

**THE STUDENTS' PROBLEMS ENCOUNTERED IN USING
PRESENT PERFECT TENSE**

THESIS

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THESIS

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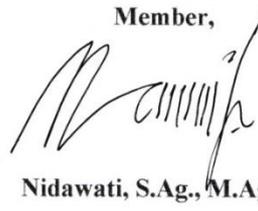
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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Therefore, the writer realizes that this thesis still has some weakness and is far from being perfect. It is such a pleasure for her to accept any constructive critic and suggestions to make this thesis better and for valuable improvement in another research. the writer sincerely appreciate it.

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Banda Aceh, July 28th 2017

The writer



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ABSTRACT

This research was carried out to find out and analyse the types of problem encountered by the first grade students of SMKN 1 Lhoknga in using present perfect tense. Specifically, it is aimed at describing the types of students' problem in using present perfect tense and the causing problem causes which became the factors of students' problems in using present perfect tense. Besides, this study also found their frequency. In doing the research, the researcher used descriptive analysis method. Then, the data were collected through test and questionnaire. Furthermore, the subject of this research is the first grade students of SMKN 1 Lhoknga which consisted of 61 students and the writer took 52 students as the sample because there were 9 students who were absent when the research was done. The writer gave the 52 students the test that consisted of 20 items; 10 items multiple choice, 5 items of making sentence, 5 items of filling in the blank. In addition, questionnaire to students that consisted of 6 questions. The writer also gave questionnaire to the English teacher that consisted of 10 questions just as additional information. Finally, the finding showed that **there** are eight types of problem consisting of using incorrect formula or problem in forming: affirmative, negative and interrogative form of present perfect tense, using of auxiliary that is frequently switched, using no instead of not in negative sentence, spelling, selecting of the regular and irregular verb/ change Verb -1 to Verb-3, and the difficulties in distinguishing the usage of past tense and present perfect tense. The data also showed that there are many factors of students' problems in using present perfect tense, such as : a lot of tenses in English, Interference L1, differences between English structure and B. Indonesia, lack of vocabulary mastery, lack of textbook to support learning process, lack of interest in teaching learning process, lack of motivation, family's background (economics, education, family's structure), lack of English learning facilities or the instructional resources such as Grammar books, LCD/projector, English CD/movie, library, lack of practice and repetition, teacher didn't give more detail example and explanation, time provided in learning is inadequate, student's confidence " I fell doubt and afraid of mistake", lack of interaction between teacher and students, Society, resident and school, lack of support, classroom environment is not suitable (crowded class, class temperature), student's laziness, lack of concentration in class as the result students don't pay attention to the teacher.

Key words: Students' problems, present perfect tense.

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CHAPTER I

INTRODUCTION

A. Background of Study

English language is as the target language for Indonesian students and it is one of compulsory subject that must be learnt by students in every level of education school from Junior High School, Senior High School, up to University. In learning English, grammar is one of important aspects that students have to master, because it is used either written or spoken language and needed in all language skills such as listening, speaking, reading and writing. Thornbury (1999:1) stated, "Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentences. Thus, a grammar is description of the rules that govern how a language's sentences are formed."

In simple word, grammar is a study about how to form words into sentence in grammatical order. There is a statement about how important the grammar in language. It is stated by Ur (1988: 4) that, "There is no doubt that a knowledge implicit or explicit - of grammatical rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together." As a result without mastering a grammar properly, students will find problem in expressing their idea in communication activities and learning language, both in written and spoken language. Because of that, grammar is one of the most important factors in learning language.

Moreover, grammar has some topics that must be learnt by students. One of general topic in grammar is tense. “Tense is usually defined as relating to the time of an action, event or state”, Bauer (1983:157). It is needed in forming sentence. The time of action is commonly expressed by the verb. According to Lock (1996:163), one of grammar aspects is tense. In making a sentence in English either written or spoken, a tense plays very important role. In English, each sentence always contains tense. Tense form of a verb indicates distinctions in time. With tense, the students can know when the time action occurs, and the correspondence between the form of the verb and their concept of time.

The writer found some source about the difference Indonesia English on research conducted by Eka (2011:3) and Sunarti (2014:1) that there are no tenses in Bahasa Indonesia, it may becomes one of the reasons some students find problem in understanding tense. For example:

1. a) Bahasa : Dia menulis 10 surat tahun lalu
b) English : She wrote ten letters last year
2. a) Bahasa : Dia menulis 10 surat sejak tahun lalu
b) English : She has written ten letters since last year

It is very clear about the differences between sentences in Bahasa Indonesia (1a and 2a) and those of English (1b and 2b). In the sentences 1a and 2a, the word “menulis” is not changed although in different situational meanings. But, in the sentences 1b and 2b, the word is changed into 1b: “wrote” uses the past tense (this action happened in the past) and 2b: “has written” in present perfect tense (this action happened in the past, but this action is still true or happened in the present).

However, Leech and Svartvik (1975:306) argue that most students get confused in determining tenses, because before they use verb form they have to understand the relationship between the form of the verb and their concept of time. Actually, Senior High School students have problems in learning English. According to SMKN 1 Lhoknga, the problem can be known from the result of the students' achievement and evaluation. Based on their perception, they think tense as rather boring subject because English has many kinds of tense.

Hence, teachers' role in SMKN 1 Lhoknga is very important to make students be creative to solve their problem. As the writer experienced when she did teachers' training or Praktik Pengalaman Lapangan (PPL) the writer found students' problem in using tense, such as they used simple present tense (verb 1) instead of simple past tense to state past activity. For example: "I **sell** a handphone to my friend yesterday". The correct answer is "I **sold** a hand phone to my friend yesterday. In this case, they may become confused why the verb of a sentence must be changed.

The writer found other students' problem in using grammar that is in differentiating the usage of two tense, past tense (finished time) and present perfect tense (unfinished time). For example, the students wrote down a sentence: "Saya sudah mengerjakan pr kemarin" (**I have done my homework yesterday**) for present perfect tense, which grammatically is wrong. Present perfect form is when actions is not stressing the time. It means that when using the verb as "I have done my homework", it must not be followed by the adverb of time "yesterday", because it indicates the past tense. Whereas in the use of present perfect tense, the adverb of

time is not “important” to be used. It is different from past tense that is usually followed by adverb of time. To express something happened in the past but still true in the present, it is better to say “**I have done my homework**”. On the other hand, the most important in past tense form, it must be stressed the definitive time of the action. In this case, the students felt difficult to choose which tense should they use whether past tense or present perfect tense.

Allen (1970:80), “English has three main time divisions: Past, Present and Future expressed by the simple tenses. The three divisions form three main blocks of tenses each being sub-divided to express other aspects within its general time. The aspects of general time of present, past and future tense...” The present perfect tense is construction which is made of subject + auxiliary verb (have/has) + verb participle (Verb-3 regular/irregular verb). All the most verb can show the difference between the past and present by changing in the verb form. In teaching English, it is one of tenses that should be mastered by students both in curriculum 2006 and 2013 for SMK. This part is focus for the first year students at second semester in curriculum 2006 and at the first semester in curriculum 2013.

According to Murphy (1990:42), we use the present perfect (have been/have played/have done etc.) when we talk a time from the past until now, for example “**I have lost my passport**” (= I can’t find my passport now). George and Julia (1980:206) state: “When the students want to tell a verb that is used to indicate an action that took place at an indefinite time or over a period of the time in the past, but still has relevance in the present. It is called the present perfect tense.” Then they (1980:207) argue: “And the most common time expression is prepositional

phrase beginning with for and since. Other such expressions include up to the present /now, many times, often, frequently, finally, already.”

Consequently, learning present perfect tense is really important for the students as well for teacher to correct and analyse it in order to understand its usage correctly, how students use it in sentences and do not change into past tense. According to Thomson and Martinet (1986:166) “This tense may be said to be a sort of mixture of present and past. It always implies a strong connection with the present and it is chiefly used in conversation, letters, newspapers and television and radio report.” It means this tense is mainly used to describe action in the past but which has link or connection to the present and there is no present perfect tense in the Indonesia language, it can be problems for Indonesian learners to understand and conceptualize the implication of this tense and utilize it in their output. Therefore, if students doesn't understand the tense well, they can break language and cause misunderstanding in communication. Indeed, the writer thinks that it is really important to analysis student's problems to prevent and reduce students' problems.

This research also can be used as consideration to be one of solutions, in order to overcome these problems. It is necessary for the writer to help the teacher knows the problem of the students and their factors especially their strength and weakness in using present perfect. The teacher also can provide remedial treatment, improve better effectiveness learning-teaching activities and they can help to correct student's problem.

Based on the problem mentioned above, the writer intends to analyse the student's problem in understanding present perfect tense. So this phenomenon is interest to the writer in writing about the student's problem of grammar encountered in using present perfect tense. Therefore, the writer will discuss this study under the title **“The Students' Problems Encountered in Using Present Perfect Tenses”**.

B. Research Questions

Based on the background described above, the writer formulates the research questions as follows:

1. What are the types of problem encountered by students at the first grade of SMK Negeri 1 Lhoknga in using present perfect tense?
2. What are the factors that cause the student's problem in using present perfect tense at first grade of SMK Negeri 1 Lhoknga in using present perfect tense?

C. Research Aims

The aims of this study are:

1. To find out the types of problem encountered by students at the first grade of SMK Negeri 1 Lhoknga
2. To analyse the factors that cause the student's problem in using present perfect tense at first grade of SMK Negeri 1 Lhoknga in using present perfect tense.

D. Significance of Study

The result of this study is expected to be significant for the writer and can be used as a reference to the other writer who wants to conduct a study about the students' problems in using present perfect tense and can be conducive for some benefits such as:

1. The teachers

It will help the teachers to find out the students' problem in understanding about tenses especially in using present perfect tense by identifying what part of the language programs found difficult for students. It also can help teachers to solve the student's problem and to improve the teacher's method in teaching English. In addition, to encourage teachers to pay more attention on explaining the form and the usage of present perfect tense especially in distinguishing past tense and present perfect tense.

2. The students

For the students, it will help them to reduce their problem. It also will give input to the students to improve their knowledge and abilities about using present perfect tense and become a motivation to make better in future in learning target language.

3. The researcher

This research can be used as one of the resources about the student's problem and causes of problem in using present perfect tense for the researcher and as the basic information for further studies by other researcher who interested in English. Moreover, it is as inputs for the researcher to identify the difficult part of

grammar for students. Hopefully the researcher can find some other solutions to overcome students' problems in using present perfect tense.

E. Terminology

In this study, there are several terms used for detail understanding. Some terms used are: Tenses, Present Perfect Tense and Students' Problem.

1. Tenses

According to Richard Viet, "Tense is frequently described as the property that relates to the time a verb's action is performed".

Based on the definition above, the writer can conclude that tense is a form of verb that is used to express or indicate the time of the action or activity.

2. Present Perfect Tense

According to Azar (1989), "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. It also, expresses the repetition of an activity before now. It also when used for and since, expresses a situation that began in the past and continuous to the present."

Present perfect is used to show a link between the present and the past. The time of the action is before now but not specified. Present perfect tense is used to describe:

- a. An action or situation that started in the past and continuous in the present.
- b. An action performed during a period that has not yet finished.
- c. A repeated action in an unspecified period between the past and now.

- d. An action that was completed in the very recent past, expressed by “just”
- e. An action when the time is not important. (<http://www.ef.com/english-resources/english-grammar/present-perfect/>)

From the explanation above the writer concludes that the present perfect tense is one of kinds of tense that is used to state a past event or action occurred in the past but still continue into the present. Present perfect tense also used to indicate action in the past that have consequence/effect in the present.

In this research, present perfect tense is topic which is learned by students at the first year student of SMK Negeri 1 Lhoknga.

