

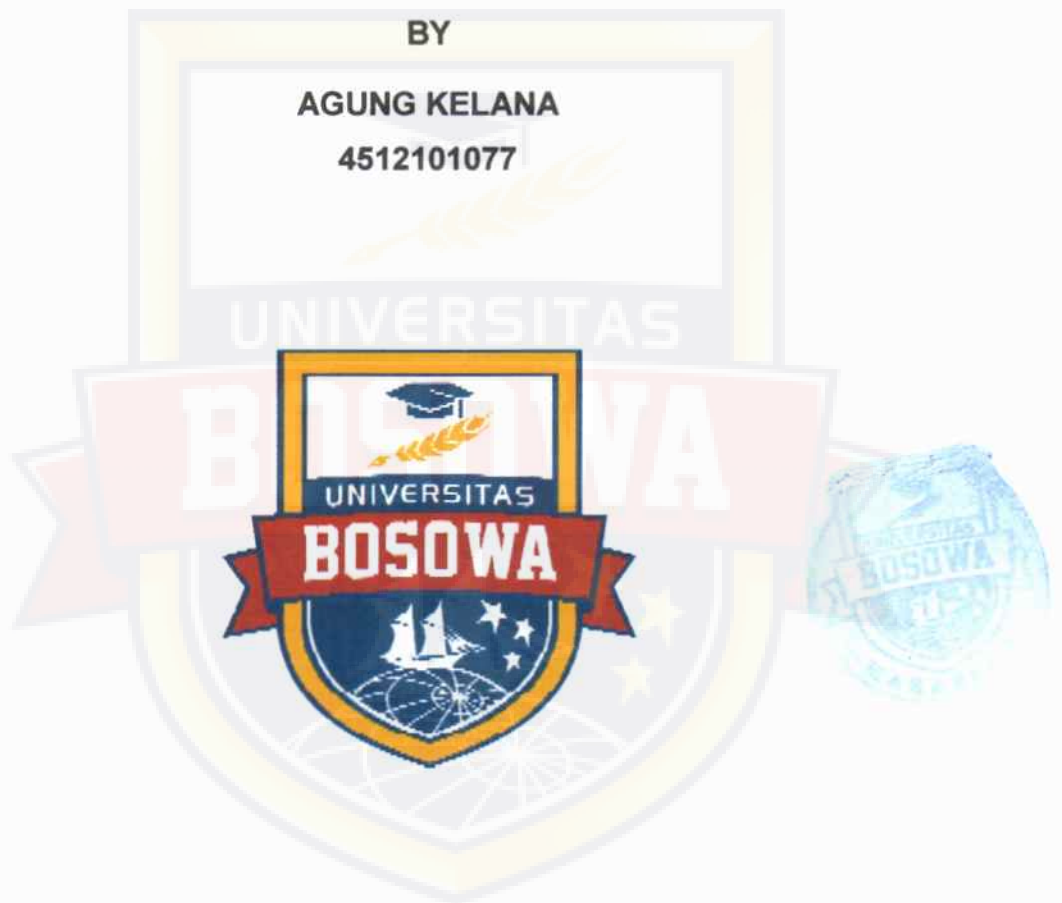
**STUDENTS' ABILITY IN USING PRESENT PERFECT TENSE AT
ELEVENTH GRADE OF SMAN 13 MAKASSAR**

SKRIPSI

BY

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY OF MAKASSAR
2016**

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ELEVENTH GRADE OF SMAN 13 MAKASSAR**

SKRIPSI

Submitted to the Faculty of Teacher Training and Education in Partial
Fulfillment of the Requirements for the Sarjana Degree (S.Pd)



**UNIVERSITAS
BOSOWA**

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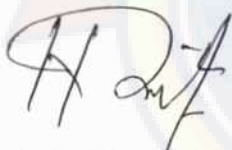
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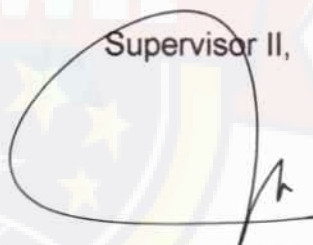
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul "*Students' Ability in Using Present Perfect Tense at Eleventh Grade SMAN 13 Makassar*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, September 2016

Yang Membuat Pernyataan,



Agung Kelana

have given him suggestions, attentions, and motivations in writing his skripsi.

As Human being, the writer does realize that what he presents of his skripsi is still far from the perfection. Therefore, critics and suggestions will surely be appreciated. Finally, the writer pray it may the Almighty Allah SWT bless all of them. Amin.

Makassar, September 2016



The writer



ABSTRACT

Agung Kelana, *Students' Ability In Using Present Perfect Tense at Eleventh Grade SMAN 13 Makassar* (supervised by Hj. Nurfaisah Sahib, S.Pd. I, M.Pd and A. Hamzah Fansury, S.Pd, M.Pd).

This research aims to find out students' ability in using present perfect tense at SMAN 13 Makassar. Basically, this research categorized by descriptive research which uses descriptive method.

This research was conducted at SMAN 13 Makassar by deciding eleventh grade as population and choosing class XI IPA 3 which amounts 30 students as a sample. Technique of collecting data was done by giving test consisting of two kinds specifically multiple choice test and completion test. Collected data was analyzed by classifying it into score criterion, afterward determining mean score and rate percentage.

Result of data analysis showed that students' ability in using present perfect tense at eleventh grade SMAN 13 Makassar reach 55,66% percentage. It indicated that there were 12 students who obtain score above average and there were 18 students who obtain score under average. The writer concluded that students' ability in using present perfect tense at SMAN 13 Makassar could be categorized as fair criterion. Nevertheless, it was still many underprivileged students in using present perfect tense.

Keywords : Using, present perfect tense

ABSTRAK

Agung Kelana, *Students' Ability In Using Present Perfect Tense at Eleventh Grade SMAN 13 Makassar* (dibimbing oleh Hj. Nurfaisah Sahib, S.Pd. I, M.Pd and A. Hamzah Fansury, S.Pd, M.Pd).

Penelitian ini bertujuan untuk mengetahui kemampuan siswa SMAN 13 Makassar dalam menggunakan *present perfect tense*. Pada dasarnya penelitian ini termasuk penelitian deskriptif sebagaimana menggunakan metode deskriptif.

Penelitian ini diadakan di SMAN 13 Makassar dengan menentukan siswa kelas XI sebagai populasi dan kelas XI IPA 3 yang berjumlah 30 siswa sebagai sampel. Teknik pengumpulan data dilakukan dengan memberikan tes yang terdiri dari dua jenis tes yakni *multiple choice test* dan *completion test*. Data yang terkumpul dianalisis dengan mengklasifikasikan data ke dalam kriteria skor, kemudian menentukan skor rata-rata dan tingkat persentasenya.

Hasil analisis data menunjukkan bahwa kemampuan siswa SMAN 13 Makassar mencapai persentase 55,66%. Diindikasikan bahwa 12 siswa memperoleh skor di atas rata-rata dan 18 siswa memperoleh skor di bawah rata-rata. Penulis menyimpulkan bahwa kemampuan siswa SMAN 13 Makassar dalam menggunakan *present perfect tense* dapat dikategorikan cukup. Meskipun demikian, masih banyak siswa tersebut yang kurang mampu dalam menggunakan *present perfect tense*.

Kata kunci: Menggunakan, present perfect tense

TABLE OF CONTENTS

	Pages
PAGE OF TITLE	i
PAGE OF APPROVAL	iii
PERNYATAAN	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vii
ABSTRAK	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDIXES	xii
CHAPTER I: INTRODUCTION	1
A. Background	1
B. Statement of the Problem	3
C. Objective of the Research	3
D. Significance of the Research	4
E. Scope of the Research	4
CHAPTER II: REVIEW OF LITERATURE	5
A. Previous Related Findings	5
B. Some Pertinent Ideas	7
C. Conceptual Framework	22

CHAPTER III: METHODOLOGY OF THE RESEARCH	24
A. Research Method	24
B. Focus of the Research	24
C. Population and Sample	25
D. Research Instrument	25
E. Procedure of Collecting Data	25
F. Technique of The Data Analysis	26
CHAPTER IV: FINDING AND DISCUSSION	28
A. Findings	28
B. Discussion	32
CHAPTER V: CONCLUSION AND SUGGESTION	43
A. Conclusion	43
B. Suggestion	43
BIBLIOGRAPHY	45
APPENDIXES	47
BIOGRAPHY	67

