A STUDY ON THE ABILITY IN USING PREDICATIVE VERBS IN SIMPLE PAST TENSE OF THE SECOND YEAR STUDENTS OF SMPN 3 TAPUNG

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ABSTRACT

Vocabulary plays the most important part in learning a foreign language especially in the early stage of elementary school. Without knowing the vocabulary, students will not be able in the four language skills, such as speaking, reading, listening and writing. The students' lack of vocabulary make students cannot communicate their ideas as clearly as they would have to. The fifth year students have difficulty to follow English learning if they do not have enough English vocabulary. According to guideline of English teaching, elementary students should master 500 words. Students are not able to construct, even, a simple sentence consisting of subject and predicate. Students are also not be able to pronounce a word correctly, they pronounce a word based on what they see. According to the writer's observation in the classroom, while teacher explains the lesson, the students prefer to do something else such as drawing, writing and talking to their partner. To use minimal pair exercises as vocabulary development, the writer represented the words in each minimal pairs to teach or reinforce the meaning of vocabulary while practicing the pronunciation of the words. Students can also put the words in meaningful context sentences. The result of the research shows the students' improvement after using minimal pairs.

Key Words: Minimal Pairs, Vocabulary, Elementary Students.

A. INTRODUCTION

1. Background

Human being is social creature that cannot live alone. He/she does needs to make relationship by communicating with others. To conduct the communication they certainly have to use a language. One of the languages is English and it is one of the International languages used by almost all countries in the world. Nowadays, the mastery of English is a must if we do not want to be left behind, especially in terms of information and technology.

English is used for communication in both spoken and written forms, which is absolutely intended to understand and give information, thought or to express feeling in addition to developing science, technology and culture. English

has been taught to students from the lowest educational institution levels up to the highest ones. In other words, English has been taught from kindergartens to universities. It indicates that the government has been trying hard to develop human resources to equalize with other countries in the world.

Brown (1994:217) states that there are four language skills that the students should master. They are productive skills (speaking and writing) and receptive skills (reading and listening). In order to gain those skills, the students first have to master the components of the language. One of the important components in English is grammar.

Grammar plays an important role in building a good sentence. Richad et al in Nunan (1999: 97) say, "Grammar is a description of the structure of a language and the way in which linguistics units such as words and phrases are combined to produce sentences in the language". According to Swan in Fony (2003: 1), Grammar is the rule that says how words change to show different meaning and how they are combined into sentences. Based on the opinion above, it is clear that studying and mastering English grammar are very necessary. By mastering grammar, we can produce correct sentences and helps to form correct and acceptable expressions either in spoken or written forms. Besides, a good grammar can also avoid misunderstanding in communication. From the explanation above, it is clear that grammar is important in English.

Nowadays, mastering grammar by students in various school levels is still low. Some of them are still poor in grammar. Therefore, it causes them unable to master English well and afraid to speak English because of poor grammar. In this case, one of the schools is SMPN 3 Tapung. Based on the curriculum of KTSP of SMP 3 Tapung (2008/2009) the goal of learning English in this school is to develop communicative competence of students with knowledge to use English actively either in term of oral or written form.

Here, English subject is taught twice a week. The various methods of teaching English especially in learning grammar. Based on the syllabus of English teaching for SMPN 3 Tapung, grammar is one of the English components that are given to students. In learning English, the students have studied about the simple

grammar such as simple present, past tense, future tense, etc. But in term of mastering English grammar, it is a big problem for most of the students in SMPN 3 Tapung. One of the problem that the students faced in learning grammar is how to used predicative verb in simple past tense correctly. Some of the students still get trouble when make sentences in simple past tense using predicative verb.

