

THE UNIVERSITY STUDENTS' ABILITY IN USING ENGLISH TENSES

**(A Descriptive Research at the First Semester of Muhammadiyah University
of Makassar)**



A Thesis

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
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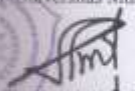
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MOTTO

For indeed, with hardship will be ease. Indeed, with
hardship will be ease...(Q.S Al-Insyirah:5-6).

*I dedicated this thesis to
My beloved parents and my families
My friends who always supported me*

ABSTRACT

DWI, MUSDALIFAH. 2019. *The University Students' Ability in Using English Tenses (A Descriptive Research at the First Semester Muhammadiyah University of Makassar).* A thesis English Education Department The Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Guided by Sulfasyah and Awalia Azis.

This research aimed to find out the students' ability in using English tenses that focused on four tenses, such as simple present tense, present continuous tense, present perfect tense and present perfect continuous tense.

The researcher used descriptive method and giving a test to the students. The kind of test was the Multiple Choice Test that consists of 40 questions. The population of this research was the students in the first semester Muhammadiyah University of Makassar, and the researcher took the sample in the class 1C that consist of 26 students by purposive sampling.

The result of this research showed that students' score in the first semester Muhammadiyah University of Makassar in the class 1C. The data finding showed the total score of the students' in using English tenses either in percentage score and mean score. It saw there were sixteen students got good classification (61.53%), and no one student got very poor classification. In the data finding also showed the students' mean score (62.88). Regarding to the score that the students' ability in using English tenses was in the middle.

Key word: *Ability, English Tenses, Kind of Tenses*

ABSTRAK

DWI, MUSDALIFAH. 2019. *Kemampuan Mahasiswa dalam Menggunakan English Tenses (Penelitian Deskriptif di Universitas Muhammadiyah Makassar pada Semester Pertama)*. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Sulfasyah dan Awalia Azis.

Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa dalam menggunakan english tenses yang berfokus pada empat tenses, yaitu simple present tense, present continuous tense, present perfect tense dan present perfect continuous tense.

Peneliti menggunakan metode deskriptif dan memberikan sebuah tes kepada mahasiswa. Jenis tes yang diberikan adalah pilihan ganda yang terdiri dari 40 pertanyaan. Populasi pada penelitian ini adalah mahasiswa di semester pertama Universitas Muhammadiyah Makassar dan peneliti mengambil sampel dikelas IC yang berjumlah 26 mahasiswa dengan menggunakan tehnik purposive sampling.

Hasil dari penelitian ini menunjukkan skor mahasiswa pada semester pertama di Universitas Muhammadiyah Makassar dikelas 1C. Data penemuan menunjukkan skor total mahasiswa dalam menggunakan english tenses baik itu dalam skor persentase dan skor rata rata. Hal itu terlihat dari jumlah mahasiswa yaitu enam belas mahasiswa yang mendapatkan klasifikasi baik (61.53%) dan tidak ada mahasiswa yang berada pada klasifikasi sangat rendah. Data penemuan juga menunjukkan skor rata rata mahasiswa yaitu (62.88). Berdasarkan skor tersebut bahwa kemampuan mahasiswa dalam menggunakan english tenses berada pada tingkat pertengahan.

Kata kunci : *Kemampuan, Tenses, Jenis-Jenis Tenses*

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Makassar, Januari 2019

The Writer

Dwi Musdalifah

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CHAPTER I INTRODUCTION

A. Background of the Research

In this globalization era, the ability in using English tenses is much needed. Considering that English become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research. English has been taught to students in Indonesia since elementary level up to university level. As cited by Mulyaningsih (2013:16), Indonesia adopts a genre-based curriculum in 2004 for teaching of English in Indonesia school.

In learning English, understanding grammar is important. Grammar which is an essential part of language and without understanding grammar, the students will get difficulty to speak in a correct pattern. In mastering of grammar, the language plays an important role in communication, unfortunately many people are still not aware of this role of grammar. According to Swan (2005;15) that grammar is the rules that show on how words are combined, arranged or changed to show certain kinds of meaning. In other hand, Brown (1980:264) states, in learning a language we must consistently be introduced to the students, particularly the beginners.

In mastering English grammar, the students will know to transfer and receive a message either in writing or speaking language without misunderstanding. The knowledge of grammar must be learned as properly because without the proper knowledge the students will find many problems

to build up the sentences and express their ideas for communication activities. The statement is supported by Ur (2000) that says a learner who knows grammar is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language forms. Learning grammar is a great way for students to get acquisition in English.

There is one of the aspects discussed in grammar, it's tenses. Tenses are something to express activity that need time relation. Tenses are the basic of grammatical study in English. Therefore, tenses are considered as one of difficult material when the students learn grammar. Many Indonesian students are still find some difficulties in learning tenses because the students have able to change the verb form to reflect the time of an event.

Tense is a verb form in showing time action. Thereby in using tenses, the students have to take note of the time. Hankel (2004) in English as in other language, the tense marks the time connects an action and event to particular time. As the part of difficult material in grammar, in learning tenses the students make many errors and mistakes but making errors and mistakes are normal and unavoidable. As the state by Norrish (1983) it's natural for students as human being to make error even many native speakers produce many mistakes in speaking and they would be unaware of the way they speak unless they heard recording of themselves.

Based on the explanation above, the English students must be able in using tenses because tenses are on of important aspects in grammar that make students capable even in writing and speaking. Furthermore, there are many

tenses in English, but the researcher decides to take the study about four tenses, namely simple present tense, present continuous tense, present perfect tense, and present perfect continuous tense in the study of The University Students' Ability in Using English Tenses.

B. Research Questions

In learning English, students must have the ability in using English tenses. Tenses are the form of verb that indicate by using the time of action. Associating with the background of the research above, the researcher makes the research questions about :

1. How is the students' ability in using simple present tense?
2. How is the students' ability in using present continuous tense?
3. How is the students' ability in using present perfect tense?
4. How is the students' ability in using present perfect continuous tense?

C. Objectives of the Research

The objects of the research are given below:

1. To analyze the students' ability in using simple present tense.
2. To analyze the students' ability in using present continuous tense.
3. To analyze the students' ability in using present perfect tense.
4. To analyze the students' ability in using present perfect continuous tense.

D. Significances of the Research

This research is about the university students' ability in using English tenses. The researcher hopefully can giving advantageous by this research especially to :

1. The students

This research is expected to help the students to give more knowledge for the students particularly in english tenses, hereby the students can more practice in using tenses and realizing that tenses is needed to learn.

2. The lecturer

This research is expected to help the lecturer to know the students' ability in using english tenses, therefore the lecturer can takes some strategy to develop the students' ability.

3. The researcher

This reseacrh is expected to give contribution to the other researcher as a reference for the furthest studies in a similar topic.

E. Scope of the Research

Tenses are always related with the adverbial time. The time divided into the past, present, and future. In this study, the researcher takes tenses in present time because the researcher wants to focus with the students' ability in using English tenses particularly in present. Thus, the researcher is only focus on four tenses and take it as the object of the study, namely Simple Present Tense, Present Continuous Tense, Present Perfect Tense and Present Perfect Continuous Tense.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Understanding the Literature Review

There are some similar studies that find by researcher about the students' ability in using English tenses. The previous research is conducted by Ulfa, (2011) in the research about *Developing Students' Ability In Using Present Continuous Tense Through Contextual Teaching and Learning in A classroom Research in the Seventh Grade of SMP Al Mubarak Pondok Aren*. The result of this research showed using contextual teaching and learning in teaching grammar can be applied to develop students' grammar ability. The implementation helps students to use grammatical patterns effectively, and also the students were motivated and interest in learning English grammar.

The second is conducted by Cahyanti (2011) in the research *An Error Analysis on Students Learning in Present Perfect Tense (A case Study at the First Year Students of Madrasah Aliyah Soebono Mantofani Jombang-Ciputat)* that shows the result from overall responded that 48% students did errors in the form of have/has, 38% 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.

The third is conducted by Lusmini (2014) in the research of *Analysis on Students Errors in Using Present Perfect Continuous Tense A Case Study at First Grade Students of SMAN 63 Jakarta* that finding shows the total frequencies of all errors made in using Present Perfect Continuous Tense are

292 from 40 students. The highest rate of the error types is missformation with the total errors of 257 or 88.02% while the lowest rate of the error types in miss ordering with total errors of 4 or 1.37%. Next there are 26 Errors or 8.9% in omission, and 5 errors or 1.71% in addition. Based on the theory of Richards, the researcher finds the existence of errors is derived from overgeneralization, ignorance of rule restriction, incomplete application of rules and false concepts hypothesized with the highest rate of the error causes is false concepts hypothesized with the total number of errors is 134 or 45.89%.

