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UNIVERSITAS PASIR PANGARAYAN**

PROPOSAL PENELITIAN



**AN ANALYSIS ON STUDENTS' ABILITY IN USING
SIMPLE PAST TENSE AT UNIVERSITAS PAHLAWAN TUANKU
TAMBUSAI**

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CHAPTER I INTRODUCTION

A. Background of the Study

English is a foreign language in Indonesia. It is crucial because it helps us in understanding the language. According to (Kurniawan, 2016) language is a set of rules used by human as a tool of their communication. Every language has its own grammar. Learning tenses and grammar is not easy for student. Grammar is central to the teaching and learning of language that also becomes one of the more difficult aspects of language to teach as well as to learn well. (Sihombing, 2013) states that grammar often taught isolate, unconnected sentences that give a fragmented, unrealistic picture of English and make it difficult for students to apply what they learned in actual situations. (Hewings & Rodesma, 2022) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. According to (Apriliani, 2017) grammar is a theory of a language, how language put together and how it works. In addition grammar is important, especially when the learners communicate with others.

According to (Bowers and Brumfit) cites in (Maisaraoh, 2013) says that grammar is a language. It means if students learn a language, they will also learn the grammar of the language. Thus, learning grammar becomes an inseparable part of language and becomes an important aspect if

the students want to speak and write English well. Grammar or structure is one of the components in learning English. It can be called the foundation for producing sentences. Having knowledge of grammar makes it easier for students to generate sentences and catch the ideas from the sentences they read and hear. One of the important components in grammar is tenses. It can be said that making good sentences is the most important thing.

In addition, by mastering English grammar, learners will understand how to transfer and receive messages in both written and oral communication without misunderstanding. When English learners hear the word about grammar, they immediately associate it with the study of tenses, because tenses are the basis of grammatical studies in English. Many Indonesian students are struggle learning tenses because they are not in accordance with the structure and rules of the language in Indonesian. They do not have to change the form of the verb to reflect the timing of an event. However, in English most verbs can show the difference between the present and the past by changing the form of the verb.

There are 16 kinds of tense, namely Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense, Simple Past Tense, Past Continuous Tense, Past Perfect Tense, Past Perfect Continuous Tense, Simple Future Tense, Future Continuous Tense, Future Perfect Tense, Future Perfect Continuous Tense, Simple Past Future Tense, Past Future Continuous Tense, Past Future Perfect

Tense, and Past Future Perfect Continuous Tense. In this research, the researcher will focus on Simple Past Tense.

The simple past is one of tenses which students learn in the school but it sometimes makes students confused and lots of them make mistakes in several exercises. Student difficult are in learning, remembering, and applying the formula within the sentence. (Hardi, 2022) found some grammatical errors produced by the students in writing class. In solving these problems, the English teachers should to resolve the problem; they should increase student's ability in using simple past.

According to Marcel Danes in Grammar for English language Teachers stated that Learners often have difficulty mastering the types of the past tense. Particularly, they often need opportunities to study and practice; (1) question and negative forms, (2) irregular past tense forms (3) the spelling of regular past forms. Usually, the students' confused in implementing the simple past tense in write a sentences.

Vocational High Schools (SMK) are units of education level that have different characteristics from other secondary schools. Vocational high schools are prepared to meet the needs of the business world or the industrial world. Vocational high school students enjoy practical learning, in contrast to high school students who learn by theory. For senior high school students learning theory has become the basis of learning in schools, while vocational students do not like learning in the form of theory.

Based on the researcher's experiences in teaching such a topic at Universities Palawan tuanku tambusai, there some of students still do not understand with simple past tense. The researcher found some problem such as; first, the students have difficulties in memorize the formula of simple past tense. Second, the students do not understand the formula of simple past tense. And third, the student still confused in implementing the formula of simple past tense.

Therefore, the researcher intends to analyze the student's ability in learning the simple past under the title **An Analysis of the Student's Ability by Using Simple Past Tense.**

B. Focus of the Research

The focus of this research is on analyzing the student's ability in using the simple past tense which learned in the first grade. Beside this research is also focused on how student understanding and implementing the formulas of simple past tense. The researcher has concludes the question such as:

1. How is the student's ability in using simple past tense at Universities Palawan Tuanku Tambusai?

C. Purpose of the Research

This title has the purpose as to know the ability of student in learning simple past tense in Vocational High school. Through this research, the researcher can find how extent the student's ability in using simple past tense.