Sihombing and Burton in Afni (2007: 59) state that a normal sentence consists of at least one subject and one predicate. The predicate is the part of the sentence that has a verb. According to Hartanto et al (1996: 37) state that a predicative verb sentence is a sentence whose predicate is a verb. So, it is clear that predicate is a verb of the sentence. In this case, the students always make mistakes using predicative verb in simple past tense. They are not able to use predicative verb in simple past tense correctly. For example: change this sentence into negative : George went to school yesterday. Most of the students make: George did not went to school yesterday. They make mistake to change the verb in verb I. Based on the formula the negative form past tense: (-) S + didn't + VI + O + Adverb. so the correct sentence is George did not go to school yesterday.

From the explanation above, it is clear that the students still face problem in grammar especially with the use of predicative verb in simple past tense. It can be seen with the symptoms below:

1. Some of the students seem not able to use the form of predicative verb in simple past tense correctly.

2. Some of the students still weak in grammar, so they make mistake using predicative verb in Simple Past Tense.

2. Setting of the Problem

Based on the description above, it is understood that English structure plays an important role in studying English language. However, what we find is some of the students' scores in English structure are still low. They still face difficulties in English structure as discussed in the background above. The writer observed that the students were confused in using the predicative verbs correctly.

3. The Definitions of the Terms

1. Study is attention in learning something (Oxford Dictionary, 1983). In this research 'study' means the attention in learning the students' ability using of the predicative verb in Simple Past Tense.

2. Ability is capacity or power to do something physical or mental (Oxford Advanced Learner's Dictionary) and Webster in Mukminin (2006: 8) defines ability as power to perform an act, physical, or mental either before or after training. However, in this research 'ability' refers to students' ability in using predicative verb in Simple Past tense.

3. Hartanto et al in Afni (2007: 37), defines predicative verb as a sentence whose predicative is a verb. In this research 'predicative verb' is verb that use in simple past tense as a predicate.

4. Using is to put something such as a tool, skill or building to a particular purpose (Cambridge Advanced Learner's Dictionary, 2008). In this research 'using' means the students are able to choose the correct verb, the students to be able to apply the verb in sentences correct.

5. Simple Past Tense is sentences talk about activities or situation that began and ended out particular time in the past. Most Simple Past verbs formed by adding suffixed. It can refers to short, quickly finished action and events, to longer action and situation (Azar : 1992). In this research 'Simple Past Tense' is expected that the students are able to use the simple past tense with predicative verb.

B. THEORETICAL FRAMEWORK

1. Ability and Related Concept

English teachers found that most students had difficulties in the use Simple Past Tense. Their inability is seen especially in the use of verb, the use of verb ending –d and –ed. May be this problem appears because the students have less mastery on English grammatical structure or the students less to learn and practice it.

Webster in Mukminin (2006: 8) defines ability as power to perform an act, phisical, or mental either before or after traning. While, Hilgard in Slamet (2003: 57) says that the ability will be realized became the real ability after learning and training. Based on the statment above, the writer concludes that ability is the power of understanding a matter that he/she can do something correctly. In relation to this research, the word ability mean the students of second year of SMPN 3 Tapung are able to use predicative verb in simple past tense.

2. **The Nature of Predicative**

a. **Predicative Verb Pattern**

Sihombing and Burton (2007: 59) state that a normal sentence consists of at least one subject and one predicate. The predicate is the part of the sentence that has a verb. According to Hartanto et al (1996: 37) states that a predicative verb is a sentence whose predicate is a verb. So, it is clear that predicate is a verb of the sentence. In English, the verbs are divided into two groups; regular and irregular verb. According to Azar (1993:21) say that irregular verb is the simple past form or past participle ends in –ed. Most of verb are regular, but many common verbs have regular past forms.

Elaine Kirn et al (2002: 107) state, "Regular verb are the verb that have spelling rules for the past tense of regular verbs.

1. If the simple form of a verb ends in y after a consonant, change the *y* to *i* and add *ed.* Ex : try/tried   carry/carried

2. If the Simple form of a one syllable verb ends in a consonant + a vowel + a consonant, double the final consonant and add *ed* ex : plan/planned, stop/stopped

3. If the simple form of two syllable verb end in a consonant + a vowel + a consonant, double the final consonant only if the last syllable is stressed. Ex: permit/permitted, prefer/preferred

4. If the simple form of a verb ends in *e*, add only *d*. Ex: tie/tied, live/lived

5. Add *ed* to the simple form of all other regular verb Ex;   want/wanted, ask/asked

The English language has a large number of irregular verb.

