

**THE STUDENTS' DIFFICULTIES IN USING SIMPLE PAST
TENSE BY EIGHT GRADE STUDENTS OF
MTS AMAL SHALEH MEDAN**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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20/09 - 2021	1. Background of the Study - Formulation of the Problem - The Objective of the Research	
30/09 - 2021	2. Review of Literature - Conceptual Framework	
	3. Research Design	
	4. Data Analysis	
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ABSTRACT

Indah Syafitri Zalukhu. 1502050034. "The Students' Difficulties in Using Simple Past Tense by Eight Grade Students of MTS Amal Shaleh Medan". Skripsi. English Education Program Faculty, of Teacher Training and Education. University of Muhammadiyah Sumatera Utara, Medan. 2021.

The objectives of this study were; (1) To find out the students difficulties in using simple past tense., and (2) To find the reason why student faced difficulties in using simple past tense, . The qualitative research was used in this study. The data were collected by mean of test that is multiple choice test, and interview the studentThe data were collected by mean of test that is multiple choice test, and interview the studentd at eighth grade students of MTS AMAL SHALEH MEDAN with the first semester in Academic years 2021/2022, .The first result showed that the difficulty of students in using the simple past tense based on the results of data analysis, the total Average of the Students difficulty index is 0.40 it was in medium level. the forty questions given by the researcher there are three questions with the most incorrect answers, namely question number 8,9, and 15 of them are question number eight out of 28 students only one student is correct in question number eight. , then in question number nine only three people answered correctly, and in question number 15 there were only five people who got it right.. The Second result showed the reason why student faced difficulties in using simple past tense werelack of students' motivation and interest in English, the many tenses formulas they have to memorize and understand which make students bored and unfocused and often forget to answer. questions or quizzes given by the teacher. and the ignorance of students in studying the simple past tense more deeply and the differences in the present tense formula that make students often fail to focus on using the first verb in simple past tense sentences.

Keywords : *Students Difficulties, using, Simple Past Tense.*

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This research by the title “*The Students’ Difficulties in Using Simple Past Tense by Eight Grade Students of MTS Amal Shaleh Medan*” is submitted to English department faculty of teacher training and education university of Muhammadiyah Sumatera Utara as partial fulfillment of the requirement for the degree of Sarjana Pendidikan.

The researcher realized that this writing would not finish without helping and guidance from the other people, especially for her beloved mother **Ilman Aceh**, the strongest and most patient woman on earth that the researcher has ever have ,the most wonderful mother the researcher could ask for, thank you for always praying, struggling, and taking care of the researcher so finally the researcher can reach this stage and her beloved father, **Sukardin Zalukhu**, who always loves, prays in silence, motivates and supports the researcher's heart forever

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TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	vi
LIST OF TABLE.....	viii
LIST OF FIGURE.....	ix
LIST OF APPENDIXES.....	x
CHAPTER 1 INTRODUCTION	1
A. The Background of The Study	1
B. The Identification of Problem	5
C. The Scope and Limitation	6
D. The Formulation of The Problem.....	6
E. The Objectives of The Study.....	6
F. The Significance of The Study.....	6
CHAPTER II THE REVIEW OF LITERATURE	7
A. Theoretical Framework	7
1. The Concept of Grammar	8
2. The Concept of Simple Past Tense.....	9
a. The Definition of Simple Past Tense	9
3. The Way to use Simple Past Tense	11
a. Verbal Sentence	11
b. Nominal Sentence	
The Time Expression, Notes, and Use Simple Past Tense	13
c. Uses	17

4. Students' Difficulties	17
a. Definition	17
b. Factors	18
B. Relevant Studies.....	21
C. Conceptual Framework	22
CHAPTER III METHOD OF RESEARCH.....	25
A. Research Design.....	25
B. Population and Sample.....	25
C. Instrumen of The Research	25
D. The Technique of Collecting Data	26
E. The Technique of Analyzing Data	26
CHAPTER IV FINDING AND DISCUSSION.....	28
A. Finding	28
1. The Result of Percentage Analysis.....	29
a. The Students Difficulties in Using Simple Past Tense	29
b. Index of Difficulty.....	30
2. Students' Difficulties Based on Interview Guide.....	32
B. Discussion	35
CHAPTER V CONCLUSION AND SUGGESTION	38
A. Conclusion	38
B. Sugegestion	39
REFERENCES	41
APPENDIX	44

LIST OF TABLE

Table 4.1 The Students Difficulties in using Simple Past Tense	29
Table 4.2 Index of Difficulty	30

LIST OF FIGURE

Figure 2.1 Diagram of Conceptual Framework.....	24
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LIST OF APPENDICES

Appendix A	Instrumen Soal Pilihan Beganda
Appendix B	Kunci Jawaban
Appendix C	Instrumen Wawancara Berdasarkan Nilai Terendah
Appendix D	Total Score Pilihan Beganda Siswa
Appendix E	Link Soal Via Google Form
Appendix F	K1
Appendix G	K2
Appendix H	K3
Appendix I	Berita Acara Bimbingan Proposal
Appendix J	Berita Acara Seminar Proposal
Appendix K	Surat Keterangan Telah Seminar
Appendix L	Lembar Pengesahan Seminar Proposal
Appendix M	Surat Permohonan Izin Riset
Appendix N	Surat Balasan Riset
Appendix O	Berita Acara Bimbingan Skripsi
Appendix P	Surat Bebas Pustaka
Appendix Q	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of Study

English is the predominant language of international communication and international association. this world grows with development of information technology and communication technology means that associations cannot be confined to the borders of the state

Saleh (1985-27) stated “English has secured a prominent status in the curriculum in which it is treated as compulsory subject at the Junior High School” in Indonesia, English is one of the foreign language it is taught as a compulsory subject from the first year of Junior High School until the third year of Senior High School. According to the 2005 Curriculum Based Competency (CBC), the objective of teaching English is to develop the communication abilities, namely; reading, listening, speaking, and writing along related components such as grammar, vocabulary, spelling and pronunciation.

Grammar is a key for anyone who wants to get the grammar right. Learning English grammar will of course make it easy to master English on all aspects, if we can get to know the meaning of the sentence or the word both well and get to convey to others well with understanding and good use of grammar. Micahel Long (1987) stated The result of his research in which

the student who learns grammar will be more skillful in speaking English than the students who naturally learn English without grammar.

In high school, students learn four language skills. Skills cannot stand alone. They need components of other languages such as grammar to support them. Without grammar, these skills would not be completed. Grammar is essential even during communication, without the knowledge of the correct grammar the students will find many difficulties in building and forming sentences or expressing their ideas in communication. They have good grammar they will be confident and fluent in communicating with each other.

Mahmudding (2016:115) stated The simple past tense is not easy to the students, some of them often get confused to understand it. Consequently, they make or write the form incorrectly. They do not use the determined verbs and omit the auxiliary "did" in the negative form that it should be used in the sentences, and put the past be incorrectly to the sentences that ought to use "to be" Order is the stage or arrangement for example, stage of rank in class. Commonly order uses to differ something like order of score from the highest to the lowest or the arrangement of the exercise from difficult category to easy category etc

. Doty and Ross (1981:74) stated that the simple past tense is used to indicate the occurrence of action or existence at a definite time in the past. While Ford (1975:95) stated that past time can be expressed in number of different ways, for event that started and ended before the moment of

speaking, for events occurring over in the past relative to point of time, and the time span for both form can be repeated.

Tenses are the basic of English. Tenses refer to changes in verbs and time in Indonesian grammar, there are no verbs, so it makes students confused to use verbs in the right situation. It is known that there are 16 tenses in English based on the above statement, this study aims to take only one of the tenses which is the simple past tense.

Warrib (1999:28) stated The simple past tense means a verb form that show or an occurrence done or occur in the past time and did a certain time in the past. this tense is used in sentences if the sentences are in the time. Students are often confused in using simple past tenses because it is difficult for students to distinguish nominal and verbal sentences. And to use it correctly and easily students must understand the use of the past tense itself and must know what types of activities can be explained by certain verbs.

Maybe we've heard someone say that we don't have to worry too much about grammar or grammar when practicing English. However, the fact that grammar actually plays a very important role in English? Why? Because Grammar is one of the important components in English that absolutely should not be ignored.

People learn tenses in the hope of having good English skills. Along with mastering qualified vocabulary and phrases, making sentences and paragraphs that are easy to understand, expect a smooth two-way communication, where each other must understand what is being conveyed To avoid misunderstanding, the words spoken or written should not cause

confusion to make sentences or paragraphs clear. Thus, grammar is influential in making each other understand in communicating. and grammar as a support in speaking and writing English.

In fact is that there are still many students who have difficulty in learning tenses and cannot use them properly, for example, some students that the author has met cannot use tenses properly. In learning the English language, many students feel difficulty in learning forms and the structure. This is because lack of understanding and influence from their mother tongue. Setiyadi (2006:23) stated "Students of the language whose mother tongue don't have tenses tend to have more difficulty in learning the target language who are tense." Students in Indonesia who does not have tenses tend to have learning difficulties English which has tenses. such as lack of teachers speaking English in the classroom.