3. Students' problems

According to the definition of Oxford Learner's Pocket Dictionary (2008: 350), problem: “thing that is difficult to deal with or understand”. Student: “person who is studying at college or university, any person interested in a particular subject”, Oxford Learner's Pocket Dictionary (2008: 441).

Based on this definition, the writer concludes that students' problem is problems / difficulties that faced or encountered by students specially student of Senior High School in this research about present perfect tense in English subject.

In this study, students' problems is problems encountered by students at the first year student of SMK Negeri 1 Lhoknga in learning present perfect tense.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review related to this study . It contains the following theory : Tense overview, present perfect tense, types of the students' problem in using present perfect tense and factors that influence on students' problems are also included.

A. Tense Overview

1. Definition of English Tense

When learning English, it obviously shows its difference with Bahasa. At a glance, the sentence structure of English seems too hard to be comprehended because it has the complex one. It contrastly differs with Bahasa which has no relation to time. However, English does.

Tense is one of topics of grammar in general. It is also one of important thing in leaning grammar. Lyons (1995:312) refers the word of “tense” is derived ultimately from the Latin word “tempus” that have meaning “time”. In discussing about tense, it is not only focused on time of the situation that being described, but also discusses form of verb. McCawley (1991:8) says that, “tense are not feature by themselves but underlying verb.” It is also stated by Declerck, et al. (2006) that tense is a kind of verb marker that is used to show the time of event. It means time is needed to determine the form of verb. In tense, verb not only must be concord or related to time, it also can be showed and formed in the different form (between

present, past, future) by changing the verb form. Swan (1980:604) states 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; have worked).”

There are other definitions of tense. One of them stated by Frank (1992:47), “tense is special verb ending or accompanying auxiliary verbs and time an event take place.” From those statements about tense which contain of verb and time, Leech and Shartvick (2002:415) state by using tense we correspondence between the form of the verb and our concept of time. Sharma (2000:100) adds that it is important to underline that we cannot understand tense-form properly without having a clear concept of principal verb –forms.

In simple word , the writer concludes tenses is form of verb that relates with the concept of time to describe activity, action, and event that happend at a present, past or future one.

2. Kind of Tense

In English, actually tenses are derived from the three major tenses, they are past, present and future. Palmer (1976:43) states, “tense appears to have three distinct functions ; first to mark purely temporal relations of past and present tense, secondly in the sequence of tenses that is mainly relevant for reported speech and thirdly to mark unreality particularly in conditional clauses and wishes.”

From those statements above the writer concludes generally English verb has three main tense. Those parts are present, past and future tense. Present: talks about event happens in the present (current time), when the situation described is

related as simultaneous with the moment of speaking (e.g Mary sings a song); past: talks about event that happened in the past, the situation described is related prior to the moment of speaking (e.g Mary sang a song); future: talks about an event that will happen in the future, the situation described is related subsequent to the moment of speaking (e.g Mary will sing a song).

However, other grammarians Chalker (1988: 75) have the perspective to divide tenses into present and past and that each of which may show a variety of aspects. This clearly indicates that grammarians have described and classified tenses in English by depending on various criteria. As the development of tenses, she classified based on their each time usage. Each tense has difference to one another. The differences happened in the forms of the used verbs and the time of verbs action takes place. In other words, we may say that an English verb will vary to its usages. The usages of those some tenses and the form of the verb can be seen in these following sentences example.

Tenses	Examples
1. Simple Present Tense	They study English at this campus
2. Present Continuous Tense	They are studying English at this campus
3. Simple Past Tense	They studied English at this campus last year
4. Present Perfect Tense	They have studied English at

5. Simple Future Tense

this campus since last year

They will study English at this
campus

B. Present Perfect Tense

1. The Meaning of Present Perfect Tense

There are many tenses in English grammar; one of them is present perfect tense. There are some definitions about present perfect tense such as follows: Langan (2003:190) states the present perfect tense expresses an action that began in the past and has recently been completed or is continuing in the present.

Present Perfect Tense, in Oxford Learner Pocket (2008 : 347) defines as verb form which expresses an action done in a time period up to present , formed in English with have/has and past participle. It means present perfect tense is formed by combining a present-tense form of the auxiliary verb "have/has" with the past participle of the main verb. "I have finished" is an example of the present perfect tense. In this example, "have" is the auxiliary verb, whereas the past participle "finished" is the main verb. According to Azar (1986) stated 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. It also, expresses the repetition of an activity before now. It also when used for and since, expresses a situation that began in the past and continuous to the present.

Thus, it can be concluded that present perfect tense can be defined as a tense that is used to tell about event that has finished with a situation began in the past , but the effect still can be experienced until now (continued).

2. The Form of 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. The problems come with the use of the tense. Frank (1992:77) states “structurally the term perfect signifies that a form of *have* accompanies a verb as an auxiliary”.

Wishon and Burks (1980: 206) stated that “the present perfect tense is a construction made up the auxiliary *have* +the past form of the main verb.” Whereas Murphy (1994:14) argues “the present perfect tense is formed with *has /have* the past participle.”

According to Thomson and Martinet (1986: 165) 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. And Azar (1993:161) said “the basic form of the present perfect tense: *has* or *have* + the past participle. Use *have* with *I, We, You, They* or plural noun (e.g. *Students*). Use *has* with *she, he, it* or singular noun (e.g. *Mary*). With pronoun *have* is constructed to apostrophe + *ve* (‘*ve*) and *has* apostrophe to + *s* (‘*s*).”

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

The writer formulates the form of present perfect tense into three types of sentences, they are: affirmative, negative, and interrogative.

a. Affirmative

1) To make an affirmative statement of verbal sentence, we use following formula:

S + have/has + Past Participle + ...

Table 2.1
Example of affirmative sentence

Subject	Have/has	Past participle	
I	Have	worked	since last year
You	Have	watched	the movies
We	Have	had	breakfast
Selly	Has	studied	English
Fahri	Has	played	football

2) To make an affirmative statement of nominal sentences, it is used the following formula

S + have/has + been + ...

Table 2.2
Example of affirmative sentence with be

Subject	Have/ has	Been		
I	have	been	sick	for a week
You	have	been	here	since morning
They	have	been	to USA	
Mr. Brown	has	been	in Japan	since 1997
We	hase	been	in your school	

b. Negative

1). To make a negative statement of verbal sentence, we use following formula:

S + have/has + not +Past Participle + ...

Table 2.3
Example of negative sentence

Subject	Have/has	Not	Past participle	
I	Have	not	worked	since last year
You	Have	not	watched	the movies
We	Have	not	had	eaten
Selly	Has	not	studied	English
Fahri	Has	not	played	football

2).To make a negative statement of nominal sentences, it is used the following formula:

S + have/has not + been + ...

Table 2.4
Example of negative sentence with be

Subject	Have/ has	Not	Been		
I	have	not	been	sick	for a week
You	have	not	been	here	since morning
They	have	not	been	to USA	
Mr. Brown	has	not	been	in Japan	since 1997
We	hase	not	been	in your school	

c. Interrogative

1). To make an interrogative affirmative statements of the verbal sentences, it is used the following is the formula:

Have/has + S + Past participle ...?

Table 2.5
Example of interrogative sentence

Have/has	Subject	Past participle	
Have	I	worked	since last year ?
Have	You	watched	the movies ?
Have	We	had	eaten ?
Have	They	studied	English ?
Has	Fahri	played	football ?

2). To make an interrogative affirmative statement of nominal sentence, it is used the following formula:

Have/has + S + been+ ...?

Table 2.6
Example of interrogative sentence with be

Have/ has	Subject	Been		
have	I	been	sick	for a week
have	You	been	here	since morning
have	They	been	to USA	
has	Mr. Brown	been	in Japan	since 1997
hase	We	been	in your school	

3. To make an interrogative negative statement of verbal sentences, the following formula is used :

Haven't/hasn't + S + past participle + ...?

Table 2.7

Example of interrogative- negative sentence

Have/has	Subject	Past participle	
Have n't	I	worked	since last year ?
Haven't	You	watched	the movies ?
Haven't	We	had	breakfast ?
Hasn't	Selly	studied	English ?
Hasn't	Fahri	played	Football ?

4). To make an interrogative negative statement of nominal sentence auxiliary the negative haven't/hasn't is put before the subject. The formula is:

Haven't/hasn't + S + been + ...?

Table 2.8
Example of interrogative- negative sentence with be

Haven't/has n't	Subject	Been		
Haven't	I	been	sick	for a week ?
Haven't	You	been	here	since morning ?
Have't	They	been	to USA ?	
Hasn't	Mr. Brown	been	in Japan	since 1997 ?
Hasn't	We	been	in your school ?	

3. The Usage of The Present Perfect Tense

Murphy (1994:16) reveals, “When we talk about period of time that continues from the past until now, we use present perfect.” The present perfect tense is used to talk about experience that have done it in his/her life. 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* that has the result in the present, the adverb of time often used is *just, already and yet*.

Swan (1987: 494) argues, “when we want to talk about action or situation, which started in the past and have continued up to present perfect to show the connection between past and present.” Furthermore, Swan (1980:495) states that: the use of the present perfect are:

- a. The present perfect is used to talk about past actions which are not recent, but which are *still with us* as part of our experience and knowledge. Here is the time expression in present perfect tense :

- 1) the present perfect tense is often used with ‘indefinite‘ time expressions which mean —*at any time up to now* or —*by now*. Example are: *ever, never, yet, already, before*. In negative sentences, when we say that things have not happened, *since* and *for* are often used. E.g. *I haven't seen a film for weeks, she hasn't written to me since September*.
- 2) definite‘ time expressions (like *today, this week, this morning*) are not often used with the present perfect when we talk about finished even. The present perfect is not used when are thinking about a particular finished point of time.

Azar (1989:29), the present perfect tense also expresses the repetition of an activity before now.” (e.g. I have been here *since* seven o'clock; I have met many people *since* I came here in June). She also said, “If there is a specific mention of time, the simple past is used.

In other references, Pierson and Vik (1987:152) also have their own opinion, they express, “ the present perfect tense can express action that (a) are finished, but do not occur with a specific past time expression, (b) started in the past , continued to the present, and are still happening now.”

According to Thomson and Martinet (1986: 166), “This tense may be said to be a sort of mixture of present and past. It always implies a strong connection with the present and it is chiefly used in conversation, letters, newspapers, and television and radio report”. It means this tense is mainly used to tell action in the past but which has connection to the present.

C. Students' Problems in Using Present Perfect Tense

In line with learning English, it is different from Indonesian viewed from form, including usage, meaning, etc. In addition, the way of how pronouncing the English word is quite different from writing. Therefore, people especially students who learn English as the foreign language may find several problems in learning English properly. Cowan (2008:350) says "use of verb forms is one of the two or three most difficult areas for English language learners to master." As a result, learners sometimes make error in the proper use of verb forms as they attempt to express the time of an event in the target language. In this term, present perfect tense is one of English tense topic that consider difficult to learn. "One of the most difficult English tenses for non-native speakers of English is the present perfect," (Catford et al, 1974: 98).

Students problems become a core thing a teacher need to fix. It shows that teacher should pay more attention to the students as the learning taker when they are getting some new knowledge from their teacher.

