

A STUDY ON THE STUDENTS ABILITY IN APPLYING TENSES
IN ENGLISH SENTENCES BY THE SECOND YEAR STUDENTS
OF SMUN 2 PROBOLINGGO IN THE ACADEMIC YEAR OF
1998/1999

THESIS



Presented as one of the requirements to obtain S-I Degree at the English
Department of Teacher Training and Education Faculty, Jember
University



by

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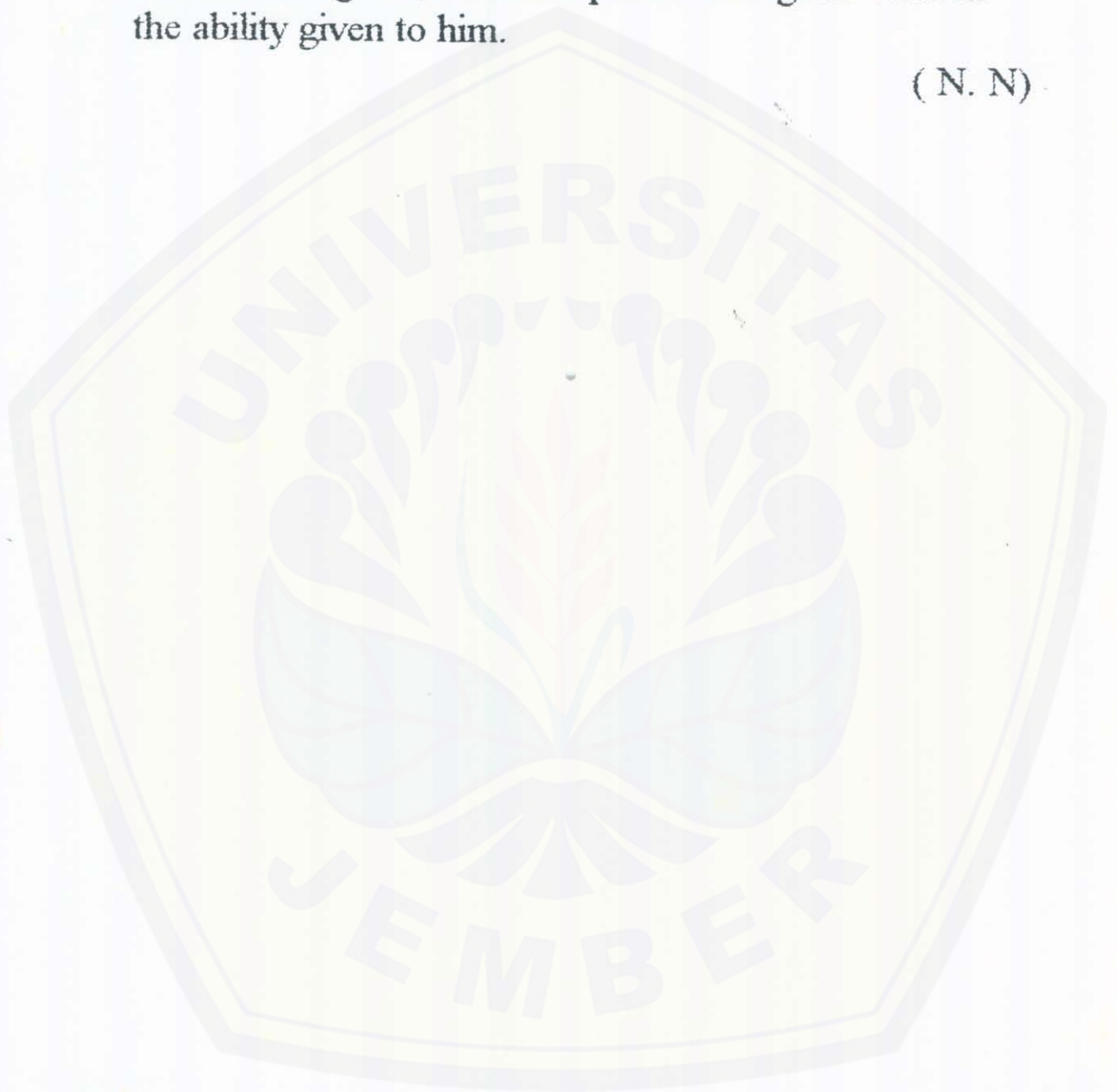
Dedication :

- My father, Sardjono : with love. I am proud of you. There is no word to describe your sacrifice to your daughters. Thank you very much for your affection. I do love you.
- My mother, Samiati : with love. I can't mention everything that you have done for me. I love you so much. I'm grateful for your support.
- My sisters : Nanik and Yuni. You are my great sisters. You make my life full of happiness. Thank you for your spirit that makes me stand.
- My brother, Iwan. Thank you for your kindness.
- My sisters at Kalimantan IV-C 59 (Dewi, Riris, Sulis, Tutik, Difa, Aris, Meme, Dian, Agustin, Yusi, Anik, Neneng, Puji, Endang, Maylie) I can't forget our memory at our lodging house.
- My good friends, Vivi, Erni, Lasmi, and Hasta. Thank you for your friendship
- My alمامater, English Programme, Teacher Training and Education Faculty, Jember University

Motto :

A winner is some one who sets his goals, commits him self to these goals, and then pursues his goals with all the ability given to him.

(N. N)



Approval

A study on the students' ability in applying tenses in English sentences by the second year students of SMUN 2 Probolinggo in the academic year of 1998 / 1999

THESIS

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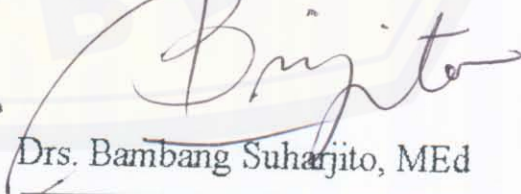
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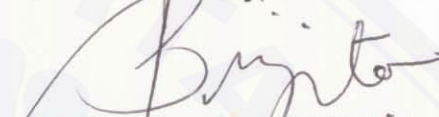
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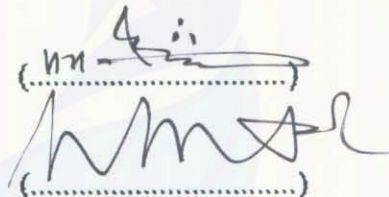


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Jember, December 1999

The writer

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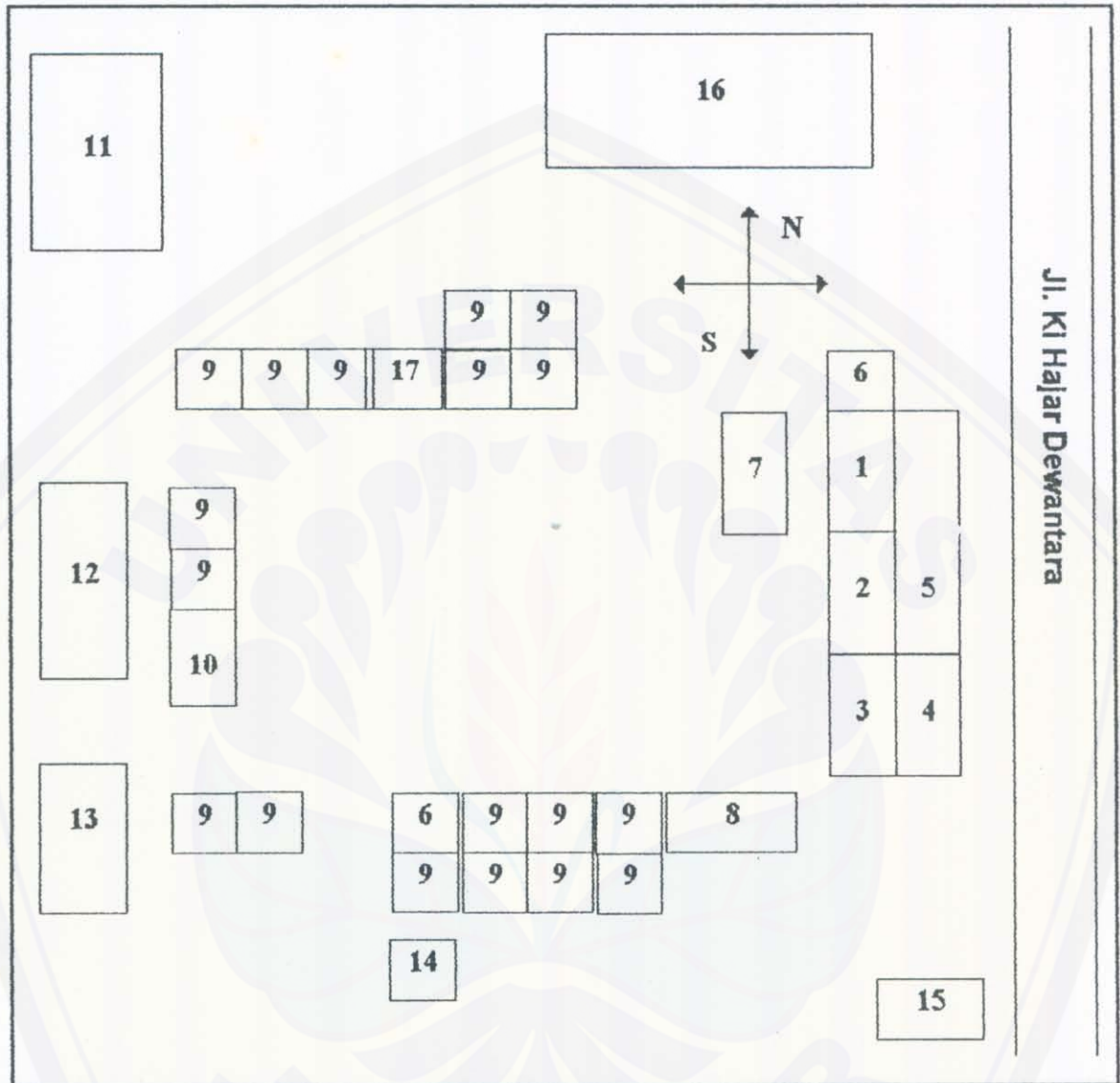


