

**THE TEACHING OF THE USES OF VERB AND TENSE
FOR THE STUDENTS IN THE FIRST YEAR
AT MAN YOGYAKARTA I**



T H E S I S

**Submitted to the Tarbiyah Faculty
The State Institute of Islamic Studies
Sunan Kalijaga Yogyakarta**

**STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA**
**To Fulfill one of The Requirements
To get A The Strata One (S1)
In Tarbiyah Islamiyah**

By

A.S. BURHAN

NIM : 04874778

YOGYAKARTA

JULI 1995

PROF. DRS. MOH. ZEIN
THE LECTURER OF TARBIYAH FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
"SUNAN KALIJAGA YOGYAKARTA"

Case: A.S. Burhan's Thesis Yogyakarta, 5 Agustus 1995

Dear :


The Dean of Tarbiyah Faculty, The State Institute For Islamic Studies "Sunan Kalijaga" Yogyakarta.

Assalamu'alaikum Wr. Wb.

After reading and correcting A.S. Burhan's Thesis entitled " The Teaching English of the Uses of the Verb and Tense for The Students in The First Year at MAN Yogyakarta I", I decide that this thesis can be received as one of the requirements to get The Strata One (S₁) of Tarbiyah Islamiyah in The English Department.

Finally, may this thesis be useful for those who need it.

Consultant


Prof. Drs. Moh. Zein
NIP. 150105277

PERPUSTAKAAN
IAIN SUNAN KALIJAGA

DRS. MOH. BAKIT
THE LECTURER OF TARBIYAH FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
"SUNAN KALIJAGA YOGYAKARTA"

Case: A.S. Burhan's Thesis Yogyakarta, June 30, 1995

Dear :

The Dean of Tarbiyah Faculty, The State Institute For Islamic Studies "Sunan Kalijaga" Yogyakarta.

Assalamu'alaikum Wr. Wb.

After reading and correcting A.S. Burhan's Thesis entitled " The Teaching English of the Uses of the Verb and Tense for The Students in The First Year at MAN Yogyakarta I", I decide that this thesis can be received as one of the requirements to get The Strata One (S₁) of Tarbiyah Islamiyah in The English Department, and then it can be examined as soon as possible.

Finally, may this thesis be useful for those who need it.

Consultant


Drs. Moh. Bakit

NIP. 150 013923

A Thesis entitled
THE TEACHING OF THE USES OF VERB AND TENSE
FOR THE STUDENTS IN THE FIRST YEAR
AT MAN YOGYAKARTA I

Prepered and Composed by
A.S. BURHAN

Reg. No. 04874778

examined in the munaqosah meeting and
stated to have fulfilled the requirement to be accepted

by

Meeting of Munaqosah board
on July 26, 1995

Chairman



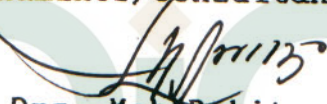
Drs. Sadjad Harjanto
Nip.150223029

Secretary



Drs. Hamruni
Nip.150103003

Examiner/Consultant



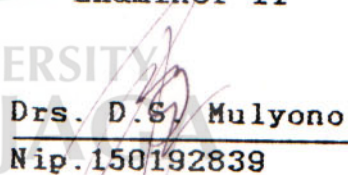
Drs. Moh Bakit
Nip.150013923

Examiner I



Prof. Drs. Moh Zein
Nip.150105277


Examiner II



Drs. D.S. Mulyono
Nip.150192839

Yogyakarta, 22 Agustus 1995
The State Institute of Islamic Studies (IAIN)
Sunan Kalijaga Yogyakarta
Tarbiyah Faculty
The Dean,




Drs. Muhammad Anis, MA.
Nip. 150058699

MOTTO

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَ
جَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ
عِنْدَ اللَّهِ أَتْقَىٰ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ۝

"O mankind! Lo! We have created You male and Female,
And have made you nations and tribes that you may know
one another. Lo! The noblest of you, in the sight of
Allah, is the best in conduct. Lo! Allah is Knower,
Aware". (Al-Hujarat : 13)*)

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

*)Pickthall, Muhammad Marduke, *The Meaning of The
Glorious Koran*, (The New American Library, New York),
p. 369

THESIS

Presented to :

1. The writer's beloved parents
2. The Writer's beloved brother,
sister and his sea-Genduk
3. All my friends and the readers

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

PREFACE

الحمد لله العليم الخبير رب السموات والأرضين. والصلوة
والسلام على محمد خاتم المرسلين وعلى آله وأصحابه أجمعين
أما بعد ؟

Only for Allah, all the praises who has given him His guidances. Because of His guidance, the writer has been able to write the thesis entitled *The Teaching of The Uses Of Verb and Tense For the Students in The First Year At MAN Yogyakarta I.*

May peace and blessing be given to greatest prohet, Muhammad SAW, his family and all the believers. This thesis is written to fulfill one of the requirements to get S₁ in the English Department of Tarbiyah Faculty, The State Institute of Islamic Studies Sunan Kalijaga Yogyakarta.

Of course, the writer does not forget to express his greatest gratitude to the following :

1. Drs. Muhammad Anis, MA; the Dean of Tarbiyah Faculty
2. Prof. Drs. H Muh Zein, the chairman of Tadris Department of Tarbiyah Faculty
3. Drs. M. Bakit, the writer's consultants who always gives the useful help, guidance and suggestion to the writer from the first up to end of this thesis writing process

4. Drs D. S Mulyono as a writer's academic adviser, who has given the writer help and encourage as long as the writer studied at this Institute.
5. H. Muh. Syafi'ie, SH., CN. as a head-master of MAN Yogyakarta I who has given the writer permission to do research work over there
6. To My parents, the writer thank to all your help and support and also your prayer, which made the writer strong and being patient in his study process.
7. Other people who has helped to the writer , who can not be mentioned one by one. Including to my Sea Genduk, Dik Zulfa, Sidqon dll. Thank you very much for everything.

Finally, the writer expects that this thesis will be useful, especially for the writer and generally for everyone reading it. The writer is aware of that this thesis is far from perfection and satisfaction. Therefore, he eagerly hopes some valuable suggestions and useful criticism from the readers.

Yogyakarta, May 20th, 1995

The Writer,

A.S: Burhan

PERPUSTAKAAN
IAIN SUNAN KALIJAGA

TABLE OF CONTENTS

	page
PAGE OF THE TITLE	i
SERVICE NOTE	ii
APPROVAL PAGE	iv
MOTTO	v
PRESENTATION PAGE	vi
PREFACE	vii
TABLE OF CONTENTS	ix
LIST OF TABLE	xi
CHAPTER I. INTRODUCTION.....	1
A. The Confirmation Of The Title.....	1
B. The Backround Of The Problem.....	3
C. The Formulation Of The Problem.....	6
D. The Hypothesis.....	7
E. The Reason Of Choosing The Title...7	7
F. The Purpose And The Uses Of Re- search.....	8
G. The Method Of Research.....	9
H. Bibliographical Review.....	13
I. The System Of Writing.....	44
CHAPTER II. GENERAL DESCRIPTION OF MAN YOGYAKARTA I	
A. The Geographical Location.....	46
B. The Brief History And Developing Of The School	46
C. The Goal of Establishment.....	51

	D. The Structure Of School Organization.....	52
	E. The Condition of Teachers, Students, And The Officer.....	57
	F. The Available School Facilities....	64
CHAPTER	III. THE PROCESS OF TEACHING OF THE USES OF THE VERB AND TENSE.	
	A. The Goal of the Process of the Teaching of English.....	68
	B. The Scope Of Material.....	69
	C. The Methods Used By The English Teacher	72
	D. The Obstacle Factors In The Teaching Of The Uses Of Verb And Tense.....	82
	E. The Way To Overcome The Obstacles.	87
	F. The Result Of The Teaching-Learning Process.....	89
CHAPTER	IV. CONCLUSION AND SUGGESTION	
	A. Conclusion.....	101
	B. Suggestion.....	104
	C. Closing Words.....	105
BIBLIOGRAPHY		
APPENDIXES		
CURRICULUM VITAE		
LIST OF ERRATA		

