

**THE EFFECT OF CONTEXTUAL
TEACHING AND LEARNING MODEL ON
STUDENTS' PRESENT PERFECT TENSE
MASTERY AT IX GRADE OF SMPN 10
PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfilment of the Requirement
of the Graduate Degree of Education (S.Pd) in English*

Written By:

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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2025

LETTER OF AGREEMENT

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Assalamu 'alaikum Warahmatullahi Wabarakatuh,

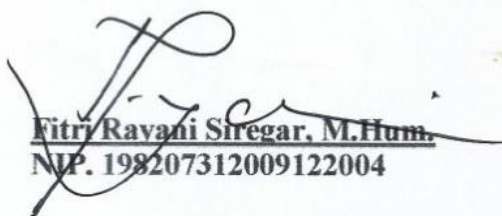
After reading, studying and giving advice for necessary revise on thesis belongs to Fitri Wahyuni Nasution, entitled "*The Effect of Contextual Teaching and Learning Model on Students' Present Perfect Tense Mastery at IX Grade of SMPN 10 Padangsidempuan*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you

Wassalamu 'alaikum Warahmatullahi Wabarakatuh

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it declarating to arrange own thesis without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan article 14 subsection.

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ABSTRACT

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This research discusses about the effect of Contextual Teaching and Learning Model on students' present perfect tense mastery at IX grade of SMPN 10 Padangsidempuan. The students' problems in this research are: 1) The students are not interested in learning English, 2) The students do not understand the meaning of vocabulary in the book, 3) The students do not understand the usage of present perfect tense, 4) The students do not master the formula of present perfect tense. The purposes of this research are to examine the students' present perfect tense mastery before learning by applying Contextual Teaching and Learning Model, to examine the students' present perfect tense mastery after learning by applying Contextual Teaching and Learning Model, and to examine whether there is significant effect of Contextual Teaching and Learning Model to the students' present perfect tense mastery. The kind of this research is experimental research with one group pre-test post-test design. The population of this research is all the IX grade students at SMPN 10 Padangsidempuan. The sample of this research is the grade IX-2 students that consist of 20 students. Furthermore, the used instruments in this research are multiple choice tests. The researcher used Product Moment formula to validate the instruments and Cronbach's Alpha formula to reliable the instruments. The researcher used t-test formula to count the hypothesis then found that the t count is 21.20 and t table is 2.02. The result shows that t count is higher than t table which means H_a is accepted and H_0 is rejected. Because H_a is accepted, the result of this research shows that there is significant effect of Contextual Teaching and Learning Model on students' present perfect tense mastery at IX grade of SMPN 10 Padangsidempuan.

Keywords : *Contextual Teaching and Learning Model; Present Perfect Tense Mastery.*

ABSTRAK

Nama : Fitri Wahyuni Nasution
NIM : 2120300063
Judul Skripsi : Pengaruh Model Pembelajaran Kontekstual pada Pemahaman
Tata Bahasa Present Perfect Tense di Kelas IX SMPN 10
Padangsidempuan

Penelitian ini membahas tentang pengaruh Model Pembelajaran Kontekstual terhadap penguasaan present perfect tense siswa kelas IX SMPN 10 Padangsidempuan. Permasalahan siswa dalam penelitian ini adalah: 1) Siswa kurang berminat dalam mempelajari bahasa Inggris, 2) Siswa kurang memahami makna kosakata dalam buku, 3) Siswa kurang memahami penggunaan present perfect tense, 4) Siswa kurang menguasai rumus present perfect tense. Tujuan penelitian ini adalah untuk mengetahui penguasaan materi present perfect tense siswa sebelum pembelajaran dengan menerapkan Model Pembelajaran Kontekstual, untuk mengetahui penguasaan materi present perfect tense siswa setelah pembelajaran dengan menerapkan Model Pembelajaran Kontekstual, dan untuk mengetahui apakah ada pengaruh yang signifikan antara Model Pembelajaran Kontekstual terhadap penguasaan materi present perfect tense siswa. Jenis penelitian ini adalah penelitian eksperimen dengan desain one group pre-test post-test. Populasi penelitian ini adalah seluruh siswa kelas IX SMPN 10 Padangsidempuan. Sampel penelitian ini adalah siswa kelas IX-2 yang berjumlah 20 siswa. Instrumen yang digunakan dalam penelitian ini adalah tes pilihan ganda. Peneliti menggunakan rumus Product Moment untuk memvalidasi instrumen dan rumus Cronbach's Alpha untuk reliabilitas instrumen. Peneliti menggunakan rumus t-test untuk menghitung hipotesis yang kemudian menemukan bahwa t hitung senilai 21.20 dan t tabel senilai 2.02. Hasil menunjukkan bahwa t hitung lebih tinggi dari t tabel yang berarti H_a diterima dan H_0 ditolak. Karena H_a diterima, hasil penelitian ini menunjukkan bahwa ada pengaruh yang signifikan dari Model Pembelajaran Kontekstual terhadap penguasaan present perfect tense siswa di kelas IX SMPN 10 Padangsidempuan.

Kata Kunci : *Model Pembelajaran Kontekstual; Penguasaan Present Perfect Tense*

خلاصة

اسم : فكري وهيوني ناسوتيون
رقم هوية الطالب : ٢١٢٠٣٠٠٠٦٣
عنوان الأطروحة : تأثير نموذج التعلم السياقي على فهم قواعد زمن المضارع التام في الصف التاسع بمدرسة بادانجسيدمبوان الثانوية الحكومية ١٠

المدرسة الإعدادية ١٠ تناقش هذه الدراسة تأثير نموذج التعلم السياقي على إتقان طلاب الصف التاسع في مدرسة بادانجسيدمبوان لزمن المضارع التام. وتمثلت مشاكل الطلاب في هذه الدراسة فيما يلي: (١) ضعف اهتمامهم بتعلم اللغة الإنجليزية، (٢) عدم فهمهم لمعنى المفردات في الكتب، (٣) عدم فهمهم لاستخدام زمن المضارع التام، (٤) عدم هدفت هذه الدراسة إلى تحديد مدى إتقان الطلاب لمادة المضارع التام قبل التعلم. إتقانهم لصيغة زمن المضارع التام بتطبيق نموذج التعلم السياقي، وتحديد مدى إتقانهم لها بعد التعلم بتطبيق نموذج التعلم السياقي، وتحديد ما إذا كان هناك تأثير كبير لنموذج التعلم السياقي على إتقان الطلاب لمادة المضارع التام. هذا النوع من البحث هو دراسة شملت عينة الدراسة جميع طلاب الصف التاسع في مدرسة. تجريبية بتصميم مجموعة واحدة لاختبار قبلي وبعدي بادانجسيدمبوان. وبلغت عينة الدراسة ٢٠ طالبًا من الصف التاسع إلى الثاني. استخدمت المدرسة الإعدادية ١٠ الباحثة اختبار اختيار من متعدد. واستخدمت الباحثة صيغة "الحظة المنتج" للتحقق من صحة الأداة، ومعادلة ألفا كرونباخ للتحقق من ثباتها. كما استخدمت الباحثة صيغة اختبار "ت" لحساب الفرضية، حيث وجدت أن قيمة "ت" الجدولية، مما يعني ر أكبر من قيمة ر أظهرت النتائج أن قيمة. المحسوبة كانت ٢١.٢٠، وقيمة "ت" الجدولية ٢.٠٢ مقبولة، تشير نتائج هذه الدراسة إلى وجود تأثير كبير فرضية بديلة ولأن. فرضية العدم ورفض فرضية بديلة قبول ١٠ المدرسة الإعدادية لنموذج التعلم السياقي على إتقان طلاب الصف التاسع لزمن المضارع التام في مدرسة بادانجسيدمبوان.

الكلمات المفتاحية : نموذج التعلم السياقي؛ إتقان المضارع التام

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises due to Allah SWT, the almighty who has provided all my life's necessities so I can complete this thesis entitled “The Effect of Contextual Teaching and Learning Model on Students’ Present Perfect Tense Mastery at the IX Grade of SMPN 10 Padangsidempuan”. Then, pray along with greetings to the spirit of our prophet Muhammad SAW who has brought us into islamiyah era.

I am proud to say how valuable the participations of institutions, lecturers, family, and all friends that have been in the process that I have gone through to get to this point. In this occasion, I would like to express my gratitude and immortalize their names in my precious work.

1. Mrs. Fitri Rayani Siregar, M.Hum., my first advisor who has given a lot of direction and motivation in the process of completing this thesis. May Allah always give health and blessings in her life.
2. Mrs. Sri Rahmadhani Siregar, M.Pd., my second advisor also has given me a lot of guidance and new knowledge during the process of writing this thesis. Her spirit and enthusiasm in motivating me in completing this thesis will always be remembered in my memory. Thanks for supporting me, ma’am.
3. The Rector and Vices of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, that has accepted the researcher as the one who studied in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

4. The Dean of Tarbiyah dan Teacher Training Faculty and vises that created great activities entire the faculty to improve students' insight and achievement.
5. All lecturers and all the academic civities of UIN SYAHADA Padangsidimpuan who have given so much knowledge and helped during I studied in this university.
6. Mrs. Dr. Eka Sustri Harida, M.Pd., who also gives me a lot of knowledge and explained every question that confused me in writing this thesis.
7. My mother, the person whom I love the most, Mrs. Minta Hara Ritonga. I can not imagine what I would be like if you did not fight for me. Thanks for all your affections and sincere love. May Allah always give health and fortune to you where I can fight for your happiness. I love you more than thousand, my mom. Then also my late Father, Ali Nurdin Sehat Nasution and my late stepfather, Open Sitorus which also the reason how I am now.
8. My gratitude also goes to my siblings. Especially my brother, Julpatli Nasution, who is a big reason why I can go to campus, get to know my lecturers and friends. Thanks for helping me financially so that I can feel the excitement of university life. I can not describe how proud I am of you. Of course, also my brothers, Marihot Nasution and Marada Nasution. Then also, Cinda Sitorus, my young sist whom I love very much. Thanks for being my best friend, someone who I feel comfortable expressing stories from my point of view.

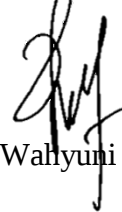
9. My relatives in Padangsidempuan, precisely in Ujunggurap village. My aunt, Salbiana Ritonga, an aunt who is willing to accept me as part of her family in her house. Thanks for giving me attention like a mother, and supporting me in this lecture. Also, my sister, the daughter of my aunt, Nurhamna Dalimunthe, S.H, thanks for the support and motivation so that I am enthusiastic about pursuing my education. May Allah give me strength and sustenance so that I can repay your kindness.

10. To my fellow students of TBI 1 and TBI 2. Thanks for accompanying my days in this study. I will never forget all our jokes and togetherness. You have a precious place in my heart like my own family. May we graduate with the best grades and achieve our dreams.

I realize that nothing is perfect in this world, including my thesis. I would be very happy if there were criticisms and suggestions as lessons for writing the next scientific work. Thanks for all the attention.

Padangsidempuan, 10 March 2025

Researcher



Fitri Wahyuni Nasution

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Grammar is one of the language components that is very essential in overall skills of language. It is very important because it is the structure that used to make a sentence. According to Greenbaum and Nelson, grammar is a collection of rules that enables to create sentences¹. Then, Yuspik et.al define grammar as the composition or the way for expressing thoughts by using the symbols of language to be understood easily which requires the usage of sentences' rules or standard forms which commonly used by the native speaker hereditary². From these definitions, it can be said that grammar is the language component that should be mastered to have good understanding of people's statement.

English is important language to learn. This language is one of the important subjects that is learned in the junior high school curriculum. The ability of using English becomes one of the keys to achieve the chance of education and occupation more spacious in the globalization era. One of the important aspects in learning English is grammar mastery.

Present perfect tense is one of the important materials in grammar that is learned in junior high school at the IX grade. This material learns about how to use verb three to show action that happened in the past but still relates to the

¹ Gerald C Nelson and Sidney Greenbaum, *An Introduction to English Grammar*, (3rd ed; London: Routledge, 2013), pg. 1. <https://archive.org/details/AnIntroductionToEnglishGrammarCopy>.

² Yuspik, Hariyanto, and Rija Dwiyo, *Tenses Buku Mudah Memahami Tenses Bahasa Inggris (Bahasa Inggris Rasa Coklat)*, (Malang: PT. Literasi Nusantara Abadi Grup, 2023), pg. 1. <https://penerbitlitnus.co.id/portfolio/tenses-buku-mudah-memahami-tenses-bahasa-inggris-bahasa-inggris-serasa-coklat-2/>.

current time. Mastering present perfect tense can help students to use English more effectively.

Present perfect tense mastery at the IX grade of SMPN 10 Padangsidempuan is still low. This is known from observation that was done in the SMPN 10 Padangsidempuan which many of the IX grade students still do not get maximal score even though the students have been taught by the teacher. One of the problems that found is less of mastering the vocabularies which made students difficult to understand present perfect tense. Students also still get confusion in the usage of present perfect tense. Many students still do not understand when and how the present perfect tense good to use in some contexts which led them to use this tense incorrectly. Furthermore, students also do not master present perfect tense formula well. This condition lead them to form the sentences incorrectly.

The students' problems in learning the lesson material can be minimized by using appropriate teaching model. The teaching model can help teacher in forming the process of learning effectively. Trianto in Affandi et.al book explains that learning model is a pattern that used as a guidance in planning the learning process in the class¹. The Learning model refers to the big framework that will be used, including teaching objectives, stages in learning activities, learning environment, and classroom management. It can be concluded that learning model is covering the whole learning process in the class.

There are some kinds of teaching and learning models that can help both teacher and students in the teaching and learning process. One of them is

¹ Muhamad Afandi, Evi Chamalah, and Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah*, (Semarang: Unissula Press, 2013), pg.15. [http://research.unissula.ac.id/file/publikasi/211313015/9230susun_isi_dan_daftar_pustaka_buku_modeledit .pdf](http://research.unissula.ac.id/file/publikasi/211313015/9230susun_isi_dan_daftar_pustaka_buku_modeledit.pdf).

contextual teaching and learning model. Johnson claims that contextual teaching and learning is the educational system to facilitate students in finding the meaning from academic material by relating material to the context of everyday life which includes the background of one's social, cultural, and personal situations². Then, Simeru et.al also give the explanation that state contextual teaching and learning is a learning model that in the process emphasizes ability to connect academic aspects conceptual with a practical and holistic life context³. This model is believed that students will be able to apply the knowledge in real situation. Therefore, it can be said that this model is effective way to make easier for students in understanding academic material by connecting lesson to real-world context.

Other effective teaching and learning model is direct instruction model. Arends in Hunaepi et.al utters that direct instruction model is teaching model where teachers structure the learning objectives and transform the informations or skills to students directly⁴. This model is believed to helps students to learn the basic skills and get information which can be taught step by step.

The next effective model is problem based learning. Syamsidah and Suryani argue that problem based learning is the learning model that involves the learning

² Elaine B. Johnson, *Contextual Teaching and Learning: What It Is and Why It's Here to Stay*, (Thousand Oaks, Calif: Corwin Press, 2002), pg. 24. <https://archive.org/details/contextualteachi000john>.

³ Arden Simeru et al., *Model-Model Pembelajaran* (Jawa Tengah: Lakeisha, 2023), pg. 83. <http://repo.bunghatta.ac.id/16399/1/eBook%20Model-model%20Pembelajaran%20%281%29.pdf>.

⁴ Hunaepi, Taufik Samsuri, and Maya Afrilyana, *Model Pembelajaran Langsung "Teori dan Praktik"*, (Mataram: Duta Pustaka Ilmu, 2014), pg. 56. <https://online.fliphtml5.com/fgxqg/bxkn/>.

objectives to solve problems by using some steps of scientific method⁵. This model is believed to produce students' abilities in getting knowledges from the problem and making students possess the skills in solving the problem.

Cooperative model is also included as effective model. Helmiati mentions that cooperative model is the way of learning model which is implemented in group to construct the concepts and solve the problem together⁶. This model is expected in maximizing students' learning to increase students' achievement individually or collectively.

Portofolio based learning is also stated as effective teaching and learning model. Budiono in Taniredja et al book avow that portofolio based learning is a learning model that is constructed to ease students' understanding in mastering theory through empirical practice learning experiences⁷. This model is believed to help students understand the lesson material deeply.

There are many kinds of teaching and learning model. In this study, researcher chose to implement the contextual teaching and learning model to solve students' problems in mastering present perfect tense. Many people have used this model successfully in mastering learning material which one of them is research that has done by Umami that found the result of this model bring improvement for mastering grammar. This is known from the mean score of cycle

⁵ Syamsidah and Hamidah Suryani, *Buku Model Problem Based Learning (PBL) Mata Kuliah Pengetahuan Bahan Makanan*, (Yogyakarta: Deepublish, 2018), pg. 9. https://eprints.unm.ac.id/9011/1/Buku%20Model%20Problem%20Based%20Learning_Watermark.pdf.

⁶ Helmiati, *Model Pembelajaran*, (Yogyakarta: Aswaja Pressindo, 2012), pg. 36. <https://fliphtml5.com/ccwxt/wzcc/basic>.

⁷ H. Tukiran Taniredja, Efi Miftah Faridli, and Sri Harmianto, *Model-Model Pembelajaran Inovatif*, (Bandung: Alfabeta, 2011), pg. 8. <http://repository.uinsu.ac.id/2575/2/finish.pdf>.

is 24.65 becomes 28.65 in cycle 1 and cycle 2⁸. This means that contextual teaching and learning can improve students' grammar mastery.