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THE MAP OF SMUN 2 PROBOLINGGO



Jl. Ki Hajar Dewantara

- 1. Room of administrasi
- 2. Room of Principal
- 3. Room of Teachers
- 4. Room of Language Lab
- 5. Hall
- 6. Toilets
- 7. Room of Conceling
- 8. Library
- 9. Rooms of Teaching
- 10. Room of Physics Lab
- 11. Mosque

- 12. Student' Parking
- 13. Cantin
- 14. Room of Cooperation
- 15. Teachers' Parking
- 16. Basket Ball Field
- 17. Room of OSIS

(Source : Documentation of SMUN 2 Probolinggo)

ABSTRACT

A study on the Students' Ability in Applying Tenses in English Sentences by the Second Year Students of SMUN 2 Probolinggo in the Academic Year of 1998 / 1999

Tenses is one part of English grammar, it is related to verb form expressing the adverb of time on the form of sentence . Indonesia has different concept to express location in time. Therefore, students find difficulty to learn tenses because Indonesia has no rule about tenses. Concerning with the reason above , students' ability in applying Tenses in English sentences is interesting to be searched. The objective of this research is to know students' ability in applying Tenses in English sentences by the second year students of SMUN 2 Probolinggo in the academic year of 1998 /1999. The problem is how far students' ability in applying tenses in English sentences by the second year students of SMUN 2 Probolinggo in the academic year of 1998 /1999. The research was conducted at SMUN 2 Probolinggo to the second year students which consist of 5 classes . The sample is taken by proportional random sampling by lottery. The methods of collecting data are test, interview, observation and documentation. Analyzing data is used to get the average ability score of the students, so students' ability in applying tenses in English sentences were be found. The results showed that, in general, the second year students' ability in applying tenses in English sentences was ' enough ' or 57.85 %.

Key words : students' ability in applying tenses in English sentences



I. INTRODUCTION

1.1 The Background of the Study

Language is an important aspect for people's life. It is used as means of communication. It also functions as they key to get information, and information is the most important things to enlarge and increase knowledge of people.

One of the aspects of English language which takes the most part and play important role is the aspect of grammar. Guth (1969:1) states that, the study of grammar can help a writer make appropriate and mature use of the resources of the language. Therefore, having the skill of grammar means having the key of mastering all aspects of the English skill as whole. In other words, the English grammar can not be ignored because grammar is important to improve the students' ability in four major skills in English.

Guth (1969:1) says that , grammar is the system by which words combine into larger units to convey ideas and information. The tenses is part of English grammar which is one of the forms of verbs that show the time. The students who have been learning English as a foreign language study a new language grammar which is different from language system they have mastered. Furthermore, English has different verbs telling about different time. For instance , to say that one event occurred in the past we used simple past; to say that one event occurred after another in the past we used past perfect. In fact , Indonesian has no rules about tenses. As a result, the students still get difficulty in applying tenses in English sentences. There is no doubt that it is very difficult for the students for whom English is as a foreign language to study tenses.

Based on the explanation above , a research entitled " A STUDY ON THE STUDENTS' ABILITY IN APPLYING TENSES IN ENGLISH SENTENCES BY THE SECOND YEAR STUDENTS OF SMUN 2 PROBOLINGGO IN THE ACADEMIC YEAR OF 1998/1999 " will be conducted.

There are some reasons of the researcher to conduct this research :

1. The students' shortcoming in learning English were greatly caused by their confusion and fear of making mistakes in using grammar; especially in applying the tenses .
2. The topic is still in the scope of academic institution.
3. The problem is interesting and it is expected that the research will give advantage to the teachers and the students.

1.2 The Problem of the Study

a. Major Problem

How far is the students' ability in applying tenses in English sentences by the second year students of SMUN 2 Probolinggo in the academic year of 1998/1999 ?

b. Minor Problems

a. How far is the students' ability in applying simple past tense in English sentences by the second year students of SMUN 2 Probolinggo in the academic year of 1998/1999 ?

b. How far is the students' ability in applying simple future tense in English sentences by the second year students of SMUN 2 Probolinggo in the academic year of 1998/1999 ?

c. How far is the students' ability in applying past perfect tense in English sentences by the second year students of SMUN 2 Probolinggo in the academic year of 1998/1999 ?

d. How far is the students' ability in applying future perfect tense in English sentences by the second year students of SMUN 2 Probolinggo in the academic year of 1998/1999 ?

1.3 Operational Definition of the Variables

In this study, the variable is *students' ability in applying tenses in English sentences*. It means that the capacity or the power of the students to practice the usage of verb forms which indicate the actions or the activities that stand in present, future and past on the largest grammatical unit of English .

1.4 The Objective of the Study

Based on the background and the problem of the study above, the objective of the study is to describe how far the students' ability in applying tenses especially in simple past, simple future, past perfect, future perfect in English sentences by the second year students of SMUN 2 Probolinggo in the academic year of 1998/1999.

1.5 The Significance of the Study

The research is written for various purposes. It is greatly hoped that the result of the research will give input for the English teachers, the students , the writer and other researchers.

1.5.1 The English Teachers

There are three significant points of the study for teachers. They are :

- a. giving the English teachers feedback to help the students in applying tenses;
- b. enabling the English teachers to encourage the students to improve their English through applying English tenses;
- c. this study gives additional information to the English teachers about applying English tenses and how their students' ability in applying it. It can become consideration how to teach it well.

1.5.2 The Students

The research result will give the following significances to the students :

- a. encouraging the students' awareness in learning English specifically to improve their ability in applying tenses ;
- b. by having experience of being respondents of this study, the students know how to apply English tenses;
- c. reminding the important of English language skills when they are studying the language , particularly English as one of the international language;

1.5.3 The Researcher

As the teacher to be, conducting this investigation is very much useful to deepen the knowledge about applying tenses and broaden experience in teaching English.

1.5.4 Other Researchers

This study will be useful for other researchers , especially if they have the same topic. It can enlarge their knowledge about applying tenses and also can be as a reference for their research.

II. REVIEW OF RELATED LITERATURE

Frank (1972:47) says that tense is special verb endings or accompanying auxiliaries verb signal the time an event take place. Hornby (1980:78) says that tense stands for a verb form or series of verb forms used to express a time relation. Then, Comrie (1993:12) says that tense is indicated on the verb, either by the verb morphology (as with English past loved versus non-past loves). It means that, tense is grammatical structure that assigns to the verb to express time relation.

Veit (1986:149) says that in traditional grammar study, verbs in English take 12 tenses. They are: simple present, simple past tense, present future tense, present perfect tense, past perfect tense, future perfect tense, present progressive tense, past progressive tense, future progressive tense, present perfect progressive tense, past perfect progressive tense, future progressive tense.

Based on this opinion above and the teaching materials stated in the guideline of curriculum 1994 (GBPP 1994) used in SMUN 2 Probolinggo, four tenses will be discussed in this thesis. They are:

1. simple past tense
2. past perfect tense
3. simple future tense
4. future perfect tense

2.1 Principal Parts of Verb

Knowing principal parts of verb is an essential thing in studying tenses. The grammatical function of verb has relation with tenses. Frank (1972:52) explains that the description of verb forms differ according to the way the term tense is interpreted. In order to use the tense forms, the speaker of English must know their "principal parts".

Further, Frank (1972:61) explains that there are four principal parts of a verb, they are as follows :

1. the first principal part of a verb is the simple form of the verb (or the stem)
2. the second principal part of a verb is the past tense
3. the third principal part is the past participle
4. the fourth principal part is the present participle

The example :

a. In regular verb form

offer	= simple form	offered	= past participle
offered	= past form	offering	= present participle (ing-form)

b. In irregular verb form

begin	= simple form	began	= past participle
began	= past form	beginning	= present participle (ing-form)

Further explanation about the principal parts of regular and irregular verbs will be in the next discussion.