THE LIST OF TABLES

I	. THE CONDOTION OF TEACHER OF MAN YOGYAKARTA I....	58
II	. THE NUMBER OF THE STUDENTS OF MAN YOGYAKARTA I..	62
III	. THE CONDITION OF THE FIRST LEVEL OF MAN YK. I...	62
IV	. THE LIST OF THE OFFICER OF MAN YK. I.....	63
V	. THE LIST OF THE BOOKS IN THE SCHOOL LIBRARY.....	65
VI	. THE CINDITION OF AVAILABLE BOOKS AT THE LIBRARY.	66
VII	. THE CONDITION OF LABORATORIUM	67
VIII	. THE EFFECTIVENESS OF THE METHODS.....	76
IX	. THE TEACHER'S PRESENCE IN CLASS.....	77
X	. THE TEACHER'S ACTIVENESS IN GIVING THE TASK.....	79
XI	. THE TEACHER'S ACTIVENESS IN GIVING EXERCISES....	79
XII	. THE TEACHER'S ACTIVENESS IN GIVING HOMEWORK.....	80
XIII	. THE TEACHER'S ACTIVENESS IN CORRECTING THE STU- DENT'S ITEM.....	83
XIV	. THE TEACHER'S REQUIREMENT IN USING THE TEACHING MEDIA.....	84
XV	. THE CONDITION OF THE STUDENT'S TEXTBOOK.....	86
XV _b	. THE SCORE OF THE RESPONDENTS AT THE FIRST SE MESTER.....	91
XVI	. THE STUDENTS' ABILITY IN USING THE VERB IN THE SIMPLE PRESENT TENSE AND USING THE SIMPLE PRESENT TENSE.....	92
XVII	. THE STUDENTS' ABILITY IN USING THE VERB IN THE SIMPLE PAST TENSE IN EXPRESSING IDEAS	93
XVIII	. THE STUDENTS' ABILITY IN USING THE PRESENT PRO-	

	GRESSIVE TENSE AND IN USING THE VERB IN CONSTRUCT-	
	ING IT.....	94
XIX	. THE STUDENTS' ABILITY IN USING THE PAST PROGRES-	
	SIVE TENSE AND THE FORM OF VERB IN CONSTRUCTING	
	IT.....	95
XX	. THE STUDENTS' ABILITY IN USING FUTURE TENSE AND	
	THE VERB IN CONSTRUCTING IT.....	96
XXII	. THE STUDENTS' ABILITY IN USING PRESENT PERFECT	
	TENSE AND THE VERB IN CONSTRUCTING IT.....	97
XXIII.	THE STUDENTS' ABILITY IN USING PRESENT PERFECT	
	PROGRESSIVE TENSE AND THE VERB IN CONSTRUCTING	
	IT.....	98
XXIV	. THE STUDENTS' MASTERY IN USING THE VERB AND	
	TENSE.....	99

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
 YOGYAKARTA

PERPUSTAKAAN
 IAIN SUNAN KALIJAGA

CHAPTER I

INTRODUCTION

A. THE CONFIRMATION OF THE TITLE

Before going to explain some points of this chapter, the writer would like to give a confirmation about what is meant by the title of this thesis, that is **The Teaching of The Uses of Verb and Tense For The Students In The First Year At MAN Yogyakarta I.**

1. Teaching

The word *teaching* is a noun or gerund. It is from the verb "to teach" that means "to give lesson"¹⁾ According to Alvin W. Howard in his book *Teaching in Middle School* that teaching is an activity that tries to help someone to acquire, change, or develop skills, attitudes, ideals, appreciation, and knowledge.²⁾

2. Uses

The word *uses* is derived from the singular form *use* that means *the act of using or the state of being*

¹⁾ AS Hornby, *The advance Learner Dictionary of Current English*, (Oxford University Press, 1982), p.886

²⁾ Alvin, W. Howards, *Teaching in Middle School*, (Scranton Pennsylvania, International Textbook Company, 1968), p. 18

used, usage.³⁾ According to the writer's opinion, the word "uses" means the functions of something.

3. Verb

The word "verb" means "word or phrase indicating what somebody or something does."⁴⁾

4. Tense

The word "tense" means "grammatical property indicating the time of the action expressed by a verb".⁵⁾

Then, the meaning of the term "uses of verb and tense" is the functions of the word or phrase indicating what somebody or something does and the grammatical property indicating the time of the action expressed by a verb in the sentences.

5. Students

Student is the plural form of student which means "a person who is enrolled for study at school, or college but is not yet a graduate or anyone who studies or who is devoted to the acquisition of knowledge."⁶⁾

The students in this proposal means person who are

³⁾ A. Meriam Webster, *Webster's New International Dictionary*, (USA : Meriam Company, second edition, Vol I, G and C, 1956), p.2012

⁴⁾ Hornby, *Op. cit*, p.1113

⁵⁾ M.S Stanley Schindler, *Encyclopedia International*, (New York : Glorier Incorporated, E I, 18, 1970), p.3.

⁶⁾ Webster Noach, L.L.D, *Webster's Twentieth Century dictionary*, (USA :William Collins Publisher, INC Unabridged second Ediotion Deluxe Color, 1980) p.1807

taking the lesson at MAN Yogyakarta I.

6. MAN Yogyakarta I

MAN Yogyakarta I is a Senior High School established by the Department of Religious Affairs. The school is located on Jalan C. Simanjuntak Yogyakarta where the writer performs a research for the title.

Based on the meaning of the words above, the writer would like to present the meaning of the title as a whole that is the process of the teaching of the uses verb in the tenses and the usage of the tenses in expressing ideas, which is done by the English teacher to the persons who are studying at the first level of MAN Yogyakarta I.

B. THE BACKGROUND OF THE PROBLEM

As an international language, English becomes the language that is studied at school as a foreign language in every nation. In our country, it is considered as the first foreign language to study. English is taught from Junior High School to University. Indeed English is used in many aspects of international need like international post, radio, newspaper, magazine and so on.

But as a foreign language, English is difficult to learn especially in Indonesia. Since there are many differences between English language and Indonesian one. Therefore to learn it needs a full seriousness. And to teach it also needs good skills and methods in teaching the English as familiar as possible to the students.

Furthermore, about the drawback in teaching English a foreign language, Drs. Bustami Subhan says that :

The teaching of English in Indonesia is not satisfactory. Many students of SMP and SMA are reported to get (even very low) marks for English in their final exams (Ebatanas).⁷⁾

The real condition above states there is something wrong in teaching-learning English (including in teaching verb and tense as a English subject). This condition is also proved by drawback of the students' ability in expressing ideas or saying sentences in English.

The fact mentioned above should be made as the stimulus for us --as the candidates of the English teacher-- to conduct the best way in teaching of English as a foreign language so that the drawbacks of teaching of English to day can be overcome.

As we know that there are many factors in the teaching-learning process. This factors are the goal, the teacher, the students, the media and the environments.⁸⁾ All of those factors decide whether the process of teaching and learning will succeed or not.

