

**THE ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 1
PARIAMAN TO WRITE SIMPLE SENTENCE
IN PRESENT PERFECT TENSE**

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Abstract

The purpose of this study was to describe the second year students' ability of SMAN 1 Pariaman to write simple sentence in present perfect tense. This study was limited in writing affirmative, negative and yes/no question sentence. The design of this research was descriptive research. The population of this study was the second year students of SMAN 1 Pariaman. The total population members were 273 students. There are five classes of IPA and four classes of IPS. The writer used stratified cluster random sampling to select sample and the total number of sample were 60 students. The result of analyzing the data showed that the ability of the second year students of SMAN 1 Pariaman to write simple sentence in present perfect tense was moderate. It could be seen that 53.33% students have moderate ability, 25% have high ability and 21.67% have low ability. In detail the percentages of each of form sentence were; 81.66% students have moderate ability to write affirmative form, 80% students have moderate ability to write negative form, and 83.33% students have moderate ability to write yes/no questions form. The writer gives suggestions to the teachers to give more explanation and exercises about simple sentence in present perfect tense. For the students, they are suggested to do exercises to write present perfect tense in form of affirmative, negative, and yes/no questions, then they should have more attention to improve their ability in writing sentence in present perfect tense.

Key Words: Ability, Writing, Simple Sentence, Present Perfect Tense.

INTRODUCTION

English is one of the most important language in many aspects of life in the world. For example when we want to get a job we should be able to speak English because there are many companies having consideration that all

of the employes should be able to communicate in orall and written form. And many scientific books, journals, and articles are printed in English. Moreover, many instructions that we meet on the internet, handphone, facebook and so on use English. We can

communicate with other people around the world by using English.

In learning this language, there are four skills that should be mastered by the students; namely listening, speaking, reading, and writing. Writing is one of the important skills in English because we almost use writing skill in our daily lives, such as writing application letter, writing ideas in a book, thesis, poem and maybe writing a letter to our parents and friends. Writing will be understood by the reader if it has good grammar. Every language has grammar itself. So studying grammar is very important if we want to learn a language because with grammar our communication can be well.

Grammar covers some tenses such as; the simple present tense, the simple past tense, the simple future tense, the present perfect tense, etc. Learning present perfect tense is difficult for the students because the students may not find this tense in Indonesian. Actually, they do not know how to express the activities that happen in the past and still continue at present.

Based on the writer's interview with the English teacher at SMAN 1 Pariaman, the students begin studying English from simple form until past

form. In fact, the student's ability to write sentence was still not satisfied. It can be identified from their exercises. They made some mistakes to write present perfect sentence. One of their mistake in writing present perfect sentence is the wrong verb. As we know, the verb in present perfect tense is past (participle form), but some of them do not know about that verb. Then, they also do not use auxiliary (have or has) in their present perfect sentence.

Writing is one of English language skill. Writing has many definitions and many uses in our life. Writing is expressing of our idea in written form. Writing will help the learners how to study grammatical structures, idioms and vocabulary. If the leaners have ability to express their ideas in writing sentence grammatically and effectively, writing can be enjoyable for them. Oshima and Hogue (1991:8) state that writing is a skill that people perform in all of life (accupation) in their daily life. Writing is very important to study because through writing the students can know their ability in learning English. Writing is also as media of communication that can help us to have good socialization;

we can express our idea, feeling, in our opinion through written language. Ur (2007:12) states that the purpose of writing is the expression of idea that conveys a message to the reader.

According to Oshima and Hogue (2007:15), writing is never a one-step action; it is a ongoing creative act. At the first, when the writer wants to write something, he or she has already been thinking about what to say and how to say it. Then, after finishing writing, read over what he or she has written and make changes and corrections. And the last, write and revise again until the writer is satisfied that the result of writing express exactly what the writer want to say. Based on the experts' opinion above, writing can assist us to express our ideas, feeling or opinion. Writing can also assist the teachers to know students' ability in other language skills because when writing sentence, the students need other skills to express their idea.

