

**STUDENTS' COMPREHENSION OF USING  
AFFIXATION -S, -ES, AND -IES IN THE BARE  
INFINITIVE OF THE SIMPLE PRESENT TENSE**

**THESIS**

**Submitted in Fullfilment of the requirment  
for Degree of Bachelor of Education  
in English Language Education**



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**2020**

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**RATIFICATION**

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Title : **STUDENTS' COMPREHENSION  
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IN THE BARE INFINITIVE OF  
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Semarang, April 15<sup>th</sup> 2020

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To  
The Dean of

Walisongo State Islamic University

*Assalamu'alaikum Wr. Wb.*

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title : **STUDENTS' COMPREHENSION  
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Name of the Students : Ahmad Yasin Fadli

Students Number : 133411064

Department : English Language Teaching

Study Programe : S1

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University, to be examined at Munaqosyah session.

*Wassalamu'alaikum Wr. Wb.*

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**ADVISOR NOTE II**

Semarang, April 15<sup>th</sup> 2020

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*Wassalamu'alaikum Wr. Wb.*

Advisor II,

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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

Because in fact after the difficulty there is convenience, actually after the difficulty there is convenience.

Love what you do. Do what you love.

## **DEDICATION**

The final project is dedicated to:

My beloved parents (Ahmad Sholeh & Siti Fatimah) who always support me in finishing my study, in ever my way they pray, in every my fall they take care, in every my tears they amuse, in every my dream they support.

## ACKNOWLEDGEMENT

Bismillahirrahmaanirrahim,

All praises be to The Almighty Allah Who always gives His blessing upon the researcher in his life and enables him to accomplish this thesis entitled “STUDENTS’ COMPREHENSION USING AFFIXATION -S, -ES, -IES IN THE BARE INFINITIVE OF THE SIMPLE PRESENT TENSE”. The prayer and salaam are always offered to the prophet Muhammad, the noblest creature ever. In this opportunity, the researcher extends his gratitude to:

1. Sayyidatul Fadlilah, M.Pd and Dra. Nuna Mustikawati Dewi, M.Pd, as the Head and Secretary of English Language Education Department for Guidance and advices during the years of my study.
2. H. Muhammad Nafi Annury, M.Pd and Sayyidatul Fadlilah, M.Pd, I would like to thank a million for their generous invaluable advices and valuable guidance and encouragement in completing this final project.
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4. Again and always, my beloved family, especially for my dearest parents. They have supported me without dissent for the full of my life. Their love and encouragement, given without question, has enabled me to complete this work on time, for which I thank them sincerely with all my heart.

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6. All of my friends in Education and Teacher Training Faculty 2013, PBI B 2013, A lot of memories that we make together, meeting with all of you is the best thing I ever did.

7. My beloved partner for the colorful days of laughing, jokes, tears, and togetherness, "Wahyu Wulandari" who always supports me however and whenever I am.

8. Lukman, Arum, Ali, Syarif, Azmi and Jadi, thank you very much for being my best friends. We have practiced our skill in covering many songs together, performing our performance on the stage together and many things we did.

9. For UKM Musik UIN Walisongo big thanks for all of experiences you have given.

10. The last but not least, those who cannot be mentioned one by one, who have support the researcher to finish this thesis. Thank you. Finally, the researcher realizes that this thesis is far from being perfect. The researcher always expects that this research may be helpful for everyone. Amiin.

Semarang, April 15<sup>th</sup> 2020

The writer,

Ahmad Yasin Fadli  
133411064

## ABSTRACT

Title : **STUDENTS' COMPREHENSION OF USING AFFIXATION -S, -ES, AND -IES IN THE BARE INFINITIVE OF THE SIMPLE PRESENT TENSE**

Writer : Ahmad Yasin Fadli

Student Number : 133411064

The aim of this research was to measure the students' comprehension and its causes the difficulty in using the affixation s, es and ies in the bare infinitive of the simple present tense. This research also aims to investigate the difficulties faced by the students in using affixation in the bare infinitive of the simple present tense. For collecting the data, the researcher used test as the instrument. The data collection, the researcher had given 30 questions about the simple present tense and a question about the difficulties faced by students. The students had been given 30 minutes to answer the question. The data used descriptive analisis technique. The data were conducted to 39 C Class students at the English Language Education Department of UIN Walisongo Semarang in the Academic Year of 2019/2020. The result of the research shows that the students comprehension in using affixation

s, es and ies categorized as “Fair”, with a total score of 69%. The data shows that only fourteen students got “Excellent” with the percentage of 86 – 100%, four students got “Good” with the percentage of 76 – 85%, then they were three students got “Fair” with the percentage 66 – 75%, nine students got “poor” with the percentage of 56 – 65% and the last they were nine students got “Very Poor” with percentage of 0 – 55%. The recommendation of this research is the students can learn more about how to use the affixation s, es and ies in the bare infinitive of simple present tense.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

A language is a tool of communication. It is a tool for many people easier in expressing something that they want to express. By using language, somebody is able to make good communication, especially in using the English language. Because it is one of international language that is used as a relational language in the world. But, many societies in some countries have no good ability in using English as a language, that's why they need to learn more English from basic.

According to Mohammad Jafar Jabbari, languages are capable of expressing events happening at different times. Many languages, referred to as 'tense languages', build a number of time distinctions into their grammars. Thus, tense is said to be the 'grammaticalization' of time. One important thing which should be clarified is the essential difference between time and tense; tense is a grammatical category, whereas time is an extra-linguistic universal concept.<sup>1</sup>

In this modern era, technology develops very fast, and many technologies use English as a language in their program

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<sup>1</sup>Mohammad Jafar Jabbari, 'Time and Tense in Language', *International Journal of Linguistics*, 5.5 (2013), 243  
<<https://doi.org/10.5296/ijl.v5i5.4518>>.

and system. This condition demands many people around the world to master language that is used for international communication. It is very important in human life. It is used to know and understand each other. As we know, God creates the human in a different situation, condition, and character. So, they need to have good communication with many people for understanding each other. Allah has explained this instruction in Al-Qur'an at Surah Al-Hujarat<sup>2</sup> as follows:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ  
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ (١٣)

Meaning: *“Hi, Human, Actually We created you from a man and woman and becoming you in different nations and tribes in order to know between each other. Actually, the loftiest people inside of Allah they are who have a pious between them. Actually, only Allah, the God omniscient and almighty. (Al-Hujarat: 13)<sup>3</sup>*

This verse has explained that humans should have a good relationship with all of the people. Although they have

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<sup>2</sup>Departemen Agama, *Al-Qur'an dan Terjemahnya* (Semarang: CV. Asy-Syifa, 1992).

<sup>3</sup>M A S Abdel Haleem, *The Qur'an* (United Kingdom: London Press, 2005).



many differences, like a different country, religion, gender, and language.

Some countries have owned national and traditional languages like Indonesia has a national language that is Bahasa Indonesia and traditional language like Javanese, Sundanese, etc. But, only one language becomes an International language that is the English language. Because of it, many people learn about it. They want to be able to speak, read, and write well in it. Even, some people find some difficulties in learning some parts of English. The part that becomes a problem in learning English is grammar.

Grammar is an important part that is required to make a good structure. Leech defines grammar as something in reference to the mechanism according to which language works when it is used to communicate with other people.<sup>4</sup>

Someone who has good learning in grammar structure will get easier in delivering what they want to tell to the receiver (listeners or readers). There are many rules of grammatical structure in using English. Like the formula of tenses, passive voice, gerund, etc. In this thesis, the writer would like to focus on a part of English grammar that is a simple present tense as a basic material in learning English.

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<sup>4</sup>Geoffrey Leech, Margaret Deuchar, and Robert Hoogenraad, *English Grammar for Today, English Grammar for Today* (London: The Macmillan Press Ltd, 1982) <<https://doi.org/10.1007/978-1-349-16878-1>>.

The simple present tense is one of tense that has to be learned for basic learners. It is usually used to tell habitual action. This tense is marked by a bare infinitive or bare infinitive added s, es or ies in the suffix depends on its subject. It is usually easy to learn and simple use. But it has some difficulties to distinguish bare infinitive that is terminated by s, es, or ies. Even though simple present tense has been taught in junior high school, many students in university have not known about what is the rule to use bare infinitive terminated by e, es, or ies.

According to previous research by Hidayah<sup>5</sup>, this research tells about the errors committed by students learning the English language can happen at any level, regardless of the school, college and the fields of the study taken by them. This study is to identify the areas where students commit most errors on the use of the simple present tense and the simple past tense.<sup>6</sup> The similarity of this research and mine is the material of the simple present tense and the error analysis. The difference of this research is the previous research use two tenses, those are simple present tense and the simple past tense.

According to Padma Priya, we need basic English grammar in day to day life situations like writing an email and

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<sup>5</sup>Hidayah.

<sup>6</sup>Hidayah.

drafting a long memo. Having strong English skills will help to write a research paper in a science or Sociology class. Grammar empowers language skills. College students should take at least an introductory English course that includes writing and grammar. They can also take additional classes to meet their requirements to have better writing and communication skills. Grammar gives a feeling of comfort in writing and reading.<sup>7</sup>

For that reason, the writer analyses students' ability in using bare infinitive that terminated by s, es, and ies in simple present tense and the difficulties in distinguishing it that are experienced by first-year students of Walisongo State Islamic University Semarang in the Academic Year of 2019/2020.

## **B. Question of the Research**

This research is aimed to find the answer to the following questions:

1. How is the student comprehension of using s, es, and ies from simple present tense?
2. What are the student difficulties of using s, es, and ies from simple present tense?

## **C. Objective of Research**

In this line with the research question, this study has the purposes to:

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<sup>7</sup>Et.al. Priya, 'The Importance of Teaching Grammar More Interestingly in the Classrooms', *International Journal of English Language*, 2.September (2015), 447–48.

1. Measure the students' comprehension of using s, es, and ies and know the percentage of student's comprehension based on the test.
2. Investigate the student difficulties of using s, es, and ies from the simple present tense.

#### **D. Limitation of the Research**

This research is only focused on the use of s, es, and ies to bare infinitive from the simple present tense. In particular, to know the students' comprehension and difficulties faced by C Class students at the English Language Education Department of Walisongo State Islamic University (UIN)Walisongo Semarang in the Academic Year of 2019/2020.

#### **E. Theoretical and Practical**

This study is intended to meet the following significances:

1. The Students

To prepare the basic comprehension of themselves before doing teaching practice in the school and after being a teacher.

2. To Writer

To get some benefits and knowledge that can be useful in the hereafter.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Previous Studies

There are some relevant previous researches that are used to support the research, those are:

1. The first undergraduate thesis entitled “The Use of Ball Toss Games to Improve Students’ Understanding of Simple Present Tense (A Classroom Action Research at the VII C Grade of SMP Futuhiyyah in Academic Year of 2015/2016)” by Khoiriyah Walisongo State Islamic University. This research discusses improving students’ understanding of simple present tense by using ball toss game. It tells that the study was to find out Ball Toss Game is more effective to improve students’ understanding of simple present tense than non Ball Toss games.<sup>8</sup> The similarity between this research and mine is using the simple present tense as the material.
2. The second previous research from the International Journal of Education and Research entitled “Error Analysis on the Use of the Simple Present Tense and The Simple Past Tense in Writing Essays among TESL College

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<sup>8</sup>Nasyiatul Khoiriyah, ‘The Use of Ball Toss Game to Improve Students’ Understanding of Simple Present Tense’ (Walisongo State Islamic University, 2015).