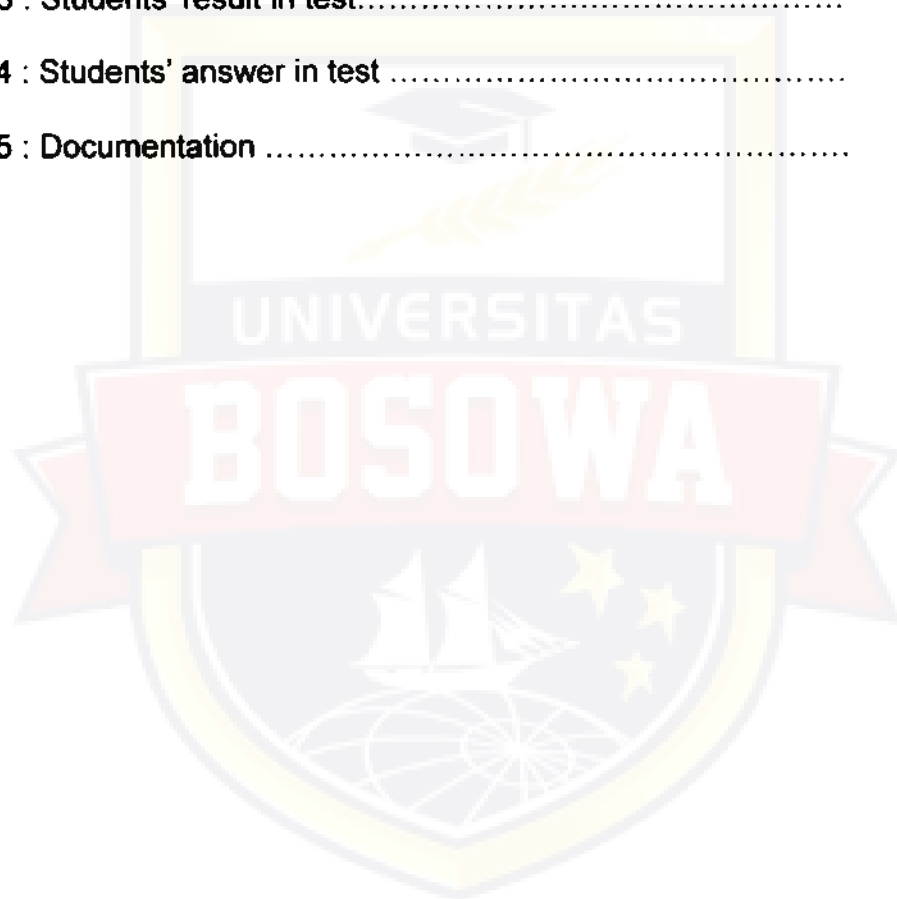
LIST OF TABLES

	Pages
Table 4.1 : Students' score in general test	29
Table 4.2 : Students' ability in using present perfect tense	31



LIST OF APPENDIXES

	Pages
Appendix 1 : Research Instrument	48
Appendix 2 : Keys of the Test.....	51
Appendix 3 : Students' result in test.....	52
Appendix 4 : Students' answer in test	54
Appendix 5 : Documentation	63



CHAPTER I

INTRODUCTION

This chapter deals with the background, statement of the problem, objective of the research, significance of the research, and scope of the research.

A. Background

English is one of the foreign languages for Indonesian students that must be learned in school since kindergarten level until University level. English is considered as difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at form the system of structure, pronunciation, and vocabulary. In learning English, there are four skills (Listening, Speaking, Reading, and Writing) that should be mastered by them. Besides the four skills, Grammar also should be mastered by them. Grammar is needed even communication. Without the proper knowledge of grammar the student will find many problems to build up the sentences and express their ideas for communication activities, but if they have good grammar, they will be confident in speaking English to other people. According to Penny Ur in Sri Sultan (1998:4) stated that there is no doubt that a knowledge; implicit or explicit of grammatical rules is essential for the mastery of language: you cannot use words unless you know how they should put together.

Grammar is one of the language aspects which are taught to every language learner. It has an important role in understanding the English language. Swan (2005:19) stated that linguists are more likely to pay attention to the original English (British English) defines grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. In other words grammar accuracy is only part of communication to convey a message, where grammar is merely a tool.

In this case, the writer did not discuss grammar in general. The writer focused on tenses. Tense is one of discussions of grammar. According to Seely (2007:1), some grammarians define a tense as an inflection of the verb; a change of meaning you achieve by altering the form of the verb. Some grammarians also say that English has great variety of tenses. This is one of reasons why the Indonesian students have difficulties in understanding tenses, because there are not tenses in Indonesia language. Present perfect tense is one of tense that should be mastered by students, but it sometimes makes them confused. The writer ever observed one of class at his school before conducting research. After did any teaching, he finds some problems from the students specifically in using have/has, changing bare infinitive into irregular past participle, and usage of adverb of time in present perfect tense. The effect is they cannot use and understand properly the present perfect tense.

Richards (1979:95) stated that the present perfect in English creates problems for both elementary and advanced learners. The writer agreed with Richards's statement because he ever experiences some problems in learning present perfect tense when he was a student of senior high school. Some of problems were in understanding all of functions of present perfect tense that usually makes him confused and using form and usage of present perfect tense. Not only him, in the same time some of his classmates also find the same problems in learning present perfect tense.

Even though the eleventh grade students of senior high school have learned it, they still find difficulty in learning present perfect tense, especially in using form and usage. Therefore, the writer was interested to appoint "Students' Ability in Using Present Perfect Tense at Eleventh Grade Students of SMAN 13 Makassar" as the title.

B. Statement of the Problems

Based on the description above the writer formulated the research question that is how is students' ability in using present perfect tense at eleventh grade students of SMAN 13 Makassar?

C. Objective of the research

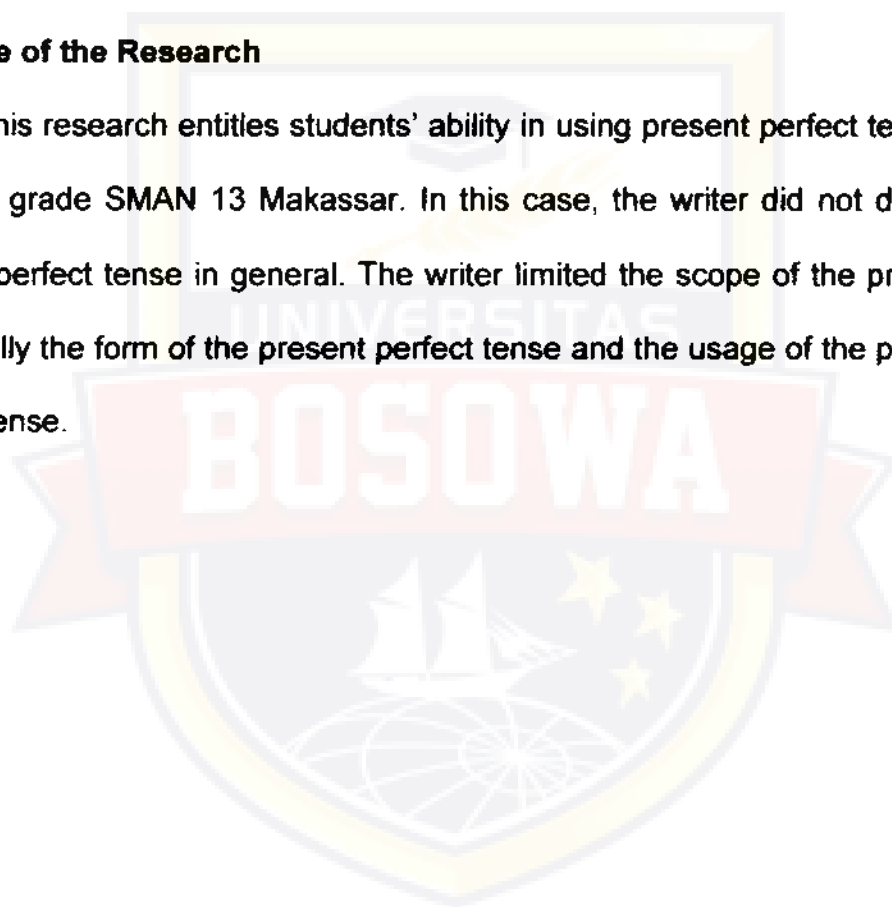
This research aims to find out students' ability in using present perfect tense at eleventh grade students of SMAN 13 Makassar.

D. Significance of the Research

The result of the research are expected to be useful and helpful information for the English teacher mainly in identifying students' ability in teaching present perfect tense at eleventh grade students of SMAN 13 Makassar.

E. Scope of the Research

This research entitles students' ability in using present perfect tense at eleventh grade SMAN 13 Makassar. In this case, the writer did not discuss present perfect tense in general. The writer limited the scope of the problem specifically the form of the present perfect tense and the usage of the present perfect tense.



CHAPTER II

REVIEW OF LITERATURE

This chapter will present the previous related findings concerning the present perfect tense, pertinent ideas, and theoretical framework.

A. Previous Related Findings

Petchtae (2011) stated in her research findings concerning present perfect tense that there were many errors found, especially tense usage. The problem of present perfect tense learning in adverb of time, past tense, present perfect tense, and irregular verb forms of verb 3 also needs further study. In this study irregular verbs were very limited. Thus, other words need to be studied to find out how much students understand about transforming present participle to the past participle in the present perfect tense. He also recommended that there should be a comparison of the subject understanding of the present perfect tense between learning the present perfect tense through context and traditional style of teaching a particular point. The purpose of the research would be to develop the teaching methods of the present perfect tense for students.