2.1.1 Regular Verbs

According to Thomson & Martinet (1986:105-106) , there are some principal parts of regular verb :

1. In regular verbs the simple past and the past participle are both formed by adding *d* or *ed* to the infinitive. Sometimes the final consonant of the infinitive has to be doubled.

Example :

slip	+ ed	= slipped
help	+ ed	= helped
agree	+ ed	= agreed

2. The present participle and gerund are always regular and are formed by adding *ing* to the infinitive.

Example :

hit + **ing** = **hitting**

keep + **ing** = **keeping**

love + **ing** = **loving**

2.1.2 Irregular Verbs

Frank (1972:61-66) distributes the principal parts of irregular verb as follows;

1. All three principal parts are different

SIMPLE FORMS	PAST FORMS	PAST PARTICIPLE
begin	began	begun
drink	drank	drunk
choose	chose	chosen
fly	flew	flown

2. Second and third principal parts are alike

SIMPLE FORMS	PAST FORMS	PAST PARTICIPLE
cling	clung	clung
bleed	bled	bled
feed	fed	fed
leave	left	left

3. All three principal parts are alike

SIMPLE FORMS	PAST FORMS	PAST PARTICIPLE
bet	bet	bet
cast	cast	cast
hit	hit	hit
knit	knit	knit



4. First and third principal parts are alike

SIMPLE FORMS	PAST FORMS	PAST PARTICIPLE
come	came	come
become	became	become
overcome	overcame	overcome
run	ran	run

5. First and second principal parts are alike

SIMPLE FORMS	PAST FORMS	PAST PARTICIPLE
beat	beat	beaten

2.2 The Rule of Tense

2.2.1 Simple Past Tense

1. The Rule of Simple Past Tense Form

According to Thomson & Martinet (1986:161) Simple Past Tense in regular verb is formed by *s* adding *ed* to the infinitive.

Example :

infinitive : to work simple past : worked

Verbs ending in *e* add *d* only.

Example :

infinitive : to love simple past : loved

The pattern :

S + verb past participle

2. The Rule of Spelling

- The rules about doubling the final consonant when adding *ing* apply also when adding *ed*.

Example :

admit, **admitted**

stop, **stopped**

b. Verbs ending in *y* following a consonant change the *y* into *i* before adding *ed*.

Example :

carry, **carried**

try, **tried**

2.2.2 Past Perfect Tense

1. The rule of Past Perfect Tense Form

The Past Perfect Tense is a construction made of *had* + *the past participle form* of the verb (Wishon & Burks, 1980 :208).

The pattern :

S + *had* + verb in past participle.....

Sunarto & suhardjito (1994:65) explain that time expressions such as *before*, *after*, *as soon as*, *when*, and *by the time*, are often used.

Example :

1. I had worked.

2. The lecture had begun before he arrived.

2.2.3 Simple Future Tense

1. The rule of Future Tense Form

There are several ways to indicate Future Tense in English. Wishon & Burks (1980:197) describe that the two most common future constructions are *will or (shall)* + *the simple form of the verb* and *be going to* + *the simple form of the verb*.

The pattern :

S + (will\ shall) + V present participle

or

S + (am, are, is) + going to + V present participle

Example :

1. I ll telephone you next Friday.
2. I am going to talk to Professor Kim tomorrow.

2.2.4 Future Perfect Tense

1. The rule of Future Perfect Tense Form

The Future Perfect Tense is a construction made up of will + have + past participle form of the main verb (Wishon & Burks, 1980:210).

The pattern :

S + (will /shall) + have + verb in past participle

Wishon & Burks (1980:210) explain that time expression that are usually used for understood include expressions with *by*, and *in* : *by then, by that time, by next time, in week's time, in two hours, in three years, in no time, etc.*

Example :

1. I ll have drink all these by the end of this year.
2. By the end of next month he will have been here for ten years.

2.3 The Usage of Tenses

2.3.1 Simple Past Tense

Simple Past Tense has some usages, Wishon & Burks (1980:195) distribute the usages of simple past Tense into :

1. The Simple Past Tense is used to report state or activity which can be ascribed to a definite past tense. A past adverbial is either expressed or else understood from the context in which the past tense is used.

Example :

1. The airplane **arrived** at noon.
 2. I **received** some visitor and cleaned my desk.
 3. I **saw** him three years ago.
2. The Simple Past also used for activities that occurred over a period of time in the past but are now finished, or that occurred at intervals in the past, but do not occur now.

Example :

1. Last week , I **worked** until midnight every night.
2. I **lived** there for five years before 1950.
3. Before the war, I **worked** for an insurance company.

According to Wishon & Burks (1980:195) say that they are two past tense auxiliaries in English :

1. The Past Tense of the verb *use* combines with *to* to form an auxiliary which is *used to* describe customary or habitual action in the past.

Example :

1. I **used** to be a boy scout.
 2. I **used** to get up at 5 : 30 every morning.
2. The past form of *do* as an auxiliary is used with the sample form of verb to express emphasis.

Example :

1. I **did** study for the examination.
2. No matter what Lisa sent, he **did** finish the work



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2.3.2 Past Perfect Tense

Concerning with the usage of Past Perfect Tense, Frank (1992:82) stated that Past Perfect Tense expresses one past time before another past time. For this reason, this tense is always tied up to past time, expressed or understood.

Example :

1. As soon as the teacher entered the classroom, he saw that one of the boys **had drawn** a sketch of him on the blackboard.
2. By three o' clock he **had answered** only half the letter.

2.3.3 Future Tense

Thomson & Martinet (1986:189) say that Future Tense is used similarly for future habitual actions which we assume will take place. Wisson & Burks (1980 :197) explain that the future tense shows that an action or state will occur in the future. It can be said that future tense is the tense to express activity or action that occur in the future.

Example :

1. Spring **will come** again.
2. People **will make** plans.
3. I **will telephone** you next year.

According to Thomson & Martinet (1986:189) Future Tense is also used to express the speaker's opinions , assumptions, speculations about the future. These may be introduced by verb such as *assume, be afraid, be/feel sure, believe, dares, doubt, expect, hope, know, suppose, think, wonder* or accompanied by adverbs such as *perhaps, possibly, probably, surely*, but can be used without them.

Example:

1. **(I'm sure) he'll** come back.
2. **(I suppose) they'll** sell the house.
3. **(Perhaps) we'll** find him at the hotel.

Swan (1988: 468) describe that Past Perfect Tense can be used to express an unrealized hope, wish, etc.

Example :

1. I **had hoped** that we would be able to leave tomorrow, but it's beginning difficult.
2. I **had intended** to make a cake, but I run out of time.

2.2.4 Future Perfect Tense

Frank (1972:85) says that in general, the future perfect tense may be characterized as *future-before-future time*. This tense emphasizes the fact that one future time is completed before another future time - or to put another way, that one future time is "past" in relation to a second future time. Thomson & Martinet (1986:194) say that the future perfect tense is used for an action which at a given future time will be in the past or will just have finished. It can be concluded that the future perfect tense is the tense used to express activity that will occur or will take place before another actions or time in the future.

Example :

1. My train arrives in New York at eight o'clock tonight. The plane I would like to take from there **will have left** by then.
2. By the end of the school year, we **will have covered** the entire grammar book.

2.3 Sequence of Tenses

Wishon & Burks (1980:212) explain that in connected discourse, verb tenses occur in predicable sequences. In single sentences the tenses of verbs in different clauses have a predicable relationship to each other. In the following sentences , for example , the direct object noun clauses employ a present or past tense verb according to the verb used in main clause.

Example :

1. a. She **says** her name **is** Madame Bouchard.
b. She **said** that her name **was** Madame Bouchard.
2. a. The class **knows** that evaporation **causes** rain.
b. The class **knew** that evaporation **caused** rain.

Then, they give further explanation that notice the use of the past tense, even with the future adverbial tomorrow. In these sentences the action or state mentioned in the dependent clause does not change ; yet the tense of the verb changes to agree with the tense used in the main clause. Clearly, the tense used in the dependent clauses in these sentences is conventional rather than logical . A past tense verb in the first of two clauses tends to produce a past tense verb in the second clause, regardless of logic.

Example :

1. a. I **will tell** the teacher that I **have finished** the report.
b. I **told** the teacher that I **had finished** the report.
2. a. I **hear** that Lisa **has been invited** to the dance.
b. I **heard** that she **received** an invitation on Saturday.
c. I **heard** that she **had received** an invitation, but I **did not hear** when she **received** it.

The present tense in the first clause can be followed by any tense in the second clause.

Example :

1. He **thinks** Cleon **will go**.
2. He **thinks** Cleon **has gone**.
3. He **thinks** Cleon **had gone before we got there**.