Students<sup>9</sup>” by Ahmad Taufik Hidayah bin Abdullah from Faculty of Languages and Linguistics University Sultan Zainal Abidin.<sup>10</sup> This research tells about the errors committed by students learning the English language can happen at any level, regardless of the school, college and the fields of the study taken by them. This study is to identify the areas where students commit most errors on the use of the simple present tense and the simple past tense.<sup>11</sup> The similarity of this research and mine is the material of the simple present tense and the error analysis. The difference of this research is the previous research use two tenses, those are simple present tense and the simple past tense.

3. The third previous research is from Vision Journal of Language, Literature and Education entitled “The Correlation Between Mastering Simple Present Tense and the Students’ Ability to Build Up Advertisement Text at MAS Nurul Hakim<sup>12</sup>” by Marbun from UIN Sumatera

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<sup>9</sup> Ahmad Taufik Hidayah, ‘Error Analysis on the Use of the SimpleTense and the Simple Past Tense in Writing Essays Among TESL College Students’, *International Journal of Education and Research*, 1.12 (2013), 1–12.

<sup>10</sup>Hidayah.

<sup>11</sup>Hidayah.

<sup>12</sup> Et.al. Marbun, ‘The Correlation Between Mastering Simple Present Tense and the Students’ Ability to Build Up Advertisement Text at MAS Nurul Hakim’, *Journal of Language, Literature & Education*, 14.July-December (2018).

Utara Medan. This research tells about the significant correlation between mastering simple present tense and the students' ability to build up advertisement text. The similarity of this research are the material of simple present, the this research also talking about the students' ability and also the data collecting used the test. The differences of this research are the population of the research and data analyzing.

4. The fourth previous research is from journal of innovative studies on character and education entitled "A Study on the Ability to Use Simple Present Tense by the First Grade Students of Ensino Basico Central Padre Manuel Luis Maliana in the School Year 2017<sup>13</sup>" by Sebastião from Institute Superior Cristal. This research tells about simple present mastery. This research conducted in order to know the first-grade students of Ensino Básico Central Padre Manuel Luis Maliana in the school year 2017 able to use the simple present tense and the students ability in using simple present tense. The result of the research, the students ability is categorized as "Very Good" with total percentage 99,98%. The similarity of the

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<sup>13</sup> Sebastião Pereira and Andreas Mosa, 'A Study on the Ability to Use Simple Present Tense by the First Grade Students of Ensino Básico Central Padre Manuel Luis Maliana in the School Year 2017', *Journal of Innovative Studies on Character and Education*, 1.1 (2017), 119–28.

research are the total students as participant, those are 30 students, and the instrument of the research uses instrumen. The difference of this research are the place of the research and the type of the test.

5. The fifth previous research is from linguistic, English education and art (LEEA) journal entitled “Students’ Ability in Producing the Sentece of Simple Present Tense at STMIK Musiwaras<sup>14</sup>” by Herlina. This research tells about students ability in producing the sentence of the simple present tense. The result of the research is the students ability in producing categorized as “Low”. It shows that many students still get difficulties in producing the simple present tense sentences especially for verb in third person singular as the subject pronoun. The similarity of this research are the research method used descriptive qualitative method, the material of the research that is simple present tense and the instrument of the research uses test. The difference of this research are the kind of the test, this research uses essay test and my research uses multiple choice test, another difference is the popilation of this research.

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<sup>14</sup> Herlina Herlina and Maria Ramasari, ‘Students Ability in Producing the Sentences of Simple Present Tense at STMIK Musi Rawas’, *Linguistic, English Education and Art (LEEA) Journal*, 1.2 (2018), 154–67 <<https://doi.org/10.31539/leea.v1i2.181>>.



6. The last previous research is from journal of education and practice entitled “Investigating the Problems that Students Encounter in Common First Year at Majmaah University in Using the Simple Present Tense Correctly<sup>15</sup>” by Lana. This research tells about the problems that face common first year (CFY) students at Majmaah University– KSA in using the present simple tense, and to find out whether they receive proper techniques to improve their usage of the present simple and to highlight some of effective methods which help them to use the present simple tense correctly. The results of the study concluded that students have a general background on the simple present tense, but they do not have sufficient ability to form the verbs correctly and lack awareness of the adverbs as well as their weakness in forming negative and interrogative verbs<sup>16</sup>. The similarity of this research are the data collection, it uses a test for data collection, the material of the research also tells about the use of simple present tense. The difference of this research are the method used, this method uses descriptive method and my

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<sup>15</sup> Lana Hussain and Ahmed Shehata, ‘Investigating the Problems That Students Encounter in Common First Year at Majmaah University in Using the Simple Present Tense Correctly’, 11.9 (2020), 160–76 <<https://doi.org/10.7176/JEP/11-9-18>>.

<sup>16</sup> Hussain and Shehata.

research uses descriptive qualitative research and the sample of the research.

## **B. Literature Review**

This sub chapter consists of a number of sub-chapters. They are the definition of comprehension, tense, simple present tense, and the patterns of using affixation -s, -es, and -ies in the bare infinitive of simple present tense.

### **1. Comprehension**

Comprehension is the process of building a connection between what the students know and what they do not know, between the new and the old. The developmental nature of comprehension is enhanced when the child interacts with others about aspects of the material after it has been comprehended. Comprehension is the ability to understand.<sup>17</sup>

In logic, the comprehension of an object is the totality of intensions, that is, attributes, characters, marks, properties, or qualities, that the object possesses, or else the totality of intensions that are pertinent to the context of a given discussion. This is the correct technical term for the whole collection of intensions of an object, but it is

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<sup>17</sup>Oxford, *Oxford Pocket Dictionary*, Fourth Edi (New York, 2000).

common in less technical usage to see 'intension' used for both the composite and the primitive ideas.<sup>18</sup>

From the definition, the writer thinks that comprehension is a part of the ability. It can be called the quality or power of someone to do something, and we need the ability to comprehend something that we want to do. According to JoAnne Schudt Caldwell, that comprehension is an unobservable mental process.<sup>19</sup> And she also said that students standardized test passages and indicate their comprehension by answering questions.<sup>20</sup>

In the 1960s, psycholinguists thought that the process of word recognition completely preceded the process of sentence comprehension. The idea was that we must first identify all the words in a sentence before we could feed these words to a comprehension mechanism that decided what it all meant. Much of what we have learned about language processing over the last 50 years involves the construction of a detailed rejection of this early vision. As we study how auditory processing, word recognition, and sentence comprehension operate in real time, we have

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<sup>18</sup> 'Definitions and Translation'

<<https://www.definitions.net/definition/comprehension>> [accessed 17 March 2020].

<sup>19</sup>J. S Caldwell, *Comprehension Assesment* (New York, 2008).

<sup>20</sup>J. S Caldwell, *Comprehension Assesment* (New York, 2008).

come to see that language processing is both interactive and incremental.<sup>21</sup>

According to Dahan, comprehension is the stage of processing that follows word recognition and parsing. Word recognition can be either in spoken or printed form. In spoken words, phonemes of a spoken word activate a set of word 11 candidates which are consistent with the input. These candidates compete with one another for activation. Since more acoustic input is analyzed, candidates that are no longer consistent with the input were dropped out of the set. This process continues until only one word candidate matches the input. Thus, people will comprehend spoken words.<sup>22</sup> In contrast, when people read, they use visual representations provided by print to recover the message's phonological and linguistic structure. In addition, readers need to decide quickly whether or not a written sentence makes sense. Readers with normal hearing and without brain damage will be able to understand spoken or written speech. They will also be able to detect any mistakes that may have been made.

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<sup>21</sup> Brian MacWhinney, *Psycholinguistics: Overview, International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, Second Edi (Elsevier, 2015)

<sup>22</sup> Delphine Dahan and James S. Magnuson, *Spoken Word Recognition, Handbook of Psycholinguistics*, 2006

There are steps in understanding also support the comprehension like language acquisition. Language acquisition is the mechanism by which human beings learn the ability to perceive and understand language (i.e., develop the ability to be conscious of and understand language), and to create and use words and phrases to communicate.<sup>23</sup> Acquisition of the language requires structures, rules and representation. The ability to use language effectively allows one to learn a variety of skills including phonology, morphology, syntax, semantics, and a detailed vocabulary. Language can be vocalized as in voice, or as in sign manual. Human capacity to express language is reflected in the brain. In the other hand understanding language can be conclude from these steps; identify and describe the target audience, structure the content to guide the reader through it, write the content in plain language, use information design to help readers see and understand, work with the target user groups to test the design and content.

Based on the statement above, we can know the comprehension means the ability to comprehend what someone is listening to or reading. It is an exercise that

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<sup>23</sup> 'Language Acquisition'  
<[https://en.wikipedia.org/wiki/Language\\_acquisition](https://en.wikipedia.org/wiki/Language_acquisition)> [accessed 21 April 2020].

aims to improve or test one's ability to understand a language.

## 2. Grammar

The knowledge of grammar is very important to express what someone wants to say and interpret correctly. According to Penny Ur, "a learner who knows grammar is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language forms."<sup>24</sup>

Grammar refers to the collection of rules that structure a language, including syntax (the arrangement of words to form sentences and phrases) and morphology (study of words and how they are formed). Generative grammar is a grammatical theory that holds that human language is formed by a collection of fundamental concepts that are part of the human brain (and even present in the brains of small children). This "grammar of universality,"

In addition, grammar is used to mean the structure of language. It is an essential part of the use of the language process, both in spoken and written languages. Grammar is a set of rules that specify how units, such as words and phrases, can be mixed in a language. According to Penny

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<sup>24</sup>Penny Ur, *Grammar Practice Activity: A Partical Guide for Teacher* (New York: Cambridge University Press, 1980).

Ur “Grammar may be roughly defined as the way a language manipulates and combines words (orbits of the word) in order to form longer units of meaning.”<sup>25</sup> Swan defines grammar as “the rules that say how words are combined, arranged and changed to show different meanings.”<sup>26</sup>

Grammar is a language structure and science that teaches learners to speak, read and write correctly. It can help students learn the language more quickly and efficiently. Once learners understand the grammar (or system) of a language, they can understand many things themselves.

In conclusion, in the language paragraph, grammar is the analysis of the words classes, their inflections, roles, and relations.

Learning grammar involves understanding how words are well formed in sentence, whether the grammar pattern is used properly, and how the sentence is correctly interpreted. It assumed that it is not only how language is put together and how it operates, but also when selecting and combining phrase, it tells about the method and pattern. It also says of sentence creation.

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<sup>25</sup>Ur.

<sup>26</sup>Michael Swan, *Practical English Usage* (New York: Oxford University Press, 1980).

There are many aspects to English grammar, such as tense, word order, conditional sentence, modal auxiliary, etc. One of the English grammar in which Indonesian students tend to make a mistake is "tense." Grammar covers tense and other structure items. There are sixteen tenses in English grammar.<sup>27</sup>

As we know, each tense has rules of its own. There are four form of tense that indicate the certain time of action. They are present, past, future and perfect.

Present tense describes habitual action, routine or something general or always be done repeatedly. The use of time expression as like always, often, seldom, etc.

Future tense describes the action that happend in the future time. The time signal used are tomorrow, next week, next month, next year, etc.

Past tense is used to express something that happened in the past. The time signal used are yesterday, last week, two days ago, last year, etc.

Perfect tense is used to express something that happened before another time or even.

Here, the researcher is going to talk about tense. The researcher only focus on the simple present tense.

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<sup>27</sup> George Wilkinson, Complete English Grammar (Jakarta: Pustaka Indonesia).



