "Where do you live? A) "I *live* in Germany."

Q) "Where does he live? A)" He lives in Germany."

Q) "What do you do?" A) I'm a teacher."

Q) "What does he do? A) "He's teacher."

Frequency

The simple present tense is also used to show how often something happens with adverbs of frequency – always, usually, often, sometime, occasionally, seldom, rarely, never, etc and when discussing daily, weekly etc. routines.

For example:

"I always get up at 6.00."

"I never drink coffee before 12.00."

"I work on my website everyday

"Every Monday and Thursday I go to the gym."

Azar in fundamentals of English Grammar states that simple present is "expresses daily habits or usual activities, general statement of fact, and the simple present is used for events or situation that exist always, usually, or habitually in the

past present, and future.⁴⁹ There is another opinion about the description of simple present which is written by Fika, et all in *Complete English Grammar* said “*simple present is ”suatu kalimat yang menyatakan pekerjaan / peristiwa yang terjadi pada masa hari ini atau kebiasaan sehari-hari. (simple present tense is a sentence that express the action or event happening on this day or the daily habitual). The formula that is used: Subject + To Be (am ,is, are) + Object, subject + V1 + Object).*⁵⁰

According to Dony Hariyanto and Rudy Hariyono, simple present is *menjelaskan tentang yang terjadi di waktu sekarang dalam bentuk sederhana atau suatu pekerjaan yang dilakukan berulang-ulang, atau kebiasaan sehari-hari atau peristiwa/perbuatan yang tidak ada kaitanya dengan waktu. (Simple present tense explains about the activity happening at the present time, the action that is done recently, or daily habitual or event/ action that is unrelated to the time).*⁵¹ The formulas of present tense are:

I, You, we, they ----- infinitive 1

He, she it ----- infinitive + s/ es

Adding arrangements s/es in infinitif by verb 1 is :

- *Adverb bentuk V1 di tambah dengan es apabila kata kerja tersebut berakhiran dengan salah satu huruf ch, o, sh, ss, x, dan y yang di dahului dengan konsonan.*

⁴⁹Betty Schramper Azar, *Fundamentals of English Grammar*, New Jersey : PT. Prentice Hall, 1992, p. 3.

⁶⁰Agus Handi Saputro, *The Ability of Students in Using Verb At Second Year of MTsN – 1 Model Palangka Raya Year 2005 – 2006*. p. 5.

⁵¹Dony Hariyanto dan Rudy Hartono, *English Grammar For General Application*, p. 229.

(the form of Adverb V1 + es if the verb it end with by one capital ch, o, sh, ss, x, and y the previous with consonant.)

Examples:

- ❖ Catches – kisses
- ❖ Watches – misses
- ❖ Does – fixes
- ❖ Goes – mixes
- ❖ Washes – studies

Simple present tense is used to expresses or to show perception, feeling, states or actions that exist in the time of speaking.⁵² According to Penny Ur, the use of the simple present tense is to describe habitual actions or routine actions and general.

Truth, there are two kinds of the simple present tense, the simple present tense that uses to be and the simple present tense that uses infinitive verbs. The following is the meaning of the simple present tense.⁶²

According to Michael A. Pyle and Mary Ellen Munoz, Simple present tense usually not used to indicate present time (now) with the following stative verbs.⁵³

Know	believe	hear	see	smell	wish
Understand	hate	love	like	want	sound
Have	need	appear	seem	taste	own

⁵³Michael A.Pyle,M.A and Marry Ellen Munoz, *TOEFL Preparation Guide*, 2008. p. 53.

Simple present is used to indicate a regular or habitual action.

Examples of simple present tense:

1. They understand the problem now (stative Verb)
2. Henry always swims in the evening (habitual action)
3. We want to leave now (stative verb)
4. The coffee tastes delicious (stative verb)
5. Mark usually walks to school (habitual action)
6. Your cough sound bad (stative verb).⁵⁴

According to Betty Schramper Azar simple present is that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact. The simple present is used to express habitual or everyday activity.⁵⁵

The present tense indicates the present time and the past tense indicates the past time. The two tense are developed by combining them with the simple, continuous, future, and the perfect form. The following is the kinds of the tense which commonly appear in English sentence

From the description above, it can be summarized that simple present tense is a tense that is used for expressing events or situation that exist always, usually, or habitually in the present, past, and, future.

⁵⁴*Ibid.*, p. 53.

⁵⁵Betty Schramper Azar, *Understanding and Using English Grammar*, Bina Rupa Aksara Jakarta, 1993, p. 11.

The present tense designates action occurring at the time of speaking or writing: *She lives in Toronto*. It is used to indicate habitual actions: *I exercise every morning*. It is also used to express general truths (*Time flies*) and scientific knowledge (*Light travels faster than sound*).

C. The Uses of simple present tenses

Use the simple present tense to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.⁵⁶

Present tense also has some special uses:

- To indicate future time when used with time expressions:
We travel to Italy next week.
Michael returns in the morning.
- To describe works of literature and the arts:
Hamlet avoids avenging his father's death for one reason

Table 6

The Simple Present Tense is used to discuss permanent situation and the frequency of events.

To have	Short form	Other Verbs (to work)
I have	I've	I work
He has	He's	He works
She has	She's	She works
It has	It's	It works

⁵⁶[http://www.Englishpage.Com/verb/page/simple present tense](http://www.Englishpage.Com/verb/page/simple%20present%20tense) (online July 10th 2008)

You have	You've	You work
We have	We've	We work
They have	They've	They work

Statements +	Statements -	Questions	Short answer +	Short answer -
I Work	I don't work	Do I work?	Yes, I do	No, I don't .
He works	He doesn't work	Does he work?	Yes, he does	No, he doesn't
She works	She doesn't work	Does she work?	Yes, she does.	No, she doesn't
It works	It doesn't work	Does it work	Yes, it does.	No, it doesn't
You work.	You don't work	Do you work?	Yes, it does.	No, you doesn't.
We work	We don't work	Do we work	Yes we do	No, we don't
They work.	They don't work.	Do they work?	Yes they do.	No, they don't

Statements +	Statements -	Questions	Short answer +	Short answer -
I Work	I don't work	Do I work?	Yes, I do	No, I don't.
He works	He doesn't work	Does he work?	Yes, he does	No, he doesn't.
She works	She doesn't work	Does she work?	Yes, she does.	No, she doesn't
It works	It doesn't work	Does it work	Yes, it does.	No, it doesn't
You work.	You don't work	Do you work?	Yes, it does.	No, you don't.
We work	We don't work	Do we work	Yes we do	No, we don't
They work.	They don't work.	Do they work?	Yes they do.	No, they don't

There are three uses of simple present. They are explained in the following ways:

1. The simple present expresses daily habits or usual activities. For examples:

Verbal sentence:

(Active)

- a. (+) My sister takes a shower every day.
 (-) My sister does not take a shower every day
 (?) Does my sister take a shower every day?
- b. (+) The man helps my mother.
 (-) The man does not take a shower.
 (?) Does the man help my mother?
- c. (+) Tom opens the door every day
 (-) Tom does not open the door every day
 (?) Does Tom open the door every day?

(Passive)

- a. - A shower is taken by my sister everyday.
 - A shower is not taken by my sister everyday

- Is a shower taken by my sister everyday?
- b. - My mother is helped by the man.
 - My mother is not helped by the man.
 - Is my mother helped by the man?
- c. - The door is opened by Tom every day
 - The door is not opened by Tom every day.
 - Is the door opened by Tom every day?

Nominal sentence:

- a. (+) We are here every day
 - (-) We are not here every day
 - (?) Are we here every day?
 - b. (+) They are lawyers
 - (-) They are not lawyers
 - (?) Are they lawyers?
2. The simple present expresses general statement of fact. For examples:
- Verbal Sentence** (active)
- a. (+) They write a letter
 - (-) They do not write a letter
 - (?) Do they write a letter?
 - b. (+) The boy kicks the ball
 - (-) The boy does not kick the ball
 - (?) Does the boy kick the ball?

c. (+) The cat bites a mouse.

(-) The cat does not bite a mouse

(?) Does the cat bite a mouse?

Nominal sentence

a. (+) Children are naughty

(-) Children are not naughty

(?) Are children naughty?

b. (+) We are lawyers

(-) We are not lawyers

(?) Are we lawyers?

c. (-) She is here

(+) She is not here.

(?) Is she here?

1. The simple present is used for events or situation that exists always, usually, or habitually in the past, present, and future. For example:

Verbal sentence:

Active

a. (+) Yayuk listens to the music every morning.

(-) Yayuk does not listen to the music every morning.

(?) Does she listen to the music every morning?

b. (+) They boil water every morning

(-) They do not boil water every morning.

(?) Do they boil water every morning?

- c. (+) My mother makes a cake every Sunday.
 (-) My mother does not make a cake every Sunday.
 (?) Does my mother make a cake every Sunday

Passive

- a. (+) The music is listened by Yayuk every day.
 (-) The music is not listened by Yayuk every day.
 (?) Is the music listened by Yayuk every day?
- b. (+) Water is boiled by them every morning.
 (-) Water isn't boiled by them every morning.
 (?) Is water boiled by them every morning?
- c. (+) a cake is made by my Mother every Sunday.
 (-) a cake is not made by my Mother every Sunday.
 (?) Is a cake made by Mother every Sunday?

Nominal sentence:

- (-) The sky is blue.
 (+) The sky is not blue
 (?) Is the sky blue?

Dalam kamus besar Indonesia pengertian penerapan adalah penggunaan, perihal mempraktekkannya (to use for the practice). Menurut Bloom yang dikutip oleh Uzer Usman berarti kemampuan menggunakan bahan yang telah dipelajari sesuai dengan situasi baru dan menggunakan aturan prinsip. (the ability to used of

substance has studied that relevant with new situation of principle the roll).⁵⁷ Apply is put into service make work or employ for a particular purpose or for its inherent or natural purpose. Apply is be painted or relevant or applicable.⁵⁸

From both of the concepts mentioned above, it can be concluded that application is part of cognitive aspect that is used in new situation. In simple words, tense means the form of verbs that is used to indicate time. The tense means the forms of verbs indicate an activity whether it is in the past time. In the past present or in the future time.⁵⁹ Generally there four fundamental tenses. They are (1) the present tense, (2) the past tense (3) the future tense and (4) the past future tense. Each of those tense had four specific tense forms. Each of those tenses had four specific tense forms. They are the simple form, the progressive form, the perfect form, and the perfect progressive form.⁶⁰

Grammatical tense is a temporal linguistic quality expressing the time at, during, or over which a state or action denoted by a verb occurs. In English, this property of a verb form, and expresses only time related information. Tense cannot be

⁵⁷Usman, Moh, Uzer, 1992) *Menjadi Guru Profesional*, Bandung: PT. Remaja Roesdakarya. 1992. P. 80.

⁵⁸[http : // www.id.thefreedictionary.com/applying](http://www.id.thefreedictionary.com/applying) (online on June 26th 2008)

⁵⁹Hartanto koentjoro and Manaf asmoto, *ABC English Grammar*. Surabaya: Penerbit INDAH, 1986. p. 279.

⁶⁰*Ibid.* p. 280.

easily mapped from one language into another. While all languages have a “default” tense with a name usually translated as “present tense”⁶¹

According to Dony Hariyanto and Rudy Hariyono in tenses is” *sebagai perubahan bentuk kata kerja dalam suatu kalimat yang disebabkan karena perubahan bentuk waktu atau keterangan waktunya*. (Tenses as the change of verb in a sentence that is caused by the change of tense or adverb of time). In English language, there are 4 (four) main tenses that become 16 tenses, they are:⁶²

- | | |
|----------------------------------|--|
| 1. The simple present tense | 9. The present future continues |
| 2. The simple past tense. | 10. The past future continues tense. |
| 3. The present continuous tense. | 11. The present perfect continues tense. |
| 4. The past continuous tense. | 12. The past perfect continues tense. |
| 5. The present future tense. | 13. The present future perfect tense. |
| 6. The past future tense. | 14. The past future perfect tense. |
| 7. The present perfect tense. | 15. The present perfect tense. |
| 8. The past perfect tense. | 16. The past future perfect continues tense. |

From Wikipedia the free encyclopedia grammatical tense is a temporal linguistic quality expressing the time at, during, or over which a state or action denoted by a verb occurs. Tense is one of at least five qualities, along with mood, voice, aspect, and person, which verb forms may express.

Classification of tenses ✓

⁶¹<http://www.Englishpage.com/verb/page/simple-present-tense> (online July 12 2008)

⁶²Dony Hariyanto and Rudy Hariyono, *English Grammar*. Surabaya: PT. Gita Media Press, 2003, p. 230.

- ❖ Absolute tense: Indicates time in relationship to of the utterance (i.e. “Now”). For example, “I am sitting down”, the tense is indicate in relation to the present moment.
- ❖ Relative tense: In relationship to some other time, other than the time of utterance, e.g. “While strolling trough the shops, she saw a nice dress in the window”. Here, the “saw” is relative to time of the “strolling”. The relationship between the time of “strolling” and the time of utterance is not clearly specified.
- ❖ Absolute – relative: Indicates time in relationship to some other even, whose time in turn is relative to time of utterance. (Thus, in absolute – relative tense, the time of the verbs is indirectly related to time of the utterance: in absolute tense, it is directly related, in relative tense, its relationship to time of utterance is left unspecified.) for example, “when Instructional walked thought the park, Instructional saw a bird. “ here, “saw” is present relative to the” walked”, and “ walked” is past relative to the time of the utterance, thus” saw” is in absolute – relative tense.⁶³

The present tense indicates the present time and the past tense indicates the past time. The two tense are developed by combining them with the simple, continuo future, and the perfect form. The following was the kind of the tenses which commonly appear in English sentence.

⁶³[http://: www. Simple present tense . Com.](http://www.Simplepresenttense.com) (online July 19th2008)

CHAPTER III

CHAPTER III

THE RESULT OF THE STUDY

A. The Ability of the First Year Students of MTs ANNUR Palangka Raya in Mastering Simple Present Tense.

Based on the first observation on Monday, May 1th 2009 at 07.40 – 9.40 am. The teachers greeted the students and then the students answered the teacher's greeting. Next, the teacher called the name of the students one by one, the teacher prepared the material related to the taught this day.

The writer took collecting data, and describe the process of the test which was held on may 11th and 13th 2009 from the first years students of MTs ANNUR Palangka Raya in academic year 2008 – 2009. From the score on the ability achieved by the first year students of MTs ANNUR Palangka Raya, it was constructed data presentation of the students score on ability of the first year students in mastering simple present tense, and then calculated mean and also complicated with chart. Number of population was 30 students. Result of the students' ability in mastering simple present tense divided one class (30 students).

Based on the result, the writer found that the students still did not understand and got confused in using nominal and verbal sentences. Especially in simple present tense. The result of students' mastery in applying simple present tense could be seen in the table below:

Table 7
The Distribution of Frequency and Percentage
Scores of Students' Ability in Applying Simple Present Tense

No	Score	Number of Students	
		F	%
1	2	3	4
1	82	1	3.3
2	80	3	10
3	78	1	3.3
4	76	2	6.7
5	70	4	13.3
6	66	1	3.3
7	62	1	3.3
8	60	5	16.7
9	58	1	3.3
10	54	3	10
11	50	2	6.7
12	46	2	6.7
13	42	2	6.7
14	40	2	6.7
		$\Sigma = 30$	$\Sigma = 100$

Based on the table above, it could be explained that the highest score was 82 (eighty-two), obtained only by a student. The middle score was 60 (sixty), obtained by a student, and the lowest score was 40 (forty), obtained by 2 (two) students.

After classifying the students' score based on the cognitive valuation scale, it could be seen that there were 19 (nineteen) students (63.3 %) had the scores of higher than 55, and there were 11 students (36.7 %) had the scores under 55. To know the clear description of students' mastery level, the data is rearranged in percentage presented as follows:

Table 8
The Description of Students' Development

No	Score	Predicate	Frequency	Percentage
1.	55 -100	Master	19	63.3
2.	0 - <55	Fail	11	36.7
Total			30	100%

Based on standard valuation of cognitive score it could be seen that there were 19 (nineteen) students (63.3 %) classified in mastery level, and there were 11 (eleven) students (36.7 %) classified in fail level. There were 19 students got score 55 – 100. So, the students obvious to complete and 11 students got 0- < 55 it's obvious not complete.

The Distribution of Students' Score of test, the table above showed that were 30 (thirty) students followed test. Their scores of the test result were arranged orderly. There were one students got 82, one students got 80, one students got 78, two students get 76, three students get 70, one students got 60, one student got 58, three students get 54, two students get 50, two students get 46, two students get 42, two students get 40, three students get 38, two student get 36, one student got 32, one student got 28.

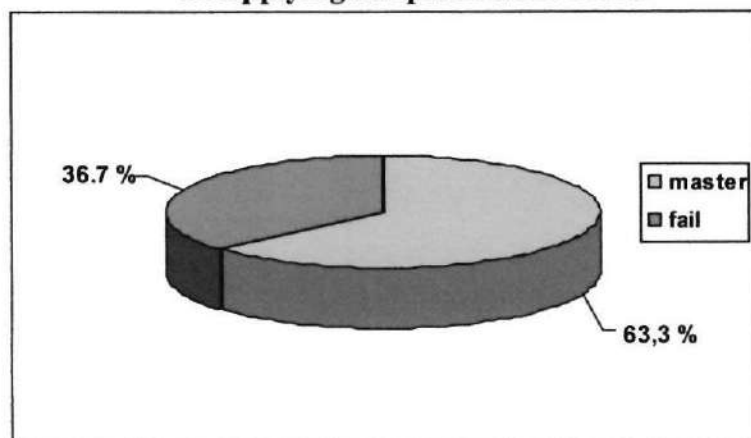
The result of the students score in using the simple present tense which consisted of 50 items showed that the students score range from 82 as the mastery 19 as the fail score. It was obtained by student (63.3%), while the fail score obtained by 11 students (33.3%).