The fourth is conducted by Hafiz (2016) thesis in his research about *An analysis of The Students' Ability in Using Simple Present Tense on the First Grade Students in Academic Year 2015/2016 of Mts Ma'rif Jam'iyatul Islamiyah Dasan Baru* that finding shows that the mean score of the students' ability is 28.22. There is only 1 student (4%) get the fairly good score in range 40-55. However the other 26 students (96%) get the fail score in range 0-39. It means that the students get very low qualification. The students difficulties in using simple present tense is identified by using the students incorrect answer in multiple choice tests and questionnaire.

The previous research has similar with this research. Both of the researh discuss about the students' ability in using English tenses. The researcher wants to know the students' ability in using English tenses.

B. Presenting the Literature Review

1. The Concept of Ability

Ability is the capacity or power to perform act, physical and mental, especially for academic field. Ability is also define as cleverness and intelligence. According to Noah (1980) ability is a noun form derived from the word able means having enough, power, skill or resurces to do something. In other hand, Allyn and Balcon (1964) state that ability is potential capacity or power (to do something physical or mental) or special natural power to do something well.

2. The Concept of Tenses in English Language

a. Definition of Tenses

The word 'tense' is derived ultimately from the latin word 'tempus' which mean 'time' (Jhon, 1995). In grammar, tense is a category that expresses time reference. Tenses are used as a method to indicate of time. As state by Dharma (2007:100) tense is the use of adverbial of in English in a proper way.

However, it should be pointed out that time in relation to action is a concept that exists in mind of the speaker, reader, or listener. Salaberry and Shirai (2002, p.2) have also offer a more detail definition of tense as a deictic category that places a situation in time with respect to some other time, usually the moment of speech. Meanwhile Hornby (1975) states that "the words 'time' and 'tense' must not be confused. The word time stands for a concept with which all mankind is familiar, divided into past, present and future.

The word tense stands for a verb form or series of verb forms used to express a time relation. Tenses may indicate whether an action, activity, or

state. Tense in actual usage, refers consistently only to grammatical form. Tense is the form a verb takes to indicate the time of the action or the state of being; as, present (he speaks), past (he spoke), future (he will speak).

Grammar tense (a verb form) must be carefully differentiated from actual time, for the two are not always identical some contexts, however, the meaning may be relative to a point in the past or future, which is established in the discourse (the moment being spoken about). Therefore the researcher concludes that tenses are the changing of verb form to describe the time of an event.

b. The Kind of Tenses

There are simple and compound tenses in English verbs. English has also many compound tenses. According to Hornby (1975) the compound tenses are made by combining two or more verb forms and these combinations may be concerned with time. There are many compound tenses other two tenses (the present tense and the past tense). Frank (1972) says that there are three past tenses and two future tenses, then the past perfect is tied in time to the past tense, the present perfect to the present tense, and the future perfect tense to the future tense. It shows there are many kinds of tenses based on the time.

The explanation above, make the researcher decides to take four tenses in present time. Below some of the kinds of tenses:

1. Simple Present Tense

The simple present tense is used to show action that happens all the time, for it looked at the finite verbal group without auxiliaries. The present tense is also the only tense that still uses form of distinction for person and

number. The distinction is that the third person singular has *s* ores to the form used in other person and number. In the Phoenix Advanced Dictionary New Edition (2013) described in the affirmative verbal pattern if the subject is the third singular person (he, she, it) the verb infinitive will got changed.

- a. Generally, infinitive was added 's'

Table 2.1 infinitive added by 's'

To cut	Cuts
To speak	Speaks
To visit	Visits
To come	Comes

- b. Infinitive that were ended by 'ch' 'sh' 's' and 'x' added 'es'

Table 2.2 infinitive ended by 'ch' 'sh' 's', and *x* added by 'es'

To teach	Teaches
To wash	Washes
To mix	Mixes
To watch	Watches

- c. Infinitive that were ended by 'o' must be added 'es'

Table.2.3 infinitive ended by 'o' added 'es'

To do	Does
To go	Goes
To undo	Undoes

To veto	To vetoes
To undergo	To undergoes

- d. Infinitive that were ended by vocal 'e' although the voice like 'z' and *j*, must be added 's'

Table 2.4 infinitive vocal 'e' added 's'

To use	Uses
To leave	Leaves
To advise	Advises
To close	Closes

- e. Infinitive that were ended by 'y' and preceded by a consonant, so 'y' changed to be 'i' and added 'es'

Table 2.5 infinitive ended 'y' preceded by a consonant changed 'i' and added 'es'

To fly	Flies
To study	Studies
To dulcify	Dulcifies
To classify	Classifies
To cry	Cries
To reply	Replies

- f. Infinitive that were ended by 'y' and precede by a vocal, just added 's'

Table 2.6 infinitive ended by 'y' preceded a vocal added by 's'

To buy	Buys
To play	Plays
To pay	Pays
To spray	Sprays
To relay	Relays
To say	Says

The simple present tense indicates an action in the present time which is not finished. This can be a habitual action (something done regularly such as brushing your teeth every day) or a general truth. The present tense may refers to an action or event that is ongoing or that takes place at the present moment. According to Akhlis and Sosiowati (2000:2) say that simple present tense explains an action that occurs in present time, in a simple form or an activity that is done regularly or a habitual activity, or an action which is not have relationship with time. Below the sentence pattern of simple present.

a. Affirmative

Table 2.7 pattern of affirmative sentences in simple present tense

<p>Subject + verb 1 (s/es)</p> <ul style="list-style-type: none"> • He goes to the office at seven o'clock • She plays the doll before sleep at night

Subject + verb be (are, am, is) + compliment

- We are teachers
- It is a beautiful picture

b. Negative

Table 2.8 pattern of negative sentences in present tense

Subject + Auxiliary verb (do/does) + Not + verb 1

- Nana does not write the letter to her friend every week
- They do not sent a gift for their children every month

Subject + Verb be (are, am, is) + Not + Complement

- You are not a doctor right now
- I am not happy every night

c. Interrogative

Table 2.9 Pattern of interrogative sentences in simple present tense

Auxiliary verb (do/does) + Subject + Verb 1

- Does Rina read the letter every week?
- Do they give a gift to their children every month?

Verb be (are, am, is) + Subject + Complement

- Are you a police?
- Is she sad every day?

2. Present Continuous Tense

Present continuous tense is also called as present progressive tense. According to Hornby (1975) the present progressive is the tense most often used for this purpose. It is the tense more closely associated with the present time. There may be an adverbial on present time (e.g. now, today), but this is not essential.

Present continuous tense was not only express the activity of general nature and activity in progress at the moment of speaking, but present continuous tense also express future time. Present continuous may be used to express future time when the idea of the sentence concerns a planned event or definite intention, for example. *Rino is meeting with a Dr. Smith next Wednesday.*

According to Swan (1980) in his book Practical English Usage which explains some function of present continuous, namely:

- a) Present progressive tense is made with am/are/is. The commonest use of present progressive tense is to talk about actions and situations that are already going on at the moment of speaking.

Example : What's going on? Is there something wrong?

b) Present progressive tense is often used to talk about developing or changing situations.

Example: The rain is heavy and heavy

c) Sometimes, present progressive is used in a more general way to talk about something that may be going on at any time.

Example: you call me while I am making a cake

d) Present progressive tense is often used to talk about temporary situations. It is not used to talk about permanent situations, or about regular happening or habit.

Example: She is waiting you just a moment.

According to Thomson and Martinet (1986) the present continuous tense is formed with the present tense of auxiliary verb to be + the present participle (infinitive + ing).

Below the sentence pattern of present continuous tense

a. Affirmative

Table 2.10 Pattern of affirmative sentences in present continuous

Subject + to be (am, is, are) + V-ing + O/C

- She is driving a car right now
- I am playing a mobile legend game now
- They are running to the school

b. Negative

Table 2.11 Pattern of negative sentences in present continuous

Subject + to be (am, is, are) + Not + V-ing + O/C

- Lili and Lala are not presenting their thesis
- He is not sleeping in his bed

c. Interrogative

Table 2.12 Pattern of interrogative sentences in present continuous

To be (am, is, are) + S + V-ing + O/C ?