### **3. The Importance of Grammar**

Grammar plays a significant role in regulating language use and application. It gives the user the framework for constructing absolute, meaningful sentences. Grammar's function can take up several dimensions and vary depending on the situation and context in which it is used.

Grammar's fundamental function lies in being the language that helps us to speak about language. This describes the classes of terms and terms that form sentences, as well as the way they can be placed together accurately. It's true that natives can subconsciously pick up their languages without any overt or structured guidance, but without having mastered them, they can't speak about it or describe any of its irregularities.

Grammar is regarded as a requirement for successful communication. Grammar's role in communication comes from the arrangement of verbs, clauses and phrases into coherent sentences. The dialog emerges from the exchange of these sentences. In this regard, the value of grammar here lies in allowing each person to say exactly what they want and to be able to understand each other. This acts as an anti-ambiguity and uncertainty tool. But, on the other hand, when there is a

lack of grammar in a conversation, there is a strong risk of confusion and discord.

Imagine going to a foreign country and talking with a dictionary of the local language. You can choose the right word but it can be amusing, or even risky, the way you bring them together. The purpose of communication grammar is to be able to express your thoughts through language. When you are not heard then the whole communication point is missed.

It is not hard to understand why grammar is useful and essential having understood the meaning of grammar. The students can not comprehend the meaning of the text while reading without understanding the grammar of a language. A successful understanding of grammar in this case can support them in this. Mastering grammar helps students understand every word as they read as well as when they speak, listen and write.

#### **4. Tense**

There is a component called grammar to learn English as a foreign language. When we learn grammar, the tenses are automatically correlated. Tense is time. It should be noted, however, that time in relation to action is a concept that exists in the mind of the speaker, reader or listener. Tense, in actual use, consistently refers only to

grammatical forms. Often tense and time do not correspond at all to each other<sup>28</sup>. This means that tense is a linguistic indication of the time of action. In fact, tense establishes a relationship: it indicates the time of the event in relation to the moment of speaking, reading or listening.

Tense is any of the forms of a verb that shows the time at which action happened.<sup>29</sup> Tense is a way language expresses the time at which an event described by a sentence occurs. In English, this is a property of a verb form and expresses only time-related information. Tense, in the grammar of many languages, is a category of time distinctions expressed by any conjugated form of a verb, in Latin inflection the tense of a verb is indicated by a suffix that also indicates the verb voice, mood, person and number. Tense specifies whether the verb refers to an action in the past, present or future.

According to Jabbari, "Tense" is a linguistic phenomenon, whereas "time" is an extra-linguistic concept. Tense is the grammatical category that correlates with distinctions of time.<sup>30</sup> Each language is capable of expressing events that take place in different periods. It is

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<sup>28</sup> George Wishon E, *Let's Write English* (New York: Van Nostrand Reinhold Ltd, 1980).

<sup>29</sup> <https://dictionary.cambridge.org/us/dictionary/english/tense>

<sup>30</sup> Jabbari.

far from easy to distinguish between time and tense in the language.

Tense commonly refers to the time of the situation which relates to the situation of utterance or at the moment at the speaking. For example, the commonest tenses found in languages are present, past and future: a situation described in the present tense is related as simultaneous with the moment of speaking (Jhon is singing); the situation described in the past as related prior to the moment of the speaking (Jhon was singing); while the situation described in the future as relates subsequent to the moment of speaking (Jhon will sing).

Tense actually relates to times, they are: present, past and future. On the other hand, Aspect has to do with the internal structure of the action occurring at any time. There are four aspects namely: simple (sometimes called zero aspect), perfect, progressive, and their combination, perfect progressive.<sup>31</sup>

As defined above, tense is a specific form of a verb that indicates the time of an action or a state. It is also a grammatical category that locates a time situation that indicates the situation is taking place. In order to have a good ability as a basic English grammar understanding, the learner or students must master the tenses well, particularly

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<sup>31</sup> Hidayah.

the simple present tense, because the simple present tense is a term used in general communication. In this research, the English tense that will be discussed is a simple present tense.

## 5. The Importance of Tense

Tenses play an important role in constructing a concise sentence for the readers in English language. Tenses are divided mainly into tense past, present and future tense. The tenses form a large part of English grammar. It depicts the time of an event or state of being normally represented by a verb. The verb ending is changed to indicate the time of the present, past, or future. Therefore a tense function as a verb to signify what happens when.

According to Bernd, tenses are basically used as absolute tenses can sometimes fulfil the function of relative tenses. In their default use these tense forms are absolute tense forms: they relate the time of the situation referred to directly to the temporal zero-point.<sup>32</sup> However, the same forms can also relate the time of a situation to a post-present (future) orientation time which is treated as if it were the temporal zero-point. In that case the tense forms function like relative tense forms.

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<sup>32</sup> Bernd Kortmann and Elizabeth Closs Traugott, *The Grammar of the English Verb Phrase, System*, 2006, I.

When it comes to English language it is important to understand the different tenses. You have to know whether to use the present tense, past tense or future tense when writing a sentence. The words 'Tense' derive from the Latin word 'tempus' meaning time. It is mainly used to clarify an action or occurrence defined by both the verb and the time.

On the hand the correct use of tenses helps us speak with people clearly and effectively, it enables us to raise the level of readability of our business writing, listening, and speaking on the other to comprehend accurately what we have to use in using English tenses.

## **6. Simple Present Tense**

In general, the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.<sup>33</sup> It expresses an existing condition whereas it happened now. The simple present tense is identical to the base of a verb (except in the case of “be”) and adds -s for third-person singular (also called present tense simply).<sup>34</sup> If the subject is third-person singular such as he, she, and it,

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<sup>33</sup>Ilona Leki and Betty S. Azar, *Understanding and Using English Grammar*, *TESOL Quarterly*, Third Edit, 1982, XVI <<https://doi.org/10.2307/3586472>>.

<sup>34</sup>Edmund Weiner, 'The Oxford Dictionary of English Grammar', *Choice ReviewsOnline*, 52.02 (2014), 52-0580-52-0580 <<https://doi.org/10.5860/choice.52-0580>>. P. 327

it must add -s or -es. For example, he plays mobile legend game.

We use the simple present to talk about things in general. We are not thinking only about the present. We use it to say that something happens all the time or repeatedly, or that something is true in general.<sup>35</sup> It is like the earth goes around the sun. That sentence shows that it is not important whether the action is happening at the time of speaking.

From the definition above, the writer concludes that simple present tense is the tense that may be used to express an activity that is habitual action and facts which are formed with the base of the verb, except for the third singular subject by adding -s, es, or ies.

## **7. The Pattern of Simple Present**

Simple present tense uses a bare infinitive and it is added by -s, -es and ies if the subject third singular person like he, she, it, Miya, etc those are;

- 1) Final -s, not -es, is added to most verbs. Example:

Play – Plays

John plays football every week.

Sleep – Sleeps

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<sup>35</sup> Raymond Murphy, '[Raymond Murphy] Grammar in Use Reference and Pra(BookFi.Org).Pdf'.

My brother always sleeps at 10 AM.

Hit – Hits

A man hits my friend.

Eat – Eats

She eats a banana in the kitchen.

Drink–Drinks

Freddy often drinks a cup of coffee.

- 2) Final -es is added to words that end in -ch, -sh, -s, -o, -x, and -z. Example:

Teach – teaches

He teaches English in the class.

Watch – Watches

Silvana watches tv every afternoon.

Wash – washes,

Diane washes her hair every other day or so.<sup>36</sup>

Kiss – kisses

My brother always kisses his young sister before going to school.

Fix – fixes

The man fixes a child's bike.

Freeze – freezes

This orange juice freezes at 0°.

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<sup>36</sup> Leki and Azar, XVI.



- 3) If a word ends in a consonant + -y, change the -y to -i and add -es. Example:

Cry – cries

She cries in her room.

Try – Tries

My mom tries to make a cake.

Fly- Flies

The bird flies in the sky.

- 4) If a word ends in a vowel + -y, and simply add -s.  
Example:

Pay – pays

He pays my food bill.

- 5) The singular forms of the verbs go, do, and have are irregular.<sup>37</sup> Example:

Go – goes

Rehan always goes to school by buss.

do – does

My young brother always does his homework before going to sleep.

have – has.

Her sister has beautiful face.

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<sup>37</sup>Betty Schramper Azar, *Fundamentals of English Grammar*, ed. by Shelley Hartley, third edit, 2003.

To form the negative sentence it has auxiliary verb ‘does not’ for the third person singular subject (He, She, It), and ‘do not’ for the subject (I, You, We, They). In terms of forms, the simple present can be divided into: positive, negative, interrogative, and negative interrogative. The adverbs of frequency or adverbial phrases that are often used in the simple present tense, those are:<sup>38</sup>

Table 1

Every day	Once a week	Always
Every week	Twice a week	Sometimes
Every month	Once a day	Generally
Every year	Twice a day	Usually
Every morning	Once a month	Often
Every evening	Once a year	Never
Every night	Twice a year	Regularly
Every Monday	Twice a month	Nowadays

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<sup>38</sup> Gumpol, *Mastery of Sixteen Tenses* (Yogyakarta: Kanisius).

Every Sunday	Three times a day	Frequently
Every December	... day	Seldom
Every ... (names of days)	Once in while	Normally
Every ... (names of months)	Etc.	

According to O’Dowd, adverbs of frequency usually comes after be, for example: she is usually out going, they are not often here. It also comes before other verbs, for example: Jack usually comes home at his mother house. Especially for rarely, seldom, hardly ever, and never are already negative. Don’t use “not” with these words, for example: we never eat alone, we rarely go shopping alone. Ever and hardly ever means that “at any time”. It is used to interrogative sentece, for example: do you ever eat meat? We hardly ever eat meat.<sup>39</sup>

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<sup>39</sup> Elizabeth O’ Dowd, ‘Grammar Links 2’ (New York: Houghton Mifflin Company, 2005), pp. 13–14.

Another example for often: I always go to school by bus. He often goes to bed late. The text below will explain the form of positive, negative, interrogative, and negative interrogative.

a. Positive Form

Subject + Verb (s, es or ies) + object.
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For example:

I eat an apple.

He plays football.

She feels tired.

We catch a fish.

Note: if we use the singular subject, the verb should use “s, es or ies”.

b. Negative form

To make the negative sentence in the simple present tense, we put *do not* or *does not* after the subject. The pattern is:<sup>40</sup>

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<sup>40</sup> Betty Schramper Azar.

Subject + do/does + not + bare infinitive  
+ object.

For example:

My brother does not go to school today.

We do not drink that milk.

Note: we use “does” if the subject is singular.

c. Interrogative form

To make the interrogative sentence or yes/no question in the simple present tense, we put *do* or *does* before the subject.

The pattern is:<sup>41</sup>

Do/Does + subject + bare infinitive +  
object?

For example:

Does she borrow your book?

Do they go to lake?

d. Negative interrogative form

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<sup>41</sup> Betty Schramper Azar.

To make the negative interrogative question in the simple present tense, we put *do* or *does* before the subject. The pattern is:

Don't/Doesn't + Subject + bare infinitive + object?
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For example:

Don't you study today?

Doesn't your friend follow her to library?

Note: *don't* and *doesn't* are abbreviation of *do not* and *does not*.

## 8. The Function of Simple Present Tense

We use the simple present to talk about things in general. We are not thinking only about the present. We use it to say that something happens all the time or repeatedly, or that something is true in general.<sup>42</sup> It can be called a habitual action.