7) Drs. Bustami Subhan, *Towards The effective Teaching of English as a Foreign Language*, Unpublished paper on EDSA's Seminar, Student Senat of Tarbiyah Faculty IAIN Yk. On October 29, 1988, p. 1

8) Dr. Sutari Imam Barnadib, *Pengantar Ilmu Pendidikan Sistematis*, (Yogyakarta : FIP IKIP Karang Malang, 1984), p. 35

In accordance with the goal of teaching of English as a foreign language in Indonesia, we know that the goal of a foreign language is to make the students master the language. This statement means that the teaching of a foreign language, especially English is to achieve the student ability in using the language to communicate their ideas both in writing and speaking form freely. To get the goal, materials that taught should concord with the goal that printed in GBPP. And the scope of materials taught includes: vocabulary, structure, reading comprehension, listening and speaking and writing ability.⁹⁾ Whereas, the materials taught to the students of MAN cover: reading, vocabulary, structure, dialogue and writing. Structure is one of materials taught at MAN. English tenses and verbs used in the tenses are two of the parts of the structural teaching. It is important to teach the English verb and tense to the students since "the verb is the heart of the sentence"¹⁰⁾, and it, verb and tense should be applied in the tenses in order to express ideas in English correctly.

⁹⁾ Drs. D.S. Mulyono, *The Lecture of Methode Of Teaching English*, tidak diterbitkan

¹⁰⁾ *Harbrace College Handbook*, (USA Harcourt, Brace and World INC, 5 th Edition, 1962), p. 1

As we know there are several forms of verb that should be applied in several types of the tenses according to the time expression needed. Therefore, the teaching of verb and tense certainly has to use the applicable methods.

English verb and tense have important role in the mastery of the language skills. Accordingly, in order to make the students master the language skills by means of the mastery of the verb and tense and also applying them in the sentences, the drawbacks of the teaching of English in the recent days should be avoided.

C. THE FORMULATION OF THE PROBLEM

After writing the explanation about the background of problems, the writer would like to present the formulation of the problems, namely :

1. What methods are used by the English teacher in teaching and learning of the uses of verb and tense at the first level of MAN Yogyakarta I ?
2. What factors become the obstacles for the success of the teaching-learning of English verb and tense process?
3. How do the teacher overcome the obstacles?
4. How far the students' mastery of the uses of verb and tense can be developed?

D. HYPOTHESA

In this research the researcher gives the hypothesis as a temporary answer to this research about the teaching uses of verbs and tense especially for the first year students of MAN Yogyakarta I, the hypothesis is :

If the teacher has various methods and enough experience in using them, he will teach well and results of the teaching learning process will be better.

E. REASON OF CHOOSING TITLE

There are several reason that motivate the writer to propose the topic as the title of the thesis the reasons are as follows:

1. Verb is one of the eight parts of speech. This is a part of speech that has an important role in the sentence pattern. We know that a sentence in English should have a verb or more than one, or may be needs an auxiliary or auxiliaries verb. Principially, there is no sentence that does not need verb.

From the fact, the writer consider that making study about the taching of the uses of verb is important. Since, the principlial of studying a language is to study and to master how the verb of the language does.¹¹⁾

2. The verb itself has several forms that should be

¹¹⁾A. Chaidddar Al Wasilah, *Kaji Ulang Kata Kerja Bahasa Inggris*, (Bandung : Angkasa, 1984), p. 111

applied in the sentences according to the tense. As we know that in English, the statements that expressed in the different time use the different forms of verb, and this is called tense, because of that the writer consider that the study of the uses of tense is also useful.

3. Teaching English is difficult. So that the writer conclude to research the process of it in order to know and get data about the teaching of the uses of verb and tense.
4. The writer chooses the first level students as the object of the writer study, since the first level students are the earliest who are studying at MAN Yogyakarta I. And in the fact, the students has been taught the materials. Beside that they come from various SMP or MTS, therefore to teach them needs good skill in arranging the teaching and learning process.
5. The writer chooses MAN Yogyakarta I as the field of his research because it is the oldest one in Yogyakarta. It become the standard of Madrasah Aliyah in Kodya Yogyakarta especially in the process of teaching and learning.

F.THE PURPOSES AND THE USES OF THE RESEARCH

1. The purposes of the research are :

- a. The writer wants to know the methods used by the English teacher in teaching the uses of verb and

tense done at the first level of MAN Yogyakarta I.

- b. The writer wants to know the factors that become the obstacles in the process of teaching and learning English verb and tense.
 - c. The writer wants to know how are they (the obstacles) overcome. How do the English teacher overcome the obstacles.
 - d. The writer wants to know the first level students' mastery in using English verb and tense.
2. The uses of the research are :
- a. The result of the research will be a correction for the process of teaching and learning of English done at MAN Yogyakarta I.
 - b. The result of the research will be a useful contribution for the field research activity.
 - c. By the result of this research, both the writer and the readers will know the real condition of the process of teaching and learning of English and its result done at MAN Yogyakarta I. In addition the English teacher is expected to evaluate his style in the teaching of English as a foreign language.

G. THE METHOD OF RESEARCH

The meaning of method is way of doing something.¹²⁾

¹²⁾ Hornby, *Op Cit*, p.533

In this writing, the writer divides method used into three kinds, namely the method of determining object of research, the method of collecting data and the method of analyzing of data.

1. The Method of Determining the Object of Research

a. Population

The group of individual persons becoming the objects of the writer's research are the first year students of MAN Yogyakarta I. The amount of the population is 185 students

b. Sampling

This method will be used to decide and limit object caused by the researcher's certain argument who is unable to use his objects in any persons.

Based on the amount of the population that more than 100 persons, the writer would like to limit them. The writer takes 60 respondents as sample of his research. The system of sampling used is random sampling using the ordinal system.¹³⁾

2. The Method of Collecting of Data

a. Observation Method

This method used as a power of taking notice by

¹³⁾Dr. Suharsimi Arikunto, *Prosedur Penelitian Suatu Praktik*, (Jakarta; Balai Pustaka, 1988) p. 40

collecting and recording information.¹⁴⁾ The researcher observes everything in relation with the process of teaching of English at MAN Yogyakarta I.

b. Interview Method

Interview according to AS Hornby is meeting with somebody for formal consultation or examination.¹⁵⁾ The writer uses this method because the writer sure that it is not enough use only observation method to provide with abstract things, and also to check up the real data got from observation.

c. Questionnaire Method

Questionnaire is a list of question to be answered by a group of people to get fact or information or for survey.¹⁶⁾ The writer uses this method to the students of MAN Yogyakarta I, to get the data relating with the title.

d. Documentation Method

The meaning of the documentation method is way of obtain or collection data by seeing the documents which are related with the main problem. This method is used in getting the data

14) *Ibid* p. 579

15) *Ibid*, p, 447

16) *Ibid* p, 688

of the English curriculum, organization structure of MAN Yogyakarta I, and things which are related to the title.

e. Test Method

This test will be used to get the data of the students' achievement on English. In this case, the writer give the try-out test to the respondents.

3. The Method of Analizing of Data

To analyze the collecting data, the writer uses qualitative and quantitative methods. The qualitative method is used to analyze the non-statistic data (descriptive). The writer gives the objective thoughts to the data and avoids the subjective ones. On the other hand, the quantitative method is used to analyze the statistic data. In this quantitative analysis, the writer uses the formulas as follows :

a. The formula of procebtage

$$p = f/N \times 100 \%$$

Note :

f = frequency yang dicari

N = Number of case (jumlah frequensi ?
banyaknya individu)

p = angka prosentase.

b. The formula of arithmetic mean

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

Note :

M_x = mean yang dicari

$\sum fX$ = jumlah hasil perkalian antara
masing-masing frekuensinya

N = Number of case.¹⁷⁾

To inteprete those data, the writer uses the inductive and deductive methods. Inductive method is "act or process of reasoning from a part to a particular to general, from individual to universal."¹⁸⁾ On the other hand, the deductive method is "a method of scientific reasoning by which from general principle concrete application or consequence are deduced".¹⁹⁾

H. LITERARY

REVIEW

In this bibliographical review, the writer will talk about theories of teaching English as a foreign language aspecially about the teaching of the use of verb and tense, and the usage of the tenses in expressing ideas, English verb and tenses and everything related to the

¹⁷⁾ Drs. Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta : Rajawali, 1987), p. 40

¹⁸⁾ A.M Webster, *Webster's New International Dictionary* (Meriam Company, second edition, vol I, G and C, 1956) p. 2806

¹⁹⁾ *Ibid*, p. 684

basic of theories of the main problem in this thesis.

