

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer would like to present some related theories dealing with the topic of the study, which is divided into three main parts, theory, review of the previous study and conceptual framework. These theories will give a great deal of information to this study.

#### **2.1 Theory**

##### **2.1.1 Tense**

###### **2.1.1.1 Definition of Tense**

When learning English, it obviously shows its difference with Indonesian language. At a glance, the sentence structure of English seems too hard to be comprehended because it has the complex one. It contrastly differs with Indonesian language which has no relation to time. However, English does. Tense is one of the topics of grammar in general. It is also one of important thing in leaning grammar. Lyons (1995:312) refers the word “tense” is derived ultimately from the Latin word “tempus” that have meaning “time”. In discussing about tense, it is not only focused on time of the situation that being described, but also discusses form of verb. McCawley (1991:8) says that, “tense are not feature by themselves but underlying verb.” It is also states by Declerck, et al. (2006) that tense is a kind of verb marker that is used to show the time of event. It means time (present, past, future) by changing the verb form. Swan (1980:604) states that “the verb-forms which show differences in time are called tense. Tense are formed either

by changing the verb (e.g. *know, knew; work, worked*) or by adding auxiliary verbs (e.g. *will know; have worked*).”

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

#### 2.1.1.2 Kind of Tense

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

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

However, other grammarian Chalker (1988: 75) have the perspective to divide tenses into present and past and that each of which may show a variety of aspects. This clearly indicates that grammarian has described and classified tenses in English based on various criteria. Based on the ideas above and ideas from different authors the writer would like to give some xamples related to tense as the followings :

## Examples

Tenses	examples
Simple Present	They Study English at this Campus
Present Continuous Tense	They are studying English at this Campus
Simple Past Tense	They studied English at this Campus last year
Present Perfect Tense	They have studied English at this Campus since last year
Simple Future Tense	They will study English at this Campus

## 2.1.1.3 Present Perfect Tense

## 2.1.1.3.1 The Meaning of Present Perfect Tense

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

Present Perfect Tense, in Oxford Learner Pocket (2008 : 347) defines as verb form which expresses an action done in a time period up to present, formed in English with have/has and past participle. It means present perfect tense is formed by combining a present-tense form of the auxiliary verb "have/has" with the past participle of the main verb. "*I have finished*" is an example of the present perfect tense. In this example, "have" is the auxiliary verb, whereas the past participle "*finished*" is the main verb.

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

#### 2.1.1.3.2 The Form of Present Perfect Tense

The present perfect tense is a rather important to learn for students because the students have to know the difference between the regular and irregular verbs. Some of the students are confused in using the present perfect tense. The problems come with the use of the tense. Frank (1992:77) states “structurally the term perfect signifies that a form of *have* accompanies a verb as an auxiliary”.

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

According to Thomson and Martinet (1986: 165) the present perfect tense is formed with the present tense of *have/has* + the past participle, for negative is formed by adding *not* to the auxiliary. The interrogative is formed by inverting the auxiliary and subject. And Azar (1993:161) said “the basic form of the present perfect tense: *has or have + the past participle*. Use *have* with I, We, You, They or plural noun (e.g. Students). Use *has* with she, he, it or singular noun (e.g. Mary). With pronoun *have* constructed to apostrophe to + s (s). In simple word, the present perfect tense is formed by using the auxiliary verb of *have* ( *have/has*) and the past participle from of the main verb (the form of regular and irregular

verb) and it is commonly accompanied by definite time words such as *since* and *for*.

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

### 1. Affirmative Sentence

- a. To make an affirmative statement of verbal sentence, we use the following formula:

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

- Example of affirmative sentence

Subject	have/has	past participle	
I	Have	Worked	since last year
You	Have	Watched	the movies
We	Have	Had	braekfast
Selly	Has	Studied	English
Fahri	As	Played	Football

- b. To make an affirmative statement of nominal sentences the following formula is used : S + have/has + been + ...

- Example of affirmative sentence with been

Subject	Have/has	Been		
You	Have	been	Here	since 1997
They	Have	been	to USA	since 1997
Mr. Brown	Has	been	in Japan	since 1997
We	Have	been	in your school	since 1997

## 2. Negative Sentence

- a. To make a negative statement of verbal sentence, we use the following formula: S + have/has + Past Participle + ...