As we know that a sentence is a group of words that contain at least one subject and one predicate and express a complete thought. In other words, a group of words can be called a sentence if it has subject and verb (pradicate) and has meaning. Example; "Yoena has

written a letter". This sentence indicates that it has a meaning and has subject and verb. Oshima and Hogue (1991:156) states that sentence is a group of words containing subject and predicate. The sentence consits of *subject and predicate*. Simple sentence has one independent clause and has one subject and predicate. Such sentences have only full prediction in the form of an independent clause .

Based on the opinion above, a sentence must have a subject and a predicate (verb) and have a meaning. If we do not use one of them, we cannot call it a sentence.

Present perfect tense is to show the even that happens in the past time and still continues in the present time. Azar (1992:161) states that the basic form of the present perfect: **have or has + the past participle**. Use **have** with *I, You, We, They*, or plural noun (e.g., *students*). Use **has** with *she, He, It*, or a singular noun (e.g., *Jim*). If we want to write a sentence in present perfect tense we should use past participle.

1. Affirmative Form

Lou (2012:12) states that form of the present perfect in verbal sentence of affirmative form as follow:subject +

have/has + past participle (Verb III).

Examples:

- ✓ *I have read the interesting novel.*
- ✓ *Bob has written a letter.*
- ✓ *She has finished her homework.*
- ✓ *They have already arrived.*
- ✓ *I have had breakfast.*

2. Negative form

Lou (2012:12) states that form of the present perfect in verbal sentence of negative form as follow: subject + have/has + not + past participle (Verb III).

Examples:

- ✓ *They haven't run for five minutes.*
- ✓ *I haven't seen the Lisa's sister for a week.*
- ✓ *Wahyuni Nasrul hasn't read the Rantau 1 Muara novel.*
- ✓ *He hasn't taken a bath yet.*
- ✓ *We haven't watched this movie.*

3. Yes/No Question Form

The form of yes/no question is almost like interrogative form. We put auxiliary (have/has) before subject and then we add been (if necessary) before past participle

(verb III). Have/has + subject + been + past participle (verb III).

Examples:

- ✓ *Have you ever slept in a tent?*
- ✓ *Has he heard the news?*
- ✓ *Have we known her for three years?*
- ✓ *Has she eaten meat since 2000?*
- ✓ *Have you visited me recently?*

Based on the expert's opinion above, it can be concluded that present perfect is something that happens in the past but still connected until now. To write the present perfect, we must have subject, auxiliary (have/has) and verb III. As usual, we write the sentence in many forms, such as affirmative, negative, interrogative form.

The purpose of this study was to describe the second year student's ability at SMAN 1 Pariaman in writing present perfect tense. Specifically this study has purposes to describe the student's ability of SMAN 1 Pariaman to write affirmative, negative and yes/no question sentence in present perfect tense.

METHODOLOGY

This research used descriptive research. It was designed to describe the student's ability to write simple

sentence in present perfect tense. According to Gay (1987:189), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are. So, the writer conducted this research to determine and describe the ability of the second year students of SMAN 1 Pariaman to write simple sentence in present perfect tense.

The population of this research is the second year students of SMAN 1 Pariaman. The number of population members are 273 students. The population is from IPA (exact science) and IPS (social science). They are separated into nine classes (5 classes of IPA and 4 classess of IPS). The reason of choosing the population because the students in the second year have studied present perfect tense. To make the population above clearer, we can see in the following table:

The writer took the sample by using stratified cluster random sampling technique. According to Gay (1987:118), stratified sampling is the process of selecting a sample in such a way that identified subgroups in the

population are represented in the sample in the same proportion that they exist in the population. It means that, the sample is taken on the consideration of their department IPA and IPS because IPA and IPS student have different characteristics in terms of the English subject hours and the teachers who teach English. Then, the stratified sampling is used because the population is different strata. Gay (1987:110) states that cluster random sampling is sampling in which groups are randomly selected. Cluster sampling is used because the population is grouped into some groups or classes. It means that the sample is taken by choosing two classes (one of IPA and one again of IPS).