According to Parrot (2010:162) says as general, learner have far more difficulty in using present correctly than in understanding them. Even if they don't know or are unclear about the differences in meaning between different tense, in most case there is plenty of information in the context to help them undertand whether, for example, an action is temporary or not. He make some typical difficulties for learner when they study the present perfect tense, they are : form and meaning, the use of how long with for and since, and over use of present perfect form (Parrot, 2010:163). Some students still have difficulty in understanding the

form of present perfect tense. He also gives the examples of error made by students in form of present perfect especially in putting *have/has* for subject:

I has lost my chance to study abroad She have finished her homework

Correct :

I have lost my chance to study abroad. She has finished her homework

D. Factors of Problem

Problem in learning occur for many reasons. One obvious cause is interference from the mother/native language. One of strategies to prevent and reduce students from making the same problem is by looking at the causes of problem itself. Refer to Cakir (2011:123), students have some problems in learning some tenses due to some reasons originated from their misunderstandings or misinterpretations of the lessons presented by their teachers.

In this context, causes of students' problems in using present perfect tense is originated from a few lines of cause of problem in learning as general, learning language specially English and those are an important area for study as it would help the pupils identify the problems which will be their obstacle in learning English and by identifying causes of the problems, it also will get the solution how to make they learn English easily and comfortably.

The students' problem depend on many factors, there are some problem factor that influence for student derives from various aspect. It might be influenced by internal factor and external factor in learning. Now, let's examine some of the

factor causing difficulties for learners to learn through the results obtained from the research.

There are some factors which caused learning difficulties. The writer cited on a source, according to Ahmadi and Widodo (1991:75) , there are two factors: internal and external factors, as follows:

1. Students' internal factors .

The students' internal factors are divided into two aspects, as follow:

- a. Physiological Aspect, this aspect is about the condition of students' body from every part of the body.
- b. Psychological Aspect, this aspect emphasizes on the inside conditions of the students. It consists of students' intelligence, talent, interest, motivation, mental health and special type of learner.

2. Students external factors

Students' extern factors cover all situations and condition around environment that do not support students' learning activity. Environment factors cover as follows:

- a. Environment, the social environment here is the human environment outside students who have contact directly with them such as family, in their school, neighbors and mass media.
- b. Nonsocial Environment, the factors which include the nonsocial environment are the location of student's house, the school's building, learning instruments, curriculum, and school timing. All these factors are though could be the influences for student's achievement.

In addition, the writer re-wrote from Djamarah's research (2008:237) made it more specific divisions the cause of learning difficulties into student's factor, school's factor, family's factor, and society's factor.

1. Students' factor,

Some factors that make students difficult in learning:

- a. Lack of intelligence
- b. Lack of talent and not suitable with lesson which learning or given by teacher
- c. Unstable emotion
- d. Lack of study activity
- e. Lack of healthy
- f. Not having motivation in learning

2. School's Factor

- a. Personal of teacher is not good
- b. Teacher does not have quality
- c. Unharmonious relationship between teacher and students
- d. . Teacher is unskilled to diagnosis student's difficult in learning
- e. The way teacher teach is lack of good
- f. Media is not complete
- g. Condision of school is not graffiti
- h. Indiscipline

3. Familys Factor

Family is an informal education (outside of school). It has an important part in education world. Family also can make student difficult in learning. Some factors that make it are:

- a. Lack of tools of study for students in home
- b. Less education fee that parents prepared
- c. Family's healthy is less of good
- d. Lack of parents attention
- e. Children too much helping parents

4. Society's Factor

Some factors in society that makes students difficult in learning are:

- a. Commotion, noise, dispute, fight, robe that often happen in society
- b. Electronic media like television that often showing properly programs like immoral, pornographic, etc.
- c. Drugs
- d. Slum area, dirty environment

Here the reseacher took up a study on analyzing the various reasons for the problems faced by the foreign language learner that stated by some experts. In particular, other factors that may influece in students' learning English as follows :

1. Time

In general school, students have studied English for two hours per week, which was not sufficient for English proficiency. Time is not enough for a tutorial. Leontiev & James (1981: 150) stated that, "Time is the key word in determining what level students can achieve." On her jurnal, she said "How many hours in a day

and what proper material to be learned, can determine the measurement of the students' progress. If there is limited time, it is the job of the teachers to make a summary and teach the students the most important material within the time allocated. It might happen that regarding the examination, teachers only give exercises, which is actually beyond the material being prepared. Because of "mark-oriented", students will be lacking of theoretical material. In this condition, teachers only focus on achievement and neglect the process of language learning". (Sari: 580)

2. Students' laziness

Chang (2010), indicated that, "reasons cause students' weakness for English language learning derived from learners' laziness, lack of efficiency of the school, and insufficient of parents' promotions".

3. Teaching Learning Strategies

Every students in a classroom have different strategies in learning. Some of them can grasp the knowledge quickly, on the other hand, the other need different strategies. According to Ting (2009), "students are able to overcome their weakness in some learning styles with suitable strategy training, and learning strategies can influence students' learning achievements. In this case, teacher has a role to create interest learning to avoid students feel bored and lack of interest. So, teachers have to help them improve the motivational beliefs and language learning strategies in order to find ways that reach to their academic achievement".

4. Lack of repetition and practice

Beside student have mastered theory, practice is important element in learning English. Since students are not interested to learn English, so they will be tired of repeating and practicing the language. Moreover, if teacher more focus on theory and adequate practice is not given to students in learn a language, it will be less effective. “To learn English requires constant practice. An essential additional skill is the ability to gain and utilize knowledge from practice” (Dorfman, 1996).

5. Differences between English structure and B. Indonesia

“Asian students’ weakness in learning English because of the changing of learners’ habits, cultures, and the structure of languages; for example, there were no strict rules for pronunciation of their mother language ”(Cao, 2011

6. L1 (mother tongue) Interference

According to Harmer (2007:137), L1 interference and as part of language development. In errors caused by L1 interference, the pupils’ knowledge of the framework in which their own language is used, causes problems in their L2 or FL production when unfamiliar structures appear in the sense that the pupils use the familiar structure from their L1. Futhermore, misuse and misconception is that they can't keep themselves away from mother tongue interference.

Futhermore, Trawiński (2005), also presented the factors that impact the EFL learners to have poor performance in English language learning as followings:

1. English is regarded as a difficult subject to learn.
2. Learners’ learning depends on the English teachers as authorities.

3. There is a lack of support to use English in the home environment and the community.
4. Learners have insufficient or lacking of exposure to the language as there is a limited opportunity to use English outside the classrooms
5. Students have a limitation of vocabulary proficiency as well as English reading materials are not always available.
6. Learners have an unwillingness and lack of motivation to learn English as they do not see the immediate need to use the language.
7. Lack of motivation for learning or the negative attitude towards the target language.

E. Related Studies

There are some relevant studies about the student problem encountered in using present perfect tense.

First study is from Sri Sultan Aulia (2007) on her research on the title *Some Difficulties Faced by Students in Learning Present Perfect Tense* at the third year of SMK YAPIA Pondok Aren found that there are 48, 15% students who still get difficulty in the form of present perfect tense and 74, 07 % % students who still get difficulty in in usage of present perfect tense. The highest percentage of the students' problem is in usage present perfect tense. The result also illustrates that students have higher problems in usage present perfect tense than the form. In her research, she used test to collect the data. Even so, this present research still has difference. The previous study analysed students' problems in learning present

perfect continuous, focused only on students' problems, by two variables: form of present perfect tense and usage present perfect tense. In contrast, the present researcher analyses on students' problems in using perfect tense, focuses on students' problems that faced by students and analyses them, element that being problem more detail. It also analyse causes of problem in using present perfect tense. This research uses test and questionnaire to collect the data.

Second, Erka Cahyanti on her studies "*An Error Analysis on Students' learning in Present Perfect Tense*" that describes the students' error in learning present perfect tense at the first grade students of Madrasah Aliyah Soebono Mantofani Jombang – Ciputat. In doing the research, she used test, observation and interview as the technique to collect the data. Finally, the finding of the research is that the first year students of Madrasah Aliyah Soebono Mantofani did some errors in using the form of present perfect tense and the usage. The result is from overall responded that 48% students did errors in the form of *have/has*, 28% students did errors in the form of *regular verb*, 55% students did errors in the of *irregular verb* and 58.75% students did errors in the usage of present perfect tense. Her research result also show that the students did errors most is in the usage of present perfect tense (they did mistake in differentiating between the use of present perfect tense and past tense). Meanwhile, she used interview just to ask some questions to the English teacher in the school in order to know how the English teaching-learning process is done in the class.

Both the related studies have the same aspect, they only focus and make limitation to find out error in form and usage of present perfect tense. On the other

hand, this present research try to find out the types of problem based on result of students' test without making limitation and factor of students' problem based on result from students' questionnaire and the additional information from the English teachers' questionnaire.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses and presents research method used in this research, including research design, participant, method of data collection, method of data analysis, and brief description of research location.

A. Research Design

This research was designed by using quantitative approach. Gay et al, (2006: 18) asserts that “Quantitative research is the collection analysis of numerical data in order to explain, predict, and/or control phenomena of interest.” The writer used descriptive analysis method to describe student’s problems and factors of problems in using present perfect tense.

The focus of this study is to analyse and identify students’s problem and factors of problem in using present perfect tense. Dealing with this research design, the writer use descriptive analysis that includes detailed descriptions about the phenomenon.

In this case, the writer chose SMKN 1 Lhoknga as the place where the research was held by using test and questionnaire to obtain the data and analyze descriptively.

B. Population and Sample

In this study, the writer took the first year students of SMKN 1 Lhoknga as population. The population of the first year students is 61 students which divided

into class X TITL, X TKR, and X TKBB. Only X TITL has students with more than 20 students. Therefore, the sample of this study is all of students at the first year of SMK Negeri 1 Lhoknga. The sample is element of the numeral and characteristics possessed by the population (Sugiyono, 2012: 81). Total sample of this research is 61 students or respondents of the first year students in 2016-2017 academic years.

In the decision of sampling technique, this research used total sampling. Sugiyono (2012:85), total sampling is a sampling technique where all element of population will be taken as the sample and the number of samples equal to the population.

C. Method of Data Collection

The method of the data collection used in this study is test and questionnaire for students as well as the English teacher.

1. Test

According to Brown (2004), test is “ a method of measuring a person ability, knowledge, or performance in a given domain.” In this study, the ability of students and their problem in using present perfect tense are measured by giving test. Students were asked to comprehends the materials which had already been taught by their teacher .

Refer to James (1997) as cited in Jordan (1997:36), “ to provide information on area of learning difficulties or weakness of students (apart from other aspect ,e.g : teaching difficulties, in appropriate material), it is necessary to give the final test at the end of a course. It also for self improvement for them.”

The writer concludes that test is a technique in collecting the data to find out the frequency of students' problems in using present perfect tense and to know how far the students' response in using present perfect tense, also use simple past tense in this test in order to know students' comprehension about present perfect tense. The student are required to answer the questions based on the instruction. From the result of test, it will be analyzed as the data and the writer will get and know the types of students' problems

The test which is given in this study consist of 20 items. It consists of 3 parts that are multiple choice, making the sentence and fill in the blank and.

2. Questionnaire

Gault (1907: 366) states that "a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents." In simple word, questionnaire is written instrument consist a set of questions which distributed to the respondent to get some information.

In this research, the writer designed questionnaire for the students and the English teacher in order to answer systematically to get the data and information about factors that cause student encounter problems in using present perfect tense based on research problem.

Ward (1997) as cited in Jordan (1997:32), regards "the questionnaires as a useful part of a sensiting process where students take responbiity for ther learning . She noted that the questionnaire helped the students to focus on the content and aims of the courses."

According to Subana and Rahadi (2000 :30), there are two types of questionnaire, those are structure or close form questionnaire and unstructure questionnaire or open form questionnaire. The detail explanation of the two types of questionnaire are following :

- a. A structure or close questionnaire contains of questions and alternatives answer to them. The answer provided for each questionnaire should be exhaustive answer of all possible responses and at the same time mutually exclusive. A structure or close form includes suggested answer. Thus, the respondents should choose the chosen answer.
- b. An unstructure or open questionnaire does not include suggested answer. The respondents were given an opputunity to answer the question freely, based on their opinion.