This model is not only good for teaching grammar field, but also good in teaching writing. This is proved by many researches, one of them is the research that has been done by Sulviana which using descriptive qualitative research. It found that the result of the research shows contextual teaching and learning model can make the students more engaged which increases students' interest in writing lesson⁹. Other research also done by Nurfadillah which using classroom action research found the percentage of student learning was 63% in cycle 1 while in cycle 2 was 93%¹⁰. Based on the result of these researches, those show that CTL model brings improvement for reading and writing skills.

Contextual teaching and learning model is also good in teaching listening and vocabulary. This is proved by Ghonivita et.al which using classroom action research where implementing three cycles found the mean score is 57.85 in cycle 1.73. 97 in cycle 2, and 81.11 in cycle 3¹¹. This means that contextual teaching and learning can improve students' understanding in listening and vocabulary.

⁸ Mashlihatul Umami, "Enhancing Students' Motivation and Achievement in Learning Grammar Through Contextual Teaching and Learning through Relating, Experiencing, Applying, Cooperating and Transferring (REACT) Strategy", in 4rd ELTLT International Conference, University of Semarang: English Language, Teaching, Literature, and Translation, 2023, pg 1. <http://e-repository.perpus.uinsalatiga.ac.id/16467/>.

⁹ Sulviana, "A Review on the Contextual Teaching and Learning Process Using Procedural Text Writing," in *Journal of Educational and Language Research*, Volume 2, December 2022, pg. 2. <https://www.bajangjournal.com/index.php/JOEL/article/view/5258/3947>.

¹⁰ Atika Nurfadila, "Empowering Reading and Writing Skills of Primary Students with Contextual Teaching Learning Approach," in *LADU: Journal of Languages and Education*, Volume 1, no. 2, 31 January 2022, pg 89–95. <https://doi.org/10.56724/ladu.v1i2.55>.

¹¹ Yeni Ghonivita, John Pahamzah, and Murti Ayu Wijayansti, "Improving Students' Listening Skill and Vocabulary Mastery through Contextual Teaching and Learning," in *Journal of English Language Teaching and Cultural Studies*, May, 22nd 2021, pg. 4. <https://eprints.untirta.ac.id/11356/1/SSRN-id3866515%20%281%29.pdf>.

Contextual teaching and learning model also gives positive impact on students' reading skill. This is proved by Yuliana et.al¹² which using qualitative method found that contextual teaching and learning model is effective that makes the learning process more fascinating. This is known from interview that was done by researchers.

Contextual teaching and learning model also good for teaching speaking. This is proved by Wulandari et.al¹³ which using collaborative classroom action research in two cycles is 73.10 in cycle 1 becomes 77.20 in cycle 2. This means that contextual teaching and learning model can improve students' skill in speaking.

Based on many previous researches that have proved the advantages of this teaching model on teaching English field of study, it can be said that this model is definitely able to solve students' problems in mastering English materials include present perfect tense. A lot of researchers have examined how the contextual teaching and learning model provides effective guidance for understanding the present perfect tense. One of them is the research that has done by Anden and Bunau with using classroom action research found the mean score of the test was 48.40 in cycle 1 becomes 70 in cycle 2¹⁴. This means that contextual teaching and

¹² Septi Yuliana, Ana Setyandari, and Sri Haryanti, "The Application of Contextual Teaching and Learning (CTL) in Teaching and Learning Reading for the Eleventh Grade Students of SMA N 1 Jatinom," in *Widya Wacana: Jurnal Ilmiah*, Volume 19, No. 1, February 28, 2024, pg. 21–26. <https://doi.org/10.33061/jww.v19i1.9437>.

¹³ Agustina Wulandari, Erni Yusnita, and Suci Nuralita Sari, "Developing English Speaking Material Based on Contextual Teaching and Learning (CTL) for Junior High School Students" in *Atlantis International Journal*, Volume 202, January 2021, pg. 8. <https://doi.org/10.2991/aer.k.210825.081>.

¹⁴ Carolin Dara Anden and Eusabinus Bunau, "Improving Students' Ability in Using Present Perfect Continuous Tense Through Contextual Teaching and Learning", in *Jurnal*

learning model gives benefits in improving students' understanding about present perfect tense.

Other research is the research with using descriptive quantitative research. The research that has done by Imairoh which using t test in analysing the data found the T count is higher than T table which is 2.71 in T count and 2.02 in T table¹⁵. This means that contextual teaching and learning gives good significant effect on students' present perfect tense mastery.

In accordance to the previous findings which proved that contextual teaching and learning model can increase understanding in learning English material, the researcher was eager to do the research by using contextual teaching and learning model to solve students' problem in mastering present perfect tense. In light of this, the researcher conducted the title of this research to be "The Effect of Contextual Teaching and Learning Model on Students' Present Perfect Tense Mastery at IX Grade of SMPN 10 Padangsidempuan".

Pendidikan dan Pembelajaran, Volume 8, No. 3, March 2019, pg. 5. <https://dx.doi.org/10.26418/jppk.v8i3>.

¹⁵ Iim Imairoh, "Teaching Present Perfect Tense by Using Contextual Teaching and Learning", Thesis, (Jakarta Selatan: UIN Syarif Hidayatullah Jakarta, 2009), pg. 42. <http://repository.uinjkt.ac.id/dspace/handle/123456789/9799>.

B. The Identifications of the Problem

In accordance with explanation in the background of the problems, the identifications of the problem in this research are:

1. The students were not interested in learning english, especially present perfect tense.
2. The students did not understand the meaning of vocabulary in the book.
3. The students did not understand the usage of present perfect tense.
4. The students did not master the formula of present perfect tense.

From the problems above, there are some effective learning model that can be applied for minimizing the students' problems in learning present perfect tense such as direct instruction model, problem based learning model, cooperative model, portofolio based learning model, and contextual teaching and learning model.

C. The Limitation of the Problem

There are many kinds of teaching and learning model, also there are many kinds of the grammar forms. In this occassion, the researcher limited the study only in active positive, negative, and interrogative verbal form of present perfect tense to be taught by using contextual teaching and learning model.

The reason of choosing contextual teaching and learning model is because this model is already proved by many researchers. This model is proved that this is very helpful for teaching English field of study such as grammar, vocabulary, listening, speaking, reading, and writing. So, this model is definitely helpful for teaching present perfect tense.

D. The Definition of Operational Variables

1. Contextual Teaching and Learning Model

Contextual teaching and learning is a learning model with the purpose to facilitate students finding the meaning from academic material by connecting it to the context of everyday life which includes the context of personal, social, and cultural circumstances.

2. Present Perfect Tense

Present perfect tense is the structure of sentence that combines the verb have/has with the perfect participle to show situation that started in the past still existent to the present.

E. The Formulations of the Problem

With reference to the background of the problem, the research problems of this study is formulated as the:

1. How is the students' present perfect tense mastery before learning using the learning model of contextual teaching and learning at IX grade of SMPN 10 Padangsidempuan?.
2. How is the students' present perfect tense mastery after learning using the learning model of contextual teaching and learning at IX grade of SMPN 10 Padangsidempuan?.
3. Is there any significant effect of contextual teaching and learning model to the students' present perfect tense mastery at IX grade of SMPN 10 Padangsidempuan?.

F. The Objectives of the Research

In relation to the research problems above, the objectives of the research became:

1. To examine the students' present perfect tense mastery at IX grade of SMPN 10 Padangsidempuan before learning by applying the learning model of contextual teaching and learning.
2. To examine the students' present perfect tense mastery at IX grade of SMPN 10 Padangsidempuan after learning by applying the learning model of contextual teaching and learning.
3. To examine whether there is significant effect of contextual teaching and learning model to the students' present perfect tense mastery at IX grade of SMPN 10 Padangsidempuan.

G. The Significances of the Research

This research is expected to contribute some advantages for:

1. For the English teachers, this research is expected to help teacher in varying the teaching and learning process, especially by using contextual teaching and learning model.
2. For the Students, this research is anticipated to ease students to understand the present perfect tense or other kinds of grammar structures.
3. For the next researchers, the result of this research can help to give new references or knowledges that related to this research study.

H. The Outline of the Thesis

This research is splitted into five chapters. Each of the five chapters consist of sub chapters. The detailed explanations as follows.

The first is Chapter I. It covers the introduction of the research. It consisted of the background of the problem, the identification of the problem, the limitation of the problem, the definition of operational variabel, the formulation of the problem, the objectives of the research, the significannces of the research, and the outline of the research. Then the second is Chapter II. It discusses about literature review of this research. This consisted of theoritical description, the related findings, the conceptual framework, and the hypothesis of the this research. Next is the Chapter III. There embrace about methodology used in this research. It consisted of the research design, the time and location, the population and sample, the instrument for collecting data, validity and reliability of instrument, the research procedures, and the technique of data analysis. Next chapter is Chapter IV. This chapter is discussing about the result of this research. It included the data descriptions, data analysis, and the discussion of the research findings, and the threats of the research. The last is Chapter V. This chapter is about the conclusion of this research. It consisted of conclusion, implication, and suggestion of the research.

CHAPTER II

THE LITERATURE REVIEW

A. Theoretical Description

1. Contextual Teaching and Learning

a. The Definition of Contextual Teaching and Learning

Contextual teaching and learning is an educational teaching and learning model that combines the lesson with the real activities in daily activities. Many experts believe that this model gives many advantages in teaching. It is stated that by relating the material to the real context, it will make the learners understand more the knowledges that have been taught.

There are some definitions of this model based on experts' perceptions. Jhonson states that contextual teaching and learning model is a system of educational process with the purpose to facilitate students in finding the meaning from academic material by relating material to the context of everyday life which includes the background of one's social, cultural, and personal situations¹. Then, Sears defines contextual teaching and learning as a concept of theory that aids the educators in connecting classroom content to real life context which can inspire students to take parts of their education and draw connections among what material is learning and how they apply the material in different

¹ Johnson, *Contextual Teaching and Learning*, 24.

contexts to their daily lives¹. Simeru et.al also give definition that state contextual teaching and learning is a learning model that in the process emphasizes ability to connect academic aspects conceptual with a practical and holistic life context². In conclusion, this model motivates students to participate actively by relating the lesson to activities outside of class.

This model is about connecting the lesson to real life activities. This is also stated by Rusman and Nurhadi in Istarani et.al book which define contextual teaching and learning model as a model of learning that can help teacher to relate material of the lesson that is thought with the real situation and to encourage students to make the relationship between mastered knowledges with their application in their life in society³. In plain words, this model helps teachers connect course content to real-world situation by applying what they have learned to their daily lives.

The definition is also stated by Sanjaya. Sanjaya in Afandi et.al book explains that contextual teaching and learning is a teaching model that encourages students to engage in the learning process in a strict manner in order to understand the material being studied and connect it

¹ Susan Jones Sears, *Introduction to Contextual Teaching and Learning* (Bloomington, Ind: Phi Delta Kappa Educational Foundation, 2003), pg. 9. <https://archive.org/details/introductiontoco0000sear>.

² Simeru et al., *Model-Model Pembelajaran*, 83.

³ Istarani et al., *Strategi Pembelajaran Kooperatif: Mengenal Tipe, Strategi, Model, Dan Teknik Pembelajaran Kooperatif* (Medan: Media Persada, 2017), pg. 68.

to real-world situations⁴. This means that contextual teaching and learning stimulates active student participation in the learning process by making connections between academic content and real-world situations.

Other definition also comes from Sudrajat. Sudrajat in Mazmur book argues that contextual teaching and learning is a holistic education process with the aim of inspiring students to understand the course material by connecting it to their daily lives which includes individual, social, and cultural contexts, so that they can develop flexible skills that can be applied to any situation, from a single occurrence to another occurrence⁵. In simple explanation, this model of teaching and learning intends to help students in grasping the knowledges by relating between the subject and their everyday lives which can increase students' abilities.

From some of the definitions that discussed above, it can be concluded that contextual teaching learning is a kind of teaching and learning model that emphasizes to relate the material of the lesson and the students' daily lives activities with the purpose to make students more involved to grasp the concept of learning and develop skills more flexible in their studies. This model is good to be applied to make the

⁴ Muhamad Afandi, Evi Chamalah, and Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah*, pg.40.

⁵ Mazrur, *Contextual Teaching and Learning dan Gaya Belajar, Implikasi Pada Hasil Belajar Mata Pelajaran Fikih* (Bekasi: CV. Media Edukasi Indonesia, 2021), pg. 42. <http://digilib.iainpalangkaraya.ac.id/4613/1/buku%20CTL%20dan%20gaya%20belajar%20mazrur..pdf>.

students associate the course directly to the real context. By associating the material directly to the daily activities, it will increase students' learning experiences about the lesson.

b. The Components of Contextual Teaching and Learning

Johnson states that the components of contextual teaching and learning are:

- 1) Creating meaningful connection.
- 2) Doing significant work.
- 3) Self-regulated learning.
- 4) Collaborating.
- 5) Critical and creative thinking.
- 6) Nurturing the individual.
- 7) Reaching high standards
- 8) Using authentic assessment.⁶

The components of this model make the materials of the lesson become more meaningful in teaching and learning activities. This will make the students understand more about the knowledge. Moreover, by practicing the knowledges into daily activities, it will make students remember deeply about the lesson.

⁶ Johnson, *Contextual Teaching and Learning*, 24.

c. The Steps of Using Contextual Teaching and Learning

There are some steps of contextual teaching and learning model. Noren in Simeru et.al book states that contextual teaching and learning model is applied in five phases, they are:

1) Relating

In this phase, students connect the theory or material of the lesson that has been thought through daily activities. After learning material in the class, students are asked to apply the knowledge in the real context. This is believed that students comprehend more the lesson that has been learned in the classroom.

2) Experiencing

Here, students are encouraged to engage in discussions, investigations, explorations, and analyses. This aims to gain some insight into a phenomenon or social activity that occurs in daily life. So, the material that being studied more meaningful and insightful.

3) Applying

In this phase, students are able to apply the material that has already been learned in class activities. They are not only just know the lesson but also can implement their knowledges into their activities. So, the students can remember deeply the knowledge that has been taken from activities.

4) Cooperating

In this phase, students are not only able to understand or apply individually what they have already learned, but they are also able to work together, collaborate, and respond the reality of phenomenon between students. In this phase, the students can collaborate to solve a problem or answer a question related to the material being studied in a group setting.

5) Transferring

In this phase, students are able to explain what they have already learned through the learning process. They can explain both in a personal and a social setting. In this section, the teacher explains directly the benefits of the learned material that are experienced by each individual or group⁷.

These five steps lead students in mastering the material easier. The activities after paying attention to the explanation of the lesson make the material is remembered stronger. So, the students understand the knowledge deeply.

Other steps of applying contextual teaching and learning model comes from Nurhadi. Nurhadi in afandi et.al book states the steps of contextual teaching and learning model in seven steps. They are:

⁷ Simeru et al., *Model-Model Pembelajaran*, 87.

1) Constructivism

Constructivism means the knowledge that is built through the processes of accompaniment, coaching, and improvement so that it produces new knowledge. In a practical way, students are instructed to search for themselves through the guidance and example of their teachers. This aims to produce more accurate knowledges.

2) Inquiry

Inquiry means the process of learning which about finding the knowledge through process of thinking systematically. In this phase, the students are instructed to identify problem, collecting the data, making the report, and present the result of discussion. The students explain what they found in their activities.

3) Questioning

The knowledge that have been mastered is known from how they answer the question. In this phase, teacher uses some questions to encourage students in thinking critically. By asking questions, it will help teacher to encourage, guide, and assess the students' abilities.

4) Learning Community

This steps emphasizes students to work together. The students' achievement should be taken from their collaboration with

other people or team. This activity will deepen students' understanding about the material.

5) Modelling

Modeling is the process of learning to practice something as example which will be imitated by students. Modelling commonly expresses the ideas and demonstrates how students do the learning correctly as what the teacher expectation. This activity aims that students are able to make the example and apply that in real activities.

6) Reflection

Reflection is the respons about activities or knowledges that have been taken. In this steps, teacher helps students to connect between their previous knowledges with their new knowledges. This aims to make students feel that they have made something meaningful in their learning process.

7) Authentic Assesment

Teacher makes assesment. In this steps, teacher assesses how students' improvements during the process of learning. To know students' developments, it can be known by looking at how far students can do the tasks that have been given⁸.

⁸ Muhamad Afandi, Evi Chamalah, and Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah*, pg. 43.

By implementing these six steps, it will make students easy to understand the material. Students are not only listening to the explanation of the theory, but they also practice the theory which will make them understand deeply. This will lead the students more engage which make them remember the knowledge stronger.

From two steps that have discussed above, the researcher intends to apply the first step that explained by Simeru et.al. The steps which consist of five steps will be applied to teach present perfect tense. By applying these steps, it is expected that the contextual teaching and learning will be applied correctly.

d. The Advantages of Using Contextual Teaching and Learning

There are some advantages of applying contextual teaching and learning model, such as:

- 1) Content that is more factual, practical, and contextual.
- 2) The teaching method is focused on the students, and each student has a common interest in creating according to their individual needs and interests.
- 3) Encourage students to write and draw in a creative, critical, analytical, and systematic manner.
- 4) Facilitating material learning and increasing student understanding since it is based on the principle of learning by doing (learning while doing).