This can be a hindrance to the students because they think they are not used to hearing other people speak English. Lessons that place too much emphasis on grammar (and not on conversation), but students are rarely given directions on how and what the functions of the grammatical elements are. that they learn.

Based on the results of student tests, it appears that on average students master English grammar patterns (eg structures for the simple present tense, etc.) but, students do not know when these structures should be used and how to apply them in everyday life. This is a very extraordinary thing because English, like Indonesian, will be more useful if it can be used and applied even though the students do not master it grammatically. This does not mean

that learning grammar is not important, but it is necessary that these theories are related to everyday life.

Based on the tutoring experience that the researcher did, the researcher found some students who could not use the past tense well, including difficulties in translating sentences from English to Indonesian. they find it difficult to distinguish v1 and v2 in forming simple past tense sentences, lack of motivation to learn English so they are lazy in memorizing past tense formulas. Furthermore, it becomes, the problem, especially about what makes them difficult to translate the sentences well. Based on those things above, the writer was interesting in analyzing 'The Students' Difficulties in Using simple past tense by eight grade students of MTS AMAL Shaleh Medan.

B. Identification of the Problem

Based on the background of the study above, the identification of the problem can be seen as follows:

1. The students have a difficulties to distinguish Verb 1 and Verb 2 in making simple past tense sentences
2. The students have a difficulties in memorizing and distinguishing past tense formula
3. The students lack vocabulary
4. The students lack curiosity to learn language English
5. The students have a Grammar difficulties and pronunciation problems

C. The Scope and Limitation

The scope and limitations of this study were concerned with difficulties in using simple past tense

D. The Formulation of the Problem

The formulations of the problem in this study were:

1. What difficulties were faced by students in using simple past tense?
2. Why do they have difficulties in using simple past tense ?

E. The Objective of the Study

Based on of the formulation of the problem above,the objectives of this study were:

1. To find out the student difficulties in using simple past tense.
2. To find the reason why student faced difficulties in using simple past tense.

F. The Significance of the Study

The result of this study is expected to be useful theoretically and practically. **Theoretically**,it is valuable reference for reader especially students to be able to master the language correctly and fluently by using proper grammar.

Practically :

1. The students, are expected to know and understand the simple past tense correctly.

2. English Teacher, assist teachers in discovering the causes of students' difficulties in studying tenses, reducing or even eliminating the student problems in using simple past tense in sentence, and the result of this research was expected to motivate the students to learn more about grammar and motivate their teacher to improve their teaching system in learning tenses.
3. The writer, expected this research can increase our knowledge about grammar especially in simple past tense.
4. The researchers, the result of this study is also beneficial as references for the next researcher.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This chapter presents a review of the literature and the explanation of the related materials. Some theories are needed by some experts and other researchers to strengthen this research.

1. The Concept of Grammar

Grammar is partly the study of what forms (or structures) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed (Scott Thornbury 1999).

As Abdulmalik (2017) stated *Grammar is the back bone of any language*. It has become the subject of study of low achievement level of the students in the subject of English. It is so important that you cannot condone or overlook because it can result in facing difficulties to the student after graduating from high school and transition to college or leaving the realm of practical life.

By learning grammar, students will understand the system of the language itself. not only understanding how language works, but by learning the grammar of a language, students will be more confident when using it in conversation or writing that focuses heavily on that grammar. by understanding grammar, we can build a conceptual map of the structure of the

English language, so that the English used in writing or speaking will be more structured. Grammar learns about the effective use of language to practice our expressions in speaking and writing. In addition, by mastering grammar, students will also be able to judge that the use of English that is not in accordance with the standards does not mean that it is not systematic.

But without grammar there is very little that students can convey, cannot put Grammatical accuracy which is described as analyzing and explaining in a sentence while letters are focused on trying to make the learner understand how to use language in a real context. Patterson (2001) explained that through low understanding of grammar, students will have no insight knowledge of what they should do when they write also fail in expressing their ideas in written production.

2. The Concept of Simple Past Tense

As W. Stannard Allen said in the structure of living English states: "English has three main divisions, past, present and future ...". Naturally, verbs in English are influenced by "time", when that happens or will happen (past, present, or future). So the verb must be appropriate or related to time. According to Raymond Murphy: We use the simple past tense (Auxiliary 'Did'/ Was/ Were) when we talk about a time to declare events that happened in the past and have ended in the past, for example Rika went to Bandung for holiday last Sunday.

Simple past tense is a form of tense that describes an event that occurred at a specific time in the past. The verb used in this tense must be a second verb (verb 2). Similar to the simple present tense, this form is one of the most basic tenses and is often used when writing or speaking in English.

a. The Definition of Simple Past Tense

Azar (2003:25) stated the simple past is used to talk about activities or situation that began and ended in the past (e.g., yesterday, last night, two days ago, in 1999).

The **Past Simple** tense, also called the **Simple Past**, is used for past actions that happened either at a specific time, which can either be given by a time phrase (*yesterday, last year, etc.*) or understood from the context. Regular Verbs add -ed to the base form, or -d if the verbs ends with -e. Irregular verbs can change in many different ways. The verb form is the same for all persons: Example of the Past Simple Tense : eg: *I liked, you liked, she/he/it like, we liked, they liked.* Note: After the auxiliary verb, *Did/Didn't*, it returns to the base form: eg: *Did you take it?, She didn't like it.*

Azar (1992:18) stated, simple past tense is a crucial part in narrative text. The form of simple past of regular verbs, add -ed to the base verb. The past form is the same for all persons. The simple past is used to talk about activities or situation that began and ended in the past (i.g., *yesterday, last night, two days ago, etc.*). We can use spesific time expression like yesterday, last week, and at four o'clock with the simple past tense.

Based on the statement above, the researcher can conclude that the simple past is used to express events or situations that have passed, for example: He worked in the bank for five years, she didn't wait in the bank for five years, which is different from the past continuous tense which states events. things that have happened in the past but can still happen in the present, for example: I was reading a book when mother watched TV, When he arrived at my house I was listening to music.

3. The Way How to Use Simple Past Tense

The important thing to learn English is tenses, if we have mastered tenses it's will be easy to use English. But in fact to start studying tenses, little things often overlooked.in learning English, this is commonly used because the tense can make sentences that match the conditions whether it's continuous, present or past time.Murphy (1985:22) stated “The simple past tense is used when its are speaking of past and thingking only of past time” There are two kinds of sentences in English: verbal sentences, nominal sentences.

a. Verbal Sentences

For example:

- a) She studies hard every day. (Dia belajar giat setiap hari.)
- b) I like to listen the pop music. (Saya suka mendengar music pop.)
- c) We a watching television together.(Kami menonton tv bersama.)

‘studies’, ‘like’, ‘watch’, etc are verb. If the views of its kind, verbal sentences can be classified into:

Positive Verbal Sentence

This sentence is often also called affirmative sentence, in general, this phrase is used to declare an event or action.

The Formula : **S + V2 + Object**

For example:

- a) They walked to the school. (*Dia berjalan kesekolah.*)
- b) I helped my mother after school. (*Saya membantu ibuku setelahsekolah*)
- c) He went to turkey last week. (*Dia pergi ke turki minggu lalu*)

Negative Verbal Sentence

To make the sentences in the past time, it use the auxiliary verb-**did**, and-**not**, that can be constricted didn't after using verb have tobe in infinitive form

The Formula : **subject + did + not + V1 + Object**

For example:

- a) They do not (don't) walk to the school. (*Mereka tidak berjalan kaki ke sekolah.*)
- b) I did not (didn't) help my mother after school. (*saya tidak membantu ibu sayang setelah sekolah.*)
- c) He does not (doesn't) take some pictures at there. (*Dia tidak mengambil beberapa gambar disana*)

Interrogative Verbal Sentence

Interrogative verbal sentences are formed by putting 'do/does /did' at the beginning of sentence.

The Formula : **Did + S + V1 + Object.?**

For example:

- a) Do they walk to college? (*apakah mereka berjalan ke kampus?*)
- b) Did I help my father after school ?(*apakah saya membantu ayah saya setelah sekolah?*)
- c) Does he take some picture at there? (*apakah dia mengambil beberapa gambar disana ?*)

b. Nominal Sentences

Nominal sentence is a sentence that has predicate not a verb, but can be an adjective, noun or adverb, then the nominal sentence should be inserted auxiliary verb to be like 'is, am, are, and were the resource persons / was (which is used in the past)

He / She / It = Is

I = Am

You/ They / we = Are

For example:

- a) She is an actress in Hollywood. (*Dia adalah seorang artis Hollywood*)
- b) They are clever student. (*Mereka adalah siswa-siswa yang cerdas*)
- c) If I were a boy, I will be able to beat you. (*jika saya seorang laki-laki, saya akan dapat mengalahkanmu.*)

If we view of its kind, nominal sentences can be classified into:

Positive Nominal Sentence

This sentence is often also called affirmative sentence, in general, this phrase is used to situation, position or rank.