There are two activities that influence to each other in the process of teaching and learning, they are the activity the of teaching done by teacher and the activity of learning done by the students.

According to Don Byrne teachings foreign language is the ability to develop the students' ability to use language.²⁰⁾ It means that as a teacher, one must be able to make the students master to use the language in communicating their ideas.

In addition, Drs. D.S. Mulyono defines that : Teaching a foreign language is a set of activities which is meant to make the students learn the foreign language. The teaching covers presenting the material to the students for retention, preparing, the chance for the students to practice and making the students use the language to express their ideas in the target language.²¹⁾

From the definition above, the writer can conclude in the process of teaching a foreign language, a teacher must be able to abilities in making the language as easy as possible to be mastered by the students. He must be able to organize the class and the time as proper as possible so that all of the students posses and use the opportunity to practice the target language. To meet to this need, English teacher must have the abilities, such as :

20)Don Byrne, *Teaching Oral English*, (Hongkong: Longman, 1980), p.1.

21)Mulyono, *op.cit*, p.1

1. the ability to interpret abstract ideas and theories in a manner that all learners must understand;
2. the ability to help people to solve their problems;
3. the ability to increase skills in thinking;
4. the patience and skill in relating with human beings;
5. a sense of humor;
6. the ability to stress important material;
7. a good disposition and consistent behaviour;
8. the ability to motivate the learner to do his best work;
9. the ability to broaden the interest of the learner;
10. the ability to make use of appropriate examples and illustrations;
11. the willingness to be fair to all of the students, showing no bias to individuals;
12. the intelligence and continued interest in a chosen subject of interest;
13. the personal willingness to be a teacher.²²⁾

Having seen the requirements above, the writer can conclude that to be a good teacher need many abilities and skills to teach human beings who have some differences.

On the other hand, the writer would like to present

²²⁾ Benedict C. Ogwezi and William D Wolansky, *Preparing to teach*, (Great Britain : Pitman, 1985), p.20

the definition of learning. In accordance to the definition of learning Drs. D.S. Mulyono say that

Language learning is the activities done by the students in their effort for acquiring vocabulary , and grammatical rules for the purposes of developing their ability in understanding and expressing ideas in the target language . The activities cover receptive and productive practices.²³⁾

That is the definition of learning a foreign language. In the activity of learning , students have goals that will be achieved. In this case , the goal of learning a foreign language is

Apapun tujuan yang ingin dicapai oleh seseorang yang mempelajari bahasa asing, tujuan akhirnya ialah agar ia dapat menggunakan bahasa asing tersebut baik lisan maupun tulisan dengan tepat, fasih dan bebas untuk berkomunikasi dengan orang yang menggunakan bahasa tersebut.²⁴⁾

The goal of learning a foreign language above includes four language skills that must be mastered by the students, namely the ability of speaking, listening, writing and reading. Those ability will be achieved by the students in the process of teaching and learning.

There are many factors enabling the students study and reach the goal of the study easily, those factors are;

1. motivation

2. concentration

23)Mulyono, *loc.cit*,

24)Drs. Muljanto Sumardi, *Pengajaran Bahasa Asing*, (Jakarta: Bulan Bintang ; 1974) p. 56

3. reaction
4. organization
5. comprehension
6. evaluation.²⁵⁾

Those are psychological factors that be the foundation of the process of learning; those factors have an important role in achieving the goal of learning.

In relation to the process of teaching English as a foreign language, there are three stages that go on during the process of teaching and learning it. The stages are:

1. presentation stage
2. practice stage
3. production stage.²⁶⁾

Those are the stages that usually happen in the process of teaching and learning English. During the class session, the teacher gives new materials in the presentation stage and his role is an informant.²⁷⁾ The informant means that his activity is to give information (about the new materials) to the students, and the students receive the materials. Futher, the students begin to activate in using the materials (begin to

25) Thomas F. Staton, *Cara Mengajar dengan Hasil yang Baik*, translated by Prof. J.F. Tahalele, MA., (Bandung : CV Diponegoro, 1978), p.19-23.

26) Byrne, *op.cit*, p.2

27) *Ibid*

practice in using the materials given by the teacher). This activity is done in the practice stage, the teacher is conductor of the students in practicing the target language. Furthermore, in the production stage, most of the opportunity is given to the students, the teacher is only a guide for them.

Besides that, the students must practice the target language at home by means of doing homework, recalling the materials, writing passages using the target language and soon.

There are many approaches that may be used by the English teacher in teaching English as foreign language. According to M. Ali Alkhuli, the kind of the approaches are grammar-translation, aural-oral, direct and indirect approaches.²⁸⁾ Each of the approaches has in own characteristic, advantage as well as its own drawback. An English teacher has to be able to choose and use the approaches as properly as possible.

Furthermore, Alkhuli also says that there are many factors that influence in using a method of teaching, namely:

1. the teacher's training
 2. the teacher's load
 3. the teacher's motivation
 4. the teacher's habituation
-

28) Muhammad Ali Alkhuli, *English as Foreign Language*, (Riyadh : Riyadh University Press, 1976), p. 10

5. the teacher's personality
6. the teacher's learning
7. students' interest
8. students' intelligence
9. students' age
10. student' expectation
11. FL-NL relationship
12. duration
13. facilities
14. goals
15. tests
16. class session.²⁹⁾

All of the factors above have a great role in the usage of the methods in teaching English as foreign language. Since the requirements of the usage of method above will make the teacher able to teach properly and easily, and the students will be able to receive the materials taught easily.

In accordance with the teaching of grammar, J.A. Bright and G.P Mc Gregor say that " nobody disputes that the foreign students must learn the grammar of English in the sense that the sentences he produced must conform to English pattern in the accepted model."³⁰⁾

29) *Ibid*, p. 14-15

30) J.A. Bright and G.P Mc Gregor, *Teaching English as a Second Language*, (Singapore : Longman Group[, Ltd 1970) p. 236

From the statement above, the writer can conclude that learning English grammar is necessary to do by the foreign language learners. Since if it not done, the foreign language learners will find some difficulties in expressing ideas in the English patterns.

In addition, Bright and Gregor say that The gramatical apparatus programmed into the mind as the first language interferes with the smooth acquisition of the second it does so directly when an E2L speaker uses a foreign pattern in English.³¹⁾

The mentioned problem above can be solved by studying English grammar, studying it is regarded as one of the ways to solve interference-problem in using English paterns. Furthermore, the English grammar is also useful to be given to the sudents because it has many uses such as :

1. Use in planning a course in selection and ordering of items,
2. Use in the first presentation in the classroom of a new item and its immediate revision,
3. Use in the correction of errors and the improvement of written work,
4. Use as general survey and systematization of items already met and practiced.³²⁾

From the explanation above, the writer can conclude that learning English grammar is useful enough to be done by the first level students. And the teaching of english verb and tense belong to the parts of the English grammar.

There are many methods that may be used in teaching

31) *Ibid*

32) *Ibid*, p. 238

of English grammar, the methods are :

1. grammar translation method
2. mimicry-memorization method
3. pattern-practice method.³³⁾

Those three method can be used both as a combination and one by one as single method. The using of the methods must be adapted with the situation and the condition faced by the English teacher. A teacher must be able to choose the proper method because "there is no single method that is superior to others. Depending upon the teacher's preferred teaching style and the students learning style."³⁴⁾

English verb

There are many grammarians who talk about the English grammar; two of them are Randolph Quirk and Sidney Greenbum who say there are two types of verb, namely lexical and auxiliary verb.³⁵⁾

1. Lexical Verb

The lexical verb is the verb that carry on the main burden of semantic content, verb that carry meaning on its own, like, *hope, break, come* etc. This kind of verb place a position in the sentence by itself.