D. Significance of the Research

Based on the explanation before, the findings of the research are expected to give theoretical and practical. Theoretically, finding of this research is expected to increase research data sources and references. Practically, this research is expected to motivate and make students' interest in English learning. These research finding is also expected to be useful for students' to increase their ability in using simple past tense and teachers of Universities Palawan Tuanku Tambusai for their future in learning process. This research is aimed to fulfill one of the requirements for the researcher to complete the bachelor degree program in Universities of Palawan Tuanku Tambusai.

CHAPTER II

REVIEW OF LITERATURE

A. The Simple Past Tense

1. The Definition of Simple Past Tense

Simple past tense is a verb tense that is used to talk about things that happened or existed before now. Simple past tense is the most common tenses in English. Simple past tense indicated action that occurred in the past and did not extent to the present. It started in the past and ended in the past. The simple past tense is formed by using the simple past form of the verb. Firstly, for the regular verb, the past form is formed by add-ED to the verb. The examples are played, opened. Secondly, for irregular verb is formed by irregular ways, for example eat/ate, buy/bought, sit/sat etc. And non-verb using to be was or to be were. According to (Aditya, 2022) the simple past tense means that the action ended in the past. Simple past can be used for most past actions; we can use it for actions that happens quickly, actions that happened over time, or actions that were habits in the past. According to Green Baum and Quirk (2003) Simple past tense is used to express an event in the past time. It is also can be used to express an activity which is a habitual activity in the past time. In addition, they mentioned that the stated past is used to refer a single unbroken state of affairs in the past: I once liked reading novels. However, simple past tense also can be used for special uses, as Green Baum and Quirk (2003) said, the

simple past tense are used to indirect and direct thought, attitudinal past and hypothetical past. Moreover, according to (Maleong, 2013) states that Tense is used to show the relation between the actions or state described by the verb and the time, which is reflected in the form of the verb, and used to locate an event or state to a point of time.

Generally, simple past tense is a tense that expresses the event is ended in the past and has nothing to do in the present. In addition Martin Parrot stated his idea about definition of the simple past tense is one of the tenses which use to refer to completed events, states, action, consider that the event, state or action took place within a finished period of time. Meanwhile, (Maisaraoh, 2013) said the simple past tense is used for completed action that happened at one specific time in the past.

Furthermore, (Indah, 2019) gives explanation that the simple past tense indicates that an activity or situation began and ended at a particular time in the past. According to her, the time indications are yesterday, last night, two day ago, in 1999 etc. Whereas, (Maisaraoh, 2013) said the simple past tense of a verb is a form typically indicating that the event or state of affairs expresses by the verb took place or exited before the presents, the present here is whenever the speakers or writer is actually speaking or writing.

Finally, it can be concluded that the simple past tense tells about expressions of past time when an action was completed without

indicating any connecting with the present. In telling story and describing what happened in the past can use simple past tense.

2. Form of Simple the Past Tense

According Milda Broukal cites in (Maisaraoh, 2013) the formulates form of simple past tense into three types, they are affirmative, negative and interrogative.

a. Affirmative or Positive

All regular verbs take an –end ending in the past tense. This form is used for all subjects, both singular and plural.

The verb other than be:

S + V2 + Complement

Note: S = Subject, V2 = Verb 2, or Past Verb

Example:

- He bought a car.
- Your cat ate fish

The verb of be:

S + was/were + Complement

Example:

- She was hungry.
- He was sick yesterday

They were here last night some auxiliaries verb are used in the simple past tense consist of two kinds:

- Was, the use of “was” is only used for the singular noun and the uses of “were” is only for the plural noun.
- Did, the use of did are not only used as part of the sentence structure for questions but also part of the sentence structure for negative statement. It is followed by verb 1 (V1). The use of did is used for all pronouns. It means used for singular noun and plural noun.

b. Negative

For negative part tense verbs, use did not before the simple past form of the main verb. The contraction for did not is “did not”, the contraction for was not is “was not” and the contraction for were not is “were not”.

The verb other than be:

S + did + not + Verb 1 + Complement

Example:

- He did not buy a car.
- Your cat did not eat fish.

The verb of be:

S + was/were + not + Complement

Example:

- She was not hungry.
- He was not sick yesterday
- They were not here last night

c. Interrogative

- a.) Yes/no questions when forming a question, one must place the auxiliary or the verb **be** before the subject of the sentence. There is no final –ed ending in the question form.