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person

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<sup>42</sup>Murphy.

often forgets or usually does not do.<sup>43</sup> Examples: The train leaves every morning at 8 AM, the train does not leave at 9 AM, when does the train usually leave? she always forgets her purse, he never forgets his wallet.

The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.<sup>44</sup> Examples: Cats like milk, birds do not like milk, California is in America, California is not in the United Kingdom, Windows are made of glass.

Speakers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.<sup>45</sup> Examples: The train leaves tonight at 6 PM. The bus does not arrive at 11 AM, it arrives at 11 PM. When do we board the plane? The party starts at 8 o'clock. When does the class begin tomorrow?

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<sup>43</sup>H. Bongers, *Basic English Grammar, English Studies*, Second Edition (New York: Longman Group, 1946), XXVII  
<<https://doi.org/10.1080/00138384608596774>>.

<sup>44</sup>Bongers, XXVII.

<sup>45</sup>Bongers, XXVII.

Speakers sometimes use the Simple Present to express the idea that an action is happening or is not happening now. This can only be done with Non-Continuous Verbs and certain Mixed Verbs.<sup>46</sup> Examples: I am here now, she is not here now, he needs help right now, he does not need help now, he has his passport in his hand, do you have your passport with you?.

Actual present is to indicate a state or action in the present.<sup>47</sup> Example: The manager wants to speak to you. The simple present also is used to indicate the future or the past.<sup>48</sup> Example: I start work tomorrow. As indicated earlier, the simple present is used to describe past events.<sup>49</sup> Example: He just walks into the room and sits down in front of the fire without saying any word to anyone.

The present tense as state selector. According to Bybee, “carries no explicit meaning at all; it refers to the default situation from which other tenses represent deviations.”<sup>50</sup> Because of its neutral

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<sup>46</sup>Bongers, XXVII.

<sup>47</sup> Et.al. Shiny, ‘Time and Tense: A Critical Review of Literature’, *International Journal of English and Education*, 2.2 (2013), 32–41.

<sup>48</sup> Shiny.

<sup>49</sup> Shiny.

<sup>50</sup> Bridget Drinka, *The Evolution of Grammar*, 1998  
<<https://doi.org/10.1075/cilt.164.08dri>>.



semantics, they claim that the present tense should absorb the meaning inherent in normal social and physical events, and that meaning, if specifically defined and broken down, consists of normal occurrence and actions as well as ongoing statements.

## **9. Simple Present Tense Mastery**

Mastery is a great skill or knowledge of something someone has. Meanwhile, Fullan states that mastery is obviously important for effectiveness, but it is also a means of deeper understanding<sup>51</sup>. It means mastery is a total control of something supremacy in through a subject's knowledge. According to David, mastery is the broad knowledge and skill in understanding the world of physical objects<sup>52</sup>. It can be concluded that mastery requires a large technical competency to understand the objects.

According to Werner, Simple Present Tense refers to action or situation that to do not change frequently. It is used to describe habits or routines,

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<sup>51</sup> Michael Fullan G, 'Why Teacher Must Become Agents', *Journal of Educational Leadership*, 1993, 4.

<sup>52</sup> David Messer J, *Mastery Motivation in Early Childhood* (London: Routledge, 2003).

to express opinions, or to make general statements of fact, the simple present can also be used to refer to the future<sup>53</sup>. It means that simple present tense is a term used to describe daily action, routine, general expression, and it can also be used to express the future.

Based on these statements, it can be assumed that simple present tense mastery is the ability of the students to create sentences telling or showing everyday activities or general truth in the nominal or verbal form of positive, negative, interrogative and negative interrogative sentences using their specific time signals. It also should understand the other part of simple present tense like the form of using an affixation in the bare infinitive of the simple present tense.

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<sup>53</sup> Patricia Werner, *Mosaic IA a Content Base Grammar* (New York: McGraw-Hill, 1990).

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In this study, the researcher used a qualitative research method. According to Holmes, a Qualitative research method was developed in the social sciences to enable researchers to study social and cultural phenomena: observe feelings, thoughts, behaviors and the belief of the mass society.<sup>54</sup> On the other hand, qualitative research emphasizes holistic aspects. Specifically, this research used descriptive qualitative data.

#### **B. Place and Time of the Research**

The researcher has a place and time schedule for doing the research. It is used for collecting the data that are needed

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<sup>54</sup> Holmes R. et al. *A Guide to Research in the Social Sciences* (Malaysia: Pearson, 2005), P. 18.

for this research. The explanation of the place and time of the research will be explained as follow:

1. Time of the research

This research was conducted at 11:15 AM on 8 February 2020 at C class of English Language Education Department of UIN Walisongo University.

2. Place of the Research

This research was conducted in Mrs.Vina's class at D1 classroom of UIN Walisongo Semarang. The researcher only focused on the C class of English Language Education Department. Because the limitation of this reseach is only focus on this class. Based on this consideration, I assumed that the students have had the basic knowledge of the use of simple present tense.

**C. Scope of the Research**

This research is focused on the use of affixation s, es and ies in the bare infinitive of the simple present tense, especially to know the students' comprehension and the difficulties faced by second-semester students at English Department Education of Walisongo State Islamic University Semarang in the Academic Year of 2020/2021.

#### **D. Source of Data**

The researcher took the data from C class students of English Department of Walisongo State Islamic University Semarang in the Academic Year of 2019/2020.

#### **E. Instrument**

This research should have an instrument. It influences the data that are obtained. Instrument means equipment for collecting the data using a method.<sup>55</sup> According to the statement above, the instrument plays a part in an important role in conducting research that is to collect the data accurately.

The instrument of this research was a test. The test was to know students' comprehension using affixation -s, es, and ies in the bare infinitive of simple present tense. The test was set out to measure a students' performance as fairly as possible without in any way setting traps for them can be effectively used to motivate the student. The test of grammar was used to measure the students' ability to manipulate the structure and to

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<sup>55</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek Edisi Revisi 6, Dasar-Dasar Evaluasi Pendidikan* (Jakarta: PT. Rineka Cipta, 2010).

distinguish appropriate grammatical from inappropriate ones.<sup>56</sup>

In this research, the researcher used multiple-choice tests. The test had been given to the students in the classroom and they had been given 30 minutes to answer the question. And the question is about 30 multiple-choice questions.

## **F. Data Collection Technique**

There are many techniques that can be used to data either primary or supporting data. According to Arikunto, there are five methods in data collection; interview, observation, test, questionnaire, and documentation. In this research, the researcher only uses a test method that is going to be explained in the next paragraph.

In this part, the researcher had given 30 questions about the material of the research and a question about the difficulties understanding the material for the students to answer. Then, the writer had given the test to all sample and they had been given 30 minutes to answer all questions.

In this research, the researcher had analyzed the data that had been gotten from the result of the test and questionnaire that had been given to the students of the second semester by using descriptive analysis.

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<sup>56</sup>E. V. Burke, *Writing English Language Tests*, *RELC Journal* (London: Longman Group Limited, 1976), vii  
<<https://doi.org/10.1177/003368827600700219>>.

## G. Data Analysis Technique

The researcher used the descriptive qualitative analysis in order to know the criteria of the first semester at English Department of Walisongo State Islamic University especially for C class in the academic year of 2019/2020 based on the result of the test. According to Sudjiono, there were five criteria of the students based on the percentage of the test, they are<sup>57</sup> :

a. Excellent	:	86 - 100
b. Good	:	76 - 85
c. Fair	:	66 - 75
d. Poor	:	56 - 65
e. Very Poor	:	0 - 55

Every student had been given a score according to the criteria above and the mean score also used these criteria. In this research, the researcher had given a question to the students to tell their difficulties in using and understanding affixation s, es, and ies in the bare infinitive of simple present tense to get detail the information.

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<sup>57</sup>Magdalena Aleksandrak, *Problems and Challenges in Teaching and Learning Speaking at Advanced Level, Glottodidactica (Poznań)* (Jakarta: Rajawali Press, 2011), XXXVII  
<<https://doi.org/10.14746/gl.2011.37.3>>.

There were several steps in analyzing the data those are:

First step: collecting all the data that had been gathered through some tests.

Second step: the researcher categorized the data according to the objective of this research.

Third step: percentage the data by calculating the number of the correct answer and the wrong answer, in order to know the comprehension and the error of the students in using affixation s, es and ies bare infinitive of simple present tense. To count the percentage of every student, the researcher uses this pattern :<sup>58</sup>

$$S = \frac{Fx}{N} \times 100$$

S = Score

Fx = The sum of the correct answer

N = Total number of test

Then, the researcher also counted the mean score<sup>59</sup>:

$$m = \frac{Fx}{N} \times 100$$

Fx = Sum of the total score

N = Total Students Number

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<sup>58</sup>Sukardi, *Evaluasi Pendidikan, Jakarta: Bumi Aksara* (Jakarta: Bumi Aksara, 2008), III.

<sup>59</sup>Sukardi, III.



M = Mean score

The researcher also counted the average of the suffix omission percentage -s, -es, and ies, the formula used<sup>60</sup>:

$$P = \frac{F}{N \times n} \times 100\%$$

P = Percentage

F = Frequency of suffix omission

N = Number of cases (total individual)

n = Number of item test

fourth step: a tabulation of the test result will put into the table.

## H. Validity

According to Moleong, there are three kinds of data validity test: credibility, transferability, and confirmability.<sup>61</sup> In this research, the researcher used the credibility type to check the research validity. The data credibility had been intended to prove the data collected.

There are some ways to get credibility, that are; prolong, triangulation, increasing perseverance, checking member or peer discussion, checking the sufficient references, checking and crosschecking description against theoretical interpretations, and member check. In this research, the

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<sup>60</sup> Anas Sudijono, *Pengantar Staistik Pendidikan* (Jakarta: PT. Raja Grafindo, 2004).

<sup>61</sup>Moleong J Lexy, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 1991).

researcher used one way, it was: Increasing perseverance. It means that the researcher conducted the research accurately and continuously. In this way, data validity could be got definitely and systematically. In this case, the researcher checked, identified, and analyzed the data. The researcher also read the references and research results concerned with the research.

## **I. Reliability of the Test**

Fraenkel and Wallen said that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>62</sup> A good test must have high reliability besides having high validity.

To get the reliability of the tests the writer used anates application. Anates was used by the writer to know the reliability of multiple-choice and the score had been summed up.

Furthermore, the criteria of reliability used to know the degree or the level of the reliability of the test. The criteria as follows:

### Criteria of reliability

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<sup>62</sup>Fraenkel R. Jack, 'How to Design and Evaluate Research in Education', eighth edi (New York: The McGraw-Hill Companies, 1990).

Table 1

0.800-1.000	Very High
0.600-0.800	High
0.400-0.600	Medium
0.200-0.400	Low
0.00-0.200	Very Low <sup>63</sup>

Based on the result above, the reliability of the test was 0,92. It can be conclude that the reliability of the test was very high. It can be seen in appendix 1.

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<sup>63</sup>Suharsimi Arikunto.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND DISCUSSION**

In this chapter, the researcher presents and analyzes the data that had been collected from 39 students of the English Education Department of Walisongo State Islamic University Semarang. The data were collected through a field-research by giving multiple-choice tests. Beside presenting the data collective, the resercher also shows the reliability of the test. The reliability og the test is about 0,92 that can be categorized as “Very High”

The test was to measure the comprehension of students in using affixation s, es and ies in the bare infinitive of simple present tense. The test consists of 30 questions. The questions are about the simple present tense. The researcher limite the questions according to the scope of the problem; using s, es and ies in the bare infinitive of the simple present. Then, all students were given a question about the difficulties faced by them in using affixation s, es and ies in the bare infinitive of simple

present tense. The table below shows the criteria of every questions of the tests used.