Azar (1993:18) states that irregular verbs are simple past verb that are formed by adding–d or –ed to a verb. That means the forms are not regularity. Amin et al (1993:90) sates that we add 'ed' to regular verbs to form the simple past tense and irregular verb take some different form.

Ex; I painted a beautiful scene yesterday.   (regular verb – pain)

Little Nicky slept last night.   (irregular verb – sleep)

Irregular verbs take different forms. Ex:

Base Form	Awake	bring	catch	dream	Eat
Past Tense	Awoke	brought	caught	dreamt	Ate

Some irregular verbs do not change to form the simple past tense. They keep the base form. Ex;

Base Form	Beat	cut	hit	hurt	Set
Past Tense	Beat	cut	hit	hurt	Set

In addition, Hartanto (2003:239) adds that irregular verb are verb that do not allow the regular rules by adding –d or –ed. Everyone who learn English must know a number of irregular verbs in the beginning, since irregular verbs are often used in daily communication and they are more difficult that one to be put in mind.

Those the descriptions of the theories above it can be concluded that an irregular verb is a verb that does not follow the general rules for verb forms. Verb in English are irregular if they do not have a conventional –d or –ed form.

According to Urrego says that the classification of irregular verb can be seen as follows:

First group : these are the verbs that present the some structure in all tenses. For Examples:

Regular and irregular verbs depend on the tense of the sentence. Actually, there are many sentences in English. In this case, the writer focuses in simple past tense.

Azar (1989: 24) states that the simple past tense indicates that an activity or situation began and ended at particular time in the past.

For example   -   Merry bought a dictionary last week.

                  -   Kathy and Tom visited their grandmother in the village yesterday.

b. The Overview of Simple Past Tense

The Simple Past Tense is defined as "Something, activity or situation began and ended at the particular time in the past, and will not be true in the future. It is used to general statement of fact" (Azhar, 1982:12). According to Eckersley (1960:160) The Simple Past Tense is used to express an action wholly completed at the some point or during some period in the past.

The commonest use of Simple Past Tense is to refer to particular time that is to talk about actions and situations, which happen in the past (Swan,M 1980:479)

Statement with Simple Past Tense Verbs is use to talk about completed past events and activities (Elaine Kirn 2002: 106)

According to Tentor (2009:10-11) says that the simple past tense is used for :

1. An action whose particular time that began and ended in the past.

   Example : She went to the campus by bus

2. Past habit

   Example : Rifky always went to campus by bus

   Dealing with the theories above it can be inferred that this tense is used for describe habitual activity which was done over a period of time in the past, but which no longer occurred in the past.

c. Form of the Simple Past Tense

According to Elaine et al (2002:107) The Simple Past Tense has only one for all subject.

a. Regular Simple Past Tense Verb are the verb that have ending ED

   (+) S + VII + O + Adverb

   Example : I stayed up late last night

b. Irregular Simple Past Tense Verbs are the verb that have no the ending ED

   Example : I saw the girl on the plane

  c. The Negative Simple Past Tense Verb

   To form the negative of Simple Past Tense Verb, use the auxiliary DID with NOT. The contraction for DID NOT is DIDN"T can occur only with the base form of a verb. (use did not before the simple form of the main verb)

   (-) S + Auxiliary (DIDN'T) + Based Form Ferb (VI) + O + Adverb

   Example : Tono didn't watch a movie on the plane

  d. Question and Answers in the Simple Past Tense

   To form questions in the Simple Past tense, use the auxiliary DID with the base form of a verb. Put DID before the subject.

   (?) DID (Auxiliary) + S + VI (Based form Verb) + Adverb?

   Example : Did Tono watch a movie on the plane?

   To give a short answer to a question in the Simple Present tense, use DID if the answer YES and DIDN'T if the answer NO with a subject pronoun.

