

# AN ANALYSIS OF THE ELEVENTH GRADE STUDENTS' UNDERSTANDING OF THE USE OF PRESENT PERFECT TENSE AT MAN KOTA SOLOK

Risma Ainun<sup>1)</sup> and Khairul<sup>1)</sup>

<sup>1,2</sup>*English Department*

*The Faculty of Teacher Training and Education*

*Bung Hatta University*

Email: [rismaainun2001@gmail.com](mailto:rismaainun2001@gmail.com), [khairul.harha@bunghatta.ac.id](mailto:khairul.harha@bunghatta.ac.id)

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## Abstract

The purpose of this research was to describe the eleventh grade students' understanding of the use of present perfect tense at MAN Kota Solok. The researcher used descriptive design in this research. The population of this research was the eleventh grade students at MAN Kota Solok who registered in the academic year 2022/2023. She used proportional stratified random sampling technique to select the sample, and the number of sample was 30 students. Instrument for collecting data in this research was grammar test in multiple choice form. To make the test reliable, the researcher used split half method. The result of analysis showed that the reliability index of test was 0.87. Then the test was valid in terms of content. It means that it covered all materials that students had learned. Generally, 73.33% the students had good understanding of the use of present perfect tense. In detail, 23 students (76.67%) had good understanding of the use of the correct form of verb, 23 students (76.67%) had good understanding of the use of auxiliary have or has, and 19 students (63.33%) had bad understanding of the use of the appropriate adverb of time.

**Key Words:** Understanding, Tense, Present Perfect Tense

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## INTRODUCTION

English language consists of four language skills (speaking, listening, reading, and writing) and three essential elements of language (pronunciation, vocabulary, and grammar). Grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey<sup>[1]</sup>. Sholeha et al., (2020) state that tenses are verb changes to express a close event that is related to the time of the incident<sup>[2]</sup>. One of the English tenses that is commonly used to express activities or situation is present

perfect tense. In English, this type of tense is used to express an activity or situation started in the past and is still related to the present<sup>[2]</sup>.

Grammar is an important element in language. Grammar is the rules of a language that govern sounds, words, sentences, and other elements, as well as their combinations and interpretation<sup>[3]</sup>. The function of grammar is to make it easier for people to compose neat and clear sentences. This is important to avoid misunderstanding the interlocutor in understanding the meaning of the sentence being spoken.

When we learn grammar, the tenses will be automatically correlated. Tenses are grammatical categories that place situations in time that indicate when the situation occurred. According to Wicaksono in Sholeha et al., (2020), tense is an illustration when a statement, action, event, or news happens or takes place in the sentence of the present, past, or future<sup>[2]</sup>.

In teaching the English language, the present perfect tense is considered very important so as to help the learners of the English language to understand the time of the perfection and completeness of an action<sup>[4]</sup>. The present perfect is a tense which is used to show that an action has taken place once or many times before now<sup>[5]</sup>. While Uchiyama in Tahang (2020) states that there are two meanings of this tense, with the length of time, this tense mean the action started in the past and has continued until now; if with no time phrase used action usually ended in the past without exact time shown. However, it often makes students confused<sup>[6]</sup>.

Several studies related to the present perfect tense had been conducted before . The first one was "Understanding the Function of the Present Perfect Tense Through the Application of EGRA in EFL Classes" conducted by Tahang in 2020. The results of the study found that the application of the EGRA (Experience, Generalization, Reinforcement, Application) technique was effective enough to improve students' ability to understand the use of the present perfect tense<sup>[6]</sup>. The second previous related study was "Some Difficulties Faced by Students in Learning Present Perfect Tense" was conducted by Sholeha at al, in May 2020. The results of this study indicated that students' difficulties due to several cases: (1) they do not like English, (2) they had

lack of mastery of English vocabulary, (3) they had problems in using to be (has/have) from Present Perfect Tense, and (4) they had difficulties in choosing the correct form of verb (regular and irregular verbs)<sup>[2]</sup>. The third related previous research was "Students' Ability to Use Present Perfect Tense in Twelfth Grade Students of SMAN 1 Deli Tua in Academic Year 2019/2020" conducted by Clara Puspita in 2019. This study found that 35 students (97%) are able to use present perfect tense and only 1 student (3%) are unable of to use it<sup>[6]</sup>.