For example:

- a) Tatjana is a beautiful girl. (*Tatjana adalah seorang gadis cantik.*)
- b) They are students in junior high school. (*Mereka adalah siswa sekolah menengah pertama.*)
- c) He is my lecture. (*Dia adalah dosen saya.*)

Negative Nominal Sentence

This will be negative sentences by adding 'not' after to be.

For example:

- a) Tatjana is not a beautiful girl. (*Tatjana bukan seorang gadis cantik.*)
- b) They are not students in junior high school. (*Mereka bukan siswa sekolah menengah pertama.*)
- c) He is not my lecture. (*Dia bukan dosen saya.*)

Interrogative Nominal Sentence

Interrogative nominal sentences are form by putting 'to be' at the beginning of sentence.

For example:

- a) Is Tatjana a beautiful girl?(*Apakah Tatjana seorang gadis cantik?*)
- b) Are they students in junior high school.(*apakah mereka siswa sekolah menengah pertama ?*)
- c) Is he my lecture?(*apakah dia dosen saya?*)

Contoh Soal:

1. ... any interesting people in the conference yesterday?

- a. Do you meet
- b. Do you met
- c. **Did you meet**
- d. Did you met

Explanation : In interrogative sentences in the simple past tense, the pattern used is did+s+v1. So the beginning of the correct interrogative sentence is "Did you meet". so the correct answer is C

2. Some pens ... by him last Wednesday

- a. Was bought
- b. Is bought
- c. Buys
- d. **Were bought**

Explanation: Adverb of time: last tuesday= simple past, subject is some pens; They.To be past tense for You/We/They is Were, to be past tense for I/He/She/It is Was. So the correct answer is D.

3. The woman ... in the room last night

- a. **Was**
- b. Were
- c. Is

Explanation : To be past tense for You/We/They is Were, to be past tense for I/He/She/It is Was. In the question, The Woman is the subject of She, so the to be is Was. So, the correct answer is A.

c. The Time Expressions. Notes, and Uses to Simple Past Tense

Time Expressions:

- 1) Yesterday : yesterday, yesterday morning, yesterday afternoon, etc
- 2) Last : last week, last year, last month, etc
- 3) Ago : an hour ago, a week ago, a year ago, etc.

Prepositions for points of time:

- at : at 6 o'clock, at the weekend, at the end, etc
- in: in for other periods of time, in June, etc
- on: on for dates and days, on Monday, on 15th May, etc.

Notes:

- 1) Regular verbs form simple past tense by adding **-ed** to the infinitive,

for examples:

- Look-looked
- Borrow-borrowed

- 2) Irregular Verb, for examples:

- Sell-sold
- Buy-bought

- 3) When the verb ends in consonant + vowel+consonant and the stress is on the final syllable, it double the final consonant (except y and w) and add **ed-**, for examples :

- Rub-rubbed
- Stop-stopped

4) When the verbs ends in consonant + -y, it change the -y to -i and add **-ed**, for example:

- Worry-worried
- Study-studied

d. Uses

- 1) The simple past tense can refer to a completed action or event in the past for example: at eight o'clock i made a cup of tea
- 2) Can use in this tense refer to repeated past events, for example: i played a lot of football when i was child
- 3) The simple past tense can also refer to past situation or states that it consider to be finished, for example : when she a little girl she lived in Los Angeles

4. Student's Difficulties

a. Definition

Every students have a different difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, orthography and vocabulary usage. There is a connection between the native language of a learner and particular difficulties in learning and using English and the kind of mistakes a learner typically makes in English pronunciation. Harrison stated that difficulties are related to learning disabilities students have, thus in this aspect they feel greater uncertainty than some of their classmates. Besides, hardships are reasons of syntax,

pronunciation, grammar, vocabulary and other types of mistakes students present when learning a foreign language (Harrison 2009).

Duley et al (1982:99) also state that first language habits will be interfere the learners to learn new linguistic behavior and learn two languages will most difficult and it will make some errors in second language learning. Based on the statement above, it can be concluded that when they difficult in mastering their second language likes grammar, especially in tenses usage. They will produce some errors in their learning.

No two individuals with a learning difficulty are exactly alike and many conditions, such as dyslexia, attention deficit disorder, attention deficit hyperactive disorder, dyscalculia, and dysgraphia, exist on a wide-spectrum. There is also dyspraxia, a motor-skills difficulty that can affect a learner's ability to write by hand, and may impact on planning skills. It's not uncommon for learning difficulties and motor-skills difficulties to co-present. For example, dyslexia and dyspraxia, or ADD/ADHD and dyspraxia can occur together.

b. Factors

Tambawal (2009) stated The term learning difficulty have been used by educational psychologist in the united Kingdom since the 1980's to refer to mental retardation. The difficulties experienced by certain students constitute veritable challenges for teachers who work with them.

They also call for a great deal of energy on the part of parents learning difficulty may be viewed as to the problem the student may

experience in his or her learning progression. These difficulties may be experienced by students who are at risk, disabled or have severe behavioral problems. Learning difficulties can take different forms, some are temporary while some persist throughout the students school career. This situation makes it more difficult to select which intervention measure to use.

Based on the quote above, the writer can conclude that learning difficulties are not only caused by internal factors of students but also due to external factors such as a poor family economy or low quality of instruments.

The factors cause the difficulty of learning can be classified into two groups, they are:

Internal factors, these one include:

Physiological factors

Physiological factor has the correlations with the characteristic of bodily (such as their learning process). The students who have good condition (fresh, health, having good eyesight and sense of hearing) are more easily to absorb and mastering their lesson. Otherwise, the students in bad condition (tired, sick, having trouble in eyesight and sense of hearing) are difficult to concentrate on their lesson, thus to mastering their lesson will be obstructed. If the students have the physical defect, they will difficult to do the activity and understand the lesson during teaching learning process.

Psychological factors

Students' learning actually is psychological process. Therefore, the condition of the students psychological is influencing their learning.

Psychological factor that may influence the student's learning is involved by intelligent, attention, interest, talent, motivation.

External factors, conclude:

Family

Every students that learn will accept the influence from their family, they are the ways of parents in educate, the relation among the family, and the condition of family's economy.

School

The institute of education as a place for students learning is most important to the students in knowledge achievement. School or college is one of the places for the students following the learning activities. The factors that related in influenced students' learning are teacher's teaching method, less facilitation of education in the school.

Society

Society is also external factor that influence in students' learning. It can influence because the existence of the society itself.

Kannan (2009) stated in schools, students are being taught that English is an international language. To learn this language requires constant practice and patience. The kind of feeling that prevails among students is that it is not possible to achieve fluency or mastery over English language. Some factors that make the students difficult in learning English are:

1. Students lack vocabulary
2. Students do not know the tenses formula

3. Students lack curiosity to learn languageEnglish
4. Student lack of motivation in learning English
5. Grammar difficulties and pronunciation problems
6. Low speaking and listening skills.

B. Relevant Studies

Firstly, The previous research was done by Wahidah (2014) entitled "*The Student's difficulties in using verbal sentence in simple past tense at eight grades of students of MTS An-Nur Palangka raya*"The study aimed at describe causes the student's difficulties in using verbal sentences on simple past tense and give the solutions to overcome the student's difficulties in using verbal sentence on simple past tenseBy using descriptive method because to describe the students' difficulties in using verbal sentence on simple past tense and the solutions to solve the students' difficulties which the researcher described the problems then tried to give some possible solutions. The subject of the research was second grade students of Mts An-Nur Palangka Raya in academic year 2014/2015. There were 27 students as the sample. To obtain the data the researcher carried out one step. It was test. The researcher used multiple choice tests which consisted of 25 items with four options and completion tests which consisted of 15 items.the result of this study showed that the students were faced some difficulties in making verbal sentence in simple past tense. The fact that 3,70% got the poor score, 18,53% got the less score, 62,96% got fair score and only 14,81.% got good score. It indicated the ability of the students in making verbal sentences in

simple past tense was fairstudents have difficulty to change the form of present into the past (changed from verb one to verb two), the students did not know the pattern of each tense especially past tense, the students did not know the regular form and irregular form of each words, and the students were confused about verb that was used in the singular and plural subject.

The Second research is conducted by Rosdiana (2018) with the title “Student’s Difficulties in Using Present Tense in SMKN 6 Makassar” she describe about students’ difficulties which aimed to describe students’ difficulties and to find out the students’ errors in using present tenses in SMKN 6 Makassar, This research focused on Dekeysar theory about objective and subjective difficulties. The finding showed that the students experienced objective difficulties rather than subjective difficulties. the wirter concluded that the students’ difficulties were experienced in grammatical rule.

C. Conceptual Framework

Based on the study is the student's difficulties in using simple past tense by eighth grade students of MTS Amal Shaleh Medan, the conceptual framework of this study to get information about difficulties faced by students in using the simple past tense in the eighth grade of MTS Amal Saleh Medan so that research needed information to analyzing. to find out the student difficulty and to find out the reason why student faced difficulty in using simple past tense by eight grade students of MTS Amal Shaleh Medan.