The quantity of Teachers

Numbers of teachers in this school were, 18 teachers. The permanent teachers there were 7 teachers and the administration was 1 the teacher consists of; there was 1 Indonesia language teacher. There was 1 chemistry teacher, there was 1 economic teacher, there was 1 sport teacher, and there are 2 religion teachers. There is 1 English language teacher there is 1 mathematic teacher, there is 1 Hadist science teacher.

In order to be clear, the level of student's mastery could be seen in the following chart:

Chart 1
The level of Students' Mastery
In Applying Simple Present Tense



Based on the chart above, there were 63.3 % of students were classified in master level, and 36, 7% in fail level. It was analyzed that students were 30 students.

Having known the level of students' achievement, it is important to know the value of mean score. In this calculation, Heaton's formula was used.

Table 9
The Frequency Distribution of the Total Score on
The Students' Mastery in Using Simple Present Tense

Scores (x)	Frequency (f)	fx
2	3	4
82	1	82
80	3	240
78	1	78
76	2	152
70	4	280
66	1	66
62	1	62
60	5	300
58	1	58
54	3	162
50	2	100
46	2	92
42	2	84
40	2	80
	$\Sigma = 30$	$\Sigma = 1836$

The mean score was analyzed through formula as bellow:

$$\begin{aligned}
 M &= \frac{\sum fx}{N} \\
 &= \frac{1836}{30} \\
 &= 61.2
 \end{aligned}$$

The result shown that average score was 61.2. After relating to the cognitive scale, it could be known that the average score of the first year students of Junior

High School of ANNUR Palangka Raya in applying simple present tense was in the level of mastery (55-100).

B. Problems in Applying the Simple Present Tense by the First Year Student of MTs ANNUR Palangka Raya

Through the result of students' answers, the writer found that there were still 11 students who got score under 55 (fail level). It means that they had problems in applying simple present tense. The frequency and percentage of their score could be seen in the following table:

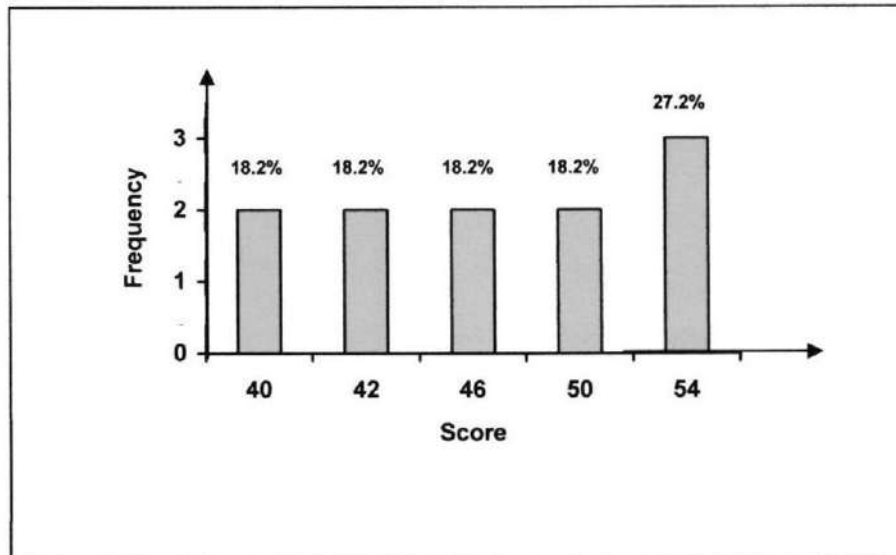
Table 10
The Frequency and Percentage of Students
Who Had Problems in Applying Simple Present Tense

No	Score	Number of Students	
		F	%
1	2	3	4
1	54	3	27.2
2	50	2	18.2
3	46	2	18.2
4	42	2	18.2
5	40	2	18.2
		$\Sigma = 11$	$\Sigma = 100$

Based on the table above it can be seen that there were 3 (three) students (27.2 %) who got score 54; 2 (two) students (18.2) who got score 50; 2 (two) students (18.2) who got score 46; 2 (two) students (18.2) who got score 42; and also 2 (two) students (18.2) who got score 40.

In order to be clear, the frequency and percentage of the students' score could be seen in the following chart:

Chart 2
The Frequency and Percentage of Students
Who Had Problems in Applying Simple Present Tense



Based on the chart above, there were 18.2 %, 18.2 %, 18.2 %, 18.2 % classified master level and 27.2 classified in fail master. It was analyzed that the students were 19 students or (63.3%) of the total percentage who obtained the acceptable score, while 11 students or (36.7 %) of the total percentage still obtained the fail score. It implies that the majority of the students still unable problems in applying the simple present tense.

After analyzing the students' answers sheets, it had been found that their problem in applying simple present was in determining the appropriate verb in sentence. It consisted of:

1. Omitting –s mark for the third singular person

For example:

She alwaysin me (believe).

The sentence above is the item number 1 in part D. Most of students answered "She always believe in me", where it should be "She always believes in me". They didn't attach -s in the end of the verb of the third singular person.

2. Giving double marks for both helping verb and main verb in negative sentence.

For example:

He sometimes doesn't..... with me (agree).

The sentence above is the item number 10 in part D. Students answered " He sometimes doesn't agrees with me ", where it should be " He sometimes doesn't agree with me ". They attached -s in the end of both helping verb and main verb of the third singular person in negative sentence.

3. Malformation the verb form

For example:

Jim..... football with his friend every Sunday.

The sentence above is the item number 4 in part B. Some students answered "Jim playing football with his friend every Sunday", where it should be" Jim plays football with his friend every Sunday ". They were failing to use the correct verb for the third singular person.

C. The Result of Students Interview

Guided Interview

Day : Monday 11 Mayth 2009
 Time : 09.00 WIB
 Subject : M. R
 Location : VII Class

In the day, I ask in the first break time to interview the students. The writer asked for readiness to be interviewed.

Kesulitan yang saya hadapi dalam bahasa Inggris adalah dalam speaking karena saya jarang berkomunikasi bahasa Inggris khususnya di lingkungan sekolah, saya hanya menggunakan bahasa Indonesia apabila ada kesulitan soal dalam bentuk tenses yang buat saya sulit maka saya bertanya kepada guru untuk diperjelaskan kembali agar mudah di pahami. Dan saya juga tidak pernah mengikuti les atau kursus bahasa Inggris di luar jam sekolah itu hanya belajar di sekolah, begitu juga orang tua saya hanya memberi motivasi dalam belajar dan memberi dorongan agar rajin belajar tidak hanya di sekolah bahkan orang tua saya tidak ada cara khusus untuk memberikan motivasi kepada saya. Cara saya dalam mengatasi kesulitan yang di temukan dalam bahasa Inggris bentuknya soal saya hanya melihat materi-materi yang ada dalam buku bahasa Inggris, untuk pengertian – pengertian tentang semua tenses saya catat dalam buku catatan bahasa Inggris begitu juga rumus- rumusnya.

The difficulties that I was face in English is speaking because, I rarely to communicate in English language especially in school area. I just used Indonesia language if there were difficulties tense and ask the teacher to clearly the material. I never to follow the extracurricular or English course I just learn it only at school my parents give me motivation in learning and give support to study hard my way to solve the difficulties that I had found in test of English tense write see the experimentation material in hand book and write it with the formula also note book.

Guided interview :

Day : Monday 11 Mayth 2009
 Time : 09.00 WIB
 Subject : M
 Location : VII Class

Masalah yang saya hadapi dalam bahasa Inggris adalah speaking dan grammar karena apabila berbicara bahasa Inggris banyak kekurangan terutama kosa kata bahkan pengucapannya juga belum lancar karena saya biasa menggunakan bahasa Indonesia apabila bertanya kepada guru bahasa Inggris dan ada kesulitan kata juga dalam mengerjakan soal - soal bahasa Inggris terutama dalam bentuk tenses, saya pun tidak pernah mengikuti kursus selain belajar di sekolah dan apabila saya tidak paham dalam bentuk soal yang telah di berikan guru maka saya akan mempertanyakan kembali kepada guru yang bersangkutan tapi sebelumnya saya pahami dulu bentuk - bentuk soalnya apabila kita tidak memiliki grammar itu sangat sulit bagi saya untuk paham dalam penggunaan tenses.

The problem problems that I had face in learning English is speaking and grammar because, to spell in English language still many lack especially in vocabularies and its pronunciation still not tenthly because I usually using Indonesia language it ask to the English teacher and in doing the English test specially in tense form. I never followed the English course. If I didn't understand the test that had been given by the teacher so, I will ask once again about the test to the teacher. Without knowing the grammar. Its so difficult for me to understand in using the tense.

Guided interview:

Day : Tuesday, 12 Mayth 2009
 Time : 09.00 WIB
 Subject : R
 Location : VII Class

Masalah yang saya hadapi dalam bahasa Inggris adalah hanya grammar, karena grammar itu terlalu banyak tenses yang di ingat, rumus - rumus dan pengertiannya masing - masing bahkan saya bisa lupa apabila pengertiannya tidak di ulang lagi di rumah yang harus dihafal dan di pahami bahkan saya bisa bingung dalam penggunaannya, apalagi saya tidak pernah mengikuti les di luar dari jam

sekolah tapi orang tua saya tetap memberi motivasi kepada saya. Cara saya mengatasi problem dalam soal – soal yang di berikan oleh guru bahasa Inggris terutama dalam bentuk tenses saya mencoba melihat rumus dalam grammar dan juga melihat materi yang ada dalam buku.

The problem I had in English language was just grammar, because in grammar there were so many tenses to remember, formulas and definition in fact to each I could forget if definition was reviewed at home. I must remember and understand to infect can make me confuse to used what ever I have to follow English course outside from school time but my parent always give motivation and spirit with me. My solution to solve the problems in items given by English language teacher especially in forms of tenses, I tried to look formula on grammar and also look material there in the book.

Guided interview:

Day : Tuesday, 12 Mayth 2009
 Time : 09.00 WIB
 Subject : Sy
 Location : VII Class

Masalah yang saya hadapi dalam pembelajaran bahasa Inggris adalah Speaking karena speaking sangat sulit dalam pengucapan bahkan apabila kita kekurangan kosa kata (vocabulary), kami sebagai siswa rata – rata apabila bertanya kepada guru bahasa Inggris hanya menggunakan bahasa Indonesia. Untuk mengetahui tentang tenses saya menggunakan grammar kami semua siswa wajib punya buku pegangan khususnya grammar dan kamus. Apabila ada PR (pekerjaan Rumah) dari guru bahasa Inggris ataupun tugas yang lain maka orang tua saya di rumah hanya membantu kesulitan – kesulitan kata – kata menurut saya sulit

The problem faced by me in learning English language was speaking because speaking has a pronunciation of difficulties event we decreasing vocabulary, we are the students if we asking to the English teacher only used Indonesia language, to

know about the tenses I used grammar. We has a books especially about grammar and dictionary if there was we had home work from the English teacher or the other task so my parents in my home could help me about the word difficulties.

Guided Interview:

Day : Wednesday, May 13th 2009
 Time : 0.9.00 WIB
 Subject : D. P S
 Location : VII Class

Masalah yang saya hadapi dalam pembelajaran bahasa Inggris adalah Grammar dan Speaking karena grammar menurut saya banyak sekali rumus – rumus yang perlu diketahui dan saya masih bingung dalam penggunaannya khususnya bentuk kalimat tenses, cara saya belajar bahasa Inggris untuk mengetahui rumus – rumus dalam tenses saya menggunakan grammar dan catatan kecil agar mudah saya hafal dalam pengertian semua jenis tenses, dan apabila saya tidak paham maka saya akan mempertanyakan soal itu kembali kepada guru, dari jam luar sekolah saya juga belum pernah mengikuti kursus bahasa Inggris tetapi orang tua saya memberi dukungan dan motivasi kepada saya dan orang tua saya bisa membantu kata – kata yang menurut saya sulit, sedangkan speaking itu memang sulit menurut saya karena kurangnya kosa kata

The problem faced by me in learning English language were grammar and speaking because I think so many formula that we had to know and I'm still confuse in using those, especially in tense, my way in learning English to know the formula in tense were used grammar for make a note to easy me in memorize that. And if I didn't understand about the material I will ask about it to the teacher. I never followed English course but, my parents give me support and motivation and my parents can help me in search the difficult word. However, speaking its really difficult for me because less vocabularies.

Guide interview:

Day : Tuesday, May 14th 2009
 Time : 07.00 WIB
 Subject : Zdn
 Location : VII class

Masalah saya dalam simple present tense adalah membedakan rumus – rumus yang ada dalam tenses maka dari itu untuk membantu saya dalam mengatasi masalahnya adalah melihat rumus yang ada dalam grammar dan apabila ada yang belum jelas saya akan bertanya kembali kepada guru bahasa Inggris dan minta di jelaskan kembali. Yang saya hadapi dalam belajar bahasa Inggris kesulitannya adalah penggunaan grammar karena masih bingung dalam penggunaannya apalagi kalau sudah dalam bentuk soal dengan cara menguasai simple present tense saya mengingatkan dan mempelajari itu kembali d rumah. Pengertian – pengertian tenses dan rumus hanya saya buat dalam catatan kecil. Dalam mengerjakan soal bentuk simple present tense saya hanya melihat dalam bentuk materi – materi yang ada dalam buku bahasa Inggris.

My problem in simple present tense was make differences between all at the formula in tense. So that, to help me to solve the problem were looking the formula that which into tense so that to help me to solve the problems are to look for the formula I ask to the English teacher and I was to explain more . I got the problems when in learning English process are used grammar because I still confused into function that. And from the task I have the way to mastery simple present tense a always remember and repeatedly the material in my home. Definition of tenses and the formula only I made a note book when I to do some task about simple present a only look for about the material in English book.

Table 11
The Data of interview with students in MTs ANNUR Palangka Raya in applying the simple present tense.

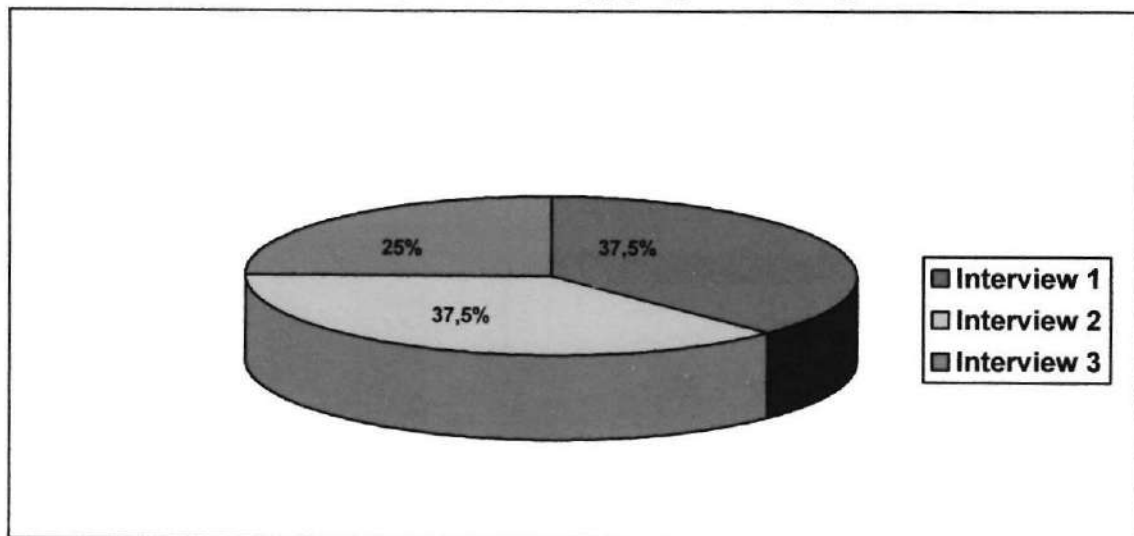
No	Interview	Frequency	%
1.	How is your way in comprehending the English material especially about simple present tense? The answer : They answered that they learn the sentence pattern by looking up the dictionary or learning from the grammar book.	6	37.5
2.	What are your difficulties in answering multiple choice items that consist of simple present tense? The answer : One interview answered that he did not understand the question and did not know how to answer because the material is, difficult; while the other interview answered the material in English book and the question are difficult.	6	37.5
3.	How do you differentiate simple present, simple past, and simple future tenses? The Answer : There were 2 (two) students who could not answer, a students answered seeing the sentence pattern, and 3 (three) students answered that simple present describes the activity happening at present, simple paste tense describes the activity happening in the past, and simple future tense describes the activity happening in the future.	4	25
	Total	16	100

Based on the table above it can be seen that there were 6 (six) students (37.5 %) comprehending the English material especially about simple present tense, 6 (six)

students (37,5 %) followed the English course and 4 (four) students differentiate simple present, simple past, and simple future tenses (25 %).

In order to be clear, the frequency and percentage of the student interview could be seen in the following chart:

Chart 3
The frequency and percentage of students interview with students in MTs ANNUR Palangka Raya in applying the simple present tense.



Based on the chart above, it can be seen that there were 6 (six) students there are 37.5% the percentage interview 1 with students in comprehending the English material especially about simple present tense, 6 (six) students there are 37.5 % the percentage interview 2 with students followed the English course and 4 (four) students there are 25% the percentage interview 3 with students differentiate simple present, simple past, and simple future.

Due to the students still had problems in applying the simple present tense, the writer interview to the representative of the students. The questions given to the students was 10 (ten) items. In this case, the writer interviewed only 6 students. The result of interview could be seen in the following discussion.

1. What are the problems that you face in learning English?

There were 2 (two) students who answered speaking and grammar; 2 (two) students answered grammar, a student answered speaking, and a student answered difficult in pronouncing the words in English fluently.

2. Have you ever followed the English course?

For the second question, all of the interviewee answered that they have never been followed any English course. They only learn English at school.

3. How is your parents' role in helping you to learn English at home?

They answered that their parents role is only to give them motivation and spirit in learning English in order that their knowledge is improved.

4. What do your parents do to motivate you in learning English?

For the fourth question, there were 2 (two) students who answered that their parents only give motivation and support in order that they study hard not only at school but also at home, 3 (three) students answered that their parents help them when they found difficulties in learning, and a students answered that there was no specific way.

5. How is the way of your parents in motivating you in learning English?

Related to the way of their parents in giving motivation, there were four students who answered that was no specific way done by their parents, while 2 (two) students answered their parents give spirit and also help them when they faced difficulties.