Thus, the write used close form questionnaire for students and open form questionnaire for teacher to obtain the data.

1) Questionnaire for students

James (1997) as cited in Jordan (1997:32) argues “to analyse student language and skill use can be undertaken by means of questionnaires designed given directly to the students. With students, this often takes the form of questionnaire, to ascertain , in the light of their subsequent experience, wich part of the course found the most and least useful.”

The questionnaire is distributed to the students as the sample in this study after the test has been conducted. The researcher distributed the questionnaire to

students in order to find out and analyse their problem and factor that the student encountered in using present perfect tense.

In the process of distributing the questionnaires to students, the researcher allocated 60 minutes for the students to answer the questionnaire. The questionnaire is close form questionnaire. It consists of 6 items to obtain the information whereas the answer or choice has been listed, the students just answer and choose that suitable answer based on their opinions.

In close form questionnaire, 2 questions about their interest and perception about the importance of learning English, 2 questions about material and their interest in learning present perfect tense, 1 question is how often they use present perfect tense, and the last questions about factors that cause they faced problems in using present perfect tense.

2) Questionnaire for teacher

James (1997) as cited in Jordan (1997:36), argued in addition to end-of-course test, there is usually final evaluation or feedback, often in the form of questionnaires, to both student and staff. In conjunction, or separately, they may also be round up discussion between student and their tutor (s) at which main feature of the course that were liked and disliked can emerge. Suggestion can also be made for improvements for the next course. James (1997:36) also stated "there may be several purposes to see what their perception and difficulties so the teacher can see perception of student need and difficulties match, and in which areas course content or emphasis need to be changed."

For teacher, the writer used open-form questionnaire. The questionnaire would be answer in 30 minutes. It consists of 10 items of questions, 4 items in multiple choices and 6 items in essay. The English teacher was asked to fill the answer in the blank. The writer distributed questionnaire to the English teacher in order to know the teacher's perception about teaching-learning activity, his obstacles, students' problem and factor in using present perfect tense, and their strategy minimizing these problem. The writer also want to know whether the similarities between the teacher 's perception and student.

D. The Method of The Data Analysis

The technique used to collect the data in this research was by giving test to the students and followed by giving questionnaire to the students and to English teacher. The researcher directly come to school and administered the test.

The method of data analysis is needed to know the result of the research. The writer used descriptive analysis as an appropriate method to identify and analyze the data. The following gives more detail explanation about the technique of data analysis.

1. Test

The data gained from test dealing with the difficulties are faced by students in using present perfect tense. The technique of data analysis that is used by the writer in this research is descriptive analysis technique (percentage). According to Sudjino (2005:43), the data would be described in the table percentage. In this table percentage she used the formula:

2. Facilities

This school has 8 classrooms, the classrooms are divided into 3 parts; 3 classrooms are used for class TITL, 3 classrooms are used for class TKR, and 3 classrooms are used for class TKBB.

Table 3.1
Facilities of the school

No.	Facility	Quantity	Quality
1.	Headmaster room	1	Good
2.	Teachers room	1	Good
3.	Administration room	1	Good
4.	Mushalla	1	Good
5.	Electricity laboratory	1	Good
6.	Automotive laboratory	1	Good
7.	Building laboratory	-	-
8.	Library	-	-
9.	Students toilet	1	Good
10.	Teachers toilet	1	Good

Source: School Administration (2016/2017 Academic Year)

3. Teachers and Staffs

In order to support the teaching learning process, the quality of teaching staffs is important. There are 33 teacher and staffs at SMK Negeri 1 Lhoknga. It consists of 11 males and 22 females, 2 of them are English teachers.

4. Students

Table 3.2
The list of students number of SMK Negeri 1 Lhoknga

The Number of Class	Number of Students		Total
	M	F	
X TITL	26	2	28
XTKR	22	-	22
X TKBB	11	-	11
XI TITL	12	-	12
XI TKR	15	-	15
XII TILT	13	-	13
XII TKR	15	-	15
XII TKBB	3	2	5

Source: School Administration (2016/2017 Academic Year)

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents overall result of the research. In this part of thesis, the researcher discusses the analysis of data which were gained and collected through test and questionnaire. The finding shows the problems encountered by students and their factors in using present perfect tense.

A. Result of Students' Test

1. Analysis test

As mentioned in previous chapter, one of the aims of this study is to find out the types of problems in using present perfect tense of the first year students at SMKN 1 Lhoknga by using test. The result of this test shows that students made various types of problem in using present perfect tense.

The researcher provided 20 questions in the test that students had to answer in using present perfect tense, also classified into each specific problem and analysed the errors based on their answers and used it as the data in this research.

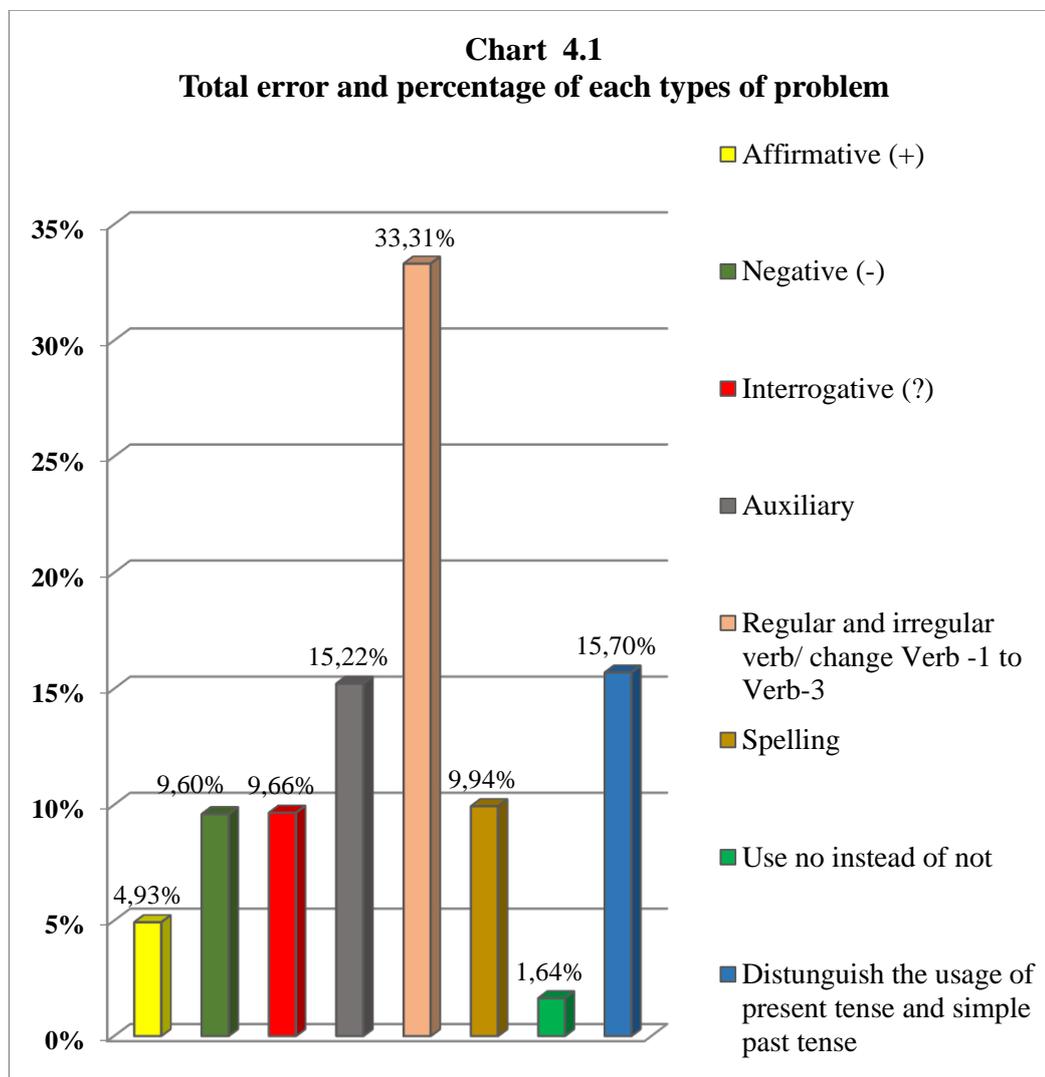
After getting the data, the writer found eight types of problem from the result of students' test consisting of using incorrect formula or problem in forming: affirmative, negative and interrogative form of present perfect tense, using of auxiliary that is frequently switched, using no instead of not in negative sentence, spelling, selecting of the regular and irregular verb/ change Verb -1 to Verb-3, and the difficulties in distinguishing the usage of past tense and present perfect tense.

Then, the writer analysed them to find out the frequency of problems in present perfect tense. The frequency of problems made by students were counted and rated in percentage of frequency. The researcher elaborated the frequency and the percentage of the problem types in order to know the highest and the lowest rates of all problem types.

The following is the table and chart of total frequency and percentage of each types of problem that the students made. It can be seen in the table and chart 4.1. The table of the total errors for each student in using present perfect tense is shown in appendix V.

Table 4.1
Total error and percentage of each types of problem

No.	Types of Problem	Frequency	Percentage (%)
1.	Affirmative (+)	72	4,93
2.	Negative (-)	140	9,60
3.	Interrogative (?)	141	9,66
4.	Auxiliary	222	15,22
5.	Regular and irregular verb/ change Verb -1 to Verb-3	486	33,31
6.	Spelling	145	9,94
7.	Use no instead of not	24	1,64
8.	Distinguish the usage of present tense and simple past tense	229	15,70
Total		1459	100



From table and chart 4.1, there are 1459 errors as the total of the frequency of errors made by students in using present perfect tense. The highest rate of the total errors is regular and irregular verb/ change Verb -1 to Verb-3 with the total frequency of errors is 486 or 33, 31 %. The lowest rate of error types is use no instead of not with the total frequency of errors is 24 or 1, 64 %.

2. Types of Students' Problem

Based on the finding of this research, there are 1459 errors from 52 students of the first grade of SMK Negeri 1 Lhoknga in using present perfect. From those error, the writer found eight types of problem such as; use incorrect formula or problem in forming affirmative, negative and interrogative form of present perfect tense, use of auxiliary that is frequently switched, use no instead of not, spelling, select of the regular and irregular verb/ change Verb -1 to Verb-3, and difficult in distinguishing the usage of Past tense and Present Perfect tense. The example are given below with the correct version. The following is given some example of types of problem in test that drawn directly from student's test result.

a. Affirmative (+)

There were 72 error or 4, 93 % in in forming affirmative sentence. It is one of the low rate of all problems types. In this case, student made some error such as use incorrect formula that including addition of other items such as tobe, Verb-ing, omission of auxiliary and past participle etc. Some examples made by students are:

Table 4.2

Some examples of students' errors in forming affirmative sentence

Student's error	Correction
I <u>am having</u> breakfast	(+) I <u>have had</u> breakfast
(+) We <u>were</u> here for two weeks	We <u>have been</u> here for two weeks
Rani <u>was</u> worked here	Rani <u>has</u> worked here
(+) We <u>been</u> here for two weeks	(+) We <u>have been</u> here for two weeks
(+)I <u>had</u> breakfast this morning	(+) I <u>have had</u> breakfast this morning

b. Negative (-)

The researcher found 140 errors or 9, 60% in forming negative sentences. Some of the errors derived from omission of auxiliary, the students were not able to form the appropriate pattern such as arranging the auxiliary verb and not, in the negative form of present perfect tense, the auxiliary verb should be put before not. Another errors also found that students added verb-ing, changed auxiliary has/have to had or tobe. Some examples made by students are:

Table 4.3
Some examples of students' errors in forming negative sentence

Student's error	Correction
(-)They <u>not has</u> gone to school	(-)They <u>have not</u> gone to school
(-) She <u>not has</u> learn English subject	(-)She <u>has not</u> learnt English subject
(-)I <u>am not having</u> breakfast ...	(-) I <u>have not had</u> breakfast ...
(-) We <u>were not</u> here for two weeks	(-)We <u>have not been</u> here for two weeks
(+) We <u>not been</u> here for two weeks	(+) We <u>have not been</u> here for two weeks
(+)I <u>not had</u> breakfast	(+) I <u>have not had</u> breakfast ...

c. Interrogative (?)

