



AN ANALYSIS OF STUDENTS' ABILITY IN GRAMMAR MASTERY OF THREE ENGLISH TENSES AT THE TENTH GRADE STUDENTS' OF SMKN 5 PADANG

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ABSTRACT

The purpose of this research as to find out students' mistakes and difficulties in English tenses. This research was carried out at SMKN 5 Padang in the 2021/2022 academic year. The researcher conducted this research based on the findings in class. Many students were not able to make correct tenses well in learning and teaching activities. This researcher used descriptive method. The population in this research was 35 students at the tenth grade of SMKN 5 Padang, namely X TKJ (teknik komputer jaringan). In taking the sample the researcher used total sampling, so all population were samples, with the number of sample 35 students. The instrument of this research was a grammar test. In technique of collecting data the researcher asked students to use three tenses. In the data analysis, researcher used an assessment rubric. The results showed that the students' ability in grammar mastery, showed the total score of the students' in using English tenses either in percentage score and mean score. The score showed that the students' ability in using English tenses was good. It is found that sixteen students got good percentage (61.53%), and there were no one student got very poor percentage. The data also showed the total score of each tenses with mean score (62.88%). The researcher concluded that students' grammatical errors in constructing three tenses English was good.

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INTRODUCTION

English is a tool for communicating spoken and or written. Communicating is understanding and expressing information, thoughts, feelings and developing science, technology and culture. The ability to communicate in a complete sense is the ability, namely the ability to understand and or produce spoken and or written texts which are realized in four language skills, namely listening, speaking, reading and writing. These

four skills are used to respond or create in people's lives. Therefore, English subjects are directed at developing these skills so that the students are able to communicate and discourse in English at a certain literacy level. English as a world language plays an important role in foreign language teaching in Indonesia, especially for Indonesian students who consider English as a second language at school.

Grammar can be very important to the needs of people in their studies. Grammar is still considered the most important component of language. We can often communicate efficiently and understand in communication if we do not now have an understanding of the grammatical elements similar to how in apply that understanding in our actual speech. Grammar also has the most important elements, in grammar there are several elements, namely pronouns, adverbs, prepositions, conjunctions, auxiliary, interjections, syntax and tenses. This study will be focused on discussion tenses in English grammar.

Tenses can be understood as a grammatical category that emphasizes the use of verbs that are related to the time of use. In other words, an English speaker or user is expected to pay attention or consider the context of the time in the statement itself that will occur. Then there are sixteen types of tenses, namely Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense, Simple Past Tense, Past Continuous Tense, Past Perfect Tense, Past Perfect Continuous Tense, Simple Future Tense, Future Continuous Tense, Future Perfect Tense, Future Perfect Continuous Tense, Past Future Tense, Past Future Continuous Tense, Past Future Perfect Tense, and Past Future Perfect Continuous Tense.

Based on the researcher's experience of teaching practice in SMK 5 Padang in the academic year 2021/2022, many student did not understand the reterial during teaching and learning activities. When researchers did the teaching practice, during teaching grammar, the students were not able to fulfil several element of grammar, including tenses and verb, many problems are faced by the students in their study, especially in English tenses.

RESEARCH METHODE

The design of this research is descriptive research. According to Gay (2009:29) descriptive research involves collecting data in order to answer the question in the current status of the object of the study. This research will be discussed in some detail for two major reasons. First, a high percentage of research studies are descriptive in nature. Second, the descriptive method is useful for investigating a variety of educational problems and issues. Typical descriptive studies are concern with the assessment of attitude, opinions, preference, demographics, practice, and procedure.

Another theory comes from Gaith (2006:27) descriptive research is also known as statistical research, descriptive data and characteristics about the population or phenomenon being studied. Although the data is factual, accurate and systematic, the research can not describe the cause or situations.

FINDINGS AND DISCUSSION

(a.) Students' Ability in Mastering English Tenses of SMKN 5 Padang

In the analysis of student Mastery, the researcher has identified student Mastery and calculated the number of errors for each. This data was obtained through a grammar test questionnaire that the researchers distributed to 35 respondents of class X students of SMKN 5 Padang. Then the researcher compiled the results of these calculations into a table and converted them into percentages. After that, the researcher interprets the data after processing the results. Based on the research, it can be said that there are 2 people who make mistakes in the simple past tense, 3 people make mistakes in the present tense, and 4 people who make mistakes in the simple future tenses.

(b.) Students' Problems In Using Time Signal English Tenses

The result of the test revealed that the students have some problems in using some tenses. from the average frequency in the form of percentage on the table below:

Table 1. Average Score

Tenses	Average Frequency
Simple Past Tenses	57.41%
Simple Present Tenses	16.4%
Simple Future Tenses	44.97%

Following the research procedure to gain data needed in line with the purpose of the study, the questionnaire was as the second instrument. the student asked to provide their perception of the difficulty level in learning English tenses like on the scale 0-3 the level of difficulty based on two things, namely which of tenses formula that can easily remember and which of the tense they find the most difficulty to apply in a text.