6. What do you know about tenses?

All of the students answered that tenses were description about the time such as present tense, past tense, and future tense.

7. How far do you know about simple present tense?

They answered that simple present tense was used to express the activity in present time or when speaking.

8. How is your way in comprehending the English material especially about simple present tense?

They answered that they learn the sentence pattern by looking up the dictionary or learning from the grammar book.

9. What are your difficulties in answering multiple choice items that consist of simple present tense?

One of interview answered that he did not understand the question and did not know how to answer because the material is difficult, while the other interviewee answered the material in English book and the questions are difficult.

10. How do you differentiate simple present, simple past and simple future tenses?

For this question, there were 2 (two) students who could not answer, a students answered seeing the sentence pattern, and 3 (three) students answered that

simple present describes the activity happening at present, simple past tense describes the activity happening in the past, and simple future tense describes the activity happening in the future.

Based on the result of interview, it could be known that the students faced the problems in applying simple present because they did not understand the sentence pattern deeply. However, when they had to answer the question without looking up the grammar book or dictionary, it is hard for them.

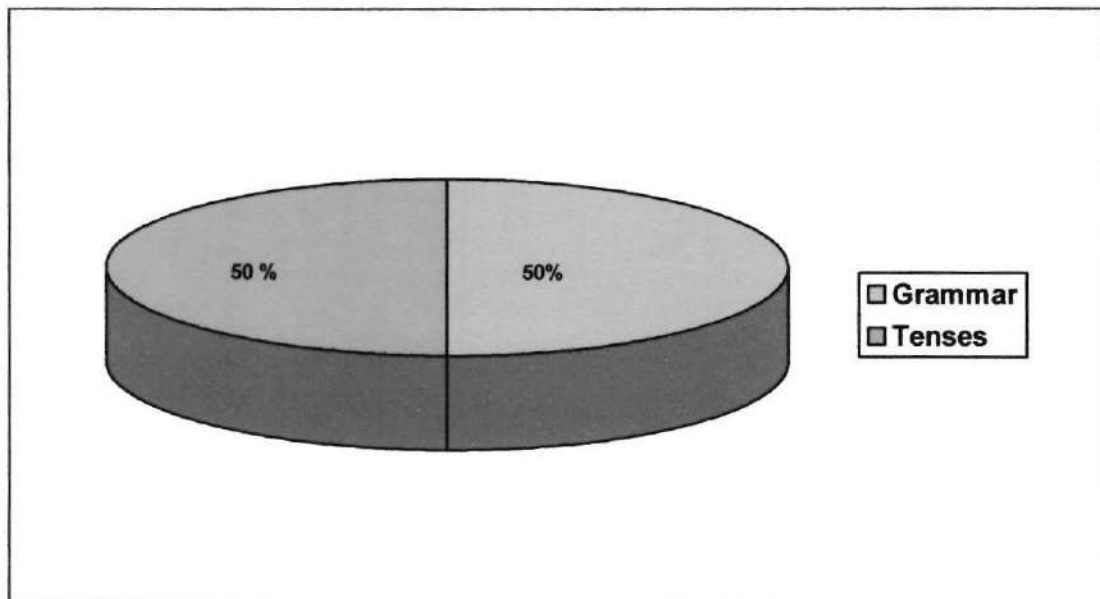
Table 12
The Problem of the Students in Applying the Simple Present Tense in MTs ANNUR Palangka Raya.

No	Problem of the students	Frequency	%
1	Tenses	3	50
2	Grammar	3	50
Total			100

Based on the result study in MTs ANNUR Palangka Raya there are some problems of student in applying the Simple present tense the data were: there were 3 (three) answered grammar; and 3 (three) students answered tenses.

The solution of the problems that be gotten by students in applying the simple present tense the students used learning from the grammar book.

Chart 4
The Percentage of students' problem in applying the simple present tense
in MTs ANNUR Palangka Raya



CHAPTER IV

CHAPTER IV CLOSURE

A. Conclusion

Based on the result of the data analysis and test, for the first year student of MTs ANNUR Palangka Raya in academic year 2008/2009, one class for class VII consisted of 30 students. The students' problems in applying the simple present tense at the first year student of Islamic junior school ANNUR Palangka Raya can be concluded as follows:

1. The Ability of the First Year Students of MTs ANNUR Palangka Raya in Mastering Simple Present Tense.

Based on the result of the scores that have been gotten, the students master in apply simple present tense they were : five (16.67 %) students got score 60, one (3.33 %), student got score 62, one (3.33 %) student got score 66, four (13.34 %) students got score 70, two (6.67%) students got score 76, one (3.33%) student got score 78, three (10%) students got score 80, one (3.33%) student got score 82.

The students fail in apply simple present tense it was known that there were one (3.33%) students, three (10%) got score 54, two (6.67%) students got score 50, two (6.67%) students got score 46, two (6.67%) students got score 42 and two (6.67%) students got score 40.

2. Problems in Applying the Simple Present Tense by the First Year Student of MTs ANNUR Palangka Raya.

Based on the test result, the writer found some problems in simple present tense, they are:

- a. Could not use *es/s*.
- b. Could not use *to be*.
- c. The students didn't understand the tenses.
- d. The student couldn't differentiate the tenses.
- e. The student did not have English grammar book and also dictionary. So, they got difficult in English learning. Especially the tenses.

The problem of students in making simple present, they not understand the sentence pattern deeply. However, when they had to answer the question without looking up the grammar book or dictionary, it is hard for them.

The student's problems in using simple present tense are when the students must range the words to be a sentence that has the meaning in Indonesia. The students just wait meaning words from their teachers. And when forget with tenses would learned and when the sentence more using formula others. The teacher's efforts to solve the problems simple present tense, at the longest in applying there are problems so we would hope to fill up the long time however smallest to increase or repair that material not yet teach, Using dictionary and to adapt the describing in the sentence with environment around.

B. Suggestion

Based on the result of the study above, there are some suggestions that can be given in the following ways:

1. The students can be improving their knowledge by English grammar book and dictionary to support them in learning English.
2. The students also can improve they knowledge by taking course.
3. The teacher should give the motivation to the students to study hard to get good mark and always practice for a week in structure and also give a lot of exercise for them so they can apply their ability well. It was know that not only good the students but also it can make the teachers proud of them if their students success.
4. The school should add the references especially for English books for it is useful to make students easy in learning English to make interest about English. It can increase the quality of the school in teaching learning process.

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[http : // www. Id. Thefreedictionary.com/applying](http://www.Id.Thefreedictionary.com/applying) [Http : //www. id online](http://www.idonline.com) (online on June 26th 2008)

[http// www. English Page. Com / Verb page/Simple Present Tense](http://www.EnglishPage.Com/Verbpage/SimplePresentTense) (online on July 10th 2008)

APPENDIX

Appendix

The Students Who Joined Try Out

No	Name of students
1	Alfian Hidayat
2	Asri
3	Arifin
4	Eni Normalina
5	Hairun Pauzy
6	Husin Nafarin
7	M. Noor
8	M. Amin Qutbi
9	M. Yunus
10	M. Nor Aditiya
11	Maulida Cahyati
12	Marisa Putri
13	Novia Rahmawati
14	Nadia
15	Norlela
16	Rahmad Maulana
17	Rizky Wahyudi
18	Subhanoor
19	Tia Ayu Lestari
20	Wiwit Suharti Ningsih

Appendix

Sample of MTS ANNUR Palangka Raya

No	Name of Students
1	Ahmad Fatrulah
2	Dara Puspita Sari
3	Halikinor
4	Ika Agustini
5	Heni Hanipah
6	Jumadi
7	M.Rifani
8	M.Rafi
9	Mardiyannor
10	Mawarni
11	Mega Wulandari
12	Milah
13	Muhammad Nur Adnan
14	Muhammad Syaufi
15	Muliyannah
16	Mutiara
17	Nor. M. Pariansyah
18	Nurjannah
19	Rahmat Ardiansyah
20	Riduan
21	Rini Setiawati
22	Rirahayu
23	Riskimah
24	Sampurna
25	Sarifah
26	Unang Ardiansyah
27	Unyah Palastati
28	Yakub
29	Yuliana
30	Zainudin

Appendix

Sample of interview of MTs ANNUR Palangka Raya

Code	Name of Students
S 8	M. Rifani
S 9	Mardyannor
S 20	Riduan
S 25	Sarifah
S 2	Dara Puspita Sari
S30	Zainuddin

RESEARCH INSTRUMENT TEST

Name : M. Rifani
 Class : VII
 Day/Date : Tuesday, 5 May, 2009

A. Choose one of them and fill in the blanks!

1. I go (Goes, go) to school everyday.
2. You live (lives, live) there.
3. She Plays (Plays, play) tennis every morning.
4. My brother always told (Tells, told) me every night.
5. They Study (Study, studies) their lesson every night.
6. We Pay (Pay, pays) him every Sunday.
7. Ani and Ida Buy (Buy, buys) a book every Saturday.
8. Yayuk always helps (Helps, help) her mother every morning.
9. My son always cries (cries, cry) every night.
10. He Teaches (Teaches, teach) an English language in my class every Monday.

B. Multiple choices

1. He a letter every week.
 a. Writer b. writes c. written d. wrote
2. My sister my mother every day.
 a. eat b. helps c. helping d. helped
3. Your brother to movie every night
 a. Go b. going c. goes d. gone.
4. Jim football with his friend every Sunday.
 a. Plays b. played c. playing d. play.
5. Ma usually every night.
 a. Study b. studied c. studying d. studies

6. They to my house every Sunday.
 a. coming b. comes c. come d. came.
7. He often chess at noon.
 a. Played b. plays c. playing d. play
8. Mary beautifully.
 a. Singing b. sings c. song d. sang
9. She to be very tired everyday.
 a. See b. saw c. seems d. sewing.
10. I hard at home everyday
 a. Workers b. work c. worked d. working.
11. I In Hong Kong every Saturdays
 a. Arrive b. arrived c. arrives d. arriving.
12. We for Jakarta on Tuesdays, our train arrives at 9.05.
 a. Living b. lives c. life d. leave
13. They are with you every day
 a. agrees b. agree c. agreeing d. agreed.
14. Betty television every night.
 a. watching b. watches c. watched d. watch.
15. He these pencils every week.
 a. boxes b. box c. boxed d. boxing
16. Ani vegetables every day
 a. bought b. buy c. buying d. bayed.
17. He always a sandwich for lunch every night
 a. ate b. eaten c. eats d. eating.
18. He a pen right now.
 a. needs b. need c. needed d. needs.
19. My classes at nine every day
 a. begun b. began c. begin d. beginning.
20. Most animals are only for food.
 a. killing b. killed c. killer d. kill.

C. Change the sentences below from positive sentence (+), negative sentence (-), or interrogative sentence!

1. (+) They do help me
 (-) They do not help me.
 (?) Do they help me? B: 9
2. (+) I always help my mother everyday.
 (-) I always not help my mother everday.
 (?) Do I ways help my mother everday
3. (+) Goes back Surabaya
 (-) Goes to not do Surabaya
 (?) Who goes to Surabaya?
4. (+) I read a newspaper every morning.
 (-) I not read a newspaper every morning.
 (?) Do I read a newspaper every morning.
5. (+) He is watches television.
 (-) He Not watches television.
 (?) He Do is watch his television.
6. (+) Ina always watch TV
 (-) Ina Not always watch TV
 (?) Do Ina always watch TV
7. (+) Valentina like rock music
 (+) Valentina doesn't like rock music.
 (?) Do Valentina like rock music
8. (+) He always take a bath early in the morning?
 (-) He not always take a bath early in the morning?
 (?) Do you always take a bath early in the morning?

9 (+) usually clean the house in the morning.

(-) Not usually clean the house in the morning

(?) Do usually clean the house in the morning

10. (+) it rain in the dry season

(-) It doesn't rain in the dry season.

(?) it do rain in the dry season

D. Complete the followings sentence with the correct forms of verbs provided on the left

- | | |
|---|---|
| <input checked="" type="checkbox"/> 1. Believe | She always <u>Believes</u> in me |
| <input checked="" type="checkbox"/> 2. Look | She <u>looks</u> .. very beautiful to day |
| <input checked="" type="checkbox"/> 3. Have | I sometimes <u>HAVE</u> .. Have some bread for breakfast |
| <input checked="" type="checkbox"/> 4. Enjoy | Done always <u>enjoy</u> .. dancing with her boy friend |
| <input checked="" type="checkbox"/> 5. Sell | Some people <u>Sell</u> .. vegetables in the market |
| <input checked="" type="checkbox"/> 6. Leave | The students usually <u>leave</u> .. home at 07.00 a.m. |
| <input checked="" type="checkbox"/> 7. Spend | I usually <u>Spend</u> .. two hours or reading news paper |
| <input checked="" type="checkbox"/> 8. Work | His grandfather often <u>work</u> .. in the garden |
| <input checked="" type="checkbox"/> 9. Remember | Jullya always <u>Remember</u> .. her promise |
| <input checked="" type="checkbox"/> 10. Agree | He sometimes doesn't <u>Agree</u> .. with me |

B: B

C. Change the sentences below from positive sentence (+), negative sentence (-), or interrogative sentence!

1. (+) They do help me.
 (-) They do not help me.
 (?) do they help me?
2. (+) I always help my mother everyday.
 (-) I always do not help my mother everyday.
 (?) do I always help my mother everyday?
3. (+) I always help my mother everyday.
 (-) I always do not help my mother everyday.
 (?) do I always help my mother everyday?
4. (+) I read a newspaper every morning.
 (-) I not read a newspaper every morning.
 (?) do I read a newspaper every morning?
5. (+) He is watching television.
 (-) He is do not watches television.
 (?) do He is watches television?
6. (+) I always watch TV.
 (-) I do not always watch TV.
 (?) do I always watch TV?
7. (+) Valentina like rock music.
 (-) Valentina doesn't like rock music.
8. (+) You always take a bath early in the morning.
 (-) You always do not take a bath early in the morning.
 (?) Do you always take a bath early in the morning?

9 (+) usually clean the house in the morning.

(-) usually doesn't clean the house in the morning

(?) do usually clean the house in the morning

10. (+) I don't rain in the dry season

(-) It doesn't rain in the dry season.

(?) do it rain in the dry season

D. Complete the followings sentence with the correct forms of verbs provided on the left

- | | |
|-------------|--|
| 1. Believe | She always <u>believes</u> in me |
| 2. Look | She <u>looks</u> very beautiful to day |
| 3. Have | I sometimes <u>have</u> some bread for breakfast |
| 4. Enjoy | Done always <u>enjoy</u> dancing with her boy friend |
| 5. Sell | Some people <u>sell</u> vegetables in the market |
| 6. Leave | The students usually <u>leave</u> home at 07.00 a.m. |
| 7. Spend | I usually <u>spend</u> two hours or reading news paper |
| 8. Work | His grandfather often <u>work</u> in the garden |
| 9. Remember | Jullya always <u>remember</u> her promise |
| 10. Agree | He sometimes doesn't <u>agree</u> with me |

B, B

RESEARCH INSTRUMENT TEST

Name : Pradha Dora
 Class : 6A
 Day/Date : 10/11/2017

A. Choose one of them and fill in the blanks!

1. I go (Goes, go) to school everyday.
2. You live (Lives, live) there.
3. She plays (Plays, play) tennis every morning.
4. My brother always tells (Tells, told) me every night.
5. They study (Study, studies) their lesson every night.
6. We pay (Pay, pays) him every Sunday.
7. Ani and Ida buy (Buy, buys) a book every Saturday.
8. Yayah always helps (Helps, help) her mother every morning.
9. My son always cries (cries, cry) every night
10. He teaches (Teaches, teach) an English language in my class every Monday.

B. Multiple choices

1. He a letter every week.
 a. writes b. writes c. written d. wrote
2. My sister my mother every day.
 a. Fat b. helps c. helping d. helped
3. Your brother to movie every night
 a. Go b. going c. goes d. gone.
4. Jim football with his friend every Sunday.
 a. Plays b. played c. playing d. play.
5. Ali usually every night.
 a. Study b. studied c. studying d. studies

6. They to my house every Sunday.
 a. coming. b. comes c. come d. came.
7. He often chess at noon.
 a. Played b. plays c. playing d. play
8. Mary beautifully.
 a. Singing b. sings c. song d. sang
9. She to be very tired everyday.
 a. See b. saw c. seems d. sewing.
10. I hard at home everyday
 a. Workers b. work c. worked d. working.
11. I In Hong Kong every Saturdays
 a. Arrive b. arrived c. arrives d. arriving.
12. We fo, Jakarta on Tuesdays, our train arrives at 9.05.
 a. Living b. lives c. life d. leave
13. They are with you every day
 a. agrees b. agree c. agreeing d. agreed.
14. Betty television every night.
 a. watching b. watches c. watched d. watch.
15. He these needs every week
 a. boxes b. box c. boxed d. boxing
16. Ani vegetables every day
 a. bought b. buy c. buying d. bayed.
17. He always a sandwich for lunch every night
 a. ate b. eaten c. eats d. eating.
18. He a pen right now.
 a. needs b. need c. needed d. needs.
19. My classes at nine every day
 a. begun b. began c. begin d. beginning.
20. Most animals are only for food.
 a. killing b. killed c. Killer d. kill.

RESEARCH INSTRUMENT TEST

Name : Dara Puspita Sari
 Class : VII
 Day/Date : Selasa, 05-05-2009

1. Choose one of them and fill in the blanks!

1. I Go (Goes, go) to school everyday.
2. You LIVE (Lives, live) there.
3. She Plays (Plays, play) tennis every morning.
4. My brother always Tells (Tells, told) me every night.
5. They study (Study, studies) their lesson every night.
6. We Pay (Pay, pays) him every Sunday.
7. Ani and Ida Buy (Buy, buys) a book every Saturday.
8. Yayuk always Help (Helps, help) her mother every morning.
9. My son always cries (cries, cry) every night.
10. He Teaches (Teaches, teach) an English language in my class every Monday.

