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**THE CORRELATION OF THE STUDENTS' UNDERSTANDING OF
SIMPLE PRESENT TENSE AND THEIR ABILITY IN MAKING SHORT
DIALOGUE AT THE FIRST GRADE OF *SMK PLUS AL-HILAL***

ARJAWINANGUN

A THESIS

Submitted to the English Education Department of Tarbiyah Faculty of Syekh Nurjati
State Institute for Islamic Studies in Partial Fulfillment of the Requirements for
Islamic Scholar Degree in English Education



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ABSTRACT

OMAN RINGGIT “The Correlation of the Students’ Understanding of Simple Present Tense and Their Ability in Making Short Dialogue at the First Grade of *SMK Plus Al Hilal Arjawinangun*”.

Simple present tense is the first basic tense that should mastered by students in senior high school grade. Before students understand the other tenses or other grammar, students should be able to understand simple present tense first. Because understanding about English can help students in understanding about the next grammar. How about making short dialogue? Do students need to understand simple present tense first in making short dialogue? Making short dialogue is the simplest and the most efficient in practicing English. It’s very important to develop their ability in English.

The aims of the research are to find out the students’ understanding of simple present tense, to find out the students’ ability in making short dialogue and to find out if there is a significance correlation of the students’ understanding of simple present tense and their ability in making short dialogue

The approach of the research in writing this thesis is a quantitative approach, it is correlation research. It means that data which is obtained from the field of research then analyzed statically. The Pearson’s product moment correlation formulation, the formula of t and the formula for degree of freedom (dF) was used to compute the correlation between two variables.

The population of the research is all of students at the first grade of *SMK Plus Al Hilal Arjawinangun*. All of students at first grade consist of one class. In the research the writer took 100 % of the Population.

The analysis of the test shows that the average score of the students’ test of simple present tense was 70 and the average score of the students’ test in making short dialogue was 78. Both of these score can be categorized in good. Meanwhile, the calculation by using Product Moment Correlation by Pearson, indicates the result of the correlation between the students’ understanding of simple present tense and their ability making short dialogue is 0.37, its mean that the between X and Y variable has weak correlation. In other words, there is a positive influence of the student’s understanding of simple present tense on their ability in making short dialogue at the first grade of *SMK Plus Al Hilal Arjawinangun*.



PREFACE

In the name of Allah, Most Gracious, Most Merciful. All praises and thankfulness be to Allah because of His permission the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Muhammad (peace be upon him) his family, his companions, and his followers up to the end of the world.

This thesis entitled in: **“The Correlation of the Students’ Understanding of Simple Present Tense and Their Ability in making Short Dialogue at the First Grade of SMK Plus Al Hilal Arjawinangun”** is presented to the English Education department of IAIN Syekh Nurjati Cirebon in partial fulfillment of the requirements for the Islamic Scholar in English Education.

In writing this thesis, there are so many people who have participated, supported, helped, and advised. So in this opportunity the writer would like to convey his sincere gratitude to:

1. The beloved parents, especially Mom who always teach, guide, treat, punish and love him. You are the truly power ever live.
2. Prof. Dr. H. Maksum Mukhtar, M.A, President of the State Institute for Islamic Studies (IAIN) Syekh Nur jati Cirebon.
3. Dr. Syaefudin Zuhri, M.Pd, Dean of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.
4. Dr. Hj. Huriyah Saleh, M. Pd, the Chairwoman of English Education Department of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.



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5. DR. Iman Nafi'a, M.Ag. The first supervisor as his first supervisor.
6. Drs. H. Effendi. The second as his second supervisor.
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9. Kholid, S.Pd. as the headmaster of SMK Al Hilal.
10. The PBI-B students for care and kindness.
11. All his friends that cannot be mentioned one by one for their motivation.

The writer realizes that this thesis is still far from being perfect and of course there are many mistakes both in the content and in the arrangement of this thesis. Therefore, any comment and suggestion given by the readers would be gladly welcome.

Hopefully, this thesis will be useful for the readers especially, for the writer himself and also for the students of Cirebon the State Institute for Islamic Studies / *Institute Agama Islam Negri* (IAIN) Syekh Nur jati Cirebon

Cirebon, June 23, 2012

The writer,

OMAN RINGGIT



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is the main instrument of communication. Extremely, language is the only instrument for human beings to communicate with the other fellow human beings. The role of language in daily live is being premiere, because of its advantages. Language and human beings are not able to be separated each other such as body and soul. Therefore, language and human beings are one unity like body and soul. The writer has an opinion that language is meaningful sounds or groups of sounds produced by the organs of speech to express feelings, ideas, and thoughts of someone to others.