It is when the verb in the first clause is past tense that grammatical convention tends to dictate the use of the past tense and the past participle in the second clause.

III. RESEARCH METHOD

3.1 Research Design

The research design of this research is descriptive quantitative. The descriptive research is aimed to solve the problem in recent time. It means that it is directed toward determining the nature of situation as it exist at the time of the study. So this study is used only to describe the students' ability in applying Tenses in English Sentences. The data obtained were analyzed by the percentage formula. Then it is consulted with the classification of the score level to know the students' scores levels.

3.2 Area Determination

Purposive sampling is used in this study as a method to determine the place in which the research study will be held. In this research, SMUN 2 Probolinggo is decided as the research area. The researcher chooses this research area because the researcher has had enough knowledge about the school. It is also based on the consideration of the technical reasons such as time, energy, school permission, and funding.

3.3 Respondent Determination

The respondents of the research are the second year students of SMUN 2 Probolinggo in the academic year of 1998/1999. The population comprises of five classes. The technique used to determine the sample is randomized proportional. Hadi (1992:82) says that in proportional sampling the sample comprised of the subsets population that follows the balance of each subset of the population. It means that, the sample can be taken by the proportion of each subset. Then, Arikunto (1996:120) explains that if the respondents are less than 100 persons, the sample can be 10%-15% or 20%-25% more of the number of population. Since the number of student in the school is more than 100, this research determines to take 20% of the number of

population by using proportional random sampling . Every member of respondents has exactly the same chance of being selected as the sample as the others, and in this study the random sampling is accomplished by lottery.

3.4 Data Collection

In this research test is used to get a primary data and observation, interview, and documentation are used as the secondary data.

3.4.1 Test.

In relation to this study, achievement test will be used. Hughes (1996:10) says that achievement tests are directly related to language courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives. In this study achievement test is used to measure the students` ability in applying tenses in English sentences. The test used in this study is an objective test. The instrument of the test is a teacher made test. It means that the test is made by teacher and the teacher is the researcher herself. The type of the test is completion items in context with the verb form in the brakcet. The test is designed in the form of reading passage. The part of a sentence has been omitted. The respondents were asked to fill the blank with the correct tenses and verb forms. In other words that the respondents were asked to complete the sentences by using the correct tenses and verb forms.

3.4.4.1 Validity and Reliability of the Test

A good test must have two qualifications namely : validity and reliability. A test is said to be valid if it measures accurately what is intended to measure (Hughes,1996:22). The test is said to be reliable if it consistently gives a similar result whenever it is tested to the same subject (Hughes,1996:23).

This research focuses on the content validity. Hughes (1996:22) describes that test is said to have content validity if its content constitutes a representative sample of language skills with which it means to be concerned. In this case, the validity of the research is made by constructing the test items based on the indicator of the research. So the test items have covered all the indicators of the research. It also representative to the content material of the guideline of curriculum 1994(GBPP) used in SMUN 2 Probolinggo. The test involves the four tenses namely ; simple past, past perfect, simple future, future perfect. Those materials stated on GBPP especially in the functional skill.

Discussing about reliability, Arikunto (1993:81) says that if the test is valid, it must be reliable. Futhermore , Hughes (1996:42) says that to be valid a test must provide consistently accurate measurements. It must be therefore be reliable. It means that a valid test must be a reliable test. In this case , the test in this study is valid and automatically it is reliable. For the reason, since the test used has fulfilled the validity, it is not necessary to do the measurement in proving reliability.

3.4.4.2 The Index of Difficulty (facility value)

Heaton (1991:170) says that the index of difficulty of an item simply shows how easy or difficult the particular item proved in the test. It is generally expressed as the fraction or percentage of the students who answer the item correctly. Ita calculated by using the formula :

$$FV = \frac{R}{N}$$

(Heaton,1991;178)

Notes :

FV = the index of difficulty

R = the number of correct answers

N = the number of students taking the test

More clearly , each category has it own criteria described as follows :

0,00 - 0,30	difficult categories
0,31 - 0,70	sufficient categories
0,71 - 1,00	easy categories

(Sudjana,1990:137)

In this research the items test in sufficient categories (0.31-0.70) are used as the instrument. The item test in difficult categories and easy categories will be revised .

The result of facility value of try-out

No Item	The Number of Respondent (FV)	Right Answer (R)	Index (I)	Categorize
1	42	30	0.70	sufficient
2	42	27	0.64	sufficient
3	42	14	0.33	sufficient
4	42	25	0.59	sufficient
5	42	14	0.33	sufficient
6	42	28	0.66	sufficient
7	42	27	0.64	sufficient
8	42	13	0.31	sufficient
9	42	15	0.35	sufficient
10	42	24	0.57	sufficient
11	42	28	0.66	sufficient
12	42	22	0.52	sufficient
13	42	9	0.21	difficult
14	42	14	0.33	sufficient
15	42	15	0.35	sufficient
16	42	25	0.59	sufficient
17	42	12	0.28	difficult
18	42	29	0.69	sufficient
19	42	22	0.58	sufficient
20	42	21	0.52	sufficient
21	42	26	0.61	sufficient
22	42	32	0.66	sufficient
23	42	27	0.64	sufficient
24	42	28	0.66	sufficient
25	42	22	0.52	sufficient

26	42	23	0.54	sufficient
27	42	22	0.52	sufficient
28	42	28	0.66	sufficient
29	42	29	0.63	sufficient
30	42	12	0.28	difficult
31	42	35	0.83	easy
32	42	17	0.40	sufficient
33	42	4	0.09	difficult
34	42	15	0.35	sufficient
35	42	18	0.42	sufficient
36	42	29	0.69	sufficient
37	42	12	0.83	difficult
38	42	27	0.64	sufficient
39	42	25	0.59	sufficient
40	42	32	0.76	easy

The revision as described as follow :

13. He also had planned to settle down in the country

revised

He often had dreamed of retiring in England and had planned to settle down in the country.

17. After he had just lived in England for couple years,.....

revised

After he had lived in England so many years,.....

30. Captain John Carpenter will sail next June.

Revised

Captain John Carpenter will sail in June.

31. He will be in small boat.

Revised

He will be in small boat and it has sailed across the oceans for many times.



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33 By the end of July he will have arrived to Mexico and he will have sailed to America.

Revised

He will have sailed to America by then.

37 By the next time I see you, I will have graduated and I will have been a doctor
revised

By that time I will have been a doctor.

40 The food supply will have been enough for two years by then.

Revised

By the time the food supply will have been enough for two years.

3.4.2 Observation

Arikunto (1996:146) says that there are two types of observations : systematic and non systematic observation. This study uses systematic observation method because the scope that will be observed is limited by the problem and the purpose of the research. In this case the students' learning process and the supporting study facilities are observed as the supporting data, beside to obtain the data of the circumstances of the school at SMUN 2 Probolinggo.

3.4.3 Interview

Arikunto (1996:144) stated that there are three kinds of interview methods. They are :

1. Unguided interview, is the interview in which interviewer carries out the interview without any systematic plan of questions.
2. Guided interview, is the interview in which the interviewer carries out the interview by using a set of questions that is planned systematically in advance.
3. Free guided interview, is the interview in which the interviewer uses a set of question and then the question is developed to gain detailed information.

The interview method used in this study is free guided interview. In this study, the interviewer uses a framework of questions as the outline about the things that will be asked. The way in giving questions and the time of interview depends on interviewer . In this study, the teacher is interviewed by the researcher to get information about the method of teaching learning process in the school, the material has been thought, the students' activities, the book used in the school particularly for English subject. The researcher also interview the students to get information about students' difficulties in comprehending and learning tenses.

3.3.4 Documentation

In this study , documentation method is used to get data about the total number of the students, the list of respondents, the personnel of SMUN 2 Probolinggo, and the location of SMUN 2 Probolinggo.

3.5 Data Analysis.

Quantitative-statistical method is used in this study. It means that the researcher analyzes the data by calculating the percentage of the students' average ability in applying English tenses in English sentences after the students' ability scores are found. The data are analyzed by using the following formula :

$$E = \frac{n}{N} \times 100\%$$

Notes :

E = the percentage of total scores

n = the score which is obtained by the students

N = the total score of the items

(Ali,1987:186)

The steps in analyzing the data are as follows :

1. Identifying the raw data from the respondents.
2. Classifying the right answer for each respondent.
3. Finding out the percentage of the students scores by using the formula.
4. Finding out the average of each indicator.