- 5) Subject matter that is appropriate and relevant to each individual student's heterogeneous lifestyle.
- 6) The active, interactive, and communicative nature of education.
- 7) May be applied to all academic fields.
- 8) It can be done in both indoor and outdoor classrooms⁹.

Contextual teaching and learning is effective model for teaching material. It gives many benefits which encourage students engagement in the learning process. This model definitely able to improve students understanding about the lesson.

2. Present Perfect Tense

a. The Definition of the Present Perfect Tense

Present perfect tense is one of the important kinds of tenses in grammar. Greenbaum assumes that present perfect tense is the structure of sentence that combines the verb have/has with the perfect participle (verb 3) which is usually used when the situation has been passed but still relevant to the present¹⁰. Then, Azar and Hagen argue that present perfect tense is a kind of tenses that commonly used when discussing situations that started in the past but still continue to the present¹¹. From definitions above, it can be concluded that present perfect tense is the structure of sentence that combines the verb have/has with the perfect participle to show situation that started in the past still existent to the present.

⁹ Simeru et al., *Model-Model Pembelajaran*, 90.

¹⁰ Sidney Greenbaum, *The Oxford English Grammar* (London: Oxford University Press, 1996), pg. 276. <https://archive.org/details/oxfordenglishgra0000gree>.

¹¹ Betty S Azar and Stacy A Hagen, *Understanding and Using English Grammar*(5th ed; Hoboken: Pearson Education Inc, 2016), pg. 29.

Azar and Hagen explain more that present perfect tense is used in some conditions. Such as:

- 1) Situation that has been passed but still continue to the present.

In this situation, It usually uses :

- a) “Since” to show specific time.

Example:

I have known Rolo **since** I was in high school.

I have been in this city **since** last May.

- b) “For” to show the length of the time.

Example:

Rita knows Rolo. They met two months ago. She has know him **for** two months.

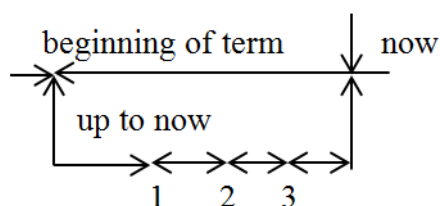
- 2) Unspecified time and repeated events.

Present perfect tense can talk about events that have or have not happened before now with unspeified time. The exact time of the events that are not mentioned, are included in present perfect tense with the focus is to explain the facts that have happened before now. Common adverbs that are used in this situation are *Ever*, *Never*, *Yet*, *Already*, *Still*, *just*, and *Recently*. The usage of the adverbs can be seen below:

Table II.1 : The Usage of some Adverbs

Adverbs	Time Frame	The timeline	Example
Ever Never	From the beginning of their lives up to now.		Have you ever seen snow? I have never seen snow.
Yet Already Still	From the time the people started up to now.		Have you finished your homework yet ? I still have not finished mine. Jack has already finished his.
Just Recently	Emphasize events that recently completed.		Sarah has recently finished her work. Sarah has just finished her work.

The present perfect tense can also express events that have happened repeatedly from the past until now. The events that have happened may happen again in another time before now. The timeline as follow:

**Figure II.1 : The timeline of repeated events**

We have had three test so far this term.

I've met many people since I came here.¹²

¹² Betty S Azar and Stacy A Hagen, 31–36.

From explanation above, it can be noted that present perfect tense is used in some conditions. It is used when the situation that has been passed but still continue to the present and unspecified time and repeated events. It also uses some adverbs such as *Ever, Never, Yet, Already, Still, just, and Recently*.

b. The Formula of Present Perfect Tense

Nisa et.al explain the formula of present perfect tense as the following table¹³:

Table II.2: The Formula of Nominal Present Perfect Tense

NOMINAL	FORMULA	EXAMPLE
Positive	Subject + Have/Has + been + Adjective/ Noun/ Adverb	We have been in the School
Negative	Subject + Have/Has + not + been + Adjective/ Noun/ Adverb	They have not been here
Interrogative	Have/Has + Subject + been + Adjective/ Noun/ Adverb + ? Yes, S + have/has No, S + have/has + not	Have you been from Office? Yes, I have No, I have not

Table II.3: The Formula of Verbal Present Perfect Tense

VERBAL	FORMULA	EXAMPLE
Positive	Subject + have/has + verb-3 + Adjective/ Noun/ Adverb	They have prayed in the Mosque
Negative	Subject + have/has + not + verb-3 + Adjective/ Noun/ Adverb	We have not bought some snacks
Interrogative	Have/has + subject +verb-3 + Adjective/ Noun/ Adverb + ?	Has she taught The students?

¹³ Baiatun Nisa et al., *Basic Grammar untuk Mahasiswa dan Umum* (Makassar: Mitra Ilmu, 2023), pg. 125. www.mitrailmumakassar.com.

VERBAL	FORMULA	EXAMPLE
	Yes, S + have/has No, S + have/has + not	Yes, She has No, She has not

c. The Materials

The material of present perfect tense. It is still using curriculum 2013 which is provided by the government that arranged by ministry of education and culture¹⁴. The detail material of IX grade can be seen in Appendix 2 page 70.

d. Teaching Present Perfect Tense by Using Contextual Teaching and Learning Model

This research done by using the first step that has discussed before. The steps that explained by Simeru et.al which consisted of five steps were applied by implementing 18 procedures¹⁵. The detail procedures can be seen in this following table:

Table II.4: Teaching Procedures

Teacher's Activities	Procedures of Using CTL Model	Students' Activities
Meeting 1		
A. Pre-Teaching		
1. Teacher opened class by greeting and praying before learning.	1. Set up	1. Students gave greeting and praying before learning.
2. Teacher took		2. Students

¹⁴ Siti Wachidah, Asep Gunawan, and Diyantari, *Bahasa Inggris, Think Globally Act Locally* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2018), pg. 100. <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/k13/bukusiswa/Kelas%209%20Bahasa%20Inggris%20BS%20press.pdf>.

¹⁵ Simeru et al., *Model-Model Pembelajaran*.

Teacher's Activities	Procedures of Using CTL Model	Students' Activities
attendance list. 3. Teacher made ice breaking.		listened to the teacher while taking attendance list. 3. Students followed teacher's instructions.
B. While-Teaching		
4. Teacher introduced the verb 3 5. Teacher asked simple question about places they have ever visited. a. Have you ever visited Pandan Beach in Sibolga? b. Have you ever gone to Jakarta? c. Have you ever gone to Medan? 6. Teacher asks students to write on the board of place that they have ever visited. a. I have ever visited toba lake b. I have ever visited Silima-lima waterfall. 7. Teacher explained the structure of verbal positive sentence through the given example of the students.	2. Relating	4. Students paid attention to the teacher. 5. Students tried to answer teacher's question. 6. Students wrote the place they have ever visited on the board. 7. Students focused on teacher's explanation.
8. Teacher asked students to	3. Experiencing	8. Students interviewed

Teacher's Activities	Procedures of Using CTL Model	Students' Activities
interview their classmates about the tourist attractions they have ever visited. 9. Teacher instructed the students to write down every information obtained from their friends.		their classmates. 9. Students wrote down what they have got from their classmates information.
10. Students shared the information they get from their friends in front of the class. 11. Teacher asked the students why the information is categorized as present perfect tense.	4. Applying	10. Students told information by applying the present perfect tense. 11. Students answered the teacher's questions.
12. Teacher divided the students into groups. 13. Teacher conducted a game of "Guess What I Have Done". 14. Teacher practiced the activity then the students guessed what the teacher has done. 15. Teacher asked Students to take turns practicing the activity to be guessed by other students.	5. Cooperating	12. Students followed teacher's instructions 13. Students paid attention to teacher's instruction. 14. Students guessed teacher's activity. 15. Students took turns to practice activity to be guessed by other friends.
C. Post-Teaching		

Teacher's Activities	Procedures of Using CTL Model	Students' Activities
16. Teacher demonstrated the students giving conclusions about the present perfect tense. 17. Teacher asked simple questions related to the present perfect tense as reinforcement. 18. Teacher gave time to ask questions if there are things that are still unclear.	6. Transferring	16. Students made a conclusion about the present perfect tense. 17. Students answered the teacher's questions. 18. Students asked the teacher if there are things that are still unclear.
Meeting 2		
A. Pre-Teaching		
1. Teacher opened class by greeting and pray before learning. 2. Teacher took attendance list. 3. Teacher made ice breaking.	1. Set up	1. Students gave greeting and praying before learning. 2. Students listened to the teacher while taking attendance list. 3. Students followed teacher's instructions.
B. While-Teaching		
4. Teacher asked simple questions about foods that the students have never eaten. a. Have you ever eaten Pizza? b. Have you ever eaten Burger? 5. Teacher asked the	2. Relating	4. Students tried to answer the teacher's questions. 5. Students write down on the board the food they have never eaten. 6. Students paid

Teacher's Activities	Procedures of Using CTL Model	Students' Activities
students to write on the board the food they have never eaten. 6. Teacher explained the negative and interrogative sentence structures of verbal sentences in the present perfect tense through example sentences given by the students.		attention to the teacher's explanations.
7. The teacher demonstrated students to have a dialog with their peers about the foods they have never eaten and the reasons why they have never eaten those foods.	3. Experiencing	7. Students made a dialog with their peers.
8. Teacher asks some students to share information from their peers in front of the class. 9. Teacher asked the students why they think the information is categorized as present perfect tense.	4. Applying	8. Students come to in front of class to share their activities. 9. Students answered the teacher's question.
10. Teacher prepared the rudimentary present perfect tense sentences in colored paper. 11. Teacher divided the students into	5. Cooperating	10. Students paid attention to teacher's instructions. 11. Students focused on teacher's

Teacher's Activities	Procedures of Using CTL Model	Students' Activities
some groups. 12. Teacher instructed the students in groups trying to make the sentences in the paper into perfect sentences.		instruction. 12. Students tried to make the sentences in the paper into perfect sentences.
C. Post-Teaching		
13. Teacher demonstrated the students giving conclusions about the present perfect tense. 14. Teacher asked simple questions related to the present perfect tense. 15. Teacher gave time to ask questions if there are things that are still unclear.	6. Transferring	13. Students made a conclusion about the present perfect tense. 14. Students answered the teacher's questions. 15. Students asked the teacher if there are things that are still unclear.

There consists of eighteen steps in first meeting and fifteen steps in second meeting. The steps are the development of five main procedures of contextual teaching and learning model. These steps were used for teaching the student about verbal present perfect tense material.

B. The Related Findings

Teaching by implementing contextual teaching and learning model has been done by some researchers. Many people have used this model successfully in mastering learning material which one of them is research that has done by Umami that found the result of this model bring improvement for mastering grammar. This is known from the mean score of cycle is 24.65 becomes 28.65 in cycle 1 and cycle 2¹⁶. This means that contextual teaching and learning can improve students' grammar mastery.

This model is not only good for teaching grammar field, but also good in teaching writing. This is proved by many researches, one of them is the research that has been done by Sulviana which using descriptive qualitative research. It found that the result of the research shows contextual teaching and learning model can make the students more engaged which increases students' interest in writing lesson¹⁷. Other research also done by Nurfadila which using classroom action research found the percentage of student learning was 63% in cycle 1 while in cycle 2 was 93%¹⁸. Based on the result of these researches, those show that CTL model brings improvement for reading and writing skills.

Contextual teaching and learning model is also good in teaching listening and vocabulary. This is proved by Ghonivita et.al which using classroom action research where implementing three cycles found the mean

¹⁶ Umami, "Enhancing Students' Motivation and Achievement in Learning Grammar Through Contextual Teaching and Learning through Relating, Experiencing, Applying, Cooperating and Transferring (REACT) Strategy."

¹⁷ Sulviana, "A Review on the Contextual Teaching and Learning Process Using Procedural Text Writing", pg. 2.

¹⁸ Nurfadila, "Empowering Reading and Writing Skills of Primary Students with Contextual Teaching Learning Approach." Pg. 89-95.

score is 57.85 in cycle 1.73. 97 in cycle 2, and 81.11 in cycle 3¹⁹. This means that contextual teaching and learning can improve students' understanding in listening and vocabulary.

Contextual teaching and learning model also gives positive impact on students' reading skill. This is proved by yuliana et.al²⁰ which using qualitative method found that contextual teaching and learning model is effective that makes the learning process more fascinating. This is known from interview that was done by researchers.

Contextual teaching and learning model also good for teaching speaking. This is proved by Wulandari et.al²¹ which using collaborative classroom action research in two cycles is 73.10 in cycle 1 becomes 77.20 in cycle 2. This means that contextual teaching and learning model can improve students' skill in speaking.

Based on many previous researches that have proved the advantages of this teaching model on teaching English field of study, it can be said that this model is definitely able to solve students' problems in mastering english material include present perfect tense.

In the lately five years research, the researcher does not find research that discuss about contextual teaching and learning model with present perfect tense. However, more than that, a lot of researches have examined how the

¹⁹ Ghonivita, Pahamzah, and Wijayanti, "Improving Students' Listening Skill and Vocabulary Mastery through Contextual Teaching and Learning", pg. 4.

²⁰ Yuliana, Setyandari, and Haryanti, "The Application of Contextual Teaching and Learning (Ctl) in Teaching and Learning Reading for the Eleventh Grade Students of SMA N 1 Jatinom", pg. 21-26.

²¹ Wulandari, Yusnita, and Sari, "Developing English Speaking Material Based on Contextual Teaching and Learning (CTL) for Junior High School Students", pg. 8.

contextual teaching and learning model provides effective guidance for understanding the present perfect tense. One of them is the research that has done by Anden with using classroom action research found the mean score of the test was 48.40 in cycle 1 becomes 70 in cycle 2²². This means that contextual teaching and learning model gives benefits in improving students' understanding about present perfect tense.

Other research is the research with using descriptive quantitative research. The research that has done by Imairoh which using t test in analysing the data found the T count is higher than T table which is 2.71 in T count and 2.02 in T table²³. This means that contextual teaching and learning gives good significant effect on students' present perfect tense mastery.

In accordance to the previous findings which proved that contextual teaching and learning model can increase understanding in learning English material, the researcher was eager to do the research by using contextual teaching and learning model to solve students' problem in mastering present perfect tense. So, this research discussed about the effect of contextual teaching and learning model on students' present perfect tense mastery at IX grade of SMPN 10 padangsidimpuan.

²² Anden and Bunau, "Improving Students' Ability in Using Present Perfect Continuous Tense Through Contextual Teaching and Learning", pg. 5.

²³ Iim Imairoh, "Teaching Present Perfect Tense by Using Contextual Teaching and Learning", pg. 42.

C. The Conceptual Framework

Present perfect tense is one of grammar materials that has been taught in the IX grade. After teaching the present perfect tense in the class, it is expected that students are able to create sentences and communicate by using present perfect tense correctly. But, after observing and interviewing the teacher and students of IX grade in SMPN 10, researcher found that expectation was not as the reality. There were still many students did not understand the function of present perfect tense, also still many students did not understand how to create sentences in present perfect tense correctly.

Researcher intended to help students solving their problems in understanding the present perfect tense where the students became able to create sentences and communicate in present perfect tense context. For helping the students, the researcher used contextual teaching and learning model which using some procedures with the aim that the learning process would be implemented properly. So, the researcher drewed the plans to do research that can be seen in the framework below :

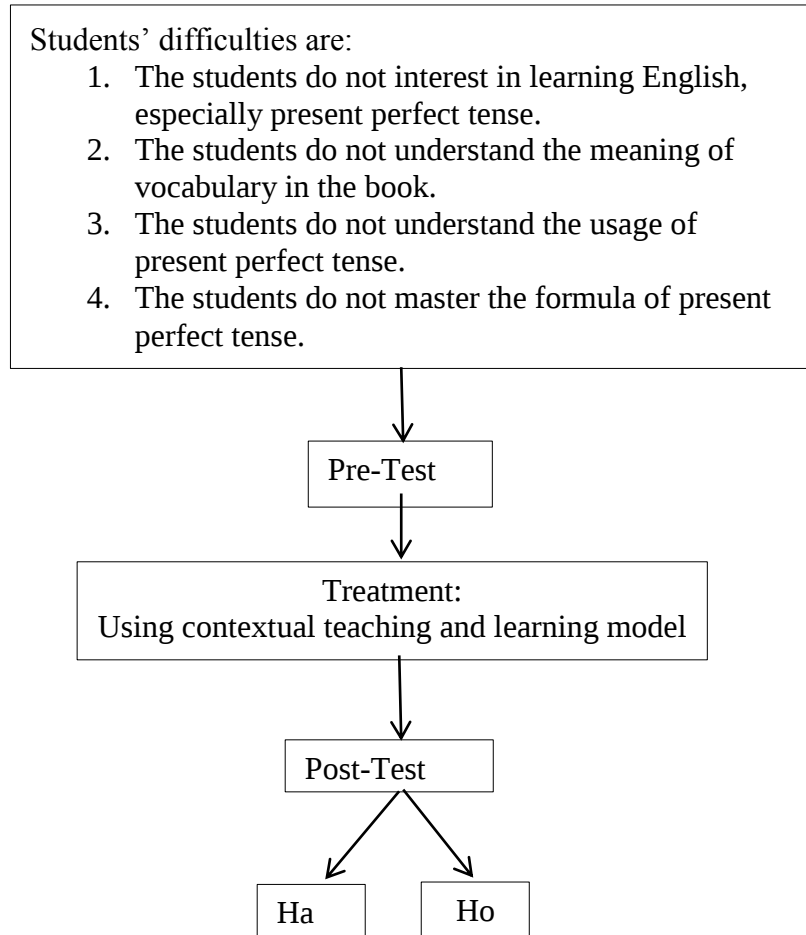


Figure II.2: The Conceptual Framework

D. The Hypothesis

The researcher formulated the hypothesis of the research became:

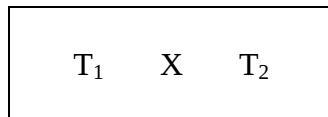
- a. Alternative hypothesis (Ha): There is significant effect of Contextual Teaching and Learning Model on students' Present Perfect Tense mastery at the IX grade of SMPN 10 Padangsidempuan.
- b. Null hypothesis (Ho): There is no significant effect of Contextual Teaching and Learning Model on students' Present Perfect Tense mastery at the IX grade of SMPN 10 Padangsidempuan.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Research Design

The kind of this research is quantitative experimental research with one-group pretest-posttest design. This research used only one class which is experimental class that have been taught with contextual teaching and learning model. The design can be seen in the following:



Where :

T_1 = Pre-test score (before giving treatment).