In conducting this study, descriptive qualitative, quantitative is used as the research design The study uses the descriptive method because the

problems of the study will answer by using descriptive qualitative method to describe the students' difficulties distinguish verb 1 and 2 in making simple past tense. Arikunto (1998) stated that the research type was planned or processed that was made by the researcher, as the preparation activity will be done. In quantitative measurement, research or analysis contain hard data, such as numbers, values, statistic, fact, figures. The quantitative approach is used to analyze the scores of the data. Therefore, the writer will provide a detailed explanations of the students' difficulties in learning tense. The researcher used the test as a instrument, which test are forty(40 multiple choice) to be tested.

The concept of this research will be as follow:

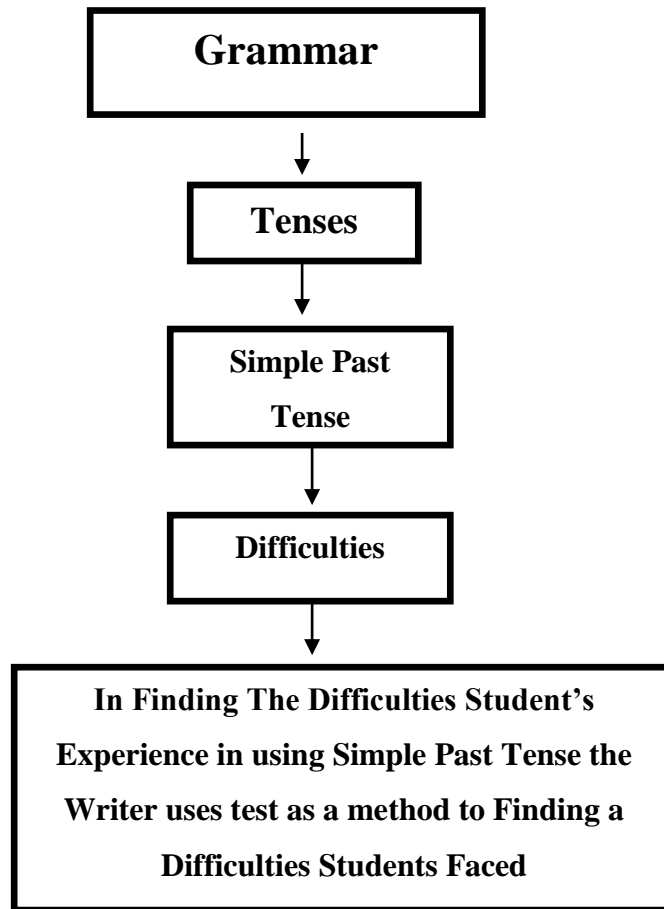


Figure 2.1 Diagram of Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Design

In this research, the researcher using a descriptive qualitative method. The qualitative research was a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Cresswell, 2009:4). This researcher was used qualitative method, because the writer wants to analyze students' difficulties in using tenses. Therefore, the writer will provide a detailed explanation of students' difficulties in using the simple past tense.

B. Population and Sample

The population in this research was the Eighth grade students of MTS Amal shaleh Medan in the first semester. The number of population were 73 English Students and divided into three classes (8-1, 8-2, 8-3,). Then researcher to taked the sample was by purposive sampling. The researcher selected sample that consist of 28 students in class 8-1 (Imam Syafi'i).

C. Instrument of the Research

In Conducting the data, the researcher gave the 40 (forty) multiple choice test (Appendix A) and interview guide (Appendix B) for the students as the instrument., whose test is in the form of simple past tense (Verbal sentence, nominal sentence.) consisting of forty questions.. Furthermore, While in interview guide, it consists of some questions related to the students' difficulties in using simple past tense.

D. The Technique of Collecting Data

In Collecting the data, some steps will be applied as follows:

The researcher used test to collect the data. The test was about simple past tense (verbal sentence, nominal sentence) There were 40 multiple choice to be tested. Through the test the researcher wanted to know the students " difficulties in using Simple Past Tense.

1. The writer gives multiple choice questions about the simple past tense to class 8-1 MTS Amal Saleh Medan through Google Form and gives one day to answer the question.
2. The researcher checked the questions that have been sent by students' via google form and then writer will find the difficulties of students' mistakes in working on the questions.
3. The writer interviewed students based on the lowest score.

E. The Technique of Analyzing Data

In analyzing the data, the researcher used descriptive analysis technique (percentage). The researcher will collect the data from the test. The researcher choosing the multiple choice test that included 40 questions. The test included (Verbal sentence, and Nominal sentence).

of the forty questions the researcher will describe how many students find how many students are right and wrong on questions number one, two and so on until question number forty, after that the researcher will find what number questions with the most difficulty students answer.

the data obtained from the questionnaire will be analyzed. the students are the response the questionnaire according to their options, the procedures to analyzed the data as follows:

a. The index of Difficulty

The Index of difficulty FN is generally expressed as the fraction (or percentage) of the students who answered the items correctly. It Is calculated by using the formula :

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

Where :

FN =Index of Difficulty

R= Score of Students

N= Number Of students taking the test

Dealing with it, Sudjana (1992 : 137) writes that the criteria used is that the lower the index is more difficult the item is. The higher the index is, less difficult the item is, the criteria of difficulty is a follows :

0.0 – 0.30 = Difficult

0.31 – 0.70 = Mediocre

b.71– 1.00 = Easy

b. The Writer drew the conclusion from all the findings that the writer found out.

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the findings of the data contained in the students' difficulties in using the simple past tense. Data were collected from 28 students of grade 8-1 (Imam Syafi'i) MTS Amal Saleh Medan. This chapter described two parts of the research, such as finding and discussion.

A. Finding

In this part describes the findings of the data contained in students' difficulties in using the Simple Past Tense. Data were collected from 28 students in grade 8-1 (Imam Syafi'i) MTS Amal Saleh Medan. The students who have been given a test by the researcher on September 28, 2021 via Google Form, with the type of test being multiple choice consisting of 40 Simple Past Tense questions.

The result of the multiple choice test that was given to the students would be presented in this part. The test was focused on simple past tense (verbal sentence and nominal sentence). The test was given to the students in the first semester class 8-1 MTS Amal Saleh Medan..

In addition, percentage analysis and difficulty index were used to find out the difficulties of students at MTS Amal Saleh Medan in using the simple past tense in using the Simple Past Tense. Based on this analysis, the results of the percentage analysis and difficulty index are as follows:

1. The Result of Percentage Analysis

a. The Students Difficulties in using Simple Past tense

Table 4.1 The Students Difficulties in using Simple Past tense

Question Number	True Answer	False Answers
1	15	13
2	21	7
3	12	16
4	7	21
5	8	20
6	14	4
7	9	19
8	1	27
9	3	25
10	10	18
11	13	15
12	17	11
13	16	12
14	7	21
15	5	23
16	15	13
17	16	12
18	10	18
19	19	10
20	9	19
21	9	19
22	9	19
23	11	17
24	14	14
25	11	17
26	17	11
27	18	10
28	13	15
29	8	20
30	17	11
31	12	16
32	9	19
33	7	21
34	10	18
35	14	14

36	9	19
37	10	18
38	12	16
39	9	19
40	12	16

Table 4.1 above, showed that of the 40 questions there are several question numbers with very low answers and the researcher took three question numbers with the lowest results, namely numbers 8, 9, and 15 with the correct number of students in question number 8 was 1 student, and question number 9 as many as three students and question number 15 students who get the correct answer are five students. Based on the data above, the researcher concludes that students have difficulty in question number 8, namely "8. (Interrogative verbal sentence) she read book last morning?", question number 9 is "9. (Possitive verbal sentence) the pictures scenery". and question number 15 is (Nominal Sentence) " 15. My teacher were angry because I lazy."

b. Index of Difficulty

The index of difficulty (FN) is generally expressed as the fraction (or percentage) of the students who answered the item correctly. The difficulty index of simple past tense will be drawn in the following table.

Table 4.2 Index of Difficulty

Students Number	Number of Items	Students' Score	Difficulty Index	Category
1	40	70	0.70	Mediocre
2	40	45	0.45	Mediocre
3	40	67	0.67	Mediocre
4	40	20	0.20	Difficult
5	40	23	0.23	Difficult
6	40	33	0.33	Mediocre

7	40	25	0.25	Difficult
8	40	61	0.61	Mediocre
9	40	45	0.45	Mediocre
10	40	48	0.48	Mediocre
11	40	30	0.30	Difficult
12	40	20	0.20	Difficult
13	40	65	0.65	Mediocre
14	40	30	0.30	Difficult
15	40	75	0.75	Easy
16	40	40	0.40	Mediocre
17	40	43	0.43	Mediocre
18	40	25	0.25	Difficult
19	40	37	0.37	Mediocre
20	40	35	0.35	Mediocre
21	40	55	0.55	Mediocre
22	40	45	0.45	Mediocre
23	40	23	0.23	Difficult
24	40	44	0.44	Mediocre
25	40	28	0.28	Difficult
26	40	53	0.53	Mediocre
27	40	55	0.55	Mediocre
28	40	50	0.50	Mediocre
Total of Score Difficulty Index			11.10	

The Total Average of the Students difficulty index was :

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

Which :

FN = Index of Difficult

R = Score of Students

N = Number of students taking the test

$$R = 11.10$$

$$N = 28$$

$$FN = \frac{11.10}{28}$$

$$FN = 0.40$$

So, the average score of the students difficulty index is 0.40 it was in medium level.