## **METHODOLOGY**

Descriptive method was used as the design of this research. According to Refnita (2018:17), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study<sup>[7]</sup>. The population of this research was the eleventh grade students at MAN Kota Solok who registered in the academic year 2022/2023. The number of population members was 199 students, and the number of sample was 30 students.

Grammar test in the form of multiple choices was used to collect the data. The total number of item used as instrument of this study was 30 items. The researcher constructed the test based on syllabus, teaching materials given to the students. The reliability index of the test was 0.87 which means that the test was reliable. The data of this study were analyzed by using descriptive statistics.

## **FINDINGS**

This study found that 36.67% students had good understanding of the use of present perfect tense. 12 students (40%) had very good understanding of the use of the correct form of verb of be in using

present perfect tense. Then, 8 students (26.67) had good understanding of the use of auxiliary have or has in using present perfect tense. Last, 19 students (63.33%) had bad understanding of the use of adverb of time in using present perfect tense.

**Table 1. The Table of all Findings**

No	Aspects	Quality							
		Very Good		Good		Moderate		Bad	
		N	P	N	P	N	P	N	P
1	The students' understanding of the use of present perfect tense	2	6.66%	11	36.67%	9	30%	8	26.67%
2	The students' understanding of the use of the correct form of verb	12	40%	3	10%	8	26.67%	7	23.33%
3	The students' understanding of the use of the auxiliary have or has	7	23.33%	8	26.67%	8	26.67%	7	23.33%
4	The students' understanding of the use of the appropriate adverb of time.	0	0%	3	10%	8	26.67%	19	63.33%

## DISCUSSIONS

As already discussed before, it was found that the students' understanding of the use of present perfect tense was good. The finding conducted by Puspita (2020), she found that there are 97% students who are able to use present perfect tense<sup>[5]</sup>. However, some of the eleventh grade students still got difficulties in understanding of the use of present perfect tense, especially of the use of the appropriate adverb of time.

The next finding of this study was that the students' understanding of the use of the correct form of verb was good. It means that most of the eleventh grade students have good understanding of the use of the correct form of verb. It is not line with the finding of research conducted by Puspita (2020). She found that the twelve grade students had bad understanding in using present perfect tense, especially in regular and irregular verb<sup>[5]</sup>.

This study also found that the students' understanding of the use of auxiliary "have" or "has" in using present perfect tense was good. It means that most of the eleventh grade students have good understanding of the use of auxiliary have or has in using present perfect tense. However, there are some students who still have difficulties to understand the use of auxiliary have or has in using present perfect tense. It is supported by Antula (2020), who found that some of the students of XII nurs 1 and XII nurs 2 at SMK Kesehatan Bakti Nusantara Gorontalo didn't understand of the use of auxiliary have or has<sup>[8]</sup>.

Another finding of this study was that the students' understanding of the use of the appropriate adverb of time was bad. This finding is in line with the finding of study conducted by Antula (2020), revealing that some of the students of XII nurs 1 and XII nurs 2 at SMK KesehatanBakti Nusantara Gorontalo didn't understand in understanding of the use of the appropriate adverb of time. It means that most of the second year students have bad understanding of the use of the appropriate adverb of time<sup>[8]</sup>.

## CONCLUSIONS AND SUGGESTIONS

Based of the findings, it can be concluded that the understanding of the eleventh grade students at MAN Kota Solok of the use of present perfect tense was good. It is suggested to teacher explain and give more exercises to increase students' understanding about the use of present perfect tense focussing of the use of the appropriate adverb of time. The students are suggested to study harder and do more exercises about the use of the appropriate adverb of time in presentperfect tense. The further researchers are expected to do

research on the factors making students unable to understanding the use of the appropriate adverb of time in using present perfect tense.

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