The researcher found 141 errors or 9, 66% in forming interrogative sentences. In this problem, one of error example made by students is the students were still not able to form the sentence, in the interrogative of present perfect tense form, they put other question tag followed by affirmative sentence of present perfect tense. In fact, it doesn't need to put other question tag.

In other way, the students also omit auxiliary (has/have) and replace it by putting tobe or had. Some examples are provided in Table 4.4.

Table 4.4
Some examples of students' errors in interrogative sentence

Student's error	Correction
(?) <u>Were we</u> here for two weeks	(?) <u>Have we been</u> here for two weeks?
(?) <u>be we</u> here for two weeks	(?) <u>Have we been</u> here for two weeks
(?) <u>Had I</u> breakfast.....?	(?) <u>Have I had</u> breakfast ...?
(?) <u>What they have</u> gone to school?	(?) <u>Have they</u> gone to school?

d. Auxiliary

There were 222 errors or 15, 22 % in auxiliary. The students used the wrong auxiliary verb by putting “*has*” as the auxiliary verb for plural subject and “*have*” as the auxiliary verb in singular subject, those caused the problems. Some they also used had as auxiliary. However most of students were still unable to decide which subject is plural and which subject is singular. There are some example error in auxiliary:

Table 4.5
Some examples of students' errors in auxiliary

Student's error	Correction
(+)They <u>has</u> gone to school	(-)They <u>have</u> gone to school
<u>Had</u> Fahry already speaked to you?	<u>Has</u> Fahry already spoken to you?
She <u>have</u> learnt English subject	She <u>has</u> learnt English subject
Rani <u>have</u> worked here	Rani <u>has</u> worked here
(?) <u>Have</u> she learnen English subject?	(?) <u>Has</u> she learnt English subject?
(?) <u>Had</u> I breakfast.....?	(?) <u>Have</u> I had breakfast.....?
Rani <u>had</u> worked here	Rani <u>has</u> worked here

e. Select of the regular and irregular verb/ change Verb -1 to Verb-3

The total of problems of select of the regular and irregular verb/ change Verb -1 to Verb in using present perfect tense is 486 error or 33,31%. This error types is the highest rate of all problem types. In this case, students were still unable to select of the regular and irregular verb/ change Verb -1 to Verb-3. They also

couldn't differ which one regular and irregular. The students tended to memorize and generalize that they just need to add the ending or suffix-ed in forming past participle verb without paying more attention that not all of past participle verb end by suffix-ed.

Table 4.6
Some examples of students' errors in regular and irregular verb

Student's error	Correction
(-)We heve not <u>readed</u> Aceh's history	(-)We have <u>read</u> Aceh's history
(-) We <u>were</u> not here for two weeks	We have not <u>been</u> here for two weeks
(-) I am not <u>having</u> breakfast	(-) I have not <u>had</u> breakfast
.....He <u>writed</u> 10 creative novels last year	He <u>wrote</u> 10 creative novels last year
Have I <u>eated</u> this cake?	Have I <u>eaten</u> this cake?
My friend and her family <u>left</u> in B. Aceh for 5 year....	My friend and her family <u>have lived</u> in B. Aceh for 5 year....
Mary has <u>sleped</u> for four years	Mary has <u>slept</u> for four years
<u>Had</u> Fahry already <u>speaked</u> to you?	Has Fairy already <u>spoken</u> to you?
(?) Have she <u>learnen</u> English subject?	(?) Has she <u>learnt</u> English subject?

f. Spelling

In the next of problems types, the researcher found 145 error or 9, 94% in spelling. Sometime some students know the present perfect, but they failed to write some word correctly or write the whole of word.

Table 4.7
Some examples of students' errors in spelling

Student's error	Correction
(-)We <u>heve</u> not readed Aceh's history	(-)We <u>have</u> read Aceh's history
(?)..... <u>redd</u> Aceh's history	(?).....read Aceh's history
(?) Have we <u>reded</u> Aceh's history?	(?) Have we read Aceh's history?
The children have <u>fount</u> the lost cat	The children have <u>found</u> the lost cat
We have <u>lipped</u> here for a year	We have <u>lived</u> here for a year
(?) Have they <u>gane</u> to school?	(?) Have they <u>gone</u> to school?

g. They used *no* instead of *not*

This error types is the lowest rate of all problems types, by counted 24 or 1, 64 %. *No* and *not* are the two most common words that we use to indicate negation. In this case, the researcher found some students used *no* as *not* in forming negative sentence of present perfect tense. Actually, both *no* and *not* have the difference. In negative form of present perfect tense, it is required *not*.

Table 4.8
Some examples of students' errors by using *no* instead of *not*

Student's error	Correction
(+)They <u>no</u> hes go to school	(-)They have not gone to school
She <u>no</u> learn English subject	She <u>has</u> not learnt English subject
(-)We no read Aceh's history	(-)We <u>have</u> not read Aceh's history

h. Difficulties in distinguishing the usage of past tense and present perfect tense

In the last of problem types, referring to the students' result, the researcher found 229 or 15, 70%. Most of students made error in usage of present perfect tense. They felt difficult to differentiate the usage between present perfect tense and past tense. They did not know when they should use past tense or present perfect tense because they felt difficult to decide what kind of situation and characteristic between of those tense.

Table 4.9
Some examples of students' errors in distinguishing the usage of past tense and present perfect tense

Student's error <u>have</u>	Correction
George <u>has gone</u> to the store yesterday	George <u>went</u> to the store yesterday
.....He <u>have written</u> 10 creative novels last year	He <u>wrote</u> 10 creative novels last year
I <u>have seen</u> my teacher last week	I <u>saw</u> my teacher last week

She <u>finished</u> her homework	She <u>has finished</u> her homework
They <u>moved</u> to Bandung for 2 years	They <u>have moved</u> to Bandung for 2 years

Although the writer did not discuss the past tense as the major topic in this research, the researcher used past tense to know the students understanding in differentiating the usage of present perfect tense past tense.

B. Result of Questionnaire

1. Analysis of Students' Questionnaire

As has been described in the previous chapter, the second technique in collecting data used in this study is questionnaire that was distributed to the respondents. This section displays finding regarding the students' responses toward factors of problems in using present perfect tense. It consist of 6 items which are close form questionnaire

Then the data is analysed and processed in the form of a frequency distribution table by using the formula (Sudjino, 2005:43):

$$P = \frac{f}{n} \times 100 \%$$

In which: p: percentage 100%: constant value

f: frequency n: number of sample

The questionnaire was given by the researcher to the first year students of SMKN 1 Lhoknga in order to obtain the necessary data in this research. The result of questionnaire is students' response toward the questions given and elaborated in detail in the following table:

Table 4.10
The students' interest in learning English subject

No.	Options	Frequency	Percentage (%)
1	a. Strongly Agree	6	11,54
	b. Agree	26	50,00
	c. Disagree	9	17,31
	d. Strongly Disagree	11	21,15
Total		52	100,00

It can be seen from the table above that 50, 00 % (26 of 52) students agree that they are interested in learning English subject and 11, 54 % students strongly agree about that statement. On other hand, there are 17, 31 % of students disagree and 21, 15 % of strongly disagree about it. It can be concluded that higher frequency of students agree that they are interested and in learning English subject than that of disagree and strongly disagree one.

Table 4.11
The students' perception on how important learning English subject

No.	Options	Frequency	Percentage (%)
2	a. Strongly Agree	30	57,69
	b. Agree	19	36,54
	c. Disagree	3	5,77
	d. Strongly Disagree	-	-
Total		52	100

The tables showed that students' perception about how important learning English subject is presented in the table, more than half students say that learning English subject is important, at 57,69% or 30 students. In contrast, students who disagree are only 3 students or 5, 77 %. Overall, it can be concluded that most students perceive that learn English subject is important.

Table 4.12
The students' interest in learning present perfect

No.	Options	Frequency	Percentage (%)
3	a. Strongly Agree	4	7,69
	b. Agree	5	9,61
	c. Disagree	28	53,85
	d. Strongly Disagree	15	28,85
Total		52	100,00

The table showed that 4 students (7, 67 %) and 5 students (9, 61%) are interested in learning present perfect tense. Hence, a large amount of students disagree and strongly disagree that they are interested in learning present perfect tense. The table indicates that most students do not like learning present perfect tense.

Table 4.13
The Students' opinions in learning English subject especially about present perfect tense

No.	Response	Options	Frequency	Percentage (%)
4a	a.easy to understand	a. Strongly Agree	0	0
		b. Agree	2	3,85
		c. Disagree	7	13,46
		d. Strongly Disagree	43	82,69
Total			52	100,00

No.	Response	Options	Frequency	Percentage (%)
4b	b. confusing	a. Strongly Agree	47	90,38
		b. Agree	3	5,77
		c. Disagree	2	3,85
		d. Strongly Disagree	0	0
Total			52	100,00

No.	Response	Options	Frequency	Percentage (%)
4c	c. make sleepy	a. Strongly Agree	39	75,00
		b. Agree	5	9,61
		c. Disagree	6	11,54
		d. Strongly Disagree	2	3,85
Total			52	100,00

No.	Response	Options	Frequency	Percentage (%)
4d	d. boring	a. Strongly Agree	43	82,69
		b. Agree	3	5,77
		c. Disagree	4	7,69
		d. Strongly Disagree	2	3,85
Total			52	100,00

The tables above compare the percentage of students' opinion in learning present perfect tense that consist of four items, they are : easy to understand, confusing, make sleepy and boring. It can be seen clearly that more than half of students say they are confused and bored in learning present perfect, counted 90, 38 % and 82, 69 %. It is compared with 75 % students who strongly agree that they feel sleepy in learning present perfect tense. In additional, this data also supported with similar percentage to strongly disagree in statement that present perfect tense is easy to understand, at 82, 69 %. In conclusion, there have been huge number of students strongly agree that present perfect tense is difficult to understand. This topic also makes students fell bored and sleepy.

Table 4.14
The students often use present perfect tense

No.	Options	Frequency	Percentage (%)
5	a. Strongly Agree	0	0
	b. Agree	0	0
	c. Disagree	0	0
	d. Strongly Disagree	52	100
Total		52	100,00

From the table above, it can be seen that all of students strongly agree that they don't often use present perfect tense. No one answers that they disagree, agree and strongly agree about it. It means that all of students infrequently use present perfect tense.