B. Multiple choices

1. He a letter every week.
 a. Writer b. writes c. written d. wrote
2. My sister my mother every day.
 a. Fat b. helps c. helping d. helped
3. Your brother to movie every night
 a. Go b. going c. goes d. gone.
4. He football with his friend every Sunday.
 a. Plays b. played c. playing d. play.
5. Ali usually every night.
 a. Study b. studied c. studying d. studies

B = 11

6. They to my house every Sunday.
 a. coming b. comes c. come d. came.
7. He often chess at noon.
 a. Played b. plays c. playing d. play
8. Mary beautifully.
 a. Singing b. sings c. song d. sang
9. She to be very tired everyday.
 a. See b. saw c. seems d. sewing.
10. I hard at home everyday
 a. Workers b. work c. worked d. working.
11. I In Hong Kong every Saturdays
 a. Arrive b. arrived c. arrives d. arriving.
12. We for Jakarta on Tuesdays, our train arrives at 9.05.
 a. Living b. lives c. life d. leave
13. They are with you every day
 a. agrees b. agree c. agreeing d. agreed.
14. Betty television every night.
 a. watching b. watches c. watched d. watch.
15. He these pencils every week.
 a. boxes b. box c. boxed d. boxing
16. Ani vegetables every day
 a. bought b. buy c. buying d. bayed.
17. He always a sandwich for lunch every night
 a. ate b. eaten c. eats d. eating.
18. He a pen right now.
 a. needs b. need c. needed d. needs.
19. My classes at nine every day
 a. begun b. began c. begin d. beginning.
20. Most animals are only for food.
 a. killing b. killed c. killer d. kill.

C. Change the sentences below from positive sentence (+), negative sentence (-), or interrogative sentence!

1. (+) They do help me
- (-) They do not help me.
- (?) Do they help me
- (+) I always help my mother everyday.
- (-) Does I always help my mother everyday
- (?) Does I always help my mother everyday
- (+) who goes to Surabaya
- (-) who do not to Surabaya
- (?) Who goes to Surabaya?
- (-) I do read a newspaper every morning
- (+) I do not read a newspaper every morning.
- (?) Do I read a newspaper every morning
- (+) He is watches television.
- (-) He is watches television
- (?) Do is watches television
- (+) Ima always watch TV
- (-) Ima always watch TV
- (+) Ima always watch TV
- (-) Valentina doesn't like rock music.
- (?) Does Valentina doesn't like rock music?
- (+) Does Do you always take a bath early in the morning
- (-) Do you always take a bath early in the morning
- (?) Do you always take a bath early in the morning?

9. (+) usually clean the house in the morning.
- (-)
- (?)
10. (+)
- (-) I doesn't rain in the dry season.
- (?)

D. Complete the followings sentence with the correct forms of verbs provided on the left

- | | |
|-------------|---|
| 1. Believe | She always <u>Believes</u> me |
| 2. Look | She <u>LOOKS</u> very beautiful to day |
| 3. Have | I sometimes <u>Have</u> . Have some bread for breakfast |
| 4. Enjoy | Done always <u>Enjoy</u> dancing with her boy friend |
| 5. Sell | Some people <u>Sell</u> vegetables in the market |
| 6. Leave | The students usually <u>Leave</u> home at 07.00 a.m. |
| 7. Spend | I usually <u>Spend</u> two hours or reading news paper |
| 8. Work | His grandfather often <u>work</u> in the garden |
| 9. Remember | Jullya always <u>Remember</u> her promise |
| 10. Agree | He sometimes doesn't <u>Agree</u> with me |

But
in the morning

RESEARCH INSTRUMENT TEST

Name : Sarifah
 Class : VII (Juwah)
 Day/Date : Tuesday, 5 Mei 2009

A. Choose one of them and fill in the blanks!

- I go (Goes, go) to school everyday.
- You live (Lives, live) there.
- She plays (Plays, play) tennis every morning.
- My brother always tells (Tells, told) me every night.
- They study (Study, studies) their lesson every night.
- We pay (Pay, pays) him every Sunday.
- Ani and Ida buy (Buy, buys) a book every Saturday.
- Yayuk always helps (Helps, help) her mother every morning.
- My son always cries (cries, cry) every night.
- He teaches (Teaches, teach) an English language in my class every Monday.

B. Multiple choices

- He a letter every week.
 a. Writer b. writes c. written d. wrote
- My sister my mother every day.
 a. Eat b. helps c. helping d. helped
- Your brother to movie every night
 a. Go b. going c. goes d. gone.
- Jim football with his friend every Sunday.
 a. Plays b. played c. playing d. play.
- All usually every night.
 a. Study b. studied c. studying d. studies

- They to my house every Sunday.
 a. coming. b. comes c. come d. came.
- He often chess at noon.
 a. Played b. plays c. playing d. play
- Mary beautifully.
 a. Singing sings c. song d. sang
- She to be very tired everyday.
 a. See b. saw c. seems d. sewing.
- I hard at home everyday
 a. Workers b. work c. worked d. working.
- I In Hong Kong every Saturdays
 a. Arrive b. arrived c. arrives d. arriving.
- We for Jakarta on Tuesdays. our train arrives at 9.05.
 a. Living b. lives c. life d. leave
- They are with you every day
 a. agrees b. agree c. agreeing d. agreed.
- Betty television every night.
 a. watching b. watches c. watched d. watch.
- He these pencils every week.
 a. boxes b. box c. boxed d. boxing
- Ani vegetables every day
 a. bought b. buy c. buying d. bayed.
- He always a sandwich for lunch every night
 a. ate b. eaten c. eats d. eating.
- He a pen right now.
 a. needs b. need c. needed d. needs.
- My classes at nine every day
 a. begun b. began c. begin d. beginning.
- Most animals are only for food.
 a. killing b. killed c. killer d. kill.

C. Change the sentences below from positive sentence (+), negative sentence (-), or interrogative sentence!

1. (+) They do help me. 8²
- (-) They do not help me.
- (?) Do they help me?
- (+) I always help my mother everyday.
- (-) I ~~not~~ always help my mother everyday.
- (?) Does he always help my mother everyday?
- (+) Who not to Surabaya?
- (-) Who goes to Surabaya?
- (+) I read a newspaper every morning.
- (-) I no read a newspaper every morning.
- (?) Does I read a newspaper every morning?
- (+) He is watches television.
- (-) He is watch television.
- (?) Does he watches television?
- (+) I always watch TV.
- (-) I always watch TV.
- (?) Does I always watch TV?
- (+) Valentina doesn't like rock music.
- (-) Valentina doesn't like rock music?
- (+) Does you always take a bath early in the morning?
- (-) Does you always take a bath early in the morning?
- (?) Do you always take a bath early in the morning?

9 (+) usually clean the house in the morning.

- (-) usually clean the house in the morning
- (?) Does usually clean the house in the morning
- 10. (+) in the dry season

(-) It doesn't rain in the dry season.
 (?) does doesn't rain in the dry season

D. Complete the followings sentence with the correct forms of verbs provided on the left

- Believe She always believes in me
- Look She looks very beautiful to day
- Have I sometimes have Have some bread for breakfast
- Enjoy Done always enjoy dancing with her boy friend
- Sell Some people sell vegetables in the market
- Leave The students usually leave home at 07.00 a.m.
- Spend I usually spend two hours or reading news paper
- Work His grandfather often work in the garden
- Remember Jullya always remember her promise
- Agree He sometimes doesn't agree with me

B : 9

Appendix

Result of Validity

Item	Mp	Mt	SDt	$\sqrt{\frac{p}{q}}$	$r_{\text{phi}} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$	Interpretation
1	40.1	36.2	13	1.5	0.45	Valid
2	41.2	36.2	13	1.22	0.47	Valid
3	40.1	36.2	13	1.5	0.45	Valid
4	43	36.2	13	1.22	0.64	Valid
5	41.5	36.2	13	1.22	0.50	Valid
6	42.5	36.2	13	1.22	0.59	Valid
7	40.6	36.2	13	1.5	0.51	Valid
8	41.6	36.2	13	1	0.42	Valid
9	41.8	36.2	13	1.22	0.53	Valid
10	42.8	36.2	13	1	0.51	Valid
11	41.5	36.2	13	1.22	0.50	Valid
12	41.6	36.2	13	1	0.42	Valid
13	41.3	36.2	13	1.53	0.60	Valid
14	41.3	36.2	13	1.22	0.48	Valid
15	41.5	36.2	13	1.22	0.50	Valid
16	37	36.2	13	1	0.06	Invalid
17	39.8	36.2	13	2	0.55	Valid
18	40	36.2	13	1.53	0.45	Valid
19	43.8	36.2	13	0.82	0.48	Valid
20	42.8	36.2	13	0.82	0.42	Valid
21	40.3	36.2	13	1.53	0.48	Valid
22	45.8	36.2	13	1	0.74	Valid
23	37	36.2	13	1.53	0.09	Invalid
24	41	36.2	13	1.53	0.56	Valid
25	40	36.2	13	1.53	0.45	Valid
26	45	36.2	13	1	0.68	Valid
27	41.3	36.2	13	1.22	0.48	Valid
28	38	36.2	13	1.22	0.17	Invalid
29	40	36.2	13	1.53	0.45	Valid
30	36.9	36.2	13	1.53	0.08	Invalid
31	43	36.2	13	1.22	0.64	Valid
32	43	36.2	13	1.22	0.64	Valid
33	44	36.2	13	1	0.60	Valid
34	39.2	36.2	13	1.22	0.28	Invalid
35	44.4	36.2	13	1	0.63	Valid
36	40	36.2	13	1.53	0.45	Valid
37	33	36.2	13	2	-0.49	Invalid
38	44.4	36.2	13	1	0.63	Valid
39	44	36.2	13	1	0.60	Valid
40	40.3	36.2	13	2	0.63	Valid
41	42.2	36.2	13	1	0.46	Valid

42	39.7	36.2	13	1.53	0.41	Valid
43	40.9	36.2	13	1.53	0.55	Valid
44	38.5	36.2	13	1.22	0.22	Invalid
45	40.8	36.2	13	1.22	0.43	Valid
46	44.8	36.2	13	1.22	0.81	Valid
47	45	36.2	13	0.7	0.47	Valid
48	36	36.2	13	1.53	-0.02	Invalid
49	42.6	36.2	13	1	0.51	Valid
50	42.8	36.2	13	1.22	0.62	Valid
51	41	36.2	13	0.82	0.30	Invalid
52	41	36.2	13	1.53	0.56	Valid
53	42	36.2	13	1	0.45	Valid
54	43	36.2	13	1.22	0.64	Valid
55	40.3	36.2	13	1.53	0.48	Valid
56	22	36.2	13	0.7	-0.76	Invalid
57	40.1	36.2	13	1.53	0.46	Valid
58	43.3	36.2	13	1.22	0.67	Valid
59	41	36.2	13	1.53	0.56	Valid
60	39	36.2	13	2	0.43	Valid

Table of Index Difficulty

No	R	N	$FV = \frac{R}{N}$	Criteria
1	7	10	0.7	Fair
2	6	10	0.6	Fair
3	7	10	0.7	Fair
4	6	10	0.6	Fair
5	6	10	0.6	Fair
6	6	10	0.6	Fair
7	7	10	0.7	Fair
8	5	10	0.5	Fair
9	6	10	0.6	Fair
10	5	10	0.5	Fair
11	6	10	0.6	Fair
12	5	10	0.5	Fair
13	7	10	0.7	Fair
14	6	10	0.6	Fair
15	6	10	0.6	Fair
16	5	10	0.5	Fair
17	8	10	0.8	Easy
18	7	10	0.7	Fair
19	4	10	0.4	Fair
20	4	10	0.4	Fair
21	7	10	0.7	Fair
22	5	10	0.5	Fair
23	7	10	0.7	Fair
24	7	10	0.7	Fair
25	7	10	0.7	Fair
26	5	10	0.5	Fair
27	6	10	0.6	Fair
28	6	10	0.6	Fair
29	7	10	0.7	Fair
30	7	10	0.7	Fair
31	6	10	0.6	Fair
32	6	10	0.6	Fair
33	5	10	0.5	Fair
34	6	10	0.6	Fair
35	5	10	0.5	Fair
36	7	10	0.7	Fair
37	8	10	0.8	Fair
38	5	10	0.5	Fair
39	5	10	0.5	Fair
40	8	10	0.8	Easy

41	5	10	0.5	Fair
42	7	10	0.7	Fair
43	7	10	0.7	Fair
44	6	10	0.6	Fair
45	6	10	0.6	Fair
46	6	10	0.6	Fair
47	3	10	0.3	Fair
48	7	10	0.7	Fair
49	5	10	0.5	Fair
50	4	10	0.4	Fair
51	6	10	0.6	Fair
52	7	10	0.7	Fair
53	5	10	0.5	Fair
54	6	10	0.6	Fair
55	7	10	0.7	Fair
56	3	10	0.3	Fair
57	7	10	0.7	Fair
58	6	10	0.6	Fair
59	7	10	0.7	Fair
60	8	10	0.8	Easy

**DAFTAR NILAI MATA PELAJARAN BAHASA INGGRIS
KELAS VII, SEMESTER I MTs ANNUR PALANGKA RAYA 2008/2009**

Nama	Nilai						
	Nilai rata-rata					Jumlah	Rata-rata
	Listening	Reading	Writing	Speaking	Sastra		
Ahmad fatrulah	56	80	80	60	70	346	6,92
Dara puspita sari	60	80	60	70	70	340	6,80
Halikinnor	60	70	59	70	70	329	6,58
Ika agustini	65	70	56	70	60	321	5,42
Heni hanifah	60	70	60	70	60	320	6,40
Jumadi	59	60	60	70	70	319	6,38
M.rafi	56	70	60	60	75	321	6,42
M.rifani	60	70	66	70	80	346	6,92
Mardiyannor	60	60	60	70	70	320	6,40
Mawarni	60	70	59	60	60	309	6,18
Mega wulandari	66	70	59	70	60	325	6,50
Milah	60	70	68	70	75	343	6,86
M.nur adnan	59	70	75	60	70	334	6,68
M.syaufi	59	70	70	65	65	329	6,58
Muliyannah	68	70	65	65	65	333	6,66
Mutiara	70	60	75	70	70	345	6,90
Nor.m.pariansyah	66	70	70	70	60	346	6,92
Nurjannah	60	60	60	70	70	320	6,40
Rahmat ardiansyah	60	60	60	70	60	310	6,20
Riduan	72	90	80	80	80	402	8,04
Rini setiawati	60	70	60	60	65	315	6,30
Rirahayu	68	70	75	70	60	343	6,86
Riskimah	65	60	70	60	60	315	6,30
Sampurna	66	60	70	65	60	321	6,42
Sarifah	64	70	60	65	60	319	6,38
Unang ardiansyah	64	60	60	60	60	304	6,08
Unyah palastati	60	65	60	60	70	315	6,30
Yakub	59	60	60	56	60	295	5,90
Yuliana	60	70	70	70	60	336	6,60
Zainuddin	78	75	70	70	80	373	7,46

Palangka Raya, Desember 2008

Guru Bahasa Inggris



Zaitun Qamariah, S.Pd.I
NIP

RESEARCH INSTRUMENT TEST

Name :
Class :
Day/Date :

A Choose one of them and fill in the blanks!

1. I..... (Goes, go) to school everyday.
2. You..... (Lives, live) there.
3. She..... (Plays, play) tennis every morning.
4. My brother always..... (Tells, told) me every night.
5. They..... (Study, studies) their lesson every night.
6. We..... (Pay, pays) him every Sunday.
7. Ani and Ida..... (Buy, buys) a book every Saturday.
8. Yayuk always..... (Helps, help) her mother every morning.
9. My son always.....(cries, cry) every night
10. He..... (Teaches, teach) an English language in my class every Monday.

/

B. Multiple choices

1. He.....a letter every week.
a. Writer b. writes c. written d. wrote
2. My sister.....my mother every day.
a. Eat b. helps c. helping d. helped
3. Your brother.....to movie every night
a. Go b. going c. goes d gone.
- 4 Jim.....football with his friend every Sunday.
a. Plays b. played c. playing d. play.
5. Ali usually.....every night.
a. Study b. studied c. studying d. studies

6. They.....to my house every Sunday.
 a. coming. b. comes c .come d. came.
7. He often.....chess at noon.
 a .Played b. plays c. playing d .play
8. Mary.....beautifully.
 a. Singing b. sings c. song d. sang
9. She.....to be very tired everyday.
 a. See b. saw c .seems d. sewing.
10. I.....hard at home everyday
 a. Workers b. work c .worked d. working.
- 11 I.....In Hong Kong every Saturdays
 a. Arrive b. arrived c. arrives d. arriving.
12. We.....for Jakarta on Tuesdays, our train arrives at 9.05.
 a . Living b. lives c. life d. leave
13. They are.....with you every day
 a. agrees b. agree c .agreeing d. agreed.
14. Betty.....television every night.
 a .watching b. watches c. watched d. watch.
15. He.....these pencils every week.
 a. boxes b. box c. boxed d. boxing
16. Ani.....vegetables every day
 a. bought b. buy c. buying d. bayed.
17. He always.....a sandwich for lunch every night
 a. ate b. eaten c. eats d. eating.
18. He..... a pen right now.
 a. needs b. need c. needed d. needs.
19. My classes.....at nine every day
 a. begun b .began c. begin d. beginning.
20. Most animals are.....only for food.
 a. killing b. killed c. killer d. kill.

C. Change the sentences below from positive sentence (+), negative sentence (-), or interrogative sentence!

1. (+).....

(-) They do not help me.

(?).....

2. (+) I always help my mother everyday.

(-).....

(?).....

3. (+).....

(-).....

(?) Who goes to Surabaya?

4. (+).....

(-).....

(?) is the sky blue?

5. (+).....

(-) We are not here everyday

(?).....

6. (+) He is very hungry

(-).....

(?) Is she very hungry?

7. (+).....

(-) They are not Lawyer

(?).....

8. (+).....

(-).....

(?) Am I busy?

9. (+) She came to my house yesterday.

(-) She did not give me any presents

(?).....