Table 1

No.	Heading	Item number	Total
1.	Omission of suffix -s	1,4,7,10,13,16,19,22,25,28	10
2.	Omission of suffix -es	2,5,8,11,14,17,20,23,26,29	10
3.	Omission of suffix -ies	3,6,9,12,15,18,21,24,27,30	10
Total			30

The table above shows three criteria of the test. Those are omission of suffix -s, es and ies that every criteria has ten questions. The suffix omission -s questions are at item number 1, 4, 7, 10, 13, 16, 19, 22, 25, 28. Then the suffix omission -es questions are at item number 2, 5, 8, 11, 14, 17, 20, 23, 26, 29 and the omission of suffix -ies questions are at item number 3, 6, 9, 12, 15, 18, 21, 24, 27, 30. The total of all questions from those criteria are thirty questions.

### A. The Students Score Percentage

To count the score of every student, the researcher used this formula<sup>64</sup>:

$$S = \frac{Fx}{N} \times 100$$

S = Score

Fx = The sum of the correct answer

N = Total number of test

Students' test score in using affixation s, es and ies in the bare infinitive of the simple present tense as the follows table:

Table 1

No	Students	Score	Mark	Rating Quality
1	R1	80	B	Good
2	R2	30	E	Very Poor
3	R3	63	D	Poor
4	R4	93	A	Excellent
5	R5	50	E	Very Poor
6	R6	80	B	Good
7	R7	50	E	Very Poor

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<sup>64</sup>Sukardi, III.

8	R8	63	D	Poor
9	R9	63	D	Poor
10	R10	90	A	Excellent
11	R11	90	A	Excellent
12	R12	86	A	Excellent
13	R13	66	C	Fair
14	R14	63	D	Poor
15	R15	86	A	Excellent
16	R16	90	A	Excellent
17	R17	56	D	Poor
18	R18	60	D	Poor
19	R19	86	A	Excellent
20	R20	93	A	Excellent
21	R21	33	E	Very Poor
22	R22	93	A	Excellent
23	R23	66	C	Fair
24	R24	73	C	Fair
25	R25	50	E	Very Poor
26	R26	93	A	Excellent
27	R27	96	A	Excellent
28	R28	90	A	Excellent
29	R29	40	E	Very Poor
30	R30	36	E	Very Poor
31	R31	26	E	Very Poor

32	R32	63	D	Poor
33	R33	60	D	Poor
34	R34	100	A	Excellent
35	R35	80	B	Good
36	R36	76	B	Good
37	R37	96	A	Excellent
38	R38	30	E	Very Poor
39	R39	56	D	Poor

To count the mean score the researcher used this formula<sup>65</sup>:

$$m = \frac{Fx}{N} \times 100$$

Fx = Sum of the total score

N = Total Students Number

M = Mean score

$$\text{So, } m = \frac{2695}{39} \times 100$$

$$m = 69\%$$

After analyzing the data, the researcher presented the result in the table. Then, the researcher classified them into 5 criteria. Those are<sup>66</sup>:

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<sup>65</sup>Sukardi, III.

<sup>66</sup>Aleksandrak, XXXVII.



1. Excellent : 86-100%
2. Good : 76-85%
3. Fair : 66-75%
4. Poor : 56-65%
5. Very Poor : 0-55%

After knowing the data and the criteria above, it showed that fourteen students got ‘Excellent’, four students got ‘Good’, nine students got ‘Poor’, and nine students got ‘Very Poor’. The mean score of all students is about 69%. It showed that the students' comprehension in using affixation s, es and ies in the bare infinitive of the simple present tense is fair. We can see the criteria above, it can be categorized as “Fair”. The cause of this class can be categorized as “Fair” will be explain in the following sub chapter.

## **B. Students’ Comprehension of Using Affixation S, Es and Ies in the Bare Infinitive of the Simple Present Tense.**

The tables below show the average of students correct answer and suffix omission. The table 1 shows the average of students answer correctly in using -s. The table 2 shows the average of students answer correctly in using -es. The table 3 shows the average of students answer correctly in using -ies. The table 4 shows the average of suffix omission -s, the table

5 shows the average of suffix omission -es and the table 6 shows the average of suffix omission -ies. And the average of correct answer and the suffix omission percentage -s, -es, and ies, the formula used<sup>67</sup>:

$$P = \frac{F}{N \times n} \times 100\%$$

P = Percentage

F = Frequency of suffix omission

N = Number of cases (total individual)

n = Number of item test

Table1  
The average of correct answer

No	Simple Present Tense	Item Number	Correct Answer Frequency	Correct Answer Percentage
1	Students answer by affixation -s correctly	1	24	8,82%
		4	28	10,29%
		7	34	12,50%
		10	29	10,66%
		13	32	11,76%
		16	13	4,78%

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<sup>67</sup> Sudijono.

	19	32	11,76%
	22	28	10,29%
	25	19	6,99%
	28	33	12,13%
Total	10	272	100%
Average			69,74%

The Table 1 shows the data of students by answering affixation -s frequency and correct answer percentage as a result item in using the affixation -s in the bare infinitive of the simple present tense. From 10 item numbers, the writer found 272 frequency of affixation -s . So, the total of suffix -s percentage obtained from the 10 item numbers with the average is 69,74%.

$$P = \frac{F}{N \times n} \times 100\%$$

$$P = \frac{272}{39 \times 10} \times 100\%$$

$$P = 69,74\%$$

Table 2

The average of correct answer

No	Simple Present Tense	Item Number	Correct Answer Frequency	Correct Answer Percentage
2	Students answer by affixation -es correctly	2	26	10,70%
		5	21	8,64%
		8	29	11,93%
		11	27	11,11%
		14	25	10,29%
		17	18	7,41%
		20	23	9,47%
		23	30	12,35%
		26	22	9,05%
		29	22	9,05%
Total		10	243	100%
Average				62,31%

The Table 2 shows the data of students by answering affixation -es frequency and correct answer percentage as a result item in using the affixation -s in the bare infinitive of the simple present tense. From 10 item numbers, the writer found 243 frequency of affixation -es . So, the total of suffix -es percentage obtained from the 10 item numbers with the average is 62,31%.

$$P = \frac{F}{N \times n} \times 100\%$$

$$P = \frac{243}{39 \times 10} \times 100\%$$

$$P = 62,31\%$$

Table 3

The average of correct answer

No	Simple Present Tense	Item Number	Correct Answer Frequency	Correct Answer Percentage
3	Students answer by affixation -ies correctly	3	31	10,51%
		6	31	10,51%
		9	30	10,17%
		12	28	9,49%
		15	29	9,83%
		18	28	9,49%
		21	23	7,80%
		24	25	8,47%
		27	34	11,53%
		30	36	12,20%
Total		10	295	100%
Average				75,64%

The Table 3 shows the data of students by answering affixation -s frequency and correct answer percentage as a result item in using the affixation -ies in the bare infinitive of the simple present tense. From 10 item numbers, the writer found 295 frequency of affixation -ies . So, the total of suffix -ies percentage obtained from the 10 item numbers with the average is 75,64%.

$$P = \frac{F}{N \times n} \times 100\%$$

$$P = \frac{295}{39 \times 10} \times 100\%$$

$$P = 75,64\%$$

The table below shows the result of counting omission frequency and omission percentage from every criteria that has been explained previously.

Table 4

The average of suffix omission -s

No	Simple Present Tense	Item Number	Omission Frequency	Omission Percentage
		1	15	12,71%
		4	11	9,32%
		7	5	4,24%
		10	10	8,47%

1	Omission suffix – s	13	7	5,93%
		16	26	22,03%
		19	7	5,93%
		22	11	9,32%
		25	20	16,95%
		28	6	5,08%
Total		10	118	100%
Average				30,26%

The Table 4 shows the data of suffix omission -s frequency and error percentage as a result item in using the affixation -s in the bare infinitive of the simple present tense. From 10 item numbers, the writer found 118 omission -s . So, the total of suffix omission -s percentage obtained from the 10 item numbers with the average is 30,26%.

$$P = \frac{F}{N \times n} \times 100\%$$

$$P = \frac{118}{39 \times 10} \times 100\%$$

$$P = 30,26\%$$

Table 5

The average of suffix omission - es

No	Simple Present Tense	Item Number	Omission Frequency	Omission Percentage
2	Omission suffix - es	2	13	8,84%
		5	18	12,24%
		8	10	6,80%
		11	12	8,16%
		14	14	9,52%
		17	21	14,29%
		20	16	10,88%
		23	9	6,12%
		26	17	11,56%
		29	17	11,56%
Total		10	147	100%
Average				37,69%

The Table 5 shows the data of suffix omission -es frequency and error percentage as a result item in using the affixation -s in the bare infinitive of the simple present tense. From 10 item numbers, the writer found 147 omission -es . So, the total of suffix omission -s percentage obtained from the 10 item numbers with the average is 37,69%.

$$P = \frac{F}{N \times n} \times 100\%$$

$$P = \frac{147}{39 \times 10} \times 100\%$$



P = 37,69%

Table 6

The average of suffix omission - ies

No	Simple Present Tense	Item Number	Omission Frequency	Omission Percentage
3	Omission Suffix – ies	3	8	8,42%
		6	8	8,42%
		9	9	9,47%
		12	11	11,58%
		15	10	10,53%
		18	11	11,58%
		21	16	16,84%
		24	14	14,74%
		27	5	5,26%
		30	3	3,16%
Total		10	95	100%
Average				24,36%

The Table 6 shows the data of suffix omission -ies frequency and error percentage as a result item in using the affixation -s in the bare infinitive of the simple present tense.

From 10 item numbers, the writer found 95 omission -ies . So, the total of suffix omission -s percentage obtained from the 10 item numbers with the average is 24,36%.

$$P = \frac{F}{N \times n} \times 100\%$$

$$P = \frac{95}{39 \times 10} \times 100\%$$

$$P = 24,36\%$$

Table 7

No.	Heading	Item Number	Omission Frequency	Omission Percentage
1	Omission of suffix -s	1,4,7,10,13,16,19,22,25,28	118	30,26%
2	Omission of suffix -es	2,5,8,11,14,17,20,23,26,29	147	37,69%
3	Omission of suffix -ies	3,6,9,12,15,18,21,24,27,30	95	24,36%
Total		30	360	92,31%

The data above shows that 30,26% of all students that answer with the omission of the suffix -s, 37,69% omission of using affixation -es and 24,36% omission of using affixation -ies. It shows that the highest omission of using affixation s, es and ies in the bare infinitive of the simple present tense is the suffix -es.

The high percentage of those omissions in using affixation till its got “Fair” in the criteria caused many students got difficulty when they distinguish which affixation should be used. Some of them also did not know the form of using affixation in the verb of simple present tense. Another cause makes them got difficult in using affixation of the simple present verb is they still confused about singular and plural subject. Some of them have not been able to distinguish which singular and the plural subject is. It makes them confused in choosing whether the verb should use the affixation or not. It is based on the answer from the last question from the test.

**C. The Difficulties Faced by Students Using Affixation S, Es and Ies in the Bare Infinitive of the Simple Present Tense.**

From the data that have been collected, it can be seen in appendix 3 shows the reasons for the students’ difficulty in using affixation s, es and ies in the bare infinitive of the simple present tense.

From the data above, there are twenty seven students who said that they are still confused and felt difficult in using affixation s, es and ies in the bare infinitive of the simple present tense. They feel difficult to distinguish which affixation should be used in the verb.