- Example of negative sentence

Subject	have/has	Not	past participle	
You	have	not	watched	the movies
We	have	not	Had	eaten
Selly	Has	not	studied	English
Fahri	Has	not	played	football

## 3. Interrogative Sentence

- a. To make an interrogative affirmative statements of the verbal sentences, the following formula is used : Have/has + S + Past Participle?

- Example of interrogative sentence

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

- b. To make an interrogative affirmative statement of nominal sentence, the following formulates used : Have/has + S + been + .... ?

- Example of interrogative sentence with been

Have/has	subject	been		
Have	You	been	Here	since morning?
Have	They	been	to USA	
Has	Mr. Brown	been	in Japan	since 1997?
Have	We	been	in your school	

- c. To make an interrogative negative statement of verbal sentences, the following formula is used : Haven't/has't + past participle + ...?

- Example of interrogative negative sentence

Have/has	Subject	Past participle	
Haven't	You	Watched	the movies ?
Haven't	We	Had	breakfast ?
Hasn't	Selly	Studied	English ?
Hasn't	Fahri	Played	football ?

#### 2.1.1.3.3. The Usage of the Present Perfect Tense

Murphy (1994:16) reveals, “When we talk about period of time that continues from the past until now, we use present perfect.” The present perfect tense is used to talk about experience that has taken someones. And adverb of time to talk about experience are *ever and never*, beside that the present perfect tense is used to talk about an action which started in the past and continuous up to now, the adverb of time is often used with *since and for* that has the result in the present, the adverb of time often used is *just, already and yet*.

Swan (1987: 494) argues, “when we want to talk about action or situation, which started in the past and continued up to present to show the connection between past and present.” Furthermore, Swan (1980:495) states that: the use of the present perfect tense is to talk about past action which are not recent, but which are still with us part of our experience and knowledge. Here, the time expression used can be ‘indefinite’ and ‘definite’ as presented below :

1. The present perfect tense is often used with ‘indefinite’ time expressions which mean —*at any time up to now* or —*by now*. Example are: *ever, never, yet, already, before*. In negative sentences, when we say things that have not happened, *since and for* are often used.

E.g. *I haven't seen a film for weeks,*

*She hasn't written to me since September.*

2. Definite time expressions like *today, this week, this morning* are not often used with the present perfect when we talk about finished event. The present perfect is not used when are thinking about a particular finished point of time.

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

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

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

### **2.3 Review of Related Studies**

Here the writer will review some theses which are relevant to this study to make the study arrangement easier and to avoid repeating the same study. There are three previous kinds of researches that are used by the writer, they are:

Dermanto (2006) studied about The Mastery of Present Participle Used in the Sentences of the third year students of SMPN 2 Maumere in the school year 2005/2006. He only talks about present participle used as adjective, and present participle to replace a relative clause. The result of the study is that the third year students of SMPN 2 Maumere in the school year 2005/2006 were poor in mastery level of present participle used in sentences as adjective, while they were very poor in mastery of present participle to replace a relative clause. He concluded that they have not yet mastered the use of present participle in sentences.

Mamo (2006) has conducted A Study on the Ability in Using Present Perfect Tense of the third year students of SLTPK Adisucipto Penfui Kupang in the school year 2005/2006. The result of the study was the third year students of SLTPK Adisucipto Penfui Kupang were unable to use present perfect tense.

Aru (2011) has studied about The Ability in Using Present Perfect Tense of the second year students of SMPK Giovani Kupang in the school year 2010/2011. His results' study is the second year students of SMPK Giovani Kupang were not able to use present perfect tense in sentences correctly.

Pano (2005) has studied about A Study On the Ability To Use Present Perfect Tense in English Sentence of The Second year Students of SLTPK Adisucipto Penfui Kupang in the School year 2005/2006.

Moda (2012) has Studied about An Analysis on The Ability in Using Present Perfect Tense of The Second year students in SMPN 4 Kupang in The School year 2012/2013.

Based on the three previous studies, the writer is inspired to do a reaserch with the title ‘’A Study on the Ability in Using Present Perfect Tense of the Tenth Grade Students of SMK KENCANA SAKTI Kupang in the school year 2018/2019 ‘’

#### **2.4 Theoretical Framework**

There are four main skills of language such as, listening, speaking, reading, and writing. These skills are closely related one to another. Grammar, especially learning tense is one of the basic skills besides speaking, listening, reading and writing, which must be acquired by a learner of the English language and it is a language process requiring the understanding of written language. The conceptual framework are presented in details below:

