

**AN ANALYSIS OF THE DIFFICULTIES FACED BY THE STUDENTS IN
LEARNING SIMPLE PAST TENSE IN EIGHT GRADE OF SMP N 1
BAKI IN THE ACADEMIC YEAR OF 2018/2019**



**Submitted as Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**

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SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2019**

APPROVAL

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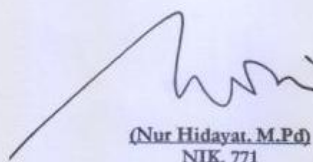
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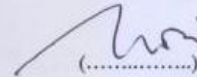
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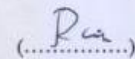
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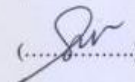
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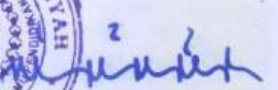

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Herewith, I testify that there is no plagoarism of the previous researchers which have been made to get bachelor degree of a univeristy and as long as the writer knows that there is also no work or opinion that has ever been composed or published by others, except those which the writing are referred in publication article and mentioned in literature review and bibliography.

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Ulvika Rahmawati

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AN ANALYSIS OF THE DIFFICULTIES FACED BY THE STUDENTS IN LEARNING SIMPLE PAST TENSE IN EIGHT GRADE OF SMP N 1 BAKI IN THE ACADEMIC YEAR OF 2018/2019

Abstrak

Penelitian ini bertujuan untuk menganalisis kesulitan yang di hadapi siswa yang mempunyai nilai dibawah KKM dalam mempelajari simple past tense, kesulitan yang di hadapi siswa yang mempunya nilai diatas KKM dalam mempelajari simple past tense dan kesulitan yang sering di hadapi siswa dalam mempelajari simple past tense. Metode yang digunakan dalam penelitian ini adalah penelitian deskripsi kualitatif, tehnik dalam pengambilan datanya lewat kuesioner, interview serta observasi kelas. Penelitian ini menggunakan teori dari Martin Parrot dari bukunya yang berjudul Grammar for English Languages teachers (2010) sebagai acuan dalam menemukan dan menganalisis kesulitan yang dihadpi siswa dalam mempelajari simple past tense. Subjek penelitian ini adalah siswa. Berdasarkan analisis data, hasil dari penelitian ini menunjukkan bahwa ada 4 kesulitan yang dihadapi siswa yang mempunyai nilai dibawah KKM dalam mempelajari simple past tense, yaitu kesulitan untuk menghafalkan rumus, kesulitan untuk menghafalkan irregular verb, kesulitan dalam penggunaan auxiliary 'Did' atay 'Was/Were' dan kesulitan untuk mengartikaan soal dan perintah soal sedangkan hasil dari penelitian kesulitan yang dihadapi siswa yang mempunyai nilai diatas KKM dalam mempelajari simple pas tense ada 3 kesulitan, yaitu kesulitan untuk menghafalkan rumus, kesulitan untuk menghafalkan irregular verb dan kesulitan dalam penggunaan auxiliary 'Did' atay 'Was/Were'. Hasil dari penelitian ini dapat disimpulkan bahwa ada 3 kesulitan yang sering di hadapi murid, yaitu kesulitan untuk menghafalkan rumus, kesulitan untuk menghafalkan irregular verb, kesulitan dalam penggunaan auxiliary 'Did' atay 'Was/Were'.

Kata kunci: kesulitan, kesulitan siswa, simple past tense, mempelajari simple past tense

Abstract

This study aims to analyze the difficulties faced by the students who have score under the minimum passing grade in learning simple past tense, the difficulties faced by the students who have score above the minimum passing grade in learning simple past tense and the difficulties are most faced by the students in learning simple past tense. The method used in this study is qualitative description research, techniques in data collection through questionnaire, interviews and classroom observations. This study uses the theory of Martin Parrot from his book entitled Grammar for English Languages teachers (2010) as a reference in finding and analyzing the difficulties faced by students in learning simple past tense. The subjects of this study were students. Based on data analysis, the results of this study indicate that there are 4 the difficulties faced by the students who have the

score under the minimum passing grade in learning simple past tense, such as difficulties in memorizing formulas, difficulty memorizing irregular verbs, difficulties in using auxiliary 'Did' or 'Was / Were 'and difficulties in interpreting the questions and command while the results of research the difficulties faced by the students who have score above the minimum passing grade in learning simple pas tense there are 3 difficulties, namely difficulty in memorizing formulas, difficulty in memorizing irregular verbs and difficulties in using auxiliary' Did 'or' Was / Were '. The results of this study can be concluded that there are 3 difficulties are most faced by students, namely difficulty in memorizing formulas, difficulty in memorizing irregular verbs, difficulties in auxiliary use "Did" or "Was / Were".