The instrument of this research was writing test in terms of writing affirmative sentence, negative sentence and yes/no question sentence in present perfect tense. The writer asked the students to write sentence in verbal forms. The number of item test was 20 items; seven for affirmative forms, seven for negative formand six for yes/no questions forms. The time allocation is 60 minutes.

A good test should be valid and reliable. A test is valid if it measures

what is supposed to be measured. In order to see validity of the test, the writer used content validity. Brown (2004:22) states that one of the types of the test validity is content validity. It means that, the test is valid if it is constructed based on the curriculum, syllabus, and teaching English materials that are used in SMAN 1 Pariaman.

To find out the realibility of the test, the writer used the *inter rater* technique. It means that there are two scorers (scorer 1 and scorer 2) to score the test. *Inter rater* technique is used to minimize the subjectivity in scoring.

In analyzing data, the writer used the procedures: (i) The writer present the raw score from two scorers, count the average score of two scorers and calculate the Mean (M) and Standard Deviation (SD) by using the following formula, (Arikunto 2012:299):

$$M = \frac{\sum x}{N} \quad SD = \sqrt{\frac{\sum x^2}{n} - \left\{ \frac{\sum x}{n} \right\}^2}$$

(ii) Classify the students' ability into high, moderate, and low ability using the following categories:

- High ability > M + I SD
- Moderate ability Between (M – 1 SD) and (M + 1 SD)
- Low ability < M – 1SD

(iii) Calculate the number and percentage of the students who get high, moderate, and low ability. The writer used this formula:

$$P = \frac{R}{T} \times 100$$

Where:

- P = percentage of the students' score
- R = the sum of the students who get high, moderate, and low ability
- T = the sum of the students

FINDINGS AND DISCUSSIONS

Finding:

Students' Ability of SMAN 1 Pariaman to Write Simple Sentence in Present Perfect Tense.

After analyzing the data, the writer found that the highest students' score was 99 and the lowest students' score was 43. The writer got mean 82.23 and standard deviation was 8.68. After that, the writer classified the students' ability into three groups (high, moderate and low). 15 students (25%) had high ability. And 32 students (53.33%) had moderate ability. And 13 students (21.67%) had low ability. In order to be clear, see table 1 below.

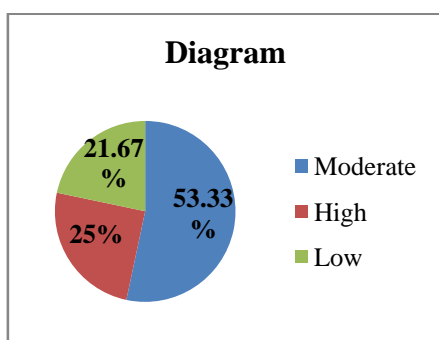
Table 1
Students' Ability to Write Simple Sentence in Present Perfect Tense

Ability	Number of Students	The Percentage
High	15	25%
Moderate	32	53.33%

Low	13	21.67%
Total	60	100%

The findings above showed that the students' ability to write present perfect tense in simple sentence was moderate. It can be shown clearly in the Diagram 1 below.

Diagram 1
Students' Ability to Write Simple Sentence in Present Perfect Tense



Students' Ability of SMAN 1 Pariaman to Write Present Perfect Tense in the Form of Affirmative Sentence

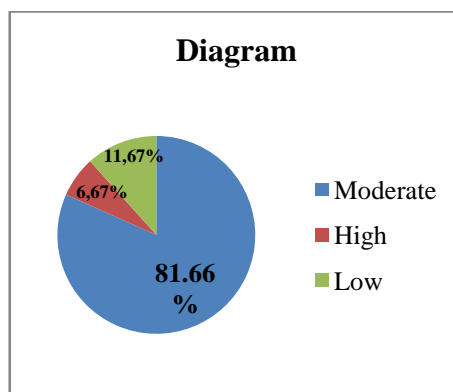
After analyzing the data, the writer found that the highest students' score to write affirmative sentence was 35 and lowest students' score was 16 . The writer got mean 29.88 and standard deviation was 4.16. After that, the writer classified the students' ability three groups (high, moderate and low). 4 students (6.67%), had high ability. 49 students (81.66%) had moderate ability and 7 students (11.67%) had low ability. In order to be clear, see Table 2 below.