- Are you dancing in the party?
- Is Lulu studying at the school?

3. Present Perfect Tense

Langan (2003: 190) states the present perfect tense express an action that begin in the past and has recently been completed or continuing in the present. In Oxford Learner Pocked (2008:347) defines present perfect tense 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.

Thus, Present perfect tense can be defines as a tense that is used to tell about event that has finished with a situation begin in the past but the effect still can be experienced until now (continues).

The present perfect tense is rather important to learn for students because the students have to know the difference between regular and irregular verbs. Some of students have confused in using of the present perfect tense. The problems come with the use of tense. In fact, the structure of the present perfect tense is simple. Frank (1992: 77) states the structurally the term perfect tense signifies that a form of have accompanies a verb as an auxiliary. In the simple word, the present perfect tense is formed by using the auxiliary verb or have/ has and the past participle form of the main verb (the form of regular and irregular verb) and it is commonly accompanies by definite time words such as since and for.

Thomson and Martinet (1986) stated that present perfect tense may be used to a sort of mixture of present an past, it always implies a strong connection with the present and is chiefly used in conversation, letter, newspaper, and radio tape.

In other hand, Swan (1980) stated some of the use present perfect tense are:

- a) The present perfect tense is often used to talk about finished action and events. The normally happens when the past events have some present importance, and when want to make a present tense sentence (with a similar meaning) about the same situation.
- b) The present perfect is also used to talk about past actions which are not recent, but which are still with us as part of our experience and knowledge.

According to Thomson and Martinet (1986) the present perfect tense is formed with the present tense of have/has + past participle, for negative is formed by adding not to the auxiliary. The interrogative is formed by inverting the auxiliary and subject.

The sentence pattern of present perfect tense

a. Affirmative

Verbal sentence

Table 2.13 Pattern of affirmative verbal sentences in present perfect

S + have/has + Past Participle +...
<ul style="list-style-type: none">• I have lived in Mamuju for fifteen years ago• She has heard the news recently

Nominal

Table 2.14 Pattern of affirmative nominal sentences in present perfect

S + have/has + been +...
<ul style="list-style-type: none">• She has been in Bandung since 2007• You have been work for three years

b. Negative

Verbal

Table 2.15 Pattern of negative verbal sentences in present perfect

S + have/has + not + Past Participle
<ul style="list-style-type: none">• Awal has not watched the movie• Nino and Nini not talked each other

Nominal

Table 2.16 Pattern of negative nominal sentences in present perfect

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

- I have not been sick for a week
- He has not been happy for a week

c. Interrogative

Verbal

Table 2.17 Pattern of interrogative verbal sentences in present perfect

Has/have + Subject + Past Participle +?

- Have you written the letter?
- Has she worked for two years?
- Have Rara and Riri studied English?

Nominal

Table 2.18 Pattern of interrogative nominal sentences in present perfect

Have/has + Subject + been + ...?

- Have they been live in Japan?
- Has she been comfort for two hour?
- Has he been written the poetry ?

4. Present Perfect Continuous Tense

Allan (1997) states the present perfect continuous tense is used to emphasize the duration of ongoing action or activity which begin in the past

and still continuing to the present and possibly into the future. As Martin (2006) said that present perfect continuous tense used in expressing the idea of an activity (a task, piece of work, etc) in progress until recently or until the time of speaking.

Then, Dart(1997) explains that a verb in the present perfect continuous tense is formed from *have* or *has* and *been*(as a second auxiliary) and a present participle

a) Auxiliary verb *has/have been*

- Singular subject (He, she, it, and name of person or thing in singular) use the auxiliary verb *has*
- Plural subject (you, were, they, and name of a person or things that in plural) use the auxiliary verb *have*

b) The present participle

Present participle is formed by adding *-ing* to the verb. The meaning of *-ing* is showing the continuity of the action or activity.

- Example : speak + ing = speaking
: read + ing = reading
: study + ing =studying

The sentence pattern of present perfect continuous tense

a. Affirmative

Table 2.19 Pattern of affirmative sentences in present perfect continuous tense

S + Auxiliary Verb (has/have) + been + Present Participle (V- ing) +

O/adverb

- We have been waiting for you since nine o'clock
- She has been staying here this month.
- You have been watching movie since seven o'clock

b. Negative

Table 2.20 Pattern of negative sentences in present perfect continuous tense

S + Auxiliary Verb (has/have) + not + been + Present Participle (V- ing) +

O/adverb

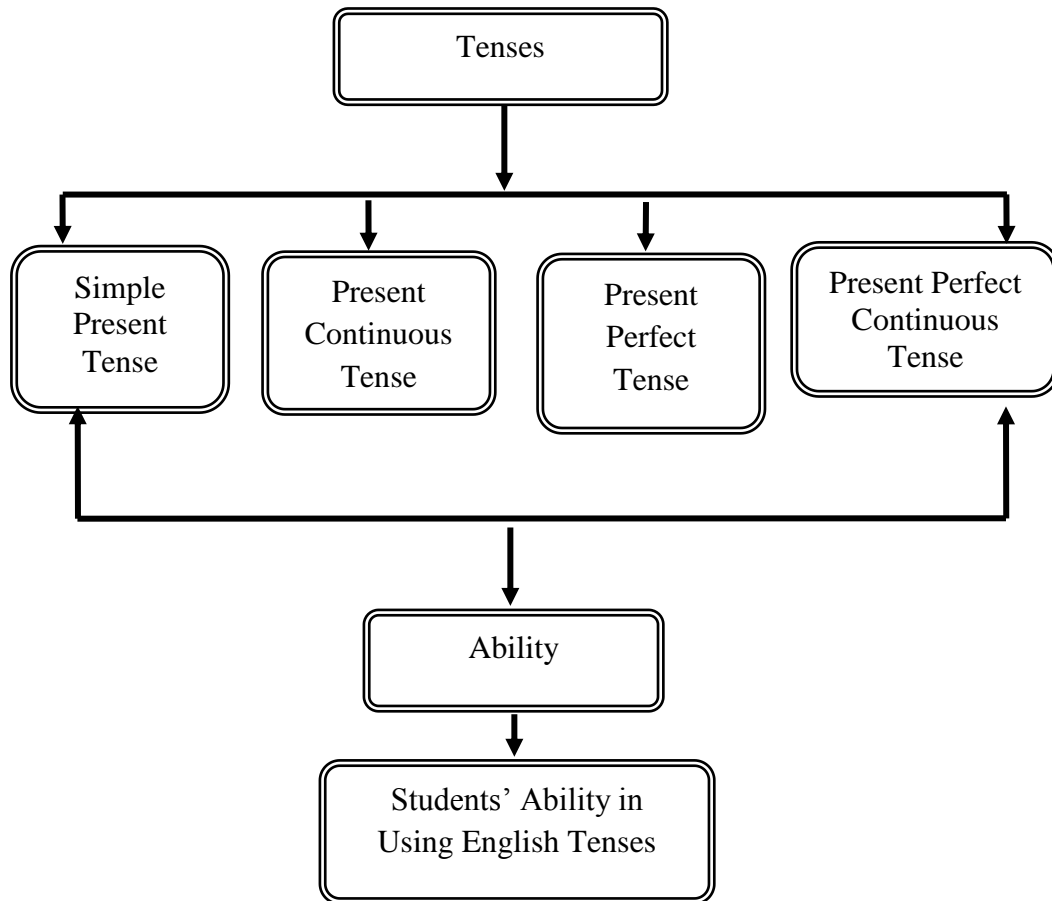
- He has not been living here this week
- You have not been swimming all afternoon
- Kiki has not been painting for almost 2 hours

c. Interrogative

Table 2.21 Pattern of interrogative sentences in present perfect continuous tense

Auxiliary Verb (has/have) + S + been + Present Participle (V- ing) + O/adverb
<ul style="list-style-type: none">• Have you been staying in Makassar since 2010?• Have they been studying English for three years?• Has she been singing for three hours?

C. Conceptual Framework



This research focus on the university students' ability in using English tenses. Tenses are one of the important aspects to learn because to speak and write well in English, the students need to be ability in using English tenses. Thus, the researcher wants to analyze the students' ability in using English tenses particularly in present tense, present continuous tense, present perfect tense and present perfect continuous tense. The ability wants to know by using test.

CHAPTER III METHODOLOGY

Research method was a method that used to investigate a problem on the topic that want to discuss. The researcher using a descriptive method to investigate the problem about The University Students' Ability in Using English tenses for the first semester students Muhammadiyah University of Makassar.