33)Robert Lado, *Language teaching a Scientific Approach*, (New Delhi: Pearl Offset Press 1977) p. 92-93

34)Ogwezi, *op.cit*, p. 73.

35)Randolph Quirk and Sidney Greenbum, *A University Gramar Of English*, (Hongkong : Longman, 1973), p. 26.

2. Auxiliary Verb

The auxiliary verb is the verb that help the lexical verb (as the modifier for the lexical verb's meaning). Drs. Chaidar Al Wasilah the auxiliary verb in two types; they are primary and secondary auxiliaries. Primary auxiliary covers *to be*, *to have* and *to do*. Whereas, the secondary auxiliary verb covers *will*, *shall*, *can*, *may*, *must*, *ought*, *dare*, and *need*.³⁶⁾

a. Primary auxiliary verb

The usages of primary auxiliary are :

1). To be

a). To be is used to form continuous tense in active sentence and to form the passive sentence.

e.g : *John is sitting near Nancy*

*The book was found under the chair.*³⁷⁾

The first example shows that to be (is) plus V-ing form the continuous tense. In this case the auxiliary verb has a function as the modifier of the present participle verb (sitting) that means that action is in progress or is going on by the time of speaking.

36) Drs. Chaidar Al Wasilah, *Kaji Ulang kata kerja Bahasa Inggris*, (Bandung : Angkasa, 1984), p. 10.

37) *Ibid*

On the other hand, the second example shows that to be (was) plus the past participle verb (found) form the passive sentence.

b). To be is used as the full verb.

e.g : *He was in the yard.*³⁸⁾

To be (was) on the example above has a function as the full verb.

2). Have (have, has, had).

a). Have is used to help perfect tense formation

e.g.: *It has begun to snow.*³⁹⁾

The example above shows the auxiliary (has) help the past participle verb (begun) to form the perfect tense.

b). Have is also used as a full verb

e.g : *He has a nice house*

3). Do (does, did)

a). Do is used in negative and interrogative formation in the present (do, does) and in the past (did).

e.g. : *The chair does not look clean.*

Did the chair look clean?

b). Do is used to short answer for the question begun with do.

38) *Ibid*, p.12.

39) *Ibid*, p. 11

e.g : *Do you say? Yes, I do.*

c).Do is used as the code (the substitute for the phrasal verb that has been mentioned in order to shorten a long sentence.

e.g : *They speak English as well as you do*

The word do (at the end of the sentence above) substitute a phrasal verb (speak English)

d).Do is used in the question tags

e.g : *You do not play foot ball, do you?*

e).Do is used as an emphatic affirmative that is "to place emphasis on the affirmative element in statement or in a rejoinder to a statement, state or change pitch is used on the finite verb."⁴⁰⁾

e.g : *He does love You*

b. Secondary auxiliary

The secondary auxiliary consists of modal and quasi auxiliaries.

1). Modal auxiliary

Modal auxiliary is a distinction of form

A distinction of form or a particular

40)AS Hornby, *Guide to Pattern and Usage in English*, (Hongkong : Oxford University Press, Second edition, 1975), p. 6.

set of inflectional form of a verb to express whether the action or state it denote is conceived as fact or in some other manner (as command, possibility or wish).⁴¹⁾

The uses of modal auxiliary are :

a).Will

(1).Will is used to express willingness

e.g : The phone is ringing , I will get it

(2).Will is used to express 100 % certainty

e.g : He will be here at 06.00

(3).Will is used to express polite request

e.g : Will you please pass the salt?

b).Shall

(1).Shall is used to express polite request to make a suggestion.

e.g : Shall I open the window ?

(2).Shall is used to form a future (tense) with I or we as subject

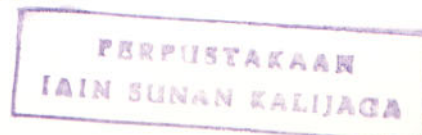
e.g: I shall arrive at nine.

c).Can

(1).Can is used to express possibility or ability.

e.g : I can run fast

41)Webster's New Colligiate Dictionary, copied from Al Wasilah, op.cit, p. 20



(2).Can is used to express informal permission.

e.g : You can use my car tomorrow

(3).Can is used to express informal polite request.

e.g : Can I borrow your pen ?

(4).Can is used to express impossibility (in negative only)

e.g : They cannot be true.

d).May

(1).May is used to express informal polite request.

e.g : May I borrow your pen ?

(2).May is used to express formal permission.

e.g : You may leave the room.

(3).May is used to express less than 50 % certainty.

e.g : Where is John ? He may be at the library.

e).Must; must is used :

(1).To express strong necessity.

e.g : I must go to class today.

(2).To express prohibition (negative).

e.g : You must not open the door.

(3).To express 95 % certainty.

e.g : Mary is not in the class; she must

be sick.

f).Ought to; ought to is used :

(1).To express advissability.

e.g : I ought to study tonight.

(2).To express 90 % certainty

e.g : She ought to do well on the
test⁴²⁾

2). Quasi auxiliary

Quasi auxiliary are unreal auxiliary having characteristics as the auxiliary, such as used to, be going, better, rather, and let's.

e.g: There used to be a villa there.

He is going to come tomorrow.

We would better not leave without permission.

He would rather play football than study.

Let's go now.⁴³⁾

On the other hand, in relation to the tenses formation there are four form of verb. These form are used as the verb of the tenses. The regular and irregular verb have these forms, namely :

- simple form
- simple past form

42)Betty Schramper Azrar, *Understanding and Using English Grammar*, (USA : Prenyice Hall, INC, 1989), p. 110-112

43)Al Wasilah, *op.cit*, p. 43-47

- past participle form
- and present participle form.⁴⁴⁾

The changing of the regular verb has rules as follows

1. the simple past and past participle forms ended by-ed,
e.g : study - studied - studied
2. the present participle ended by -ing,
e.g : study - studied - studied- studying

Those are the rules of the changing of the regular verb. On the other hand there is no certain rule for the changing of irregular verb (from the simple form into the simple past and the past participle forms). The amount of this type of verb is very limited; it is usually mentioned in the dictionary. On the contrary, the changing of the irregular verb (from simple form into present participle) has the same rule with the changing of the regular verb.

For example : break - broke - broken - breaking

come - came - come - coming

hit - hit - hit - hitting.⁴⁵⁾

Furthermore, the writer would like to discuss about the uses of the forms of the verb in the tenses formation.

1. Simple form

- a. It is used as the verb of the simple present tense

44) Azar, *op.cit*, p. 17.

45) *Ibid*

e.g : I watch TV every day.

- b. It is used as the verb (in this case, the simple form is used together with modal auxiliary, will or shall) In the future tense.

e.g : He will watch TV tonight.

2. Simple past

- a. It is used as the verb of the simple past tense.

e.g : It snowed yesterday.

3. Present participle form

- a. It is used as the verb (in this case, it is used together with the auxiliary, be), in the progressive tenses that consist of three types; they are :

1). Present progressive

e.g : He is sleeping right now

2). Past progressive

e.g : He was sleeping when I arrived

3). Future progressive

e.g : He will be sleeping when we arrived

- b. It is also used as the verb (in this case , it is used together with the auxiliary, have, plus been / have + been + ing participle) in the perfect progressive tenses that consist of three types; they are

1). Present perfect tense

e.g : I have been studying for two hours.

2). Past perfect progressive tense

e.g : I had been studying for two hours.

3). Future perfect progressive tense

e.g : I will have been studying for two
hours when
when you arrive.