Appendix

KEY ANSWER

A. Answer the question

1. Go
2. Live
3. Plays
4. Told
5. Study
6. Pay
7. Buys
8. Helps
9. Cry
10. Teaches

B. Multiple Choice

1. B
2. B
3. C
4. A
5. A
6. C
7. B
8. B
9. C
10. C
11. A
12. D
13. B
14. B
15. A
16. B
17. C
18. A
19. C
20. D

C. Change the sentences below from positive sentence (+), negative sentence (-), or interrogative sentence (?) !!

1. (+) They help me.
(-) They do not help me.
(?) Do they help me ?

2. (+) I always help my mother everyday.
(-) I do not always help my mother everyday.
(?) Do I always help my mother everyday?

3. (+) I goes to Surabaya.
(-) I do not goes to Surabaya.
(?) Who goes to Surabaya?

4. (+) The sky is blue.
(-) The sky is not blue.
(?) Is the sky blue?

5. (+) We are here everyday
(-) We are not here everyday.
(?) Are we here everyday ?

6. (+) He is very hungry.
(-) He is not very hungry.
(?) Is he very hungry?

7. (+) They are lawyers
(-) They are not lawyers.
(?) Are they lawyers?

8. (+) I am busy.
(-) I am not busy.
(?) Am I busy?

9. (+) She came to my house yesterday
(-) She did not come to my house yesterday
(?) Did she come to your house yesterday?

10. (+) My father goes to his office now.
(-) My father does not go to his office now.
(?) Does my father go to his office now?

D. Complete the following sentence with the correct forms of verb provided on the left.

1. Believes
2. Looks
3. Have
4. Enjoys
5. Sell
6. Leave
7. Spend
8. Works
9. Remember
10. Agree

Appendix

INTERVIEW

1. Kesulitan- kesulitan apa sajakah yang kamu hadapi dalam pembelajaran bahasa Inggris?
2. Kursus bahasa Inggris yang bagaimanakah yang pernah anda ikuti?
3. Bagaimana peranan orang tua dalam membantu anda untuk mempelajari bahasa Inggris di rumah?
4. Apa yang dilakukan orang tua anda dalam memotivasi anda untuk belajar bahasa Inggris?
5. Bagaimana Cara orang tua memotivasi anda dalam pengajaran bahasa Inggris?
6. Apa yang anda ketahui tentang tenses?
7. Sejauh manakah anda mengetahui tentang simple present tense?
8. Bagaimana Cara anda dalam memahami belajar bahasa Inggris terutama dalam bentuk simple present tense?
9. Kesulitan- kesulitan apa sajakah yang anda temukan dalam mengerjakan soal-soal yang berbentuk pilihan ganda yang memuat tentang simple present tense?
10. Bagaimana Cara anda membedakan simple present, simple past tense, simple future?

Appendix

PROPIL, VISI DAN MISI MADRASAH

1. Nama Madrasah	: MTs ANNUR
2. Nomor statistic	: 21 262 7101 002
3. Propinsi	: KALTENG
4. Otonomi daerah	: P.Raya
5. Kecamatan	: Jekan Raya
6. Desa / kelurahan	: Palangka Raya
7. Jalan dan nomor	: S. Parman No. 31
8. Kodepos	: 73112
9. Telp	: 0536 3228746
10. Faxmili / Faxes	: _
11. Daerah	: Perkotaan
12. Status	: Swasta
13. Kel. Madrasah	: Di akui
14. Akreditasi	: B
15. Kegiatan belajar mengajar	: Pagi
16. Lokasi	: Sangat strategis
17. Organisasi penyelenggara	: Pemerintah.

VISI DAN MISI MADRASAH

VISI MADRASAH

Menjadikan madrasah sebagai primadona dalam peningkatan mutu imtaq, IPTEK, dan mampu bersaing

MISI MADRASAH

1. Meningkatkan iman, taqwa, kerjasama dan kerukunan warga madrasah.
2. Meningkatkan siswa yang cerdas, terampil, perakhlakan mulia.
3. Meningkatkan madrasah sebagai wadah pengembangan peserta didik yang mandiri dan berprestasi.
4. Meningkatkan hasil belajar ujian nasional peserta didik.

Appendix

No	Question	Answer
1	What are the problem that you face in learning English	- Tenses - Grammar
2	Have you ever followed the English course?	Never followed any English course, just only learn English at home.
3	How is your parents role in helping you to learn English at home?	Parents role is only to give them motivation and spirit in learning English in order that their knowledge is improved.
4.	What do your parents to do motivate you in learning English?	- Their parents only give motivation and support in order that they study hard no only at school but also at home - that their parents help them when they found difficulties in learning, and a students answered that there was no specific way.
5.	How is the way of your parents in motivation you in learning English?	- Parents in giving motivation, no specific way done - Parents give spirit and also help them when they faced difficulties.
6.	What do you know about tense?	Tense is description about the time such as present tense, past tense, and future.
7	How far do you know about Simple present tense?	The simple present use to express the activity in present time or when speaking.
8	How is your in comprehending the English material especially about simple present tense?	Learn the sentence pattern by looking up the dictionary or learning from the grammar.
9	What are your difficulties in answering multiple choice items that consist of simple present tense	Not understand the question and did not know how to answer because the material is difficult and the material in English book and the question are difficult.
10	How do you differentiate simple present, simple past, and simple future tense?	Simple present tense describes the activity happening in the past and simple future tense describes the activity happening in the future.

DISTRIBUTION OF TRY OUT RESULT

CODE	NUMBER OF ITEM																																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
S1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
S2	1	0	0	1	0	1	1	0	1	0	0	1	0	1	0	1	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0
S3	1	0	1	1	1	1	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	0	1	1	1	1	1	0
S4	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0
S5	1	1	0	0	1	1	0	1	1	0	0	1	0	0	0	0	1	0	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1
S6	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1
S7	1	0	0	0	0	0	1	1	0	0	1	0	1	1	1	0	0	1	1	0	0	0	1	1	1	0	1	1	1	1	1	0	0	0	0	0	1
S8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1
S9	0	0	1	0	1	0	0	0	0	0	1	0	1	0	1	0	1	0	0	0	1	0	0	1	1	1	0	0	1	0	1	1	1	0	1	0	1
S10	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	0	0	1	0	0	1	0	1	1	1	1	1	0	0	0	1	1	1
N=10	7	6	7	6	6	6	7	5	6	5	6	5	7	6	6	5	8	7	4	4	7	5	7	7	7	5	6	6	7	7	6	6	5	6	5	7	
p	0.7	0.6	0.7	0.6	0.6	0.6	0.7	0.5	0.6	0.5	0.6	0.5	0.7	0.6	0.6	0.5	0.8	0.7	0.4	0.4	0.7	0.5	0.7	0.7	0.7	0.5	0.6	0.6	0.7	0.7	0.6	0.6	0.5	0.6	0.5	0.7	
q	0.3	0.4	0.3	0.4	0.4	0.4	0.3	0.5	0.4	0.5	0.4	0.5	0.3	0.4	0.4	0.5	0.2	0.3	0.6	0.6	0.3	0.5	0.3	0.3	0.3	0.5	0.4	0.4	0.3	0.3	0.4	0.4	0.5	0.4	0.5	0.3	
pq	0.21	0.24	0.21	0.24	0.24	0.24	0.21	0.25	0.24	0.25	0.24	0.25	0.21	0.24	0.24	0.25	0.16	0.21	0.816	0.816	0.21	0.25	0.21	0.21	0.21	0.25	0.24	0.24	0.21	0.21	0.24	0.24	0.25	0.24	0.25	0.21	

37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	X	X ²	
1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	58	3364	
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0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	55	3025	
1	0	0	1	0	1	1	1	1	0	0	1	0	0	1	0	0	0	1	0	1	1	0	1	27	729	
1	1	0	1	0	1	0	1	0	1	0	1	1	0	0	1	0	1	0	0	1	0	1	1	36	1296	
8	5	5	8	5	7	7	6	6	6	6	3	7	5	4	6	7	5	6	7	3	7	6	7	8	362	14796
0.8	0.5	0.5	0.8	0.5	0.7	0.7	0.6	0.6	0.6	0.6	0.3	0.7	0.5	0.4	0.6	0.7	0.5	0.6	0.7	0.3	0.7	0.6	0.7	0.8		
0.2	0.5	0.5	0.2	0.5	0.3	0.3	0.4	0.4	0.4	0.7	0.3	0.5	0.6	0.4	0.3	0.5	0.4	0.3	0.7	0.3	0.4	0.3	0.2			
0.16	0.25	0.25	0.16	0.25	0.21	0.21	0.24	0.24	0.24	0.21	0.21	0.25	0.816	0.24	0.21	0.25	0.24	0.21	0.21	0.21	0.24	0.21	0.16	15.31		

SILABUS

Sekolah : MTs Paiangka Raya
 Kelas : VII
 Mata Pelajaran : Bahasa Inggris
 Semester : 1
 Standar Kompetensi : 1. Mendengarkan

memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok / Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah atau melarang	Contoh: A: <i>Good morning, Mrs Wilson.</i> B: <i>Good morning.</i> A: <i>Hi, John!</i> B: <i>Hello, Eddy!</i> A: <i>How are you ?</i> B: <i>Fine, thanks.</i> A: <i>Hello, my name's Susan. What's your name?</i> B: <i>My name's Eddy.</i> A: <i>Susan, this is my friend Riccardo</i> B: <i>nice to meet you, Riccardo.</i> A: <i>Take the red pen, please.</i> B: <i>Here you are.</i> A: <i>Susan, put the photo here.</i> B: <i>OK.</i> A: <i>Don't put the book</i>	<ul style="list-style-type: none"> Tanya jawab yang terkait dengan materi Membahas kosa kata dan tata bahasa yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang Mendengarkan percakapan yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang. Menjawab / merespon pertanyaan. 	memahami lagu singkat	<ul style="list-style-type: none"> Tes lisan Tes tertulis Unjuk kerja 	<ul style="list-style-type: none"> Merespon ungkapan lisan Pilihan Ganda Responding 	<i>Listen to the expressions and give your response.</i> • A: <i>Good morning.</i> B: <i>Listen to the recording and do the orders given.</i> • <i>"Hi, I'm Susan,.....to meet you</i> a. <i>Nice</i> b. <i>meet</i> c. <i>fine</i> d. <i>Thanks</i>	2x40 menit	<ul style="list-style-type: none"> Tape-script Bahan-bahan rekaman (kaset, CD, VCD)

B: Ok

1.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

Contoh :
A : *Where are you from?*
B : *I'm from Kingston. It's in Jamaica.*
A: *What's your telephone numbers?*
B: *8346 50 double 2.*
A : *Thank you very much.*
B: *Not at all.*
A : *I'm sorry.*
B : *it,s okay.*
A : *Give me my exercise-book, please..!*

1. Mendengarkan dan merespon *introduction* tentang meminta dan memberi informasi, ungkapan terimakasih, permintaan maaf, kesantunan.
2. memperhatikan kosakata dan tatabahasa yang kemungkinan besar muncul dalam mendengarkan topik materi
3. mendengarkan percakapan tentang meminta dan memberi informasi, ungkapan terimakasih, permintaan maaf dan kesantunan
4. mendengarkan gambit-gambit yang muncul dalam materi percakapan terkait.

Merespon ungkapan-ungkapan :
Meminta dan memberi informasi
Ungkapan terima kasih
Permintaan maaf
Kesantunan

Tes lisan

Tes tulis

Merespon pertanyaan / ungkapan lisan

Melengkapi

Listen to the questions / expression and give your answer / response.
A: *How many persons are in the conversation?*
B:
A: *thank you so much.*
B:

Listen to the questions / expressions and complete the sentences.
A: *could you open the door for me?*
B:

A: *Sorry I'm Late.*
B:

2x40 menit

Buku guru
Script percakapan tulis
Rekaman percakapan dalam kaset, CD, DVD, film

		pertanyaan berdasarkan materi yang diperdengarkan						
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Standar Kompetensi : 2. Mendengarkan

Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok / Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<p>Contoh:</p> <ul style="list-style-type: none"> • <i>Look that's Sandra.</i> • <i>Look at number 2. that's Mr Brown. He's an astronaut. He's at the bus stop.</i> • <i>Where are the pens?</i> • <i>Are the pens on the desk?</i> 	<p>Tanya jawab yang terkait dengan materi</p> <p>Membahas kosakata & tata bahasa: verb phrase yang berkaitan dengan instruksi, ucapan selamat; <i>noun phrase</i> yang berkaitan dengan daftar benda/barang</p> <p>Mendengarkan percakapan yang sesuai dengan materi</p> <p>Mendengarkan teks lisan yang berisi instruksi yang terkait dengan gambar.</p> <p>Menjawab/merespon pertanyaan tentang struktur percakapan</p>	<p>merespon makna dalam teks lisan fungsional pendek berupa:</p> <p>Instruksi</p> <p>Pertanyaan menanyakan keberadaan suatu benda.</p>	<ul style="list-style-type: none"> • Tes lisan • Unjuk kerja • Tes tertulis 	<ul style="list-style-type: none"> Pertanyaan Respon tindakan Benar-salah 	<ul style="list-style-type: none"> • <i>A: What does the writer want to buy?</i> • <i>B:</i> • <i>Stand up!</i> • <i>Raise your hand!</i> <i>Listen to the statement and decide if the statement is True (T) or False (F)</i> • <i>I need to get a pack of sugar. (T / F)</i> 	2x40 menit	<ul style="list-style-type: none"> • <i>Script percakapan</i> • Gambar benda-benda kebutuhan sehari-hari • Bahan rekaman (kaset, CD, VCD, dll)

<p>yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p>	<p>Mengidentifikasi makna gagasan dalam teks lisan fungsional pendek berupa: Instruksi</p>	<p>Tes lisan</p>	<p>Daftar pertanyaan</p>	<p>Listen and answer the questions orally!</p>	<p>2x40 menit</p>	<p>Script teks fungsional pendek lisan Dari buku teks Script teks fungsional pendek lisan yang ada dalam kehidupan nyata Rekaman kaset, CD, DVD, film</p>
<p>Mengungkapkan dan merespon <i>introduction</i> tentang makna yang tersurat dalam ungkapan-ungkapan fungsional pendek berupa instruksi</p>	<p>Memperhatikan kosakata dan tata bahasa yang mungkin muncul dalam makna yang tersurat dalam ungkapan-ungkapan fungsional pendek lisan berupa instruksi,</p>	<p>Tes tulis</p>	<p>Melengkapi T/F Pilihan ganda Menjodohkan Respon tindakan</p>	<p>Listen and fill in the blank spaces Write down T/F for the statements Choose the best answer by crossing a, b, c, or d Match the statements in list A and B Listen the instruction and do it!</p>		
<p>Mengidentifikasi makna gagasan teks lisan fungsional pendek yang terkait dengan topik materi</p>	<p>Mengungkapkan teks-fungsional pendek yang terkait dengan topik materi terkait</p>	<p>Unjuk kerja</p>				
<p>Mengjawab pertanyaan-pertanyaan tentang makna gagasan yang terdapat dalam materi teks fungsional pendek lisan yang disampaikan</p>						

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok / Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.1 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: orang menyapa yang belum dikenal, memperkenankan diri sendiri/orang lain, dan memerintah atau melarang	<p>Contoh:</p> <p>A: Good morning, Mrs Wilson</p> <p>B: Good morning.</p> <p>A: How are you?</p> <p>B: Fine, thanks.</p> <p>A: Hello, Eddy!</p> <p>B: Hi, John!</p> <p>A: Hello. My name's Susan. What's your name?</p> <p>B: My name's Eddy</p> <p>A: Take the red pens, please.</p> <p>B: Here you are.</p> <p>A: Don't put the photo here!</p> <p>B: Okay</p>	<p>Tanya jawab yang berkaitan dengan materi.</p> <p>Meniru ungkapan-ungkapan sapaan dan respon sapaan.</p> <p>Membahas kosakata dan struktur percakapan sesuai materi.</p> <p>Latihan percakapan dalam bentuk dialog.</p> <p>Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata.</p>	<p>Mengungkapkan berbagai tindak tutur.</p> <p>Menyapa yang belum/sudah dikenal</p> <p>Memperkenalkan diri sendiri/orang lain</p> <p>Memerintah/melarang</p>	<ul style="list-style-type: none"> Tes lisan pernyataan unjuk kerja Role play (in pairs or group) Dramatizing the dialogue Game Song 	<ul style="list-style-type: none"> Answer the questions orally! Work in pairs and introduce yourself to your partner and your classmates in front of the class using the model dialogue. Students should perform the dialogue in front of the class and use some gestures. Work in pairs and play a guessing game. Student A chooses one character in the pictures and Student B guesses who she/ he is. Listen to the song first and then its' your turn to sing. 	<ul style="list-style-type: none"> Script percakapan Buku teks yang relevan Lat peraga 	2x40 menit	
3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima	<p>Contoh:</p> <p>A: Where is Kingston?</p> <p>B: It's in Jamaica</p> <p>A: Thank you very much.</p> <p>B: Not at all.</p>	<p>Mendengarkan dan memberi respon tentang introduction tindak tutur topik materi yang akan</p>	<p>1. Bertanya dan menjawab tentang berbagai hal:</p> <ul style="list-style-type: none"> Meminta dan memberi informasi 	<ul style="list-style-type: none"> Tes lisan Tanya jawab 	<ul style="list-style-type: none"> Ask and answer questions to your friends based on the situation given or picture 	<ul style="list-style-type: none"> Script percakapan Buku teks berisi 	4x40 menit	

menyampaikan
mengungkapkan
kesantunan

- A. *I'm sorry.*
- B. *It's Okay.*

- A. *Please, come in.*
- B. *Thank you.*

disampaikan
Memperhatikan penjelasan tentang kosakata dan tatabahasa yang muncul dalam tindak tutur dengan topik materi yang akan disampaikan
Mendengarkan model percakapan yang menggunakan tindak tutur tentang topik materi yang disampaikan
Menggunakan tindak tutur dengan topik materi yang disampaikan dengan guru dan teman
Menggunakan tindak tutur dengan topik materi yang disampaikan dengan variasi- variasi atau kemungkinan- kemungkinan secara bebas