The positive form of verb other than **be**:

Did + S + Verb 1 + Complement

Example:

- Did he buy a phone?
- Did Rudy and Fred watch movie last moon?
- Did your bird eat worm?

- b.) The negative form of verb other than be:

Did + not + S + Verb 1 + Complement

Example:

- Did not he buy a phone?
- Did not Rudy and Fred watch movie last moon?
- Did not your bird eat worm?

- c.) The positive form of be:

Was/were + S + Complement

Example:

- Was she angry?
- Was he sick yesterday?
- Were they here last week?

- d.) The negative form of be:

Was not/were not + S + Complement

Example:

- Was not she angry?
- Was not he sick yesterday?
- Were they here last week?

Based on the explanation about the form of simple past tense above, it can conclude that, the formula of simple past tense as follow:

Table 2.1

The Concluded Form of Simple Past Tense

Form	Formula		Example
Positive	Verbal	S + V2 + Complement	She bought a new book yesterday
	Nominal	S + was/were + Complement	The case was hard to solve
Negative	Verbal	S + did + not + Verb 1 + Complement	She did not buy a book yesterday
	Nominal	Did + not + S + Verb 1 + Complement	The case was not hard to solve
Interrogative	Verbal	did + S + V1 + complement	Did she buy a new book yesterday?
	Nominal	Was + S + V1 + complement	Was the case hard to solve?

3. The Usage of Simple Past Tense

According to (Milda Broukal & Ingrid Wisniewska) cites in (Guterres & Soares, 2017) said that, there are three main uses of the simple past:

- a. To describe an action that happened at a definite time in the past.
Example: Fajar and Iqbal climbed Mount Everest in 2017.
- b. To talk about actions that happened in a sequence in the past.
Example: I came home, picked up my mail and left.
- c. With time expression such as yesterday, last night / week / month / years, four days / weeks, years ago, and in 2010. Example: I saw a great movie last night.

From explanations above, the researcher concludes that the uses of the simple past tense, they are: to describe single completed action and to talk about actions that happened in a sequence in the past. According to (Firmansyah, 2019) The usage of simple past tense as follows:

- a. Completed action in the past

Use simple past tense to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind. For examples:

- I saw the sunset yesterday
- Last year, I did not Travel to Lombok

- He did not wash his car

b. Series of Completed Action in The Past

We use the simple past tense to list a series of completed action in the past. These actions happened 1st, 2nd, 3rd, 4th, and so on. For examples:

- I **finished** work, **walked** to the beach, and **found** a nice place to swim.
- He **arrived** to the airport at 8:00, **checked** into the hotel at 9:00, and **met** the other at 10:00.

c. Duration in Past

The simple past tense can be used with a duration, which starts and stops in the past. Duration is a longer action often indicated by expressions such as: for two year, all day, all year, etc. For examples:

- They **sat** at the beach all day
- We **talked** on the phone for 30 minutes

d. Habits in the Past

The simple past tense can also be used to describe a habit that stopped in the past. It can have the same meaning as “used to”. To make it clear that we are talking about a habit, we often add expression such as: always, often, usually, never, when I was a child, etc.

For example:

- She **worked** at the movie theater after school.

e. Past Facts or Generalizations

The simple past can also be used to describe past facts or generalizations, which are no longer true. As in USE 4 above, this use of simple past is quite similar to the expression “use to”. For example:

- He was in office yesterday
- We spent the time in Lampung

B. Review of Related Finding

1. The thesis entitled “*The Error Analysis on the Use of Simple Past Tense in Writing Recount Text at Eight Grade Students of SMP N 2 Adimulyo in the Academic Year of 2015/2016*” conducted by Aprilia from Muhammadiyah University of Purworejo. The researcher tries to analysis the error on the using of simple past tense. The researcher chooses the eighth grade to take the data, which considered 32 students. The researcher use written test to collecting the data. The result shows that the highest percentage of error is 88%, the lowest percentage of error is 6%. The students still confuse on the use of tense.
2. The thesis entitled “*The Students’ Ability In Using Simple Past Tense In The Second Grade Of Mts Hidayatussibyan Wadaslintang In The Academic Year Of 2012/2013*” by Mahmudah (2013). This research is descriptive quantitative research which conducted on second grade of MTs Hidayatussibyan Wadaslintang in the academic year of 2012/2013.