4. Past participle form

It is used as the verb (in this case, it is used together with the auxiliary, have) in the perfect tenses that consist of three types; they are :

a. Present perfect tense

e.g : I have already eaten

b. Past perfect tense

e.g : I have already eaten when they arrived

c. Future perfect tense

e.g : I will already have eaten when they arrived.

In order to make this explanation clearer, the writer would like to present the explanation about the role of the Indonesian verb (kata kerja) in Indonesian sentence patterns. To get to this purpose , the writer would like to discuss about the basic sentence patterns of Indonesia language.

The basic pattern of Indonesian sentences consists of a subject and a predicate. The subject is noun (kata benda). On the other hand, the predicate may be in the form of verb (kata kerja), adjective (kata sifat), noun (kata benda), numeral (bilangan), preposition or prepositional phrase (kata depan + frase lain).

Based on the various parts of speech that have func-

tions as predicates there are many kinds of basic patterns of the Indonesian sentence such as :

Subyek	/	Predikat
1. a. Kami GB	/	duduk GK
b. Amir GB	/	membaca buku GK
2. Anak itu GB	/	pandai GS
3. Laki-laki itu GB	/	pelaut GB
4. Ayamnya GB	/	dua ratus ekor GBil
5. Dokter itu GB	/	di ruang operasi 46) GD

Note:

GB = gatra benda (noun)
 GK = gatra kerja (verb)
 GS = gatra sifat (adjective)
 GBil = gatra bilangan (numeral)
 GD = gatra depan (preposition)

From the explanation above, the writer can conclude that the Indonesian sentences do not certainly need verbs. It means that the Indonesian sentence may be constructed without any verb in it. This fact shows that the Indonesian verb is not important as the English verb in constructing the sentence.

English Tense

Actually, there are two types of tenses; they are :

46) Sri Hastuti PH, et. al, *Buku Pegangan Kuliah Bahasa Indonesia*, (Yogyakarta : Jurusan Pendidikan Bahasa dan Sastra Indonesia FPBS IKIP Yogyakarta, 1989), p. 39-40.

"simple present tense and simple past tense."⁴⁷⁾ Traditionally, the tense are divided into three types; they are present, past and future tenses. This division is made parallel with the time division (past, present and future times).

In this thesis, the writer would like to discuss about the tenses according to the traditional division. Based on the traditional division, the amount of the tenses are twelve tenses; they are :

1. simple present tense
2. present progressive tense
3. simple past tense
4. past progressive tense
5. future tense
6. future progressive tense
7. present perfect tense
8. present perfect progressive tense
9. past perfect tense
10. future perfect tense
11. past perfect progressive tense
12. future perfect progressive tense.⁴⁸⁾

1. Simple present tense

The simple present tense expresses events or situa-

47) *Ibid*, p. 2-5

48) Al Wasilah, *op.cit*, p. 58-59

tions that exist always, usually, habitually; they exist now,

have existed in the past, and probably will exist in the future.⁴⁹⁾ It means that the simple present tense represent to the actions or even happening at the present moment, habitual and the general truth.

The digram :



The formula

a. Affirmative :

I, we, you, they + simple form verb

he, she, it + simple form + s/es.

b. Negative :

I, we, you, they + do not + simple form verb

he, she, it + doesnot + simple form verb

c. Interrogative :

Do + I, we, you, they + simple form verb

Does + he, she, it + simple for verb

Notes :

For the third, there are rules for adding s or es at the end of the simple form (inflectional ending s/es for the single third-person, he, she, it)

1). In general, the simple forms are added by -s

49)Azar, *op.cit*, p. 2

e.g : read - reads

work - works

help - helps

2). The simple form ended by a vowel (o) is inflected

by -es

e.g : do - does

go - goes

3). The simple form ended by consonants (ch, sh, s, or x,) is inflected by -es.

e.g : teach - teaches

wish - wishes

discuss- discusses

fix - fixes

4). the simple form ended by a vowel (e) is inflected by -s

e.g : use - uses

change - changes

5). The simple form ended by a semivowel (y) following a vowel is inflected by s

e.g : buy - buys

play - plays

The uses of the simple present tense

a. It is used to express general statements of fact (general truth).

e.g : The sun rises in the east and sets in the west.

The world is round.

- b. It is used to express habitual or every day activity

e.g : I go to school every day.

My classes begin at nine.

- c. It is used to express or indicate a situation existing at the moment of speaking for the verb that are not used in the progressive tenses

e.g. : I have only a dollar right now.

He needs a pen right now.

2. Present progressive tense

Present progressive tense expresses an action that is in progress at the moment of speaking.⁵⁰⁾ It means that the action or event happen at the moment of speaking and will probably ends in the future.

The diagram :



The formula :

I + to be (am) + present participle form

We, you + to be (are) + present participle

he, she, it + to be (is) + present participle

The uses of present progressive tense :

- a. It is used to express actions that happen at the moment of speaking.

⁵⁰⁾ Ibid, p. 11

e.g : Rita is studying now.

b. It is used to express contemporary actions.

e.g : She is reading now but will write soon.⁵¹⁾

Notes :

There are verbs that are not used in the present progressive tense. These verbs are expressed in the form of simple present tense (as it has been mentioned in the simple present tense discussion).

3. Simple past tense

Simple past tense expresses an activity that happened at a particular time in the past (began and ended in the past).

The diagram :



The Formula :

I, we, you, they, he, she, it + simple past form verb

The uses of the simple past tense :

It is used to express actions that were begun and finished at a particular time in the past.

e.g. : I wrote a letter yesterday.

I bought a new car two days ago.

4. Past progressive tense

51) John Suryati H. et.al, *ABC English Grammar Pembahasan Lengkap Tentang Tata Bahasa Inggris Tepat, Ringkas, Jelas dan Padat*, (Surabaya : Indah, 1986), p. 285

Past progressive tense expresses an action or event was going on when other action or event occurred in the past.

The diagram :



The Formula

I, he, she, it + present participle form
 we, you, they + were + present participle form.

The uses of past progressive tense :

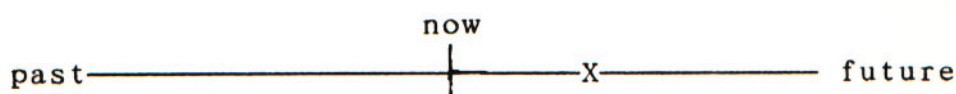
- a. it used to express an action was begun earlier and was in progress when other action happened.
 e.g : I was walking down the street when it began to rain

- b. It is used to express an action that was going on in the past.
 e.g : You were going to Semarang yesterday.

5. Future tense

Future tense expresses actions or events that will happen at particular time in the future.

The diagram :



The formula

PERPUSTAKAAN
 IAIN SUNAN KALIJAGA

I, we, + shall + simple form

you, they, he, she, it + will + simple form.

The uses of the future tense :

- a. It is used to express the action that will happen in the future.

e.g : He will go to Jakarta.

We shall post a letter

- b. It used to make a promise in the future.

e.g : He will meet you by ten.

- c. It is used to show a requirement.

e.g : He will give you money if you go with him.

- d. It is used to ask someone to do something.

e.g : He will you help me to get the pen ?

Notes :

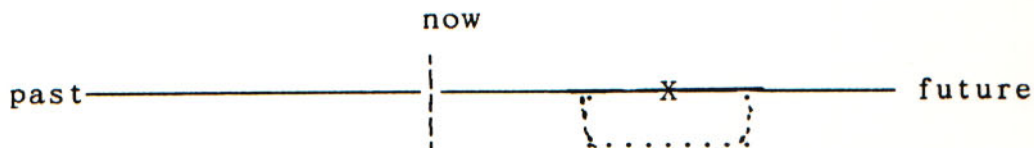
Be going to usually used to express the action or event that will happen in the future.

e.g : I am going to borrow your book tomorrow.

