



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Diindungi Undang-Undang

**THE CORRELATION BETWEEN THE STUDENTS' KNOWLEDGE OF
PRESENT PERFECT AND SIMPLE FUTURE TENSE ON THEIR ABILITY
IN DOING CONVERSATION OF THE EIGHTH GRADE STUDENTS AT
*SMP NEGERI 3 CILIMUS - KUNINGAN***

THESIS

**Submitted to the English Education Department of Tarbiyah Faculty of Syekh
Nurjati State Institute for Islamic Studies in Partial Fulfillment of the
Requirements for Islamic Scholar Degree in English Education (S.Pd.I)**



Arranged by:

ADI WIJAYA SAPUTRA

Reg Number : 58430513

**THE ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY
OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES
CIREBON**

2013



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

ABSTRACT

ADI WIJAYA SAPUTRA: *The Correlation Between the Students' Knowledge of Present Perfect and Simple Future Tense on Their Ability in Doing Conversation of the Eighth Grade Students at SMP Negeri 3 Cilimus – Kuningan*

Many teachers have problem to teach speaking because of some reasons. First, many teachers teach English in serious atmosphere. They prefer spending the time in class reading textbooks and writing assignments. They rarely devote their time to speak the language. Therefore, students do not have enough chances to practice speaking in the classroom. Furthermore, many English teachers have limited references and experiences in providing speaking activities in the classroom. Therefore, students do not pay attention to the activities as they do not enjoy the class. So that, the quality of teaching English in every level of education always gets a big attention. By choosing the right and suitable approach or method, it will facilitate in learning of English language skills.

Practicing is necessary in learning second language. Conversation is one way to help students for speaking, because speaking is considered by many to be the single most important aspect of foreign language learning.

The aims of the research are to know the students' knowledge of present perfect tense, to know the students' knowledge of simple future tense, and to know if there is positive and significant Correlation Between the students' knowledge of simple perfect and simple future tense on their ability in Doing conversation.

The approach of the research in writing this thesis is using quantitative approach. It means that the data which will be achieved in particular forms are simplified by number, consequently, they can be measured and interpreted by means of using statistical analysis. The techniques of collecting the data is by using test. The population of the eighth grade students is in number of 128 students. Because he number of population is more than 100 students, so the sample was taken 25% from the number of population namely, $25/100 \times 128 = 32$ students. The sample was taken at purposive of 4 classes. The writer took 8 students from each class. Consist 4 male students and 4 female students.

The analysis of data obtained correlation coefficient of 0,60, the value is included into a sufficient correlation. And determination coefficient shows 36%, while 64% is determined by the other factor. In short, it can be considered that there is a correlation between the students' knowledge of present perfect and simple future tense on their ability in Doing conversation. The analytical results obtained by testing the hypothesis H_0 is rejected and H_a is accepted so that it can be concluded that there is the correlation between the students' knowledge of present perfect and simple future tense on their ability in Doing conversation.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

RATIFICATION

This is to certify that the thesis entitled "*The Correlation Between the Students' Knowledge of Present Perfect and Simple Future Tense on Their Ability in Doing Conversation of the Eighth Grade Students at SMP Negeri 3 Cilimus – Kuningan*" written by Adi Wijaya Saputra, (Reg. Numbers 58430513) was examined and approved on 16th August, 2013 by the Board of Examiner.

	Date	Signature
The Chairwoman of English Education Department, <u>Dr. Hj. Huriyah Saleh, M.Pd</u> NIP.19610112 198903 2 005	<u>26-08-2013</u>	
The Secretary of English Education Department, <u>Sumadi, SS. M.Hum</u> NIP. 19701005 200003 1 002	<u>26-08-2013</u>	
Examiner I, <u>Dr. Hj. Huriyah Saleh, M.Pd</u> NIP.19610112 198903 2 005	<u>20-08-2013</u>	
Examiner II, <u>Sumadi, SS. M.Hum</u> NIP. 19701005 200003 1 002	<u>21-08-2013</u>	
Supervisor I, <u>Mustopa, M.Ag</u> NIP. 19660815 200501 1 003	<u>22-08-2013</u>	
Supervisor II, <u>Dra. Hj. Amroh Umaemah</u> NIP. 19661214 199303 2 003	<u>22-08-2013</u>	