The researcher notice that the most students commit errors when they answering questions in the present simple, the most of their errors occur when they try to choose the affixation in the bare infinitive of the simple present tense. This is the highest difficulty that is faced by the students. The students did not know well the form of the bare infinitive affixation in the simple present tense, they have not had the ability of using the present simple tense in answering the test and they commit errors when they try to answer the examinations' questions. They do not realize the rules how to use the affixation s, es, and ies in the bare infinitive of the simple present tense. As a result, they write incorrect answer.

It is should be easy to understand that they are English education students who has learn this material in junior high school. Moreover, the simple present tense also was studied in the first semester.

There are eleven students said that the difficulty in using affixation because of they can't differentiate the singular and plural subject. It makes them confused about which affixation should be used based on the subject. Especially for compound sentence, complex sentence and compound complex sentence of simple present tense. On the other hand they are not familiar with the verb and the kind of subject. it makes them difficult to distinguish the affixation. Even, three students did

not know how to use the affixation s, es and ies in the bare infinitive of simple present tense.

Some students also said that using affixation in the bare infinitive of the simple present tense is not difficult because it was the easier tense to be understood. We have to remember the formula of the simple present tense and learn how to use it. There is a student who did not answer the question and only three students said that this course was easy to understand. They just need to understand which subject should use the affixation, memorize the formula of the simple present tense and practice more in using it. It makes them easier in understanding the course.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **A. Conclusion**

Based on the previous chapter, the researcher concludes that the comprehension of second semester English Education department students from the C class of Walisongo State Islamic University Semarang in the Academic Year of 2020/2021 can be categorized as “Fair”, with a total score of 69%. The data shows that only fourteen students got “Excellent” with the percentage of 86 – 100%, four students got “Good” with the percentage of 76 – 85%, then they were three students got “Fair” with the percentage 66 – 75%, nine students got “poor” with the percentage of 56 – 65% and the last they were nine students got “Very Poor” with percentage of 0 – 55%.

According to the questionnaire that has been given to the students about the difficulty in using affixation s, es and ies in the bare infinitive of the simple present tense, it can be

concluded that there are some difficulties that are faced by the students. They were confused about how to distinguish singular or plural subjects that should be used to the affixation s, es and ies in the bare infinitive of simple present tense. It was a student who did not know how to use the affixation s, es and ies in the bare infinitive of the simple present tense. Some students also said that this course is not difficult. It is because it was an easier tense.

## **B. Recommendation**

After concluding the research, the researcher presents some recommendation as follow:

1. For students, they can learn more about how to use the affixation s, es and ies in the bare infinitive of simple present tense.
2. For the readers, by reading this undergraduate thesis, the readers are able to get more knowledge about this course.
3. For the lecturer, the researcher hopes this undergraduate thesis can be a foundation for students' English Education Department of Walisongo Islamic State University and it can be an evaluation of developing students' quality.
4. For the researcher, the researcher recommends to all students learn more about basic English grammar. Because, if we have mastered the basic English grammar such as simple present tense, God willing, we will get easier to understand intermediate and advanced English grammar.

5. Students should do many classroom activities and exercises about the simple present tense.
6. The simple present tense should paid agree attention when it is taught.
7. The present simple tense should be taught effectively.



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# Appendix

## 1. Reliability of the test

Preview					
Preview Kembali ke Menu Sebelumnya Cetak ke file Cetak ke printer					
RELIABILITAS TES					
-----					
Rata2= 20,77					
Simpang Baku= 6,56					
ScorestotNY= 0,85					
Reliabilitas Tes= 0,92					
Nama berkas: E:\G065 TO WISUDA\DATA ANAKES.ANA					
No.Urut	No. Subjek	Kode/Nama Subyek	Skor Ganjil	Skor Genap	Skor Total
1	1	Selsabila Ina...	11	13	24
2	2	Ainun Nafis A...	4	3	7
3	3	M. Ehoirun Ma...	9	10	19
4	4	Syari'ah Wata...	14	14	28
5	5	Kartika Puspa...	8	7	15
6	6	Andika EsaFaiza	14	10	24
7	7	Marsha Ikbar ...	9	6	15
8	8	A. Farhan M	8	10	18
9	9	Annisa Try Su...	10	9	19
10	10	Hayes Ali C	14	13	27
11	11	Ide Fizzia Sa...	13	14	27
12	12	Luthfi Dara S...	12	14	26
13	13	Tinik Syahida	10	9	19
14	14	Nadia Rif'atu...	9	8	17
15	15	M. Irfan Sahroni	14	13	27
16	16	Muzayyinatun ...	12	15	27
17	17	Likha Malikha...	8	9	17
18	18	Daki Hudan Pa...	10	8	18
19	19	Dimas Panji	12	14	26
20	20	Anis Indah Le...	15	13	28
21	21	Ahmad Pathoni	4	6	10
22	22	Jonathan	14	14	28
23	23	Hurul Ha'izah	10	10	20
24	24	Muniera Farah...	12	10	22
25	25	Shavira Evi P.A	6	9	15
26	26	Witiza Halwa ...	14	14	28
27	27	Buliatiyani	14	15	29
28	28	M. Fariz Risyan	13	15	28
29	29	Lia Ainun Mira	7	6	13
30	30	Nanda Kamalia...	7	5	12
31	31	Wahyu Bekhid M,Y	3	5	8
32	32	Jhannasia Bor...	8	11	19
33	33	Listy Wanda ...	11	8	19
34	34	Irfani Rahada...	15	15	30
35	35	Leila Maulidiyah	13	11	24
36	36	M. Syahrudi	12	11	23
37	37	Aisyah Hanum ...	15	13	28
38	38	Abdul Ghofur	4	5	9
39	39	M. Sholahuddin	8	9	17

2. Table 1

Total students answered correctly

No	Question	Omission of Suffix	Total of Students Answer Correctly
1	Her child always (play/plays) football.	S	24
2	The new boss (approach/approaches staff discipline much more strictly.	Es	26
3	I have to check the copy machine before it (copies/copy).	Ies	31
4	The Hippopotamus in a zoo always (eats/eat) many vegetables.	S	28
5	This cup of ice cream (freezes/freez) at 0°.	Es	21
6	The eagle which (fly/flies) in the local mountain range attract many tourists, but the local politicians still refuse to protect them.	Ies	31
7	She really (like/likes) watching movie even though the acting is not good.	S	34
8	The preschooler (clutches/clutch) his mother tightly.	Es	29
9	The woman who is standing beside my friend's house always (cry/cries) every night.	Ies	30

10	That goose (swims/swim) in the lake every morning.	S	29
11	The director of Foundation English Course (dismisses/dismiss) many employees.	Es	27
12	He always (study/studies) hard because he wants to go to medical school as he suffers from cancer.	Ies	28
13	His father fixes his bike and he (feels/feel) so lucky then.	S	32
14	The sound of a gunshot (echos/echos) the canyon.	Es	25
15	The men who is sitting in front of the class always (studies/study) English every day.	Ies	29
16	My sister (cleans/clean) the bathroom and she (make/makes) it clean.	S	13
17	Every society in this country (expresses/express) outrage at the verdict.	Es	18
18	My best friend (try/tries) to call his ex-girlfriend again.	Ies	28
19	Alice, who is a beautiful girl, (come/comes) from a wealthy family, but she still lives a simple life.	S	32
20	Someone who is drinking in front of the class always (brush/brushes) her shoes.	Es	23
21	Somebody who standing behind the tree always (pry/pries) me.	Ies	23

22	Susan teaches the kid who (stays/stay) in the neighborhood in the evenings after she comes home from work.	S	28
23	The train (cross/crosses) the border between France and Spain.	Es	30
24	An analytical solution has been given which (apply/applies) in this limit.	Ies	25
25	If he (want/wants) to join us, he (needs/need) to ask the man who invited us to the party, or he can stay home.	S	19
26	Whenever the price (goes/go) up, customers buy fewer products.	Es	22
27	Her ex-boyfriend asks her to get back together but she (deny/denies).	Ies	34
28	The boy who always (sits/sit) on behind the seat is naughty. His name is Kufra. He always vexes his parent.	S	33
29	Every bartender always (mix/mixes) the drinking before presenting to the customer.	Es	22
30	The teacher (vary/varies) the questions to help the students understand more.	Ies	36

The average of the data will be counted using this form:

$$P = \frac{F}{Nxn} \times 100\%$$

P = Percentage



F = Frequency of correct answer

N = Number of cases (total individual)

n = Number of item test

3. Table 2 the students difficulty in using affixation s, es, and ies.

No	Students	Answer
1	R1	It is difficult to distinguish verb using affixation s,es and ies.
2	R2	I am confused when distinguishing the subject plural and singular.
3	R3	The difficulty of using affixation is when we don't know the which affixation should be used in the verb.
4	R4	Maybe, there is no difficulty because the simple present tense is very easy. The most easier tense is simple present tense. Thank you!
5	R5	Sometimes, I am confused and forget the singular and plular subject. So, that makes me confused also in distinguishing the affixation in the verb.
6	R6	I am still confused to distinguish the use of "s" or "es" in the sentence.
7	R7	The difficulty is we must remember the formula in affixation of simple present tense.
8	R8	The difficulty is distinguishing the affixation that should be used.

9	R9	Sometimes I am confused because I forget the kind of subject. That is singular subject or plural subjects. It makes me confused to distinguish the affixation in the simple present tense.
10	R10	Sometimes I can't differentiate between verbs which use the affixation s, es and ies.
11	R11	Sometimes so difficult to differentiate between the irregular verbs and regular verb. It makes me confused to give the affixation in the verb of the simple present.
12	R12	The difficulty of studying the simple present tense is to differentiate the subjects.
13	R13	In my opinion, the difficulty is to differentiate between using (s/es) in the sentence. When there is two subject in the sentence, it is also difficult to differentiate.
14	R14	The difficulty in using affixation in the bare infinitive of the simple present tense is how to differentiate in using s/es
15	R15	Sometimes I am confused about using affixation in a sentence.
16	R16	Sometimes, I am confused about the subject singular or plural.
17	R17	I am confused about using the affixation of the verb.
18	R18	I am confused about using affixation s, es and ies.

19	R19	Sometime I do mistake when put the affixation in the verb because I can not distinguish which affixation that used in the verb.
20	R20	In my opinion, the difficulty in using affixation in the bare infinitive about distinguishing plural or singular subject.
21	R21	The difficulty of using affixation in the bare infinitive of the simple present tense is we often forget to differentiate the affixation.
22	R22	Nobody, somebody, anybody, everybody – this is the difficult one. Irregular plural nouns also difficult if being the subject.
23	R23	The difficulty of using affixation in the bare infinitive of the simple present tense is how to differentiate in using s/es.
24	R24	I am so confused about the verb with affixation s/es.
25	R25	
26	R26	I am always confused about the difference between s or es. But sometimes I can do that.
27	R27	Alhamdulillah, I don't have difficulty in using affixation of the simple present tense. But I am still confused about prefix and suffix.
28	R28	I think that simple present tense is such an easy tense because it just compares singular noun + verb 1 (s/es)

		and plural noun + verb 1, so I don't find any difficulty on it.
29	R29	The difficulty is the placement of affixation in the verb.
30	R30	I am still confused about affixation in the simple present tense.
31	R31	I don't know how to take an "s" in a verb of simple present tense.
32	R32	Sometimes, I am still confused to identify the subject and the sentence. And I am always confused with grammar lessons.
33	R33	Using affixation in the bare infinitive of the simple present tense is difficult because we must through and be careful.
34	R34	Affixation in the bare infinitive of the simple present tense is difficult.
35	R35	I don't confuse with the affixation.
36	R36	Sometimes I feel difficult to differentiate between the verb with affixation s and es.
37	R37	It is difficult to differentiate and know the irregular words in singular and plural form that has a different shape. Ex: tooth – teet, foot – feet. If we don't know and we don't memorize it well, it causes some risks.
38	R38	The difficulty of using affixation is how to distinguish the affixation should be used.