6. Future Progressive tense

Future progressive tense expresses an activity that will be in progress in the future.⁵²⁾

The diagram :



52) Azar, *op.cit*, p. 51

The Formula :

I, you, we, they + shall/will + be present participle

He, she, it

The use future progressive tense :

It used to express an action or that will be going on or in progress in the future time.

Example : He will be writing at nine o'clock tomorrow morning

7. Present perfect tense

The present perfect tense expresses the idea that some thing happened (or never happened) before now, at unspecified time in the past.⁵³) It means that the time when it happened is not important.

The diagram :The formula

I, we, you, they + have + past participle

he, she, it, + has + past participle

The use of present perfect tense :

- a. It is used to express an action or actions that happened before now and had a relation to the present time.

53) *Ibid*, p. 29

example : I have leaved here for three years.

- b. It is used to express the repetition of an activity before now.

Example : I have met many people since I came here in June

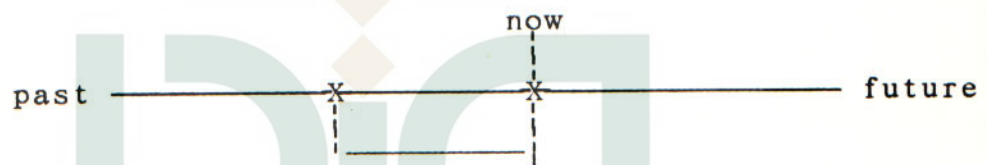
- d. It is used to express an action that happened in a short time

Example : You have just spoken to him

8. Present perfect progressive tense

Present perfect progressive tense give the idea that an event is in progress before now up to now.

The diagaram :



The Formula

I, we, you they + have + been + present participle
he, she, it, + has + been + present participle

The use of present perfect progresive tense :

- a. It is used to indicate the duration of an activity that has begun in the past and contineous to the present.

Example : I have been sitting here for two hours.

- b. It is used to express a general activity in progress recently, lately.

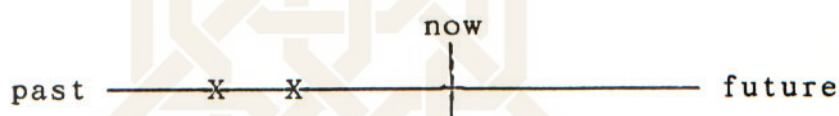
e.g : All of the students have been studying hard.

Final exams start next week.⁵⁴⁾

9. Past perfect tense

Past perfect tense expresses an activity that was completely finished before another time in the past.

The diagram :



The formula

I, we, you, they + had + past participle

he, she, it + had + past participle

The use of past perfect tense :

It is used to express an activity that was completed before another activity or time in the past.

e.g : My parent had eaten by the time I got home.

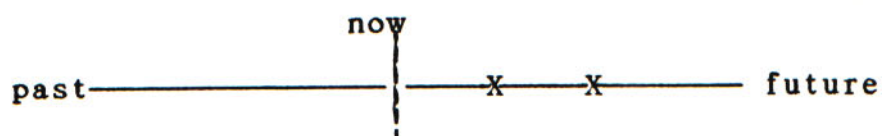
10. Future perfect tense

The future perfect tense expresses an activity that will be completed before another time or event in the future.⁵⁵⁾ It means that the activity will have finished in the future time.

The diagram

⁵⁴⁾ Ibid, p.36

⁵⁵⁾ Ibid, p.53



The formula

I, you, we, they + will/shall + have + past participle
 he, she, it + will + have + past participle.

The use of future perfect tense :

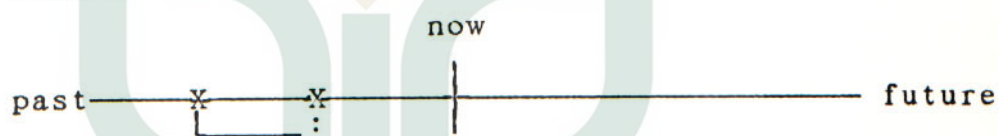
It is used to express an activity that will be completed before another time or event in the future.

e.g : I will have finished this work by the end of this week.

11. Past perfect progressive tense

Past perfect progressive tense gives the idea that an event is in progress before another event in the past.

The diagram :



The formula

I, we, you, they
 he, she, it + had + been + present participle

The use of the past perfect progressive tense :

a. It is used to express the duration of an activity or time in the past.

e.g : I had been waiting for you for two hours
 before you come here.

b. It is used to express an activity that was in

progress before another activity or time in the past.

e.g : His eyes were red because she had been crying

12. Future perfect progressive tense

Future perfect progressive tense emphasizes the duration of an activity that will be in progress before another time or event in the future.⁵⁶⁾

The diagram :



The formula :

I, you, we, he, she, it

+ will + have + been + present participle form.

he, she, it

ciple form.

The use of the future perfect progressive tense :

It is used to express the duration of an activity that will be in progress before another time or event in the future.

e.g : I will have been finishing this work for three hours by the time he goes home.

Those are the types of the tenses according to the traditional division, the division is adapted by the time division (past, present and future). To make this explanation clearer, the writer would like to explain a

⁵⁶⁾ Ibid

little about the aspect, phase and voice.

Aspect is " the nature of the action of a verb as to its beginning, duration, completion, or repetition and without reference to its position in time. "57) It is clear that aspect refers to whether the action expressed is in progress or not. The English grammar usually uses the formula : be + present participle form, in expressing the progressive. On the contrary the formula is not used in the non-progressive.

Whereas, phase is the way to regard the verb from perfect and non-perfect.58) Perfect is used to express the activity that has been begun in the past and will be continued to the point of time (past, present, future) according to the tenses used).

On the other hand, voice includes the active and pasive voice. The transitive verb has the active and the passive voices, on the contrary, the intransitive verb only has the activ voice.

That is the explanation about the aspect, phase and voice. The writer hopes that the readers are able to comprehend them in relation to their relationship with the tenses and their differences with the tenses.

I. SYSTEM OF WRITING

This thesis is devided into four chapters; it is

57) *Webster's New Colligiate Dictionary*, copied from Al Wasilah, op.cit, p.52

58) Al Wasilah, *Ibid*, p. 54

composed systematically in order that the readres can read and understand the meaning of this thesis easly.

Chapter one is the introduction; it contains the confirmation of the title, the background of the problem, the formulation of problem, hypothesis, the reason of choosing the title, the purpose and use of the research, the method of research, the literary riview and the system of writing

Chapter two is general description of MAN Yogyakarta I. This chapter discusses about the geographical location, the brief history and developing of the school, the goal, the structure of school organization, and the condition of the facilities.

Chapter three is the process of the teaching-learning of the uses of verb and tense at the first level of MAN Yogyakarta I. This chapter discusses about the goal of the teaching of English at MAN Yogyakarta I, the scope of materials and the books used, the methods used by the English teacher, the factors that become the obstacles of the teaching-learning process and the efforts to overcome the obstacles, and the result of teaching-learning process.

Chapter four is the last one; it consists of conclusion, suggestion and closing word. Conclusion is the final decision of the discussion of this thesis, on the other hand, the suggestion is adressed to the headmaster, the English teacher and the students at MAN Yogyakarta I.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. CONCLUSION

Having discussed about the teaching of the Uses of Verb and Tense for the First Year Students at MAN Yogyakarta I, the writer like to conclude this discussion.

1. The methods used by the English teacher of MAN Yogyakarta I in the teaching the uses of verb and tense at the first level students are :
 - Eclectic method and
 - Pattern-practice method.

Those methods are effective enough to be used. The effectivity of those methods is proved by the result of the teaching and learning the English verb and tense. The result is described by the score of the respondents in the try-out test given to them. Their average score is 64,92. the score is regarded sufficient.

2. The factors pursuing the process of teaching and learning English verb and tense are :
 - a. The students do not have enough complete textbooks and the activities supporting their English mastery.
 - b. The English teacher is very busy because only he is
 - c. The available time is very limited.