Table 4.15
The students' reason about factors that influence their problems in using present perfect tense

No.6	Options				Total
	Frequency				
	Percentage (%)				
Response	Strongly Agree	Agree	Disagree	Strongly Disagree	
a. Lack of textbook to support learning process	40	12	0	0	52
	76,92	23,08	0	0	100,00
b. A lot of tenses in English	36	8	5	3	52
	69,23	15,38	9,62	5,77	100,00
c. Interference L1 (mother tongue)	16	18	11	7	52
	30,77	34,62	21,15	13,46	100,00
d. Lack of interest in teaching learning process	38	10	1	3	52
	73,08	19,23	1,92	5,77	100,00

e. Differences between English structure and B. Indonesia	38	14	0	0	52
	73,08	26,92	0	0	100,00
f. Lack of vocabulary mastery	33	17	2	0	52
	63,46	32,69	3,85	0	100,00
g. Lack of motivation	17	18	10	7	52
	32,69	34,61	19,23	13,46	99,99
h. Family's background (economics, education, family's structure)	16	19	6	11	52
	30,77	36,54	11,54	21,15	100,00
i. Lack of English learning facilities or the instructional resources such as Grammar books, LCD/projector, English CD/movie, library.	35	14	1	2	52
	67,31	26,92	1,92	3,85	100,00
j. Lack of practice and repetition	26	18	8	0	52
	50,00	34,62	15,38	0	100,00
k. Lack of teacher quality such as teacher didn't give more detail example and explanation	35	13	3	1	52
	67,31	25,00	5,77	1,92	100,00

l. Time provided in learning is inadequate	14	14	12	12	52
	26,92	26,92	23,08	23,08	99,99
m. A lot of students in a classroom	0	5	17	30	52
	0	9,61	32,70	57,69	100,00
n. Student's confidence "I fell doubt and afraid of mistake"	36	2	5	9	52
	69,23	3,85	9,61	17,31	100
o. Student's laziness, lack of concentration in class as the result students don't pay attention to the teacher	9	36	3	4	52
	17,31	69,23	5,77	7,69	100,00
p. Classroom environment is not suitable (crowded class, class temperature)	37	10	3	2	52
	71,15	19,23	5,77	3,85	99,99
q. Physics and psychology	2	2	27	21	52
	3,85	3,85	51,92	40,38	100,00
r. Lack of support	12	18	11	11	52
	23,08	34,61	21,15	21,15	99,99
s. Society, resident and school	14	19	9	10	52
	26,92	36,54	17,31	19,23	100,00
t. Lack of communication between teacher and parents	3	4	28	17	52
	5,77	7,69	53,85	32,69	100,00
u. Lack of interaction	14	19	9	10	52
	26,92	36,54	17,31	10,23	100,00

between teacher and students					
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The table illustrates there are some factors that may cause students' problem in using present perfect tense. The main reasons why students encountered problem is lack of textbook to support learning process, at 76, 92 % or 40 students. A large number of students (38 students) claim that lack of interest in teaching learning process and differences between English structure and B.Indonesia structure become the second reason. Both of them have same percentage, 73, 08%. Below are third - sixth reason of the most dominant reason in which students answer strongly agree:

- 1) Third reason: classroom environment is not suitable (crowded class, class temperature), counted 71,15 %
- 2) Fourth reason : A lot of tenses in English and student's confidence : "they fell doubt and afraid of mistake ", each of them counted 69,23%
- 3) Fifth reason: Lack of English learning facilities or the instructional resources such as Grammar books, LCD/projector, English/movie, library and lack of teacher Quality such as teacher didn't give more detail example and explanation, each of them counted 67, 31%.
- 4) Sixth reason: Lack of practice and repetition, counted 50%.

Meanwhile, on agree option, the main reason is student's laziness: lack of concentration in class as the result students don't pay attention to the teacher, at 69, 23%. In other hand, based on students's opinion some factors provided in questionnaire is not including as factor that cause students' problems in using

present perfect tense. Those factors are physics and psychology, lack of communication between teacher and parents, a lot of students in a classroom

2. Analysis of questionnaire of teacher

There are 10 questions for the English teacher that consist of his educational background, teaching experience, his opinion about students' ability and understanding in learning present perfect tense, his strategy and obstacle in teaching present perfect tense, students' problem and factor of them in learning present perfect tense, the teacher's opinion about how often students use present perfect tense and the teacher attempts to minimize students' problem in learning Present Perfect tense.

Based on the questions about students' ability and understanding in learning present perfect tense, the teacher said that their ability are still in low rate, students are difficult to understand the topic as a result the teacher also need to work harder and spend more time to make students understand. His obstacles are students often absence, leave class before class off, they are sleepy in early morning until the class finished, they pay less attention to the teacher and make a noise so that the class becomes crowded and other students will have less concentration. He stated that he just used simple strategy in teaching present perfect tense is by explaining present perfect tense rule firstly then giving the example of it. The teacher also asked students to make assignment but the teacher had not correct it properly. In teaching-learning process, the English teacher argued that student are still difficult in forming the correct sentence, they forgot the correct rule or they used incorrect rule. According to him, students' laziness, the crowded class so students don't pay

attention to the teacher are some factors of the students' problem and they are highly contributed aspects in teaching-learning aspect. To minimize this aspect, the English teacher think that he need to give more detail explanation and variation examples.

C. Discussion

After analysing the data completely; students' test, questionnaire from the students and the questionnaire from the teacher, it is necessary to discuss the result of this research. The first discussion focuses on the analysis of students' problem in learning present perfect tense to find out types of problems encountered by students in learning present perfect tense. The second discussion describes about the reason why the students tend to make the problems regarding students' problem in learning present perfect tense along with discussion of the result of questionnaire administered to the students to know the factor of problem in learning present perfect tense and the second questionnaire describes about questionnaire for the teacher in order to know teacher's opinion about students' problems and factor of them and his solution in minimizing students' problems in learning present perfect tense.

The first discussion is about the result of a students' test. After analysing test, the writer found 8 types of students' problem in using present perfect tense. They are consisting of using incorrect formula or problem in forming : affirmative, negative and interrogative form of present perfect tense, using of auxiliary that is frequently switched, selecting of the regular and irregular verb/ change Verb -1 to

Verb-3, spelling, using no instead of not in negative sentence and the difficulties in distinguishing the usage of past tense and present perfect tense. This result also show that the most dominant types of problems encountered by student in using present perfect tense is selecting regular and irregular verb/ change Verb -1 to Verb-3 with the total frequency of errors is 486 or 33, 31 %. %. Second, there is 229 or 15, 70 % errors in distinguishing the usage of present tense and simple past tense. Third, is using auxiliary with the total frequency of errors is and 222 or 15, 70%. The next rate is followed by error in Spelling, at 145 error or 9,94 %, problem in forming affirmative sentence, at 72 error or 4,93%, negative form counted by 140 error or 9,60%, interrogative form counted by 141 error or 9,66 %, the last and the lowest rate is using no instead of not, gained at 24 error or 1,64 %

Based on the result of test in this research, it can be summed up that the first grade students of SMKN 1 Lhoknga still encounter many grammatical error especially in using present perfect tense. Although they had been taught about present perfect tense before, they might still be confused.

The second discussion is about the reason why the students tend to make the problems in learning present perfect tense. There are many factors that may cause students' problem in using present perfect tense, such as a lot of tenses in English, Interference L1, differences between English structure and B. Indonesia, lac of vocabulary mastery, lack of textbook to support learning process, lack of interest in teaching learning process, lack of motivation, family's background (economics, education, family's structure), lack of English learning facilities or the instructional resources such as Grammar books, LCD/projector, English CD/movie, library, lack

of practice and repetition, lack of teacher quality such as teacher didn't give more detail example and explanation, time provided in learning is inadequate, student's confidence " I fell doubt and afraid of mistake", lack of interaction between teacher and students, Society, resident and school, lack of support, classroom environment is not suitable (crowded class, class temperature), student's laziness, lack of concentration in class as the result students don't pay attention to the teacher, and the last lack of teacher quality such as teacher didn't give more detail example and explanation.

Due to the fact, 76,92 % of students strongly agree that lack of textbook to support learning process, 73,08% of students strongly agree that lack of interesting in teaching learning process and different between English structure and Indonesia become the second reason. Both of them have same percentage. Hence, they strongly agree that classroom environment is not suitable (crowded class, class temperature), counted 71, 15 %, a lot of tenses in English and student's confidence: They fell doubt and afraid of mistake, each of them counted 69, 23%. Next reasons are they state that students strongly agree that lack of English learning facilities or the instructional resources such as Grammar books, LCD/projector, English CD/movie, library and lack of teacher quality such as teacher didn't give more detail example and explanation , each of them counted 67,31% , 50% students strongly agree that of lack of practice and repetition. Therefore, 69, 23% of students agree that student's laziness: lack of concentration in class as the result students don't pay attention to the teacher.

The next discussion presents teacher's questionnaire which show teacher's

activity in teaching present perfect tense, that are: the teacher asked students to make assignment after explaining present perfect tense rule firstly then giving the example of it but the teacher have not correct yet it overall. Therefore, in process teaching and learning, he argued that student are still difficult in forming the correct sentence as the types of problem He said it is caused by students laziness, the crowded class because students don't pay attention to the teacher. In the last, he claims the solution of these problem are by giving more detail explanation and variation examples.

Based on these explanations, it is likely that teacher and the students have same perception only on some items, but the teacher does not know other items that become dominant aspect influencing in teaching learning process as the students's peception. For Instance, while teacher has explained the material just by giving theory and example, students feel they need more interesting teaching learning process.

In this thesis there were two research questions provided. The first research question is, "What are the types of problem encountered by students at the first grade of SMK Negeri 1 Lhoknga in using present perfect tense?" It can be explained based on the result of test and the writer found eight types of problem. They are use incorrect formula or problem in forming affirmative, negative and interrogative form of present perfect tense, use of auxiliary that is frequently switched, use no instead of not, spelling, select of the regular and irregular verb/ change Verb -1 to Verb-3, and difficult in distinguishing the usage of Past tense and Present Perfect tense..

The second research question is, “What are the factors that cause the student’s problem in using present perfect tense at first grade of SMK Negeri 1 Lhoknga in using present perfect tense?” The researcher analysed the questionnaire to answer the second research. Based on data, it is gained many factors that may cause students’ problem in using present perfect tense. They are a lot of tenses in English, Interference L1, differences between English structure and B. Indonesia, lack of vocabulary mastery, lack of textbook to support learning process, lack of interesting in teaching learning process, lack of motivation, family’s background (economics, education, family’s structure), lack of English learning facilities or the instructional resources such as Grammar books, LCD/projector, English CD/movie, library, lack of practice and repetition, teacher didn’t give more detail example and explanation, time provided in learning is inadequate, student’s confidence “ I fell doubt and afraid of mistake”, lack of interaction between teacher and students, Society, residence and school, lack of support, classroom environment is not suitable (crowded class, class temperature), student’s laziness, and the last, lack of concentration in class as the result students don’t pay attention to the teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the data described in the previous chapter, the writer could draw a conclusion that there are eight the types of problem encountered by students at the first year of SMK Negeri 1 Lhoknga. These types of problem consisting of using incorrect formula or problem in forming: affirmative, negative and interrogative form of present perfect tense, using of auxiliary that is frequently switched, using no instead of not in negative sentence, spelling, selecting of the regular and irregular verb/ change Verb -1 to Verb-3 and the difficulties in distinguishing the usage of past tense and present perfect

Futhermore, based on students' answer on the questionnaire, there are many factors that cause students' problems in using present perfect tense, such as : a lot of tenses in English, Interference L1, differences between English structure and B. Indonesia, lac of vocabulary mastery, lack of textbook to support learning process, lack of interesting in teaching learning process, lack of motivation, family's background (economics, education, family's structure), lack of English learning facilities or the instructional resources such as Grammar books, LCD/projector, English CD/movie, library, lack of practice and repetition, teacher didn't give more detail example and explanation, time provided in learning is inadequate, student's confidence " I fell doubt and afraid of mistake", lack of interaction between teacher and students, Society, residence and school, lack of support, classroom environment

is not suitable (crowded class, class temperature), student's laziness, and the last, lack of concentration in class as the result students don't pay attention to the teacher,.