   Example : Yes, he did

      No, he didn't

   In the short answer above" yes, he did" means "yes, Tono watch a movie", and " no, he didn't" replaces " did not watch a movie".

C. RESEARCH METHODOLOGY

1. The Research Design

   This research is in a descriptive study, which has only one variable. It is the ability of the second year students in SMPN 3 Tapung in using predicative verb in Simple Past Tense. Gay in Dian (2007:19) says that the descriptive research involves collecting data test hypothesis or answer question concerning the currents status of the study and to determines and describe the way thing are. In short, the goal of descriptive research is to explain the condition or situation of the something. In relation to the study, the writer collects the data to find out the student's ability in using past tense with predicative verbs.

2. The Location and Time of the Study

The research was conducted at SMPN 3 Tapung, jl.Garuda. This research was started On November 2016.

3. The Population and Sample

The population of this research is the second year students of SMPN 3 Tapung, in academic year 2015/2016. Because of the number of the population is big, the writer take the sample based on Arikunto's theory (2002:112). He says that if the population is less than 100 persons we can involve them all, but if more than 100 persons the researcher can take the sample between 10 – 25 % or more. In this case, the writer takes 17% of the population. The data can be seen from the table below:

The Population of The Second Year Students of SMPN 3 Tapung

Class	Number of Population
2A	36
2B	35
2C	32
2D	32
2E	33
2F	32
Total	200

From the table above, we can see that the total number of the second year students is 200 students and 35 students as sample.

4. The Data Collecting technique

Test is an instrument to measure the students' ability. Therefore, to find out the students' ability in using predicative verb in Simple Past tense, the writer collect the data by giving the sample students written multiple-choice test that consist of 30 items of predicative verb in Simple Past Tense.10 items in positive

statement, 10 items in negative statement, 10 items in interrogative statement. The duration time for doing the test is 40 minutes.

The Blue Print of the Research Instrument

No	Material about Predicative verbs	Number of items	Item Number
1	Positive statement	10	1,3,5,7,9,11,18,21,24,26
2	Negative statement	10	2,4,6,8,13,14,16,22,25,29
3	Introgative statement	10	10,12,15,17,19,20,23,27,28,30
	Total	30	30

To know the ability of the students, the test uses the blueprint as the standardization.

5. The Data Analysis Technique

Before giving the test to the students, the writer conducted a try out to prove that the test is reliable and valid. According to Heaton (1975:172) states that the test item will be accepted if the score is between $0,30 - 0,70$ and they will rejected if score is below 0,30 and above 0,70.

In this case the researcher used the formula:

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

FV = Difficulty level (facility value)

R   = The Number of Correct Answer

N   = The Number of students taking the test

(Heaton, 1975:172)

After conducting the try out the writer analyzed the reliability by using the formula :

$$r_{11} = \frac{N}{N-1}\left[1 - \frac{m(N-m)}{NX^2}\right]$$

Where

r_{ii} = The Reliability

N = The Number items in the test

m = The Mean score on the test for all test

x = The Standar deviation of all test

Tinambunan (1998:12) in Satria (2009:28) says that the reliability of a test is considered as follow.

Coefficient 0.00-0.20: the reliability is low

Coefficient 0.21-0.40: the reliability is sufficient

Coefficient 0.41-0.70: the reliability is high

Coefficient above 0.70 the reliability is very high

After distributing a set of test the second year students of SMPN 3 Tapung who have been chosen as a sample, the writer analyzed the data in order to know their ability in using predicative verb in simple past tense. First the writer checked their answer and counts their correct answer. Then, the writer calculated the students' individual score from the test by using this following formula:

$$M = \frac{X}{N} \; x \; 100$$

M = Individual Score

X = The Number of Correct Answer

N = The Number of item

(Wayan and Sumartana, 1986:76)

To know the level difficult using predicative verb of positive, negative and introgative sentences in Simple Past Tense is used:

$$D = \frac{E \; X \; 100\%}{N \; X \; 1}$$

D = level of difficult

E = number of student mistakes

N = number of respondent

I = number of items

(Hugles, 1989:76)