A. Research Design

In this research, the researcher used a descriptive qualitative method. It was one of the kinds of descriptive method. The researcher applied qualitative method because it gave the description of a problem.

B. Research Variable and Indicators

The aspect of variable that would be investigated was the University Students' Ability in Using English Tenses where there were two types of variable namely independent and dependent variable. Tenses were as independent variable and ability as dependent variable. The indicators that would be objectived were:

1. Analyzing the students' ability in using simple present tense.
2. Analyzing the students' ability in using present continuous tense.
3. Analyzing the students' ability in using present perfect tense.
4. Analyzing the students' ability in using present perfect continuous tense.

C. Population and Sample

Population in this research was the English students Muhammadiyah University of Makassar in the first semester. The number of population were 200 English students and divided into eight classes (1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H).

Then the researcher decided the way to take the sample was by purposive sampling. The researcher selected sample that consist of 26 students in class 1C.

D. Research Instrument

Definition of test was satated by Brown (2004) test was a method of measuring a person ability, knowledge, or performance in a given domain. In this research the researcher used test to know how the university students' ability in using English tenses. Test was used to measure the students' achievement or other cognitive skill.

E. Data Collection

The researcher used test to collect the data. The test was about tenses that focus on four tenses, namely simple present tense, present continuous tense, present perfect tense and present perfect continuous tens. There were 40 multiple choice to be tested. Through the test the researcher wanted to know the students' ability in using English tenses.

F. Technique of Data Analysis

In analyzing the data, the researcher used descriptive analysis technique (percentage). The researcher collected the data from the test. The researcher choosing the multiple choice test that included 40 questions. The test included four tenses, namely Simple Present Tense, Simple Present Continuous Tense, Simple Perfect Tense, Simple Perfect Continuous Tense.

The students' scoring test used the formula below.

a. Scoring of Multiple Choice Test

The score of the students multiple choice was obtained by using the following formula:

$$\text{Individual Score} = \frac{\text{student's correct answer}}{\text{total number of items}} \times 100$$

(Sudjana, 1999)

b. The students' score classification into seven levels as follows

Table 3.1 The Students' score classification

No.	Classification	Score
1	Very good	90 – 100
2	Good	70 – 89
3	Fair	50 – 69
4	Poor	30 – 49
5	Very poor	10 – 29

(Pusat Kurikulum, 2006)

c. ting the percentage of multiple choice test by using the formula :

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

Note:

P : Percentage

Fq : Number of Correct Answer

N : Number of Samples

(Gay, 1981:298)

After calculate the percentage, the writer would like to classify the score in the low, middle, and high score.

Table 3.2 Classification score in percentage

No.	Classification	Score
1	High score	80% - 100%
2	Middle score	56% - 79%
3	Low score	<30% – 55%

(Ari kunto, 1987).

d. Calculating the mean score of multiple choice test by using the formula:

$$X: \frac{\sum x}{N}$$

Note : X : Mean Score

$\sum x$: Total Score

N : Total Response

(Gay, 1981:298)

CHAPTER IV FINDING AND DISCUSSION

This chapter presented the result of the research about The University Students' Ability in Using English Tenses in the first semester class 1C Muhammadiyah University of Makassar. This chapter described two parts of the research, such as finding and discussion.

A. Finding

In this section described the result of the data finding found in the university students' ability in using English tenses. The data was collected from 26 students in class 1C Muhammadiyah University of Makassar. The students had been given the test by the researcher on 29 November 2018 in Rusunawa A Muhammadiyah university of Makassar. The kind of test was Multiple choice that consist of 40 questions.

The result of the multiple choice test that was given to the students would be presented in this part. The test was focused on simple present tenses, simple present continuous tense, simple present perfect tense, simple present perfect continuous tense. The test was given to the students in the first semester class 1C Muhammadiyah University of Makassar. The result of the test wanted to interpretate bypercentage scoring. The scoring was classified based on tenses. Therefore the researcher explained for each part.

The scoring of the test provided based on the tenses below.

1. Analysis the Students' Score in Simple Present Tense

There were 10 questions multiple choices in simple present tense that had been given to the students. The test was given to know the students' ability in using English tenses. To know the result of the test in simple present tense, the researcher provided the students' score in the table below.

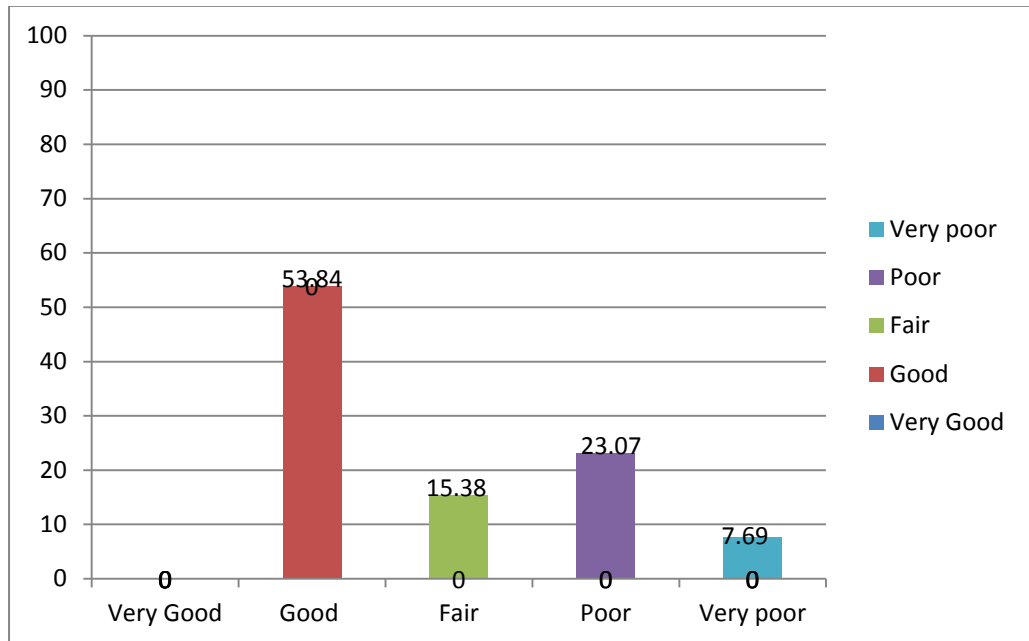
Table 4.1 The Students' Score in Simple Present Tense

No.	Classification	Score	Frequency	Percentage (%)
1.	Very Good	90 – 100	0	0
2.	Good	70 – 89	14	53.84
3.	Fair	50 – 69	4	15.38
4.	Poor	30 – 49	6	23.07
5.	Very Poor	10 – 29	2	7.69
Total			26	100

The table 4.1 above, described that from 10 questions there was no student who got very good classification. It was seen different in good classification, because based on the data, the fourteen students were there. It meant, half of the number of the students had been good classification. Next, the data also showed six students who got poor classification but there were just a little students who got very poor classification. As the result described, there were only two students in very poor classification. The last data, in the third classification or fair the data showed four students were there.

Base on the data in the table, the researcher provided the figure percentage in simple present tense.

4.1 Figure of the percentage in simple present tense



The figure 4.1 showed the students mostly got good classification (53.84%) or it could be said from 26 students there. Then there were fourteen students and two students got very poor classification (7.69%).