Auliyah (2007) in her research findings concluded that the third year students of SMK YAPIA Pondok Aren have difficulty in learning the usage of present perfect tense. It can be known from the explanation above that there are 48.15 % students who still get difficulty in the form of present perfect

tense, and there are 74.07 % students who still get difficulty in the usage of present perfect tense. Then she suggested it is hoped that the teacher can give more attention in teaching present perfect tense, especially in the usage. The English teacher also should choose the best method to teach tenses, especially present perfect tense.

Cahyanti (2011) in her research finding stated that the most students made error in the form of present perfect tense there were 48 % error made by the students in the form of *has/have* in the present perfect tense. The second was the form of regular verb. In the form of regular verb there were 28% and in this form there were few students done mistakes. Next, there were 55% error which are made by students in the form of irregular verb. Then, the error in distinguishing the usage of present perfect tense is 58.75%, the students still got confused to distinguish between present perfect tense and simple past tense. According to Cahyanti, the students made many errors in the form and the usage of present perfect tense because of the students' mother tongue inference. The error that appeared to be a systematic is the overgeneralization of past tense form.

From those statements the writer concluded that there are still many students finding difficulty in learning present perfect tense especially about the form and usage of the present perfect tense, adverb of time, and irregular form of past participle verb.

B. Some Pertinent Ideas

1. Grammar

In grammar there are three interrelated dimension: form, meaning, and use. According to Nunan in Sri Sultan (1999:97), grammar is the study of how syntax (form), semantics (meanings), and pragmatics (use) work together to enable individuals to communicate through language.

Coghill and Stacy (2003:16) said that the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. Almost the same as Michael Swan (2005:19) said that the rules that show how words are combined, arranged or changed to show certain kinds of meaning.

Greenbaum (1996:25) said that in the concrete sense of the word grammar, a grammar is a book of one or more volumes. We of course also use grammar for the contents of the book. When we compare grammars for their coverage and accuracy, we are referring to the contents of the book: a grammar is a book on grammar, just as a history is a book on history.

From those definitions, grammar can be defined as the way words put together to make correct sentences. Besides that, grammar can teach us how to speak, to read, and to write correctly. So, people can build up sentences and express their ideas for communication activities, and also will feel confident to use it in communication activities.

2. English Tense

a. The Understanding of the Tense

The word "tense" derived ultimately from the Latin word "tempus" meaning "time". Tense commonly refers to the time of the situation which related to the situation of the utterance or at the moment of speaking. There are many definitions of tense. One of them is as stated by Leech and Jan Svartvik (2002:415) stated that by tense we understand the correspondence between the form of the verb and our concept of time (past, present, or future). Swan (1980:604) stated that the verb-forms which show differences in time are called tense. Tense are formed either by changing the verb (e.g know, knew; work, worked), or by adding auxiliary verbs (e.g will know; had worked).

In Oxford Dictionary of English Grammar (1998:395), tense is defined as a form taken by a verb to indicate the time at which the action or state is viewed as accruing. In another source it is said that tense is the form of a verb that shows us when the action or state happens (past, present or future). The name of a tense is not always a guide to when the action happens. The "present continuous tense", for example, can be used to talk about the present or the future. Tense refers to the indication of time by the form of the verb or verb phrase, whether an action is a present, past or future one.

In talking about tense, it is not only focused on the time of the situation that is being described, but also English marks tense by changes in the verb

form. And some grammarians believe that tense must always be shown by the actual of the verb, and in way of languages to express the time at which on event described by a sentence occurs.

Based on the definitions above, the writer concluded that tense is a verb-form that is indicates the time at which a state happens or the action.

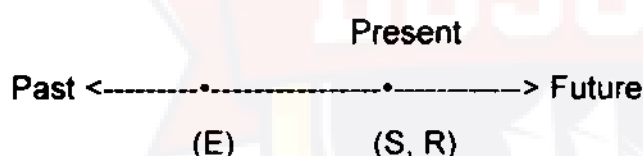
b. Tense and Aspect

English tenses are difficult to teach without addressing tense vs. aspect. According to Comrie and Dahl in Kanokwan (2000:96), tense is a deictic category that locates an event on the time line, usually with reference to the time of speaking. It is used to pinpoint an event or state in a specific frame of time (e.g. past, present, or future). Aspect, on the other hand, does not place an event or state on a time line. It deals with what Comrie describes as the internal temporal constituency of one situation; one could state the difference as one between situation-internal time ([grammatical] aspect) and situation-external time (tense). It expresses how an event or situation is viewed. For example, the verb "eat" can be presented in different forms depending on the situation. It could be used in sentences such as, "I am eating pasta now "or" I have been eating since 10:00"or"I usually eat at 8:00". Aspect indicates the perception of the time when an event occurs. Linguists have categorized the present perfect aspectual in several ways. Bardovi-Harlig uses Smith's word "viewpoint". A speaker's viewpoint, how a speaker

views an event/thing, determines the use of the tense. It seems to be strongly associated with aspect. The implications of the two sentences, "We were good friends" and "We have been good friends," are definitely very different and clearly show distinctly different viewpoints of a speaker.

Reichenbach in Rikako (1966:290) established three temporal time elements: E stands for "point of the event", which implies the point when the event occurs; R stands for "point of reference," which refers to the mental connection that a speaker is making; S for "point of speech," when the speech takes place. According to Reichenbach, the present perfect can be diagrammed as follow:

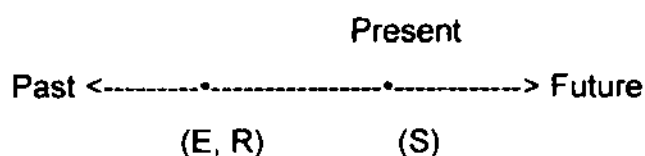
I have lived in New York



This diagram shows that (E) happened at some point in the past, "lived in New York". This event is affecting the (R), and (R) is the same time that the addresser is speaking, (S), which is the present. (R) could be, "Living in New York has been part of my life experience." The fact of (E) has some kind of implication at the present time: a speaker is still alive, and this experience is part of his/her life. If you compare with the past tense, there is a clear difference.

In his diagram of time, the past tense as follow:

I have lived in New York



As can be seen above, in the past tense, the point of reference of the speech is in the past, when the event occurred, and there is no relevance at the time of speech (present). This implies the addresser does not live in New York anymore. The important thing to bear in mind is that this reference of time (R) plays an important role in deciding which tense to use (e.g. between the present perfect and the simple past).

McCoard in Rikako (2001:221) defines the present perfect in an accommodating way: "an identification of prior events with the extended now". If the present perfect is compared with the simple past it is obvious that the simple past indicates that an event happened at a point of time in the past and is disconnected from the present. McCoard also distinguishes the simple past from the present perfect, describing it as the time which is conceived of as separate from the present. Moy in Rikako (1977:305) makes a clear difference between the past tense and the present tense, using Eckersley & Eckersley's suggestion: "with the perfect, our interest is primarily not in the time of the action, but in the fact of its occurrence and in its result". For

example, the sentence, "I have read all about you in the paper", implies that now I know everything about you. There is a strong sense of current relevance as a result of the action "read about you".

Four main usage/senses of the present perfect are suggested by McCawley and others in Rikako (1978:167): (1) the perfect or persistent situation, (2) the experiential sense, (3) the perfect of results, and (4) the perfect of recent past. However, he claims that the English present perfect tense has one basic meaning, "existential sense". By "existential sense", she means that the present perfect implies that the event or state that existed in the past has some connection to the present. Riddle in Rikako (1988:6) described the present perfect, adapting Inoue's analysis: the present perfect describes a situation (including states and actions) which had its starting point in the past, in a special existential sense. It is used only when the speaker wants to emphasize that some aspect of the situation still exists, i.e. either the situation its self or its results. Rather than just addressing four independent cases when the present perfect is used, describing the usage in terms of making a connection between a past event and the present seems to be more reasonable and logical. The past event is relevant or influential to the present situation. A very important factor is to know the context in which the present perfect tense occurs.

c. Type of Tense

Tense is used to show the relation between the action or state described by the verb and the time, which is reflected in the form of the verb. There are two basic tenses in English; the present tense and the past tense. The present is like the base form, although the verb of the third person singular is added -s. Regular verbs are added -ed or -d to show the past tense, while irregular verbs change in many different ways, or not at all in some cases.

The time that a verb shows is usually called tense. The most common tenses are the simple present, past and future. In addition, "there are nine other tenses that enable to express more specific ideas about the time" (John Langan 2003:188). Furthermore, Azar (1889:2) stated in more detailed overview the English verb tenses as the simple tense, the progressive tenses, the perfect tenses and the perfect progressive tenses.