2. Students' Difficulties in Using Simple Past Tense Based on Interview Guide.

Students One

The Writer : Apakah kamu tahu rumus simple past tense?

Student : subject +m

The Writer :kamu tahu simple past tense jenis kalimat apa?

Student : saya tidak tahu, miss

The Writer : Di soal pertama dengan pertanyaan “ *I loss my phone two days ago*” kenapa kamu memilih kata “ *Loss*”

Student : tidak tahu miss, saya lupa sama rumusnya ?.

The Writer :Dari semua pertanyaan yang saya berikan, apakah sudah pernah di pelajari di kelas ?

Student : ya sudah.

The writer : Apakah kamu mengerti tentang belajar tenses ?

student : terkadang mengerti, terkadang enggak

The Writer : apakah Kamu suka bahasa inggris?

student: Tidak terlalu suka miss

The Writer : dari 40 soal yang miss berikan, hanya enam soal yang benar ,adakah soal yang sulit?

student : ya ,miss ada yang sulit ada yang tidak.tapi saya jawab yang saya tahu saja lah miss

Student Two

The Writer: dari pertanyaan yang saya berikan hanya enam yang benar, apakah sulit mengerjakannya?

Student : lumayan sulit

The Writer : apakah simple past tense pernah di pelajari sebelumnya?

student : ya miss, tapi saya tidak terlalu mengerti, miss

The Writer: kamu suka pelajaran bahasa inggris?

Student : lumayan suka

The Writer : apakah kamu tahu rumus simple past tense?

Student : saya tidak tahu, miss

The Writer : dari semua pertanyaan yang saya berikan kenapa kamu tidak bisa menjawabnya? apa karena kamu malas?

Student : ya miss bisa jadi.

The Writer : apa kesulitan kamu dalam belajar tenses ?

Student: ya miss sulit kali rumus sama cara menggunakannya.

Student Three

The Writer : Di soal nomor 15 My Teachers were angry because I am lazy kenapa kamu memilih kata "mam"?

Student : saya tidak tahu miss

The Writer : apakah kamu mengerti ketika belajar tenses ?

student : Jika saya belajar dikelas miss saya paham tapi jika di kasih soal saya gak tau miss ?

The Writer : apakah kamu tahu rumus simple past tense?

Student : S+v+object

The Writer :apakah kamu suka pelajaran bahasa inggris ?

student : saya tidak terlalu suka miss

The Student : Apa yang membuat kamu sulit mengerjakan soal simple past tense ini?

student: Saya sering lupa miss tentang kata kerja 1 dan kata kerja 2 dan kapan harus menggunakan rumusnya

The Writer : apakah sebelumnya pernah belajar tentang tenses?

Student : ya miss pernah, Iya pernah, tapi pas belajar di kelas saya paham tapi pas ngerjain soal gak ngerti lagi, saya lupa miss.

Student Four

The Writer :kamu hanya memiliki enam jawaban yang benar. Ada berapa kalimat dalam simple past tense??

Student : saya lupa

The Writer :Apakah Anda tahu apa jenis kalimat simple past tense??

Student : saya tidak tahu miss

The writer :kamu suka bahasa inggris?

student : tidak terlalu suka lah miss

The Writer : apakah pernah belajar simple tense di kelas ?

student : Ya miss pernah

The Writer : Jadi sebenarnya apa kesulitan kamu dalam menggunakan simple past tense?

Student :susah mam rumusnya saya suka lupa.

The Writer :kamu salah dalam kalimat di nomor dua, apakah kamu tahu polanya?

Student : tidak tahu miss

The Writer :Kesulitan apa yang kamu alami saat mempelajari simple past?

Student :Saya tidak tahu pola tensesnya miss, dan sulit bagi saya untuk ingat jenis tenses.

B. Discussion.

In the last data analysis in the findings section, it shows that the average value of the index of students' difficulty in using the simple past tense is 0.40 which is at a medium level.

and the data in table 4.1 shows that of the forty questions given by the researcher there are three questions with the most incorrect answers, namely question number 8,9, and 15 of them are question number eight out of 28 students only one student is correct in question number eight. , then in question number nine only three people answered correctly, and in question number 15 there were only five people who got it right.

based on the results of interviews from students who have the most wrong answers, the causes and reasons for students getting low scores are the use of verb forms in sentences and students' ignorance in using the simple past tense formula. Students experience misunderstanding about verbs,especially verbs one and two, they do not remember the past tense formula in using simple past tense sentences.

They also do not understand the rules of tenses, meaning they do not know the tenses formula. and types of sentences in the simple past tense. Then, most of them are still confused to distinguish between simple present tense sentences and simple past tense sentences.

1. The Students' Difficulties in Using Simple Past Tense

especially verb 1 and verb 2, they do not remember the past tense formula in using simple past tense sentences.

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 had high difficulty in using the simple past tense because they got misunderstandings in using the tense form. The students are less able to remember the formula. as well as in using verb 1 and verb 2 in sentences and students' mistakes in using the simple past tense and simple present tense formulas.

2. Students' Difficulties

Based on the results of students' correct answers and the results of student interviews about difficulties in using the simple past tense, the researchers found the reasons and causes of students experiencing a moderate level or (medium level) in using the simple past tense, namely the lack of motivation and interest of students in English, the number of tenses formulas. which they have to memorize and understand which makes students bored

and unfocused and often forgets to answer. questions or quizzes given by the teacher. the difference in the present tense formula that makes students often fail to focus using the first verb in simple past tense sentences.

CHAPTER V

CONCLUSION AND SUGGESTION

in this chapter it presents some conclusions and suggestion based on the description and interpretation of the previous chapter.

A. Conclusions

Based on the findings in the previous chapter, the researcher can conclude that class 8-1 semester 1 MTS Amal Saleh Medan, totaling 28 students, has a moderate level of difficulty in using the Simple past tense. In the last data analysis in the findings section, the average value of the student difficulty index in using the simple past tense is 0.40 which is at a moderate level.

and the data in table 4.1 showed that of the forty questions given by the researcher, there are three questions with the least correct answer, namely question number 8,9, and 15 of them are question number eight out of 28 students only one student is correct because number eight. , then in question number nine only three people answered correctly, and in question number 15 only five people answered correctly.

and based on the results of interviews from several students who got the lowest scores in doing the test, the reasons and causes of students experiencing difficulties at the medium level level were students who were not good at using the simple past tense. Students do not understand the simple past tense formula in using sentences and do not know how to use verbs.

Mistakes that are often made by students in the simple past tense such as using the first verb in verbal sentences, for example on the test question "He studied hard last night", the correct sentence should be "He studied hard last night" then students have difficulty distinguishing be is, am , are in nominal sentences as in the example of the test question "Julio was an active student last year" the correct sentence should be "Julio was an active student last year".

then students have difficulty mastering the formula and how to use the verb then students are still confused and have difficulty distinguishing the simple past tense and simple present tense formulas which make them often wrong and reversed using a formula that should be past tense using the second verb but students using the first verb. students' lack of interest in learning English, and lack of motivation to learn from students as well as students' ignorance in studying the simple past tense deeper which makes it difficult for them to use the simple past tense. and students' ignorance in studying the simple past tense more deeply which makes the reason they have difficulty using the simple past tense.

B. Suggestion

Based on the results of this research, the writer gave some suggestions:

1. For the students , it is very important to study tenses in depth because it is related to how to understand and make sentences well in writing or speaking.

2. By deepening the tenses you will understand the language system it self. not only understand how language works, but by learning the grammar of a language, we will be more confident when using it in conversation with someone or writing that focuses a lot on that grammar.
3. Learn correctly the simple past tense formula and the use of its verbs.
4. Try to like English lessons that way it will help and make us want to understand and learn more in tenses.
5. For teachers, based on research results that students are still having difficulty in using the simple past tense. Therefore, the researcher suggests that teachers should improve their strategies in teaching tenses using creative and interesting learning methods to motivate students and attract students' interest in learning English, especially tenses.
6. For learner and society, tense is basic knowledge in English. Have a good understanding and skills in applying tenses will lead to the best skills in forming sentences.