2. Analysis the Students' Score in Present Continuous Tense

In the present continuous tense, the students were given 10 questions in multiple choice tests. The result of the test provided in the table below:

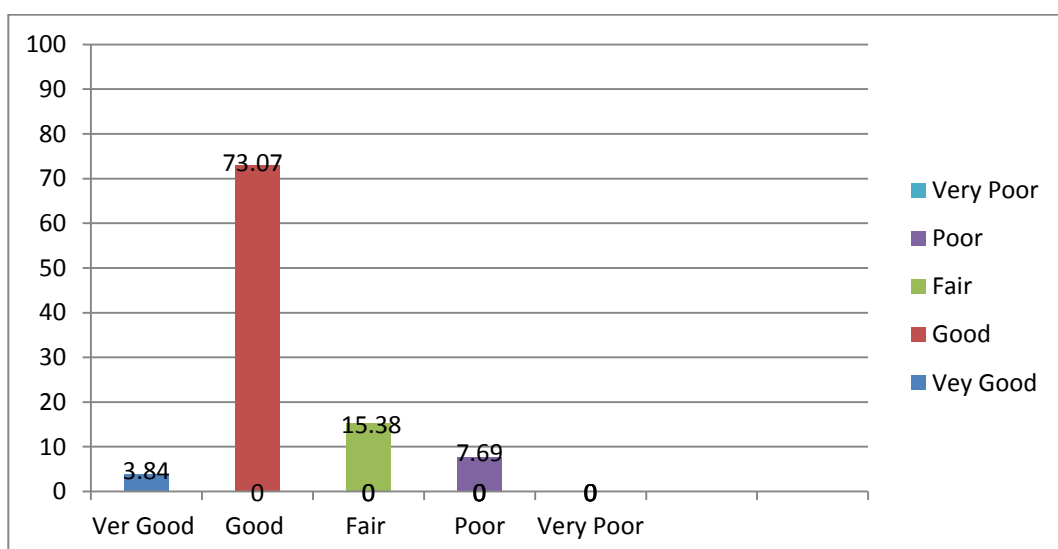
Table 4.2 The Students' Score in Present Continuous Tense

No.	Classification	Score	Frequency	Percentage (%)
1.	Very Good	90 – 100	1	3.84
2.	Good	70 – 89	19	73.07
3.	Fair	50 – 69	4	15.38

4.	Poor	30 – 49	2	7.69
5.	Very Poor	10 – 29	0	0
Total			26	100

The table 4.2 showed the result of the test in present continuous tense for each student in the class 1C Muhammadiyah University of Makassar. The result showed that in the present continuous tense there was only one student who got very good classification. The best result showed, in the data that there were nineteen students who got good classification. It meant, more than half of the total number students were there. Moreover, there were no students who got very poor classification. Then, there were two students in poor classification, while in the fair classification four students were there. Based on the data, the researcher also provided the figure percentage in present continuous tense.

Figure 4.2 Figure of the percentage in present continuous tense



The figure 4.2 showed the students got much good classification with (73.07%). The figure also showed there was only one student in very good

classification (3.84%) and it saw in poor classification two students were there (7.69%).

3. Analysis the Students' Score in Present Perfect Tense

Giving the test was one of the ways for writer to know the students' ability in using present perfect tense. The test consists of 10 questions in multiple choices. After gave the test, the researcher showed the result of the test in the table below:

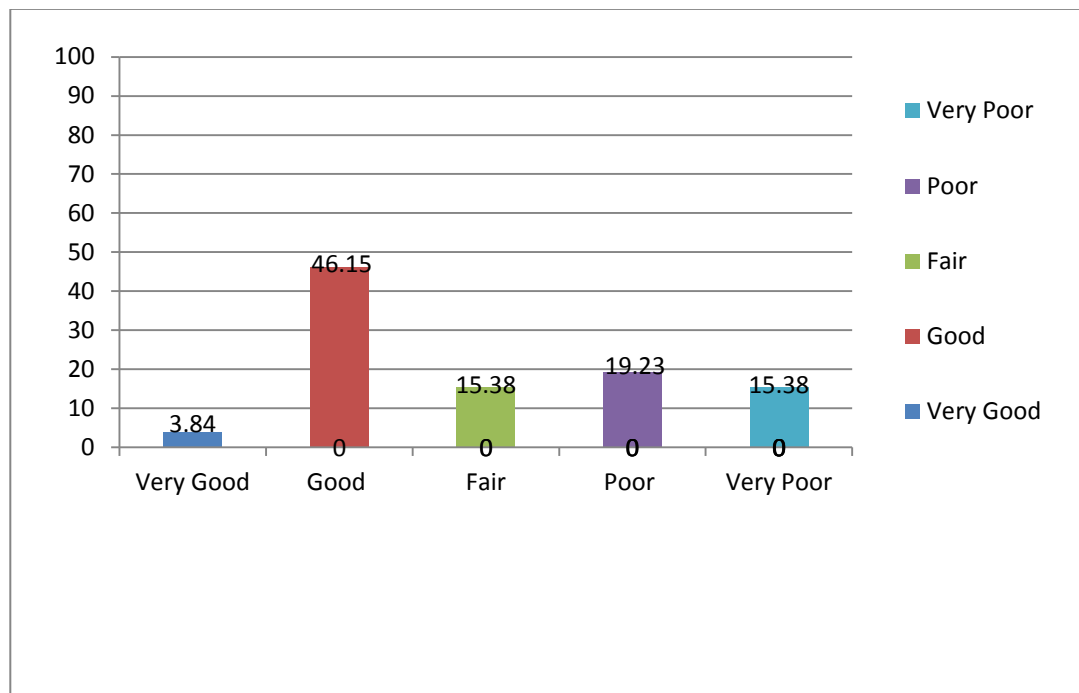
Table 4.3 The Students' Score Percentage in Present Perfect

No.	Classification	Score	Frequency	Percentage (%)
1.	Very Good	90 – 100	1	3.84
2.	Good	70 – 89	12	46.15
3.	Fair	50 – 69	4	15.38
4.	Poor	30 – 49	5	19.23
5.	Very Poor	10 – 29	4	15.38
Total			26	100

The result of the test in present perfect tense was described in the table 4.3 above. The table showed how the students' score in the previous test. The result of the test showed that there was only one student who got very good classification, and mostly students got good classification. It showed the twelve students were there. The same result showed in two classification namely in very poor and fair classification. The four students were there both of those classification. The next result described in poor classification. It was seen that five students got there.

According to the data in the table above, the researcher presented the percentage figure in simple present perfect tense.

Table 4.3 Figure of the percentage in present perfect tense



The data in the figure 4.3 showed how the students' got the percentage in present perfect. The most students got good classification (46.15%). In another data, showed only one students got very good classification (3.84%). The same result showed in the very poor and fair classification (15.38%).

4. Analysis the Students' Score in Present Perfect Continuous Tense

In present perfect continuous tense, the researcher also gave 10 questions in multiple choice form. The test purposed to know the students' ability in using present perfect tense. The result of the test want to present in

percentage score. Therefore, the researcher provided the result of the test in the table below.

Table 4.4 The Students' Score in Present Perfect Continuous Tense

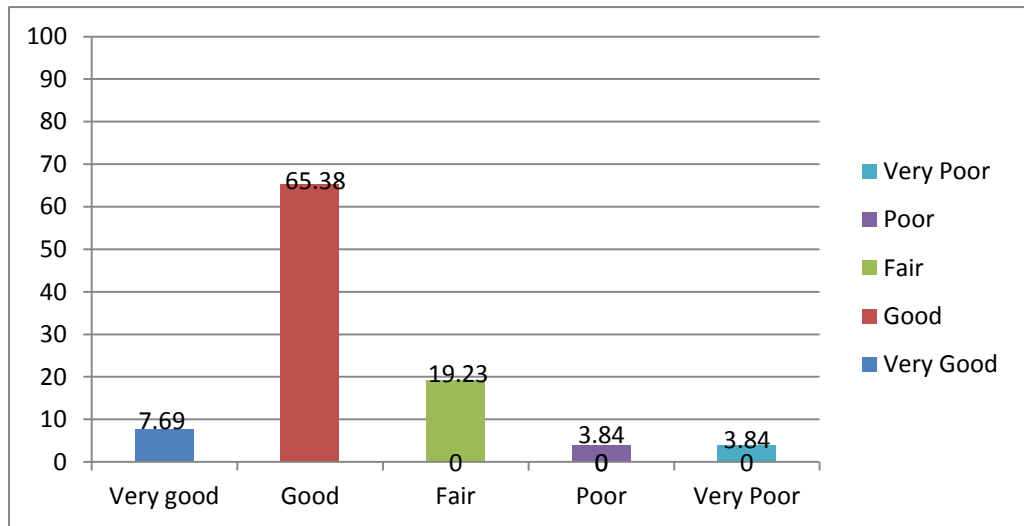
No.	Classification	Score	Frequency	Percentage (%)
1.	Very Good	90 – 100	2	7.69
2.	Good	70 – 89	17	65.38
3.	Fair	50 – 69	5	19.23
4.	Poor	30 – 49	1	3.84
5.	Very Poor	10 – 29	1	3.84
Total			26	100

The table 4.4, the result above showed the students' score after followed the test. The result described surprisingly particularly in very good classification, because there were two students got there. In this part, the best result also showed in the second classification, or good classification. The data presented seventeen students got there. Once, the same result was seen in the fourth and fifth classification. The data showed, only one student was both of poor and very poor classification.