The researcher took 30 students as the sample. The instrument of this research is test. It is multiple choice forms which consist of 30 items. The result of this research is to know the students' ability and to know what the students' difficulties in using simple past tense.

3. The thesis entitled "*The Grammatical Error Analysis on Using the Simple Past Tense in Writing Recount Text*" by Bayinah (2013).

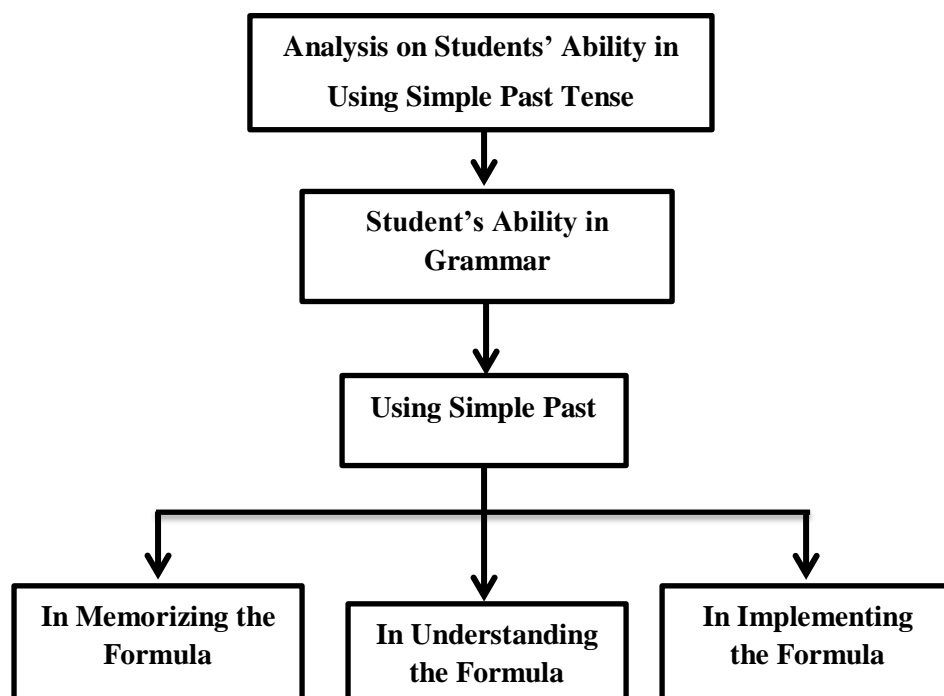
The researcher analyzes and classifies the types and the sources of students' errors in using the simple past tense in writing recount text. The researcher classifies errors with Corder's theory. The result of the error analysis shows that the students make errors into four types: omission, miss selection, addition, and ordering.

Based on description above, it can be seen that there are similarity and differences between previous the researchers with this research. First, the similarities this research with are the researcher use test to measure the students' ability and the researcher uses descriptive qualitative method to analysis this research. Second, the differences between this research with the previous research, there is a research use quantitative research to analysis his research and also have differences with the result of this research. The result of this research is to know the students' ability in using simple past tense especially for the students' at second grade of Universities Pahlawan Tuanku Tambusai, consist with 32 students'.

C. Conceptual Framework

This research focuses on analyzing the student's ability in using simple past tense. The researcher proposed a conceptual framework entitled "An analysis on the student's ability in using simple past tense".

Figure 1
Conceptual Framework



The conceptual framework (Adopted from Greenbaum and Quirk, 2003)

CHAPTER III METHOD OF RESEARCH

A. Research Design

This study uses descriptive qualitative method. Descriptive qualitative method is used to describe the student's point from the tables to some sentences. (Maleong, 2013) cites in (Aminah, 2016) states that descriptive qualitative method is a procedure that generates the data in the form of descriptive words in written or spoken from people and observed behavior. According to (Creswell 2009:2) cites in (Septiarika et al., 2017) says that research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. This plan involves several decisions, and they need not be taken in the order in which they make sense to me and the order of their presentation here. The overall decision involves which design should be used to study a topic. There is the type of research design:

1. Qualitative research

Qualitative research is means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

In addition, (Septiarika et al., 2017) says about qualitative research characteristics. It different major characteristics at each stage of the research process:

- a. Exploring a problem and developing a detailed understanding of a central phenomenon
- b. Having the literature review play a minor role but justify the problem
- c. Stating the purpose and research questions in a general and broad way so as to the participants' experiences
- d. Collecting data based on words from a small number of individual so that the participants' views are obtained
- e. Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings
- f. Writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias.