Keywords: Difficulty, Student difficulties, simple past tense, learning simple past tense

1. INTRODUCTION

The skills and components of English must be mastered by someone who teaches and learns English because English is the key to interact with people in the world. However, English is not our own language; everyone will find it difficult. In high school, students learn four language skills. The skill cannot stand alone. They need other language components such as grammar to support them. Without grammar, this skill will not be completed. English is a foreign language in Indonesia that is taught from Elementary School as Local Content, and Junior High School to High School as a compulsory subject, to the University. People are well aware that teaching English is very important now and requires a lot of attention. In Learning English, there are four skills (writing, listening, reading and speaking) and other complements, namely: grammar, pronunciation, and vocabulary to support the development of that skill. In addition to these four skills, grammar is also mastered by students. Grammar is needed even in communication, without proper grammar knowledge students will find many difficulties in building sentences and expressing their ideas for communication activities, if the grammar is good, they will be confident and fluent in speaking English with each other. According to Penny Ur, "there is no doubt that implicit knowledge of grammar rules is very important for language acquisition, you cannot use words unless you know how they should be put together. Without proper knowledge of grammar, students will find many difficulties in building

sentences and expressing their ideas for communication activities. Actually, many middle school students have some difficulties in learning English and English language skills. According to them, these problems can be known from the results of student achievement and teacher evaluation. So the teacher's role is very important to make students creative to solve their problems. The author chose SMP N 1 BAKI as a case study because the author conducted a study on Some of the Difficulties Faced by Students in Learning Simple past tense. To measure the ability and get data on students in SMP N 1 BAKI, the initial step of the author decided to give the test as a basis for determining what difficulties were faced by the students. After that, observations and questionnaires were held, like the reason why students find difficulties in learning simple past tense. Some authors believe that in learning English as a foreign language or a second language learners must, first of all, master the system of grammatical structures, basic structural patterns of simple past tense.

Grammar is one aspect of language taught to every language learner. This has an important role in understanding English. 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 : Susilo Bambang Yudhoyono was the president of Indonesia. When students wanted to tell a verb that "is used to show an action that happened in the past, it still happens in the present". We called it simple past tense. Even though the second grade students of junior high school have learned it, they still find difficulties in learning simple past tense, especially in using forms and usage. The result of this study is expected be significance for the writer and can be used as a reference to the other writer who wants to conduct a study about the difficulties faced by the students in learning simple past tense. The significant of the study are: this research can give some information about the difficulties that are faced by students in learning

simple past tense, to explain about the difficulties and how to resolve the problem that possibly happen by the students in learning simple past tense. For the writer, the research can be a reference to the way they teach about simple past tense, The teacher will know the difficulties faced by the students in learning simple past tense. For the students, the result of this research will make the students able to solve their problems in learning simple past tense. For other Researchers, the result can be a good source for a new research to apply this analysis in conducting thesis or journal. It is one of an important knowledge for researcher who want to be a teacher soon.

The similarity between this research and the first research from previous study Sri Sultan Aulia (2007) entitled “Some Difficulties Faced by Students in Learning Present Perfect Tense at the third year of SMK YAPIA Pondok Aren” the difficulties faced by the students. The differences between my research and her research was the material, she used present perfect tense while this research used simple past tense. The first study used quantitative research as method, while this study used descriptive qualitative. The first previous study used Classroom Action Research as the method of research. Then technique of collecting data, and gave test while in this research used observation, questionnaire and interview for collecting the data.

The similarity between my research and the second research from previous study Erka Cahyanti (2012) entitled “An Error Analysis on Students’ learning in Simple past Tense” was the material. Both of the research used simple past tense as the research object. The differences between this reasearch and the second previous study were that she used an error analysis on students while in this research the author used the difficulties faced by the students. the second previous study used descriptive qualitative as the research method. Then for the technique of collecting data, in the second previous study the researcher used observation and interview while in this research used observation, questionnaire and interview for collecting the data. Both studies had different objects, different case and different problem, it could be concluded that no researcher has examined the difficulties are faced by students in learning simple past tense. Many researchers

have written about the difficulties faced by students in learning tenses. They all found that students still had difficulties in learning tenses. The only difference is that each study uses different tenses, methods, and research subjects.