The last, the data showed there were five students got fair classification. The researcher would like to say, the result of the students in present perfect continuous was good. It was saw in the percentage above.

Accordinging the data in the table, the researcher presented the students' score in the figure form.

Table 4.4 Figure of the percentage in present perfect continuous tense



The figure 4.4 above showed the students percentage in present perfect continuous tense. The data showed that there were two similar results in the figure namely, poor and very poor with the (3.84%). Then, the highest result was in good classification (65.38%).

5. Analysis the Students' Score in English Tenses

a. The Students' Total Score in Percentage

After gave the score of each tense the writer decided to present the total scores of all tenses. The total scores to sum the result of each student in tenses.

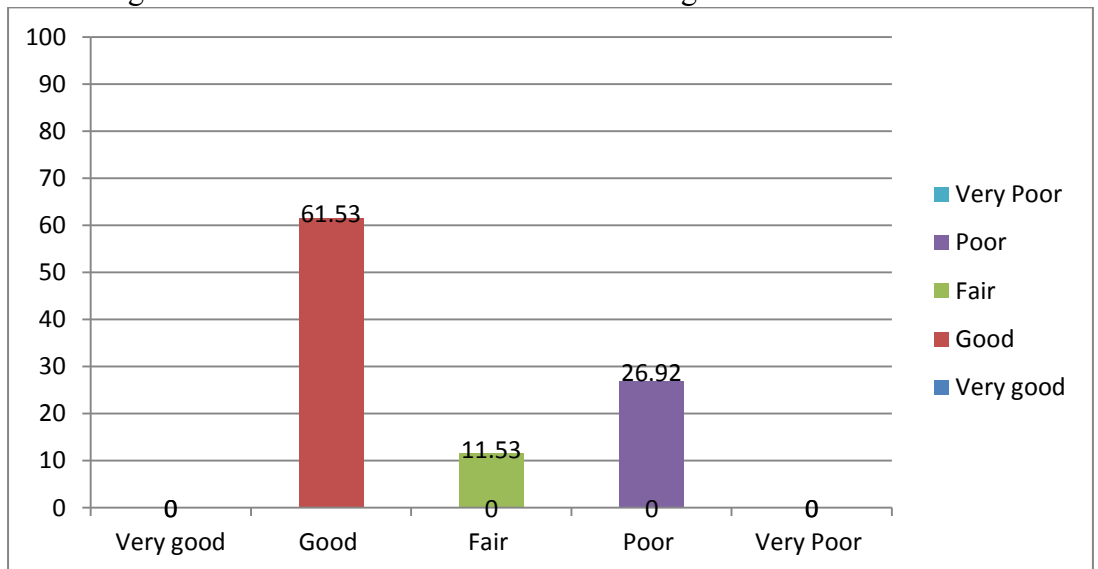
Table 4.5 The Students' Percentage in English Tenses

No.	Classification	Score	Frequency	Percentage (%)
1.	Very good	90 – 100	0	0
2.	Good	70 – 89	16	61.53

3.	Fair	50 – 69	3	11.53
4.	Poor	30 – 49	7	26.92
5.	Very Poor	10 – 29	0	0
Total			26	100

On the table 4.5 above, showed, the students' ability in using English tenses namely simple present tense, present continuous tense, present perfect tense and present perfect continuous tense. The table showed, the students' ability in using tenses was in the middle score. It could be seen that, from 26 students in class 1C there was no one students got very poor classification, and mostly the students got in good classification (61.53%). Then there researcher provided the total score in the figure based on the data in the table.

Figure 4.5 The Students' total Scores' in English Tense



The figure 4.5 above showed the total score percentage of the students in using English tense. The students mostly got (61.53%) in good classification and no one got very poor classification.

b. The Students' Mean Score in Each Tenses

In this section, the researcher calculate the students' score in four tenses, namely simple present, present continuous, present perfect and present perfect continuous tense. The researcher wanted to provide the mean score of four tenses.

Table 4.6.The Mean Score of Each Tenses

No.	Tenses	Mean score	Classification
1.	Simple Present	55.76	Fair
2.	Present Continuous	69.61	Fair
3.	Present Perfect	58.46	Fair
4.	Present Perfect Continuous	67.69	Fair
Total		251.52	-
Mean		62.88	Fair

Table 4.6 above showed the students' ability in using English tenses, particularly in simple present tense, present continuous, present perfect and present perfect continuous tense. As the result in mean score, the researcher concluded that students' ability in using English tenses had fair classification, with the mean score (62.88).

B. Discussion

In this part would be provided the interpretation of the findings in the previous section. The researcher presented the interpretation of the findings in order to explain it in detail. The result of the findings showed that the university students' ability in using English tenses, in the class 1C in the first semester Muhammadiyah University of Makassar was middle. Furthermore,

the researcher provided the interpretation of the result in each tenses. The result described how the ability of the students.

1. The Students' Ability in Using Simple Present Tense

In the data analysis showed that the result of the students in using simple present tense. The data got from the test. In the data, from 26 students who followed the test, there were none students who got very good classification. Most of the students included fourteen students got good classification (53.84%) and two students got very poor classification (7.69%). Then, the data finding also showed, four students got fair classification (15.38%) while there were six students got poor (23.07%). The result of the test showed that there were some mistakes the students did in using simple present tense.

The mistakes were made by students in simple present tense such as in using verb for the singular subject or for the third singular person (she, he, it or a name of person) where the verb has to be added *s* or *es*. In other hand, in the subject plural person (we) the second singular and plural person (you), the third plural person (they), indeed all the subjects were not added by *s* or *es*. Moreover, the mistake also saw in the simple present tense, in using auxiliary verbs either in nominal or verbal sentences, such as *does* and *do*. The third singular person used *does* and the third plural person, the plural person, singular and plural person use *do*. It was supported by Hafiz (2016) that stated students had some problems in using simple present tense particularly in forming verb and nominal sentences (subject-verb agreement in the form of

positive, negative and informative sentences). Moreover, the students were still confused in using auxiliary in nominal and verbal sentences.

2. The Students' Ability in Using Present Continuous Tense

In the finding section, the result of the students' ability in using present continuous tense showed that in very good classification there was one student (3.84%) and no one student in very poor classification. The best result showed in good classification. There were nineteen students got it with the percentage (73.07%). The other result showed in fair classification, it saw only four students were there (15.38%) while in poor classification, just a half of fair. It meant, it was two students got poor (7.69%).

Based on the data, it saw no one student who got very poor classification. It meant the students' ability in using present continuous was better than simple present tense. In this case, indeed the students had known the form of present continuous tenses and had acquired well about the subject. It seem satetd by Sukasame, et al (2013) the students have less error in present continuous tense indicate that most of students have known and acquired well use this tense.

3. The Students' Ability in Using Present Perfect Tense.

The result of the data analysis in present perfect tense was provided in the previous section. The data showed the result of the test that was given to 26 English students in class 1C Muhammadiyah University of Makassar. Relating with the data, mostly the students got good classification (46.15%) or based on the number of the students the twelve students were there. The

similarity was showed between fair and very poor classification. It saw from the total number of the students, there were four students with each percentage (15.38%). The data finding also showed five students in poor classification (19.23%) and only one student was in very good classification (3.84%).

The data showed how the students' ability in using perfect tense. According the data, most of students got good but the data also showed there were five students got poor and four students in very poor classification. The data showed that nine students in low classification. It was caused that students did mistakes in using the form of *have* or *has*, and past participle. It similarity with Cahyanti (2011) stated the students make mistakes in using the form of perfect tenses *have* or *has* and the usage. In the previous chapter explained that, perfect tense was formed by using the auxiliary verb of *have* and the past participle form of the main verb *have/has* past participle. It was supported by George and Julia M. Burks (1980) who stated that the present perfect tense was a construction made up the auxiliary have + the past form of the main verb.

4. The Students' Ability in Using Present Perfect Continuous Tense.

In the data finding provided the students result after followed the test in present perfect continuous tense. The same result in the data analysis showed in poor and very poor classification. The two of them described that only one student were there (3.84%). The different result showed in very good classification, it was two students in there (7.69%). The data also

showed seventeen students were in good classification (65.38%) and five students in fair classification (19.23%).