Table 2
Students' Ability to Write Present Perfect Tense in the Form of Affirmative Sentence

Ability	Number of Students	The Percentage
High	4	6.67%
Moderate	49	81.66%
Low	7	11.67%
Total	60	100%

The findings above showed that the students' ability to write affirmative form of simple sentence in present perfect tense was moderate. It can be shown clearly in the Diagram 2 below.

Diagram 2
Students' Ability to Write Simple Sentence in Present Perfect Tense in the Form of Affirmative Sentence



Students' Ability of SMAN 1 Pariaman to Write Present Perfect Tense in the Form of Negative Sentence

After analyzing the data, the writer found that the highest students' score to write negative sentence was 35 and lowest students' score was 15 . the writer got mean 28.68 and standard

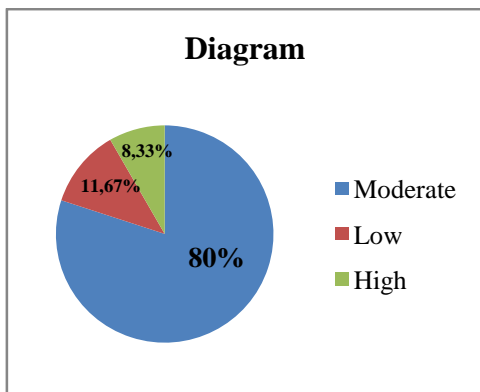
deviation was 4.45. After that, the writer classified the students' ability three groups (high, moderate and low). 5 students (8.33%), had high ability. 48 students (80%) had moderate ability and 7 students (11.67%) had low ability. In order to be clear, see Table 3 below.

Table 3
Students' Ability to Write Present Perfect Tense in the Form of Negative Sentence

Ability	Number of Students	The Percentage
High	5	8.33%
Moderate	48	80%
Low	7	11.67%
Total	60	100%

The findings above showed that the students' ability to write negative form of present perfect tense in simple sentence was moderate. It can be shown clearly in the Diagram 3 below.

Diagram 3
Students' Ability to Write Simple Sentence in Present Perfect Tense in the Form of Negative Sentence



Students' Ability of SMAN 1 Pariaman to Write Present Perfect Tense in the Form of Yes/No Question Sentence

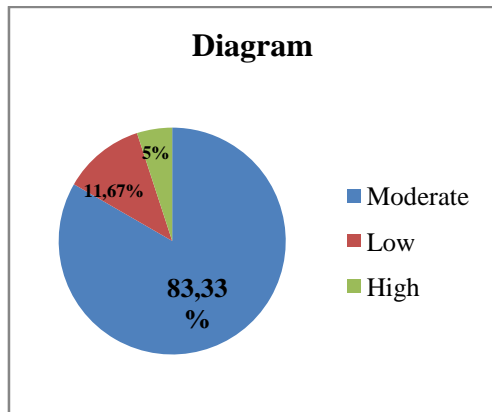
After analyzing the data, the writer found that the highest students' score to write yes/no question sentence was 30 and lowest students' score was 6 . the writer got mean 24.32 and standard deviation was 5.09. After that, the writer classified the students' ability three groups (high, moderate and low). 3 students (5%), had high ability. 50 students (83.33%) had moderate ability and 7 students (11.67%) had low ability. In order to be clear, see Table 4 below.

Table 4
Students' Ability to Write Present Perfect Tense in Form of Yes/No Question Sentence

Ability	Number of Students	The Percentage
High	3	5%
Moderate	50	83.33%
Low	7	11.67%
Total	60	100%

The findings above showed that the students' ability to write yes/no question sentence in present perfect tense was moderate. It can be shown clearly in the Diagram 4 below.