39	R39	The difficulty is how to know the use of affixion.
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4. The test of students

Read each sentence below carefully. Choose the right answer of two both choices !

1. The big octopi (lives/live) on the sea.
2. Her children always (play/plays) football.
3. The Hippopotamus in a zoo always (eats/eat) many vegetables.
4. This cup of ice cream (freezes/freez) at 0°.
5. The sound of a gunshot (echos/echos) the canyon.
6. Those geese (swims/swim) in the lake every morning.
7. Every bartender always (mix/mixes) the drinking before presenting to the customer.
8. She really (like/likes) watching movie even though the acting is not good.
9. Whenever prices (goes/go) up, customers buy fewer products.
10. He always (study/studies) hard because he wants to go to medical school as he suffer from cancer.
11. Little Jimmy always cry if everybody (leave/leaves) him alone.

12. Although she and Joe (hates/hate) him, They still (asks/ask) for his help sometimes.
13. His father fix his bike and he (feels/feel) so lucky then.
14. I and my sister (cleans/clean) the bathroom and we make it clean.
15. The men who is sitting in front of the class always (studies/study) English every monday.
16. My brothers usually (uses/use) a pick whenever they play the guitar, or they just use their fingers.
17. Susan (teach/teaches) the kids who (stays/stay) in the neighborhood in the evenings after she (come/comes) home from work.
18. If he (want/wants) to join us, he (needs/need) to ask the man who invited us to the party, or he can stay home.
19. The eagles which (fly/flies) in the local mountain range attract many tourists, but the local politicians still (refuse/refuses) to protect them.
20. The boy who always (sits/sit) on behind the seat is naughty. His name is Kufra. He always (vex/vexes) his parent.
21. The woman who is standing beside my friend's house always (cry/cries) every night.
22. My uncle often (speaks/speak) javanese with his friends.
23. Nana always (gets/get) up early in the morning.

24. The artist (draws/draw) a beautiful face every Sunday in the park.
25. Mr. John and Mr. Jim (celebrates/celebrate) their birthday every year.
26. He (try/tries) to call his ex-girlfriend again.
27. Alice, who is a beautiful girl, (come/comes) from a wealthy family, but she still (live/lives) a simple life.
28. The teacher (vary/varies) the questions to help the students understand more.
29. I have to check the copy machine before it (copies/copy) the wrong pages.
30. Her ex-boyfriend (asks/ask) her to get back together but she (deny/denies).

Please answer the question honestly !

1. What is the difficulties in using affixation in the bare infinitive of simple present tense ?

## 5. The Students Workhseet



Name : Wahyuni Widiyanti N.4  
Student Number : 1907046112

26  
11

A. Write the correct form of verb!

1. Her child always (play) plays football.
2. The new boss (approach) approaches staff discipline much more strictly.
3. I have to check the copy machine before it (copy) copies the wrong pages.
4. The Hippopotamus in a zoo always (eat) eats many vegetables.
5. This cup of ice cream (freeze) freezes at 0°.
6. The eagle which (fly) flies in the local mountain range attract many tourists, but the local politicians still refuse to protect them.
7. She really (like) likes watching movie even though the acting is not good.
8. The preschooler (clutch) clutches his mother tightly.
9. The woman who is standing beside my friend's house always (cry) cries every night.
10. That goose (swim) swims in the lake every morning.
11. The director of Foundation English Course (dismiss) dismisses many employees.
12. He always (study) studies hard because he wants to go to medical school as he suffers from cancer.
13. His father fixes his bike and he (feel) feels so lucky then.
14. The sound of a gunshot (echo) echoes the canyon.
15. The men who is sitting in front of the class always (study) studies English every day.
16. My sister (clean) cleans the bathroom and she (make) makes it clean.
17. Every society in this country (express) expresses outrage at the verdict.
18. My best friend (try) tries to call his ex-girlfriend again.
19. Alice, who is a beautiful girl, (come) comes from a wealthy family, but she still lives a simple life.
20. Someone who is drinking in front of the class always (brush) brushes her shoes.
21. Somebody who standing behind the tree always (pry) prys me.
22. Susan teaches the kid who (stay) stays in the neighborhood in the evenings after she comes home from work.
23. The train (cross) crosses the border between France and Spain.
24. An analytical solution has been given which (apply) applies in this limit.

8

25. If he (~~want~~wants) to join us, he (~~needs~~need) to ask the man who invited us to the party, or he can stay home.
26. Whenever the price (~~goes~~go) up, customers buy fewer products.
27. Her ex-boyfriend asks her to get back together but she (~~deny~~denies).
28. The boy who always (~~sits~~sit) on behind the seat is naughty. His name is Kufra. He always vexes his parent.
29. Every bartender always (~~mix~~mixes) the drinking before presenting to the customer.
30. The teacher (~~vary~~varies) the questions to help the students understand more.

B. What is the difficulty in using affixation in the bare infinitive of the simple present tense?  
Explain your answer!

B. ~~can't~~  
I don't know how to take a "s" in a sentence

Name : *Nedul Cahozur*  
Student Number : *1903046119*

*30*

A. Write the correct form of verb!

- ~~1.~~ Her child always (play/plays) football.
- ~~2.~~ The new boss (approach/approaches) staff discipline much more strictly.
- ~~3.~~ I have to check the copy machine before it (copies/copy) the wrong pages.
- ~~4.~~ The Hippopotamus in a zoo always (eat/eats) many vegetables.
- ~~5.~~ This cup of ice cream (freezes/freez) at 0°.
- ~~6.~~ The eagle which (fly/flies) in the local mountain range attract many tourists, but the local politicians still refuse to protect them.
- ~~7.~~ She really (like/likes) watching movie even though the acting is not good.
- ~~8.~~ The preschooler (clutch/clutches) his mother tightly.
- ~~9.~~ The woman who is standing beside my friend's house always (cry/cries) every night.
- ~~10.~~ That goose (swim/swims) in the lake every morning.
- ~~11.~~ The director of Foundation English Course (dismisses/dismiss) many employees.
- ~~12.~~ He always (study/studies) hard because he wants to go to medical school as he suffers from cancer.
- ~~13.~~ His father fixes his bike and he (feels/feels) so lucky then.
- ~~14.~~ The sound of a gunshot (echo/echoes) the canyon.
- ~~15.~~ The men who is sitting in front of the class always (study/studies) English every day.
- ~~16.~~ My sister (clean/cleans) the bathroom and she (make/makes) it clean.
- ~~17.~~ Every society in this country (express/expresses) outrage at the verdict.
- ~~18.~~ My best friend (try/tries) to call his ex-girlfriend again.
- ~~19.~~ Alice, who is a beautiful girl, (come/comes) from a wealthy family, but she still lives a simple life.
- ~~20.~~ Someone who is drinking in front of the class always (brush/brushes) her shoes.
- ~~21.~~ Somebody who standing behind the tree always (pry/pries) me.
- ~~22.~~ Susan teaches the kid who (stay/stays) in the neighborhood in the evenings after she comes home from work.
- ~~23.~~ The train (cross/crosses) the border between France and Spain.
- ~~24.~~ An analytical solution has been given which (apply/applies) in this limit.

*B = 9*

*S = 21*

25. If he (~~want~~/wants) to join us, he (~~needs~~/need) to ask the man who invited us to the party, or he can stay home.
26. Whenever the price (~~goes~~/go) up, customers buy fewer products.
27. Her ex-boyfriend asks her to get back together but she (~~deny~~/denies).
28. The boy who always (~~sits~~/sit) on behind the seat is naughty. His name is Kufra. He always vexes his parent.
29. Every bartender always (~~mix~~/mixes) the drinking before presenting to the customer.
30. The teacher (~~vary~~/varies) the questions to help the students understand more.

B. What is the difficulty in using affixation in the bare infinitive of the simple present tense?

Explain your answer!

*Distinguish some sentences that require 'affixation'.*

Name : Shavira V. P. A.  
Student Number : 1903046106

50

A. Write the correct form of verb!

1. Her child always (play/plays) football.
2. The new boss (approach/approaches) staff discipline much more strictly.
3. I have to check the copy machine before it (copies/copy) the wrong pages.
4. The Hippopotamus in a zoo always (eats/eat) many vegetables.
5. This cup of ice cream (freezes/freez) at 0°.
6. The eagle which (fly/flyes) in the local mountain range attract many tourists, but the local politicians still refuse to protect them.
7. She really (like/likes) watching movie even though the acting is not good.
8. The preschooler (clutches/clutch) his mother tightly.
9. The woman who is standing beside my friend's house always (cry/cries) every night.
10. That goose (swims/swim) in the lake every morning.
11. The director of Foundation English Course (dismisses/dismiss) many employees.
12. He always (study/studies) hard because he wants to go to medical school as he suffers from cancer.
13. His father fixes his bike and he (feels/feel) so lucky then.
14. The sound of a gunshot (echos/echos) the canyon.
15. The men who is sitting in front of the class always (studies/study) English every day.
16. My sister (clean/clean) the bathroom and she (make/makes) it clean.
17. Every society in this country (expresses/express) outrage at the verdict.
18. My best friend (try/tries) to call his ex-girlfriend again.
19. Alice, who is a beautiful girl, (come/comes) from a wealthy family, but she still lives a simple life.
20. Someone who is drinking in front of the class always (brushes/brushes) her shoes.
21. Somebody who standing behind the tree always (pry/pries) me.
22. Susan teaches the kid who (stays/stay) in the neighborhood in the evenings after she comes home from work.
23. The train (cross/crosses) the border between France and Spain.
24. An analytical solution has been given which (apply/applies) in this limit.

B = 15

25. If he (~~want~~/wants) to join us, he (~~needs~~/need) to ask the man who invited us to the party, or he can stay home.
26. Whenever the price (~~goes~~/go) up, customers buy fewer products.
27. Her ex-boyfriend asks her to get back together but she (~~deny~~/denies).
28. The boy who always (~~sits~~/sit) on behind the seat is naughty. His name is Kufra. He always vexes his parent.
29. Every bartender always (~~mix~~/mixes) the drinking before presenting to the customer.
30. The teacher (~~vary~~/varies) the questions to help the students understand more.
- B. What is the difficulty in using affixation in the bare infinitive of the simple present tense?  
Explain your answer!