X = Giving treatment.

T_2 = Post-test score (after giving treatment)¹.

The procedures of this design are given pre-test to the subject of the research (T_1), implemented the treatment, given post-test to the subject of the research (T_2), compared T_1 dan T_2 to know the effect that given from the treatment, and using statistic to know whether there is significant effect of the treatment or not.

¹ Ahmad Nizar Rangkti and Mara Samin Lubis, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK, dan Penelitian Pengembangan*, (Bandung: Citapustaka Media, 2016), pg 80.

B. The Time and the Location of the Research

This research has been implemented at SMPN 10 Padangsidimpuan which is located on JL. Jend. A.H. Nasution, Ujung Gurap, Kec. Padangsidimpuan Batunadua, Padangsidimpuan City, North Sumatera. This research was started on 6th July 2024 until 12 February 2025.

C. The Population and the Sample

1. Population

The population of the research is all the students at IX grade of SMPN 10 Padangsidimpuan which consisted of three classes with 61 students. The principal of SMPN 10 Padangsidimpuan said that the students are not grouped by level of intelligences. This means that the population is a homogeneous population. The following table shows the description of population.

Table III.1: The Population of the Research

No	Class	Students
1	IX ¹	20
2	IX ²	20
3	IX ³	21
Total		61

From the table above, it can be seen that the total of population is three classes of IX grade SMPN 10 Padangsidimpuan. There are IX¹ which consists of twenty students, IX² which consists of twenty students and IX³ which consists of twenty one students. So, the total number students for the population is sixty-one students.

2. Sample

This research uses simple random sampling to choose the sample of this research. This research only uses one class for this research which is experimental class. There is no control class for this research. The steps of choosing the sample:

1. Researcher wrote on the paper the provided population.
2. Researcher put the population in several small pieces of paper. So, there are 3 small pieces for the sample.
3. Then, Researcher shook the paper to choose randomly the sample.
4. The choosen paper became the sample.

After conducting the steps above, the class that appeared was IX 2. So, the sample for this research is IX 2. IX 2 was taught the present perfect tense by using contextual teaching and learning model.

D. The Instrument of Data Collection

The instruments of this research used two kind of tests. First test is the pre-test that is given before implementing the treatment to know how far students' present perfect tense mastery before the researcher teaches with contextual teaching and learning model. Second test is the post-test that is given after implementing the treatment which is implemented to know how far students' present perfect tense mastery after the researcher teaches with contextual teaching and learning model.

1. Indicators

In evaluating present perfect tense mastery, there are some indicators that can be seen in the table below.

Table III.2: Indicator of Present Perfect Tense Test

NO	Indicators	Sub Indicators	Items	Number of Item
1.	Students are able to understand the verbal sentence in present perfect tense.	Students are able to identify the structure of positive form of verbal sentence.	7	1,2,3,4,5, 6,7
		Students are able to identify the structure of negative form of verbal sentence.	6	8,9,10, 11,12,13
		Students are able to identify the structure of interrogative form of verbal sentence.	6	14,15,16, 17,18, 19
		Students are able to identify the structure for answering interrogative sentence in present perfect tense	6	20,21, 22, 23,24, 25
Total			25	

Students' scores calculation formula are as follows¹ :

$$\text{Score} = \frac{\text{Total of correct answer}}{\text{Total of questions}} \times 100$$

The score is calculated by dividing the total of correct answer with the total of question, where the result of it then is multiplied with 100. So, the calculation becomes :

$$\text{Score} = \frac{25}{25} \times 100$$

2. Test

The used instruments for collecting the data were tests. The tests were multiple choices questions with 50 questions which 25 for pre-test and 25 for post-test. The pre-tests were given before implementing the treatment and the post-tests were given after implementing the treatment.

E. The Validity and Reliability of Instruments

The instruments of this research are required to be valid and reliable. The instruments are valid means that the instruments are able to measure what should be measured, while reliable instruments mean that the instruments have consistency and stability in measuring things. So, the instruments should be consistently measure what it should.

1. Validity

The researcher applied item validity to know the instruments are valid or not. For analyzing the items, researcher applied Product Moment formula by counting the correlation between the score of each item (X) with the total

¹ Sumardi, *Teknik Pengukuran dan Penilaian Hasil Belajar* (Yogyakarta: Deepublish, 2020), pg 151. https://iris1103.uns.ac.id/laporan_akhir/671923820200.pdf.

of score (Y). The tests which consist of 50 items of multiple choice questions have been examined with the significant $\alpha = 0,05$. If the r count is bigger than r table, the instruments are categorized valid. But, if it is not, so the instruments are invalid.

The formula of product moment is in the following:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2) (n \sum y_i^2 - (\sum y_i)^2)}}$$

Where:

r_{xy} = The correlation between the score of each item (X) with the total of score (Y).

x = The score of each item.

y = The total of score.²

Having been counted by using Product Moment formula, it is found that there are some invalid items. The detail result of validity test can be seen below.

Table III.3 : The result of Validity Pre-test and Post-test

Pre-Test		Post-Test	
Valid	Invalid	Valid	Invalid
1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 16, 17, 18, 20, 21, 22, 23, 24, 25.	3, 11, 14, 19	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25.	10, 21.

² Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2017), 365.

From the table, it can be seen that there are four invalid items in pre-test and two invalid items in post-test. So, the researcher chose twenty-five valid items for pre-test and twenty-five valid items for post-test. there were six same items that used in instrument such as number 3, 10, 11, 14, 19, and 21. The choosen items were from fifty items that had been examined by using Product Moment formula.

2. Reliability

Realiability is needed to make sure the tests. In this research, the researcher used Cronbach's Alpha formula. The instruments are categorized reliable if the Cronbach's Alpha value is bigger than 0.60 (Cronbach's Alpha > 0.60). The formula of Cronbach's Alpha is in the following:

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{\sum s_i^2}{s_t^2} \right\}$$

Where:

K = Mean square between subjects.

$\sum S_i^2$ = Mean squared error.

St^2 = Total of variance.³

After conducting the calculation of data with cronbach's alpha formula, the researcher found that the instruments are reliable. The result of reliability test can be seen below:

³ Sugiyono, 356.

Table III.4 : The result of Reliability test of Pre-test and Post-test

Pre-Test		Post-Test	
Cronbach's alpha	0.85	Cronbach's alpha	0.88
Cronbach's alpha > 0.60		Cronbach's alpha > 0.60	
Description	Reliable	Description	Reliable

After calculating the taken data with Cronbach's Alpha formula, it is found that cronbach's alpha's value is higher than 0.60 where the cronbach's alpha value is 0.85 in pre-test instruments and the cronbach's alpha value is 0.88 in post-test instruments. This shows that the instrumens are reliable. So, the fifty instruments are able to use for taking the scores of pre-test and post-test to the students at IX² grade of SMPN 10 Padangsidimpuan as the sample for this research.

F. The Research Procedures

The procedures of this research consists of three steps. First is giving pre-test to know how far the students understand about present perfect tense before giving the treatment. Second is conducting treatment where teaching the students about present perfect tense with contextual teaching and learning model. The last is giving post-test to know how far the students understand about present perfect tense after giving the treatment.

1. Pre-test

The pre-test is the test that are given to the students before teaching them with contextual teaching and learning model. There are twenty-five multiple choices questions are given to know how far students understand about present perfect tense before learning with contextual teaching and learning model. There were some steps have implemented as followed:

- a. The researcher prepared the test about present perfect tense.
- b. The researcher gave the pre-test to the students.
- c. The researcher gave instruction to the students about how to answer the questions.
- d. The researcher gave time to answer the questions.
- e. The researcher collected the answer sheet.
- f. The researcher checked the answer to find the score.

2. Treatment

In this step, researcher taught present perfect tense by applying contextual teaching and learning model. This was implemented to find out

whether there is or there is no changes in students' understanding of present perfect tense that caused by contextual teaching and learning model. The procedures were as follow:

Meeting 1

- a. Teacher opened class by greeting and pray before learning.
- b. Teacher took attendance list.
- c. Teacher made ice breaking.
- d. Teacher introduced the verb 3
- e. Teacher asked simple question about places they have ever visited.

Examples:

- 1) Have you ever visited Pandan Beach in Sibolga?
 - 2) Have you ever gone to Jakarta?
 - 3) Have you ever gone to Medan?
- f. Teacher asked students to write on the board of place that they have ever visited.

Examples:

- 1) I have ever visited toba lake
 - 2) I have ever visited Silima-lima waterfall.
- g. Teacher explained the structure of verbal positive sentence through the given example of the students.
 - h. Teacher asked students to interview their classmates about the tourist attractions they have ever visited.

- i. Teacher instructed the students to write down every information obtained from their friends.
- j. Students shared the information they get from their friends in front of the class.
- k. Teacher asked the students why the information is categorized as present perfect tense.
- l. Teacher divided the students into groups.
- m. Teacher conducted a game of “Guess What I Have Done”.
- n. Teacher practiced the activity then the students guess what the teacher has done.
- o. Teacher asked Students to take turns practicing the activity to be guessed by other students.
- p. Teacher demonstrated the students giving conclusions about the present perfect tense.
- q. Teacher asked simple questions related to the present perfect tense as reinforcement.
- r. Teacher gave time to ask questions if there are things that are still unclear.

Meeting 2

- a. Teacher opened class by greeting and pray before learning.
- b. Teacher took attendance list.
- c. Teacher made ice breaking.

- d. Teacher asked simple questions about foods that the students have never eaten.

Examples:

1) Have you ever eaten Pizza?

2) Have you ever eaten Burger?

- e. Teacher asked the students to write on the board the food they have never eaten.
- f. Teacher explained the negative and interrogative sentence structures of verbal sentences in the present perfect tense through example sentences given by the students.
- g. The teacher demonstrated students to have a dialog with their peers about the foods they have never eaten and the reasons why they have never eaten those foods.
- h. Teacher asked some students to share information from their peers in front of the class.
- i. Teacher asked the students why they think the information is categorized as present perfect tense.
- j. Teacher prepared the rudimentary present perfect tense sentences in colored paper.
- k. Teacher divided the students into some groups.
- l. Teacher instructed the students in groups trying to make the sentences in the paper into perfect sentences.

- m. Teacher demonstrated the students giving conclusions about the present perfect tense.
- n. Teacher asked simple questions related to the present perfect tense.
- o. Teacher gave time to ask questions if there are things that are still unclear.

3. Post-test

In this step, the researcher gave test to know how far students understand the present perfect tense after learning by applying contextual teaching and learning model. There were twenty-five questions about present perfect tense. The procedures in this steps were:

- a. The researcher prepared the test about present perfect tense.
- b. The researcher gave the pos-test to the students.
- c. The researcher gave instruction to the students about how to answer the questions.
- d. The researcher gave time to answer the questions.
- e. The researcher collected the answer sheet.
- f. The researcher checked the answer to find the score.

G. The Technique of Data Analysis

The data are analyzed after collecting the data from the test. The data are analyzed by testing the normality and testing the hypothesis. The result of counting normality test and hypothesis test is described in this section.

1. Normality Test

Normality test is used to know the score from data in pre-test and post-test are normal or not. The researcher used *Chi-Quadrate* formula to test the normality data. The formula is in the following:

$$\frac{(f_o - f_h)^2}{f_h}$$

f_o = The frequency of the data

f_h = The expected frequency⁴

After calculating the data, the result shows that the data are normal distributed. Where X^2 count is smaller than X^2 table both in the pre-test and post-test data. So, parametric statistic is used for testing the hypothesis.

2. The Hypothesis Test

t-test is used to test whether there is significant effect between the data. The formula of t-test that used is according to the result of normality test. Because the result of normality test shows that the data are normal, so the t-test parametric statistic is used for testing the hypothesis. The formula of t-test is in the following:

⁴ Sugiyono, 82.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

$\bar{x}_1$ = Mean from the first data

$\bar{x}_2$ = Mean from the second data

s_1 = Standard deviation from first data

s_2 = Standard deviation from second data

s_1^2 = Variance first data

s_2^2 = Variance second data

r = The relationship between first and second data⁵

Alternative hypothesis is accepted if t count is higher than t table. This means that H_a is accepted and H_0 is rejected. So, this states that there is significant effect of contextual teaching and learning model on students' present perfect tense mastery at IX grade of SMPN 10 Padangsidempuan.

Null hypothesis is accepted if t count is lower than t table. This means that H_0 is accepted and H_a is rejected. This states that there is no significant effect of contextual teaching and learning model on students' present perfect tense mastery at IX grade of SMPN 10 Padangsidempuan.

⁵ Sugiyono, 122.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter is presenting the result of this research based on analyzing data from the effect of contextual teaching and learning model on students' present perfect tense mastery at IX grade of SMPN 10 Padangsidempuan. The data were obtained from pre-test and post-test. Quantitative research is used in this research which using chi-square for counting the normality test and t-test for testing the hypothesis.

A. The Description of Data

The data were analyzed from the tests which have been done by the students. There were two kinds of tests, which were pre-test and post-test. The explanation of the data description is presented below.

1. Data Description of Pre-test

The IX-2 grade is as the sample for this research. From the students' performance in pre-test, the students' scores have been calculated as the table below:

Table IV.1: The Pre-test Score Description

Description	Scores
Total Score	764
Highest score	64
Lowest score	20
Mean	38.4
Median	40
Mode	32
Range	44
Interval	5
Standard deviation	9.41
Variance	88.67

From the table, It is clearly seen that the total score is 764, in which the total score is the total of points that have been got by the students. In the calculations that have been done, it can be seen that the highest score is 64 and the lowest score is 20. This indicates that students' present perfect tense mastery is very low where the mean score is 38.4. The frequency distribution in pre-test can be seen in the table below.

Table IV.2: The Distribution Frequency in Pre-test Score

No	Interval Class	Mid Point	Frequency	Percentage
1	20-28	24	3	15 %
2	29-37	33	6	30 %
3	38-46	42	8	40 %
4	47-55	51	2	10 %
5	56-64	60	1	5 %
<i>I = 9</i>		Total	20	100 %

From the provided table, it can be seen that the most frequent score for pretest is 22-37 score of interval with the percentage is 30% which are got by 6 students and the least frequency is 56-64 score of interval which is only got by one student. The students' scores in class interval between 20-28 are 3 students, between 29-37 are 6 students, between 38-46 are 8 students, between 47-55 are 2 students, and between 56-64 is 1 student. The percentage of mastering the instruments can be seen below.

Table IV.3 : Students' Score Based on Indicator Test in the Pre-test

No	Indicators	Total the correct answer	Percentage	Maximum score percentage
1	Students are able to identify the structure of positive form of verbal sentence.	48	9.6%	28%

No	Indicators	Total the correct answer	Percentage	Maximum score percentage
2	Students are able to identify the structure of negative form of verbal sentence.	54	10.8%	24%
3	Students are able to identify the structure of interrogative form of verbal sentence.	32	6.4%	24%
4	Students are able to identify the structure for answering interrogative sentence in present perfect tense	54	10.8%	24%
Total		118	37.6%	100%

From the given table above, the percentage of correct answer from students' present perfect tense mastery is very low. The students are able to identify only 9.6% of the 28% the structure of positive form of verbal sentence. The students are also able to identify 10.8% of 24% the structure of negative form of verbal sentence. Then the students are also able to identify 6.4% of 24% the structure of interrogative form of verbal sentence and the students are only able to identify 10.8% of 24% the structure for answering interrogative sentence in present perfect tense. This shows that students' present perfect tense mastery is very low. For getting clear data description, the histogram of students' score is presented below.

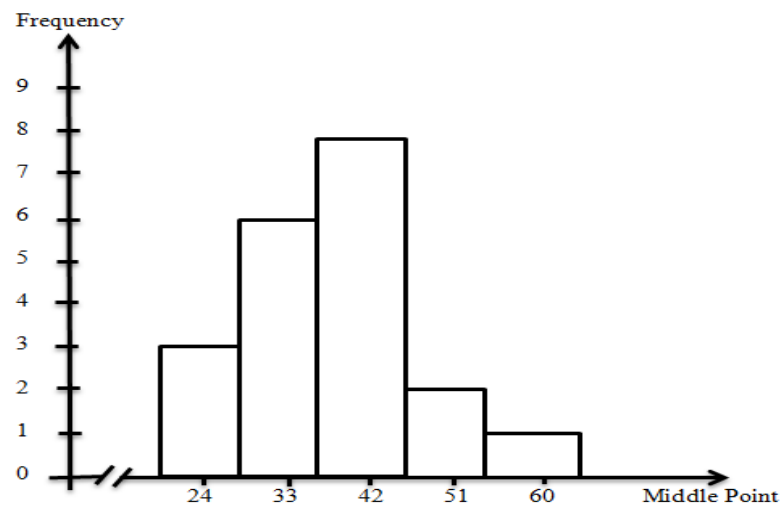


Figure IV.1 : The Data Description of Students' Scores in Pre-test

2. Data Description of Post-test

Post-test is given to know students' mastery after learning by using contextual teaching and learning model. After giving the Post-test, the researcher found that the students' scores are higher than pre-test scores. The scores can be seen as in the following table below.