The classification of level-scoring system students' ability in applying tenses in English sentences is determined by the classification as seen in the following table :

Table 1 : The classification of score level :

Score (%)	Category
96-100	excellent
86-95	very good
76-85	good
66-75	more than enough
56-66	enough
46-55	poor
36-45	very poor
26-35	bad
-25	very bad

(Depdikbud, 1990:10)

IV. RESULT AND ANALYSIS

4.1 The Secondary Data

4.1.1 The Report of Observation

The observation was conducted at SMUN 2 Probolinggo that lies at Jl. Ki Hajar Dewantara 1. In this research, the observation was conducted to observe the school phenomena, including the facilities and the process of teaching learning at SMUN 2 Probolinggo. The facilities in SMUN 2 Probolinggo are classrooms, laboratory, and library.

The process of teaching learning English at SMUN 2 Probolinggo is almost similar to mostly senior high school. The teaching method have been used to teach English in the class is meaningfulness approach or communicative approach. It means that the students should be given much chance in using English as a means communication either orally and in written form. In teaching English, four skill of language namely reading, writing, listening, and speaking were taught intergratadely. The linguistics components such as structure, spelling, vocabulary are taught to support the mastery of the four macro language skills.

The Report of the Interview

The interview was conducted to the English teacher and students. The teacher was interviewed about the method and the students' activities in English teaching learning and students were interviewed about their difficulties in learning Tenses.

When interviewing the English teacher, the researcher got the information about the English teaching learning process in the class. The teacher applied meaningfulness approach or communicative approach. According this approach, the students should be given much chance in using English as a means communication. In teaching learning activities are centered on the students. It means that the students are active in learning English. In learning English the students were asked to do the task from the book in the classroom. Besides they were given homework. The teacher developed the material

according to the objective of teaching. The material of teaching learning English is based on curriculum 1994. The source book used for English subject at SMUN 2 Probolinggo is " English for the Senior High School " written by Dr. Ali saukah, published by Educational and Culture Department of Indonesia. Besides, the teacher used additional book " English for SMU " which was written by Dra Maria Ulfa, published by Karunia Surabaya.

The topic of interview with the students was about their difficulties in learning Tenses. The interview was given to five students. The answers of the questions were quite the same. They said that they had difficulties in determining which appropriate verb could be used . They got difficulty to learn tenses because Indonesia had no rule about tenses. English has three principal parts of verbs but Indonesia has not principal parts of verbs like English.

4.1.3 The Result of The Documentation Analysis

a. The Location of SMUN 2 Probolinggo

SMUN 2 Probolinggo lies at Jl. Ki Hajar Dewantara I. It has many buildings. The detailed description about the location and the parts of building of SMUN 2 Probolinggo can be seen in the map enclosed. The rooms of the school can be seen in the appendix.

b. The personnel of SMUN 2 Probolinggo

The personnels of SMUN 2 Probolinggo in the academic year of 1998/1999 were the principal, the teachers, the administrative staffs , and the gardeners. There were 38 teachers, 6 persons of administrative staffs, and 6 gardeners. The total number of personnel was 40 persons. The detailed information can be seen in the appendix.

c. The Respondents of the Research

The population of the research was 211 students of the second year students of SMUN 2 Probolinggo. The students were divided into five classes. The sample was 20% of total population or 42 out of 211 students consisting of 19 male and 23 females. The way of selecting sample was done by lottery .

4.2 The Primary Data

Test was intended to measure the students' ability in applying tenses in English sentences. The test was given to 42 students of the second year students of SMUN 2 Probolinggo in the academic year of 1998/1999. The test consists of 40 items, each indicator had 10 items. The items number 1, 3, 6, 7, 9, 11, 15, 16, 18, and 19 were to know students' ability in applying Simple Past Tense. The items number 2, 4, 5, 8, 10, 12, 13, 14, 17, 20 were to know students' ability in applying Past Perfect Tense. The items number 21, 22, 23, 24, 25, 26, 30, 31, 34, and 35 were to know students' ability in applying Future Tense. Then, the items number 27, 28, 29, 32, 33, 36, 37, 38, 39, and 40 were to know students' ability in applying Future Perfect Tense. The score was calculated by using the following formula :

$$E = \frac{n}{N} \times 100\%$$

Notes :

E = The percentage of total score

n = The score which is obtained by students

N = Total score of the items

The result of the test can be presented in the following table

Table 1. The result of the test

No	PT	PPT	FT	FPT	TOTAL
1	17.5	15	22.5	12.5	67.5
2	17.5	15	25	15	72.5
3	17.5	10	20	15	62.5
4	17.5	17.5	17.5	17.5	70
5	17.5	15	22.5	12.5	67.5
6	12.5	7.5	12.5	15	47.5
7	15	0	15	12.5	42.5
8	10	7.5	22.5	12.5	52.5
9	12.5	7.5	15	20	55
10	10	7.5	20	12.5	50
11	10	5	15	17.5	47.5
12	15	10	17.5	12.5	55
13	15	15	20	10	60
14	20	10	15	7.5	52.5
15	17.5	10	22.5	2.5	72.5
16	20	12.5	22.5	20	75
17	12.5	2.5	17.5	7.5	40
18	17.5	7.5	20	20	65
19	15	7.5	20	20	62.5
20	15	10	22.5	15	62.5
21	20	7.5	20	15	62.5
22	15	12.5	15	12.5	55
23	17.5	10	20	17.5	65
24	7.5	15	7.5	17.5	47.5
25	17.5	10	20	20	67.5
26	15	10	22.5	17.5	65
27	5	20	17.5	7.5	50
28	12.5	0	20	22.5	55
29	10	15	15	15	55
30	15	10	15	10	50
31	15	5	12.5	17.5	50
32	15	2.5	17.5	12.5	47.5
33	7.5	7.5	22.5	15	52.5
34	15	2.5	15	20	52.5
35	12.5	5	17.5	15	50
36	15	7.5	22.5	15	60
37	15	5	17.5	20	57.5

38	17.5	10	17.5	12.5	57.5
39	15	7.5	17.5	12.5	52.5
40	17.5	7.5	20	10	55
41	17.5	12.5	25	22.5	77.5
42	20	5	22.5	17.5	65
Total	622.5	380	785	642.5	2430
Mean	14.82	9.04	18.69	15.29	57.85

Notes :

No : The number of respondents

PT : The students' score in using Past Tense

PPT : The students' score in using Past Perfect Tense

FT : The students' score in using Future Tense

FPT : The students' score in using Future Perfect Tense

The table above showed the students' ability in applying tenses. The score that was obtained from each area ; Past Tense, Past Perfect Tense, Future Tense and Future Perfect Tense. Thus, the total score of the items was 100. The students mean score were calculated by this formula :

$$M = \frac{S1 + S2 + S3.....Sn}{\sum R}$$

(Nurkancana W & Sumartana,1986:152)

Note :

M = mean

$\sum R$ = total number of the students

S_n = total score

The result of the students' mean score;

$$M = \frac{2430}{42} = 57,85$$

The students mean score is **57,85**.

Then the mean score of each area was determined by the same rule. The average students' score of Past Tense is $622.5 : 42 = 14.82(59.28\%)$ from the maximum score of student's ability in applying tenses. The average of students' ability in applying Past Perfect Tense is $380 : 42 = 9,04 (36,16\%)$. The average students' score of students' ability in applying FutureTenses is $785 : 42 = 18.69(74.76\%)$. Then , the average of Future Perfect Tense is $642.5:42=15.29 (61.16\%)$ from the maximum score of students' ability in applying Tenses. The average percentage of each ability can be seen in the table below :

Table 2 . Students' ability in applying Tenses.

Students' Ability	Max. Score	Mean Score	Percentage
Past Tense	25	14.82	59.28 %
Past Perfect Tense	25	9.04	36.16 %
Future Tense	25	18.69	74.76 %
Future Perfect Tense	25	15.29	61.16 %
TOTAL	100	57,85	57.85 %

The determination of students' ability is done by giving a qualification of the total mean score. The qualification is determined by the criteria as follows :

Table 3. The classification of the students' score level.

Score	Interpretation	Frequency
96 - 100	excellent	
86 - 95	very good	
76 - 85	good	1 (2,38%)
66 - 75	more than enough	6 (14,28%)
		13 (30,95%)

56 - 65	enough	19 (45,23%)
46 - 55	poor	3 (7,14 %)
36 - 45	very poor	
26 - 35	bad	
< 25	very bad	

(Depdikbud,1990:10)

Concerning with the table above , it could be explained that :

1. There is only one student or 2,38 % who has 'good' classification , gaining the score between 76 - 85.
2. There are 6 students or 14,28 % who has ' more than enough' classification ,gaining the score between 66 - 75.
3. There are 13 students or 30,95 % who has ' enough ' classification ,gaining the score between 56 - 65.
4. The highest percentage is about 19 students or 45,23 % who has 'poor' classification, gaining the score between 66 - 75.
5. There are 3 students or 7, 14 % who has.' very poor ' classification, gaining the score between 36 - 45.