B. Place and Time of the Research

This Research was conducted in juni 2022 at Universities Pahlawan Tuanku Tambusai, which located in Jl. Tuanku Tambusai Bangkinang Kota. The duration of this research can be considered for being one month.

The researcher observes the place and population of the research before starting the research. This research is conducted based on the schedule below:

Table 3.1

Setting Time

No	Activities	Feb-21				Mar-21				Apr-21				May-21				Jun-21				Jul-21				Aug-21			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Filling Title of the Research			√																									
2	Proposal Writing					√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			
3	Seminar Proposal																												
4	Implementation of the Research																												
5	Data Processing and Preparation of Thesis																												
6	Thesis Defence																												

C. Subject of the Research

The subject of this research is 32 of the second grade students' of Universities Pahlawan Tuanku Tambusai the academic year 2022. The target population was the whole group of (individuals) to which we are interested in applying our conclusions. The study population, on the other hand, was the group of (individuals) to which we can legitimately apply our conclusions. So the population of this research is the second grade at Universities Pahlawan Tuanku Tambusai .The population numbers

consisted of 30 students from the class XI, using a purposive sampling to collect the data.

D. Instrument of Research

The instrument of collecting data is used by the researcher to get the data by using:

1. Observation

Observation is an activity on preliminary watching on behavior of the research participant in the class. There was one observation instruments in this research. This observation was doing while PPL (teaching practice) at Universities Pahlawan Tuanku Tambusai on October 2022. It was observation sheet for indicators of student's ability in using simple past tense. In this research, the researcher was collaborator to observed student's ability in using simple past tense in the class. The observation sheet was conducted during one until three month of the research.

2. Test

Test is collecting the information is a series of questioner or exercise that are used to measure skills, knowledge, intelligence, ability or talent owned by an individual or class. To get the data of this research, the researcher give a test to the second grade students of Universities Pahlawan Tuanku Tambusai. This test will focuses on the simple past tense.

There one parts of test given to the student's to require students' score within the simple past tense. This is multiple choices includes 20 items every material of the simple tense is put in random. The researcher choosing multiple choices because the tests do not take long time and the test is easier for the student to answer it.

E. Technique of Collecting Data

According to Creswell (2012:205), there are five interrelated steps in the process of qualitative data collection. These steps should not be seen as linear approaches, but often one step in the process does follow another. The five steps are as follows:

1. Identifying participants and sites to be studied and to engage in a sampling strategy that will best help you understand your central phenomenon and the research question you are asking.
2. Gaining access to these individuals and sites by obtaining permissions.
3. Considering what types of information will best answer your research questions.
4. Designing protocols or instruments for collecting and recording the information.
5. Administering the data collection with special attention to potential ethical issues that may arise.

Collecting the data is a part of research as systematic procedure. In collecting data, the researcher uses test, namely multiple choices. By using test the researcher will take the students' answer in the printed form.

Test is a method or means to conduct investigation that use problem, question or other task. Arikunto's (2013:193) states that test is question or exercise used to measure the knowledge and ability to understand individual or group.

The steps of data collection of this study are described as follows:

1. Preparing the research instrument
2. Consulting the instrument to the expert.
3. Giving instrument to the students.

In doing the data of this study was used test, namely multiple choices which will give on the Universities Pahlawan Tuanku Tambusai especially at Class XI MM.

F. Technique of Analyzing Data

The score at the test will analyzed by using Arikunto's formula:

$S = R/T \times 100$, Where:

S: score

R: right answer of the students

T: total number of items

After giving the score to the students, the writer calculated the mean of the test score to measure the improvement of the students' score in each test. The following formula from (Maisaraoh, 2013) was used:

$M = \Sigma x / n$, Where:

M: the mean score of the students

Σx : the sum of all score

n : the number of students

In order to classify student's scores in using simple past tense, the criteria proposed by (Arikunto 1993) cited in (Mursalin et al., 2015) was used in this study, as described as follow:

Table 3.2
Criteria of Correct Result Score

No	Classification	Score
1	Excellent	81 – 100
2	Good	61 – 80
3	Fair	41 - 60
4	Less	21 – 40
5	Poor	0 – 20

The researcher used the descriptive analysis technique (percentage) to analyze the data. The data is taken from the documentation those are going to be analyzed based on the answers to the test. The researcher analyzed the students' answers and counted them by using percentage. The formula of percentage:

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

P = Percentage,

F = Frequency of correct or incorrect answer, and

N = Number of sample which is observed

After knowing the percentage of students' ability, the researcher determined the level of students' ability based on table below:

Table 3.3

List of Classifying the Data

Percentage (%)	Criteria	Grade
80-100	Excellent	A
66-79	Good	B
56-65	Fair	C
40-55	Less	D
<39	Low	E

(Arikunto, 2009)

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Lampiran 1. Justifikasi Anggaran Kegiatan

1. Honorarium				
Honor	Satuan	Kuantitas	Harga Satuan (Rp)	Honor (Rp)
Honorarium Petugas Survey)***	Orang/ Responden	32	8.000)*	256.000
Pengolah Data	Penelitian	4	1.540.000)*	6.160.000
Pembantu Lapangan)***	Orang/Hari	2	80.000)*	160.000
dll. ...				
SUB TOTAL (Rp)				6.576.000
2. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya (Rp)
Belanja Bahan Habis Pakai				
Kertas A4	Operasional kegiatan	3 Rim	50.000	150.000
TintiPrint hitam	Operasional kegiatan	1 Tabung	50.000	50.000
Pena	Alat tulis peserta	3 kotak	25.000	75.000
Foto copy instrumen	Bahan materi acara	32	Paket	350.000
Materai 10.000	Operasional kegiatan	5	12.000	60.000
Map	Operasional kegiatan	1 Lusin	45.000	45.000
Spidol	Operasional kegiatan	1 Kotak	110.000	110.000
Penjepit Kertas	Operasional kegiatan	2 Kotak	15.000	30.000
Pulpen Signo	Operasional kegiatan	6	25.000	150.000
Spanduk	Operasional kegiatan	1 buah	200.000	200.000
Paket Internet Zoom dengan mitra	Operasional kegiatan	4	110.000	440.000
Aqua, 2 x pertemuan	Peserta dan Pemateri	2 kotak	20.000	40.000
Penggandaan Proposal				
Foto copy proposal dan penjiilidan	Paket	Paket	Paket	180.000
Penggandaan Laporan				
Foto copy laporan, dan penjiilidan	Paket	Paket	Paket	350.000
Konsumsi Rapat				
Snack, 5 x pertemuan	Paket	Paket	Paket	250.000

Nasi bungkus, 5 x pertemuan	Paket	Paket	Paket	500.000
Minum, 5 x pertemuan	Paket	Paket	Paket	125.000
Publikasi Jurnal				
	Translasi	20 Lembar	100.000	18.000.000
	Publikasi Jurnal	Sinta 2 Al Ibtida: Jurnal Pendidikan MI	1.500.000	2.500.000
dll....				
SUB TOTAL (Rp)				6.605.000
3. Perjalanan				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya (Rp)
Dosen Mitra ke UP)** jika memungkinkan				
Dosen UP ke Mitra)** jika memungkinkan	LoAKerjasamaPro di PGSD UP dengan PGMI UIN SUSKA RIAU	Transfortasi	100.000	100.000
Dari dan Ke lokasi penelitian				
dll....				
SUB TOTAL (Rp)	100.000			
TOTAL ANGGARAN YANG DIBUTUHKAN (Rp)				100.000
TOTAL ANGGARAN YANG DIBUTUHKAN (Rp)				14.000.000

**Lampiran 3. Format Susunan Organisasi Tim Penelitian/ Pelaksanaan dan
Pembagian Tugas**

No	Nama	Jabatan	Bidang Keahlian	Instansi Asal	Alokasi Waktu (jam/minggu)
1	Dr. WIDA Rianti, M.Pd	Ketua	GRAMMAR	Universitas Pahlawan Taunku Tambusai	3 jam/ minggu
2	Dr. UMI RASSIDA, M.Pd	Anggota 1	SPEAKING	Universitas Pahlawan Taunku Tambusai	3 jam/ minggu
3	PUTRI ASI LESTARI, M.Pd	Anggota 2	SPEAKING	Universitas Riau	3 jam/ minggu
4	YESSI FAUZIA	Mahasiswa	BAHASA INGGRIS	Universitas Pahlawan Taunku Tambusai	3 jam/ minggu