Table IV.4: The Post-test Score Description

Description	Scores
Total Score	1356
Highest score	92
Lowest score	36
Mean	69
Median	68
Mode	72
Range	56
Interval	10
Standard deviation	13.87
Variance	192.37

From the provided table, It is clearly seen that the total score is 1356, where this score much increases than the score before. In the calculations that have been done, it is found that the highest score is 92 and the lowest score is 36. The mean score is 69, the median score is 68, and the mode score is 72. The frequency distribution in post-test can be seen in the table below.

Table IV.5: The Distribution Frequency in Post-test Score

Interval Class	Mid Point	Frequency	Percentage
36 – 45	40.5	1	5 %
46 – 55	50.5	2	10 %
56 – 65	60.5	5	25 %
66 – 75	70.5	6	30 %
76 – 85	80.5	3	15 %
86 – 95	90.5	3	15 %
<i>I = 10</i>	Total	20	100 %

From the provided table, it can be seen that the most frequent score for posttest is 66 -75 with the percentage is 30 %. The least frequency is 36-45 with the percentage is 5 %. The student's score in class interval between 36-45 is one student, between 46 – 55 is 2 students, between 56 – 65 are 5 students, between 66 – 75 are 6 students, between 76 – 85 are 3 students, between 86 – 95 are 3 students. The percentage of mastering the instruments in the post-test can be seen below.

Table IV.6 : Students' Score Based on Indicator Test in the Post-test

No	Indicators	Total the correct answer	Percentage	Maximum score percentage
1	Students are able to identify the structure of positive form of verbal sentence.	116	23.2%	28%
2	Students are able to	79	15.8%	24%

No	Indicators	Total the correct answer	Percentage	Maximum score percentage
	identify the structure of negative form of verbal sentence.			
3	Students are able to identify the structure of interrogative form of verbal sentence.	64	12.8%	24%
4	Students are able to identify the structure for answering interrogative sentence in present perfect tense	80	16%	24%
Total		339	67.8%	100%

From the table above, it shows that the scores of post test increases more than the pretest scores. The students are able to identify 23.2% of 28% the structure of positive form of verbal sentence. The students are also able to identify 15.8% of 24% the structure of negative form of verbal sentence. The students are also able to identify 12.8% of 24% the structure of interrogative form of verbal sentence. Also, Students are able to identify 16% of 24% the structure for answering interrogative sentence in present perfect tense. This shows that students' present perfect tense mastery after learning by applying contextual teaching and learning are better than before learning by applying contextual teaching and learning model. The histogram below shows the clear visual of the posttest data.

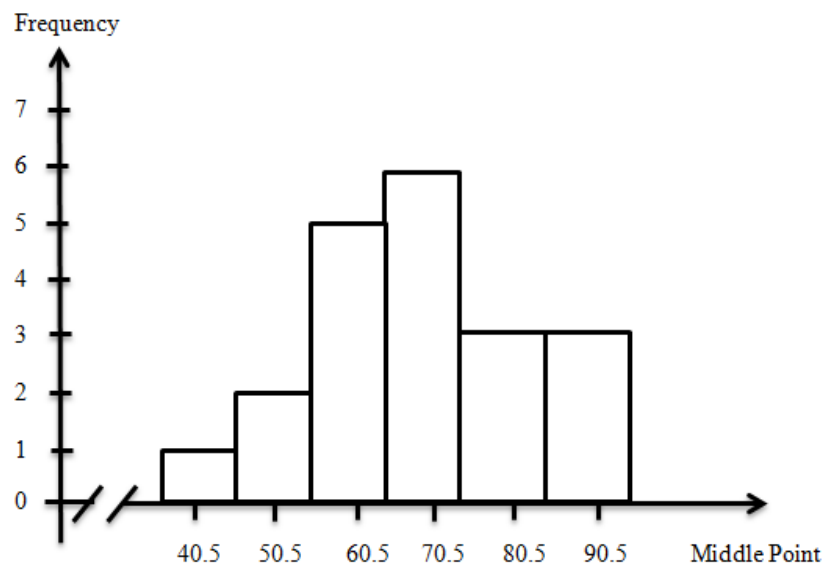


Figure IV.2: The Description Score of Post-test

B. The Data Analysis

The data are analyzed after collecting the data from the test. The data are analyzed by testing the normality and testing the hypothesis. The detail result of counting normality test and hypothesis test is presented in this section.

1. Requirement Test

a. Normality Test

The normality test is implemented to know that the taken data from the tests were normal or abnormal. This is crucial to be tested to help the researcher choosing the good statistical test for testing the hypothesis. The table below shows both the data from pre-test and post-test.

Having counted the normality test of pre-test and post-test by using Chi-Quadrate formula, the researcher found that both pretest and posttest

scores are normal distributed. The table below shows the result of normality test.

Table IV.7: The Result of Normality Test

Normality Test of Pretest		Normality Test of Posttest	
X ² count	0.97	X ² count	1.31
X ² table	5.99	X ² table	7.81
Description	X ² count < X ² table	Description	X ² count < X ² table
	NORMAL		NORMAL

From the pretest data normality test table, it can be seen that the score of X² count is 0.97 and the X² table is 5.99. This shows that X² count is smaller than X² table. So, H₀ is accepted and H_a is rejected which means that the data are normal distributed.

In the posttest data normality test table, it is clearly seen that the score of X² count 1.31 and the X² table is 7.81. This means that X² count is smaller than X² table. So, H₀ is accepted and H_a is rejected which means that the data of posttest are normal distributed.

2. Hypothesis Test

The researcher used t-test formula to test the hypothesis. The criteria of t-test is If the value of t count is smaller than the value of t table, then H₀ is accepted and H_a is rejected. But if the value of t count is bigger than the value of t table, then H_a is accepted and H₀ is rejected. After calculating the correlation of pretest and posttest and putting into the formula, researcher found the result of hypothesis test is rejecting H₀. The table below shows the detail value.

Table IV.8: The Result of t-test

t count	t table
21.10	2.02
t count > t table	
Description	Ha is accepted H₀ is rejected

From the data above, it can be seen that the value of t count (21.10) is bigger than the value of t table (2.02). This means that Ha is accepted and Ho is rejected. So, based on the result of hypothesis test, it can be concluded that there is significant effect between contextual teaching and learning model on students' present perfect tense mastery at the IX grade of SMPN 10 Padangsidempuan.

C. The Discussion of the Research Findings

This research was implemented in SMPN 10 Padangsidempuan which was followed by 20 students as the sample of this research. The researcher approved that contextual teaching and learning model could help students minimizing some problems for mastering the learning material like present perfect tense as stated by Jhonson¹. The result of this research found that contextual teaching and learning model gave significant effect to students's present perfect tense mastery which gave beneficial for students' understanding in learning present perfect tense. It can be seen from the calculation of the hypothesis which found that t count = 20.10 where the significant value (α) = 5 % and dk = $n_1 + n_2 - 2 = 38$ with t table = 2.02. Then, it can be claimed that there was significant effect between

¹ Johnson, *Contextual Teaching and Learning*.

contextual teaching and learning model on students' present perfect tense mastery at the IX grade of SMPN 10 Padangsidempuan.

Related findings that researcher put in this study got same result with this research that stated contextual teaching and learning model gave significant effect for students' present perfect tense mastery. However, there were some different used methodology in these related findings. The research which had been done by Umami used classroom action research with two cycles, found the result of the mean score in cycle 1 is 24.65 became 28.65 in cycle 2². This totally shows that contextual teaching and learning model can improve students' grammar mastery.

Next is research that has been done by Anden and Bunau. Anden and Bunau used contextual teaching and learning model for mastering present perfect continuous tense which different with this research that used present perfect tense. It is found that the mean score of the test was 48.40 became 70³. Both related findings concluded that contextual teaching and learning model gave good significant effect for students' grammar mastery which similar with this research that found that contextual teaching and learning model gave good significant effect for students' present perfect tense mastery.

From the previous studies that have been presented, it can be noted that contextual teaching and learning model gave significant effect on students grammar mastery, including present perfect tense mastery. It is concluded from

² Umami, "Enhancing Students' Motivation and Achievement in Learning Grammar Through Contextual Teaching and Learning through Relating, Experiencing, Applying, Cooperating and Transferring (REACT) Strategy".

³ Anden and Bunau, "Improving Students' Ability in Using Present Perfect Continuous Tense through Contextual Teaching and Learning."

the gotten scores by the students that increased and also from the result of hypothesis test that is used.

D. The Threats of the Research Findings

In this research, the researcher believed that there were some threats founded in this research:

1. The researcher could not make sure that the score from all the students based on their own ability naturally, because there were some dishonest students that cheated on other students.
2. The researcher could not control some of male students which made the learning process became noisy. Some of the male students were doing useless things, such as hiding the book of other students.
3. The researcher could not ensure all the students focus on the learning process because of the some uncontrolled students. Because some of male students, the class became crowded that made all students felt bothered.

CHAPTER V

CLOSING

A. Conclusion

After presenting the result, the conclusion of the research are:

1. The students' present perfect tense mastery at IX grade of SMPN 10 Padangsidempuan before learning by applying the learning model of contextual teaching and learning is low. It can be seen from the students' score of pre-test. The result of the mean score in pre-test is 38.4.
2. The students' present perfect tense mastery at IX grade of SMPN 10 Padangsidempuan after learning by applying the learning model of contextual teaching and learning is higher. It could be seen from the students' score of post-test. The result of the mean score in post-test is 69.
3. There is significant effect of contextual teaching and learning model to students' present perfect tense mastery at IX grade of SMPN 10 Padangsidempuan. This could be seen through the hypothesis test which found the value of t table (2.02) is smaller than the value of t count (21.10). This means that H_a is accepted and H_o is rejected.

B. Implication

The experimental research that was implemented at SMPN 10 Padangsidempuan highlights the effectiveness of contextual teaching and learning as the learning model for helping students in mastering present perfect tense material. The students' scores before and after learning with contextual teaching learning model are significantly different. The scores after learning with contextual teaching learning model are better than before learning without this model. This could be one of signs that contextual teaching and learning convey great influence in learning present perfect tense material.

With contextual teaching and learning model, the students also could be more participate in the learning activities because the lesson is related to their daily lives such as habits which made them easy to understand and remember the lesson. By relating their daily lives, this model also could support fun and interesting class where students are free and happy to share their experiences or thoughts with their friends or team during class activities. Therefore, based on explanation that have been outlined, then it can be concluded that contextual teaching and learning model brought excellent impacts on students' mastery in learning present perfect tense.

C. Suggestion

The researcher gave some suggestions for this research to give the good input for the next researcher who wants to do the related research. These suggestions were:

1. For the teacher, this kind of learning model can be used to teach students about present perfect tense mastery or other kinds of grammar. Actually, this model is not only for teaching grammar but also other English lesson material such as vocabulary, writing, reading, and etc. This learning model is interactive and beneficial enough for expanding students' understanding.
2. For the students, it is hoped that by using contextual teaching and learning model students will enjoy and have fun in the learning process especially with the material about present perfect tense.
3. For the researcher, contextual teaching and learning model could be as a reference for conducting a research for increasing other kinds of learning objectives.

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Appendix 1 : The Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 10 Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX²/Ganjil
Materi Pokok : Present Perfect Tense
Alokasi Waktu : 4x40 menit (2 Pertemuan)

A. Kompetensi Inti

KI-1 Dan KI-2: Menghargai dan menghayati ajaran agama yang dianutnya serta berperilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab.

KI-3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sudah/ telah dilakukan/terjadi di waktu lampau dikaitkan dengan keadaan sekarang, tanpa menyebutkan waktu terjadinya secara spesifik, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan present perfect tense).	1. Mengidentifikasi kejadian/kegiatan yang terjadi dimasa lampau dikaitkan dengan keadaan sekarang dan kejadian yang telah terjadi tanpa menyebutkan waktu terjadinya. 2. Memahami struktur kalimat positif dalam kalimat verbal pada present perfect tense. 3. Memahami struktur kalimat negatif dalam kalimat verbal pada present perfect tense. 4. Memahami struktur kalimat interogatif dalam kalimat verbal pada present perfect tense. 5. Memahami struktur kalimat pada jawaban dari kalimat interogatif dalam verbal pada present perfect tense.
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan kejadian yang sudah/terjadi di waktu lampau dikaitkan dengan keadaan sekarang,	1. Menulis kalimat sederhana menggunakan 4 bentuk kalimat present perfect tense. 2. Menulis teks deskripsi terkait memberi informasi mengenai kejadian yang telah terjadi dalam present perfect

Kompetensi Dasar	Indikator
tanpa menyebutkan waktu terjadinya secara spesifik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	tense.

C. Tujuan Pembelajaran

1. Pertemuan 1

Melalui model pembelajaran contextual teaching and learning, peserta didik diharapkan dapat:

- Mengidentifikasi kejadian/kegiatan yang terjadi dimasa lampau dikaitkan dengan keadaan sekarang dan kejadian yang telah terjadi tanpa menyebutkan waktu terjadinya.
- Memahami struktur kalimat positif dalam kalimat verbal pada present perfect tense.

2. Pertemuan 2

Melalui model pembelajaran kontekstual teaching and learning, peserta didik diharapkan dapat:

- Memahami struktur kalimat negatif dalam kalimat verbal pada present perfect tense.
- Memahami struktur kalimat interrogatif dalam kalimat verbal pada present perfect tense.
- Memahami struktur kalimat pada jawaban dari kalimat interrogatif dalam kalimat verbal pada present perfect tense.

D. Materi Pembelajaran

Materi pembelajaran ini adalah Present Perfect Tense.

E. Model Pembelajaran

Model pembelajaran menggunakan model Contextual Teaching and Learning.

F. Media Pembelajaran

- Papan tulis.
- Spidol.
- Gambar berisi kosakata yang akan digunakan dalam pembelajaran.
- Kertas warna.

G. Sumber Belajar

- Buku penunjang kurikulum 2013 mata pelajaran bahasa Inggris think globally, act locally kelas IX Kemendikbud, revisi tahun 2018.
- Kamus bahasa Inggris.

H. Langkah-Langkah Pembelajaran

Aktivitas Guru	Langkah-Langkah Penggunaan Model CTL	Aktivitas Siswa
Pertemuan 1		
A. Pre-Teaching		
1. Guru membuka kelas dengan memberi salam kemudian berdoa sebelum belajar. 2. Guru mengabsen siswa. 3. Guru mengadakan ice breaking	1. Set up	1. Siswa menjawab salam kemudian berdoa. 2. Siswa mendengarkan guru untuk absensi. 3. Siswa mengikuti instruksi dari guru.
B. While-Teaching		
4. Guru memperkenalkan kata kerja ketiga. 5. Guru mengajukan pertanyaan sederhana tentang tempat yang pernah siswa kunjungi. a. Have you ever visited Pandan Beach in Sibolga? b. Have you ever gone to Jakarta? c. Have you ever gone to Medan? 6. Guru menyuruh siswa untuk menuliskan di papan tulis tempat-tempat yang pernah dikunjungi. a. I have ever visited toba lake b. I have ever visited Silima-lima waterfall. 7. Guru menjelaskan struktur kalimat positif pada kalimat verbal present perfect tense melalui contoh yang	2. Relating	4. Siswa fokus pada guru. 5. Siswa mencoba menjawab pertanyaan dari guru. 6. Siswa menuliskan di papan tulis tempat-tempat yang pernah dikunjungi. 7. Siswa fokus pada penjelasan guru.