- Mengucapkan terima kasih
- Meminta maaf
- 2. Mengungkapkan kesantunan

Unjuk kerja

Bermain peran

Games

Perform a role play with your friend about asking and giving information

Work in pairs. Student A should hide Student's B school things. Student B should guess where they are by asking Yes/No question.

percakapan
Alat peraga

Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	Teks Fungsional : • <i>Instruction</i> • <i>Greetings</i>	1. Tanya jawab yang berkaitan dengan materi 2. Menirukan ungkapan-ungkapan sesuai materi 3. Membahas kosakata dan struktur percakapan 4. Latihan memberi perintah, 5. Menggunakan ungkapan percakapan dalam situasi nyata	1. Memberi instruksi 2. Menyebut daftar benda	Tes lisan Unjuk kerja	Membahasakan gambar <i>Performance</i> Games	• <i>Write an instruction based on the picture shown!</i> • <i>Announce an information about the ceremony!</i> • <i>Do the instructions given by your friend which stands in front of the class.</i>	2x40 menit	Buku teks yang relevan Alat peraga Rekaman kaset, CD, VCD, film Rekaman percakapan .otentik
4.2. Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat	1. Teks fungsional berbentuk : • <i>instruction</i> • <i>greetings</i>	1. Mendengarkan dan memberi respon <i>introduction</i> tentang makna gagasan teks lisan fungsional pendek sesuai topik materi yang akan disampaikan 2. Mendengarkan dan memberi respon penjelasan tentang kosakata, tatabahasa: noun, noun phrase, adj, verb, adverbs, shrori answer, istilah-istilah dalam teks fungsional pendek. 3. Mendengarkan model teks-teks	1. Memberi insruksi secara lisan. 2. Menggunakan jenis sapaan yang sesuai dengan umur lawan bicara (orang dewasa, teman, dsb).	Tes lisan	Unjuk kerja	a. <i>Give instruction to your friend based on the picture.</i> b. <i>Mention the things that you find in your bedroom</i>	2x40 menit	<i>Script of short functional text</i> Buku teks Rekaman kaset, CD, VCD, DVD, Film Alat peraga

		teks fungsional pendek						
		4. Menggunakan teks-teks fungsional pendek dalam simulasi						
		5. Mengidentifikasi makna gagasan teks-teks lisan fungsional pendek						
		6. Menjawab pertanyaan tentang makna gagasan teks fungsional pendek secara lisan						

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat	<i>Pronunciation</i> kata dan <i>Intonation</i> : frasa, kalimat yang telah dipelajari	<ol style="list-style-type: none"> Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: pronunciation, intonation Mendengarkan model membaca nyaring Menirukan membaca nyaring dengan intonasi dan jeda sesuai model Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar Membaca secara intensif sebuah dialog Membaca gambar dan mewamainya Menyanyikan lagu setelah mendengarkan lagu tersebut. 	<p>Melafalkan kata, frasa dan kalimat dengan baik dan benar .</p> <p>Membaca kata frasa dan kalimat dengan intonasi yang benar.</p> <p>Membaca nyaring dengan baik dan benar.</p> <p>Membaca dialog dengan lafal dan intonasi yang tepat.</p> <p>Menyanyikan lagu dengan lafal yang tepat dan benar.</p>	<p>Tes unjuk kerja</p> <p>Observasi</p>	<p>Uji petik membaca nyaring</p> <p>Lembar observasi</p> <p>Lagu</p>	<p><i>Read the sentences aloud!</i></p> <p><i>Read all the sentences loudly and carefully.</i></p> <p><i>Sing the song by looking at the song text.</i></p>	2x40 menit	<p>Buku teks</p> <p>teks otentik</p> <p>Teks lagu</p>

Kompetensi Dasar	Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Instrumen			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat	Teks fungsional pendek berbentuk: Instruksi	Tanya jawab yang terkait dengan materi Menirukan membaca nyaring Mengidentifikasi informasi yang terdapat dalam bacaan Membahas kosakata struktur kalimat, struktur bacaan	1.Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk : Instruksi	Unjuk kerja Tes tulis	Pilihan ganda Melengkapi kalimat/frase Menjawab pertanyaan T / F	- <i>Choose the correct answer based on the text above.</i> - <i>Complete the sentences below!</i> - <i>Answer the questions based on the text!</i>		- Buku teks - Sumber bacaan lain yang relevan

Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	Teks fungsional pendek berbentuk: Instruksi Dialog Kalimat sederhana terkait materi dan jenis teks.	1. Membahas ciri-ciri jenis teks fungsional pendek 2. Membuat frasa, kalimat, dan dialog sesuai materi 3. Membuat teks fungsional pendek 4. Melengkapi kalimat dan dialog 5. Mengidentifikasi gambar dan menuliskan nama tempat	1. Melengkapi teks fungsional pendek 2. Menyusun kata/urutan kata menjadi kalimat yang padu 3. Menulis teks fungsional pendek	Tes tulis	Melengkapi Menyusun kalimat Mengisi formulir berisi data pribadi Teka-teki silang	<i>Complete the blank spaces of the following text!</i> <i>Arrange the jumbled sentences in a good order</i> <i>Fill in the form below.</i> <i>Do the crossword puzzle below.</i>	4x40 menit	Buku teks Alat peraga
6.2 Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	Teks fungsional pendek tentang : Instruksi Langkah retorika teks fungsional pendek	1. Mendengarkan dan merespon penjelasan tentang ciri-ciri teks fungsional pendek 2. Menyusun kata dalam bentuk frasa benda 3. Menyusun kata, frasa dalam kalimat padu 4. Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan	1. Membuat teks fungsional pendek 2. Menggunakan langkah retorika dalam menulis teks fungsional pendek	Tes tulis	Melengkapi Esai Uraian	<i>Fill in the blank spaces of the short text.</i> <i>Write down an announcement based on the given situation</i> <i>Make a list of things you find in the following places :</i> 1. bedroom 2. bathroom 3. kitchen	4x40 menit	Buku teks Alat peraga instruksi, daftar barang

Rencana pelaksanaan Pembelajaran (RPP)

Sekolah : MTs ANNUR
Mata Pelajaran : Bahasa Inggris
Kelas / semester : VII / 1

Standar kompetensi :

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar :

Merespon makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : menyapa orang yang belum / sudah di kenal, memperkenalkan diri sendiri / orang lain, dan memerintahkan atau melarang.

Indikator :

Merespon ungkapan sapaan orang yang sudah / belum dikenal, perkenalan diri sendiri, perintah / larangan, meminta dan memberi informasi, ungkapan terima kasih, permintaan maaf, kesantunan.

Jenis Teks : Transactional / interpersonal.
Tema : *Personal identity*.
Aspek / skill : Mendengarkan.
Alokasi waktu : 4 X 40 menit

1. Tujuan pembelajaran

Setelah selesai pelajaran ini siswa mampu :

1. Tanya jawab yang terkait dengan materi
2. Membahas kosa kata dan tata bahasa yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang
3. Mendengarkan percakapan yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang.
4. Menjawab / merespon pertanyaan

2. Materi Pembelajaran

Langkah Retortika : • Opening, • Transaction, • Closing

Language Features : Grammar • Imperative, Request, • Simple present, • Kosakata yang terkait dengan materi, Gambit I'd like to introduce.. • Keep close I'm sorry, • Thank you

3. Metode : - Pre, whilst and post

4. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

1. Memberi salam dan mengabsen siswa.
2. Menyampaikan tujuan pembelajaran dan memberikan motivasi.

b. Kegiatan inti

1. Menyimak guru hal-hal yang berkaitan dengan salam.
2. Cara pengucapannya (*pronouciation*-nya)
3. Memberikan model dan siswa bermain peran.
4. Menuliskan biodata serta menuliskan bagaimana cara mengucapkan salam.

c. Kegiatan Penutup

1. Menanyakan kesulitan siswa tentang *greeting* dan *introduction*.
2. Mbnimpulkan materi pelajaran

3. Memberi tugas

5. Sumber Belajar : Buku *Functional English* dan *Smart steps*.

6. Penilaian

Teknik	Bentuk Instrumen	Contoh Instrumen
• Tes lisan	• Merespon ungkapan lisan	<i>Listen to the expressions and give your response.</i> <ul style="list-style-type: none">• <i>A: Good morning.</i> <i>B:</i>
• Tes tertulis	• Pilihan Ganda	<i>Listen to the expressions and choose the best option.</i> <ul style="list-style-type: none">• <i>"Hi, I'm Yeny,.... to meet you</i> <i>a. Nice c. fine</i> <i>b. meet d. Thanks</i>
• Unjuk kerja	• Responding	<ul style="list-style-type: none">• <i>Give it to me.</i>

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : MTs ANNUR
Mata Pelajaran : Bahasa Inggris
Kelas / semester : VII / 1

Standar Kompetensi :

Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Komptensi Dasar :

Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

Indikator :

1. Merespon makna dalam teks lisan fungsional pendek berupa intruksi, daftar benda / barang (*shopping list*), ucapan selamat, pengumuman.
2. Mengidentifikasi makna gagasan dalam teks lisan fungsional pendek berupa instruksi, *shopping list*, *greeting card*, *announcement*

Jenis Teks : Transactional / Interpersonal

Tema : **Personal Identity**

Aspek / skill : Berbicara

Alokasi waktu : 4 X 40 Menit

1. Tujuan Pembelajaran

Setelah selesai pelajaran ini siswa mampu :

1. Tanya jawab yang terkait dengan materi
2. Membahas kosakata & tata bahasa : verb phrase yang berkaitan dengan daftar benda / barang.
3. Mendengarkan percakapan yang sesuai dengan materi
4. Menjawab / merespon pertanyaan tentang struktur percakapan

2. Materi Pembelajaran

Langkah Retorika : Opening . Transaction. Closing

Language Features : Grammar . Imperative request. Simple present, kosakata yang terkait dengan materi, Gambit.

3. Metode : - Pre, whilst and post

4. Langkah-langkah kegiatan

a. Kegiatan Pendahuluan

1. Memberi salam dan mengabsen siswa
2. Menyampaikan tujuan pembelajaran dan memberikan motivasi

b. Kegiatan inti

1. Kosakata yang berkaitan dengan belanja
2. Bagaimana mengucapkan selamat
3. Membuat suatu pengumuman

c. Kegiatan Penutup

1. Menanyakan kesulitan siswa tentang apa yang dipelajari
2. Menyimpulkan materi pelajaran/refleksi diri siswa dan guru
3. Memberi tugas

5. Sumber Belajar : *Functional English* dan *Smart Steps*.

6. Penilaian

Teknik	Bentuk Instrumen	Contoh Instrumen
• Tes lisan	• Pertanyaan	• <i>A: What does the writer want to buy?</i> <i>B:</i>
• Unjuk kerja	• Respon tindakan	• <i>Stand up!</i> • <i>Raise your hand!</i>
• Tes tertulis	• Benar-salah	<i>Listen to the statement and decide if the statement is True (T) or False (F)</i> • <i>I need to get a pack of sugar.</i> <i>..... (T / F)</i>

HARI KELAS JAM	SENIN			SELASA			RABU			KAMIS			JUM'AT			SABTU			KODE	NAMA									
	VII	VIII	IX	VII	VIII	IX	VII	VIII	IX	VII	VIII	IX	VII	VIII	IX	VII	VIII	IX											
1 06.30 - 07.10	A P E L			L ₁₅	C ₁₂	J ₈	H ₉	J ₈	C ₁₂	I ₇	F ₁₄	H ₉	SENAM			F ₄	N ₁	Q ₁₈	A	Drs. MISBAH									
2 07.10 - 07.50	G ₆	J ₈	I ₇	L ₁₅	C ₁₂	J ₈	H ₉	J ₈	C ₁₂	I ₇	F ₁₄	H ₉	E ₂	C ₁₂	F ₁₄	F ₄	N ₁	Q ₁₈	B	SUKINI, S.Pd									
3 07.50 - 08.30	G ₆	J ₈	I ₇	I ₇	I ₇	J ₈	H ₉	I ₇	J ₈	I ₇	M ₁₀	H ₉	E ₂	C ₁₂	F ₁₄	C ₁₆	N ₄	I ₇	C	Dra. Hj. MURNIATI									
4 08.30 - 09:10	O ₅	J ₈	I ₇	I ₇	I ₇	C ₁₁	L ₁₅	I ₇	J ₈	J ₈	M ₁₀	E ₂	J ₈	Q ₁₈	L ₁₅	C ₁₆	E ₂	I ₇	D	Dr. AHMAD ZIYADI, AMd									
09.10 - 09.30	I			S			T			I			R			A			H			A			T			E	IDA NORSAINTY, S.Pd
5 09.30 - 10.10	O ₅	G ₁₆	L ₁₅	E ₃	I ₇	C ₁₃	L ₁₅	E ₃	D ₆	J ₈	G ₆	E ₂	J ₈	Q ₁₈	L ₁₅	N ₁	E ₂	K ₁₆	F	ANTA SRIWIDADA, S.Pd									
6 10.10 - 10.50	O ₅	G ₁₆	L ₁₅	E ₃	H ₉	N ₄	P ₄	E ₃	D ₆	J ₈	G ₆	O ₅				N ₁	O ₅	K ₁₆	G	ROSIDAH, S.Pd									
7 10.50 - 11.30	D ₁₈	L ₁₅	H ₁₀	M ₁₉	H ₉	N ₁	D ₁₁	L ₁₅	E ₃	D ₁₂	E ₁₇	O ₅				K ₁₇	O ₅	E ₁₇	H	SUSNA ELITA, S.Pd									
11.30 - 12.20	I			S			T			I			R			A			H			A			T			I	Dra. DALIYAH WAWARSI
8 12.20 - 13.00	D ₁₃	L ₁₅	H ₁₀	M ₁₀	H ₉	N ₁	D ₁₃	L ₁₅	E ₃	D ₁₂	E ₁₇	O ₅				K ₁₇	O ₅	E ₁₇	J	ZAITUN QAMARIAH, S.PdI									

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Drs. MISBAH
SUKINI, S.Pd
SUSANTO, S.Pd
Dra. Hj. MURNIATI
AHMAD ZIYADI, AMd
IDA NORSAINTY, S.Pd
ANTA SRIWIDADA, S.Pd
ROSIDAH, S.Pd
SUSNA ELITA, S.Pd
Dra. DALIYAH WAWARSI
ZAITUN QAMARIAH, S.PdI
RUSNAWATI, S.Pd
SLAMET, Sag
NURRUDIN, S.PdI
SITI ASNI, S.Ag
IAFIZ RIYADI

KODE BIDANG STUDI :

- | | | |
|-----------------------------|---------------------|--------------------------------------|
| 1. QUR'AN HADITS | 7. BAHASA INDONESIA | 13. IPS SEJARAH |
| 2. FIQIH | 8. MATEMATIKA | 14. PENDIDIKAN JASMANI DAN KESEHATAN |
| 3. AQIDAH AKHLAK | 9. FISIKA | 15. BAHASA INGGRIS |
| 4. SEJARAH KEBUDAYAAN ISLAM | 10. BIOLOGI | 16. KERAJINAN TANGAN DAN KESENIAN |
| 5. BAHASA ARAB | 11. IPS GEOGRAFI | 17. MUATAN LOKAL |
| 6. PPKN | 12. IPS EKONOMI | 18. TEKNOLOGI INFORMASI & KOMUNIKASI |

Palangka Raya, Januari 2009



Bagian Urusan Pengajaran

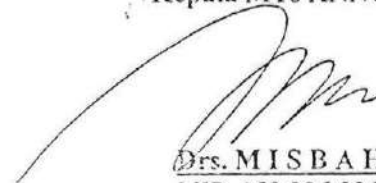
ANTA SRIWIDADA, S.Pd
NIP. 150 356 434

C. KEADAAN SISWA MTs AN-NUR

No.	Kelas	Kelompok Belajar	Keadaan Siswa Bulan Lalu			Mutasi						Keadaan Bulan Ini		
						Keluar			Masuk					
			Lk	Pr	Jml	Lk	Pr	Jml	Lk	Pr	Jml	Lk	Pr	Jml
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	I	1	26	17	43	-	-	-	-	-	-	26	17	43
2	II	1	23	19	42	-	-	-	-	-	-	23	19	42
3	III	1	20	21	41	-	-	-	-	-	-	20	21	41
		-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-
Jumlah		3	69	57	126	-	-	-	-	-	-	69	57	126

