

The Competence of The Eleventh Grade Students at SMA Negeri 5 Tana Toraja in Using Simple Past Tense

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ABSTRACT

The Competence of The Eleventh Grade Students at SMA Negeri 5 Tana Toraja in Using Simple Past Tense. Thesis English Department Teacher Training and Education Faculty Christian University of Indonesia Toraja. The objective of this research is to find out the competence of the eleventh grade students at SMA Negeri 5 Tana Toraja in using simple past tense. The writer used written test. In order to achieve the objective of this study, The writer used quantitative method. Population from this research is all of the eleventh grade students at SMA Negeri 5 Tana Toraja with the total of students is 264 and divided eight classes. The writer used random sampling. The object of this research was 40 students of the eleventh grade students of SMA Negeri 5 Tana Toraja academic year 2017/2018. The result of the data analysis shows that the competence of the eleventh grade students of SMA Negeri 5 Tana Toraja in using simple past tense got mean score of 47,75. It means that the competence of the students is very bad category.

Keywords: *Simple Past Tense, Students*

I. Introduction

Language is very important in human life with language the people communicate with the other in make possible for people to express they idea and feeling people around is the word, English as an international language. English is important, because it is the international which is used in the world, as medium of communication with another nation. Generally in Indonesia there are many people to learn English. English is important to student in the global era so, the students have to know how to speak English well.

Grammar is the most important aspect to express our opinion grammatically. According to Swan (2005:19), grammar is important because it makes the speaker construct sentence in gramatical order and conveys the meaning. States that grammar is a system of rules that show how words are combined, aranged or changed to show certa-

in kinds of meaning. Grammar is needed, even in communication, without the proper knowledge of grammar the students find many problems to build up the sentences and expresses their idea for communication activities, while if the grammar is good, they are confident in speaking English with other people.

Tense are the part of grammar with tense we can know about structure of the words in sentence or paragraph in learning English. Payne (2011:280) states that tense is the gramatical expression of relative time. There are three main tenses: present tense, past tense, and future tense. The concept of tense in English is a method that we use to refer to time present, past, and future. Many languages use tense to talk about time. Other language have no concept of tense at all, but of course they can still talk about time using different method.

II. Review of Literature

A. Definition of Competence

Schroeter (2008;3) competence is the ability to perform a specific task, action or function successfully. Weinert (1996;6) competence is used to refer both to high-achieving individuals and successful social groups that master specific tasks and reach important goals, it is always concerned with the necessary learning dispositions that are acquired by individuals or the members of social groups and that must be used to solve demanding problems.

B. Kinds of Competence

Weinert, Franz E. (1999;7) competence has been defined, describe or interpret theoretically. These include competence as follow:

1. General cognitive competence
2. Specialized cognitive competence

C. Definition of Grammar

There are some definition of grammar quoted from expert. Swan (2005;29) defines grammar as the rules show how words are combined, arrange, and changed to show certain kinds of meaning.

D. The Concept of Tenses

Tenses is the grammatical expression of relative time according to Catrine, (2003:54) "tense is a set of form taken by a verb to indicate the time, continuance or completeness of the action. Funk and Wagnals (1963:107) state that "tenses is a set of form of a verb that relates it to the time viewed either as finite past present or future, or as non finite.

E. Definition of Simple Past Tense

According to Hornby (1975:85), Simple past tense is to indicate activities or states in the past, without indicating any connection the present. According to Martin(1996:6), we use the past simple for situation that existed for a period of time in the past, but not now.