There are four types of verb tense in English: the simple, the continuous, the perfect, and the perfect continuous. Each type of tense has a present, a past, and a future form, as well as other modal forms. Thus, just as there are four present tenses in English, there are also four past tenses: the simple past, the past continuous, the past perfect, and the past perfect continuous.

Based on the explanation above, the writer agreed with the statement of John Langan. So, the writer concluded that there are twelve verb tenses, and examples of each tense as follow:

<u>Tense</u>	<u>Examples</u>
Present	I <i>work</i>
Past	John <i>worked</i> on the lawn
Future	You <i>will work</i> overtime this week
Present perfect	Hel <i>has worked</i> hard on the puzzle They <i>have worked</i> well together
Past perfect	They <i>had worked</i> eight hours
Future perfect	The volunteers <i>will have worked</i>
Present progressive	I <i>am not working</i> today You <i>are working</i> the second shift
Past progressive	She <i>was working</i> outside
Future progressive	The sound system <i>will be working</i>
Present perfect progressive	Married life <i>has not been working</i> out
Past perfect progressive	I <i>had been working</i> overtime
Future perfect progressive	She <i>will have been working</i> at store

Based on explanation above, it can be concluded that the perfect tenses are formed by adding *have, has, or had* to the past participle (the form of the verb that ends, usually, in *-ed*). The progressive tense are formed by

adding *am, is, are, was, or were* to the present participle (the form of the verb that ends in *-ing*). The perfect progressive tense are formed by adding *have been, has been, or had been* to the present participle.

3. Present Perfect Tense

a. The Meaning of the Present Perfect Tense

Present perfect tense, in Oxford Learner's Pocket Dictionary (2000:338) defined as verb form which expresses an action done in a time period up to the present, formed in English with *have/has* and past participle. Present perfect tense indicates an action as completed or a state as having ended at the time of speaking but not any definite time in the past.

Coghill and Stacy Magendanz (2003:96) said that despite its name, present perfect tense normally does not refer to actions occurring in the present. Instead, it most often refers to actions completed in the past that have some consequence or effect on the present situation.

Bety Azhar in Sri Sultan (2002:36) said that the present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important.

From three definitions above, the writer concluded that present perfect tense can be defined as an action or events occurred in the past which are completely finished but still have connection to the present or future.

b. The Form of the Present Perfect Tense

The present perfect tense is a rather important to learn for students because the students have to know the difference between the regular and irregular verbs. Some of the students have confused in using of the present perfect tense. In fact, the structure of the present perfect tense is very simple. The problems come with the use of the tense.

Structurally the term perfect signifies that a form of "have" accompanies a verb as an auxiliary. In addition, George E. Wishon and Julia M. Burks in Erka Cahyanti (1980:206) stated that the present perfect tense is a construction is made up the auxiliary *have* +the past form of the main verb. Almost the same as Murphy (1994:14) stated the present perfect tense is formed with *have/has* + the past participle.

The simple present perfect is formed with the auxiliary verb "have" in the corresponding form for the subject of the sentence, followed by the participle of the main verb. According to A.J. Thomson and A.V. Martinet (1986:165) stated that the present perfect tense is formed with the present tense of *have/has* + the past participle, for negative is formed by adding *not* to the auxiliary. The interrogative is formed by inverting the auxiliary and subject.

Basically, the present perfect tense is formed by using the auxiliary verb of *have* and the past participle from of the main verb (*have/has* + past participle (the form of regular and irregular verb) and it is commonly accompanied by definite time words such as *since* and *for*.

Therefore, the writer formulated as follows:

1) Affirmative

S + have/has + V3

Examples:

I have worked

You have been ill

We have gone to Lampung

They have eaten breakfast

He has been busy

She has arrived

2) Negative

S + have/has + not + V3

Examples:

I have not worked

You have not been ill

We have not gone to Lampung

They have not eaten breakfast

He has not been busy

She has not arrived

3) Interrogative

a) Positive form

Have/has + S + V3

Examples:

Have I worked?

Have you been ill?

Have we gone to Lampung?

Have they eaten breakfast?

Has he been busy?

Has she arrived?

b) The negative form

1. Have/has + S + Not + V3

Examples:

Have I not worked?

Have you not been ill?

Have we not gone to Lampung?

Have they not eaten breakfast?

Has he not been busy?

Has she not arrived?

2. Haven't/hasn't + S + V3 (contraction)

Examples:

Haven't I worked?

Haven't you been ill?

Haven't we gone to Lampung?

Haven't they eaten breakfast?

Hasn't he been busy?

Hasn't she arrived?

Therefore, from the description above the writer can conclude the present perfect tense is result that can still felt after the something have done, for example: I have already eaten, and the result is "that's why I don't feel hungry anymore".

c. The Usage of the Present Perfect Tense

The perfect tenses are used when an action or situation in the present is linked to a moment in the past. It is often used to show things that have happened up to now but are not finished yet or to emphasize that something happened but is not true anymore. In addition, the present perfect tense is used to talk about experiences that have done it in his/her life and it is not important if she/he did it. And adverb of time to talk experience are *ever and never*, beside that the present perfect tense is used to talk about an action which started in the past and continuous up to now, the adverb of time is

often used with *since and for* to say how long the action has lasted and it is used to talk about action that has the result in the present, the adverb of time often used is *just, already, yet, etc.*

Swan (2005:438) said that we use the present perfect especially to say that a finished action or event is connected with the present in some way. If we say something has happened, we are thinking about the past and the present at the same time.

Murphy (2003:14) said that when we use the present perfect there is always a connection with now. The action in the past has a result now. And when we talk about a period of time that continues from the past until now, we use the present perfect.

Thomson and Martinet in Erka Cahyanti (1986:166) pointed out that present perfect tense may be used to be a short of mixture of present and past, it always implies a strong connection with the present and is chiefly used in conversation, letter, newspaper, and radio reports.

From those statements above, the writer concludes several usage of present perfect tense as follows:

- 1) To express past action whose time is not given and not definite.

Examples:

I have read the newspaper but I don't understand them.

Ana has never gone to Africa.

- 2) To express that an action or event has been repeated.

Examples:

We have watched that movie three times.

She has visited Bandung several times.

I have lived in Indonesia since 2011 (I still live in Indonesia now).

He has been in the army for two years (he is still in the army).

- 3) To refer to the present result of an activity or experience in the past.

Examples:

I have come to school without my glasses (so now I can't see to read).

She has finished her works (so now she can sit back and rest).

As for some adverbs that often used in present perfect tense as follow:

- 1) Just: to indicate completed activities in the immediate past.

Examples:

George has just gone out (he went out a moment ago).

We have just finished breakfast (we finished breakfast a few minutes ago).

- 2) Already: to say something happened sooner than expected.

Examples:

'Don't forget to post the letter, will you?' 'I've already posted it'

'What time is Mark leaving?' 'He's already gone'

- 3) Yet: to show that speaker is expecting something to happen.

Use yet only in questions and negative sentences.

Examples:

Has it stopped raining yet?

I've written the letter but I haven't posted it yet.

4) Lately

Examples:

I've been very busy lately.

She hasn't been well lately.

5) Recently

Examples:

I've seen Mark recently.

There have been a lot of changes recently.

From the discussion above it can be known that present perfect tense is focused on the action that happened in the past but related to the present moment. It is used commonly to show that the action has just been completed, or at least the effect of the action is still felt at the moment of speaking.

C. Conceptual Framework

In teaching English, learning present perfect tense is really important for the students in order its usage correctly, how they use it in sentences and don't change it into past tense. This case should be applied more so that students will not find difficulty in using present perfect tense. So, in this

research, the writer identified further how students' ability in using present perfect tense at eleventh grade SMAN 13 Makassar.