- d. The amount of the student in a class is too much.
 - e. There is still less adequate facility or instrument in the process of teaching English as foreign language, including in the laboratory and the library
 - f. The teacher never uses the teaching-aids.
3. Both the headmaster and the English teacher attempted to overcome the obstacles by :
- the headmaster's efforts :
 - a. Adding the amount of the textbooks at the library. And adding the instruments of the language laboratory.
 - b. Instructing the English teacher to hold a course.
 - the teacher's efforts :
 - a. Correcting the homeworks in class
 - b. Motivating and asking the students to study hard and do the activities that can support their learning English.
 - c. Giving the exercises that must be finished by the students in front of the class.
4. The scope of materials about the uses of verb and tense at the first level covers :
- a. The uses of the forms of verb (simple form, simple past, present participle and past participle) in the following tenses :
 - simple present tense
 - presentt progressive tense

- simple past tense
- past progressive tense
- future tense
- present perfect tense
- present perfect progressive tense
- past perfect tense
- future progressive tense

b. The uses of the tenses mentioned above in expressing ideas.

5. The students' mastery in using the verb in constructing the tenses taught and using the tenses in expressing their ideas is as far as their mean score (64,92) from the result of the try-out test.

The types of the tenses that have been mastered by the students well are :

- simple present tense
- simple past tense
- present progressive tense
- past progressive tense
- future tense

Whereas, the rest of the tenses have been mastered by the student with low mastery.

6. The English teacher has had a good knowledge about the methods used and enough of his experience in using the methods, then the result of the process of teaching and learning is categorized sufficient. It means that the better knowledge and experience, the better result will be. This

condition shows that the hypothesis is right.

B. SUGGESTION

In this sub-chapter, the writer would like to give suggestion to the headmaster, the English teacher and the students at MAN Yogyakarta I.

1. The headmaster

- a. He should add the textbooks and the supporter books in the library both in their title and their amount.
- b. He should give the opportunity to the English teacher to increase his ability in English by means of giving the opportunity to the English teacher to follow or attend a course or a meeting for the English teachers.
- c. He should add the amount of the English teacher.

2. The English teacher

- a. He should motivate his students to study and practice hard and regularly both in class and at home.
- b. He should be able to arrange and organize his time as good as possible so that he is able to finish the syllabus, and the students are able to master the materials taught. In addition, he should give a full dedication in developing MAN Yogyakarta I and in increasing the quality of the school.
- c. It is better for the English teacher to use the media or teaching-aids in presenting the materials to the students

- d. He should read books about the methods of the teaching of English as a foreign language as much as possible in order that he is able to make various and good creation in using the proper methods and to increase his experience in it (using the methods).

3. The students

- a. They must study hard and regular both in class and at home, finish the homework, practice in using the materials taught in expressing their ideas.
- b. They must have the textbooks, moreover the main textbooks and the good dictionary.
- c. They must add their English knowledge and experience by attending English courses or listening to to the English program in the radio or following the English program on TTV or reading many books in English.

B. CLOSING WORDS

Alhamdulillah, praise be to Allah who gives the brains, guidance, capability, intensity and opportunity to the writer so that we can compose this thesis entitled " The Teaching of the Uses of Verb and Tense for the Students in the First Year at MAN Yogyakarta I."

The writer is aware that this thesis is far for being perfect and satisfactory. Therefore, he hopes some constructive criticism from the readers in order to improve and complete it.

In addition, the writer would like to thank very much for his kinds consultant, Drs. Moh. Bakit, who has guided his in composing this thesis.

Finally, may this thesis can be useful and contribute the positive ideas for the English teachers and the candidat of them.



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

BIBLIOGRAPHY

- Al Wasilah, A Chaidar, *Kaji Ulang Kata Kerja Bahasa Inggris*, Bandung, Angkasa, 1984.
- Ali, Muhammad, Drs., *Penelitian Kependidikan Prosedur dan Strategi*, Bandung : Angkasa, 1985.
- Alkhuli, Muhammad Ali, Ph. D., *English as a Foreign Language : Linguistic Backround and Teaching Methods*, Riyad : Riyad University Press, 1976.
- Arikunto, Suharsimi, Dr., *Prosedur Penelitian Suatu Praktik*, Jakarta : Balai Pustaka, 1988.
- Azar, Betty Schramper, *Understanding and Using English Grammar*, USA : Prentice-Hall INC, 1989.
- Bright, J.A and G.P McGregor, *Teaching English as A Second Language*, Singapore : Longman Group Ltd, 1970.
- Buerne, Donn, *Teaching oral English*, Hongkong : Longman, 1980.
- Departemen Agama Republik Indonesia, *Garis-Garis Besar Program Pengajaran Bahasa Inggris Kurikulum 1984*, Jakarta : Depag RI, 1988.
- , *Pokok-Pokok Kurikulum 1984*, Jakarta : Depag RI, 1986.
- Harbrace College Handbook*, USA: Harcourt, Brace and Woeld INC, 5th Edition, 1962.
- Hornby, A.S., *Guide to patterns and Usage in English*, Hongkong: ; Oxford Univversity Press, 1975.
- Hornby, AS,et al., *Oxford Advanced Learner's Dictionary Of Current English*. London, Oxford University Press, 1986.
- , *Oxford Advanced Learner's Dictionary of Current English*, London : Oxford University Press, 1988.
- Hadi, Sutrisno, Prof.Drs., *Metodologi Risearch Vol. I*, Yogyakarta, Yasbit. Fak. Psikologi UGM, 1987.
- Howard, Alvin W. *Teaching In Middle Schools*, Scranton Pennsylvania, International Textbook Company, 1968.

- Isdiarti, Titik, et.al, *Kompetensi Komunikatiff Bahasa Inggris Program Inti Untuk SMA klas I*, Klaten : Intan Pariwara, 1990.
- Mulyono, D.S., *Lecture of Methods of Teaching English*.
- Funk and Wagnalls, *New Colleege Standard Dictionary*, New York : Funk and Wagnalls Company, 1965
- Ogwezi, Benedict C and William D Wolansky, *Preparing to teach*, Great Britain : Pitman : 1985
- Randolph, Quirk and Sydnney Greenbum, *A University Grammar of English*, Hongkong : Longman 1983.
- Schindler, Stablay, *Encyclopedia International*, New York, Glorier Incorporated, 1970.
- Sri Hastuti, PH, et.al, *Buku Pegangan Kuliah Bahasa Indonesia*, Yogyakarta: Jurusan Pend. Bahasa dan Sastra Inddonesia FPBS IKIP Yogyakarta, 1989.
- Sokah, Umar Assasuddin, Dip. Tefl., *Problematic Pengajaran Bahasa Arab dan Inggris*, Yogyakarta, Nurcahaya 1982.
- Staton, Thomas F., *Cara Mengajar dengan Hasil yang Baik*, transleted by Prof. J.F, Tahalele MA., Bandung : CV DDiponegoro, 1987
- Subhan, Bustami, *Some Important Factor. In Foreign Language Learning*, paper unpublished.
- , *Towards the Effective Teaching of English as a Foreign Language*, Paper on EDSA's Seminar, Student Senat of Tarbiyah Faaculty IAIN Yk., on October 29, 1988
- Sudiyono, Anas, Drs., *Pengantar Statistik Pendidikan*, Jakarta : Rajawali, 1987
- Undang-Undang Dasar, P4, GBHN RI*, Jakarta : Sekretariat Negara Republik Indonesia.
- Webster, A Meriam, *Webster's New International Dictionary*, USA, Meriam Company, Second Edition, Vol. I G and C, 1956
- , Noah LLD., *Webster's Twentieth Century Dictionary*, USA, William Collins Publisher, Inc. Unabridged, Second Edition, Deluxe Color, 1980.