Tabel 1: *Verbal Sentences*

| Sentence | Formula |
|---------------|----------------|
| Affirmative | S+v2+O |
| Negative | S+did+not+V1+O |
| Interrogative | did+S+V1+O |

Tabel 2: *Verbal Sentences*

| Sentence | Formula |
|---------------|---------------------------|
| Affirmative | S+Was/Were+Complement |
| Negative | S+Was/Were+Not+Complement |
| Interrogative | Was/Were+S+Complement |

F. The Formula of Simple Past Tense

There are many tense in English grammar; one of them is simple past tense. The formula of simple past is below:

1. Verbal Sentences The sentence that used real verb as main verb, example: walk, drink, feel, act (Pilgrim in Sarmita) who also describe that simple past tense in the same the past form of verb. A sentence which is used predicate of verb and action" (Kardin, 2005:30) verbal sentence can not apart from tense.
2. Nominal Sentence Definition of nominal sentence
Sergean (2007:25) a nominal sentence is a type of sentence that used "to be" as it as predicate in which a nominal, an adjective, noun and adverb as it a complement. In this type of sentence, the verb "to be" function as linking verb. That in to the subject and the complement, the different forms of the verb "to be" namely "was/were"
Nominal sentence can be formulated in affirmative, negative and interrogative with formula as follow:

III. Research Methodology

In the research the writer used quantitative method to know the competence of the eleventh grade students at SMA Negeri 5 Tana Toraja in using simple past tense. According to Leedy and Ormrod (2001) quantitative research is specific

in its surveying and experimentation, as it builds upon existing theories. The methodology of a quantitative research maintains the assumption of an empiricists paradigm (Creswell, 2003).

A. Setting

B. Population and Sample

1. Population

The population of the research was the eleventh grade students of SMA Negeri 5 Tana Toraja, academic year 2017/2018. It consist of 264 students and divided into eight classes.

2. Sample

The writer used random sampling from the eight classes. The writer took 5 students from each class from the total of the eleventh grade students of SMA Negeri 5 Tana Toraja.

C. Research Instrument

In this research, the writer used written test. Written tes is a systematic and objective tool and procedure for obtaining desirable data or descriptions of a person, in a manner that is arguably fast and precise, in a away that can be said to be fast and precise (Indrakusuma, 1993). The Written test was used to find out the competence of the eleventh year studenst at SMA Negeri 5 Tana Toraja in using simple past tense.

D. Technique of Analyzing Data

The data obtained from the written test was tabulated and the analysis the data. The writer used students score, after that the writer found out the mean score of the students.

1. The formulate of students' score

$$\text{Student score} = \frac{\text{correct answer}}{\text{total item}} \times 100$$

Gay (1993:230)

2. The formulate the mean score:

$$X = \frac{\Sigma x}{N}$$

X = Mean score
 Σx = Total score

N = Number of respondents
 Gay (2006: 230)

The score obtained from the written test and the writer apply the level competence for the eleventh grade student at SMA Negeri 5 Tana Toraja in using simple past tense.

IV. Finding and Discussion

A. Analysis of the data based on the written test

The students score obtained through test from the eleventh grade students of SMA Negeri 5 Tana Toraja in using simple past tense used formula:

$$\text{Student score} = \frac{\text{correct answer}}{\text{total item}} \times 100$$

B. The classification of the students score

The writer used the following formula to know the percentage of the students score.

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

Where:

P = Percentage

F = Frequency

N = Number of students

The students mean score of was calculated as follow:

$$X = \frac{\Sigma F}{N} = \frac{1830}{40} = 45,75$$

The table above shows that out of 40 students, 4 students (10%) got very good score, 5 students (12,5%) got good score, 3 students (7,5%) got fair score, 2 students (5%) got bad score, and 26 students (65%) got very bad score. It means that the competence of the eleventh grade students at SMA Negeri 5 Tana toraja in using simple past tense falls into very bad score classification by mean score of 45,75.