The first study was conducted by Sri Sultan Aulia (2007) her research entitled “Some Difficulties Faced by Students in Learning Present Perfect Tense at the third year of SMK YAPIA Pondok Aren” she found that there are 48, 15% students who still got difficulty in the form of present perfect tense and 74, 07% students who still got difficulty in using of present perfect tense. The highest percentage of the students’ problem in using present perfect tense. The result also illustrated that students had higher problems in using present perfect tense than the form. The present researcher analysed on students’ problems in using perfect tense, focused on the problems that are faced by students and analysed them. This research used test and questionnaire to collect the data.

The second study was conducted by Erka Cahyanti (2012) entitled “An Error Analysis on Students’ learning in Simple Past Tense” that described the students’ error in learning simple past tense at the first grade students of Madrasah Aliyah Soebono Mantofani Jombang, Ciputat. In doing the research, she used test, observation and interview as the technique to collect the data. The result was from overall responded that 48% students did errors in the form of was/were, 28% students did errors in the form of regular verb, 55% students did errors in the of irregular verb and 58.75% students did errors in the usage of simple past tense. Her research result also showed that the students did errors most was in the usage of simple past tense.

2. METHOD

The data of this research are analyzed by using descriptive qualitative research. The subjects of this research are only twelve students. The object of this research is the difficulties are faced by the students who have the score under the minimum passing grade, the difficulties are faced by the students who have score above the minimum passing grade and the difficulties are most faced by the students. The researcher presents a description of the phenomena that conduct in the field

naturally as field notes, questionnaire and interviewing. The credibility data can be checked by the triangulation technique. It is done by checking data to the same source by using different technique. For example to get the validity data about the difficulties that were faced by the students in learning simple past tense, it could be done by doing observation, then checked it by using another technique, such as interview and questionnaire. Source triangulation was used to check the data credibility. It was done by checking data gotten through some sources. For example to get data of the difficulties that were faced by the students in learning simple past tense it could be done by using the data gotten from the questionnaire and interview.

3. FINDING AND DISCUSSION

In this discussion, the researcher shows the result from the findings. The researcher analyzed the data from classroom observation, interview, and questionnaire. All the data would be discussed with the problem statement of this research. The problem statement of this research are the difficulties faced by the students who have the score under minimum passing grade, the difficulties faced by the students who have the score above the minimum passing grade and the difficulties most faced by the students.

No	Subject	Difficulty
1.	The students who have the score under the minimum passing grade	1. The form of simple past tense 2. The used of auxiliary 'Did' or 'Was/Were' 3. Memorizing irregularb verb 4. Don't know the meaning of the question and the command
2.	The students who have the score above the minimum passing grade	1. The form of simple past tense 2. The used of auxiliary 'Did' or 'Was/Were' 3. Memorizing irregularb verb
3.	The difficulties most frequently faced by the students	1. The form of simple past tense 2. The used of auxiliary 'Did' or 'Was/Were' 3. Memorizing irregularb verb

3.1 The difficulties faced by the students who have the score under the minimum passing grade

The result of this research is the difficulties faced by the students in the learning simple past tense. This analysis requires several steps to obtain data, because by conducting classroom observations the researcher is not able to identify the difficulties of students, so researcher must use a questionnaire to get the results of the difficulties students face. By doing the questionnaire, it turns out that researcher only get a few results, so the researcher really need to dig deeper. By doing series of ways, the researcher conducted interviews with students, it turned out that by conducting interviews the researcher could find many difficulties faced by students. In this way, it turns out that researcher can find the findings that they are not gotten through classroom observations and questionnaires. Finally, the researcher found four difficulties faced by the students who have the score under the minimum passing grade, such as in the topic of the pattern of simple past tense, memorizing irregular verb/regular verb, the using of auxiliary of *did* or *was/were* and the student do not know the meaning of the questions, and the command.