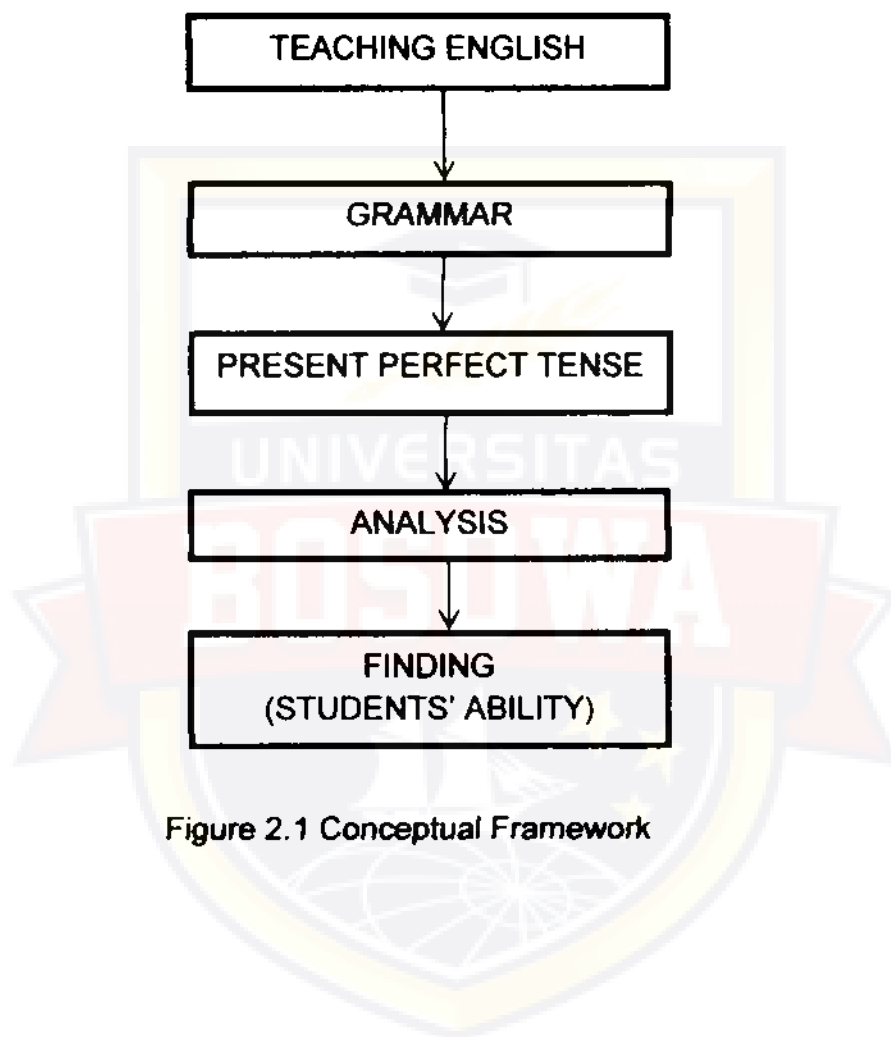


Figure 2.1 Conceptual Framework

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter deals with the method of the research, Research variable, population and sample, instrument of the research, procedure of collecting data, and technique of the data analysis.

A. Research Method

This research entitled students' ability in using present perfect tense at eleventh grade SMAN 13 Makassar. This research used descriptive method with quantitative approach. Descriptive method is method used to describe or analyzing the results of the research but not to make broader conclusions (Sugiyono 2005:21). This research was done to analyze and describing the result test of the students. This research was done by using two techniques that is collecting data and analyzing data. As for this research was conducted to determine how students' ability in using present perfect tense at eleventh grade SMAN 13 Makassar.

B. Focus of the Research

This research was classified as descriptive research. The writer confirmed to use one variable. The variable used by the writer was students' ability in using present perfect tense.

F. Technique of the Data Analysis

The data was collected through test, and it was analyzed further. The steps as follow:

1. Scoring the students' test answer by using the following formula:

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Total Number of Test}} \times 100$$

2. Tabulating the students' scores.
3. Classifying the students' score of the test was classified into five levels as follow:

Score	Grade	Remark
80 – 100	Excellent	A
66 – 79	Good	B
56 – 65	Fair	C
40 – 55	Poor	D
30 – 39	Fail	E

(S. Arikunto in Sri Sultan, 2003:251)

Based on the classification of scores above, it can be divided into the high, middle, and low scores as follow:

- a. The high scores: 80 – 100
- b. The middle scores: 56 – 79
- c. The low scores: 30 – 55

4. Rate percentage of the students' scores

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

In which :

F = Frequency

N = Total Number of Students

(Hatch and Farhady in Sri Sultan, 2000:25)

5. Calculating the mean score of students' test result and the formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

Notation :

\bar{X} = Mean Score

ΣX = Sum of Score

N = Total Number of Students

(Gay, 1981:331)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections specifically research findings and discussion of the research findings. It entirely describes the result of collected data and data analysis obtained through the test.

A. Findings

This section covers description of the result of the collected data through the test. The findings of the study were obtained through collecting data from the students by giving them multiple choice test and completion test to determine how students' ability in using present perfect tense.

1. Data Analysis

This research was conducted to determine students' ability in using present perfect tense at eleventh grade SMAN 13 Makassar in academic year 2016/2017. As stated in previous chapter, the researcher would process the data by using two techniques, the first was collecting obtained data from the whole respondents and then analyzing data which obtained by applying some formulas.

In this data analysis, first of all the writer determined how students' score after collecting data. Afterward, the writer tabulated the students' score and finding out the mean score as discussion on previous chapter.

The following table indicates how students' score in general test concerning present perfect tense.

Table 4.1
Students' Score in General Test

Initial Name	Total Questions	Number of Correct Answer		Total Correct Answer	Total Score
		Multiple Choice	Completion Test		
		WR	20		
AF	20	7	8	15	75
YM	20	7	8	15	75
MD	20	7	8	15	75
NA	20	8	8	16	80
NAP	20	8	8	16	80
NM	20	7	8	15	75
R	20	6	8	14	70
SN	20	6	6	12	60
VAS	20	4	5	9	45
S	20	3	5	8	40
NF	20	5	5	10	50

HH	20	3	2	5	25
M	20	5	6	11	55
PIL	20	5	6	11	55
RM	20	5	5	10	50
R	20	5	6	11	55
IAP	20	4	5	9	45
AA	20	4	5	9	45
NRO	20	5	5	10	50
FNA	20	5	5	10	50
KW	20	2	6	8	40
IY	20	3	7	10	50
A	20	4	7	11	55
PAW	20	5	5	10	50
AD	20	5	8	13	65
SW	20	5	8	13	65
NAB	20	5	8	13	65
AW	20	3	2	5	25
TUS	20	3	2	5	25
Total 30 Respondents		Sum of Score			1670
		Mean Score			55.66%

Source: SMAN 13 Makassar

Based on table above, there is nothing students who answer the whole question perfectly (100%). Data of the table above shows that there are only two students who get 80 score as highest score. There are five students who get 75 score and one student who gets 70 score which are categorized as good score. There are three students who get 65 score and one student who gets 60 score which are categorized as fair criterion. As for there are four students who get 55 score, six students who get 50 score, three students who get 45 score, two students who get 40 score, and three students who get 25 score which are those score categorized as poor criterion. In conclusion, it can be determine how students' ability in using present perfect tense at eleventh grade SMAN 13 Makassar as the following table.

Table 4.2
Students' Ability in Using Present Perfect Tense

Classification	Score	Frequency	Percentage
Excellent	80-100	2	6,66 %
Good	66-79	6	20%
Fair	56-65	4	13,33%
Poor	40-55	15	50%
Fail	30-39	3	10%
Total		30	100%

Table above shows that students' ability is using present perfect tense at eleventh grade SMAN 13 Makassar can be categorized as fair criterion. In previous table, it can be seen score average that reach 55,66% percentage. From 30 students, there are two students who are categorized as excellent criterion with percentage 6,66%. There are six students who are categorized as good criterion with percentage as much as 20%. There are four students who are categorized as fair with percentage 13,33%. Meanwhile poor criterion is highest frequency that consist of 15 students with highest percentage as much as 50%. As for there are three students who are categorized as fail criterion with percentage 10%.

B. Discussion

This section is explained result of findings which was obtained after analyzing the data. Based on data analysis obtained that there were still many students who have poor knowledge concerning present perfect tense remembering score average from the whole students only reaching 55,66% percentage. Data shows that from 30 students, there were 12 students who could do the test well with criterion excellent, good, and fair. Meanwhile there were 18 students who couldn't do the test well with criterion poor even obtain fail criterion.

This score figure clearly showed that the ability of the subject under study was includes unsatisfactory achievement. In this case, there was

probable factor that influences the students' ability. It may happen as a result from the lack of students' interest in learning present perfect tense. It also may be influenced by some other factors.

The following section explains how result of students' work that had been analyzed by the writer concerning present perfect tense.

1. Multiple Choice Test

In this section, the writer explains all of the answers which have been given by respondent. In this case, it is shown how many students answer the option (a), (b), and (c). The correct answer is given **bold** mark. Explanation and test analysis can be seen on the following discussion.

1) My father a new car.

- a. Have bought
- b. **Has bought**
- c. Has buy

In this question, there were 25 students who choose the correct answer well and there were five students who choose incorrect answer. The option b. has bought considered the correct answer because 'my father' is singular third-person subject that followed 'has' and it's clearly that 'bought' is the appropriate verb to complete present perfect sentence above remembering 'bought' is past participle verb.

2) We from senior high school.

- a. **Have passed**
- b. Have pass
- c. Has pass

In this question, there were 23 students who choose the correct answer well and there were seven students who choose incorrect answer. The option a. Have passed considered the correct answer because 'we' is plural first-person pronoun that followed 'have' and it's clearly that 'passed' is the appropriate verb to complete present perfect sentence above remembering 'passed' is past participle verb.

3) My brother ... married.