Tabel 3: *The students score of the eleventh grade students of SMA Negeri 5 Tana Toraja obtained from the written test.*

| Students Number | Total Item | Correct Answer | Students Score | Classification |
|-----------------|------------|-------------------|----------------|----------------|
| 1 | 40 | 18 | 45 | Very Bad |
| 2 | 40 | 25 | 62,5 | Fair |
| 3 | 40 | 29 | 72,5 | Good |
| 4 | 40 | 8 | 20 | Very Bad |
| 5 | 40 | 9 | 22,5 | Very Bad |
| 6 | 40 | 28 | 70 | Good |
| 7 | 40 | 16 | 40 | Very Bad |
| 8 | 40 | 11 | 27,5 | Very Bad |
| 9 | 40 | 26 | 65 | Fair |
| 10 | 40 | 12 | 30 | Very Bad |
| 11 | 40 | 34 | 85 | Very Good |
| 12 | 40 | 28 | 60 | Good |
| 13 | 40 | 13 | 32,5 | Very Bad |
| 14 | 40 | 5 | 12,5 | Very Bad |
| 15 | 40 | 32 | 80 | Very Good |
| 16 | 40 | 16 | 40 | Very Bad |
| 17 | 40 | 12 | 30 | Very Bad |
| 18 | 40 | 33 | 82,5 | Very Good |
| 19 | 40 | 15 | 37,5 | Very Bad |
| 20 | 40 | 12 | 30 | Very Bad |
| 21 | 40 | 17 | 42,5 | Very Bad |
| 22 | 40 | 14 | 35 | Very Bad |
| 23 | 40 | 20 | 50 | Bad |
| 24 | 40 | 14 | 35 | Very Bad |
| 25 | 40 | 29 | 72,5 | Good |
| 26 | 40 | 17 | 42,5 | Very Bad |
| 27 | 40 | 10 | 25 | Very Bad |
| 28 | 40 | 15 | 37,5 | Very Bad |
| 29 | 40 | 9 | 22,5 | Very Bad |
| 30 | 40 | 19 | 47,5 | Very Bad |
| 31 | 40 | 16 | 40 | Very Bad |
| 32 | 40 | 20 | 50 | Bad |
| 33 | 40 | 26 | 65 | Fair |
| 34 | 40 | 10 | 25 | Very Bad |
| 35 | 40 | 14 | 35 | Very Bad |
| 36 | 40 | 29 | 72,5 | Good |
| 37 | 40 | 12 | 30 | Very Bad |
| 38 | 40 | 14 | 35 | Very Bad |
| 39 | 40 | 32 | 80 | Very Good |
| 40 | 40 | 17 | 42,5 | Very Bad |
| N = 40 | | $\Sigma X = 1830$ | | |

Tabel 4: *The classification, frequency and percentage of the students' score obtained through written test*

| No | Classification | Students score | f | % |
|-------|----------------|----------------|----|-------|
| 1 | Very Good | 80-100 | 4 | 10% |
| 2 | Good | 70-79 | 5 | 12,5% |
| 3 | Fair | 60-69 | 3 | 7,5% |
| 4 | Bad | 49-59 | 2 | 5% |
| 5 | Very Bad | 0-49 | 26 | 65% |
| Total | | | 40 | 100% |

V. Closing

A. Conclusion

Based on the data analysis and the discussion in the previous chapter, the writer puts forward conclusion that the competence of the eleventh grade students at SMA Negeri 5 Tana Toraja in using simple past tense is very bad. It provided by the mean score of the students only 47,75%, which falls into very bad score.

B. Sugestion

The competence of the eleventh grade students at SMA Negeri 5 Tana Toraja in using simple past tense is very bad. This is not good competence, so that's why the writer would suggest some points:

1. For students
 - (a) The students should read some books about simple past tense especially reference to improve their knowledge
 - (b) The students have to pay more attention to the teachers give the explanation about simple past tense especially about reference
 - (c) The students have to look for the other sources like from internet about reference.
 - (d) The students must ask friend or teacher if there is something that is difficult to understand about reference.
2. For teacher
 - (a) The teachers have to motivate the students to enrich their knowledge especially reference.
 - (b) The teachers should look for better method which can motivate the students

to study about cohesion especially reference.

- (c) The teachers should give many examples of real example in daily life.
3. For the next researcher
 - (a) The next researcher give more attention to the comprehend of reference, because the researcher has found that students' competence in using simple past tense falls into very bad category.
 - (b) The next reseacher should conduct similar theme of this study.

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