3.1.1 The form of simple past tense

Even though that the simple past tense material is the easiest level of tenses, it turns out the students still find a lot of difficulties. Here, the researcher is discussed the material one by one from the pattern of simple past tense, in students perspective that memorizing the patterns of simple past tense are difficult, one of the student said that because the pattern is absolutely difficult, such the patterns are positive, negative, and interrogative sentences. In positive sentences divided into two pattern forms, the first patterns that use *did* and the second that use *was/were*. In addition, in positive sentences that use auxiliary verb of *did*, students must use the second form of verb, then if the student are entered into negative and interrogative form, student must change into verb 1, it is different with the positive sentences that using *was/were*, which is do not need to change from the verb 1 to verb 2. This problem makes difficult for students to

memorize the pattern of simple past tense. Based on interview with the students on May, 11th 2019

Interviewer : *Kesulitan apakah yang kamu hadapi dalam pembelajaran simple past tense?*. (What difficulties do you face in learning simple past tense?)

Respondent 8 : *Saya juga susah untuk memahami kalimatnya, karna saya tidak tahu artinya. Menurut saya materi bahasa inggris yang sangat sulit di kelas 2 ini adalah simple past tense karna simple past tense memiliki rumus yang sangat banyak* (I also felt difficult to understand the sentence, because I don't know the meaning. In my opinion the difficulty in english subject in the eighth grade is simple past tense because simple past tense has many forms)

3.1.2 The used of auxiliary 'did' or 'was/were'

The second problem are most of the students has difficulties in learning the used of auxiliary 'Did' or 'Was/Were'. The student explained that there are difficulties in distinguish when student are using the auxiliary verb of *did* or *was/were*, for example the auxiliary of *did* should be used when there are action verbs, such as drawing, running, and working there are action verbs or something that has an action in a sentences. While, the auxiliary verb of *was/were* used when in a sentence there were no verbs, *was/were* used when there are adjectives, noun, or adverb. It is shown that the students still felt difficult to distinguish in using the auxiliary verb of *did/was/were*. Based on interview with the students on May, 11th 2019:

Interviewer : *Kesulitan apakah yang kamu hadapi dalam pembelajaran simple past tense?*. (What difficulties do you face in learning simple past tense?)

Respondent 8 : *Saya juga kesulitan membedakan kapan was were dan did itu digunakan miss* (I also have difficulty in distinguishing about when the auxiliary 'did and was/were can be used miss)

3.1.3 Memorizing irregular verb/regular verb

The third problem are memorizing irregular/regular verb, in this problem the students who have the score under the minimum passing grade only have difficulty in memorizing irregular verb, because regular verb only adding *-ed* in the end of verb, the students have no difficulties. The point that students have not mastered the irregular verb, so there are many difficulties are faced. Student is explained that in English language the words have very different changes, for example *buy* became *bought*. Although it was seen easily, but in students' perception, this is the difficult part of simple past tense because most of students are difficult to memorize irregular verb. Based on classroom observation May, 11th 2019:

Interviewer: *Kesulitan apakah yang kamu hadapi dalam pembelajaran simple past tense?*. (What difficulties do you face in learning simple past tense?)

Responden 8 : *Saya juga kesulitan jika disuruh untuk menghafalkan Verb 2 khususnya yang irregular verb, susah bagi saya (I felt difficult if i was being told to memorize Verb 2 especially the irregular verb, it's hard for me)*

3.1.4 Don't know the meaning of the question and the command

The fourth problem that student do not know the meaning of the question and the command. The researcher found this finding when interviewing respondents, but these findings have not been found in experts findings. Apparently, even though they have entered the junior high school level and in grade eighth, but students who have score under the minimum passing grade are having difficulty in interpreting a question, sometimes they also do not know what the command is told to do, because they do not know the meaning. It also shows that student have a little vocabulary that makes them difficult to interpret. Based on interview May, 11th 2019:

Interviewer: *Kesulitan apakah yang kamu hadapi dalam pembelajaran simple past tense?*. (What difficulties do you face in learning simple past tense?)