- a. **Has got**
- b. Have got
- c. Had got

In this question, there were 25 students who choose the correct answer well and there were seven students who choose incorrect answer. The option a. Has got considered the correct answer because 'my brother' is singular third-person subject that followed 'has' and it's clearly that 'married' is the appropriate verb to complete present perfect sentence above remembering 'passed' is past participle verb.

4) They For office.

- a. Had leave
- b. Have leave
- c. **Have left**

In this question, there were 23 students who choose the correct answer well and there were seven students who choose incorrect answer. The option c. Have left considered the correct answer because 'they' is plural third-person pronoun that followed 'have' and it's clearly that 'left' is the appropriate verb to complete present perfect sentence above remembering 'left' is past participle verb.

5) Our uncle This house for seven years.

- a. Have occupied
- b. **Has occupied**
- c. Has occupy

In this question, there were 12 students who choose the correct answer well and there were 18 students who choose incorrect answer. The option b. has occupied considered the correct answer because 'our uncle' is singular third-person subject that followed 'has' and it's clearly that 'occupied' is the appropriate verb to complete present perfect sentence above remembering 'occupied' is past participle verb.

6) My classmates French for five months.

- a. **Have studied**
- b. Has studied
- c. Had studied

In this question, there were 9 students who choose the correct answer and there were 21 students who choose incorrect answer. The option a. Have studied considered the correct answer because 'my classmates' is plural third-person subject that followed 'have' and it's clearly that 'studied' is the appropriate verb to complete present perfect sentence above remembering 'studied' is past participle verb.

7) She has ... gone out.

- a. **Just**
- b. To
- c. Been

In this question, there were 12 students who choose the correct answer and there were 18 students who choose incorrect answer. The option a. just considered as the correct answer because to indicate completed activities in the immediate past in present perfect tense, it should 'has or have' is followed 'just'.

8) I have tried to contact him ... today.

- a. Before
- b. When
- c. **Twice**

In this question, there were 11 students who choose the correct answer and there were 19 students who choose incorrect answer. The option c. twice considered as the correct answer because to state an action that has been repeated in present perfect tense, it should adding adverb such as twice, many times, three times, etc.

9) The man has phoned her ...

- a. Yesterday
- b. **Lately**
- c. Formerly

In this question, there were 9 students who choose the correct answer and there were 21 students who choose incorrect answer. The option b. Lately considered as the correct answer because 'lately' is one of adverb that usually used to complete present perfect tense. Meanwhile 'Yesterday' and 'formerly' is adverb that used to complete past perfect tense.

10) He hasn't done his reports ...

- a. Recently

- b. Lately
- c. **Yet**

In this question, there were only 2 students who choose the correct answer and there were 28 students who choose incorrect answer. The option c. yet considered as the correct answer because to complete negative statement of present perfect sentence sometimes used word 'yet' after past participle verb.

2. Completion Test

The second question is completion test. These questions consist of 10 numbers. The students asked for completing the sentence by adding has/have and using word in parentheses. Explanation and test analysis can be seen on the following discussion.

1. She ... (finish) her assignment.

In this question, there were 26 students who choose the correct answer and there were 4 students who choose incorrect answer. The correct answer to complete the present perfect sentence above is 'has finished' remembering 'she' should be followed 'has' and past participle form of verb 'finish' is finished. So, the completed sentence is she has finished her assignment.

2. Father ... (buy) a new car for his son.

In this question, there were 21 students who choose the correct answer and there were 9 students who choose incorrect answer. The correct answer to complete the present perfect sentence above is 'has bought' because 'father' is singular third-person subject that should be followed 'has' and past participle form of verb 'buy' is bought. So, the completed sentence is father has bought a new car for his son.

3. My uncle ... (get) a car loan from bank.

In this question, there were 27 students who choose the correct answer and there were 3 students who choose incorrect answer. The correct answer to complete the present perfect sentence above is 'has gotten' or 'has got' because 'my uncle' is singular third-person subject that should be followed 'has' and past participle form of verb 'get' is 'gotten' or 'got'. So, the completed sentence is my uncle has gotten a car loan from bank.

4. They ... (print) this best seller novel.

In this question, there were 26 students who choose the correct answer and there were 4 students who choose incorrect answer. The correct answer to complete the present perfect sentence above is 'have printed' remembering 'they' is plural third-person pronoun that should be followed 'have' and past participle form of verb 'print' is 'printed'. So, the completed sentence is they have printed this best seller novel.

5. My parents ... (sell) one of their motorcycle.

In this question, there were 14 students who choose the correct answer and there were 16 students who choose incorrect answer. The correct answer to complete the present perfect sentence above is 'have sold' because 'my parents' is plural third-person subject that should be followed 'have' and past participle form of verb 'sell' is 'sold'. So, the completed sentence is my parents have sold one of their motorcycle.

6. Our translator ... (translate) this novel into Indonesian.

In this question, there were 16 students who choose the correct answer and there were 14 students who choose incorrect answer. The correct answer to complete the present perfect sentence above is 'has translated' because 'our translator' is singular third-person subject that should be followed 'has' and past participle form of verb 'translate' is 'translated'. So, the completed sentence is our translator has translated this novel into Indonesian.

7. All of them ... (leave) the tiny village.

In this question, there were 11 students who choose the correct answer and there were 19 students who choose incorrect answer. The correct answer to complete the present perfect sentence above is 'have left' because 'all of them' is plural third-person subject that should be followed 'have' and past

participle form of verb 'leave' is 'left'. So, the completed sentence is all of them have left the tiny village.

8. One of my classmates ... (celebrate) her birthday.

In this question, there were 8 students who choose the correct answer and there were 22 students who choose incorrect answer. The correct answer to complete the present perfect sentence above is 'has celebrated' because 'one of my classmates' is singular third-person subject that should be followed 'has' and past participle form of verb 'celebrate' is 'celebrated'. So, the completed sentence is one of my classmates has celebrated her birthday.

9. We ... (occupy) this new house for two months.

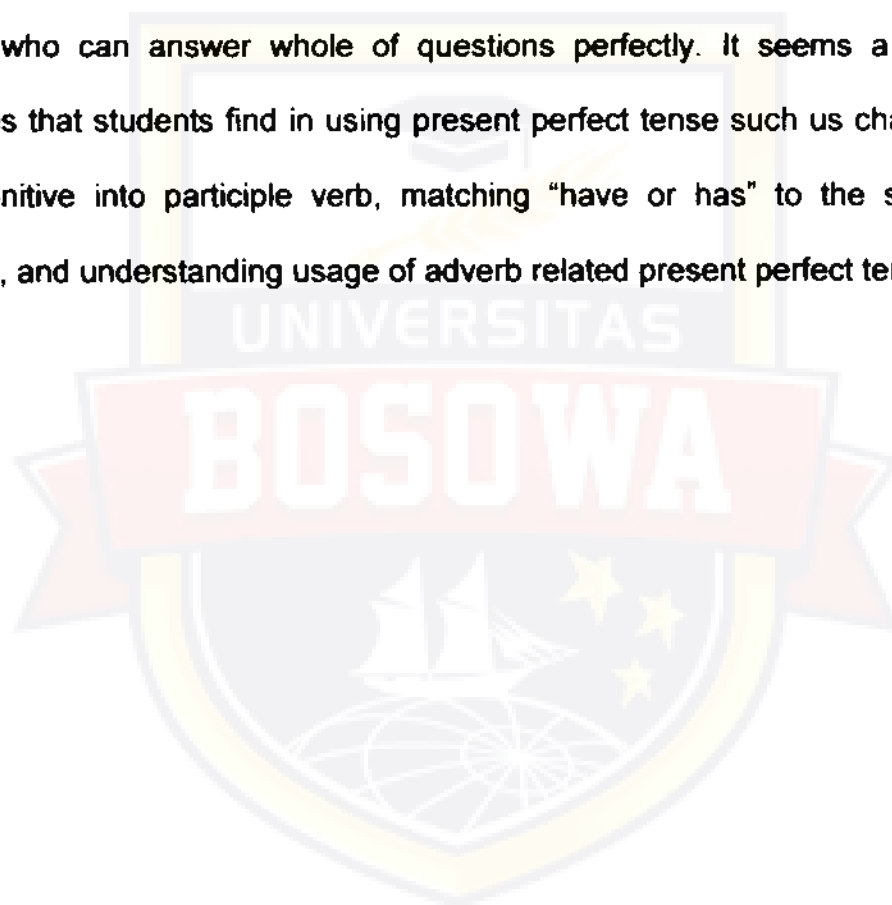
In this question, there were 22 students who choose the correct answer and there were 8 students who choose incorrect answer. The correct answer to complete the present perfect sentence above is 'have occupied' remembering 'we' is plural third-person pronoun that should be followed 'have' and past participle form of verb 'occupy' is 'occupied'. So, the completed sentence is we have occupied this new house for two months.