The human beings feel the meaningfulness of the existence of language. One of them is the created communication between someone and others in the forms of the expressions of feelings, ideas, and thoughts. In addition, Hall (1968: 1158) asserts that language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols. Language can be someone's identity. It can be said that language has important role for the human beings.

According to Kamus Besar Bahasa Indonesia:

Bahasa adalah 1. Sistem lambang bunyi berartikulasi (yang dihasilkan alat-alat ucap) yang bersifat sewenang-wenang dan konvensional yang digunakan sebagai alat komunikasi untuk



melahirkan perasaan; 2. Perkataan-perkataan yang digunakan oleh suatu bangsa (suku bangsa, negara, daerah, dsb).

Language is 1. Articulated system of sound symbols (produced by the organs of speech) which are arbitrary and conventional used as a means of communication to express feelings and ideas; 2. Words used by a nation (ethnics, groups, countries, regions, etc.).

Naturally, any language which exists in the world being possessed by the ethnic group or nation without exception has four language skills namely, listening, speaking, reading, and writing. These four language skills will always appear in language event. For fellow native language speakers, they do not get difficulties in communicating each other. The difficulties will appear if they use the different language, for example, Cirebonese people speak with Balinese people using Cirebonese; or on the contrary, Balinese people speak with Cirebonese people using Balinese.

Communication in an oral language can be done directly face to face, while communication in a written language cannot be done directly face to face, but using a written language to express feelings, ideas, and thoughts. In that case, someone who learns and uses English in direct communication, he or she absolutely should understand the rules of English (Grammar). Basically, Grammar will always appear in every language event both in oral and especially, in written. So, there is no reason for everyone who learns English not to have knowledge of grammar. Unfortunately, nowadays, there are some people who do not care about the rules of English. They have opinion that the rule is the important thing to be able to speak. On the other hands, the incorrect speaking



(without using of the rules of English Grammar) will describe incapability of someone in using language.

Sometimes, people describe grammar as the rules of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But it's not happen in language, including English. Languages started by people making sounds which evolved into words, phrases, clauses and sentences.

The question appears. Do we need to study grammar to learn a language? Majority will answer "no". Many people in the world speak their own native language without having studied its grammar. Even children try to speak language before they understand even more know the word "grammar". But, contrarily, if they learn foreign language seriously, they will answer "yes, because grammar can help learners to learn a language quickly and efficiently".

A language, according to Oxford Advanced Learner's Dictionary of Current English edited Hornby, A.S (1962: 375) Grammar is study or science of rules for, the combination of words into sentence (syntax), and the forms of words (morphology). And according to Linguistic (1984: 172) that Grammar is the study of Syntax and Morphology and possibly also semantics or a book produced as the result of this study.



For the native English speakers, the use of tenses in any event of language has recalled on their own heads because English is absolutely their own language. But, for non native English speakers to use tenses correctly in any event of language need time to think and there is no guarantee that the result is true. That's why learning tenses is important to have its all advantages. And moreover, learning English will help us when we going abroad somewhere, because its superiority.

In the process of learning and teaching in making short dialogue, students should understand tenses; firstly, the teachers gives definition about making short dialogue and explain what the tenses which are related with making short dialogue. So that, students understand the use of tenses in making short dialogue. After understanding definition about tenses and making short dialogue, teacher explains the written examples of making short dialogue. If they were understood, he is going on to give the other written example, then, he orders them to answer the questions directly on the whiteboard. From those, the writer found a problem about how they compose short dialogue. The writer found different ability in making short dialogue. Some of them could make short dialogue well, but others could not do that well.

Therefore the writer would like to know further what makes their ability different in making short dialogue. That's why; the writer finally was interested to research this problem. And the writer relates the problem with students'



understanding of simple present because the short dialogue that students face are in present, exactly in simple present tense.

There are two problems in the explanation above. The first problem is the students' understanding of simple present tense. And the second is some students could understand simple present tense well, and others students could not understand simple present tense.

The writer tried to relate the students' understanding of simple present tense to analyze what is the correlation on their ability in making short dialogue in present. Because in the writer's opinion that the students' understanding of simple present tense have a correlation their ability in making short dialogue in present that happened at *SMK Plus Al Hilal Arjawinangun*.

The reason why the writer's test students' ability in making short dialogue use present tense because it's usually to make a short dialogue according to reality that happen in present or their daily life. Because of that reason, the writer interested to write this thesis about tenses. And to understand tenses, we need understand of simple present tense first deeply. So, simple present tense has to be understood before learning, before continuing to all tenses and before we make a short dialogue.

Short dialogue is written and spoken language which acts with partner. Usually, teachers give exercise of making short dialogue according to present context or daily activity. Making short dialogue has many advantages for



students' ability in learning English. It can help students to like English step by step also it can help students to use English in their daily activity.