Lampiran 4. Biodata Ketua Dan Anggota Tim Pengusul

Biodata Ketua Peneliti

DATA PRIBADI

Biodata Ketua Peneliti

A. Identitas

1.	Nama Lengkap	Dr.Wida Rianti
2.	Jenis Kelamin	Perempuan
3.	Jabatan Fungsional	Lektor / III.c
4.	NIP	096.542.150
5.	NIDN	1029038302
6.	Tempat Tanggal Lahir	Siring Agung 29-03-1983
7.	E-mail	Widia19aurora@gmail.com
8.	No. Telepon/Hp	082388243502
9.	Alamat Kantor	Jl. Tuanku Tambusai No. 23 Bangkinang Kampar - Riau
10.	No. Telepon/Faks	(0762) 21677, Fax (0762) 21677
11.	Lulusan yang Telah Dihasilkan	
12.	Mata Kuliah yang Diampu	1. Grammar 1 2. Grammar 2 3. Pedagogika

B. Riwayat Pendidikan

Uraian	S-2	S-3
Nama Perguruan Tinggi	Universitas Negeri Padang	Universitas Negeri Padang
Bidang Ilmu	Pendidikan Bahasa Inggris	Ilmu Pendidikan
Tahun Masuk-Lulus	2008-2012	2017-2020

Judul Skripsi / Tesis/ Disertasi	Improving Students Vocabulary Mastery by Using kids song	Pengembangan mode Pembelajaran Writing dengan berbantuan PBL
Nama Pembimbing	1. Dr. zaim 2. Prof zainil, M.Pd	1. Prof. Dr. mukhayar 2. Prof.Dr.Mujiran

C. Pemakala Seminar Ilmiah (Oral Presentation) dalam 5 tahun terakhir

Uraian	S-2	S-3
Nama Perguruan Tinggi	Universitas Riau	Universitas Pendidikan Indonesia
Bidang Ilmu	Pendidikan Guru Sekolah Dasar	Pendidikan Dasar

Semua data yang saya isikan dan tercantum dalam Biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila dikemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

Bangkinang, 15-3- 2023

Pengusul

Dr.Wida Rianti, M.Pd

Lampiran 4. Biodata Ketua Dan Anggota Tim Pengusul

Biodata Ketua Peneliti

DATA PRIBADI

Biodata Ketua Peneliti

D. Identitas

1.	Nama Lengkap	Iis Aprinawati, S.Pd., M.Pd
2.	Jenis Kelamin	Perempuan
3.	Jabatan Fungsional	Lektor / III.c
4.	NIP	096.542.136
5.	NIDN	1022048902
6.	Tempat Tanggal Lahir	Pekanbaru, 22 April 1989
7.	E-mail	iisaprinawatiis@gmail.com
8.	No. Telepon/Hp	081275668686
9.	Alamat Kantor	Jl. Tuanku Tambusai No. 23 Bangkinang Kampar - Riau
10.	No. Telepon/Faks	(0762) 21677, Fax (0762) 21677
11.	Lulusan yang Telah Dihasilkan	S1 = 3 orang, S2 = - orang
12.	Mata Kuliah yang Diampu	4. Pendidikan Bahasa dan Indonesia di Kelas Rendah 5. Pendidikan Bahasa dan Indonesia di Kelas Tinggi 6. Pedagogika

E. Riwayat Pendidikan

Uraian	S-1	S-2
Nama Perguruan Tinggi	Universitas Riau	Universitas Pendidikan Indonesia
Bidang Ilmu	Pendidikan Guru Sekolah Dasar	Pendidikan Dasar
Tahun Masuk-Lulus	2007-2011	2012-2014

Judul Skripsi / Tesis/ Disertasi	Penerapan Teknik Parafrase untuk meningkatkan kemampuan menulis puisi bebas siswa kelas V SDN 013 Tampan Kota Pekanbaru	Pengaruh Model Pembelajaran Sinektik terhadap Kemampuan Berpikir Kreatif dan Kemampuan Menulis Puisi Bebas Siswa Kelas V SDN 05 Soka Kota Bandung
Nama Pembimbing	3. Drs. Hamizi, S.Pd 4. Otang Kurniaman, M.Pd	3. Prof. Dr. H. Dadang Sunendar, M.Hum 4. Baharudin Musthafa, M.A, P.Hd