Table 2. Difficulty level of Tenses based on the tenses formula

English Tenses	Very Poor	Poor	Good	Very Good
Simple Past Tense	7.69%	18.38%	73.07%	0%
Simple Present Tense	0%	7.69%	73.07%	3.38%
Simple Future Tense	16.00%	40.00%	60.00%	8.00%

For this reason, it shows that the students' have problems when it come to the tenses

that they rarely use, such as past tense and future tense. they do not understand how to use them and in what context they apply.

The signals "Sudah," "Akan", and "Sedang", in future are problematic in application since they are against each other in the meaning. Additionally, although they remember all constructions of the tenses, they encountered problems on how to apply them in proper situations.

In this section we will provide an interpretation of the findings in the previous section. The researcher presented the interpretation of the findings to explain them in detail. The findings show that the students' ability to use English tenses is in class X TKJ in the first semester of SMKN 5 Padang. Next The researcher provided the interpretation of the result in each tenses. The result described how the ability of the students.

(a.) The Students' Ability in Using Simple Past Tense

In the data analysis shows that the results of students in using the past tense. Data obtained from the test. In the data, out of 35 students who took the test, none of the students got a very good classification. Most of the students including sixteen students got a good classification (73.07%) and two students got a very bad classification (7.69%). Then, the data findings also showed that seven students received a fair classification (15.38%) while there were tenth students who were poor (18.38%). The test results showed that there were some mistakes made by students in using the simple past tense. Errors made by students in simple past tense such as in using verbs for Simple past tense always use Verb 2 or the second form of verbs such as the following example sentences, The use of verbs to be, namely Was and Were in front of the subject. Using information that explains the past time (last night, yesterday, last week.

(b.) The Students' Ability in Using Present Tense.

The results of data analysis in the present tense are provided in the previous section. The data shows the results of the tests given to 35 English students of class X TKJ SMKN 5 Padang. Regarding the data, most of the students got a very good classification (3.38%) or based on the number of students the two students were there. of the students got a good classification (80.18%) or based on the number of students the twentyfour.

Similarity was showed between fair and very poor classification. It saw from the total number of the students, there were four students with each percentage (15.38%). The data finding also showed five students in poor classification (7.69%) and none student was in very poor.

The data showed how the students' ability in using present tense. According the data, most of students got good but the data also showed there were five students got poor and four students in very poor classification. The data showed that nine students in low classification. It was caused that students did mistakes in using the form of have or has, and past participle. It similarity with Cahyanti (2011) stated the students make mistakes in using the form of perfect tenses have or has and the usage. In the previous chapter explained that, perfect tense was formed by using the auxiliary verb of have and the past participle form of the main verb have/has past participle. It was supported by George and Julia M. Burks (1980) who stated that the present perfect tense was a construction made up the auxiliary have + the past form of the main verb.

(c.) The Students' Ability in Using Future Tense.

In the data there are results given to students after taking the test in the future tense. The same results in the data analysis indicate poor and very poor classification. Both described that tenth students were there (40.00%) and very poor four student were there (16.00%). Different results are shown in very good classification, that is two student there (8.00%). The data also showed fifteen student were in the good classification (60.00%).

Based on the data, there were only ten students with low scores and five students got very low scores. In the test, the students made mistakes in the addition missformation and in the addition of going to and going to be. This is supported by Lusmini, (2014) that the highest type of error in using the future tense is miss formation in the auxiliary verb, such as "James has been teaching at the university since June". The correct formation should be "James has been teaching at the university since June". Then, like "he is going to wash his car". The truth is definitely "he is going to be wash his car". This statement is also supported by Dulay, et al (1982) that students may omit necessary items or add unnecessary items; the item may be in the wrong shape, or in the wrong order.

(d.) Students' Ability in Using English Tenses

In the last data analysis in the finding section, showed the total score of the students' in using English tenses either in percentage score and mean score. The score showed that the students' ability in using English tenses was in the middle (See table 3.2). It saw there were sixteen students got good classification (61.53%), and there were no one students got very poor classification. The data also showed the total score of each tenses with mean score (62.88). Associating with the data, the cause of the students got middle ability was in using the verb

form in tenses. The students got misunderstanding about the form. It was supported by Cakir (2011: 123).

Students have problem in learning some tenses due to some reasons originated from their misunderstanding or misinterpretations of the lessons. Moreover the researcher concluded that, students got middle ability in using english tenses because got misunderstanding in using form of tense. The students were less able in using the form either in auxialary or in the verb.

CONCLUSIONS AND SUGGESTIONS

1. Regarding the findings and interpretations in the previous chapter, the researcher can draw the conclusion that the first semester of class X TKJ at SMKN 5 Padang with a total of 35 students have intermediate abilities in using English tenses. In the last data analysis in the findings section, the total score of students" in using English tenses is shown in both the percentage score and the average score.
2. Showed that there were sixteen students who got a good classification (61.53%), and two students who got a very bad classification. The data also shows the total score of each tense with an average score (62.88). Based on these data, the cause of students getting intermediate ability is in using the form of verbs and auxiliary in tenses. The students misunderstood the form in using tenses.

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