Aktivitas Guru	Langkah-Langkah Penggunaan Model CTL	Aktivitas Siswa
diberikan siswa.		
8. Guru menyuruh siswa mewawancarai teman sekelasnya tentang tempat wisata yang pernah mereka kunjungi. 9. Guru menyuruh siswa untuk menuliskan setiap informasi yang mereka dapatkan dari teman.	3. Experiencing	8. Siswa mewawancarai teman sekelas. 9. Siswa menuliskan informasi yang mereka dapatkan dari teman.
10. Guru menyuruh siswa untuk menceritakan informasi yang didapat dari teman di depan kelas. 11. Guru bertanya mengapa informasi tersebut dikategorikan sebagai present perfect tense.	4. Applying	10. Siswa menceritakan informasi dengan mengaplikasikan present perfect tense. 11. Siswa menjawab pertanyaan yang diberikan guru.
12. Guru membagi siswa kedalam beberapa kelompok. 13. Guru membuat permainan "Guess What I Have Done". 14. Guru mempraktikkan kegiatan yang kemudian ditebak oleh siswa. 15. Guru menyuruh siswa secara bergantian mempraktikkan kegiatan yang kemudian akan ditebak oleh teman lainnya.	5. Cooperating	12. Siswa mengikuti instruksi dari guru. 13. Siswa memperhatikan instruksi dari guru. 14. Siswa menebak kegiatan guru. 15. Siswa secara bergantian mempraktikkan kegiatan yang kemudian ditebak oleh siswa lainnya.
D. Post-Teaching		
16. Guru mendemonstrasikan	6. Transferring	16. Siswa memberikan

Aktivitas Guru	Langkah-Langkah Penggunaan Model CTL	Aktivitas Siswa
murid memberikan kesimpulan tentang present perfect tense. 17. Guru bertanya pertanyaan sederhana agar berkaitan dengan present perfect tense sebagai penguatan kembali. 18. Guru memberikan waktu untuk bertanya jika ada yang masih belum jelas.		keimpulan pelajaran hari ini. 17. Siswa menjawab pertanyaan dari guru. 18. Siswa bertanya jika ada yang masih belum jelas.
Pertemuan 2		
A. Pre-Teaching		
1. Guru membuka kelas dengan memberi salam kemudian berdoa sebelum belajar. 2. Guru mengabsen siswa. 3. Guru mengadakan ice breaking	1. Set up	1. Siswa menjawab salam kemudian berdoa. 2. Siswa mendengarkan guru untuk absensi. 3. Siswa mengikuti instruksi dari guru.
B. While-Teaching		
4. Guru bertanya pertanyaan sederhana tentang makanan apa yang mungkin belum pernah dimakan siswa. c. Have you ever eaten Pizza? d. Have you ever eaten Burger? 5. Guru menyuruh siswa untuk menuliskan di papan tulis makanan yang belum pernah dimakan siswa. 6. Guru menjelaskan	2. Relating	4. Siswa mencoba menjawab pertanyaan dari guru. 5. Siswa menuliskan di papan tulis makanan yang belum pernah mereka makan. 6. Siswa memperhatikan penjelasan guru.

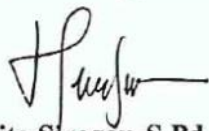
Aktivitas Guru	Langkah-Langkah Penggunaan Model CTL	Aktivitas Siswa
struktur kalimat negatif dan intrerogatif kalimat verbal present perfect tense menggunakan contoh yang diberikan siswa.		
7. Guru mendemonstrasikan siswa untuk berdialog dengan pasangan tentang makanan yang belum pernah dimakan dan alasan belum pernah memakan makanan tersebut.	3. Experiencing	7. Siswa berdialog dengan pasangan masing-masing.
8. Teacher asks some students to share information from their peers in front of the class. 9. Teacher asks the students why they think the information is categorized as present perfect tense.	4. Applying	8. Siswa maju ke depan kelas untuk berbagi aktivitas yang telah mereka lakukan. 9. Siswa menjawab pertanyaan dari guru.
10. Guru menyiapkan kalimat present perfect tense yang belum sempurna dalam kertas warna. 11. Guru membagi siswa kedalam beberapa kelompok. 12. Guru menginstruksikan setiap kelompok untuk membuat kalimat menjadi sempurna dalam present perfect tense.	5. Cooperating	10. Siswa memperhatikan instruksi guru. 11. Siswa fokus pada instruksi guru. 12. Siswa mencoba membuat kalimat menjadi sempurna dalam present perfect tense.
C. Post-Teaching		

Aktivitas Guru	Langkah-Langkah Penggunaan Model CTL	Aktivitas Siswa
13. Guru mendemonstrasikan murid memberikan kesimpulan tentang present perfect tense. 14. Guru bertanya pertanyaan sederhana agar berkaitan dengan present perfect tense sebagai penguatan kembali. 15. Guru memberikan waktu untuk bertanya jika ada yang masih belum jelas.	6. Transferring	13. Siswa memberikan kesimpulan pelajaran hari ini. 14. Siswa menjawab pertanyaan dari guru. 15. Siswa bertanya pada guru jika ada yang masih belum jelas.

Padangsidempuan, 20-02-2025

Mengetahui,
Guru Bahasa Inggris Kelas IX

Peneliti



Nurita Siregar, S.Pd

NIP. 197108122007012007.



Fitri Wahyuni Nasution

NIM. 2120300063

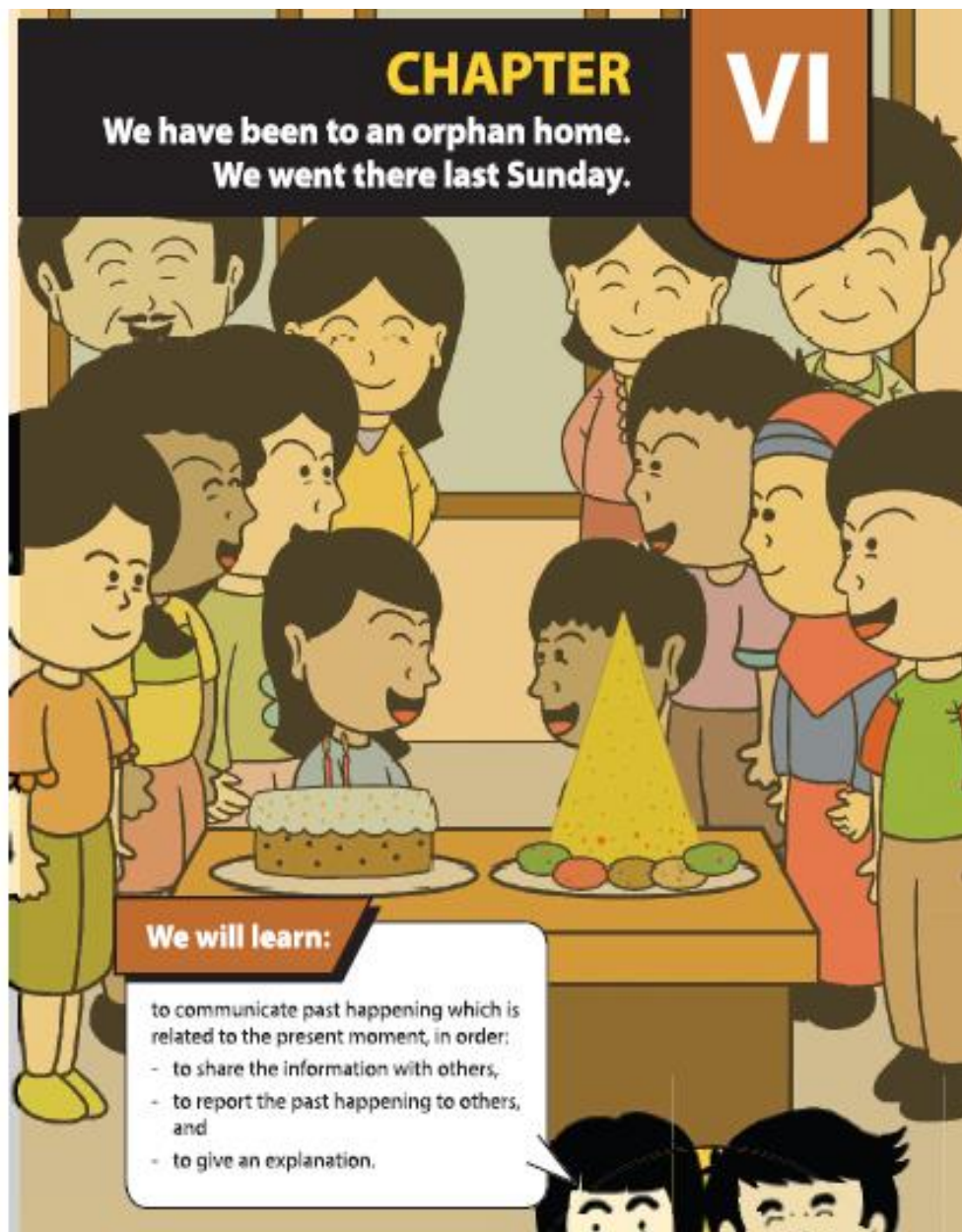


Kepala Sekolah SMP Negeri 10 Padangsidempuan

Rustaman Nasution, S.Ag

NIP. 19721004 199801 1 002

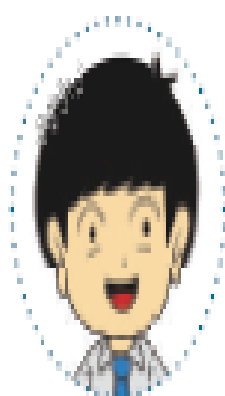
Appendix 2 : The Materials from the Book





Observing & Asking Questions

We will learn to communicate events or states in the past related to the present moment. We will play the roles of the speakers in a conversation.



Here are what we will do. **First**, we will listen and repeat the conversation after the teacher, sentence by sentence. **Second**, in groups we will learn to say the words and the sentences correctly and meaningfully. **Then**, we will play the roles of the speakers in the conversation. **Finally**, we will discuss the form and function of the bolded verbs with our teacher.

We will use a dictionary. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.



Observing & Asking Questions



Dayu, I really enjoyed our visit to the orphan home last week. It was really a good idea to celebrate your birthday there.

Hi, Edo. Yes, it was really fun. We all had a good time with the orphans there. They were very happy too. You know what? I **have visited** the orphanage five times so far.



Wow! No wonder you and the kids seemed to know each other very well.

Not really. Although I **have been** there five times, I **haven't met** each one of them quite closely. I **have met** Riri three times, but I **haven't had** a chance to talk to her personally. She **has been** very busy lately.



I **have** never **been** to an orphanage even once.

Why don't we plan a visit to the orphanage again during the Creativity Week next month? Our class **has** never **had** a program for children in an orphan home.





Observing & Asking Questions



I agree one hundred percent with Edo. We can make a useful activity with them. We chip in to buy snacks and drinks to eat together with the kids.

That will be great. I can't wait. My sister has just been to an orphanage, too. Last week her class went to the orphan home on Jalan Pattimura to bring them some new books for the library. My sister has come there twice to teach the young children to read and write.



What a brilliant idea! I have an idea now. Why don't we teach them an English song? We can teach them to sing the song first and then ask them to sing together with us. Edo will play the guitar for us. Or we can also read them a short story in English.

Good ideas. But, it's time to class now. Let's talk about it more seriously soon because we need to meet the head of the orphanage for permission at least one month before the visit.

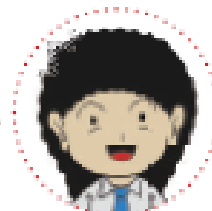




Observing & Asking Questions

We will play the roles of the speakers in the conversation below. Siti, Dayu, and Udin are talking about an orphan. Her name is Riri.

Here are what we will do. **First**, we will listen and repeat the conversation after the teacher, sentence by sentence. **Second**, in groups we will play the roles of the speakers in the conversation. **Finally**, we will discuss the form and function of the bolded verbs with our teacher.



We will say the sentences loudly, clearly, and correctly.

Siti: "I think Riri is the most interesting orphan I **have ever known**. Unfortunately, I didn't have a chance to talk to her personally. Can you tell me how she **has come** to the orphan home?"

Dayu: "Well, I don't know much about her either, because I **have met** her only three times. What I **know** is that she was the only child. Her father died when she was a baby, and her mother eight years ago. She's **been** an orphan for eight years, but she's **lived** in the orphanage for only six years now."

Udin: "Why doesn't she live with her grandparents?"

Dayu: "They both **have passed** away. Her grandfather died even before she was born, and her grandmother died six years ago."

Siti: "Why doesn't she live with a relative?"

Dayu: "She has an uncle from her mother's side, but his house is small. He's a scavenger, and he has five children. He **has put** Riri there so that she can get better care and she can go to a good school."



Observing & Asking Questions

Lina: "Why doesn't she live with him instead?"

Siti: "Does he often visit her?"

Dayu: "Yes, her uncle and his family **have visited** her a lot of times. They routinely visit her once a month."

Udin: "It must be sad to be an orphan and live in an orphan home."

Dayu: "Riri is not a gloomy kid. She is a cheerful and friendly girl. She has even shown her great care for needy children like her."

Siti: "What do you mean?"

Dayu: "She **has participated** very actively in the group's activities. They **have made** handicrafts and sold them. They **have used** the profit to help street children and poor families. The program **has run** for almost two years now."

Udin: "Wow! That's amazing. I've **never thought** of that before. I thought that the kids in orphan homes were sad kids who needed our help. But they help other people instead."

Siti: "What have **they done** for street children?"

Dayu: "They **have done** one thing for street children and one thing for poor families. To celebrate the 15th birthday of the orphanage, they gave thirty street children twenty thousand rupiahs each. Early this month they went to some poor families in the neighbourhood and gave each family a gift containing sugar, cooking oil, and rice."

Appendix 3 : The Instruments of Pre-test and Post-test

PRE-TEST INSTRUMENTS

Name :

Class :

Direction : Please answer the multiple choice questions below. Choose one the correct options a,b, or c.

1. Some students ____won the competition.
 - a. Have
 - b. Has
 - c. Having

2. Anton ____ arrived at his class.
 - a. Have
 - b. Has
 - c. Having

3. She ____ ____her book.
 - a. Has brought
 - b. Have brought
 - c. Has bring

4. You ____ ____ the Juice.
 - a. Has Drink
 - b. Have Drank
 - c. Have Drunk

5. Rina and Dina ____ bought two bowls of meatball.
 - a. Has
 - b. Have
 - c. Had

6. Choki and I ____ ____ football.
- a. Has play
 - b. Have played
 - c. Have play
7. Dicky ____ never ____ a song in front of the class.
- a. Has, sing
 - b. Has, sung
 - c. Have, sang

Direction for number 8-13 : Change the sentences into negative sentences.

8. They have just eaten lunch in the canteen.
- a. They have not just eaten lunch in the canteen.
 - b. They not have just eaten lunch in the canteen.
 - c. They have just eaten not lunch in the canteen.
9. He has played football with his friends.
- a. He not has played football with his friend.
 - b. He has played not football with his friend.
 - c. He has not played football with his friend.
10. Sasha has washed the dishes.
- a. Sasha has washed not the dishes.
 - b. Sasha not has washed the dishes.
 - c. Sasha has not washed the dishes.
11. We have ever climbed Merbabu mountain.
- a. We have never climbed Merbabu mountain.
 - b. We never have climbed Merbabu mountain.
 - c. We have not ever climbed Merbabu mountain.
12. They have recently run at car free day.
- a. They have not recently run at car free day.
 - b. They not have recently run at car free day.
 - c. They have not recently run at car free day.
13. I have already done my homework.
- a. I not have already done my homework.
 - b. I have not already done my homework.
 - c. I have done not already my homework.

Direction for number 14-19 : Choose the correct sentences of interrogative form.

14. A : _____ ?
B : Yes, they have. They have just borrowed some books from library.

- a. They have borrowed some books from library?
- b. Have borrowed they some books from library?
- c. Have they borrowed some books from library?

15. A : _____ ?
B : No, He has not. He has not studied with his group.

- a. Has he studied with his group ?
- b. Has studied he with his group ?
- c. He has studied with his group ?

16. A : _____ ?
B : I have jumped so highly because some ants have bitten my legs.

- a. Why you have jumped so highly ?
- b. Why have you jumped so highly ?
- c. Have why you jumped so highly ?

17. A : _____ ?
B : I have bought some snacks.

- a. What have you bought from the store?
- b. What you have bought from the store?
- c. What you bought have from the store?

18. A : _____ ?
B : I have watched the Cinderella Movie in the Cinema.

- a. Where you watched have the Cinderella Movie ?
- b. Where you have watched the Movie ?
- c. Where have you watched the Movie ?

19. A : _____ ?
B : Yes, She has. She has ever spoken to her teacher once.

- a. Has she ever spoken to her teacher?
- b. Has ever spoken she to her teacher?
- c. Has spoken she ever to her teacher?

Direction for number 20-25 : Read the conversations, then choose the correct answer!.

20. Cindy : Lisa, Have you listened to the news about Jacky?

Lisa : (no). I have not got any information about him.

- a. No, I have not.
- b. No, have I not.
- c. No, I not have.

21. Lala : I will not forget to bring the textbook, because I have written the lesson schedule.

How about you Kiki, Have you written the lesson schedule?.

Kiki : _____(yes). I have written that on my cute note.

- a. Yes, Have I.
- b. Yes, I have.
- c. I, Yes have.

22. Aisyah : Have you listened to my voice note in Whatsapp?

Nabila : _____. Sorry, I have not opened my Whatsapp yet.

- a. Yes, I have.
- b. No, I have not.
- c. No, I have.

23. Abdul : Nina, Has our father given you the money ?

Nina : _____. He has given me Rp. 10.000.

- a. No, he has not.
- b. Yes, he has not.
- c. Yes, he has.

24. Dimas : Have you opened the door?

Didi : _____(no).

- a. Yes, I have.
- b. No, I have not.
- c. Not, I have.

25. Lily : Have you eaten?.

Lani : _____. I feel hungry now.

- a. Yes, I have.
- b. No, I have not.
- c. Yes, I have not.

Key answer

1. A
2. B
3. A
4. C
5. B
6. B
7. B
8. A
9. C
10. C

11. A
12. A
13. B
14. C
15. A
16. B
17. A
18. C
19. A
20. A

21. B
22. B
23. C
24. B
25. B

POST-TEST INSTRUMENTS

Name :

Class :

Direction : Please answer the multiple choice questions below. Choose one the correct options a,b, or c.