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Appendix A

Instrumen Soal Pilihan Beganda

Name :

Class :

1. I my phone two days ago
 - a. loss
 - b. lost
 - c. was losing
 - d. is losing

2. My father the newspaper when he was waiting my mother.
 - a. read
 - b. was reading
 - c. had read
 - d. is readed

3. My sister and me went to campus and then we in a cafeteria.
 - a. had relaxed
 - b. relaxed
 - c. were relaxing
 - d. relax

4. Carla George when she was reading book in library.
 - a. was meeting
 - b. met
 - c. had met
 - d. have meet

5. Did you mother last night ?
 - a. call
 - b. calling
 - c. will call
 - d. calls

6. any interisting people in the conference yesterday ?.
 - a. do you meet
 - b. do you met
 - c. did you meet
 - d. did you met

7. I to school alone when my friend was coming late.
 - a. walked

- b. walk
- c. was walking
- d. is walking

8. she read book last morning?

- a. Do
- b. Does
- c. Did
- d. Done

9. the picturesscenery.

- a. take
- b. takes
- c. taked
- d. took

10. What did you do ? I studied a sixth matrich.

- a. last night
- b. now
- c. today
- d. tomorrow

11. Some pens by him last wednesday

- a. was bought
- b. is bought
- c. buys
- d. were bought

12. When I lived in South Korea, I in hospital.

- a. work
- b. worked
- c. working
- d. was worked

13. I so happy being there with you

- a. is
- b. was
- c. are
- d. were

14. He passed his examination because he very hard

- a. was studying
- b. studies
- c. studied
- d. were studying

15. My teacher were anggry because I lazy.

- a. am
- b. was
- c. were
- d. are

16. They the game last night.

- a. play
- b. played
- c. plays
- d. is pl

17. My Teacher new book yesterday.

- a. bring
- b. bought
- c. brings
- d. is bringing

18. I Julian at the Nick's party He was handsome

- a. see
- b. saw
- c. seen
- d. is seen

19. Kevin student last year.

- a. was active
- b. were active
- c. is active
- d. are active

20. I was watching movie when my mother me.

- a. was calling
- b. calls
- c. called
- d. is called

21. Did you to Malang last week ?

- a. visit
- b. visits
- c. visited
- d. visiting

22. I was writing journal when my brother game.

- a. played
- b. was playing
- c. plays
- d. is playing

23. He always study hard when he was a student.

- a. did not
- b. does not
- c. do not
- d. did

24. The boy tell lies.

- a. sleeping
- b. sleep
- c. slept
- d. sleped

25. She hard last night?

- a. study
- b. studies
- c. studied
- d. not study

26. Kaila pass the test of University of Enrolment last year.

- a. didn't
- b. does
- c. doesn't
- d. don't

27.He read novel last night ?

- a. do
- b. did
- c. done
- d. are

28. We to Aceh two weeks ago.

- a. gone
- b. come
- c. went
- d. go

29. They walk to school.

- a. don't
- b. doesn't
- c. did
- d. does

30. She bought a t-shirt.

- a. yesterday
- b. tomorrow
- c. tonight
- d. today

31. Dona this delicious food for us, 1 hour ago.

- a. cooking

- b. cooked
- c. cooks
- d. cook

32. I this floor yesterday.

- a. swept
- b. sweep
- c. sweeps
- d. swept

33. the shop at 10 p.m yesterday night ?

- a. did - close
- b. didn't - close
- c. did - closed
- d. didn't - closed

34. I.....in this office 2 years ago

- a. working
- b. worked
- c. work
- d. be working

35. I.... sad when my bestfriend left me yesterday

- a. am sad
- b. were
- c. was
- d. did

36. Mrs.Yuli to the party last month?

- a. did - come
- b. didn't - coming
- c. did - coming
- d. didn't - come

37. you sleep early last night ?

- a. do
- b. did
- c. does
- d. don't

38. Miss Yoannita here yesterday.

- a. is
- b. are
- c. was
- d. were

39. Maman the Headmaster of my school in 2010

- a. were
- b. are

- c. was
- d. is

40. Julio an active student last year

- a. is
- b. are
- c. was
- d. were

Appendix B

Kunci Jawaban

1. B
2. A
3. B
4. B
5. A
6. C
7. A
8. D
9. C
10. A
11. D
12. B
13. B
14. C
15. B
16. B
17. B
18. B
19. A
20. C
21. A
22. A
23. A
24. A
25. C
26. A
27. B
28. C
29. A
30. A
31. B
32. A
33. A
34. B
35. C
36. A
37. B
38. C
39. C
40. C

Appendix C

Instrumen Wawancara Berdasarkan Nilai Terendah

Student One

The writer made interview based on students' errors and lowest scores in using tenses after being given a multiple choice test.

The Writer : Apakah kamu tahu rumus simple past tense?

Student : subject +m

The Writer :kamu tahu simple past tense jenis kalimat apa?

Student : saya tidak tahu, miss

The Writer : Di soal pertama dengan pertanyaan “ *I loss my phone two days ago* ” kenapa kamu memilih kata “ *Loss* ”

Student : tidak tahu miss, saya lupa sama rumusnya ?.

The Writer : Dari semua pertanyaan yang saya berikan, apakah sudah pernah di pelajari di kelas ?

Student : ya sudah.

The writer : Apakah kamu mengerti tentang belajar tenses ?

student : terkadang mengerti, terkadang enggak

The Writer : apakah Kamu suka bahasa inggris ?

Student: Tidak terlalu suka miss

The Writer : dari 40 soal yang miss berikan, hanya enam soal yang benar ,adakah soal yang sulit?

Student : ya ,miss ada yang sulit ada yang tidak. tapi saya jawab yang saya tahu saja lah miss,

Student Two

The Writer :dari pertanyaan yang saya berikan hanya enam yang benar, apakah sulit mengerjakan soal nya?

Student : lumayan sulit

The Writer : apakah simple past tense pernah di pelajari sebelumnya?

Student : ya miss,tapi saya tidak terlalu mengerti, miss

The Writer : kamu suka pelajaran bahasa inggris?

Student : lumayan suka

The Writer :apakah kamu tahu rumus simple past tense?
Student : saya tidak tahu, miss
The Writer :dari semua pertanyaan yang saya berikan kenapa kamu tidak bisa menjawabnya? apa karena kamu malas?
Student : ya miss bisa jadi.
The Writer : apa kesulitan kamu dalam belajar tenses ?
Student : ya miss sulit kali rumus sama cara menggunakannya.

Student Three

The Writer : Di soal nomor 15 My Teachers were angry because I am lazy kenapa kamu memilih kata am"?
Student : saya tidak tahu miss
The Writer : apakah kamu mengerti ketika belajar tenses ?
Student : Jika saya belajar dikelas miss saya paham tapi jika di kasih soal saya gak tau miss ?
The Writer :apakah kamu tahu rumus simple past tense?
Student : S+v+object
The Writer :apakah kamu suka pelajaran bahasa inggris ?
student : saya tidak terlalu suka miss
The Student : Apa yang membuat kamu sulit mengerjakan soal simple past tense ini?
student : Saya sering lupa miss tentang kata kerja 1 dan kata kerja 2 dan kapan harus menggunakan rumusnya
The Writer : apakah sebelumnya pernah belajar tentang tenses?
Student : ya miss pernah, Iya pernah, tapi pas belajar di kelas saya paham tapi pas ngerjain soal gak ngerti lagi, saya lupa miss.

Student Four

The Writer :kamu hanya memiliki enam jawaban yang benar. Ada berapa kalimat dalam simple past tense??
Student : saya lupa
The Writer :Apakah Anda tahu apa jenis kalimat simple past tense??
Student : saya tidak tahu miss

The writer :kamu suka bahasa inggris?

Student : tidak terlalu suka lah miss

The Writer : apakah pernah belajar simple tense di kelas ?

student : Ya miss pernah

The Writer : Jadi sebenarnya apa kesulitan kamu dalam menggunakan simple past tense?

Student :susah mam rumusnya saya suka lupa.

The Writer :kamu salah dalam kalimat di nomor dua, apakah kamu tahu polanya?

Student : tidak tahu miss

The Writer :Kesulitan apa yang kamu alami saat mempelajari simple past?

Student :Saya tidak tahu pola tensesnya miss, dan sulit bagi saya untuk ingat jenis tenses.

AppendixD

Total Score Pilihan Beganda Siswa

NO	Sample	Verbal Sentence	Nominal Sentence	Score
1	Student -1	60	80	70
2	Student -2	40	50	45
3	Student -3	59	75	67
4	Student -4	20	20	20
5	Student -5	35	10	23
6	Student -6	40	25	33
7	Student -7	30	20	25
8	Student -8	68	55	61
9	Student-9	45	45	45
10	Student -10	45	50	48
11	Student -11	45	15	30
12	Student -12	30	10	20
13	Student-13	50	80	65
14	Student-14	45	15	30
15	Student-15	100	50	75
16	Student -16	20	60	40
17	Student -17	60	25	43
18	Student -18	40	10	25
19	Student -19	59	15	37
20	Student -20	20	15	35
21	Student -21	35	75	55
22	Student -22	40	50	45
23	Student -23	30	15	23
24	Student-24	68	20	44
25	Student -25	45	10	28
26	Student -26	45	60	53
27	Student -27	45	65	55
28	Student-28	30	70	50
TOTAL SCORE		1090	1090	1190

Appendix E

Link Soal Via Google Form

<https://forms.gle/d2mvKCut6e3jDv8b9>



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website <http://www.fkipumsu.ac.id> E-mail fkip@umsu.ac.id

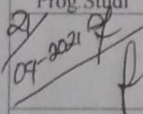
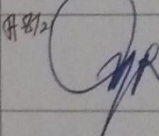
Form K-1

Kepada Yth : Ibu Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan Hormat, yang bertanda tangan diawah ini :

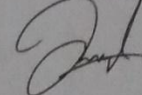
Nama Mahasiswa : Indah Syafitri Zalukhu
NPM : 1502050034
Pro. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 120 SKS IPK = 3,20

Persetujuan Ket/Sekretaris Prog Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Students' Difficulties in Using Simple Past Tense by Eight Grade Students of MTS Amal Shaleh Medan	
	Analysis of The Students in Using Modal Auxiliary in Using Modal Must and Have to	
	Improve The Grammar Students Eight Grade of MTS Amal Shaleh Medan Through The Forrest Gump Movie	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan Persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya, ucapkan terima kasih.