10. This old city ... (change) a lot since I left it.

In this question, there were 12 students who choose the correct answer and there were 18 students who choose incorrect answer. The correct answer

to complete the present perfect sentence above is 'has changed' because 'this old city' is singular third-person subject that should be followed 'has' and past participle form of verb 'change' is 'changed'. So, the completed sentence is this old city has changed a lot since left it.

Based on discussion above, it can be concluded that there was nothing student who can answer whole of questions perfectly. It seems a lot of difficulties that students find in using present perfect tense such as changing bare infinitive into participle verb, matching "have or has" to the subject correctly, and understanding usage of adverb related present perfect tense.



BAB V

CONCLUSION AND SUGGESTION

This chapter deals with two sub chapters specifically the conclusion of study and suggestion of the research.

A. Conclusion

Based on the findings in previous chapter, it had found that students' ability in using present perfect tense at SMAN 13 Makassar only reaching 55,66% percentage. It indicated that there were 12 students who obtain score above average and there were 18 students who obtained score under average. It meant that students' ability in using present perfect tense at eleventh grade SMAN 13 Makassar can be categorized as fair criterion nevertheless, there were still many students who have poor knowledge in using present perfect tense. It might the lack of students' interest in learning had influenced students' unsatisfactory achievement in using present perfect tense.

B. Suggestion

There some suggestions that can be given in relation to the writer's conclusion. The suggestions are as follow:

1. It is hoped that teacher can give more attention in teaching present perfect tense, especially the form of the present perfect tense.

2. The English teacher should choose best method in teaching tenses, especially present perfect tense.
3. It is hoped that the English teacher should present form of present perfect tense in a clearly way in order to the students understand them easily.
4. It is necessary for the teacher to give more exercise the form of the present perfect tense to the students.



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APPENDIXES

BOSOWA



APPENDIX 1: Research Instrument

Name: _____

Class: _____

A. Choose the correct answer to complete the following sentences below!

1) My father a new car.

- a. Have bought
- b. Has bought
- c. Has buy

2) We from senior high school.

- a. Have passed
- b. Have pass
- c. Has pass

3) My brother ... married.

- a. Has got
- b. Have got
- c. Had got

4) They For office.

- a. Had leave
- b. Have leave
- c. Have left

5) Our uncle This house for seven years.

- a. Have occupied
- b. Has occupied
- c. Has occupy

6) My classmates French for five months.

- a. Have studied
- b. Has studied
- c. Had studied

7) She has ... gone out.

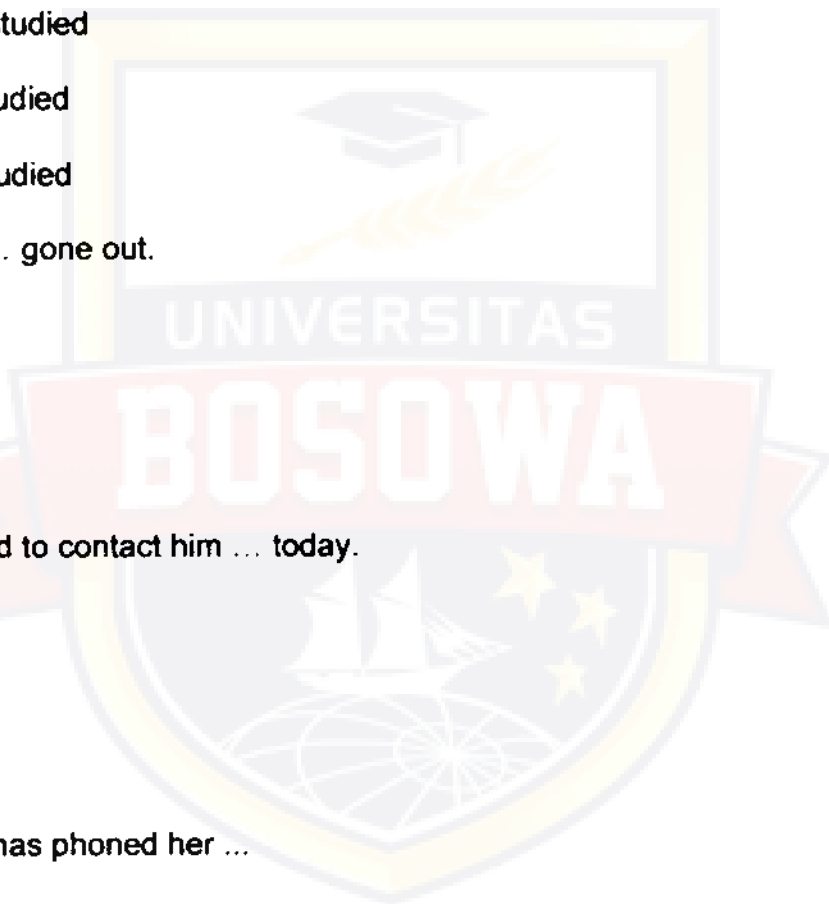
- a. Just
- b. To
- c. been

8) I have tried to contact him ... today.

- a. Before
- b. When
- c. Twice

9) The man has phoned her ...

- a. Yesterday
- b. Lately
- c. Formerly



10) He hasn't done his reports ...

- a. Recently
- b. Lately
- c. Yet

B. Put the following sentences into present perfect tense. Use the words in parentheses!

1. She (finish) her assignment.
2. Father (buy) a new car for his son.
3. My uncle (get) a car loan from bank.
4. They (print) this best seller novel.
5. My parents (sell) one of their motorcycle
6. Our translator (translate) this novel into Indonesian.
7. All of them (leave) the tiny village.
8. One of my classmates (celebrate) her birthday.
9. We (occupy) this new house for two months.
10. This old city (change) a lot since I left it.

APPENDIX 3: Students' Result in Test

Number of Student	Name of Students	Sex	Score	Criterion
1	William Rahul	Male	75	Good
2	Andika Fadil	Male	75	Good
3	Yischard M	Male	75	Good
4	Muh. Dahlan	Male	75	Good
5	Nurul Amanda Pratiwi	Female	80	Excellent
6	Nurul Annisa	Female	80	Excellent
7	Nurul Marwah	Female	75	Good
8	Rina	Female	70	Good
9	Siti Nurholizah	Female	60	Fair
10	Vhiny Arnanda	Female	45	Poor
11	Sartika	Female	40	Poor
12	Nurfitriani	Female	50	Poor
13	Humairah Hamzah	Female	25	Fail
14	Madinah	Female	55	Poor

15	Putri Indah Lestari	Female	55	Poor
16	Rima Maulani	Female	50	Poor
17	Rosdiana	Female	55	Poor
18	Indriani Alni Putri	Female	45	Poor
19	Andi Ansalna	Female	45	Poor
20	Nur Rahmi Oktaviani	Female	50	Poor
21	Firma Nuraina Adha	Female	50	Poor
22	Kumiawati	Female	40	Poor
23	Irmayanti	Female	50	Poor
24	Ardilla	Female	55	Poor
25	Putri Ayu Wulandari	Female	50	Poor
26	Alfina Damayanti	Female	65	Fair
27	Sri Wahyuni	Female	65	Fair
28	Alfian Wahid	Male	25	Fail
29	Tri Utama Saputra	Male	25	Fail
30	Nur Asisa Bachok	Female	65	Fair

Name: Nurul Amanda. P

Class: XI IPA 3

A. Choose the correct answer to complete the following sentences below!

1) My father a new car.

- a. Have bought
- b. Has bought
- c. Has buy

2) We from senior high school.

- a. Have passed
- b. Have pass
- c. Has pass

3) My brother ... married.

- a. Has got
- b. Have got

4) They For office.

- a. Had leave
- b. Have leave
- c. Have left

0 5) Our uncle This house for seven years.

- a. Have occupied
- b. Has occupied
- c. Has Occupy

1 6) My classmates French for five months.

- a. Have studied
- b. Has studied
- c. Had studied

1 7) She has ... gone out.

- a. Just
- b. To
- c. Been

1 8) I have tried to contact him ... today.

- a. Before
- b. When
- c. Twice

1 9) The man has phoned her ...

- a. Yesterday
- b. Lately
- c. Formerly

10) He hasn't done his reports ...

- a. Recently
- b. Lately
- c. Yet

B. Put the following sentences into present perfect tense. Use the words in parentheses!

- 1. She has finished (finish) her assignment.
- 1. Father has bought (buy) a new car for his son.
- 1. My uncle has got (get) a car loan from bank.
- 1. They have printed (print) this best seller novel.
- 0. My parents has sold (sell) one of their motorcycle.
- 1. Our translator has translated (translate) this novel into Indonesian.
- 0. All of them has left (leave) the tiny village.
- 1. One of my classmates has celebrated (celebrate) her birthday.
- 1. We have occupied (occupy) this new house for two months.
- 1. This old city has changed (change) a lot since I left it.

$$\frac{CS}{TS} \times 100$$
$$\frac{16}{20} \times 100 = 80$$

Name: Putri ayu Wulandari

Class: XI pa 3

A. Choose the correct answer to complete the following sentences below!

1) My father a new car.

a. Have bought

b. Has bought

c. Has buy

2) We from senior high school.

a. Have passed

b. Have pass

c. Has pass

3) My brother ... married.

a. Has got

b. Have got

4) They For office.

a. Had leave

b. Have leave

c. Have left

0 5) Our uncle This house for seven years.