Palangka Raya,

Kepala MTs ANNUR



Drs. MISBAH
NIP. 150 226 996

D. KEADAAN GURU DAN PEGAWAI TU MTs AN-NUR

No.	Nama / NIP	L/P	Tempat Tanggal Lahir	Jabatan	Gol / Ruang	Status Pegawai	Bidang Studi	Jumlah Jam	Agama	Status Kawin	Ijazah		Masa Kerja		Alamat & Telepon	
											Terakhir	Thn Lulus	TMT di MTs	Seluruh		
														Th		Bt
1	2	3	4	5	6	7	8	9	11	10	12	13	14	15	16	17
1	Drs. Misbah 150 226 996	L	Pemalang 12 - 04 - 1965	Kepala MTs Guru Pembina	Pembina IV / a	PNS Depag	BK	-	Islam	Kawin	SI. FKIP	1991	24 - 09 - 2005			Jl. Cilik Riwet Km6,5 -
2	Susanto, S.Pd 150 292 117	L	Klaten 20 - 08 - 1971	Wakamad Humas Guru	Penata Tk I III / d	PNS Depag	PPKn, IPS TINKOM	8	Islam	Kawin	SI. FKIP	1997	01 - 08 - 2008			Jl. Cilik Riwet KM 10 -
3	Sukini, S.Pd 150 283 635	P	Magetan 08 - 05 - 1973	Guru	Penata Tk I III / d	PNS Depag	IPS KTK	10	Islam	Kawin	SI. FKIP	1996	07 - 01 - 2006			Jl. Lestari No. 71 -
4	Dra. Hj. Murniati 150 190 341	P	Martapura 23 - 01 - 1954	Wali Kelas IX Guru	Penata III / c	PNS Depag	Fiqih, Mulok Aqidah Akhlak	16	Islam	Kawin	SI. IAIN	1993	02 - 01 - 1993			Jl. Katingan No. 03 -
5	Siti Rusdza 150 206 502	P	Banjarmasin 22 - 02 - 1961	TU	Penata Muda Tk I III / b	PNS Depag	-	-	Islam	Kawin	MAN	1981	07 - 01 - 2003			Jl. Kahayan No. 11 -
6	Akmad Ziadi, A.Md 150 265 609	L	Banjar 08 - 07 - 1966	Guru	Penata Muda Tk I III / b	PNS Depag	Penjaskes	6	Islam	Kawin	D3	1990	02 - 01 - 2007			Pahandut Seberang -
7	Ida Norsanty, S.Pd 150 327 435	P	Buntok 03 - 03 - 1970	Guru	Penata Muda III / a	PNS Depag	PPKn KTK	6	Islam	Kawin	SI. FKIP	1994	01 - 02 - 2006			Jl. Sangga Buana II No. 7/59
8	Anta Sriwidada, S.Pd 150 356 434	L	Klaten 08 - 07 - 1975	Wakamad Pengajaran, Bendahara, Guru	Penata Muda III / a	PNS Depag	IPA	11	Islam	Kawin	SI. FKIP	2002	01 - 04 - 2005			Jl. Batu Suli III No.24 -
9	Rosidah, S.Pd 150 379 295	P	Kasongan 23 - 06 - 1974	Guru	Penata Muda III / a	PNS Depag	Bahasa Indonesia	15	Islam	Kawin	SI. FKIP	1998	01 - 04 - 2008			Jl. Paus XII No. 03 -
10	Susna Elita, S.Pd 150 379 308	P	Koto Cayo 06 - 09 - 1969	Wali Kelas VIII, Guru	Penata Muda III / a	PNS Depag	Matematika	15	Islam	Kawin	SI. FKIP	2002	01 - 04 - 2008			Asrama Sibang Blok F No. 2
11	Dra. Daliyah Wawarsi	P	Palangka Raya 01 - 01 - 1967	Wali Kelas VII, Guru	-	Honor	KTK Mulok	4	Islam	Kawin	SI. FE	1992	18 - 07 - 1996	-	-	Jl. S. Parman
12	Rusnawati, S.Pd	P	Banjarmasin 01-04-1975	Guru	-	Honor	Biologi	4	Islam	Kawin	SI. FKIP	2001	02 - 02 - 2007	-	-	Jl. Seth Adji
13	Hafiz Riyadli	L	Palangka Raya 04-04-1986	Guru	-	Honor	Tinkom	4	Islam	Belum Kawin	SMK	2004	31 - 1 - 2007	-	-	Jl. Katingan
14	Siti Asni, S.Ag	P	Palangka Raya 15 - 10 - 1969	Guru, Pembina Pramuka	-	Honor	SKI	3	Islam	Belum Kawin	SI. IAIN	1999	02 - 08 - 1996	-	-	Jl. Katingan
15	Zaitun Qamariah, S.PdI	P	Palangka Raya 19 - 05 - 1984	Guru	-	Honor	Bhs. Inggris	12	Islam	Belum Kawin	SI. STAIN	2007	02 - 01 - 2007	-	-	Jl Paus Raya No. 20
16	Slamet, S.Ag	L	Jombang 06 - 03 - 1971	Wakamad Kesiswaan Guru	-	Honor	Qur'an Hadits	6	Islam	Kawin	IAIN	2000	20 - 06 - 2008	-	-	Jl. Hiu Putih
17	Nuruddin	L	Wonosobo 07 - 02 - 1982	Guru, Pembina Pramuka	-	Honor	Bahasa Arab	9	Islam	Belum Kawin	SMA	2002	02 - 06 - 2008	-	-	Jl. Jamrut KM 4
18	Drs. Syamsul Huda	L	Kediri 14 - 09 - 1963	Penjaga Sekolah	-	Honor	-	-	Islam	Kawin	SI. FKIP	1992	01 - 07 - 2006	-	-	Jl. S. Parman

Catatan :

	L	P	Jumlah
Guru PNS Depag	4	5	9
TU PNS Depag	0	1	1
Guru Honor	3	4	7
Penjaga Sekolah	1	0	1
Jumlah	6	9	18

Palangka Raya,

Kepala Madrasah

Drs. MISBAH

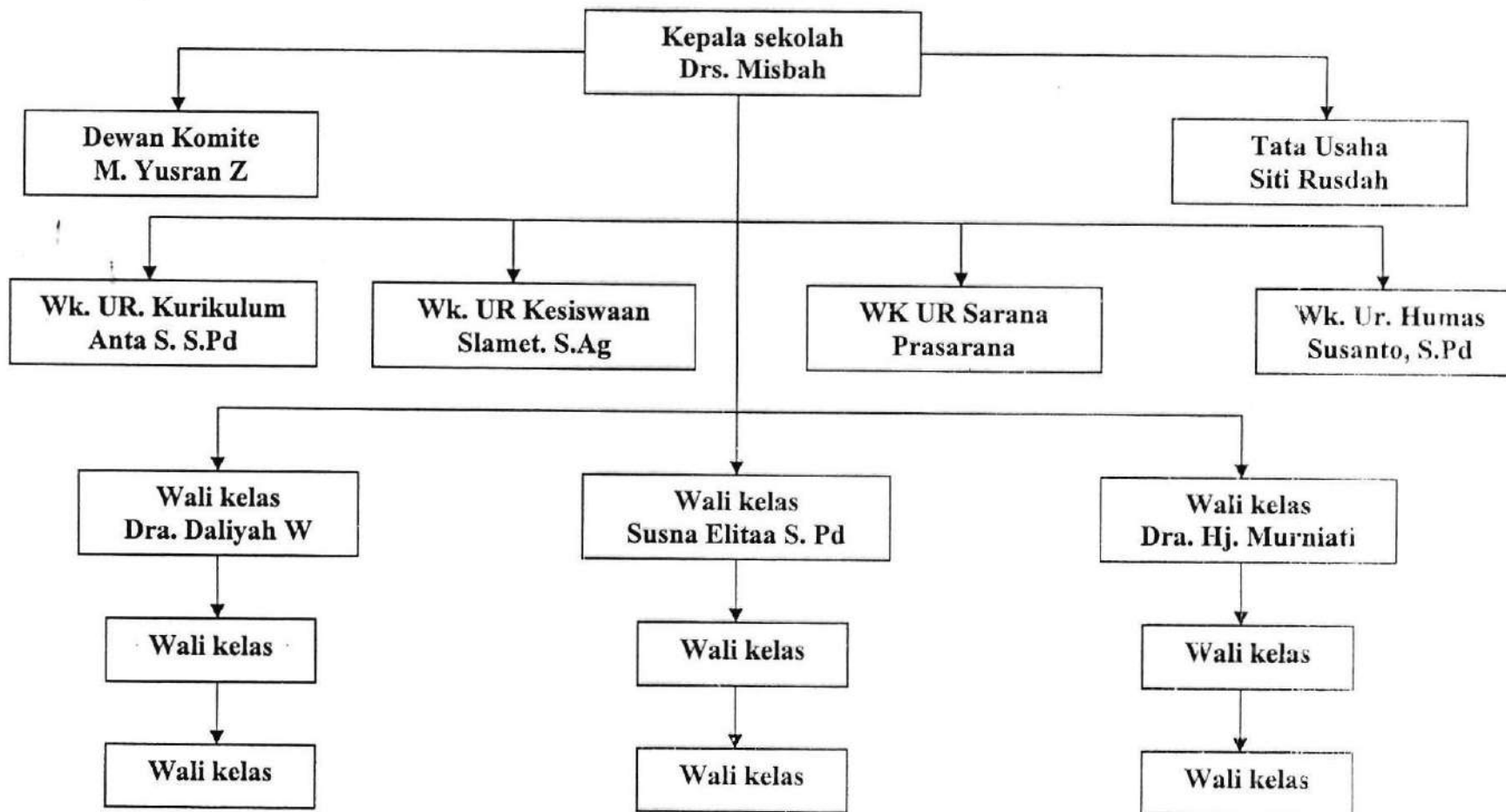
E. KEADAAN RUANG BARANG

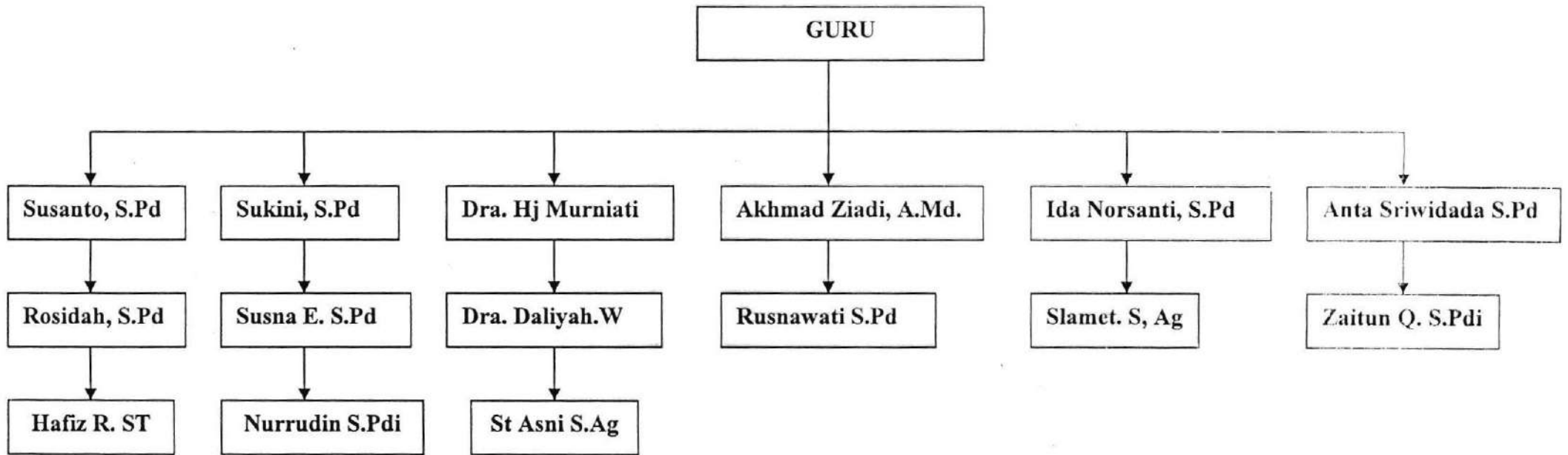
No.	Nama Jenis Barang	Tahun Pengadaan	Jumlah Barang	Kadaan Barang Saat Ini	Diperoleh Dari Sumber Dana	Jumlah Dana	Keterangan
1	2	3	4	5	6	7	8
1.	Meja Baru	1990	1	Baik	-	-	Ruang Kepala MTs
2.	Kursi Putar	1990	1	Baik	-	-	Ruang Kepala MTs
3.	Lemari Kaca tempat Piala dan piagam	1990	1	Baik	-	-	Ruang Kepala MTs
4.	Lemari Kaca Tempat Piala dan Piagam	1975	1	Baik	-	-	Ruang Kepala MTs
5.	Lemari Untuk Arsip	1990	1	Rusak Berat	-	-	Ruang Kepala MTs + Guru
6.	Meja Kursi Tamu 2 Set	1990+2003	1 set	Baik	-	-	Ruang Kepala MTs
7.	TV Hitam Putih 17 inch	1982	1	Baik	SPP	-	Ruang Kepala MTs
8.	Data Struktur Organisasi MTs An-Nur	1990	1	Baik	SPP	-	Ruang Kepala MTs
9.	Data Keadaan Siswa MTs An-Nur dari Tahun 1990	1990	1	Baik	SPP	-	Ruang Kepala MTs
10.	Data Siswa Tiap Bulan	2001	1	Rusak Ringan	SPP	-	Ruang Kepala MTs
11.	Data Keadaan Guru dan Pegawai	2001	1	Rusak Ringan	SPP	-	Ruang Kepala MTs
12.	Papan Kegiatan MTs AN-Nur	2001	1				
13.	Meja Biro						
14.	Meja Setengah Biro						
15.	Kursi Lipat / Besi						
16.	Pengeras suara 1 set						
17.	Kursi Kayu						
18.	Mesin Tik Remington 150						
19.	Kipas Angin						
20.	Meja Panjang						
21.	Meja Setengah Biro						
22.	Meja Setengah Biro						
23.	Meja tulis Biasa						
24.	Kursi Panjang						
25.	Kursi lipat / besi						
26.	Kursi Kayu						
27.	Lemari Kayu						
28.	Lemari Kayu						
29.	Papan Kalender Pendidikan						
30.	Papan Jadwal Pelajaran						
31.	Papan Struktural Program Kurikulum						
32.	Papan Program Pengajaran Pendidikan Dasar bercirikan Agama Islam MTs Kurikulum 1994						
33.	Papan Pengumuman						
34.	Rak buku Perpustakaan						
35.	Meja Perpustakaan						

1	2	3	4	5	6	7	8
39.	Ranjang						
40.	Lemari Kayu Osis						
41.	Meja						
42.	Kursi Plastik						
43.	Papan Tulis						
44.	Meja Guru						
45.	Kursi Guru						
46.	Meja Belajar Siswa						
47.	Kursi Belajar Siswa						
48.	Papan Tulis						
49.	Meja Guru						
50.	Meja Guru						
51.	Kursi Guru						
52.	Meja Belajar Siswa						
53.	Papan Tulis						
54.	Meja Guru						
55.	Kursi Guru						
56.	Meja Belajar Siswa						
57.	Kursi Belajar Siswa						

APENDIX

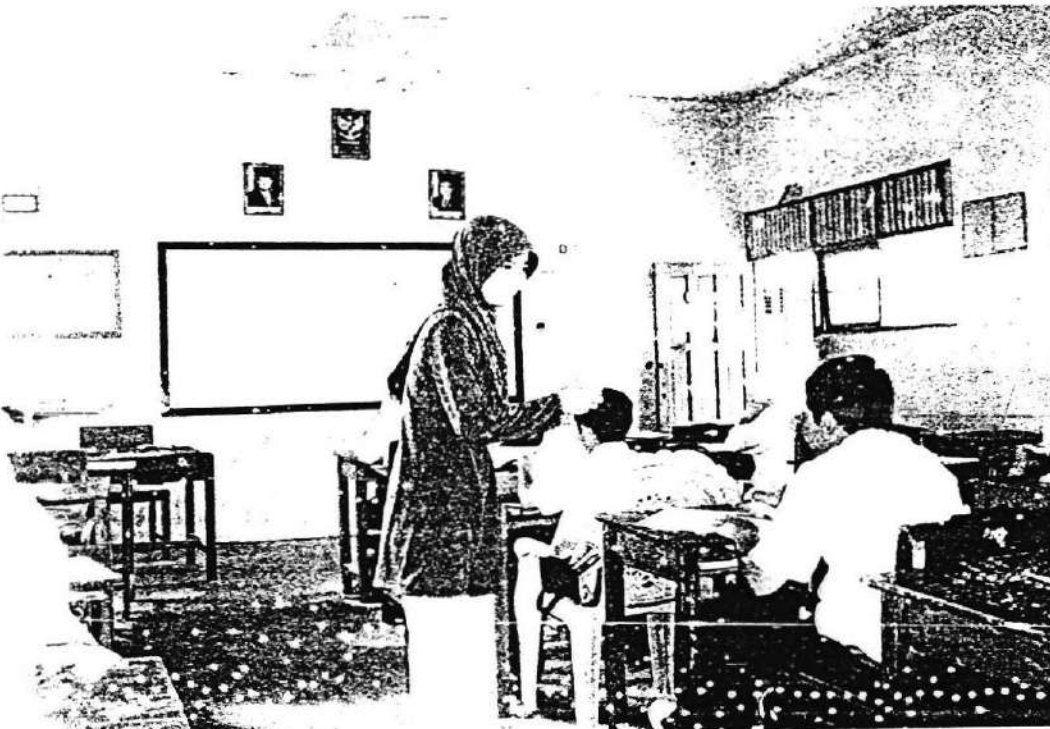
STRUKTUR ORGANISASI SEKOLAH



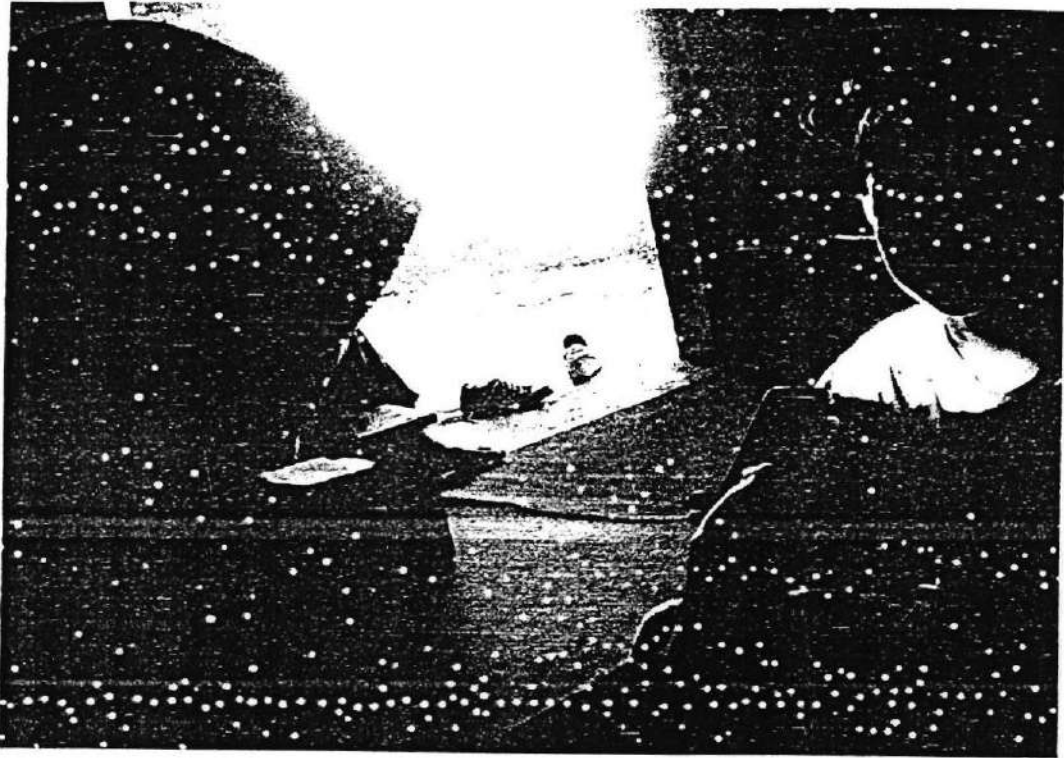


DOCUMENTATIONS

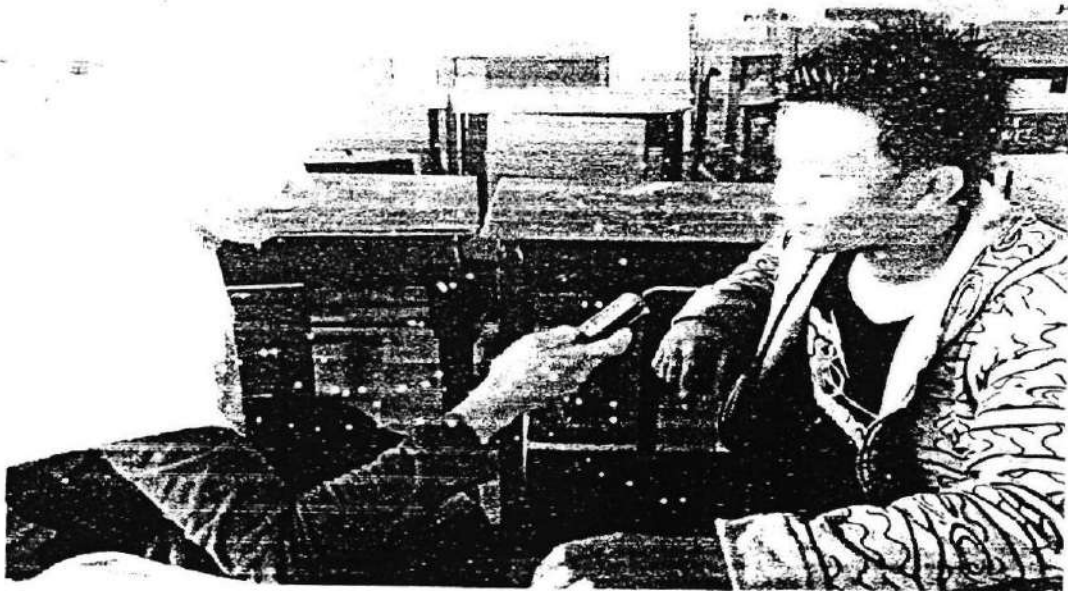
Documentation of instrument test May, 9th2009