Medan, 21 April 2021

Hormat Pemohon,



Indah Syafitri Zalukhu

Keterangan :

- Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
 - Untuk Dekan/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan



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Form K-2

Kepada : Yth. Ibu/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr. Wb

Dengan hormat, yang bertandatangan dibawah ini :

Nama Mahasiswa : Indah Syafitri Zalukhu
NPM : 1502050034
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

“The Students’ Difficult in Using Simple Past Tense By Eight Grade Students of MTS Amal Shaleh Medan”

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Erlindawati, S.Pd, M.Pd *Ae Rf*

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terimakasih.

Medan, 31 Mei 2021
Hormat Pemohon,

Indah Syafitri Zalukhu

Keterangan
Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
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Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1097 /II.3/UMSU-02/F/2021
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Indah Syahfitri Zalukhu
N P M : 1502050034
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Students' Difficult in Using Simple Past Tense By Eight Grade Students of MTS Amal Shaleh Medan

Pembimbing : Erlindawati, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 06 Mei 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.


Dikeluarkan pada Tanggal :
Medan, 24 Ramadhan 1442 H
06 Mei 2021 M


Dekan
Prof. Dr. R. Elrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302



Dibuat rangkap 4 (empat) :


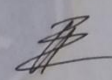


1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



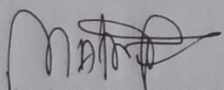
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BERITA ACARA BIMBINGAN PROPOSAL


Nama : Indah Syafitri Zalukhu
 NPM : 1502050034
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Students Difficulties in Using Simple Past Tense By Eight Grade Students of MTS Amal Shaleh Medan.

Tanggal	Deskripsi Hasil Bimbingan Proposal	TandaTangan
13 Juli 2021	<ul style="list-style-type: none"> - The Content of Background of The Study - The Formulation of The Problem - The Significance of The Study 	
17 Agustus 2021	<ul style="list-style-type: none"> - Gives it's Own Conclusion from Experts' Statements on The Simple Past Tense - Conceptual Framework 	
23 Agustus 2021	<ul style="list-style-type: none"> - Correct The Wrong Grammar (was, used,took,collected) - Purposive Sampling - Technique of Collecting Data - Technique of Analyzing Data 	
23 Agustus 2021	Acc Seminar Proposal	

Diketahui/Disetujui Oleh
 Ketua Prodi Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd., M.Hum.

Medan, 03 Agustus 2021
 Dosen Pembimbing


Erlindawaty, S.Pd., M.Pd



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**BERITA ACARA SEMINAR PROPOSAL
 PRODI PENDIDIKAN BAHASA INGGRIS**

Pada hari ini Jum'at, tanggal 10 September 2021, telah dilaksanakan Seminar Proposal Program Studi Pendidikan Bahasa Inggris, menerangkan bahwa:

Nama Mahasiswa : Indah Syafitri Zalukhu
 NPM : 1502050034
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Students Difficulties in Using Simple Past Tense By Eight Grade Students of MTS Amal Shaleh Medan.

No.	Uraian/Saran Perbaikan
1.	Instrument of data didn't relevant to agree using qualitative method
2.	Describe the population of four classes (VIII1, 2, 3, 4) make a table of picture

Medan, 10 September 2021

Proposal dinyatakan sah dan memenuhi syarat untuk diajukan ke skripsi.

TIM SEMINAR

Ketua Prodi Bahasa Inggris

(Mandra Saragih, S.Pd., M.Hum.)

Sekretaris Prodi Bahasa Inggris

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembahas

(Alfitriani Siregar, S.Pd., M.Ed.)

Dosen Pembimbing

(Erlindawati, S.Pd., M.Pd.)



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SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa:

Nama Mahasiswa : Indah Syafitri Zalukhu
NPM : 1502050034
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada:

Hari : Jumat
Tanggal : 10 September 2021
Dengan Judul Proposal : The Students Difficulties in Using Simple Past Tense By Eight Grade Students of MTS Amal Shaleh Medan.

Demikianlah surat keterangan ini kami keluarkan/diberikan kepada mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik, kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di : Medan
Pada Tanggal : 10 September
2021

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.



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 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PENGESAHAN PROPOSAL

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Berdasarkan Hasil Seminar Proposal Prodi Pendidikan Bahasa Inggris Yang Diselenggarakan Pada Hari Jumat 10 September 2021 Menerangkan Bahwa :

Nama Mahasiswa : Indah Syafitri Zalukhu
 NPM : 1502050034
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : The Students Difficulties in Using Simple Past Tense By Eight Grade Students of MTS Amal Shaleh Medan.
 Proposal dinyatakan syah dan memenuhi syarat untuk diajukan ke skripsi.

Medan, 25 September 2021

TIM SEMINAR

Dosen Pembimbing


(Erlindawati, S.Pd.,M.Pd)

Dosen Pembahas

(Alfitriani Siregar, S.Pd., M.Ed)

Ketua Program
 Studi Pendidikan Bahasa Inggris

(Mandra Saragih, S.Pd., M.Hum)



UMSU
Universitas Muhammadiyah Sumatera Utara

Bila mengawali surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
 Website : <http://fkip.umsu.ac.id> E-mail : fkip@yahoo.co.id

Nomor : 2256 /IL3-AU/UMSU-02/F/2021
 Lamp :
 Hal : **Permohonan Izin Riset**


Kepada Yth. : Bapak/Ibu Kepala Sekolah
 MTS Amal Shaleh Medan
 di
 Tempat

*Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Mahasiswa : Indah Syafitri Zalukhu
 NPM : 1502050034
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : The Students Difficulties in Using Simple Past Tense By Eight Grade Students of MTS Amal Shaleh Medan.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.
 Wassalamu'alaikum Wr.Wb





Prof. Dr. H. Elfrianto Nst, M.Pd
 NIDN 0115057302

Medan, 20 Shafar 1443 H
 27 September 2021 M

Pertinggal



YAYASAN PENDIDIKAN ISLAM KELUARGA AMAL SHALEH
MADRASAH TSANAWIYAH (MTS)
PERGURUAN AMAL SHALEH
NSM : 12.12.12.71.00.060

Jl. Sawit I No. 4 Telp. (061) 8360265 Perumnas Simalingkar Kelurahan Mangga - Kecamatan Medan Tuntungan - Medan 20141

SURAT KETERANGAN TELAH MELAKSANAKAN RISET
Nomor : 1025/MTs-AS/X/2021

Yang bertanda tangan di bawah ini :

Nama Lengkap : MUHAMMAD HASAN, MA
Jabatan : Kepala Madrasah
Nama Madrasah : MTs Amal Shaleh
Alamat Madrasah : Jl. Sawit I No. 4 Perumnas Simalingkar
Status Madrasah : Swasta

Dengan ini menerangkan bahwa:

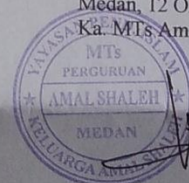
Nama : INDAH SYAFITRI ZALUKHU
NPM : 1502050034
Program Studi : Pendidikan Bahasa Inggris

Adalah benar nama tersebut diatas telah melaksanakan Riset di Madrasah Tsanawiyah Swasta (MTs) Amal Shaleh sesuai dengan surat dari Universitas Muhammadiyah Sumatera Utara (UMSU) dengan Nomor : 2256/IL3-AU/UMSU-02/F/2021 dari tanggal 27 September – 08 Oktober 2021 dengan judul :

“The Students Difficulties in Using Simple Past Tense By Eight Grade Students of MTS Amal Shaleh Medan”

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Medan, 12 Oktober 2021
Ka. MTs Amal Shaleh



MUHAMMAD HASAN, MA



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog.Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Indah Syafitri Zalukhu
NPM : 1502050034
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Pragmatic The Students Difficulties in Using Simple Past Tense By Eight Grade Students of MTS Amal Shaleh Medan.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
20/09 - 2021	1. Background of the Study - Formulation of the Problem - The Objective of the Research	
30/09 - 2021	2. Review of Literature - Conceptual Framework	
	3. Research Design	
	4. Data Analysis	
09/10 - 2021	5. Conclusion	