F. Pemakala Seminar Ilmiah (Oral Presentation) dalam 5 tahun terakhir

Uraian	S-1	S-2
Nama Perguruan Tinggi	Universitas Riau	Universitas Pendidikan Indonesia
Bidang Ilmu	Pendidikan Guru Sekolah Dasar	Pendidikan Dasar
Tahun Masuk- Lulus	2007-2011	2012-2014
Judul Skripsi / Tesis/ Disertasi	Penerapan Teknik Parafrase untuk meningkatkan kemampuan menulis puisi bebas siswa kelas V SDN 013 Tampan Kota Pekanbaru	Pengaruh Model Pembelajaran Sinektik terhadap Kemampuan Berpikir Kreatif dan Kemampuan Menulis Puisi Bebas Siswa Kelas V SDN 05 Soka Kota Bandung
Nama Pembimbing	5. Drs. Hamizi, S.Pd 6. Otang Kurniaman, M.Pd	5. Prof. Dr. H. Dadang Sunendar, M.Hum 6. Baharudin Musthafa, M.A, P.Hd

Semua data yang saya isikan dan tercantum dalam Biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila dikemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

Bangkinang, 2021

Pengusul

Iis Aprinawati, M.Pd

Lampiran 4. Biodata Ketua Dan Anggota Tim Pengusul

Biodata Ketua Peneliti DATA PRIBADI

Biodata Ketua Peneliti

G. Identitas

1.	Nama Lengkap	Iis Aprinawati, S.Pd., M.Pd
2.	Jenis Kelamin	Perempuan
3.	Jabatan Fungsional	Lektor / III.c
4.	NIP	096.542.136
5.	NIDN	1022048902
6.	Tempat Tanggal Lahir	Pekanbaru, 22 April 1989
7.	E-mail	iisaprinawatiis@gmail.com
8.	No. Telepon/Hp	081275668686
9.	Alamat Kantor	Jl. Tuanku Tambusai No. 23 Bangkinang Kampar - Riau
10.	No. Telepon/Faks	(0762) 21677, Fax (0762) 21677
11.	Lulusan yang Telah Dihasilkan	S1 = 3 orang, S2 = - orang
12.	Mata Kuliah yang Diampu	7. Pendidikan Bahasa dan Indonesia di Kelas Rendah 8. Pendidikan Bahasa dan Indonesia di Kelas Tinggi 9. Pedagogika

H. Riwayat Pendidikan

Uraian	S-1	S-2
Nama Perguruan Tinggi	Universitas Riau	Universitas Pendidikan Indonesia
Bidang Ilmu	Pendidikan Guru Sekolah Dasar	Pendidikan Dasar
Tahun Masuk-Lulus	2007-2011	2012-2014

Judul Skripsi / Tesis/ Disertasi	Penerapan Teknik Parafrase untuk meningkatkan kemampuan menulis puisi bebas siswa kelas V SDN 013 Tampan Kota Pekanbaru	Pengaruh Model Pembelajaran Sinektik terhadap Kemampuan Berpikir Kreatif dan Kemampuan Menulis Puisi Bebas Siswa Kelas V SDN 05 Soka Kota Bandung
Nama Pembimbing	7. Drs. Hamizi, S.Pd 8. Otang Kurniaman, M.Pd	7. Prof. Dr. H. Dadang Sunendar, M.Hum 8. Baharudin Musthafa, M.A, P.Hd

I. Pemakala Seminar Ilmiah (Oral Presentation) dalam 5 tahun terakhir

Uraian	S-1	S-2
Nama Perguruan Tinggi	Universitas Riau	Universitas Pendidikan Indonesia
Bidang Ilmu	Pendidikan Guru Sekolah Dasar	Pendidikan Dasar
Tahun Masuk- Lulus	2007-2011	2012-2014
Judul Skripsi / Tesis/ Disertasi	Penerapan Teknik Parafrase untuk meningkatkan kemampuan menulis puisi bebas siswa kelas V SDN 013 Tampan Kota Pekanbaru	Pengaruh Model Pembelajaran Sinektik terhadap Kemampuan Berpikir Kreatif dan Kemampuan Menulis Puisi Bebas Siswa Kelas V SDN 05 Soka Kota Bandung
Nama Pembimbing	9. Drs. Hamizi, S.Pd 10. Otang Kurniaman, M.Pd	9. Prof. Dr. H. Dadang Sunendar, M.Hum 10. Baharudin Musthafa, M.A, P.Hd

Semua data yang saya isikan dan tercantum dalam Biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila dikemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

Bangkinang, 2021

Pengusul

Iis Aprinawati, M.Pd