The classification of Students' Score

The Score of ability level	Category

81 – 100	Exellent
61 – 80	Good
41 – 60	Avarage
21 – 40	Below Avarage
0 – 20	Poor

(Harris 2009)

The writer uses this classification to know the level of ability in using predicative verb in simple past tense. The students get exellent if their score reach in range 81 – 100. These scores mean the students is easily to using the predicative verb in simple past tense. If the students are in range 0 – 20 the level of ability falls into poor. It means the students get difficulty in using predicative verb in simple past tense.

D. THE RESEARCH FINDINGS

1. The Result of the Try out

Before the test was given to the research respondents, it was important to try it out. The writer used the formulas and steps in chapter III to know whether the test was valid and reliable. The try out consist of 30 items. There are thirty-five respondents participated of the students of SMPN 3 Tapung in second year. After that the writer computed mean score, standard deviation, fatality value, discrimination index, and the reliability of the test.

2) The Difficulty Level of the Test Items

The items of the test are accepted if the facility value is between 0,30 – 0,70 and they are rejected if the degree of difficulty is less than 0,30 or higher than 0,70. By using the formula, there were 6 items should be revised, they were items number 9, 11, 17,18,21 and 27. Item number 9 was revised because its index difficulty was below 0,30. It means that is was too difficult. Whereas the items number 11,17,18,21 and 27 were revised because their index difficulty were above 0,70. It means that they were too easy. Since the 6 test items were rejected,

the writer revised the test items before using on the real test; it can be seen in Appendix 3.

3) The Reliability of the Test

From the calculation of the data, it can be seen that the reliability of the test is 0,76 which means the test is sufficient reliable. There were some steps that the writer used to find the reliability of the test, as describe below:

a. The mean score was reached by computing every student's correct answer. The way to get the mean score was the total score of the students' correct answer were divided by the total number of the students. Based on calculating in Appendix , the total score of the students' answer is 637 from 35 students or the try out respondents from the calculation, the mean score is 18,2 (637/35=18,2)

b. The mean score was used to get the standard deviation of the test which was processed in Appendix . the standard deviation (s.d) is 5,30

c. The value of the mean and standard deviation were used in calculating the reliability of the test. The reliability of the test is 0,75

2. The Analysis of Data

After calculating the data, it was found out that the ability of the second year of SMPN 3 Tapung in using predicative verb in simple past tense in positive sentences, negative sentences and interrogative sentences as follows:

The Students' Score in Using Predicative Verb in Positive Sentences

Level of Ability	Frequency	Percentage	Avarage
Excellent	3	8,57%	
Good	10	28, 58%	
Average	16	45,71%	60,86
Below Average	4	11,43%	
Poor	2	5,71%	
Total	**35**	**100%**	**Good**

The table of percentage of students' score for content indicates that the students' ability in using predicative verb in simple past tense in all level is in different numbers. The highest number of the students could gain is in the level average (45,71%) or about sixteen students in the average level. The data shows that the students could recognize using predicative verb well in positive verb because the numbers of the students in the level of bellow average and in the level of poor are in little number (11,43% and 5,71%). However, 28,58% of students can be in level of good and 8,57% in excellent level.

The Students' Ability in Using Predicative verb in Negative Sentences

Level of Ability	Frequency	Percentage	Avarage
Excellent	5	14,29%	
Good	15	42,86%	
Average	9	25,71%	64,86
Below Average	3	8,57%	
Poor	3	5,57%	
Total	**35**	**100%**	**Good**

The table of percentage of students' score for content indicates that the students' ability in using negative verb in simple past tense in all level is in different numbers. The highest number of the students could gain is in the level good (42,86%) or fifteen students in the good level. The data shows that the students could recognize using predicative verb well in negative verb because the numbers of the students in the level of average, bellow average and poor are in under of good, there number are(25,71%, 8,57% and 5,57%). However, 14,28% fall into excellent level. From the table above we know that the students' ability in using predicative verb in negative sentences is good.