Medan, Oktober 2021

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Erlindawati, S.Pd., M.Pd



Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238
Website : <http://perpustakaan.umsu.ac.id> Email : perpustakaan@umsu.ac.id

SURAT KETERANGAN

Nomor :2130/KET/IL3-AU/UMSU-P/M/2021

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Indah Syafitri Zalukhu
NPM : 1502050034
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 24 Shafar 1443 H.
01 Oktober 2021 M

UMSU
Unggul | Cerdas |



Muhammad Arifin, S.Pd, M.Pd

CURRICULUM VITAE**1. Personal Information**

Name : Indah Syafitri Zalukhu
SIN : 1502050034
Place/Date of Birth : Medan,03 Februari 1998
Sex : Female
Religion : Islam
Nationality : Indonesian
Adress : JL Cengkeh 9 No 24 P Simalingkar, Medan
Department of : English Education

2. Parents' Information

Father : Sukardin Zalukhu
Mother : Ilman Aceh
Adress : JL Cengkeh 9 No 24 P Simalingkar, Medan

3. Education

2004 - 2009 : SDN 068344
2009 – 2012 : SMPS Mulia Pratama Medan
2012 – 2015 : SMAS Mulia Pratama Medan
2015 – 2021 : an active of English Departmen, Faculty of
Teacher Training and Education, University of
Muhammadiyah Sumatera Utara

Name : *

_____ / 0

regina syafiqah

Tambahkan masukan individual

Class : *

_____ / 0

VIII IMAM SYAFI'I

Tambahkan masukan individual

✗ 1. I my phone two days ago

0 / 0

a. loss **✗**

b. lost

c. was losing

d. is losing

Jawaban yang benar

b. lost

Tambahkan masukan individual

✘ 2. My father the newspaper when he was waiting my mother. *

0 / 0

- a. read
- b. was reading ✘
- c. had read
- d. is readed

Jawaban yang benar

- a. read

Tambahkan masukan individual

✘ 3. My sister and me went to campus and then we in a cafeteria. *

0 / 0

- a. had relaxed
- b. relaxed
- c. were relaxing ✘
- d. relax

Jawaban yang benar

- b. relaxed

✘ 4. Carla George when she was reading book in library. *

0 / 0

a. was meeting ✘

b. met

c. had meet

d. have meet

Jawaban yang benar

b. met

Tambahkan masukan individual

✘ 5. Did you your mother last night ?

0 / 0

a. call

b. calling ✘

c. will call

d. calls

Jawaban yang benar

a. call



✘ 6. any interisting people in the conference yesterday ? *

0 / 0

a. Do you meet ✘

b. Do you met

c. Did you meet

d. Did you met

Jawaban yang benar

c. Did you meet

Tambahkan masukan individual

✘ 7. I to school alone when my friend was coming late. *

0 / 0

a. walked

b. walk

c. was walking

d. is walking ✘

Jawaban yang benar

✘ 8. she read book last morning? *

0 / 0

a. Do ✘

b. Does

c. Did

d. Done

Jawaban yang benar

d. Done

Tambahkan masukan individual

✘ 9. the pictures scenery. *

0 / 0

a. take ✘

b. takes

c. taked

d. took

Jawaban yang benar

c. taked

✘ 10. what did you do ? I studied a sixth
matrich *

0 / 0

a. last night

b. now ✘

c. today

d. tomorrow

Jawaban yang benar

a. last night

Tambahkan masukan individual

✘ 11. Some pens by him last wednesday *

0 / 0

a. was bought ✘

b. is bought

c. buys

d. were bought

Jawaban yang benar

d. were bought

✓ 12. When I lived in South Korea, I
..... in a hospital *

0 / 0

- a. work
- b. worked ✓
- c. was workng
- d. was worked

Tambahkan masukan individual

✗ 13. I so happy being there with you *

0 / 0

- a. is ✗
- b. was
- c. are
- d. were

Jawaban yang benar

- b. was

Tambahkan masukan individual

✘ 14. He passed his examination because he
..... very hard *

0 / 0

- a. was studying ✘
- b. studies
- c. studied
- d. were studying

Jawaban yang benar

- c. studied

Tambahkan masukan individual

✘ 15. My teachers were angry because I
..... lazy. *

0 / 0

- a. am ✘
- b. was
- c. were
- d. are

Jawaban yang benar

✘ 16. They the game last night. *

0 / 0

- a. play
- b. played
- c. plays ✘
- d. is play

Jawaban yang benar

- b. played

Tambahkan masukan individual

✘ 17. My teacher..... new book yesterday *

0 / 0

- a. bring
- b. bought
- c. brings ✘
- d. is bringing

Jawaban yang benar

- b. bought

✘ 18. I..... Julian at the Nick's party.
He was handsome. *

0 / 0

a. see ✘

b. saw

c. seen

d. is seen

Jawaban yang benar

b. saw

Tambahkan masukan individual

✔ 19. Kevin..... student last year. *

0 / 0

a. was active ✔

b. were active

c. is active

d. are active

Tambahkan masukan individual

✘ 20. I was watching movie when my mother
..... me. *

0 / 0

a. was calling ✘

b. calls

c. called

d. is called

Jawaban yang benar

c. called

Tambahkan masukan individual

✔ 21. Did you to Malang last week ? *

0 / 0

a. Visit ✔

b. Visits

c. visited

d. visiting

Tambahkan masukan individual

✘ 22. I was writing journal when my brother
..... game. *

0 / 0

- a. played
- b. was playing ✘
- c. plays
- d. is playing

Jawaban yang benar

- a. played

Tambahkan masukan individual

✘ 23. He always study hard when he was
a student. *

0 / 0

- a. did not
- b. does not
- c. do not
- d. did ✘

Jawaban yang benar

✘ 23. He always study hard when he was a student. *

0 / 0

- a. did not
- b. does not
- c. do not
- d. did ✘

Jawaban yang benar

- a. did not

Tambahkan masukan individual

✔ 24. The boy tell lies *

0 / 0

- a. did not ✔
- b. do not
- c. does not
- d. had not

Tambahkan masukan individual

✘ 25. She hard last night *

0 / 0

- a. study ✘
- b. studies
- c. studied
- d. not study

Jawaban yang benar

- c. studied

Tambahkan masukan individual

✔ 26. Kaila pass the test of University Enrolment last year. *

0 / 0

- a. didn't ✔
- b. does
- c. doesn't
- d. don't

Tambahkan masukan individual

✘ 27.he read novel last night? *

0 / 0

- a. do
- b. did
- c. done ✘
- d. are

Jawaban yang benar

- b. did

Tambahkan masukan individual

✔ 28. We.... to aceh two weeks ago *

0 / 0

- a. gone
- b. come
- c. went ✔
- d. go

Tambahkan masukan individual

✘ 29. They..... walk to school. *

0 / 0

a. don't

b. doesn't

c. did

d. does ✘

Jawaban yang benar

a. don't

Tambahkan masukan individual

✘ 30. She bought a t-shirt *

0 / 0

a. yesterday

b. tomorrow

c. tonight

d. today ✘

Jawaban yang benar

a. yesterday

✘ 31. Dona..... this delicious food for us, 1 hour ago *

0 / 0

a. cooking ✘

b. cooked

c. cooks

d. cook

Jawaban yang benar

b. cooked

Tambahkan masukan individual

✘ 32. I..... this floor yesterday *

0 / 0

a. swept

b. sweep ✘

c. sweeps

d. sweeped

Jawaban yang benar

a. swept

✘ 33. the shop at 10 p.m yesterday night?

0 / 0

- a. Did - close
- b. Didn't - close
- c. Did - Closed
- d. Didn't - closed ✘

Jawaban yang benar

- a. Did - close

Tambahkan masukan individual

✘ 34. I.....in this office 2 years ago *

0 / 0

- a. working ✘
- b. worked
- c. work
- d. be working

Jawaban yang benar

- b. worked

✘ 35. I..... sad when my bestfriend left me yesterday *

0 / 0

a. am sad ✘

b. were

c. was

d. did

Jawaban yang benar

c. was

Tambahkan masukan individual

✘ 36. Ms. Yuli to the party last month? *

0 / 0

a. did - come

b. didn't - coming

c. did - coming ✘

d. didn't - come

Jawaban yang benar

a. did - come



✘ 37. ... you sleep early last night? *

0 / 0

- a. do
- b. did
- c. does ✘
- d. don't

Jawaban yang benar

- b. did

Tambahkan masukan individual

✘ 38. Miss Yoannita here yesterday *

0 / 0

- a. is ✘
- b. are
- c. was
- d. were

Jawaban yang benar

- c. was

✘ 39. Maman the Headmaster of my school in 2010. *

0 / 0

a. were

b. are

c. was

d. is



Jawaban yang benar

c. was

Tambahkan masukan individual

✘ 40. Julio.....an active student last year *

0 / 0

a. is



b. are

c. was

d. were

Jawaban yang benar

c. was