Acknowledged by,
The Dean of Tarbiyah Faculty

Dr. Saefudin Zuhri, M.Ag
NIP. 19710302 199803 1 002



PREFACE

In the name of Allah, Most Gracious. All Praises and thanks belong to Allah, The Lord of the Universe. And thanks to his permission, the writer has been capable of doing research and finishing this thesis. My invocation and safety always be given to the Prophet Muhammad SAW, to his family, his companions and up to us as his followers till the end of the world.

This thesis entitle in: *The Correlation Between the Students' Knowledge of Simple Perfect and Simple Future Tense on Their Ability in Doing Conversation of the Eighth Grade Students at SMP Negeri 3 Cilimus – Kuningan* is simpleed to fulfill one of the Requirements to achieve Islamic scholar in English Education Degree (**S.Pd.I**) at English Department of **Tarbiyah** Faculty of *Syekh Nurjati* State Institute for Islamic Studies (**IAIN**) **Cirebon**.

In composing this thesis, there are so many persons who have participated, helped, advised directly or indirectly. So, in this opportunity the writer would like to convey sincerely profound thankfulness and gratitude to:

1. Prof. Dr. H. Maksum Mukhtar, MA, the Rector of *Syekh Nurjati* state Institute for Islamic Studies.
2. Dr. Saefuddin Zuhri, M.Ag, the Dean of Tarbiyah Faculty of *Syekh Nurjati* state Institute for Islamic Studies.
3. Dr. Hj. Huriyah Saleh, M.Pd, Chairwoman of English Education Department of *Syekh Nurjati* state Institute for Islamic Studies.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

4. Sumadi, SS., M.Hum, Secretary of English Education Department of *Syekh Nurjati* state Institute for Islamic Studies.
5. Mustopa, M.Ag, First Supervisor.
6. Dra. Hj. Amroh Umaemah, Second Supervisor.
7. Drs. H. Yusuf Khan, M.M.Pd, the Headmaster of *SMP Negeri 3 Cilimus – Kuningan* who has permitted me to do research and observation at school.
8. Sri Rohmawati, S.Pd, the English teacher of *SMP Negeri 3 Cilimus – Kuningan* who has given some information and permitted me to observe the process of teaching and learning.
9. All of the teachers and staff of administration of *SMP Negeri 3 Cilimus – Kuningan*.
10. And all people including the writer's friends who cannot be mentioned here.

The writer realizes that this thesis is still far of being perfect and there are many mistakes either in arrangement or in the content. So, the writer is widely opened to receive any criticism and suggestion to make this thesis better for the future.

Finally, the writer does hope this thesis will be a valuable thing to the readers, especially, for the writer herself and for English Education Department of **Tarbiyah** Faculty of *SyekhNurjati* state Institute for Islamic Studies (**IAIN**) **Cirebon**.

Cirebon, July 2013

The Writer



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

TABLE OF CONTENTS

PREFACE

TABLE OF CONTENTS.....	iii
THE LIST OF TABLES.....	v
THE LIST OF APPENDIXS.....	vi
CHAPTER I INTRODUCTION.....	1
A. The Background of The Problem.....	1
B. The Identification of The Problem.....	8
C. The Limitation of The Problem.....	9
D. The Questions of The Research.....	10
E. The Aims of The Research.....	10
F. The Usefulness of The Research.....	11
CHAPTER II THEORETICAL FOUNDATION.....	12
A. The Nature of Present Perfect Tense.....	12
B. The Nature of Simple Future Tense.....	21
C. Conversation.....	24
D. The Framework of Thinking.....	29
E. The Hypothesis of the Research.....	31
CHAPTER III THE METHODOLOGY OF THE RESEARCH	32
A. The Objective of the Research.....	32
B. The Place and Time of the Research.....	32



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

C. The Method of the Research.....	33
D. The Variables of the Research.....	33
E. The Population and Sample of the Research.....	33
F. The Technique of Collection the Data.....	36
1. The Trial Instrument.....	36
2. The Technique of Collection the Data.....	42
G. The Technique of Analysis the Data.....	44
1. Prerequisite Test Research.....	44
a. Normality Test.....	44
b. Homogeneity Test.....	45
2. Test of Hypothesis.....	45
H. Statistical Hypothesis.....	51

CHAPTER IV RESEARCH FINDINGS

A. Description of Data	
1. The Result of Students' Knowledge of the Present Perfect and the Simple Future Tense.....	52
2. The Result of the Students' Ability in Doing Conversation.....	54
B. Data Analysis.....	56
1. Residual Normality Test.....	56
2. Homogeneity.....	57
3. Hypothesis Tesing.....	58
C. Discussion.....	62



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

CHAPTER V CLOSING.....	64
A. Conclusion.....	64
B. Suggestion.....	65

BIBLIOGRAPHY

APPENDIX



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

CHAPTER I

INTRODUCTION

A. The Background of the problem

Indonesia is an archipelagous country has so many ethnic groups that are rich with cultures, customs, languages, and so forth of which they are different each other. For example, Javanese ethnic group and Sundanese ethnic group that has Javanese and Sundanese occupies Java Island. The people who live in West Java in general use Sundanese and the people who live in East Java and Central Java in general use Javanese. And the other big islands like Sumatera, Kalimantan, Sulawesi, Irian, and so forth are occupied by the different ethnic groups which also have different languages, cultures, customs, and so forth. Such an existence almost never found in the other countries all over the world. Honestly speaking, the existence of the ethnic groups like that is supposed to be the pride of the Indonesian country.

Although the country of Indonesia has a different language and ethnic group, the people and the ethnic groups of Indonesia remains feeling united by having one language namely, Indonesian. They do not get difficulties for communication although they have different ethnic groups and languages because they use the same language namely, Indonesian. Indonesian had been declared in the Youth Pledge on October 28, 1928 so far before the Proclamation of Indonesia.



The contents of The Youth Pledge are:

We sons and daughters of Indonesia acknowledge that the have one nation the nation of Indonesia.

We sons and daughters of Indonesia acknowledge that the have one language the language of Indonesia.

We sons and daughters of Indonesia acknowledge that the have one fatherland the fatherland of Indonesia

The people of Indonesian have the Coat of Aims namely, “Bhineka Tunggal Ika” it means “Unity in Diversity”. This is in accordance with the third principle The Philosophical Basis of the State namely, “The Unity of Indonesia”.

The contents of The Philosophical Basis of the State are:

1. Belief in the One Supreme God.
2. Just and Civilized Humanity.
3. The Unity of Indonesia.
4. Democracy Wisely Led by the Wisdom of Deliberations among Representatives.
5. Social Justice for the whole of the People of Indonesia.

Every nation or country certainly has different philosophy that one another will not be the same. However, principally the nation is human beings, of course, they have humane living things that differentiates them from the other creatures. And all activities that they do certainly use a tool that has been discussed before namely, language. English is not only as an International language but it is also as a national language. As an International language



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

because the nations all over the world of non-English native speakers had committed for using English as the only tool of communication between or among themselves, for example, in the diplomatic communication between or among the country. As National language, English is a language used by the countries like England, The United States of America, Canada, Australia, and New Zealand. So geographically, the existence of English can go around the world. That is why, it is very natural if English had been committed as the only tool of communication between or among the nations of non-English native speakers all over the world. There is no any language can go around the world naturally like English.

English is an International language. It has been proven that all of the nation all over the world of non-English native speaker does not get difficulties to communicate between or among the nations because they have committed for using English. The nations all over the world of non-English native speakers will learn English for the sake of the progress of the nations. For example, in Indonesia English is supposed to be the school subject that is given from the early ages of the children until universities. It means the government of Indonesia through the Nation Education Ministry very care about the progress of the children of the nations in order not to be left behind from the other nations in achieving knowledge and science, technology, and know more about the world.

Basari (2000:21) defines that speaking is a complex skill requiring the simultaneous use of number of different abilities which often develop at different



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

rates. Either four or five components are generally recognized in analyses of speech process: pronunciation, grammar, vocabulary, fluency and comprehension. Misa (2012:9) defines that for study speaking not only focus in book don't care students understand or no. in addition teacher is rarely taught strategy of speaking in particular short and long.

Many teachers have problem to teach speaking because of some reasons. First, many teachers teach English in serious atmosphere. They prefer spending the time in class reading textbooks and writing assignments. They rarely devote their time to speak the language. Therefore, students do not have enough chances to practice speaking in the classroom. Furthermore, many English teachers have limited references and experiences in providing speaking activities in the classroom. Therefore, students do not pay attention to the activities, as they do not enjoy the class.

Ali's research (2009) was about The Role-Play as the Method of Teaching for Speaking English Competence. According to Ali, In learning English the students get some difficulties, especially in speaking aspect. They confused to express their idea through speaking. They did not know what they should say. In this problem is needed the teacher's role. The teacher has to have a very clear plan and structure for their lessons to initiate small group talk successfully. The teacher should choose the appropriate methods in teaching speaking. The teacher should apply the appropriate methods. There are some methods of teaching. The teacher sometimes feels confuse to choose the teaching



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

method that is suitable with the learners needs. Choosing inappropriate method of teaching can cause the learning process does not reach the goal of learning.

The method of role-play for teaching speaking English can stimulate and motivate the students' improving, interesting in learning English especially in learning speaking aspect. The student are hoped can understand what the teacher taught. It is better for the teacher not to barden the student with the obligation to understand and master every material. But the teacher should be a wise teacher who give the best guidance by the appropriate methode, specially in speaking learning. The students face some problems in spaeking aspect. It is becouse of English in not their dialy language.

Riska's research (2011) was about The Correlation between Learning English Pronunciation on Students' Speaking Skill at the Eight Year Students of MTsN 1 Cirebon. According to Riska, there are many difficulties when students begin to speak English. Phonetic error, stress and intonation often occurred that caused the message was conveyed. In other cases, there are many mistakes who do not like a native speakers so disturbing listener comprehension.

After knowing some student's difficulties in learning English speaking, in the researcher tried to give some treatments so that they will facing English speaking study. In addition, the students freely to express their ability to speak English. Likewise, with the students of SMPN 3 Kuningan, they learn about four skills. One of them is speaking. According to the teacher, the skill of speaking



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

still low because students assumed that it is difficult. They feel easier in reading or listening.

Rendi's research (2011) was about The Correlation between the Students' Knowledge of Simple Present Tense and Present Continuous Tense on Their Ability of Writing a Daily Activity at the Eighth Grade Students of SMP Negeri 1 Cilimus. According to Rendi, learning not only about science, but many knowledge should be know by human life, like language. Language is a symbol of human thinking, though language the human can do anything based on their thinking, like give an information, to communicate with tourist and many else.

In the fact, the English learning cannot effective if is not in daily activity, because the language can be fluent if used in daily activity and ever time. So, special place, friends to communicate or English communicate or English community for learning are necessary. In here the student learning English every time for learning English, to get English speaking fluently.

To know the real process of teaching and learning of English in the Eighth grade students at *SMP Negeri 3 Cilimus*, the writer has done observation on (January 7th 2013) by visiting the school and observing directly the process of teaching and learning in the classroom the writer found out the students' ability in speaking English. Most of them are very poor in speaking; even some of them did not want to speak at all. The writer also found out the books which are used by students, the teacher, and the method of teaching which was used by the teacher in the process of teaching and learning.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

The observation was carried out on (January 7th 2013). Most of the students of *SMP Negeri 3 Cilimus*, although not all of them are not able to speak English. This students' ability in speaking is probably because they do not know what they have to say, or they are afraid to make mistake in speaking. Even in the process of teaching and learning in the classroom they probably make a lot of mistakes in writing.

As a matter of fact, learning English is not an easy thing and needs a continuous long time enough. This thing can be seen from the reality that the students who learn English at schools both in Junior High Schools and Senior High Schools or the graduates, they can be categorized having not been able to use English both in writing and especially, in oral. The Eighth grade students at *SMP Negeri 3 Cilimus*, they always get difficulties when learning tenses especially, present perfect and simple future tense. It had been proved that they made many mistakes when the teacher gave exercises about tenses to them especially, present perfect and simple future tense. Such learning difficulties interested the attention of the researcher for doing research in this school with the purpose to help overcome their learning difficulties about tenses especially, present perfect and simple future tense and then were developed with the ability of the students in speaking. These things become the reason for the researcher to give the title of the thesis namely, "The Correlation between the Students' Knowledge of Present Perfect and Simple Future Tense on Their Ability in Doing Conversation of the Eighth Grade Students at *SMP Negeri 3 Cilimus*".



B. The Identification of the Problem

The identification of the problem in writing this thesis is as follows:

1. The Field of the Research

The field of the research in writing this thesis is grammar. However, it is only discussing about tenses focusing on present perfect and simple future tense with purpose to help the students be able to speak between or among them. There are only two kinds of tenses that are always used in the process of speaking. Meanwhile, the other forms of tenses are used in accordance with the events or the actions that happen.

2. The Kinds of the Problem

The kind of the problem in writing this thesis can be seen from the reality that the Eighth grade students at *SMP Negeri 3 Cilimus* always got difficulties when learning tenses. It had been proved that they made many mistakes when the teacher gave exercises about tenses to them. Such learning difficulties were supposed to the kind of the problem in writing this thesis.

3. The Main Problem

As having been discussed above that, the students still got difficulties when learning tenses. English has many kinds of tenses such as: present tense, Present Perfect, Simple future, Past tense, Simple Present Continuous, and so forth. The wrier just focused on discussing about the students got difficulties when learning two kinds of tenses



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

namely, present perfect and simple future tense. This thing was becomes the main problem in writing this thesis.

C. The Limitation of the Problem

Any language exciting in the world has absolutely the rules of a language and a system of writing and pronouncing the words that are different one another. English has so many rules of language besides a system of writing and pronouncing the words of which for those of non-English native speakers feel very confusing. Learning language means learning the rules of the language themselves and a system of writing and pronouncing the words. Both components of language generally confuse the students in learning language so that they make many mistakes when using language that they learn whether in writing or especially, in oral.

In writing language, the rules of language will be more important rather than pronouncing the words and to have the ability of speaking the correct pronunciation of the words plays a very important role in order that it can be understood by the listeners and the people to with the speaker whom speaks. However, the ability of pronouncing the correct words have also be supported by knowledge about the rules of language. In this case he writer only gave the rules of language about tenses with concentration on present perfect and simple future tense to improve vocabulary in order that the students are able to



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

speak not only with their schoolmates but also with anyone who can speak English.

D. The Questions of the Research

The questions of the research in writing this thesis are as follows:

1. How good is the students' knowledge of present perfect and simple future tense?
2. How good is the students' ability in doing conversation?
3. How far is the correlation between the students' knowledge of present perfect and simple future tense on their ability in doing conversation?

E. The Aims of the Research

The aims of the research in writing this thesis are as follows:

1. To know the students' knowledge of present perfect and simple future tense.
2. To know the students' ability in doing conversation.
3. To know the correlation between the students' knowledge of present perfect and simple future tense on their ability in doing conversation.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

F. The Usefulness of the Research

The usefulness of the research in writing this thesis is hoped that it can help the students have knowledge about tenses especially, present perfect and simple future tense. Then it is developed for increasing their ability in doing conversation.