The Students' Score in Using Predicative Verb in Interrogative Sentences

Level of Ability	Frequency	Percentage	Avarage
Exellent	5	14,28%	
Good	10	26,57%	
Avarage	11	31,43%	61,42
Below Avarage	8	22,86%	
Poor	1	2,86%	
Total	**35**	**100%**	**Good**

The table of percentage of students' score for content indicates that the students' ability in using predicative verb in simple past tense in all level is in different numbers. The highest number of the students could gain is in the level average is eleven students or (31,43%). The data shows that the students could recognize using predicative verb well in interrogative verb because the numbers of the students in the level of bellow average and in the level of poor are in litle number (22,86% and 2,86%). However, 26,57% of students can be in level of good and 14,28% in excellent level.

The Total Percentage of Students' Score in Using Predicative Verb

In Simple Past Tense

No	Classification		Frequency	Percentage
	Score	Mastery		
	81 – 100	Excellent	5	14,28%
	61 – 80	Good	12	34,29%
	41 – 60	Average	14	40,00%
	21 – 40	Below average	4	11,43%
	0 – 20	Poor		
	Total		**35**	**100%**

From the table above, it can be concluded that the number of the students who have the poor level. from 35 students did the test, there are none of them getting poor score level in using predicative verb in simple past tense. 5 students

(14,28%) get excellent score level, 12 students (34,29%) get good score level, 14 students (40,00%) get Average level and just 4 students (11,43%) get below average level.

So, the mean of students' score in using predicative verb in simple past tense can be computed as follows:

M = $\underline{2177}$

35 =62,2

The average or mean of the students' ability in using predicative verb in simple past tense of the second year students of SMPN 3 Tapung is 62,2. It means students' ability level is good.

From the calculation above, it can be seen that the result percentage of the students' average in using predicative verb in simple past tense is 62,2%. Because it is 61 − 80, it means that the students' ability is good. However, good categories are known well about the using of predicative verb in simple past tense. The students have knowledge in using predicative verb in simple past tense. The data shows that the students quite understand using predicative verb in simple past tense because there are some students fall into good level and excellent level. And others are in the below average level or it shows that the students do not understand fully using predicative verb in simple past tense.

From all the data, it can be inferred that the students' ability in using predicative verb in simple past tense by the second year of SMPN 3 Tapung fall into good level.

The students'Ability in Using predicative Verbs in Simple Past Tense

No	The Statement	Avarage Score	Level of Ability
	Positive statement	60,86	Good
	Negative Statement	64,86	Good
	Iterrogative Statement	61,43	Good

From the table above we can see which one is type of simple past tense easy for the students and which type of sentences of simple past tense difficult for the students. And the table showed that the used of predicative verb in negative

sentences is easier than the others because from the table we can see the percentage of students' ability is 64,85. And the percentage of students' ability in using predicative verb in positive sentences is 60,86 it means that the positive sentences of using predicative verb is more difficult than the others.

E. CONCLUSION

The first focus of this research is to find out the students' ability in using predicative verb in simple past tense of the second year students of SMPN 3 Tapung and to find out which one is more difficult for the second year students of SMPN 3 Tapung in using predicative verb in Simple past Tense.

The research that the writer conducted is to find out whether the second year students of SMP Negeri 3 Tapung have a good ability in using Simple Past Tense. The writer found that several of the students can do the test well and several cannot do the test well, and the classified into good level. It can be seen from the percentage, excellent, good and average level category is higher than the others. It is about 88,57% of the students got into excellent, good and average level. Just 11,43% fall on below average, and none falls on poor level. While it is also can be seen from the mean score of the students' ability in using predicative verb in simple past tense 62,20%. Since just little students percentage of the students' ability falls on below average. Even thought, most of them fall on excellent, good and average level. It can be concluded that the result of this study is that the second year students of SMP Negeri 3 Tapung are able to use Predicative Verbs in Simple Past Tense.

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