B. SUGGESTIONS

Based on the conclusion above, at the end of this paper the writer to say that many students have problems with tense, especially present perfect tense. Moreover those problems cannot be avoided in learning foreign language, in this term is English language. Because of those reasons. The writer also would like to serve some suggestions which will be useful for both the students and the English teacher. The suggestions are as follow:

First, to the teacher:

1. He/she should give more guidance to the students in using Present Perfect Tense, in order to improve their grammatical understanding.
2. The teacher should be well prepared before serving the material that are going to be taught to the students
3. The teacher should give detail and clear explanation to the students about the form and usage of present perfect tense.
4. The teacher should be creative in using method of English teaching.

5. The teacher should give students the opportunities to be more active in English learning, and give encourage to the students more practice what they have learned in the class.
6. The teacher should correct properly on students' task and pay more attention on students' weakness and process.

Second, to the students:

1. They should pay more attention when the teacher explanation about the present perfect tense about the rules of verb form and the patterns of Present Perfect Tense, also they should do more exercises in using Present Perfect Tense
2. The students have to do more exercise, so that, they can distinguish between present perfect tense and simple past tense.
3. The students should memorize regular and irregular verb to prevent them making error in the future.

Third, to the school:

1. It is needed to provide textbook and instructional resource to support teaching-learning process.
2. It is needed to provide the English teacher who has good quality and creative in solving students' problem
3. It is needed to provide evaluation and feed back for school, teacher, and students.

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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 3744 /Un.08/TU-FTK/ TL.00/ 04 / 2017

13 April 2017

Tempat : -

Isi : Mohon Izin Untuk Mengumpulkan Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya
Anda memberi izin dan bantuan kepada:

N a m a : Nurul Rizka
N I M : 231 324 202
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Darussalam Banda Aceh

Untuk mengumpulkan data pada:

UIN Negeri 1 Lhoknga

Sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan
Keguruan UIN Ar-Raniry yang berjudul:

The Students' Problems Encountered in Using Present Perfect Tense

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan
terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Kode: 5504

BAG.UMUM BAG.UMUM



PEMERINTAH ACEH
DINAS PENDIDIKAN
Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121
Telepon (0651) 22620, Faks (0651) 32386
Wibesite : disdikacehprov.go.id, Email : disdik@acehprov.go.id

Nomor : 751 /C.1/ W /2017
Sifat : Biasa
Lampiran : -
Hal : Izin Pengumpulan Data

Banda Aceh, 20 April 2017
Yang Terhormat,
Kepala SMK Negeri 1 Lhoknga
di-
Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-3744/Un.08/TU-FTK/TL.00/04/2017 tanggal 13 April 2017 perihal tersebut pada pokok surat, dengan ini kami sampaikan hal-hal sebagai berikut:

1. Pada prinsipnya kami tidak keberatan memberikan izin pengambilan data kepada Saudari Nurul Rizka NIM : 231 324 202 Program Studi Bahasa Inggris untuk pengambilan data dalam rangka penyusunan skripsi yang berjudul "*The Student's Problem Encountered in Using Present Perfect Tense*".
2. Mengingat kegiatan ini akan melibatkan para Siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar.
3. Demi kelancaran kegiatan tersebut, kami harapkan Saudara dapat memfasilitasi kebutuhan data yang diperlukan.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

KEPALA BIDANG PEMBINAAN SMK. 



KEUKU MIPTAHUDDIN, S.PD, M.PD
PEMBINA TK I
NIP. 19651019 198901 1 001

Tembusan :
1. Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry.



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMK NEGERI 1 LHOKNGA**

Jln.Lapangan Maimun Saleh-Desa Mon Ikeun, Kabupaten Aceh Besar, Kode Pos: 23353
Telp: 085361473622 | E-mail :smklhoknga@yahoo.co.id



Lhoknga, 06 Mei 2017

Nomor	: 422/081/2017	Yang Terhormat,
Lamp	: -	Dekan Fakultas dan Keguruan (FTK)
Perihal	: Pemberitahuan Telah	UIN Ar-Raniry Banda Aceh
	Mengumpulkan Data	di-
		Tempat

Dengan hormat Sehubungan dengan surat saudara nomor: B-3744 / Un. 08/ TU-FTK/ TL.00/04 / 2017,tanggal 13 April 2017, tentang izin melaksanakan Pengumpulan Data untuk penyusunan Skripsi. Dengan ini memberi izin kepada :

Nama : Nurul Rizka

Nim : 231324202

Prodi/Jurusan :Pendidikan Bahasa Inggris

Semester : VIII

Judul : The Students' Problems Encountered in Using Present Perfect Tense

Telah memberi izin melaksanakan pengumpulan data di SMK Negeri 1 Lhoknga Kabupaten Aceh Besar tanggal, 21 April - 06 Mei 2017.

Demikian surat keterangan telah melakukan pengumpulan data ini kami buat untuk dapat

Lhoknga, 06 Mei 2017
Kepala Sekolah

Rosmanidar, S. Pd, M. Pd
Nip. 19690817 199801 2 003

APPENDIX V

The List of Students' Attendance of SMK Negeri 1 Lhoknga

No	NAMA	KELAS
1	Dhia Ulhadi	X TITTL
2	Fajria aierullah	X TITL
3	Fajri	X TITL
4	Fajrul Sadiq	X TITL
5	Fauzan Rahmi	X TITL
6	Furqan Ramadhani	X TITTL
7	Jefri Aulia	X TITL
8	M fajri	X TITL
9	M hafis	X TITL
10	M Ilham Fahlevi	X TITL
11	M Riduan	X TITTL
12	M Sandi Bukhori	X TITL
13	Maulizar	X TITL
14	Muamar Syahputra	X TITL
15	M altaf	X TITL
16	M furqan	X TITTL
17	Mustapa Kamal	X TITL
18	Muyasir	X TITL
19	Niken rahayu	X TITL
20	Rahmat Fauzi	X TITTL
21	Reka Maulida	X TITL
22	Salman Bahri	X TITL
23	Sultan akbar riansyah	X TITL
24	Tami Syahputra	X TITL
25	Yusrizal	X TITTL
26	Zulfani	X TITL
27	M sabri	X TITL
28	Aris Munandar	X TITL

29	Andra William	X TKR
30	Alfu Ramadhan	X TKR
31	Afrizal Suhada	X TKR
32	Chausar Andalas	X TKR
33	Chandra Teguh	X TKR
34	Fahrizal rizki	X TKR
35	Fahriz novanda	X TKR
36	Indragunawan	X TKR
37	Irfa Matiar Ocai Riadi	X TKR
38	Irfan syahputra	X TKR
39	Jannatul Aini	X TKR
40	Khairul Hafidhin	X TKR
41	M fahrizal	X TKR
42	Muhammad Haris Saldi	X TKR
43	Rahmad Mirza	X TKR
42	Rizki syakban	X TKR
43	Rizki	X TKR
44	Umar Mukhtar	X TKR
45	Ari	X TKBB
46	Ajrul amilin	X TKBB
47	Aziz	X TKBB
48	Nabil	X TKBB
49	MuhammadaAlmunawar	X TKBB
50	Dhyaul Haqq	X TKBB
51	Fauzan	X TKBB
52	Pramuza	X TKBB

APPENDIX VI

The table of the total errors of each student in using present perfect tense

No.	Students	Types of Problems								
		+p	-n	?i	Au-	V3	Spe	no	Ppt vs pt	Total
1	Student 1 #(1)	3	5	5	-	18	5	0	6	42
2	Student 2	2	2	3	0	10	5	0	7	29
3	Student 3	1	2	3	1	10	7	0	4	28
4	Student 4	2	3	3	4	12	3		4	31
5	Student5 *5*	-	-	-	2	3	-	0	4	9
6	Student 6	0	0	3	2	18	3	0	5	31
7	Student 7	3	3	3	12	8	3		3	35
8	Student 8*1*	2	5	1	7	11	0	0	4	30
9	Student 9	3	4	3	10	11	-	0	3	34
10	Student 10	3	4	3	12	11	-		3	36
11	Student 11	2	1	1	13	15	1	0	3	36
12	Student 12	2	2	2	10	10	1	0	5	32
13	Student 13	1	4	3	11	14	2		6	41
14	Student 14(1)	3	4	3	9	12	1	0	2	34
15	Student 15	1	3	2	11	18	2	0	4	41
16	Student 16	3	3	2	8	11	5	0	3	35
17	Student 17	1	5	2	7	16	9	5	5	50
18	Student 18	0	2	2	1	21	1	0	5	32

APPENDIX VI

19	Student 19	2	2	5	3	15	-	0	6	33
20	Student 20	2	4	5	7	19	2	0	1	40
21	Student 21	1	5	2	11	19	6	3	4	51
22	Student 22	-	-	-	1	5	-	-	4	10
23	Student 23	3	4	3	1	4	10	-	3	28
24	Student 24	2	5	3	8	14	-	-	5	37
25	Student 25 1	2	3	3	9	11	3	-	2	33
26	Student 26	1	5	1	5	18	20	4	5	59
27	Student 27	1	5	1	7	20	4	2	4	44
28	Student 28	2	3	2	8	13	3	0	3	34
29	Student 29 1	2	5	1	10	14	0	0	4	36
30	Student 30	0	5	2	5	19	7	5	6	49
31	Student 31	2	5	2	5	19	-	-	6	39
32	Student 32*10*	-	-	-	3	1	-	-	1	5
33	Student 33	2	4	5	8	12	-	-	2	33
34	Student 34*8*	1	2	1	1	6	1	-	2	14
35	Student 35 *10*	-	-	-	1	3	-	-	1	5
36	Student 36*8*	1	1	1	0	5	3	5	2	18
37	Student 37	2	3	3	0	2	3	0	7	20
38	Student 38	1	2	3	0	3	2	0	6	17

APPENDIX VI

39	Student 39	2	5	4	1	3	3	0	5	23
40	Student 40	0	5	5	0	4	2	0	6	22
41	Student 41	0	2	6	0	3	2	0	6	19
42	Student 42	1	1	3	0	3	0	0	6	19
43	Student 43	0	0	2	1	3	3	0	6	14
44	Student 44	2	1	2	0	2	3	0	5	15
45	Student 45	1	2	7	1	3	4	0	6	15
46	Student 46	1	2	2	2	0	3	0	5	24
47	Student 47	2	3	3	1	0	2	0	5	15
48	Student 48	1	1	4	1	3	3	0	6	16
49	Student 49	2	1	3	0	2	4	0	5	17
50	Student 50	1	2	5	0	3	0	0	5	16
51	Student 51	0	0	3	2	3	4	0	7	19
52	Student 52	0	0	5	0	3	0	0	6	14
	Total =	72	140	141	222	486	145	24	229	1459

APPENDIX VII
Test instrument for the students

Part 1

Nama :

Kelas :...../Semester:.....

Mata Pelajaran.....

1. Rani worked here
a.have c.had
b.has d.was
2. The children ... (find) the lost cat

a. has found c. have fount
b. have found d. found
3. My freinds have waited me
a. yesterday b.since yesterday
b. from yesterday c.two hours ago
4. Mary.... (sleep) for four hours
a. have slept c.has slept
b.slept d.has slept
5. George ... (go) to the store yesterday
a. has gone c. gone
b. have gone d. went
6. We have... (live) here for a year
a. Left c. lived
b. living d. lipped
7. Our parcel ... (not arrive) yet
a. haven't arrived c. aren'tarrived
b. hasn't arrived d. hadn't arrive
8. Fahry already ... (speak) to you ?
a.has – speaked c. has –spoken
b.have – spoken d. had – speaked

9. 17. Rafli ... (read) the newspaper for two hours
a. has read c. have readed
b. have read d. has readed

10. I ... (see) my new teacher last week

a. have seen c. seen
b. have saw d. saw

Part 2

Nama :

Kelas :/Semester:.....