Based on the data, there were only two students in low score and five students got fair. In the test, the students did mistakes in auxiliary *missformation* and in the form *-ing*. It was supported by Lusmini, (2014) the highest error types in using present perfect tense was *miss formation* in auxiliary verb, such as “*James have been teaching at the university since June*”. The correct formation must be “*James has been teaching at the university since June* “. Then, in the form *-ing* formation, such as “*She has been works at the company for three years*”. The correct must be “*She has been working at the company for three years*”. The statement also supported by Dulay, et al (1982) the learner might omit necessary item or add unnecessary ones; might *missform* items, or *missorder* them.

5. Students' Ability in Using English Tenses

In the last data analysis in the finding section, showed the total score of the students' in using English tenses either in percentage score and mean score. The score showed that the students' ability in using English tenses was in the middle (See table 3.2). It saw there were sixteen students got good classification (61.53%), and there were no one students got very poor classification. The data also showed the total score of each tenses with mean score (62.88). Associating with the data, the cause of the students got middle ability was in using the verb form in tenses. The students got misunderstanding about the form. It was supported by Cakir (2011: 123)

students have problem in learning some tenses due to some reasons originated from their misunderstanding or misinterpretations of the lessons. Moreover the researcher concluded that, students got middle ability in using english tenses because got misunderstanding in using form of tense. The students were less able in using the form either in auxialary or in the verb form.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter described two part discussions, the first was conclusion of the finding research and the other one deals with suggestion.

A. Conclusion

Regarding to the findings and interpretation in the previous chapter, the researcher could draw a conclusion that the first semester class IC in Muhammadiyah University of Makassar with the total number of 26 students have middle ability in using English tenses. In the last data analysis in the finding section, showed the total score of the students' in using English tenses either in percentage score and mean score. It saw there were sixteen students got good classification (61.53%), and there were no one students got very poor classification. The data also showed the total score of each tenses with mean score (62.88). Based on the data, the cause of the students got middle ability was in using the verb form and auxiliary in tenses. The students got misunderstanding the form in using tenses.

B. Suggestion

Regarding the conclusion above, the researcher would like to serve some suggestions. Firstly was to the students, in using simple present tense, the students have to know how did in using verb and auxiliary verb in singular and plural subject, when must be added *s* or *es*, and in using English tenses, each the

students have to know the form or the pattern and have to understand in placement verb or auxiliary verb by regarding the subject. The second was to the lecturer, it was better in process learning and teaching to use various method and technique to make students interest and motivate to study. The last was to the next researcher in other discussion, hopefully that this research could be used as the reference.

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APPENDICIES

Appendix A : THE SAMPLE OF THE STUDY: STUDENTS CLASS 1C

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

No	Name	NIM
1.	Fitriani HR	105351106818
2.	Aisyah Anastazia R.	105351107818
3.	Magfirayanti	105351107018
4.	Nur Irfani	105351107118
5.	Wika Rukmayana	105351106718
6.	Nur Faindah	105351105618
7.	Fitriani	105351107518
8.	Aliffa Umayya	105351106818
9.	Astiti Wahab	105351105318
10	Sri Wahyuni	105351106118
11	Nurul Khaerani	105351107418
12	Sri Jusda	105351106518
13	Syahrani Ramadhani A.	105351106018
14	Muhammad Alief Idris	105351105918
15	Fuad Rahman D	105351106918
16	Muhammad Alif Mandar	105351107218
17	Muhammad Alpriansyah	105351106618
18	Nursyamsi Putri A.H	105351105518
19	Fahrian Nurajija D	105351107618
20	Sri Wahyuni Dayanti	105351105718
21	Nur Insan	105351106318
22	Nursanti	105351106218
23	Fira Anugrawanti	105351105418
24	RB. Amalia Nurislami	105351106418
25	Astiani	105351107318
26	Nurmuslimah Qadri	105351105818

Appendix B : THE MULTIPLE CHOICE TEST

INSTRUMENT OF TEST

Name :

Class :

Choose the correct answer by crossing (X) a, b, c, or d !

1. They often.....fishing andnothing
 - a. Go-catch
 - b. Went-catches
 - c. goes-catches
 - d. gone-catch
2. The farmer..... In rice field every morning.
 - a. Work
 - b. Worked
 - c. works
 - d. working
3. They..... at the window every morning
 - a. Does not sit
 - b. Do not sit
 - c. is not sit
 - d. are not sit
4. they..... Their hand?
 - a. Do – wash
 - b. Does – wash
 - c. does - washes
 - d. do-washes
5. the lady generally....To the theater Saturday evening
 - a. Do-go
 - b. Does-goes
 - c. does-go
 - d. do-goes
6. They..... Dinner at eight o'clock every night
 - a. Had
 - c. has

- b. Have
d. haves
7. These apples.....very sweet
- a. Is
c. am
- b. Are
d. do
8. There a cat, itlong soft fur.
- a. Is-have
c. is-has
- b. Are- have
d. are-has
9. Those chairs..... very comfortable
- a. Do not
c. are not
- b. Does not
d. is not
10. The car in the garage ?
- a. Are
c. am
- b. Is
d. does
11. They..... Talking for the last hour
- a. Have been
c. had been
- b. Has been
d. will be
12. She has been..... at that company for three years.
- a. Worked
c. working
- b. Works
d. is work
13. James..... teaching at the university since June.
- a. Have been
c. is
- b. Had been
d. has been
14. We have been..... here for over two hours
- a. Waits
c. was wait

22. Steve has..... a new book.
- a. Write
 - b. Writes
 - c. written
 - d. writing
23. There many earthquakes in California.
- a. Has been
 - b. Had been
 - c. have been
 - d. was
24. Susan..... mastered Japanese, but She can communicate
- a. Isn't
 - b. Hadn't
 - c. Hasn't
 - d. wasn't
25. Doctors have..... many deadly disease.
- a. Cure
 - b. Cures
 - c. is cure
 - d. cured
26. Scientists..... split the atom
- a. Has
 - b. Had
 - c. have
 - d. was
27. Man has..... on the moon
- a. Walk
 - b. Walking
 - c. walks
 - d. walked
28. Japanese has one of the most popular courses at the university since the Asian program was established.
- a. Becoming
 - b. Becomes
 - c. become
 - d. are becomes

29. Nobody has ever that mountain

- a. Climb
- b. Climbing
- c. was climbed
- d. climbed

30. you read the book, yet?

- a. Have
- b. Had
- c. has
- d. is

31. Dimas : Do you can drive a car ?

Fabian : I can not drive a car yet. But now I It

- a. Are learning
- b. Am learning
- c. is learning
- d. learn

32. Today is Sunday. Fira is.....

- a. Not go to school
- b. Not being to school
- c. go to school
- d. goes to school

33. It is a long holiday. My parents

- a. Are working
- b. Is work
- c. are not works
- d. are not working

34. (at school)

Najwan : Good morning, Naufal. Are you going to English course today?

Naufal : No,.....

- a. Are you
- b. You are not
- c. I am not
- d. am i

35. Ari is holding a ball. He..... Basket ball with his friend today.

- a. Was playing
- c. is playing

- b. Play
d. is not playing

36. Are you At me?

- a. Looking
c. looks
b. Look
d. looked

37. We..... English at the moment

- a. are studying
c. studies
b. Study
d. is studying

38. Look ! she very fast.

- a. Run
c. runs
b. Is running
d. are running

39. Be quite! The baby.....

- a. Sleep
c. is sleeping
b. Are sleeping
d. is not sleeping

40. (At kitchen)

Falen : What are you cooking, mom?

Mother: a steak.