Respondent 7 : *Saya juga sering kesulitan dalam mengartikan karena saya tidak tahu arti soalnya dan perintahnya disuruh ngapain* (I also often have difficulty in interpreting because I don't know the meaning of the command and don't know what it is told to do)

3.2 The difficulties faced by the student who have the score above the minimum passing grade

The results of this study are the difficulties faced by students in learning simple past tense. As the researcher explained above, this analysis requires several steps to get the data, first the researcher conducted a class observation and then deepened it by providing a questionnaire and from the results of the questionnaire the researcher also do not find many findings, then the researchers deepened it through interviews with students. Finally, the researcher found three difficulties faced by students who have score above the minimum passing grade such as the pattern of simple past tense, memorize the regular verbs/ irregular verbs and the use of the auxiliary *did* or *was/were*. Here, the researcher does not found difficulties in interpreting questions or commands. In fact of the students who have score under the minimum passing grade, they have difficulty in interpreting the questions and the command to do. Because the students who have the score above the minimum passing grade, most of them already known and are good at understanding questions and commands. The tendency of students who have the score above the passing grade, they are rich of vocabulary.

3.2.1 The form of simple past tense

In here, the researcher would discuss one by one from the pattern of simple past tense, for students who have score above the minimum passing grade, they are also difficult to memorize the pattern of simple past tense, one of the student said that because the pattern of simple past tense is too much, so it makes difficult, then in this tenses still divided into three form, there are positive, negative, and interrogative sentences. The difference is with students who have the score under

the minimum passing grade, dominantly, student do not memorize at all the pattern of simple past tense. But different with the students who have the score above the minimum passing grade, they do not forget the pattern of the simple past at all, but only one or two form that do not memorize. For example, students are memorize positif and introgative form, but they do not memorize the negative form. This problem also makes difficult for students who have the score above the minimum passing grade to memorize the pattern of simple past tense. Based on interview with the students on May, 11th 2019:

Interviewer: *Kesulitan apakah yang kamu hadapi dalam pembelajaran simple past tense?.* (What difficulties do you face in learning simple past tense?)

Respondent 1 : *Menurut saya penjelasan yang diberikan guru waktu menjelaskan simple past tense itu terlalu cepat dan teman-teman selalu berisik atau gojek sendiri jadinya saya kurang paham, apalagi rumus simple past tense itu banyak, menjadikan saya gampang lupa rumusnya. Tetapi karena saya suka terlebih dahulu dengan bahasa inggris, sesulit apapun materinya saya tetap mempelajarinya* (I think the explanation that had given by the teacher when she explained the simple past tense was too fast and my friends were always noisy so I didn't understand, moreover the simple past tense formula was too much, it made me easily to forget the formula. But because I like English lesson, no matter how difficult the material is, I will still learn it.

3.2.2 The used of auxiliary 'did' or 'was/were'

The second problem are most of students who have the score above the minimum passing grade have difficulties in learning the used of auxiliary 'Did' or 'Was/Were'. Students are explained that they are having difficulty in distinguish the utilizing of auxiliary verb as did or was/were. For example, the auxiliary verb of 'Did' should be used when in a sentence there are action verbs, such as walking, swimming and drinking. While was/were used when in a sentence there were no verbs, was/were used when there were adjectives, noun, or adverb.

Nearly, all students who have the score under the minimum passing grade are very difficult to distinguish auxiliary of '*did* or *was/were*' be used, while students who have the score above the minimum passing grade, only a few students have a difficulties to distinguish in utilizing the auxiliary verb of '*did*' or '*was/ were*'. Mostly, students who have the score above the minimum passing grade have a little difficulty. For example, student know the use of auxiliary '*did*', but student do not know when should be use the auxiliary of *was/were*. To sum up, all of the students who have the score above the minimum passing grade still felt difficult to distinguish when *did/was/were* be used. Based on interview with the students on May, 11th 2019:

Interviewer : *Kesulitan apakah yang kamu hadapi dalam pembelajaran simple past tense?. (What difficulties do you face in learning simple past tense?)*

Respondent 2 : *Selain itu ada kata kerja bantu did atau was were, itu saya juga merasa kesulitan miss (the other difficulties that there are the auxiliary verbs 'did' or 'was/were', I also feel difficult miss)*

3.2.3 Memorizing irregular verb/regular verb

The third problem is memorizing irregular/regular verb, in this problem the students who have the score above the minimum passing grade only have difficulty in memorizing irregular verb, because regular verb only adding *-ed*, the students do not felt difficulties. The point is students have not mastered the irregular verb, so that many difficulties are faced. The students are explained that in English language the words have very different changes, for example, *swim* became *swam*. Although this material seems easy, but in student perception this is the difficult part of simple past tense because most of them are difficult to memorize irregular verb. In this problem, among the students who have the score under and above the minimum passing grade have the same difficulty in memorizing verbs, especially to understand and memorizing the irregular verb. Based on interview with the students on May, 11th April 2019:

Interviewer: *Kesulitan apakah yang kamu hadapi dalam pembelajaran simple past tense?.* (What difficulties do you face in learning simple past tense?)