4.3 Discussion

Based on the results of the data analysis, the students average ability on the usage of Past Tense in English sentences was 59.28%. It means that the students' ability in using Past Tense in English Sentences was 59.28%. It was classified as 'enough' The percentage of the score lied in the interval 56-65. Based on students' score in using Past Tense , it was known that students still got difficulty to apply Past Tense in English sentences . They got low score. They made many mistakes in doing test dealing with using Past Tense in English sentences, They were confuse to take the correct verb form in the sentences. They lack mastery of principal parts of verb. They confuse to distinguish the past form or past participle.



The second was the students' ability in using Past Perfect, it was 36.16% and it was categorized as 'very poor' which had interval 36-45. It means that the students got very low score. The pattern of Past Perfect Tense more complicated than the pattern of Simple Past Tense, they less ability of the usage of Past Perfect Tense. Besides that they lacked mastery of the time expressions of Past Perfect Tense.

The third was the students' ability in using Future Tense. It was 61.16% and it was included in the category 'more than enough' which had interval 66-75. The score of students' ability in using Future Tense was the highest score. They had a good knowledge about the usage of Future Tense because the verb forms that were used in the Future Tense were simple form. Then, they also knew well the pattern of the Future Tense and the time expression of Future Tense. But they still got difficulty done the test about the usage of Future Tense because the researcher insert the passive voice in the test. They were confuse because the topic not only The Tenses but also about Passive voice.

The fourth was the students' ability in using Future Perfect Tense. It was 61.16% and it was considered in the category 'enough' in which the percentage of the score lied in the interval 56-65. The score of Future Perfect Tense was lower than Future Tense. They were confuse about the pattern of Future Perfect Tense.

Based on statistical analysis obtained, the average percentage of the result score was 57.85.% and it was included in the category 'enough' in which the percentage of the score lied in the interval 56-65. It means that the quality of the students' ability in using Tenses in English sentences was 'enough'. Then, based on the explanation above, the students' ability in using Tenses in English Sentences still got difficulty. It could be said that the students lacked in mastering the principal parts of verb. They made many mistakes in applying tenses because their first language (Indonesian) has no rule about tenses.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Considering the result and discussion in chapter IV it can be concluded that the students' ability in using English Sentences by the second year students of SMUN 2 Probolinggo in the academic year of 1998 / 1999 were 'enough'. It could be proved that the total mean score of students' ability in using Tenses in English Sentences was 57, 85. For the detail, here are the description of each indicator;

1. The qualification of students' ability in using Past Tense is '**enough**'.
2. The qualification of students' ability in using Past Perfect Tense is '**very poor**'.
3. The qualification of students' ability in using Future Tense is '**more than enough**'.
4. The qualification of students' ability in using Future Perfect Tense is '**enough**'.

5.2 Suggestions

5.2.1 For the English Teacher

The English teacher should improve the teaching learning process of English especially for tenses by providing a lot of practices the usage of tenses in English Sentences and also give the students worksheet about the usage of tenses.

5.2.2 For the students

It is hoped that students can study English especially for tenses more deeply so they can use tenses in English sentences correctly. They can study tenses by learning the rule of Tenses form and knowing the principal parts of the verb well

5.2.3 For the other researcher

The researcher conduct the research about Past Tense, Past perfect tense, Future Tense, and Future Perfect Tense. It is hoped that another researchers to conduct the research about another tenses.



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THE RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD
<p>A Study on the Students' Ability in Applying Tenses in English Sentences by the Second Year Students of SMUN Probolingo in the Academic Year of 1998/1999</p>	<p>Major problem : How far is the students' ability in applying Tenses in English Sentences by the second year students of SMUN 2 Probolingo in the academic year of 1998/1999 ?</p> <p>Minor problems : a. How far is the students' ability in applying simple past tense in English sentences? b. How far is the students' ability in applying simple future in English sentences ? c. How far is the students' ability in applying past perfect tense in English sentences? d. How far is the students' ability in applying future perfect tense in English sentences ?</p>	<p>Applying Tenses in English Sentences</p>	<p>1. Simple Past. 2. Past Perfect 3. Simple Future. 4. Future Perfect.</p>	<p>1. Respondents The second year of students of SMUN 2 Probolingo in the academic year of 1998/1999</p> <p>2. Informants - The English teacher - The Administrative staff 3. Document</p>	<p>1. <u>Research Method</u> Purposive Sampling</p> <p>2. <u>Respondent Determination</u> Proportional Random sampling</p> <p>3. <u>Data Collecting Method</u> - Test - Observation - Interview - Documentation</p> <p>4. <u>Data Analysis</u> Using Percentage Statistical Method The Formula is : $E = \frac{n}{N} \times 100$ % Note : E = the total score in percentage n = the number of right answer N = the total item of test</p>

Test Instrument

Class : II

Name:

Time : 45` x 2

Class :

Give the correct form of the verb, simple past or past perfect.

A. Mrs. Scott 1..... (buy) a new house last year. The walls of the rooms 2(be paint) a short time before, and Mrs. Scott 3 (like) the colors, but the person who 4..... (sell) to her the house 5..... (take) the curtains with him, so Mrs. Scott 6..... (have) to buy new ones whose colors would go with the walls of her rooms. She 7..... (discover) that her comb was exactly the same color as these walls, so she always 8..... (take) it with her whenever she 9..... (go) to look for cloth for curtains.

(Adopted from " Intermediate Steps
to Understanding" by L.A Hill)

B. My old friend, Harrison 10..... (live) in the Mediterranean for many years before he 11 (return) to England. He often 12 (dream) of retiring in England and 13 (plan) to settle down in the country. He no sooner 14 (return) than he 15 (buy) a fine house and 16 (go) to live there. After he 17 (live) in England so many years, he 18 (begin) to complain about the weather. He 19. (leave) the country, after he 20. (sell) his house.

Give the correct form of the verb , simple future or future perfect tense

C. The Olympic Games 21 (hold) in our country four years later. As a great many people 22 (visit) the country , the government 23 (build) new hotels, an immense stadium, and a fine new swimming pool. They also 24 (build) new roads and a special railway-line. The games 25 (hold) just outside

the capital and the whole area 26 (call) 'Olympic City '. Workers 27 (complete) the new roads by the end of this year. By the end of this year , they 28 (finish) work on the new stadium. the fine modern buildings have been designed by Kurt Gunter. Everybody 29 (watch) anxiously as the new buildings go up by then.

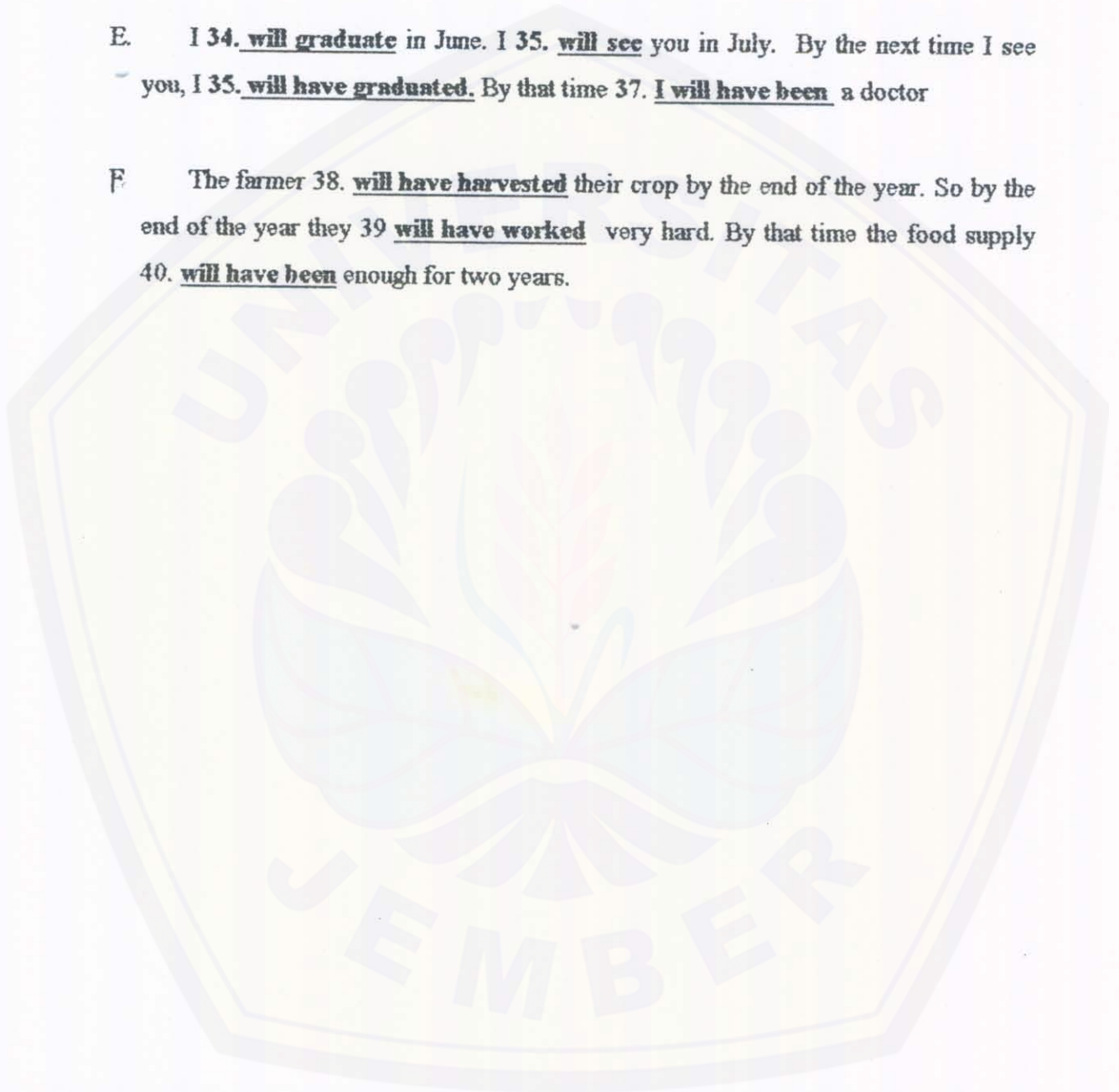
(Adopted from "Practice and Progress")