- a. I grill
c. I am not grilling
b. I am grilling
d. am I grilling

APPENDIX C : Key Answer of the Multiple Choice Test

- | | |
|-------|-------|
| 1. a | 21. a |
| 2. c | 22. c |
| 3. b | 23. c |
| 4. a | 24. c |
| 5. c | 25. d |
| 6. b | 26. c |
| 7. b | 27. d |
| 8. c | 28. c |
| 9. c | 29. d |
| 10. b | 30. a |
| 11. a | 31. b |
| 12. c | 32. b |
| 13. d | 33. d |
| 14. d | 34. c |
| 15. b | 35. c |
| 16. c | 36. a |
| 17. a | 37. a |
| 18. b | 38. b |
| 19. a | 39. c |
| 20. a | 40. b |

**APPENDIX D : THE STUDENTS' TOTAL SCORE IN MULTIPLE
CHOICE TEST**

No	SAMPLE	TENSES				Score
		Simple Present	Present Continuous	Present Perfect	Present Perfect Continuous	
1.	S-1	70	70	70	70	70
2.	S-2	70	80	60	70	70
3.	S-3	70	80	70	70	72.5
4.	S-4	60	80	60	80	70
5.	S-5	80	70	80	70	75
6.	S-6	70	80	60	70	70
7.	S-7	60	80	70	80	72.5
8.	S-8	60	70	80	70	70
9.	S-9	70	70	80	70	72.5
10.	S-10	40	60	20	40	40
11.	S-11	80	60	90	90	80
12.	S-12	40	70	30	50	47.5
13.	S-13	50	60	40	80	57.5
14.	S-14	70	70	70	80	72.5
15.	S-15	30	50	60	70	52.5
16.	S-16	50	40	20	50	40
17.	S-17	10	70	40	60	45
18.	S-18	70	80	80	70	75
19.	S-19	60	80	80	70	72.5
20.	S-20	70	70	80	80	75
21.	S-21	70	90	80	100	85
22.	S-22	70	80	80	80	77.5
23.	S-23	20	70	20	50	40
24.	S-24	40	70	40	70	55
25.	S-25	40	70	40	10	40
26.	S-26	30	40	20	60	37.5
TOTAL SCORE		1450	1810	1520	1760	1635
MEAN		55.76	69.61	58.46	67.69	62.88

**APPENDIX E: STUDENTS' SCORE PERCENTAGE I SIMPLE PRESENT
TENSE**

No.	Classification	Score	Frequency	Percentage (%)
6.	Very Good	90 - 100	0	0
7.	Good	70 - 89	14	53.84
8.	Fair	50 – 69	4	15.38
9.	Poor	30 – 49	6	23.07
10.	Very Poor	10 - 29	2	7.69
Total			26	100

**APPENDIX F: STUDENTS' SCORE PERCENTAGE IN PRESENT
CONTINUOUS TENSE**

No.	Classification	Score	Frequency	Percentage (%)
6.	Very Good	90 – 100	1	3.84
7.	Good	70 – 89	19	73.07
8.	Fair	50 – 69	4	15.38
9.	Poor	30 – 49	2	7.69
10.	Very Poor	10 – 29	0	0
Total			26	100

**APPENDIX G : STUDENTS' SCORE PERCENTAGE IN PRESENT
PERFECT TENSE**

No.	Classification	Score	Frequency	Percentage (%)
6.	Very Good	90 – 100	1	3.84
7.	Good	70 – 89	12	46.15
8.	Fair	50 – 69	4	15.38
9.	Poor	30 – 49	5	19.23
10.	Very Poor	10 – 29	4	15.38
Total			26	100

**APPENDIX H : STUDENTS' SCORE PERCENTAGE IN PRESENT
PERFECT CONTINUOUS TENSE**

No.	Classification	Score	Frequency	Percentage (%)
6.	Very Good	90 – 100	2	7.69
7.	Good	70 – 89	17	65.38
8.	Fair	50 – 69	5	19.23
9.	Poor	30 – 49	1	3.84
10.	Very Poor	10 – 29	1	3.84
Total			26	100

**APPENDIX I : STUDENTS' SCORE PERCENTAGE IN ENGLISH
TENSES**

No.	Classification	Score	Frequency	Percentage (%)
6.	Very Good	90 – 100	0	0
7.	Good	70 – 89	16	61.53
8.	Fair	50 – 69	3	11.53
9.	Poor	30 – 49	7	26.92
10.	Very Poor	10 – 29	0	0
Total			26	100

7. These apples.....very sweet

a. Is c. am

~~b. Are~~ d. do

8. There a cat, itlong soft fur.

a. Is-have ~~b. is-has~~

b. Are- have d. are-has

9. Those chairs..... very comfortable

a. Do not c. are not

b. Does not ~~c. is not~~

10. The car in the garage ?

a. Are c. am

~~b. Is~~ d. does

11. They..... Talking for the last hour

~~a. Have been~~ c. had been

b. Has been d. will be

12. She has been..... at that company for three years.

~~a. Worked~~ ~~b. working~~

b. Works d. is work

13. James..... teaching at the university since June.

a. Have been c. is

b. Had been ~~c. has been~~

14. We have been here for over two hours

a. Waits c. was wait

b. Wait ~~b. waiting~~

15. Why Nancy not been taking her medicine for the last three days?

- a. Have ~~X~~ had
X b. Has d. is

16 It raining heavily all day.

- a. Have been c. Has been
X b. Had been ~~X~~ Was

17. Recently, i..... feeling really tired

- a. Have been ~~X~~ Had been
X b. Has been d. will

18. He has been..... at the Library.

- a. Study ~~X~~ Studied
✓ ~~X~~ Studying d. is study

19. Have..... been exercising lately?

- ~~X~~ You c. she
✓ b. He d. Monica

20. have been playing football

- ~~X~~ They c. She
✓ b. He d. Marion

21. You have that movie many times

- X a. Seen ~~X~~ saw
b. See d. seeing

22 Steve has a new book.

- X a. Write c. written

b. Writes ~~X~~ writing

23. There many earthquakes in California.

a. Has been c. have been

~~X~~ ~~X~~ Had been d. was

24. Susan..... mastered Japanese, but She can communicate

~~X~~ Isn't c. Hasn't

~~X~~ b. Hadn't d. wasn't

25. Doctors have..... many deadly disease.

a. Cure c. is cure

✓ b. Cures ~~X~~ cured

26. Scientists..... split the atom

a. Has c. have

~~X~~ ~~X~~ Had d. was

27. Man has..... on the moon

✓ a. Walk c. walks

b. Walking ~~X~~ walked

28. Japanese has one of the most popular courses at the university since
the Asian program was established.

a. Becoming ~~X~~ become

✓ b. Becomes d. are becomes

29. Nobody has ever that mountain

a. Climb c. was climbed

~~X~~ ~~X~~ Climbing d. climbed

b. Look d. looked

37. We..... English at the moment

~~X~~ are studying c. studies

✓ b. Study d. is studying

38. Look ! she very fast.

a. Run c. runs

✓ ~~X~~ Is running d. are running

39. Be quite! The baby.....

a. Sleep ~~X~~ is sleeping

✓ b. Are sleeping d. is not sleeping

40. (At kitchen)

Falen : What are you cooking, mom?

Mother: a steak

✓ a. I grill c. I am not grilling

~~X~~ I am grilling d. am I grilling



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
 KONTROL PELAKSANAAN PENELITIAN



Nama Mahasiswa : DWI MUSDALIFAH
 NIM : 10535578514
 Judul Penelitian : "THE UNIVERSITY STUDENTS' ABILITY IN USING ENGLISH TENSES"
 Tanggal Ujian Proposal : 19/10/2018
 Tempat/Lokasi Penelitian : UNIVERSITAS MUHAMMADIYAH MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf Dosen
1	Kamis 20-10-2018	Membagikan Test		
2				
3				
4				
5				
6				
7				
8				
9				
10				

29 November 2018

Mengetahui,

Ketua Jurusan,
 Ghani Khaerati Syam, S.Pd., M.Pd
 NBM 977807

Kepala Sekolah,
 Erwin Alab, M.Pd., Ph.D
 NBM 860934



SURAT KETERANGAN PENELITIAN

Nomor : 0045/FKIP/05/A.5-VI/1/1440/2019

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : **Dwi Musdalifah**
NIM : 10535 5785 14
Jurusan : Pendidikan Bahasa Inggris

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan tahun pelajaran 2018/2019 terhitung sejak 17 November 2018 s/d 17 Januari 2019 dalam rangka penyusunan Thesis dengan judul:

"The University Students' Ability in Using English Tenses".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

02 Jumadil Awal 1440 H
Makassar, _____
08 Januari 2019 M

Dekan,
FKIP Unismuh Makassar,


Erwin Akib, M.Pd. Ph.D
NBM. 860 934

CURRICULUM VITAE



Dwi Musdalifah, was born in Tobadak, Regency of Middle Mamuju, West Sulawesi on September, 23rd1995. She is the second child of Fadhil and Wiwit. She has one young sister and two young brother, also has only one big brother. She is the students of English Department in Muhammadiyah University of Makassar.

She studied in elementary school, SDI 1 Tobadak and graduated, in 2008.

Then she continued her study in SMPN 5 Budong Budong, and finished in 2011.

She joined of scout as extracuriculer in Junior High School. She continued her study in SMA Negeri 1 Tobadak and join of OSIS and Scout. Furthermore she finished in 2014 and was accepted in Muhammadiyah University of Makassar as a students of English Department.