1. Many boys ____tried new hair style.
 - a. Have
 - b. Has
 - c. Had
2. I have ____ the syrup.
 - a. Drink
 - b. Drank
 - c. Drunk
3. He ____ ____new comic.
 - a. Has bought
 - b. Have bought
 - c. Has buy
4. Ms. Dina ____ ____ in the office.
 - a. Have arriving
 - b. Has arrive
 - c. Has arrived
5. We ____ ever____ Cinderella Movie.
 - a. Have, watched
 - b. Has, watched
 - c. Have, watch
6. Tria and Linda ____ ____ delicious soup.
 - a. Has cooked
 - b. Have cooked
 - c. Has cooking

7. Lani ____ recently ____ a cup of coffee.
- a. Has, drunk
 - b. Have, drunk
 - c. Have, drank

Direction for number 8-13 : Change the sentences into negative sentences.

8. He has kicked the ball.
- a. He has kicked not the ball.
 - b. He not has kicked the ball.
 - c. He has not kicked the ball.
9. Lolly has ever watched in Cinema.
- a. Lolly not has ever watched Cinema.
 - b. Lolly has never watched Cinema.
 - c. Lolly never has watched Cinema.
10. Cici has sung a song in front of the class.
- a. Cici has not sung a song in front of the class.
 - b. Cici not has sung a song in front of the class.
 - c. Cici has sung not a song in front of the class.
11. We have ever borrowed some books from Library.
- a. We have never borrowed some books from Library.
 - b. We never have borrowed some books from Library.
 - c. We have not ever borrowed some books from Library.
12. They have recently played the doll together.
- a. They have not recently played the doll together.
 - b. They not have recently played the doll together.
 - c. They has not recently played the doll together.
13. They have done their homework.
- a. They not have done their homework.
 - b. They have not done their homework.
 - c. They have done not their homework

Direction for number 14-19 : Choose the correct sentences of interrogative form.

14. A : _____ ?

B: Yes, they have.

- a. Students have brought their English textbook?
- b. Have students brought their English textbook?
- c. Have brought students their English textbook?

15. A : _____ ?

B : No, she has not. She has just gone to garden.

- a. Has she studied with her team?
- b. She has studied with her team?
- c. Have she studied with her team?

16. Lala : _____ ?.

Nina : Ouh yeaah. She has already slept.

- a. Jenni has already slept?
- b. Has Jenni already slept?
- c. Has already Jenni slept?

17. Mommy : Chika, _____ ?.

Chika : Yes, I have, mom.

- a. Have you washed the dishes?
- b. You have washed the dishes?
- c. Has you washed the dishes?

18. Ayu : _____, Randy ?

Randy : No she has not. But, She will go in some minutes.

- a. Has Sinta already gone to Medan?
- b. Has already Sinta gone to Medan?
- c. Have Sinta already gone to Medan?

19. A : _____ ?

B : They have ordered 10 pieces of pizza

- a. What have they ordered at the Restaurant?
- b. What they have ordered at the Restaurant?
- c. What they ordered have at the Restaurant?

Direction for number 20-25 : Read the conversations, then choose the correct answer!.

20. Dilla : Have you eaten?.

Cani : _____. I feel hungry now.

- a. Yes, I have.
- b. No, I have not.
- c. No, we have not.

21. Dani : Have you closed the door?

Dik : _____(no).

- a. Yes, I have.
- b. No, I have not.
- c. Not, I have.

22. Abdil : Kin, Has our mother given you the money ?

Kina : _____. I have been given Rp. 50.000.

- a. No, She has not.
- b. Yes, She has not.
- c. Yes, She has.

23. Ana : Have you listened to the news about Palestina?.

Ani : _____. I have not opened my Social media.

- a. Yes, I have.
- b. No, I have not.
- c. No, I not have.

24. Lara : I will not forget to buy my school supplies, because I have written the shopping _____ list. How about you Cahya, Have you written the lesson schedule?.

Cahya : _____(yes). I have written mine on my phone note.

- a. Yes, Have I.
- b. Yes, I have.
- c. I, Yes have.

25. Windy : Lina, Have you listened to the Dinda's voice?

Lina : (no). I have not joined the event.

- a. No, I have not.
- b. No, have I not.
- c. No, I not have.

Key Answer

1. A
2. C
3. A
4. C
5. A
6. B
7. A
8. C
9. B
10. A

11. A
12. A
13. B
14. B
15. A
16. B
17. A
18. A
19. A
20. B

21. B
22. C
23. B
24. B
25. A

Appendix 4 : Validity and Reliability Test of Pre-test

Validity and Reliability test of Pretest																											
Students	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Total	
Adi	4	4	4	4	4	4	0	4	4	0	4	0	4	0	0	0	4	4	0	0	0	0	0	0	4	52	
Anwar Saleh Nasution	4	4	4	4	4	4	0	4	4	4	4	0	4	4	0	4	0	4	0	4	4	4	0	0	4	72	
Danil Jailani Siregar	4	4	4	0	0	4	4	4	4	4	4	4	4	4	4	4	4	0	0	4	4	4	4	0	4	80	
Dedi	4	4	0	4	4	0	4	0	4	4	4	4	0	4	0	4	4	0	4	4	4	0	4	0	4	68	
Febi Tuti Asiah	4	4	0	4	0	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	84	
Fadil	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	96	
Kiki Armada	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	4	4	0	88	
Muhammad Ripaldo	4	4	4	4	4	4	0	4	4	4	0	4	4	4	4	4	4	4	0	4	0	0	4	0	4	76	
Marwah Indah	4	0	4	4	0	4	4	4	4	4	4	4	4	4	0	4	0	4	0	4	0	4	0	4	4	72	
Monda Fitri Yani	4	4	4	0	4	4	0	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	0	4	84	
Naysila	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	96	
Putra Ansori Harahap	4	4	4	4	0	4	0	4	0	4	0	4	4	4	0	4	4	4	4	4	4	0	0	4	0	68	
Ridho Maulid	4	4	0	0	0	0	0	0	4	4	4	0	4	4	4	4	0	0	4	0	0	0	4	0	4	48	
Randy Harahap	4	0	4	0	0	0	0	0	4	4	0	4	0	4	0	4	0	0	4	0	4	4	0	2	0	42	
Reyhan Martua Putra Siregar	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	92	
Riski Adrian Siregar	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	96	
Royma riski siregar	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	0	4	4	4	88	
Salsabila Lestari	0	0	4	0	0	4	0	0	0	0	4	0	0	4	0	0	0	0	0	0	0	0	0	0	0	16	
Sonya Viana Sari	4	4	0	4	4	4	4	4	4	4	4	0	4	4	0	4	0	4	0	4	4	4	0	4	4	76	
Syafar	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	0	4	88	
Mehmet	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	0	4	0	0	4	0	4	4	0	76	
R Hitung	0,656906	0,433223	0,039242	0,56982	0,557578	0,443618	0,610715	0,485029	0,527268	0,658305	0,251253	0,603687	0,50669	0,250506	0,610715	0,658305	0,532297	0,455582	0,251226	0,655321	0,453099	0,502594	0,512495	0,443419	0,456931		
R tabel	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433		
Keterangan	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid		
Reliability																											
Variance	0,761905	2,590476	3,047619	3,047619	3,733333	2,057143	4,114286	3,428571	1,447619	1,447619	2,057143	3,047619	2,590476	0,761905	4,114286	1,447619	3,961905	3,733333	4,114286	3,428571	3,428571	3,961905	3,961905	4	3,047619	411,9619	
Jumlah variance	73,33333																										
Total variance	411,9619	IF the Cronbach's Alpha > 0.60 (Reliable)																									
Cronbach's Alpha =	0,85624	IF the Cronbach's Cronbach's Alpha < 0.60 (Irreliable)																									
	Reliable																										

Appendix 5 : Validity and Reliability Test of Post-test

Validity of Posttest																											
Students	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Total	
Adi	4	4	0	0	4	0	4	4	0	4	4	4	0	4	4	4	4	4	4	4	4	4	0	0	0	68	
Anwar Saleh Nasution	4	4	4	4	4	4	0	4	4	4	4	0	4	4	0	4	0	4	4	0	4	0	4	4	4	76	
Danil Jailani Siregar	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	0	4	0	4	4	0	80	
Dedi	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	0	4	4	88	
Febi Tuti Asiah	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	0	4	4	4	92	
Fadil	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	0	92	
Kiki Armada	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	0	4	4	4	4	4	4	4	92	
Muhammad Ripaldo	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	96	
Marwah Indah	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	92	
Monda Fitri Yani	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	0	0	4	4	4	88
Naysila	4	4	4	4	4	4	4	4	4	0	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	92	
Putra Ansori Harahap	0	0	4	4	4	0	4	4	4	0	0	0	0	0	4	4	4	4	4	4	0	4	4	4	4	0	60
Ridho Maulid	0	4	4	0	4	4	4	4	4	4	0	4	0	0	4	4	4	4	4	4	4	0	0	0	4	4	68
Randy Harahap	0	4	0	4	4	4	4	4	4	0	4	4	4	0	0	4	0	4	4	4	0	4	0	0	4	0	60
Yhan Martua Putra Siregar	4	4	4	0	4	4	0	4	4	0	0	0	4	4	4	4	4	0	0	4	4	4	0	4	4	68	
Riski Adrian Siregar	4	0	4	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	4	0	0	4	4	4	4	80	
Royma riski siregar	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	96	
Salsabila Lestari	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sonya Viana Sari	4	4	0	0	4	0	4	4	0	4	4	0	4	4	4	4	0	0	4	4	0	4	4	4	4	68	
Syafar	0	4	4	4	4	4	4	0	4	4	4	0	4	0	4	4	0	4	4	4	0	4	4	4	4	76	
Mehmet	0	0	0	4	4	0	4	0	4	4	0	4	4	4	4	0	4	4	4	0	4	0	0	4	4	4	60
r Count	0,480109	0,598163	0,657297	0,571828	0,809921	0,657297	0,54244	0,594455	0,505458	0,360369	0,51802	0,437591	0,486359	0,456896	0,459106	0,490425	0,47773	0,43593	0,551811	0,497875	0,311446	0,476202	0,51802	0,43841	0,47773		
r table	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433		
Description	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid		
Reliability Test																											
Variance	3,961905	2,590476	3,047619	3,047619	0,761905	3,047619	2,057143	2,057143	2,590476	3,733333	3,428571	3,733333	3,047619	3,733333	2,590476	2,057143	3,428571	2,590476	2,590476	3,428571	3,961905	3,733333	3,428571	2,057143	3,428571	459,9619	
Amount of variance	74,13333																										
Total variance	459,9619	IF the Cronbach's Alpha > 0.60 (Reliable)																									
Cronbach's Alpha =	0,873778	IF the Cronbach's Cronbach's Alpha < 0.60 (Irreliable)																									
Description	Reliable																										
Cronbach alfa = (n/n-1)* (1-Amount of variance / Total Variance)																											

Appendix 6 : The Valid and Invalid Items of Pretest Instrument

Items	r hitung	r tabel	keterangan
1.	0.66	0.43	Valid
2.	0.43	0.43	Valid
3.	0.03	0.43	Invalid
4.	0.57	0.43	Valid
5.	0.55	0.43	Valid
6.	0.44	0.43	Valid
7.	0.61	0.43	Valid
8.	0.49	0.43	Valid
9.	0.53	0.43	Valid
10.	0.66	0.43	Valid
11.	0.25	0.43	Invalid
12.	0.60	0.43	Valid
13.	0.51	0.43	Valid
14.	0.25	0.43	Invalid
15.	0.61	0.43	Valid
16.	0.66	0.43	Valid
17.	0.53	0.43	Valid
18.	0.46	0.43	Valid
19.	0.25	0.43	Invalid
20.	0.66	0.43	Valid
21.	0.45	0.43	Valid
22.	0.50	0.43	Valid
23.	0.51	0.43	Valid
24.	0.44	0.43	Valid
25.	0.46	0.43	Valid

Appendix 7 : The Valid and Invalid Items of Posttest Instrument

Items	r hitung	r tabel	Keterangan
1.	0.48	0.43	Valid
2.	0.60	0.43	Valid
3.	0.66	0.43	Valid
4.	0.57	0.43	Valid
5.	0.81	0.43	Valid
6.	0.66	0.43	Valid
7.	0.54	0.43	Valid
8.	0.59	0.43	Valid
9.	0.50	0.43	Valid
10.	0.36	0.43	Invalid
11.	0.52	0.43	Valid
12.	0.44	0.43	Valid
13.	0.49	0.43	Valid
14.	0.46	0.43	Valid
15.	0.46	0.43	Valid
16.	0.49	0.43	Valid
17.	0.48	0.43	Valid
18.	0.44	0.43	Valid
19.	0.55	0.43	Valid
20.	0.50	0.43	Valid
21.	0.31	0.43	Invalid
22.	0.48	0.43	Valid
23.	0.52	0.43	Valid
24.	0.44	0.43	Valid
25.	0.48	0.43	Valid

Appendix 8 : The Comparison of Pre-Test and Post-Test Scores

No	Students	Scores	
		Pre-test	Post-test
1	ARL	28	60
2	AKH	44	72
3	AKA	52	88
4	CJ	32	68
5	ES	64	92
6	FH	40	64
7	JN	40	72
8	MS	40	68
9	MRFH	44	76
10	NR	44	84
11	PS	20	48
12	PAN	32	64
13	RAS	32	48
14	RQ	44	76
15	R	32	56
16	SP	52	88
17	SD	32	56
18	S	32	68
19	SH	40	72
20	WYH	20	36
Score Total		764	1356
Mean		38.4	69
Median		40	68
Modus		32	72
Standard Deviation		9.41	13.87
Variance		88.67	192.37

Appendix 9 : The Normality Test of Pre-test

NO	Name	Score
1	Abdul Rifai Lubis	28
2	Ahmad Karim Harahap	44
3	Amirah Kanza Aqilah	52
4	Ciko Jeriko	32
5	Eva Sofiana	64
6	Faruhum Harahap	40
7	Jakman Nauli	40
8	Mardah Satkarani	40
9	Muhammad Rizki Fadlan Hara	44
10	Nella Ramayani	44
11	Parlaungan Sarumpaet	20
12	Putra alam Nagogo	32
13	Rafka Abdul Saleh	32
14	Ramadhan Qodri	44
15	Rinaldi	32
16	Saima Putri	52
17	Salwa Dalimunthe	32
18	Sopiana	32
19	Sulastrī Harahap	40
20	Winda Yulianti Harahap	20
Total Score		764
Mean		38,4
Median		40
Modus		32
Standar Deviasi		9,416670548
Varians		88,67368421

Kelas	Interval
1	20
2	29
3	38
4	47
5	56

Interval class	Frequency	xi	fi.xi	Xi-X bar	(Xi-X bar) ²	fi. (Xi-X bar) ²
20-28	3	24	72	-14,4	207,36	622,08
29-37	6	33	198	-5,4	29,16	174,96
38-46	8	42	336	3,6	12,96	103,68
47-55	2	51	102	12,6	158,76	317,52
56-64	1	60	60	21,6	466,56	466,56
Total	20		768			1684,8

Mean = 38,4

Standar Deviasi = 9,416670548

Rata (Mean)	N
	20

Batas Kelas	Z	Tabel Z	Pi	Ei (Fh)	(Oi-Ei)^2/Ei						
Interval class	Oi (F0)	Bawah	Atas	Bawah	Atas	Proporsi	Nilai Harapan				
20	28	3	19,5	28,5	-2,00707882	-1,051327	0,022370636	0,146554215	0,12418358	2,483671593	0,10733908
29	37	6	28,5	37,5	-1,051327	-0,095575182	0,146554215	0,461928988	0,315374773	6,307495465	0,014990651
38	46	8	37,5	46,5	-0,09557518	0,860176637	0,461928988	0,805154159	0,343225171	6,864503417	0,187828953
47	55	2	46,5	55,5	0,860176637	1,815928455	0,805154159	0,965309326	0,160155167	3,203103337	0,45189227
56	64	1	55,5	64,5	1,815928455	2,771680273	0,965309326	0,997211611	0,031902285	0,638045694	0,205331563
Total	20										0,967382517

K	P
	8,8
	9

Chi square
X² = 1,05673406

df (derajat kebebasan)
K-3= 5-3 = 2

α= 0,05

Nilai tabel X² 5,991464547

Signifikansi;
Jika nilai X² hitung < Nilai X² tabel, maka Ho diterima; Ha ditolak (NORMAL).
Jika nilai X² hitung > Nilai X² tabel, maka Ho ditolak, Ha diterima (TDK NORMAL)
Maka ,
X² = 0,96738252 < 5,991464547 (NORMAL)