BIBLIOGRAPHY

- Arikunto, Suharsimi. 1991. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: PT. Bumi Aksara.
- Arikunto, Suharsimi. 2005. *Prosedur Penelitian Suatu Pendekatan Praktik (Edisi Revisi)*. Jakarta: PT. Bumi Aksara.
- Arikunto, Suharsimi. 2006. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: PT. Bumi Aksara.
- Azar, Betty Schramper. 1992. *Fundamentals of English Grammar*. Prentice-Hall, Inc.,
- Basari, Teddy. 2000. *Testing English as a Second Language*. Bandung: Pustaka Setia.
- Bram, Joseph. 1955. *Language and Society*. New York: Random House.
- Brown, Roger. 1958. *Words and Things*. New York: Free Press.
- Dinas Pendidikan Pemuda dan Olahraga Kabupaen Kuningan, May 2011
- Devito, Joseph. 1970. *The Psychology of Speech and Language: An Introduction to Psycholinguistics*. New York: Random House.
- Gronlund, E. Norman. 1968. *Constructive Achievement Tests* (Third Edition). The United States of America: Prentice Hall, Inc. Englewood Cliffs, N. J. 07632.
- Harmer, Jeremy. 2007. *How to Teach English*. England: Pearson Education Limited.
- Heffernan, James A.W. and Lincoln, John E. 1982. *Writing: A College Handbook*. USA: W.W. Norton & Company, Inc.
- Hornby, A. S. 1995. *Oxford Advanced Learners's Dictionary of Current English*. New York: Oxford University Press.
- Huges, John P. 1962. *The Science of Language: An Introduction to Linguistics*. New York: Random House.
- M. Paikeday Thomas. 1976. *Compact Dictionary of Canadian English*. Toronto: Hort Rinchart and Winston of Canada.
- Murphy, Raymond. 1987. *English Grammar in Use*. New York: Cambridge University Press



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

- Murphy, Raymond. 1990. *Essential Grammar in Use*. New York: Cambridge University Press
- Nawawi, Hadari. 1995. *Metode Penelitian Bidang Sosial*. Yogyakarta: Gajah Mada University Press.
- NN. <http://carapedia.com/pengertian definisi belajar menurut para ahli info499.html>. Download: Sunday, 14 October 2012 at 11:45 pm.
- NN. <https://www.tusculum.com/search/publicspeaking/speaking+rubric>. Download: Friday, 4 January 2013 at 10:20 pm.
- Kamus Besar Bahasa Indonesia*. 1990. Jakarta: Balai Pustaka.
- Riduwan. 2006. *Belajar Mudah Penelitian*. Bandung: Alfabeta.
- Sudijono, Anas. 2009. *Pengantar Evaluasi Pendidikan*. Jakarta: Raja Grafindo persada.
- Sudjana, Nana. 1995. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- Sudjana. 2001. *Teknik Analisis Regresi dan Korelasi Bagi Para Peneliti*. Bandung: Tarsito.
- Sudjana. 2005. *Metoda Statistika*. Bandung: Tarsito.
- Sugiyono. 2007. *Metode Penelitian Administrasi*. Bandung: Alfabeta.
- Sugiyono. 2008. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
- Sugiyono. 2009. *Statistika untuk Penelitian*. Bandung: Alfabeta.
- Sapir, Edward. 1921. *Language: An Introduction to the Study of Speech*. New York: Harcourt, Brace & World.
- Swan, Michael. 1996. *Practical English Usage*. New York: Oxford University Pres
- Thomson, A.J. and Martinet A.V. 1995. *A Practical English Grammar*. New York: Oxford University Press.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Thornbury, Scott. 2006. *How to Teach Speaking*. England: Pearson Education Limited

Wren, P.C. and Martin, H. 2004. *English Grammar & Composition*. New Delhi: Ram Nagar.