- D. Captain John Carpenter 30 (sail) in June. He 31 (be) in his small boat and it has sailed across the oceans for many times. By the end of July he 32 (arrive) to Mexico. He 33 (sail)to America by then.
- E. I 34. (graduate) in June. I 35(see) you in July. By the next time I see you , I 36. (graduate). By that time I 37..... (be) a doctor.
- F. The farmer 38 (harvest) their crop by the end of the year. So by the end of the year they 39 (work) very hard. By that time the food supply 40 (be) enough for two years.

The Key Answers

- A. Mrs. Scoot 1. bought a new house last year. The walls of the rooms 2. had been painted a short time before, and Mrs. Scoot 3. liked the colors, but the person who 4. had sold to her the house 5. had taken the curtains with him, so Mrs. Scoot 6. had to buy new ones whose colors would go with the walls of her rooms. She 7. discovered that her comb was exactly the same color as these walls, so she always 8. had taken it with her whenever she 9. went to look for cloth for curtains.
- B. My old friend, Horison 10. had lived in the Mediterranean for many years before he 11. returned to England. He often 12. had dreamed of retiring in England and 13. had planned to settle down in the country. He 14. had no sooner returned than he 15. bought a fine house and 16. went to live there. After he 17. had lived in England so many years, he 18. began to complain about the weather. He 19. left the country, after he 20. had sold his house.
- C. The Olympic games 21. will be held in our country four years later. As a great many people 22. will visit the country, the government 23. will build new hotels, an immense stadium, and a fine swimming pool. They also 24. will build new roads and a special railway-line. The games 25. will be held just outside the capital and the whole area 26. will be called 'Olympic City. Workers 27. will have completed the new roads by the end of this year. By the end of next year, they 28. will have finished work on the new stadium. The fine modern building have been designed by Kurt Gunter. Everybody 29. will have watched anxiously as the new buildings go up by then.

- D. Captain John Carpenter 30. will sail in June. He 31 will be in his small boat and it has sailed across the oceans for many times. By the end of July he 32. will have arrived to Mexico. He 33. will have sailed to America by then.
- E. I 34. will graduate in June. I 35. will see you in July. By the next time I see you, I 35. will have graduated. By that time 37. I will have been a doctor
- F. The farmer 38. will have harvested their crop by the end of the year. So by the end of the year they 39 will have worked very hard. By that time the food supply 40. will have been enough for two years.



The instrument for try-out

- A. Mrs. Scoot 1. bought a new house last year. The walls of the rooms 2. had been painted a short time before, and Mrs. Scoot 3. liked the colors, but the person who 4. had sold to her the house 5. had taken the curtains with him, so Mrs. Scoot 6. had to buy new ones whose colors would go with the walls of her rooms. She 7. discovered that her comb was exactly the same color as these walls, so she always 8. had taken it with her whenever she 9. went to look for cloth for curtains.
- B. My old friend, Horrison 10. had lived in the Mediterranean for many years before he 11. returned to England. He often 12. had dreamed of retiring in England. He also 13. had planned to settle down in the country. He 14. had no sooner returned than he 15. bought a fine house and 16. went to live there. After he 17. had just lived in England for couple years, he 18. began to complain about the weather. He 19. left the country, after he 20. had sold his house.
- C. The Olympic games 21. will be held in our country four years later. As a great many people 22. will visit the country, the government 23. will build new hotels, an immense stadium, and a fine swimming pool. They also 24. will build new roads and a special railway-line. The games 25. will be held just outside the capital and the whole area 26. will be called 'Olympic City. Workers 27. will have completed the new roads by the end of this year. By the end of next year, they 28. will have finished work on the new stadium. The fine modern building have been designed by Kurt Gunter. Everybody 29. will have watched anxiously as the new buildings go up by then.

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- D. Captain John Capenter 30. will sail in next June. He 31 will be in his small boat
By the end of July he 32. will have arrived to Mexico and he 33. will have sailed
to America.
- E. I 34. will graduate in June. I 35. will see you in July. By the next time I see
you, I 36. will have graduated and I 37. will have been a doctor
- F The farmer 38. will have harvested their crop by the end of the year. So by the
end of the year they 39 will have worked very hard. The food supply 40. will have
been enough for two years by then.

The Result of try-out

NO	PT	FPT	FT	FPT	TOTAL
1	10	5	20	15	50
2	10	7.5	17.5	12.5	42.5
3	12.5	10	25	5	52.5
4	15	10	17.5	20	62.5
5	20	7.5	15	15	57.5
6	20	10	17.5	10	57.5
7	12.5	7.5	17.5	12.5	50
8	17.5	7.5	12.5	17.5	55
9	15	10	17.5	10	52.5
10	10	7.5	25	17.5	60
11	15	10	17.5	15	57.5
12	10	7.5	20	17.5	55
13	12.5	5	10	20	47.5
14	12.5	0	20	17.5	50
15	22.5	12.5	22.5	15	72.5
16	5	2.5	25	17.5	50
17	20	12.5	20	17.5	70
18	20	12.5	22.5	15	70
19	17.5	7.5	17.5	10	52.5
20	15	12.5	25	17.5	70
21	5	12.5	25	25	67.5
22	10	15	10	10	45
23	22.5	12.5	22.5	12.5	70
24	20	10	22.5	7.5	60
25	10	5	12.5	12.5	40
26	15	12.5	25	20	62.5
27	20	15	22.5	12.5	70
28	12.5	10	12.5	20	55
29	22.5	12.5	20	15	70
30	22.5	10	25	17.5	75
31	10	7.5	20	10	57.5
32	17.5	5	12.5	12.5	47.5
33	15	10	20	20	65
34	15	10	17.5	20	62.5
35	15	5	15	12.5	47.5
36	12.5	10	20	17.5	60
37	12.5	10	20	15	56.5
38	17.5	10	22.5	22.5	72.5
39	12.5	10	17.5	12.5	52.5

40	22.5	7.5	17.5	17.5	65
41	10	2.5	15	22.5	50
42	17.5	7.5	7.5	17.5	50
Total	630	375	792.5	640	2437.5
Mean	15	8.92	18.86	15.23	58



THE GUIDE OF OBSERVATION

NO	Observation
1.	School facilities
2.	English teaching learning process

THE GUIDE OF INTERVIEW

NO	The information to be taken	Informant
1.	The method of English teaching learning .	Teacher
2.	Students' activities in learning English , especially learning Tenses	Teacher / students

THE GUIDE OF DOCUMENTATION

No	Data Needed	The Data Resources
1.	The list of respondents.	The Head of administration
2.	The personnel of SMUN 2 Prob.	The Head of administration
3.	The location of SMUN 2 Prob.	The Head of administration



Appendix

THE PERSONNEL OF SMUN 2 PROBOLINGGO IN THE ACADEMIC YEAR
OF 1998/1999

I. The Teacher of SMUN 2 Probolinggo

No	Name	Subject
1.	Drs. A. Rochim Halim	Principal
2.	Dra. Dyah Pudjowati	Economics
3.	Drs. Basoeki Widodo	PPKn
4.	Dra. Suharti	Biology
5.	Drs. Agus Mariyono	Indonesians
6.	Drs. Suradji Chobir	Religions
7.	Drs. Sugeng Santoso	Arts
8.	Dra. Marta	Arts
9.	Dra. Ainie Hikmatien	English
10.	Dra. Endang Sri Maryuni	Chemistry
11.	Drs. Bambang Arifin	Ppkn
12.	Dra. Muthamimah	Counseling
13.	Drs. Safi'udin	Antropology
14.	Soeyono, S.Pd	Health
15.	Drs. R. Zainal Arifin	Chemistry
16.	Endang Triatmi R.S, S.Pd	Mathematics
17.	Suprijadi	Phisics
18.	Ahmad Zainuddin, S.Ip	Economics
19.	Soeharyono	Mathemathics
20.	Endarwati	Mathemathics
21.	Yudi Hariani	Accounting
22.	Wahyu Wulandari, S.Pd	English
23.	Dharmawan Setijono	Geography/Antropology
24.	Endang Sri rahayu, S.Pd	Chemistry
25.	Hakam Basori, S.Pd	Geography/Antropology
26.	Purwati, S.Pd	English
27.	Drs. Bambang Suwigno	Mathemathics
28.	Drs. Sensus Sianto	Mathemathics
29.	Zaini	English
30.	Dra. Hani Hariastuti	History
31.	Dini Trisulawati	Indonesians
32.	Ufit Kurniawati	Chemistry
33.	Untung Biono, S.Ag	Religions
34.	Nurul Amalia, S.Pd	Japanesse
35.	Tatik S. S.Pd	Indonesians
36.	Aksan S.Pd	Health

Appendix

THE NAME OF RESPONDENTS

No	NAME	M / F	Class
1.	Nurul Sholeh	M	II-1
2.	Andina Yustikasari	F	II-1
3.	Chandra Nur Prayogi	M	II-1
4.	Endang Suciati	F	II-1
5.	Johan Wahyudi	M	II-1
6.	Nita Yuniarti	F	II-1
7.	Sukma Tri A.	M	II-1
8.	Susanti	F	II-1
9.	Vicentus Widiastuti	M	II-1
10.	Ellia Chusniati	F	II-2
11.	Farhana	M	II-2
12.	Fitria Hidayati	F	II-2
13.	Husnus Sawal	M	II-2
14.	Imam Wahyudi	M	II-2
15.	Iwan Setiadi	M	II-2
16.	Lisa Andriana	F	II-2
17.	Nani Handayani	F	II-2
18.	Rusdianto	M	II-2
19.	Aik Eke Rislaila	F	II-3
20.	Dhewi Lestari	F	II-3
21.	Dian Yunita	F	II-3
22.	Haritsah Ganda K.	M	II-3
23.	Irna Kausaria	F	II-3
24.	Liena	F	II-3
25.	Lukman Nulhakim	M	II-3
26.	Rize Kristina	F	II-3
27.	Aditya Fernandy	M	II-4
28.	Andika Permana	M	II-4
29.	Bepi Deniyanti	F	II-4
30.	Diana	F	II-4
31.	Eko Cahyo Septiono	M	II-4
32.	Ragil Muslih	M	II-4
33.	Yulis Fitriah	F	II-4
34.	Meifi Ika Prastiwi	F	II-4
35.	Aida Jarnila	F	II-5
36.	Ariati	F	II-5
37.	Erly Lukita S	F	II-5
38.	Ferry Eka T.	F	II-5
39.	Ise Ali Amita	F	II-5
40.	Nurul Hidayat	M	II-5
41.	Wawan Setiyono	M	II-5
42.	Yulia Very P	M	II-5

Appendix

THE FACILITIES OF SMUN 2 PROBOLINGGO

NO	Kinds of facilities	Number
1.	The room of principal	1
2.	the room of teachers	1
3.	The room of guidance and counseling	1
4.	The room of library	1
5.	The room of Physics Lab.	1
6.	The room of Language Lab.	1
7.	The room of Administrative staffs	1
8.	The room of teaching learning process	18
9.	Mosque	1
10.	The room of OSIS	1
11.	Hall	1
12.	Basket Ball field	1
13.	Toilet	3
14.	Cantin	2
15.	The room of cooperation	1
16.	The Parking area.	1

Nomor : 1900 /PT.32.H5.FKIP/I.1.99
Lampiran : Proposal
Perihal : Ijin Penelitian

Jember, 22 JUN 1999

Kepada : Yth.Sdr. Kepala.....
SMUN 2 Probolinggo..
di -
Probolinggo.....

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a : Nimik Yuniarti.....
N i m : 9402107134.....
Program/Jurusan : Pendidikan Bahasa Inggris / X.PBS.....

Berkenaan dengan penyelesaian studynya , maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan judul :

A Study on the students' Ability in Applying Tenses in
English Sentences by the Second Year Students of SMUN 2
Probolinggo in the Academic Year of 1998 / 1999

pada lembaga yang saudara pimpin.

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

Kepada Yth.
Bapak kepala SMUN 2 Probolinggo
Di
 Probolinggo

- Dengan hormat,

Yang bertanda tangan di bawah ini :

N a m a : Mimik Yuniarti
N I M : 9402107154
Mahasiswa : Pendidikan Bahasa Inggris
 FKIP Universitas Jember

Sehubungan dengan tugas akhir di FKIP Universitas Jember, maka dengan ini kami mengajukan permohonan kepada bapak untuk melaksanakan penelitian di sekolah yang bapak pimpin.

Adapun judul penelitian tersebut adalah :


A Study on the Students' Ability in Applying Tenses in English Sentences by the second Year Students of SMUN 2 Probolinggo in the Academic Year of 1998 /1999.

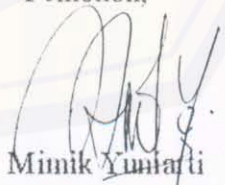
Demikian permohonan kami, atas perhatiannya kami sampaikan banyak terima kasih .

Probolinggo, Juni 1999

Mengetahui,
Kepala SMUN 2 Probolinggo

Pemohon,


ABD. Rochim Halim
NIP. 130881353


Mimik Yuniarti
NIM. 9402107154



SURAT KETERANGAN

Nomor : 194/204.8/SMU 2/KM/1999.

Yang bertanda tangan di bawah ini Kepala SMUN 2 Probolinggo menerangkan bahwa :

N A M A : Mimik Yuniarti
Tempat / tanggal lahir : Probolinggo, 29 Juni 1975
N I M : 9402107154
Alamat : Jl. Kalimantan IVC /59 Jember
Pekerjaan : Mahasiswa Program Pendidikan
Bahasa Inggris FKIP Universitas Jember

Telah mengadakan penelitian di SMUN 2 Probolinggo untuk menyusun skripsi. Penelitian di mulai tanggal 14 Juni 1999 sampai dengan 24 Juni 1999 dengan judul ;


A Study on the Students' Ability in Applying Tenses in English Sentences by the Second Year Students of SMUN 2 Probolinggo in the Academic Year of 1998 / 1999

Demikian surat ini dibuat untuk dapat digunakan sebagaimana mestinya.

Probolinggo, Juni 1999

Kepala SMUN 2 Probolinggo



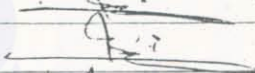
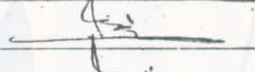
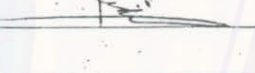




Drs. ABD. Rochim Halim
NIP. 130882353

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Mimik Yuniarti
 Nim / Jurusan / Angkatan : 9402107154
 Judul Skripsi : A study on the Students' Ability in
Applying Tenses in English Sentences by the Second Year
Students of SMUN 2 Probolinggo in the Academic Year of 1998/1999
 Pembimbing I : Drs. H. M. Sjakir Hadiz, Ks.MSA
 Pembimbing II : _____

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	14 November 1998	Judul & Matrix	
2.	20 November 1998	Judul & Matrix	
3.	29 April 1999	Bab I, II, III	
4.	3 Mei 1999	Bab I, II, III	
5.	30 Oktober 1999	Bab IV & Bab V	
6.	9 November 1999	Bab IV & Bab V	
7.			
8.			
9.			
10.			
11.			
12.			
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15.			

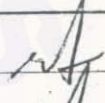

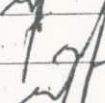
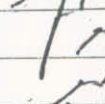
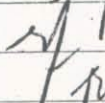
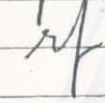


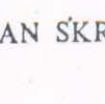


CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Mimik Yuniarti
 Nim / Jurusan / Angkatan : 9402107154
 Judul Skripsi : A Study on the Students' Ability in
Appling Tenses in English Sentences by the Second Year
Students of SMUN 2 Probolinggo in the Academic Year of
1998/1999
 Pembimbing I : Drs. H. M. Sjakir Hadi, Ks.MSA
 Pembimbing II : Drs. Bambang Suharjito, MEd

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Senin, 12 Oktober 1998	Judul & Matrix	
2.	30 Desember 1998	Bab I	
3.	6 Februari 1999	Bab I	
4.	10 Februari 1999	Bab II	
5.	22 Februari 1999	Bab II	
6.	15 Maret 1999	Bab II	
7.	22 Maret 1999	Bab III	
8.	5 April 1999	Bab III	
9.	24 April 1999	Bab III	
10.	20 September 1999	Bab IV x V	
11.	8 November 1999	Bab IV x V	
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.