- a. Have occupied
- b. Has occupied
- c. Has Occupy

0 6) My classmates French for five months.

- a. Have studied
- b. Has studied
- c. Had studied

↑ 7) She has ... gone out.

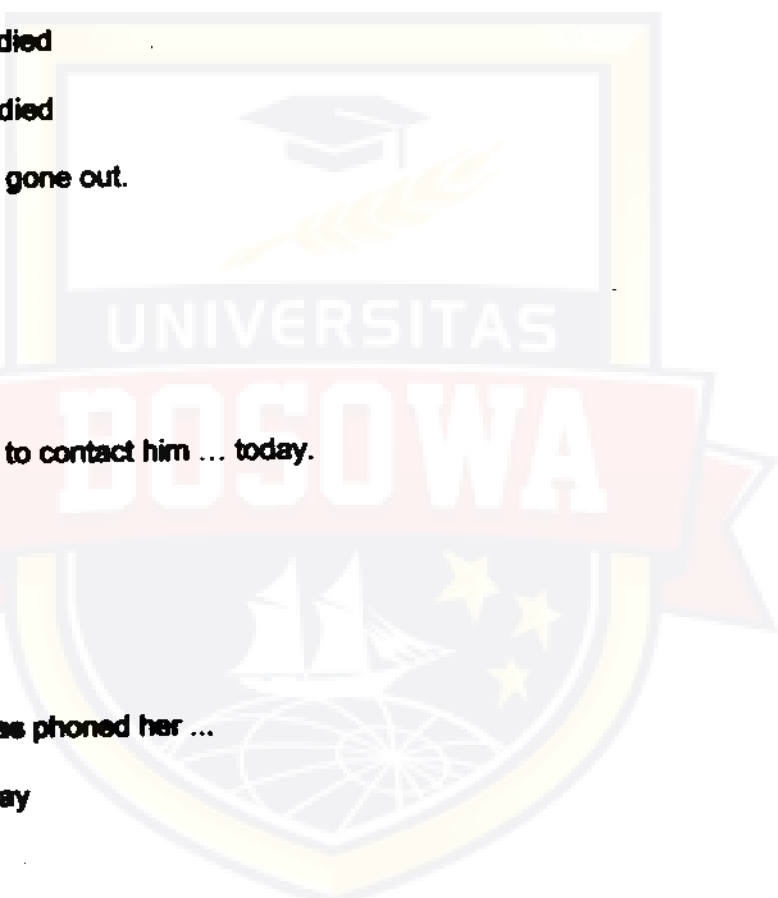
- a. Just
- b. To
- c. Been

0 8) I have tried to contact him ... today.

- a. Before
- b. When
- c. Twice

0 9) The man has phoned her ...

- a. Yesterday
- b. Lately
- c. Formerly



10) He hasn't done his reports ...

~~X~~ Recently

~~X~~ Lately

c. Yet

B. Put the following sentences into present perfect tense. Use the words in parentheses!

1. She has finished (finish) her assignment.
2. Father has buying (buy) a new car for his son.
3. My uncle has gotten (get) a car loan from bank.
4. They have printed (print) this best seller novel.
5. My parents have sold (sell) one of their motorcycle.
6. Our translator have translated (translate) this novel into Indonesian.
7. All of them has leave (leave) the tiny village.
8. One of my classmates have celebrate (celebrate) her birthday.
9. We have occupied (occupy) this new house for two months.
10. This old city have changed (change) a lot since I left it.

$$\frac{CS}{TS} \times 100$$

$$\frac{10}{20} \times 100 =$$

50

Name: Alfian Wahid

Class: XI IPA 3

A. Choose the correct answer to complete the following sentences below!

0 1) My father a new car.

a. Have bought

b. Has bought

Has buy

0 2) We from senior high school.

a. Have passed

Have pass

c. Has pass

0 3) My brother ... married.

a. Has got

Have got

0 4) They For office.

a. Had leave

b. Have leave

Have left

5) Our uncle This house for seven years.

a. Have occupied

b. Has occupied

c. Has Occupy

6) My classmates French for five months.

a. Have studied

b. Has studied

c. Had studied

7) She has ... gone out.

a. Just

b. To

c. Been

8) I have tried to contact him ... today.

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9) The man has phoned her ...

a. Yesterday

b. Lately

c. Formerly



10) He hasn't done his reports ...

a. Recently

b. Lately

Yet

B. Put the following sentences into present perfect tense. Use the words in parentheses!

- 0 1. She have finish (finish) her assignment.
- 0 2. Father have bought (buy) a new car for his son.
- 0 3. My uncle have gotten (get) a car loan from bank.
- 0 4. They have printed (print) this best seller novel.
- 0 5. My parents has sell (sell) one of their motorcycle
- 0 6. Our translator have translate (translate) this novel into Indonesian.
- 0 7. All of them has left (leave) the tiny village.
- 0 8. One of my classmates have celebrated (celebrate) her birthday.
- 0 9. We have occupied (occupy) this new house for two months.
- 0 10. This old city have changed (change) a lot since I left it.

$$\frac{CS}{TS} \times 100$$

$$\frac{5}{20} \times 100 =$$

$$25$$

APPENDIX 5: Documentation



Picture 1: The researcher was writing a short description about material related with the research



Picture 2: The researcher was distributing the test to students



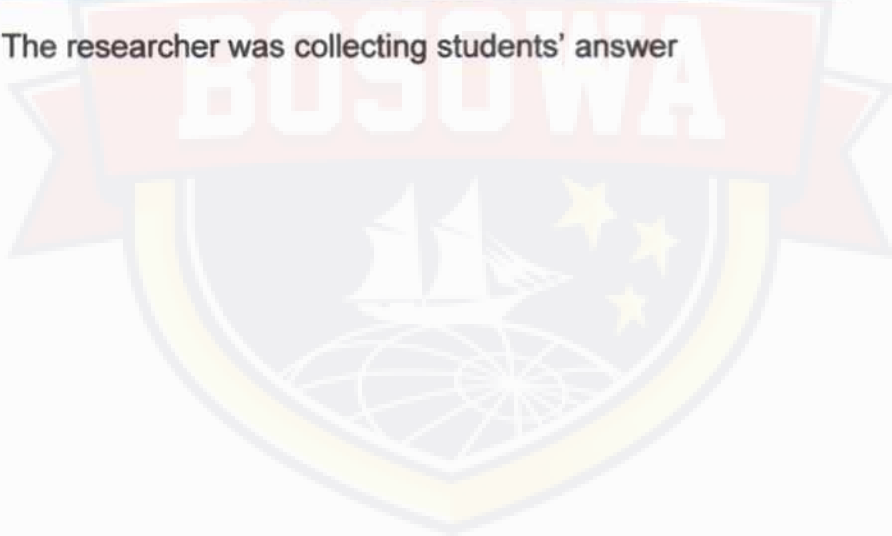
Picture 3: The researcher was explaining how to do the test



Picture 4: The researcher was controlling the students doing the test



Picture 5: The researcher was collecting students' answer





PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 13 MAKASSAR
Jalan Tamangapa Raya III. No. 37 Telp. (0411) 492953


SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 421.3/373/SMAN.13/VIII/2016

Yang bertanda tangan dibawah ini Kepala SMA Negeri 13 Makassar menerangkan bahwa :

N a m a : AGUNG KELANA
Nim : 4512101077
Program Studi : Pend. Bahasa Inggris
Pekerjaan : Mahasiswa

Mahasiswa tersebut di atas *benar* telah melaksanakan penelitian pada SMA Negeri 13 Makassar mulai tanggal 8 s/d 23 Agustus 2016 dengan judul " STUDENTS' ABILITY IN USING PRESENT PERFECT TENSE AT ELEVENTH GRADE SMA NEGERI 13 MAKASSAR untuk meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Bahasa Inggris.

Demikian surat keterangan ini di buat dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

25 Agustus 2016
Kepala Sekolah

AMIN, S.Pd. M.Si
NIP.196712311990011012

BIOGRAPHY



AGUNG KELANA, was born on June 2nd, 1993 in Palembang, South Sumatra. He was the third child from his parents namely Kamarullah Wahid (father) and Rosmawati (mother). He finished his elementary school at SDN Panaikang I Makassar in 2005. He Continued his study for junior high school at SMPN 23 Makassar and finished in 2008. In the same year, he continued his study for senior high school at SMAN 13 Makassar and finished in 2011. After graduated from his school, he worked at PT. Makmur Sejahtera Indonesia Persada (MSIP) in 2011 until the middle of 2012. In academic year 2012/2013 he continued his study at Faculty of Teacher Training and Education of Bosowa University of Makassar and finished in 2016.