Mata Pelajaran.....

Buatlah masing-masing kalimat present perfect tense dalam bentuk affirmative(+), negative(-) dan interogative menggunakan kata di bawah ini.

1. (They /go / to school)
 - a. (+).....
 - b. (-).....
 - c. (?).....

2. (She/ learn/ English subject)
 - a. (+).....
 - b. (-).....
 - c. (?).....

3. (We /read/ Aceh's history)
 - a. (+).....
 - b. (-).....
 - c. (?).....

4. (I / have / breakfast)
 - a. (+).....

- b. (-).....
- c. (?).....

5. (We / be / here for two weeks)

- a. (+).....
- b. (-).....
- c. (?).....

Part 3

Nama :

Kelas :...../Semester:.....

Mata Pelajaran.....

Jawablah pertanyaan berikut dengan memilih menggunakan present perfect tense atau past tense

1. Robert is the fantastic witer. He (write)10 creative novels in last year. Someday, he will be a good writer
2. My freind and her family (live)..... in Banda Aceh for 5 years after that they (move).....to Bandung for ince 2000
3. She (finish) her homework
4. Did you (get).....the best score last semester ?
5. Have I (eat)..... this cake ?

APPENDIX VIII
Answer Key

Part 1

Nama :

Kelas :...../Semester:.....

Mata Pelajaran.....

1. Rani worked here
a. have c. had
b. has d. was

2. The children ... (find) the lost cat

a. has found c. have found
b. have found d. found

3. My freinds have waited me
a. yesterday **b. since yesterday**
b. from yesterday c. two hours ago

4. Mary.... (sleep) for four hours
a. have slept **c. has slept**
b. slept d. has slept

5. George ... (go) to the store yesterday
a. has gone c. gone
b. have gone **d. went**

6. We have... (live) here for a year
a. Left **c. lived**
b. living d. lipped

7. Our book ... (not arrive) yet
a. haven't arrived c. aren't arrived
b. hasn't arrived d. hadn't arrive

8. Fahry already(speak) to you ?
a. has – speaked **c. has –spoken**
b. have – spoken d. had – speaked

9. 17. Rafli ... (read) the newspaper for two hours

- a. **has read** c. have readed
b. have read d. has readed

10. I ... (see) my new teacher last week

- a. have seen c. seen
b. have saw **d. saw**

Part 2

Nama :

Kelas :/Semester:.....

Mata Pelajaran.....

Buatlah masing-masing kalimat present perfect tense dalam bentuk affirmative(+), negative(-) dan interrogative menggunakan kata di bawah ini.

1. (They /go / to school)

- a. (+) **They have gone to school**
b. (-)**They haven't gone to school**
c. (?).**have they gone to school**

2. (She/ learn/ English subject)

- a. (+) She has learnt/learned English subject
b. (-)She hasn't learnt/learned English subject
c. (?).Has she learnt/learned English subject

3. (We /read/ Aceh's history)

- a. (+).We have read Aceh's story
b. (-)We haven't read Aceh's story
c. (?)Have we read Aceh's story

4. (I / have / breakfast)

- a. (+).I have had breakfast

- b. (-)I haven't had breakfast
 - c. (?) Have I had breakfast
5. (We / be / here for two weeks)
- a. (+). We have been for two years
 - b. (-)We haven't been for two years
 - c. (?) Have we been here for two weeks

Part 3

Nama :

Kelas :/Semester:.....

Mata Pelajaran.....

Jawablah pertanyaan berikut dengan memilih menggunakan present perfect tense atau past tense

1. Robert is the fantastic witer. He (write) **wrote** 10 creative novels last year. Someday, he will be a good writer
2. My freind and her family (live) **have lived** in Banda Aceh for 5 years after that they (move) **have moved** to Bandung since 2000
3. She (finish) **has finished** her homework
4. Did you (get) **got** the best score last semester ?
5. Have I (eat) **eaten** this cake ?

APPENDIX IX

The steps in counting students' error

Example : Student 47

Error in positive sentence	: 2 error
Error in negative sentence	: 3 error
Error in interrogative sentence	: 3 error
Auxiliary	: 1 error
Irregular/Regular	: 0
Spelling	: 2 error
Use no instead not	: 0
Present Perfect Tense vs Past tense	: 5 error
<hr/>	
Total :	15 Error

Steps:

1. Correct every question
 2. Focus to every questions who student did error/answered false
 3. Mark every question that have answered false by students
 4. Decide and clasify it, what types of problem on that error
 5. Give 1 error if the sudent did 1 error and Count it
- E.g Question no 10 part A, and question no.1,2,3 part C, the students faced problem in diffrentiang present perfect and past tense. It means this students got 5 error n diffrentiang present perfect and past tense

Example of Students' Answer Sheet

APPENDIX IX

Test instrument for the students

Re-write: → The False Answer.

Part A

Nama :

Kelas : / Semester :

Mata Pelajaran :

1. Rani worked here
a. have c. had
b. has d. was
2. The children ... (find) the lost cat
~~a. has found~~ c. have found
b. have found d. found
3. My freinds waited me since yesterday
a. Have had c. have
b. has d. had
4. Mary... (sleep) for four hours
a. have slept c. has slept
b. slept d. has slept
5. George ... (go) to the store yesterday
~~X~~ has gone c. gone
b. have gone d. went
6. We have... (live) here for a year
a. Left c. lived
b. living d. lipped
7. Our book ... (not arrive) yet
a. haven't arrived c. aren'tarrived
b. hasn't arrived d. hadn't arrive
8. Fahry already(speak) to you ?
a. has - speaked c. has - spoken
b. have - spoken d. had - speaked

1 aux

SPPE vs PE

9. 17. Rafli ... (read) the newspaper for two hours
 a. has read c. have readed
 b. have read d. has readed

10. I ... (see) my new teacher last week

- a. have seen c. seen
 b. have saw d. saw

1PPE VS PE

Part B

Nama :

Kelas / Semester

Mata Pelajaran

Buatlah masing-masing kalimat present perfect tense dalam bentuk affirmative(+), negative(-) dan interrogative menggunakan kata di bawah ini.

1. (They / go / to school)

- a. (+) They gone to school (1pt)
 b. (-) They not gone to school (1-n)
 c. (?) Not they gone to school (1?)

2. (She/ learn/ English subject)

- a. (+) She learnt English subjek (2pt)
 b. (-) She not learn English subject (2-n)
 c. (?) Not she learn English subjek (2?)

3. (We /read/ Aceh's history)

- a. (+) We I
 b. (-) We not read Aceh's history (3-n)
 c. (?) Not we read Aceh history (3-?)

4. (I /have /breakfast)

- a. (+) I (nev) had breakfast (1 spelling)
 b. (-) I (nev) not had breakfast (2 spelling)

c. (?).....

5. (We / be / here for two weeks)

a. (+).....

b. (-).....

c. (?).....

Part C

Nama :

Kelas :/Semester.....

Mata Pelajaran.....

Jawablah pertanyaan berikut dengan memilih menggunakan present perfect tense atau past tense

1. Robert is the fantastic witer. He (write) has written 10 creative novels in last year. Someday, he will be a good writer

2 PPE vs Pt

2. My freind and her family (live) have lived in Banda Aceh for 5 years after that they (move) MOVED to Bandung since 2000

3 ppt vs Pt

3. She (finish) finished her homework

4 PPE vs Pt

4. Did you (get) got the best score last semester ?

5. Have I (eat) eaten this cake ?

APPENDIX X

The classification of types of problem analysis in using present perfect tense based on questions

No.	Types of problem	Question Number	Total Items	Part	Item types
1	The form and usage of present perfect tense :		10	A	Multiple choice
	a. Regular verb Irregular Verb	2,3,4,6,8,9			
	b. Auxiliary verb (have/has)	1,2,4,5,7,8,9			
	c. Spelling	1,3,6			
	d. Distinguish the usage of present perfect tense and simple past tense	9, 10			
2.	The form of present perfect tense		5	B	making the sentence
	a. Affirmative(+)	1-5			
	b. Negative (-)				
	c. Interrogative (?)				
	e. Spelling				
	f. Auxiliary verb (have/has				
	g. Regular verb/ Irregular Verb				
	h. use no instead of not				
3.	Usage :			5	C
	a. Distinguish the usage of present tense and simple past tense	1-5			
	b. select of the regular and irregular verb/ change Verb -1 to Verb-3				
c. Spelling					
Total			20		

ANGKET UNTUK SISWA

(Anda diperbolehkan untuk tidak memberikan identitas)

Mata Pelajaran :

Kelas/semester :

Petunjuk:

1. Berilah tanda silang (X) pada pilihan jawaban yang menurut anda itu sesuai dengan anda untuk setiap pernyataan yang diajukan berikut.
2. Setiap pernyataan berhubungan dengan pelajaran bahasa Inggris dan tentukan pilihan jawaban anda Terima kasih.

Keterangan Pilihan Jawaban:

- 1 = sangat tidak setuju (STS)
- 2 = tidak setuju (TS)
- 3 = setuju (S)
- 4 = sangat setuju(SS)

No.	Pernyataan	1	2	3	4
		STS	TS	S	SS
1.	Saya suka dan tertarik belajar B.Inggris				
2.	Menurut saya pelajaran B.Inggris penting				
3.	Saya suka dan tertarik belajar materi <i>present perfect tense</i> di B.Inggris				
4.	Bagaimana pendapatmu belajar B.Inggris khususnya materi <i>present perfect tense</i>				
	a. Mudah di pahami				
	b. bingung				
	c. mengantuk				
	d. bosan				
5.	Saya sering menggunakan <i>present perfect tense</i>				

6.	Apa faktor penyebab dari permasalahan yang kamu hadapi dalam belajar penggunaan present perfect tense				
	a. Kurangnya buku-buku dan fasilitas penunjang pembelajaran				
	b. Terlalu banyak tenses dalam bahasa Inggris				
	c. Pengaruh bahasa ibu/daerah				
	d. Sistem belajar mengajarnya kurang menarik dan membosankan				
	e. Struktur bahasa dalam bahasa Indonesia dan bahasa Inggris sangat jauh berbeda dan bahasa Indonesia tidak memiliki tense seperti bahasa Inggris				
	f. Kurangnya penguasaan kosa kata				
	g. Kurangnya motivasi				
	h. Latar belakang keluarga (ekonomi, pendidikan orangtua, struktur keluarga)				
	i. Kurangnya fasilitas pendukung proses belajar mengajar seperti buku khusus grammar, LCD/proyektor, English CD/movie, perpustakaan, alat peraga				
	j. Kurangnya praktik dan pengulangan				
	k. Guru tidak memberikan contoh dan penjelasan secara detail				
	l. Waktu yang digunakan untuk proses belajar mengajar tidak cukup				
	m. Terlalu banyak siswa di kelas				
	n. Saya ragu-ragu dan takut salah				
	o. Tidak fokus dan memperhatikan penjelasan guru				
	p. Suasana kelas yang tidak nyaman (kondisi kelas yang tidak layak digunakan, kelasnya ribut, tidak ada pendingin ruangan)				
	q. Fisik dan Psychology siswa : kondisi badan dan mental yang kurang sehat				

	r. Kurangnya dukungan				
	s. Kondisi sosial dan lingkungan sekolah				
	t. Kurangnya komunikasi guru dan orangtua siswa				
	u. Tidak harmonis hubungan guru dan siswa				

AUTOBIOGRAPHY

1. Name : Nurul Rizka
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 - a. Elementary School : SD Negeri 1 Blang-Bladeh, Aceh Selatan
 - b. Junior High School : SMP Negeri 1 Meukek, Aceh Selatan
 - c. Senior High School : SMA Boarding School Insan Madani
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