The use of simple present tense in all tenses is how to understand everything that related to all tenses, like to be, auxiliary, negative sentence, interrogative sentence, negative interrogative sentence, making question word, nominal and verbal sentence and the main point is how to understand about the characteristic of English itself. Before we had understood it all, writer's opinion, we couldn't understand all tenses, and furthermore all grammar and in making short dialogue also. Therefore, writer will prove it in this research. Meanwhile, to make a short dialogue well, we need understand grammar. And to understand grammar, we need understand tenses. And before we understand tenses, we need understand simple present tense deeply at first. And if these had been done well, we will be able in making short dialogue and speak English well, at least in writing.

Based on the above explanation, the main problem is the lock of students' understanding of simple present tense on their ability in making short dialogue. And it is supposed to be the interest for the writer to do research at this school. And this is also becoming the writer's reason to write this thesis entitled in: "THE CORRELATION OF STUDENTS' UNDESRTANDING OF SIMPLE PRESENT TENSE AND THEIR ABILITY IN MAKING SHORT DIALOGUE AT THE FIRST GRADE OF *SMK PLUS AL HILAL ARJAWINANGUN*"

To reinforce the aim of this research, I try to preview some previous research about grammar in order to avoid the plagiarism indication. First, the research



titled “The Correlation Between the Students’ Knowledge in Using Personal Pronoun and Their Ability in Making Simple Sentences of the Eight Grade Students at *SMP Abu Manshur Weru Cirebon*” by Munawwaroh (2009). She aimed her research to find out the students’ knowledge in using personal pronoun, to find out students ability in making simple sentences and to find out the correlation between the students knowledge in using personal pronoun and their ability in making simple sentences.

The second is research by Linda Zulfa Zen (2009) titled “the usefulness of reading ‘Hello’ English magazine in improving grammar comprehension”. The research aimed to know the content of “Hello” English magazine in general, the grammatical forms commonly used in the texts and the usefulness of reading it.

And the third is research by Nita Rahman (2011) titled “the correlation of the students’ knowledge of simple present tense and their ability in writing procedure text at the second year students of *SMA N 1 Sukahaji Majalengka*”. She tried to find out the data about the students knowledge of simple present tense, to find out data about the students’ ability in writing procedure text and to find out if there is any positive and significant correlation between the students’ knowledge of simple present tense and their ability in writing procedure text.

Here I try to describe the differences of the writer research with these previous researches about grammar. The first research variable X is personal pronoun, the second is grammatical forms and the third is simple present tense. Even the writer variable X is simple present tense, but the writer regarding the



students' understanding of simple present tense as the supporting instrument of the research. And the writer does not find the students' ability in making short dialogue as the main variable of research.

B. The Identification of the Problem

To identify the problem in writing this thesis, the writer has classified it into the following parts:

1. The Research Area

The research area in writing this thesis is grammar, discussing the simple present tense relating to making short dialogue.

2. The Kinds of the Research

The kinds of the research in writing this thesis taken by the writer are a quantitative approach. It means that data are presented by numbers; accordingly, it can be calculated and interpreted by means of using statistical analysis. The technique of analyzing the data of the research to find out the correlation of the students' understanding of simple present tense and their ability in making short dialogue in present, the writer used the formula of Product Moment Correlation by Pearson.

3. The Main problem

The main problem in writing this thesis is about the students' understanding of simple present tense and their ability in making short dialogue.



C. The Limitation of the Problem

In this research, the writer will limit the problem which has correlation with the title of the research. Therefore, the researcher had limited in the students' ability in understanding simple present tense and making short dialogue. The writer researched the kind of problem to find out correlation both of them.

D. The Questions of the Research

The questions of the research are:

1. What is the score of students' understanding of simple present tense at the first grade of *SMK Plus Al Hilal Arjawinangun Cirebon*?
2. What is the score of students' ability in making short dialogue at the first grade of *SMK Plus Al Hilal Arjawinangun Cirebon*?
3. Is there any positive correlation of the students' understanding of simple present tense and their ability in making short dialogue at the first grade of *SMK Plus Al Hilal Arjawinangun Cirebon*?

E. The Aims of the Research

The Aims of the research are:

1. To find out the students' understanding of simple present tense.
2. To find out the students' ability in making short dialogue.
3. To find out if there is a positive correlation of the students' understanding of simple present tense and their ability in making short dialogue.

F. The Uses of the Research

The uses of the research are hoped that:

1. It can give a valuable contribution to the school dealing with the process of learning and teaching English, especially understanding simple present tense and making short dialogue.
2. With understanding of simple present tense and making short dialogue, students are able to communication in writing and oral language directly.
3. It would be a reference to the next researcher who has an interest to do research in this school to develop more about the research findings.





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