Respondent 1 : *Simple past tense juga harus merubah jadi verb 1 ke verb 2, ada yang irregular dan ada yang regular verb. Saya sedikit kesulitan untuk menghafalkan verb 2 yang khususnya irregular* (Simple past tense needs to be changed the form, from verb 1 into verb 2, there are irregular and regular verb. I have a little difficulty memorizing the verbs especially irregular verb)

The result of this research is relevant with Marti Parrot's statement about the difficulties in learning simple past tense. Martin Parrot in his book entitled *Grammar for English Language Teachers* said that "learners generally have more difficulty in using simple past tense correctly than in understanding them. Like, they are felt difficulties to understanding when auxillary 'did' or 'was/were' will be used. Sometimes the students have difficulties to memorizing irregular verb/regular verb. Students are also has difficulties to memorizing the pattern of simple past tense. In many cases, there are a lot of information in context to help students' understanding. He also made a list of typical difficulties for students when they learned simple past tense, namely: the pattern of simple past tense, the use of auxillary 'did' or was/were, and memorizing irregular verb/regular verb.

3.3 The difficulties most frequently faced by the student

Based on the data obtained, shows that all students have difficulty in learning simple past tense. In student perception, it turns out that simple past tense is a material that is very difficult to learn as long as they sit on the eighth grade. In addition, based on the findings described above, it turns out the difficulties faced by students are same among student who have score under and above the minimum passing grade. Those difficulties like in memorizing the pattern of simple past tense, almost all students feel difficult to memorize the formula. Other findings, namely the difficulty to distinguish in utilizing the auxillary verb of 'did' or 'was / were', it turned out that in this problem all students also had difficulty in using the auxiliary verbs. The third finding shows that all students also have

difficulty in memorizing verb 2 which is specifically irregular verb. In conclusion, the difficulties are most faced by students such as difficult to memorize the pattern of simple past tense, difficulties to distinguish in utilizing auxiliary verb of 'did' or was/were, and difficult in memorizing verbs 2 especially irregular verbs.

4. CONCLUSION

The researcher is concluded that almost all students are still confused in the pattern of simple past tense, the used of auxiliary 'Did' or 'Was/Were', memorizing irregular verb, and student do not know the meaning of the questions and the comand. The researcher is concluded that the students still get difficulty in understanding simple past tense. In this case, the students should know more about the simple past tense correctly.

4.1 The difficulties faced by the students who have the score under the minimum passing grade

According to the research finding in the difficulties faced by the students who have the score under the minimum passing grade are the pattern of simple past tense, the used of auxiliary 'Did' or 'Was/Were', memorizing irregular verb, and student do not know the meaning of the questions and the command.

4.2 The difficulties faced by the students who have the score above the minimum passing grade

The researcher concluded that the difficulties faced by the students who have the score above the minimum passing grade are the pattern of simple past tense, the used of auxiliary 'Did' or 'Was/Were', and memorizing irregular verb. The different among the students who have the score under the minimum passing grade, dominantly, student do not memorize at all the pattern of simple past tense. But different with the students who have the score above the minimum passing grade, they do not forget the pattern of the simple past at all, but only one or two form that do not memorize. Nearly, all students who have the score under the minimum passing grade are very difficult to distinguish auxiliary of 'did or was/were' be used, while students who have the score above the minimum passing grade, only a few students have a difficulties to distinguish in utilizing the

auxiliary verb of '*did*' or '*was/ were*'. Mostly, students who have the score above the minimum passing grade have a little difficulty. The similarity among the students who have the score under and above the minimum passing grade that all students have a difficulty in learning irregular verb.

4.3 The difficulties most faced by the students

Here, the researcher is also concluded that the difficulties are most faced among the students who have the score under minimum passing grade and above minimum passing grade are the pattern of simple past tense, the used of auxiliary '*Did*' or '*Was/Were*', and memorizing irregular verb.

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