Name : Alfred Kariuki  
Student Number : 15030404

66

A. Write the correct form of verb!

1. Her child always (play/plays) football. plays (correct)
2. The new boss (approach/approaches) staff discipline much more strictly. approaches (correct)
3. I have to check the copy machine before it (copies/copy) the wrong pages.
4. The Hippopotamus in a zoo always (ent/ent) many vegetables. eats
5. This cup of ice cream (freezes/freeze) at 0°. freezes
6. The eagle which (~~fly~~/flies) in the local mountain range attract many tourists, but the local politicians still refuse to protect them.
7. She really (~~like~~/likes) watching movie even though the acting is not good.
8. The preschooler (~~clutch~~/clutch) his mother tightly.
9. The woman who is standing beside my friend's house always (~~cry~~/cries) every night.
10. That goose (~~swims~~/swim) in the lake every morning.
11. The director of Foundation English Course (~~dismiss~~/dismisses) many employees.
12. He always (~~study~~/studies) hard because he wants to go to medical school as he suffers from cancer.
13. His father fixes his bike and he (~~feel~~/feels) so lucky then.
14. The sound of a gunshot (~~echos~~/echoes) the canyon.
15. The men who is sitting in front of the class always (~~study~~/studies) English every day.
16. My sister (~~cleans~~/cleans) the bathroom and she (~~make~~/makes) it clean.
17. Every society in this country (~~express~~/expresses) outrage at the verdict.
18. My best friend (~~try~~/tries) to call his ex-girlfriend again.
19. Alice, who is a beautiful girl, (~~come~~/comes) from a wealthy family, but she still lives a simple life.
20. Someone who is drinking in front of the class always (~~brush~~/brushes) her shoes.
21. Somebody who standing behind the tree always (~~pry~~/pries) me.
22. Susan teaches the kid who (~~stay~~/stays) in the neighborhood in the evenings after she comes home from work.
23. The train (~~cross~~/crosses) the border between France and Spain.
24. An analytical solution has been given which (~~apply~~/applies) in this limit.

B = 20

25. If he (~~want~~/wants) to join us, he (needs/need) to ask the man who invited us to the party, or he can stay home.
26. Whenever the price (~~goes~~/go) up, customers buy fewer products.
27. Her ex-boyfriend asks her to get back together but she (~~deny~~/denies).
28. The boy who always (~~sits~~/sit) on behind the seat is naughty. His name is Kufra. He always vexes his parent.
29. Every bartender always (~~mix~~/mixes) the drinking before presenting to the customer.
30. The teacher (~~vary~~/varies) the questions to help the students understand more.

B. What is the difficulty in using affixation in the bare infinitive of the simple present tense?

Explain your answer!

the difficulty in using affixation in the bare infinitive of the simple present tense is How to differentiate in using s/es



Name : *Mubanna Farahisa Antea*  
Student Number : *1903046105*

73

A. Write the correct form of verb!

1. Her child always (play/plays) football.
2. The new boss (approach/approaches) staff discipline much more strictly.
3. I have to check the copy machine before it (copies/copy) the wrong pages.
4. The Hippopotamus in a zoo always (eats/eat) many vegetables.
5. This cup of ice cream (freezes/freez) at 0°.
6. The eagle which (fly/flies) in the local mountain range attract many tourists, but the local politicians still refuse to protect them.
7. She really (like/likes) watching movie even though the acting is not good.
8. The preschooler (clutches/clutch) his mother tightly.
9. The woman who is standing beside my friend's house always (cry/cries) every night.
10. That goose (swims/swim) in the lake every morning.
11. The director of Foundation English Course (dismisses/dismiss) many employees.
12. He always (study/studies) hard because he wants to go to medical school as he suffers from cancer.
13. His father fixes his bike and he (feels/feel) so lucky then.
14. The sound of a gunshot (echos/echos) the canyon.
15. The men who is sitting in front of the class always (studies/study) English every day.
16. My sister (cleans/clean) the bathroom and she (make/makes) it clean.
17. Every society in this country (expresses/express) outrage at the verdict.
18. My best friend (try/tries) to call his ex-girlfriend again.
19. Alice, who is a beautiful girl, (come/comes) from a wealthy family, but she still lives a simple life.
20. Someone who is drinking in front of the class always (brushes/brushes) her shoes.
21. Somebody who standing behind the tree always (pry/pries) me.
22. Susan teaches the kid who (stays/stay) in the neighborhood in the evenings after she comes home from work.
23. The train (cross/crosses) the border between France and Spain.
24. An analytical solution has been given which (apply/applies) in this limit.

B = 22

25. If he (want/wants) to join us, he (needs/need) to ask the man who invited us to the party, or he can stay home.
26. Whenever the price (goes/go) up, customers buy fewer products.
27. Her ex-boyfriend asks her to get back together but she (deny/denies).
28. The boy who always (sits/sit) on behind the seat is naughty. His name is Kufra. He always vexes his parent.
29. Every bartender always (mix/mixes) the drinking before presenting to the customer.
30. The teacher (vary/varies) the questions to help the students understand more.

B. What is the difficulty in using affixation in the bare infinitive of the simple present tense?

Explain your answer!

I'm so confuse about verb using.

Name : Andhika Esparaisa  
Student Number : 1903040086

80  
/

A. Write the correct form of verb!

1. Her child always (play/plays) football.
2. The new boss (approach/approaches) staff discipline much more strictly.
3. I have to check the copy machine before it (copies/copy) the wrong pages.
4. The Hippopotamus in a zoo always (eats/eat) many vegetables.
5. This cup of ice cream (freezes/freez) at 0°.
6. The eagle which (fly/flies) in the local mountain range attract many tourists, but the local politicians still refuse to protect them.
7. She really (like/likes) watching movie even though the acting is not good.
8. The preschooler (clutches/clutch) his mother tightly.
9. The woman who is standing beside my friend's house always (cry/cries) every night.
10. That goose (swims/swim) in the lake every morning.
11. The director of Foundation English Course (dismisses/dismiss) many employees.
12. He always (study/studies) hard because he wants to go to medical school as he suffers from cancer.
13. His father fixes his bike and he (feels/feel) so lucky then.
14. The sound of a gunshot (echos/echos) the canyon.
15. The men who is sitting in front of the class always (studies/study) English every day.
16. My sister (cleans/clean) the bathroom and she (make/makes) it clean.
17. Every society in this country (expresses/express) outrage at the verdict.
18. My best friend (try/tries) to call his ex-girlfriend again.
19. Alice, who is a beautiful girl, (come/comes) from a wealthy family, but she still lives a simple life.
20. Someone who is drinking in front of the class always (brushes/brushes) her shoes.
21. Somebody who standing behind the tree always (pry/pries) me.
22. Susan teaches the kid who (stay/stay) in the neighborhood in the evenings after she comes home from work.
23. The train (cross/crosses) the border between France and Spain.
24. An analytical solution has been given which (apply/applies) in this limit.

B = 24

25. If he (~~want~~/wants) to join us, he (needs/need) to ask the man who invited us to the party, or he can stay home.
26. Whenever the price (~~goe~~/go) up, customers buy fewer products.
27. Her ex-boyfriend asks her to get back together but she (~~deny~~/denies).
28. The boy who always (~~sits~~/sits) on behind the seat is naughty. His name is Kufra. He always vexes his parent.
29. Every bartender always (~~mix~~/mixes) the drinking before presenting to the customer.
30. The teacher (~~vary~~/varies) the questions to help the students understand more.

B. What is the difficulty in using affixation in the bare infinitive of the simple present tense?  
Explain your answer!

I still confuse to distinguish the using of "s" or "es" in the sentence with if and clause

Name : M. Fariz Hisyam  
Student Number : 1303046109

90

A. Write the correct form of verb!

1. Her child always (play/plays) football.
2. The new boss (approach/approaches) staff discipline much more strictly.
3. I have to check the copy machine before it (copies/copy) the wrong pages.
4. The Hippopotamus in a zoo always (eats/eat) many vegetables.
5. This cup of ice cream (freezes/freez) at 0°.
6. The eagle which (fly/flies) in the local mountain range attract many tourists, but the local politicians still refuse to protect them.
7. She really (like/likes) watching movie even though the acting is not good.
8. The preschooler (clutches/clutch) his mother tightly.
9. The woman who is standing beside my friend's house always (cry/cries) every night.
10. That goose (swims/swim) in the lake every morning.
11. The director of Foundation English Course (dismisses/dismiss) many employees.
12. He always (study/studies) hard because he wants to go to medical school as he suffers from cancer.
13. His father fixes his bike and he (feels/feel) so lucky then.
14. The sound of a gunshot (echos/echos) the canyon.
15. The men who is sitting in front of the class always (studies/study) English every day.
16. My sister (cleans/clean) the bathroom and she (make/makes) it clean.
17. Every society in this country (expresses/express) outrage at the verdict.
18. My best friend (try/tries) to call his ex-girlfriend again.
19. Alice, who is a beautiful girl, (come/comes) from a wealthy family, but she still lives a simple life.
20. Someone who is drinking in front of the class always (brushes/brushes) her shoes.
21. Somebody who standing behind the tree always (pry/tries) me.
22. Susan teaches the kid who (stays/stay) in the neighborhood in the evenings after she comes home from work.
23. The train (cross/crosses) the border between France and Spain.
24. An analytical solution has been given which (apply/applies) in this limit.

B = 27

25. If he (want/wants) to join us, he (needs/need) to ask the man who invited us to the party, or he can stay home.
26. Whenever the price (goes/go) up, customers buy fewer products.
27. Her ex-boy friend asks her to get back together but she (deny/denies).
28. The boy who always (sits/sit) on behind the seat is naughty. His name is Kufra. He always vexes his parent.
29. Every bartender always (mix/mixes) the drinking before presenting to the customer.
30. The teacher (vary/varies) the questions to help the students understand more.
- B. What is the difficulty in using affixation in the bare infinitive of the simple present tense?  
Explain your answer!

I think that simple present tense is such an easy tense, because it just compares singular Noun + Verb(s/es) and plural Noun + Verb, so that I don't find any difficulties on it.

Name : Irfani Rahadatul Afy  
Student Number : 1903046115

100

A. Write the correct form of verb!

1. Her child always (play/plays) football.
2. The new boss (approach/approaches) staff discipline much more strictly.
3. I have to check the copy machine before it (copies/copy) the wrong pages.
4. The Hippopotamus in a zoo always (eats/eat) many vegetables.
5. This cup of ice cream (freezes/freez) at 0°.
6. The eagle which (fly/flies) in the local mountain range attract many tourists, but the local politicians still refuse to protect them.
7. She really (like/likes) watching movie even though the acting is not good.
8. The preschooler (clutches/clutch) his mother tightly.
9. The woman who is standing beside my friend's house always (cry/cries) every night.
10. That goose (swims/swim) in the lake every morning.
11. The director of Foundation English Course (dismisses/dismiss) many employees.
12. He always (study/studies) hard because he wants to go to medical school as he suffers from cancer.
13. His father fixes his bike and he (feels/feel) so lucky then.
14. The sound of a gunshot (echos/echos) the canyon.
15. The men who is sitting in front of the class always (studies/study) English every day.
16. My sister (cleans/clean) the bathroom and she (make/makes) it clean.
17. Every society in this country (expresses/express) outrage at the verdict.
18. My best friend (try/tries) to call his ex-girlfriend again.
19. Alice, who is a beautiful girl, (come/comes) from a wealthy family, but she still lives a simple life.
20. Someone who is drinking in front of the class always (brushes/brushes) her shoes.
21. Somebody who standing behind the tree always (pry/pries) me.
22. Susan teaches the kid who (stays/stay) in the neighborhood in the evenings after she comes home from work.
23. The train (cross/crosses) the border between France and Spain.
24. An analytical solution has been given which (apply/applies) in this limit.

## **BIBLIOGRAPHY**

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### **Educational Background:**

#### **A. Formal Education**

1. TK Sron dol 02 Semarang
2. MI Manba'ul Hikmah Cirebon
3. MTs AI Mertapada Cirebon
4. MA Al-Wathoniyyah Semarang
5. UIN Walisongi Semarang

#### **B. Non-Formal Education**

1. Pondok Pesantren Ma'had Sighor Cirebon
2. Pondok Pesantren Ma'had Tafsir Wa Sunnah Al-Itqon Semarang