Diagram 4
Students' Ability to Write Simple Sentence in Present Perfect Tense in the Form of Yes/No Question Sentence



Discussion

The data showed that the students' ability to write simple sentence in present perfect tense was moderate. Data also exhibited that their ability to write sentence in form of affirmative sentence was moderate and their ability to write negative sentence was moderate and their ability to write yes/no question sentence was moderate too. From the result of the students' writing, it can be discussed as follow:

Students' Ability to Write Affirmative Form of Simple Sentence in Present Perfect Tense.

To write sentence in form of affirmative sentence as the example, many students had some mistakes in subject, auxiliary agreement, verb and some of them often did not put the full

stop at the end of the sentence. For examples:

- ✓ We have play vollyball since Wednesday 3rd.

The correct one is "We have played vollyball since Wednesday 3rd".

- ✓ She has do exercise on Monday 1st.

The correct one is "She has done exercise since Monday 1st".

Students' Ability to Write Negative Form of Simple Sentence in Present Perfect Tense.

To write sentence in form of negative sentence, some of the students also do not know about the formulation of present perfect tense. They often omitted "not" in the sentence and also did not use auxiliary agreement. For examples:

- ✓ I have taken handphone in my pocket since Monday 1st.

The correct one is "I have not taken handphone in my pocket since Monday 1st".

- ✓ He has not got money in his wallet since this morning.

The correct one is "He has not gotten money in his wallet since this morning".

Students' Ability to Write Yes/No Question Form of Simple Sentence in Present Perfect Tense.

To write sentence in form of yes/no question, many students had some mistakes too in writing yes/no question. So, they did not comprehend that the question had to put question mark in the end of sentence (?). And some of them have problem in choice of words. For examples:

- ✓ Have you brought Al-Qur'an to the school since Tuesday 2nd.

The correct one is "Have you brought Al-Qur'an to the school since Tuesday 2nd,"?

- ✓ Has she studied English subject in his school for two years?

The correct one is "Has she studied English subject in his school for two years"?

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the finding, the writer concluded that generally the ability of the second year students of SMAN 1 Pariaman to write simple sentence in present perfect tense was moderate. The writer drew three conclusions as follows:

- ✓ The ability of the second year students of SMAN 1 Pariaman

to write affirmative sentence in present perfect tense was moderate. It was supported by the fact that 49 students (81.66%) had moderate ability. It means that 4 of 60 students (6.67%) had high ability, 49 of 60 students (81.66%) had moderate ability and 7 of 60 students (11.67%) had low ability.

- ✓ The ability of the second year students of SMAN 1 Pariaman to write negative sentence in present perfect tense was moderate. It was proved by the fact that 48 students (80%) had moderate ability. It means that 5 of 60 students (8.33%) had high ability, 48 of 60 students (80%) had moderate ability and 7 of 60 students (11.67%) had low ability.

- ✓ The ability of the second year students of SMAN 1 Pariaman to write yes/no question sentence in present perfect tense was moderate. It was proved by the fact that 50 students (83.33%) had moderate ability. It means that 3 of 60 students (5%) had high ability, 50 of 60 students

(83.33%) had moderate ability and 7 of 60 students (11.67%) had low ability.

Suggestions

Based on the conclusion that have already discussed before, the writer would like to propose several suggestions as follows:

- ✓ the result of the study on the students' ability to write simple sentence in present perfect tense was moderate. So, the English teachers are expected to give more explanation and exercises about present perfect tense especially in form of affirmative sentence, negative sentence and interrogative sentence (yes/no question) in writing present perfect tense. And they are suggested to find appropriate strategies to improve the students' ability such as using interesting media and others.
- ✓ For students, they are suggested to do the exercises to write present perfect tense in form of affirmative, negative, interrogative form (yes/no question). The students must be able to make subject, auxiliary agreement and verb. And they should have more

attention to improve their ability in writing sentence in present perfect tense.

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Finally, the writer hopes that this thesis is going to be useful for everyone who is involved in the process of teaching and learning English. The writer realizes that this thesis is not perfect yet. Therefore, she welcomes the suggestions from the reader to improve this thesis.

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