Documentation of interview to the students



Interview with M. May 11th 2009



Interview with R May 11th 2009

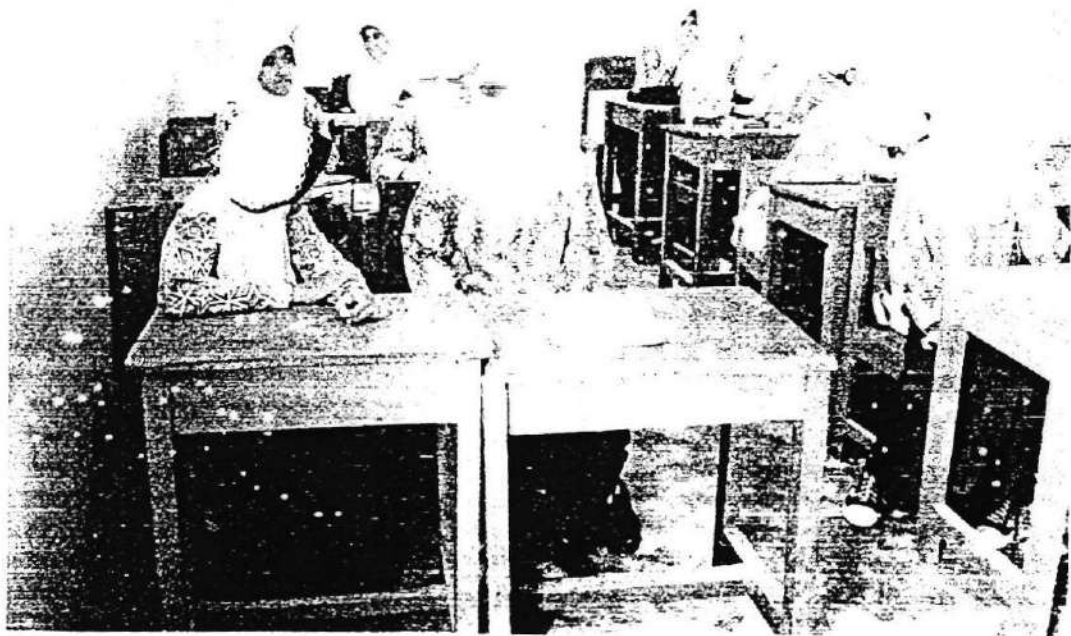


Interview with Sy. May 11th 2009



Interview with D.P.S 11 Mayth 2009

Documentation of Try out in MTs Islamiyah





DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.15/5/PP.00.009/1558/2007
Hal : **Persetujuan Judul dan
Penetapan Pembimbing**

Palangka Raya, 30 Oktober 2007

Kepada
Yth. Sdr. **Sri Wardaningsih**
NIM. 0301120101

Assalamu'alaikum Wr, Wb.

Setelah membaca, menalaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

“Problems in Learning the Simple Present Tense at the Seventh Year Students of Private MTs Palangka Raya”

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Dr. Khairil Anwar, M.Ag sebagai Pembimbing I
2. Dra Halimah, M.Pd sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,



HAMDANAH. HM, M. Ag
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Dr. Khairil Anwar, M.Ag sebagai Pembimbing I
3. Yth. Dra Halimah, M.Pd sebagai Pembimbing II



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 2 April 2009

Nomor : Sti.15.8/TL.00/ /2009.
Lampiran : 1 (Satu) Proposal.
Perihal : Mohon Ijin Observasi /Penelitian.

Kepada

Yth. Kepala Kantor Departemen Agama
Kota Palangka Raya
di -
PALANGKA RAYA

Sehubungan dengan salah satu tugas mahasiswa untuk mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah membuat Skripsi, maka dengan ini kami mohon kiranya Bapak berkenan memberikan Izin Penelitian Lapangan kepada :

Nama : Sri Wardaningsih
NIM : 0301120101
Jurusan/Prodi : Tarbiyah / TBI
Jenjang : Strata 1 (S.1)
Lokasi Penelitian : MTs AN NUR Palangka Raya
Judul Skripsi : "PROBLEM IN APLYING THE SIMPLE PRESENT TENSE AT THE FIRST YEAR STUDENTS OF ISLAMIC JUNIOR HIOGH SCHOOL AN NUR PALANGKA RAYA "
Metode : Tes , Interview dan Dokumentasi
Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal 4 April s/d 4 Juni 2009.

Sebagai bahan pertimbangan terlampir Proposal Penelitian, demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.

An. Ketua
Pembantu Ketua I

H. BUBAKAR HM, M.Ag.
NIP. 150 213 517.

Tembusan :

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
2. Yth. Kepala MTs AN NUR Palangka Raya
3. Arsip.

AGREEMENT OF DESIGN PROPOSAL

Title of the thesis : PROBLEMS IN APPLYING THE SIMPLE PRESENT
TENSE AT THE FIRST YEAR STUDENTS OF
JUNIOR HIGH SCHOOL AN NUR PALANGKA
RAYA

Name : SRI WARDANINGSIH

SRN : 0301120101

Department : Education

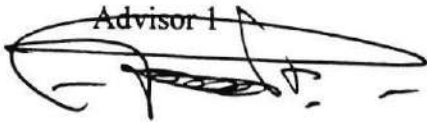
Study program : English Education

Level : S-1

Palangka Raya, March 19th 2009

Approved by

Advisor I



Dr. H. Khairil Anwar M. Ag
NIP 150 244 169

Advisor II



Dra. Halimah M. Pd
NIP 150 278 004

Known by:

The department of education chair



Hj. Hamidah M. A
NIP 150279310

Hal : Mohon diseminarkan
Seminar proposal skripsi

Palangka Raya, 26 Sept 2008

Kepada
Yth. Ketua panitia seminar
Proposal skripsi
Di -
Palangka Raya

Assalamua'laikum wr.wb.

Yang bertanda tangan dibawah ini :

Nama : Sri Wardaningsih
Nim : 0301120101
Semester : XI (Sebelas)
Jurusan : Tarbiyah Bahasa Inggris
Judul skripsi : **PROBLEMS IN LEARNING THE SIMPLE PRESENT TENSE AT
THE FIRST YEAR STUDENT OF ISLAMIC JUNIOR HIGH
SCHOOL AN NUR PALANGKA RAYA**
Pembimbing : 1. Dr.H.Khairil Anwar M.Pd
2. Dra. Halimah M.Pd

Dengan ini mengajukan kepada ketua panitia seminar proposal skripsi untuk dapat di perkenankan mengikuti seminar proposal skripsi.

Bersama ini saya lampirkan 7 (tujuh) eksemplar proposal skripsi saya.
Demikian, atas perkenan dan kesediaan bapak / ibu di ucapkan terima kasih.

Wassalamua'alaikum wr.wb.

Mengetahui

Pembimbing I



Dr.H.Khairil Anwar M.Pd
NIP 150 244169

Pemohon



Sri Wardaningsih
NIM 0301120101

Palangka Raya, 30 Maret 2009

Hal : Mohon Izin Riset / Penelitian

Kepada YTh.
Ketua STAIN Palangka Raya
Di Palangka Raya

Assalamualaikum Wr.Wb.

Saya yang bertanda tangan dibawah ini:

Nama : Sri Wardaningsih
Nim : 0301120101
Jurusan / Program : TARBIYAH / TBI
Alamat : Jln. G.obos sebrang Asrama Haji (Pondok Melati) No 5 B
Palangka Raya

Dengan ini mengajukan permohonan untuk mendapat izin riset dalam rangka penyusunan skripsi saya yang berjudul :

PROBLEMS IN APPLYING THE SIMPLE PRESENT TENSE AT THE FIRST YEAR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL AN NUR PALANGKA RAYA.

Tempat / lokasi penelitian:

MTs AN NUR Jln MAHAKAM (Pal 1) PALANGKA RAYA

Penelitian ini akan dilaksanakan selama 2 bulan dari tanggal **1 April** s /d tanggal **1 Juni** tahun 2009

Dan Akan menggunakan metode:

Test, Interview, dan dokumentasi

Demikian permohonan ini disampaikan, atas perkenan bapak disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb

Mengetahui
Pembimbing I/II Skripsi

Dra. Halimah, M.Pd
NIP 150 278 004

Pemohon

Sri Wardaningsih
NIM 0301120101

SURAT PERNYATAAN

Assalamu'alaikum wr wb

Yang bertanda tangan di bawah ini :

Nama : SRI WARDANINGSIH
Nim : 0301120101
Semester : XI (Sebelas)
Prodi : Tadris Bahasa Inggris


Telah selesai berkonsultasi dengan pembimbing I dan II tentang judul skripsi yang telah ditetapkan oleh Tim seleksi judul skripsi jurusan Tarbiyah STAIN palangka Raya.

Demikian surat pernyataan ini dibuat untuk diketahui sebagaimana mestinya.

Palangka Raya, 26 Sept 2008
Mahasiswa yang bersangkutan


Sri Wardaningsih
Nim 0301120101

Mengetahui

Pembimbing I

Dr. H. Khairil Anwar M. Ag
NIP 150 244 169

Pembimbing II

Dra. Halimah M. Pd
Nip 150 278 004



DEPARTEMEN AGAMA
KANTOR KOTA PALANGKARAYA
Jalan AIS Nasution PO Box 40 ☎ (05367) 3221968 Palangka Raya 73111

REKOMENDASI

Nomor : Kd.15.06 /4/ PP.00.9/054 / 2009

Berdasarkan surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya nomor : Sti.15.8/TL.00/ /2009 tanggal 2 April 2009 perihal mohon ijin observasi / penelitian, dengan ini Kepala Kantor Departemen Agama Kota Palangka Raya memberikan rekomendasi kepada :

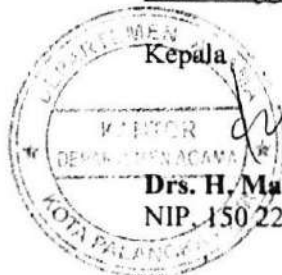
N a m a : **Sri Wardaningsih**
NIM : 0301120101
Jurusan / Prodi : Tarbiyah / TBI
Jenjang : Strata - 1 (S-1)
Lokasi Penelitian : MTs An Nur Palangka Raya
Judul Skripsi : *Problem in Aplying The Simple Present Tense at The First Year Students of Islamic Junior High School An Nur Palangka Raya*
Metode : Tes, interview, dan dokumentasi
Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal 6 April s.d. 6 Juni 2009

Untuk mengadakan Penelitian dengan ketentuan :

1. Segera melaporkan diri kepada Kepala Madrasah yang bersangkutan
2. Selama melaksanakan Penelitian tidak mengganggu Proses Belajar Mengajar (PBM)
3. Setelah selesai melaksanakan Penelitian agar melaporkan hasilnya secara tertulis ke Kantor Departemen Agama Kota Palangka Raya Cq. Kasi Mapendais.

Demikian rekomendasi ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di: Palangka Raya
Pada Tanggal : 6 April 2009



Drs. H. Musrani Arsyad
NIP. 150 225 552

Tembusan :

1. Kakanwil Depag Prop. Kalteng Up. Kabid Mapendais di Palangka Raya;
2. Ketua STAIN Palangka Raya di Palangka Raya;
3. Kepala MTs An Nur Palangka Raya di Palangka Raya.



DEPARTEMEN AGAMA
MADRASAH TSANAWIYAH AN-NUR PALANGKA RAYA
(TERAKREDITASI B)

Alamat: Jalan S. Parman NO. 31 Telp. (0536) 3228749 Palangka Raya

SURAT KETERANGAN

No: MTs.P.6/360.B.2/OT.012/574/2009

Kepala Madrasah Tsanawiyah ANNUR Palangka Raya, berdasarkan surat KaKandepag Kota Palangka Raya Nomor: Kd.15.06/4/PP.00.9/654/2009 tanggal 6 April 2009 Tentang Izin Mengadakan Observasi / Penelitian, maka dengan ini menerangkan bahwa:

Nama : **Sri Wardaningsih**
NIM : 0301120101
Jurusan/Prodi : Tarbiyah /TBI
Jenjang : Strata – 1 (S.1)
Judul Skripsi : **PROBLEM IN APLYING THE SIMPLE PRESENT TENSE AT THE FIRST YEAR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL AN NUR PALANGKA RAYA**

Telah melaksanakan Observasi / Penelitian pada Madrasah Tsanawiyah ANNUR Palangka Raya selama 2 bulan (4 April s.d. 4 Juni 2009)

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Palangka Raya, 20 Juni 2009

Kepala,

MISBAH
NIP. 150 226 996



**PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN PALANGKA RAYA**

Jl.G.Obos Komplek Islamic Center Tlp. (0536) 3239447/3226356 Fax. 3222105 Palangka Raya 73112

SURAT KETERANGAN

No: 008 /PAN-SPSM/SG/III/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :

Nama : SRI WARDANINGSIH
NIM : 030 112 0101
Jurusan / Prodi : TARBIYAH/TBI
Judul Proposal : PROBLEM IN APPLYING THE SIMPLE PRESENT TENSE AT THE FIRST YEAR STUDENTS OF JUNIOR HIGH SCHOOL AN NUR PALANGKA RAYA

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 2 Maret 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggung Utama : **SIMINTO, M.Hum** Moderator : **AGUS HANDI, S.PdI** dan dinyatakan **lulus** dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 13 Maret 2009

PANITIA

Ketua,

Sekretaris,


ASMAWATI, M. Pd
NIP. 150 311 460


HARLES ANWAR, M. Si
NIP. 150 292 523

CATATAN HASIL SEMINAR

IM : Sri Wardaningih / 030 112 0101
Prodi : Tarbiyah / TBI
: Problems in Learning the Simple
Present Tense at the First
Year Students of Junior High
School An Nur P Raya.

Utama : Simanto, M.Pd
ng : 1. Dr. H. Khairil Anwar, M.Ag
2. Dra. H. Almah, M.Pd

CATATAN PERBAIKAN :

the explanation of the previous study
the background of the study.

revise the foot note in page 10

revise the title into :

problems in Applying the Simple Present Tense
at the First Year Students of Junior
High School An Nur P. Raya.

CURRICULUM VITAE

Sri wardaningsih was born in Kuala Pembuang Agustus 30th 1985 as the youngest daughter of two. Her sister name is Nelly Hendriani S.Sos , now she live at G.Obos Street Palangka Raya, she spent her education from TK Pertiwi in Kuala Pembuang, elementary and high school periode of SD 1 Kuala Pembuang graduated 1999, Junior high school in SMP-N 1 Kuala Pembuang graduated 2000 and senior high school in MAN Sampit graduated 2003.

In 3003, she continued her study in State College of Islamic Studies Palangka Raya, she choosed education department in the study programme of English education. Her hobbies are reading, watching film, listening to music, fishing, travelling.

Her father's name H. M. Yusriani A.Md his job Civil servant and her mother name Arsiaah his Job is house wife. They live in Jln R.A kartini no 10 Kuala Pembuang. She have experience when hers still school is as follows PMR in Junior high school, organization drum band 1 senior high school, marching band in State Islamic College, and HMI, when I third semester until seventh semester I has English teacher private, and teacher at AL HIJRAH kindergarten.

She like English, so she chooses the study programme of English of English education. Her interest on language and art learning has growth at once. In 2006, she was teaching practice II in MAN Model, in 2007 she followed community service programme in Jahitan. It is one of subject service that must be taken.

Now, she prepares her self to achieve the dream to be a god English teachers. She prefers everything to compete with the others to achieve it. She hopes all of the knowledge that she got from the college useful to the others. Finally, the writer anks to all friends, my parents, and all relatives for support and encouragement til her finishing of the study.