Appendix 10 : The Normality Test of Post-test

NO	Name	Score																	
1	Abdul Rifai Lubis	60																	
2	Ahmad Karim Harahap	72																	
3	Amirah Kanza Aqilah	88																	
4	Ciko Jeriko	68																	
5	Eva Sofiana	92																	
6	Faruham Harahap	64																	
7	Jakman Nauli	72																	
8	Mardah Satkarani	68																	
9	Muhammad Rizki Fadlan Harahap	76																	
10	Nella Ramayani	84																	
11	Parlaungan Sarumpaet	48	Kelas	Interval		INTERVAL KLS	Frequency	xi (median)	fixi	Xi-Xbar	(Xi-Xbar)^2	Fi(Xi-Xbar)^2							
12	Putra alam Nagogo	64	1	36	45	36-45	1	40,5	40,5	-28,5	812,25	812,25							
13	Rafka Abdul Saleh	48	2	46	55	46-55	2	50,5	101	-18,5	342,25	684,5							
14	Ramadhan Qodri	76	3	56	65	56-65	5	60,5	302,5	-8,5	72,25	361,25							
15	Rinaldi	56	4	66	75	66-75	6	70,5	423	1,5	2,25	13,5							
16	Saima Putri	88	5	76	85	76-85	3	80,5	241,5	11,5	132,25	396,75							
17	Salwa Dalimunthe	56	6	86	95	86-95	3	90,5	271,5	21,5	462,25	1386,75							
18	Sopiana	68				Total	20		1380			3655							
19	Sulastrl Harahap	72																	
20	Winda Yulianti Harahap	36																	
	Total Score	1356	Rata (Mean)		N				Batas Kelas	Z		Tabel Z	Pi	Ei (Fh)	(Oi-Ei)^2/Ei				
	Mean	69	69		20	Interval class		Oi (F0)	Bawah	Atas	Bawah	Atas	Bawah	Atas	Proporsi	Nilai Harapan			
	Median	68				36	45	1	35,5	45,5	-2,415338016	-1,694341593	0,00786	0,0451002	0,03724	0,74479778	0,0874441		
	Modus	72	Std Deviasi		Min	46	55	2	45,5	55,5	-1,694341593	-0,97334517	0,0451	0,16519089	0,120091	2,401813883	0,06722186		
	Standar Deviasi	13,86969	13,869694		36	56	65	5	55,5	65,5	-0,97334517	-0,252348748	0,165191	0,40038576	0,235195	4,70389732	0,01863918		
	Varians	192,3683				66	75	6	65,5	75,5	-0,252348748	0,468647675	0,400386	0,68033925	0,279953	5,599069943	0,02870922		
			Max		Range	76	85	3	75,5	85,5	0,468647675	1,189644097	0,680339	0,88290685	0,202568	4,05135188	0,27283258		
			92		56	86	95	3	85,5	95,5	1,189644097	1,91064052	0,882907	0,9719746	0,089068	1,781355126	0,83368853		
							N	20										1,30853546	
			K		P													X²	
			6		10	DF (Derajat Kebebasan)													
						df = K-3													
						= 6-3	3												
						α = 0,05													
						Maka nilai tabel =	7,814727903												

Appendix 11 : The Hypothesis Test

NO	Name	Score	
		Pretest	Posttest
1	Abdul Rifai Lubis	28	60
2	Ahmad Karim Harahap	44	72
3	Amirah Kanza Aqilah	52	88
4	Ciko Jeriko	32	68
5	Eva Sofana	64	92
6	Faruhm Harahap	40	64
7	Jakman Nauli	40	72
8	Mardah Satkarani	40	68
9	Muhammad Rizki Fadlan Harahap	44	76
10	Nella Ramayani	44	84
11	Parlaungan Sarumpaet	20	48
12	Putra alam Nagogo	32	64
13	Rafka Abdul Saleh	32	48
14	Ramadhan Qodri	44	76
15	Rinaldi	32	56
16	Saima Putri	52	88
17	Salwa Dalimunthe	32	56
18	Sopiana	32	68
19	Sulastri Harahap	40	72
20	Winda Yulianti Harahap	20	36
Mean		38,4	69
Standar deviasi (S)		9,416670548	13,86969
Varians (S) ²		88,67368421	192,3683

Correlation
0,914583108

Signifikansi : "Jika t hitung > t tabel, maka Ha diterima dan Ho ditolak"

Maka; t hitung = 21,10 > t tabel = 2,024

Ha diterima

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{\sqrt{n_2}} \right)}}$$

MAKA,

$$t = \frac{69 - 38,4}{\sqrt{[(88,67368421 / 20) + (192,3683 / 20) - 2 (0,914583108) (9,416670548 / (\sqrt{20})) (13,86969 / (\sqrt{20}))]}}$$

$$= \frac{30,6}{\sqrt{[4,43368421 + 9,618415 - 1,829166 (9,416670548 / 4,47213595) (13,86969 / 4,47213595)]}}$$

$$= \frac{30,6}{\sqrt{[14,05209921 - 1,829166 (2,1056) (3,1013)]}}$$

$$= \frac{30,6}{\sqrt{[14,05209921 - 11,94463192]}}$$

$$= \frac{30,6}{\sqrt{[2,11]}} = \frac{30,6}{1,45}$$

$$= 21,10344828$$

$$dk = n_1 + n_2 - 2 \\ = 38$$

Maka,

t tabel = 2,024

Appendix 12 : The Result of Students' Post-test of Present Perfect Tense

76

POST-TEST INSTRUMENTS

Name :

Class :

Direction : Please answer the multiple choice questions below. Choose one the correct options a,b, or c.

1. Many boys ___ tried new hair style.

- ☒ a. Have
- b. Has
- c. Had

2. I have ___ the syrup.

- a. Drink
- b. Drank
- ☒ c. Drunk

3. He ___ new comic.

- ☒ a. Has bought
- b. Have bought
- c. Has buy

4. Ms. Dina ___ in the office.

- a. Have arriving
- b. Has arrive
- ☒ c. Has arrived

5. We ___ ever Cinderella Movie.

- ☒ a. Have, watched
- b. Has, watched
- c. Have, watch

6. Tria and Linda ___ delicious soup.

- a. Has cooked
- ☒ b. Have cooked
- c. Has cooking

88

77

7. Lani recently ___ a cup of coffee.

- ☒ a. Has, drunk
- b. Have, drunk
- c. Have, drank

Direction for number 8-13 : Change the sentences into negative sentences.

8. He has kicked the ball.

- a. He has kicked not the ball.
- b. He not has kicked the ball.
- ☒ c. He has not kicked the ball.

9. Lolly has ever watched in Cinema.

- a. Lolly not has ever watched Cinema.
- ☒ b. Lolly has never watched Cinema.
- c. Lolly never has watched Cinema.

10. Cici has sung a song in front of the class.

- ☒ a. Cici has not sung a song in front of the class.
- b. Cici not has sung a song in front of the class.
- c. Cici has sung not a song in front of the class.

11. We have ever borrowed some books from Library.

- ☒ a. We have never borrowed some books from Library.
- b. We never have borrowed some books from Library.
- c. We have not ever borrowed some books from Library.

12. They have recently played the doll together.

- ☒ a. They have not recently played the doll together.
- b. They not have recently played the doll together.
- c. They has not recently played the doll together.

13. They have done their homework.

- a. They not have done their homework.
- ☒ b. They have not done their homework.
- c. They have done not their homework

Direction for number 14-19 : Choose the correct sentences of interrogative form.

14. A : _____ ?

B: Yes, they have.

- a. Students have brought their English textbook?
- ☒ b. Have students brought their English textbook?
- c. Have brought students their English textbook?

15. A : _____ ?

B : No, she has not. She has just gone to garden.

- ☒ a. Has she studied with her team?
- b. She has studied with her team?
- c. Have she studied with her team?

16. Lala : _____ ?

Nina : Ouh yeaah. She has already slept.

- a. Jenni has already slept?
- b. Has Jenni already slept?
- ☒ c. Has already Jenni slept?

17. Mommy : Chika, _____ ?

Chika : Yes, I have, mom.

- ☒ a. Have you washed the dishes?
- b. You have washed the dishes?
- c. Has you washed the dishes?

18. Ayu : _____, Randy ?

Randy : No she has not. But, She will go in some minutes.

- ☒ a. Has Sinta already gone to Medan?
- b. Has already Sinta gone to Medan?
- c. Have Sinta already gone to Medan?

19. A : _____ ?

B : They have ordered 10 pieces of pizza

- ☒ a. What have they ordered at the Restaurant?
- b. What they have ordered at the Restaurant?
- c. What they ordered have at the Restaurant?

Direction for number 20-25 : Read the conversations, then choose the correct answer!.

20. Dilla : Have you eaten?

Cani : _____. I feel hungry now.

- a. Yes, I have.
- b. No, I have not.
- ☒ c. No, we have not.

21. Dani : Have you closed the door?

Dik : _____ (no).

- a. Yes, I have.
- ☒ b. No, I have not.
- c. Not, I have.

22. Abdil : Kin, Has our mother given you the money ?

Kina : _____. I have been given Rp. 50.000.

- a. No, She has not.
- ☒ b. Yes, She has not.
- c. Yes, She has.

23. Ana : Have you listened to the news about Palestina?

Ani : _____. I have not opened my Social media.

- a. Yes, I have.
- ☒ b. No, I have not.
- c. No, I not have.

24. Lara : I will not forget to buy my school supplies, because I have written the shopping _____ list. How about you Cahya, Have you written the lesson schedule?.

Cahya : _____ (yes). I have written mine on my phone note.

- a. Yes, Have I.
- ☒ b. Yes, I have.
- c. I, Yes have.

25. Windy : Lina, Have you listened to the Dinda's voice?

Lina : (no). I have not joined the event.

- ☒ a. No, I have not.
- b. No, have I not.
- c. No, I not have.

POST-TEST INSTRUMENTS

Name :

Class :

Direction : Please answer the multiple choice questions below. Choose one the correct options a,b, or c.

1. Many boys ~~_____~~ tried new hair style.

- ☒ a. Have
- b. Has
- c. Had

2. I have ~~_____~~ the syrup.

- a. Drink
- b. Drank
- ☒ c. Drunk

3. He ~~_____~~ new comic.

- ☒ a. Has bought
- b. Have bought
- c. Has buy

4. Ms. Dina ~~_____~~ in the office.

- a. Have arriving
- b. Has arrive
- ☒ c. Has arrived

5. We ~~_____~~ ever Cinderella Movie.

- ☒ a. Have, watched
- b. Has, watched
- c. Have, watch

6. Tria and Linda ~~_____~~ delicious soup.

- a. Has cooked
- ☒ b. Have cooked
- c. Has cooking



7. Lani ~~_____~~ recently ~~_____~~ a cup of coffee.

- ☒ a. Has, drunk
- b. Have, drunk
- c. Have, drank

Direction for number 8-13 : Change the sentences into negative sentences.

8. He ~~has kiked~~ the ball.

- a. He has kicked not the ball.
- b. He not has kicked the ball.
- ☒ c. He has not kicked the ball.

9. Lolly ~~has ever~~ watched in Cinema.

- a. Lolly not has ever watched Cinema.
- ☒ b. Lolly has never watched Cinema.
- c. Lolly never has watched Cinema.

10. Cici ~~has sung~~ a song in front of the class.

- ☒ a. Cici has not sung a song in front of the class.
- b. Cici not has sung a song in front of the class.
- c. Cici has sung not a song in front of the class.

11. We ~~have ever~~ borrowed some books from Library.

- ☒ a. We have never borrowed some books from Library.
- b. We never have borrowed some books from Library.
- c. We have not ever borrowed some books from Library.

12. They ~~have recently~~ played the doll together.

- ☒ a. They have not recently played the doll together.
- b. They not have recently played the doll together.
- c. They has not recently played the doll together.

13. They ~~have done~~ their homework.

- a. They not have done their homework.
- ☒ b. They have not done their homework.
- c. They have done not their homework

Direction for number 14-19 : Choose the correct sentences of interrogative form.

14. A : _____ ?

B: Yes, they have.

- a. Students have brought their English textbook?
- ☒ b. Have students brought their English textbook?
- c. Have brought students their English textbook?

15. A : _____ ?

B : No, she has not. She has just gone to garden.

- ☒ a. Has she studied with her team?
- b. She has studied with her team?
- c. Have she studied with her team?

16. Lala : _____ ?

Nina : Ouh yeaah. She has already slept.

- a. Jenni has already slept?
- ☒ b. Has Jenni already slept?
- c. Has already Jenni slept?

17. Mommy : Chika, _____ ?

Chika : Yes, I have, mom.

- a. Have you washed the dishes?
- ☒ b. You have washed the dishes?
- c. Has you washed the dishes?

18. Ayu : _____, Randy ?

Randy : No she has not. But, She will go in some minutes.

- ☒ a. Has Sinta already gone to Medan?
- b. Has already Sinta gone to Medan?
- c. Have Sinta already gone to Medan?

19. A : _____ ?

B : They have ordered 10 pieces of pizza

- ☒ a. What have they ordered at the Restaurant?
- b. What they have ordered at the Restaurant?
- c. What they ordered have at the Restaurant?

Direction for number 20-25 : Read the conversations, then choose the correct answer!.

20. Dilla : Have you eaten?

Cani : _____, I feel hungry now.

- ☒ a. Yes, I have.
- b. No, I have not.
- c. No, we have not.

21. Dani : Have you closed the door?

Dik : _____ (no).

- a. Yes, I have.
- ☒ b. No, I have not.
- c. Not, I have.

22. Abdil : Kin, Has our mother given you the money ?

Kina : _____, I have been given Rp. 50.000.

- a. No, She has not.
- b. Yes, She has not.
- ☒ c. Yes, She has.

23. Ana : Have you listened to the news about Palestina?

Ani : _____, I have not opened my Social media.

- a. Yes, I have.
- ☒ b. No, I have not.
- c. No, I not have.

24. Lara : I will not forget to buy my school supplies, because I have written the shopping _____ list. How about you Cahya, Have you written the lesson schedule?.

Cahya : _____ (yes). I have written mine on my phone note.

- a. Yes, Have I.
- ☒ b. Yes, I have.
- c. I, Yes have.

25. Windy : Lina, Have you listened to the Dinda's voice?

Lina : _____ (no). I have not joined the event.

- ☒ a. No, I have not.
- b. No, have I not.
- c. No, I not have.

POST-TEST INSTRUMENTS

Name :

Class :

Direction : Please answer the multiple choice questions below. Choose one the correct options a,b, or c.

1. Many boys ___ tried new hair style.

- ☒ a. Have
- ☐ b. Has
- ☐ c. Had

2. I have ___ the syrup.

- ☐ a. Drink
- ☐ b. Drank
- ☒ c. Drunk

3. He ___ new comic.

- ☒ a. Has bought
- ☐ b. Have bought
- ☐ c. Has buy

4. Ms. Dina ___ in the office.

- ☐ a. Have arriving
- ☒ b. Has arrive
- ☐ c. Has arrived

5. We ___ ever ___ Cinderella Movie.

- ☒ a. Have, watched
- ☐ b. Has, watched
- ☐ c. Have, watch

6. Tria and Linda ___ delicious soup.

- ☐ a. Has cooked
- ☒ b. Have cooked
- ☐ c. Has cooking

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7. Lani ___ recently ___ a cup of coffee.

- ☒ a. Has, drunk
- ☐ b. Have, drunk
- ☐ c. Have, drank

Direction for number 8-13 : Change the sentences into negative sentences.

8. He has kicked the ball.

- ☐ a. He has kicked not the ball.
- ☐ b. He not has kicked the ball.
- ☒ c. He has not kicked the ball.

9. Lolly has ever watched in Cinema.

- ☐ a. Lolly not has ever watched Cinema.
- ☒ b. Lolly has never watched Cinema.
- ☐ c. Lolly never has watched Cinema.

10. Cici has sung a song in front of the class.

- ☒ a. Cici has not sung a song in front of the class.
- ☐ b. Cici not has sung a song in front of the class.
- ☐ c. Cici has sung not a song in front of the class.

11. We have ever borrowed some books from Library.

- ☒ a. We have never borrowed some books from Library.
- ☐ b. We never have borrowed some books from Library.
- ☐ c. We have not ever borrowed some books from Library.

12. They have recently played the doll together.

- ☒ a. They have not recently played the doll together.
- ☐ b. They not have recently played the doll together.
- ☐ c. They has not recently played the doll together.

13. They have done their homework.

- ☐ a. They not have done their homework.
- ☒ b. They have not done their homework.
- ☐ c. They have done not their homework

Direction for number 14-19 : Choose the correct sentences of interrogative form.

14. A : _____ ?

B : Yes, they have.

- a. Students have brought their English textbook?
- b. Have students brought their English textbook?
- ☒ c. Have brought students their English textbook?

15. A : _____ ?

B : No, she has not. She has just gone to garden.

- a. Has she studied with her team?
- ☒ b. She has studied with her team?
- c. Have she studied with her team?

16. Lala : _____ ?

Nina : Ouh yeaah. She has already slept.

- a. Jenni has already slept?
- b. Has Jenni already slept?
- ☒ c. Has already Jenni slept?

17. Mommy : Chika, _____ ?

Chika : Yes, I have, mom.

- a. Have you washed the dishes?
- ☒ b. You have washed the dishes?
- c. Has you washed the dishes?

18. Ayu : _____, Randy ?

Randy : No she has not. But, She will go in some minutes.

- a. Has Sinta already gone to Medan?
- ☒ b. Has already Sinta gone to Medan?
- c. Have Sinta already gone to Medan?

19. A : _____ ?

B : They have ordered 10 pieces of pizza

- a. What have they ordered at the Restaurant?
- ☒ b. What they have ordered at the Restaurant?
- c. What they ordered have at the Restaurant?

Direction for number 20-25 : Read the conversations, then choose the correct answer!.

20. Dilla : Have you eaten?.

Cani : _____. I feel hungry now.

- a. Yes, I have.
- ☒ b. No, I have not.
- c. No, we have not.

21. Dani : Have you closed the door?

Dik : _____ (no).

- a. Yes, I have.
- ☒ b. No, I have not.
- c. Not, I have.

22. Abdil : Kin, Has our mother given you the money ?

Kina : _____. I have been given Rp. 50.000.

- a. No, She has not.
- b. Yes, She has not.
- ☒ c. Yes, She has.

23. Ana : Have you listened to the news about Palestina?.

Ani : _____. I have not opened my Social media.

- a. Yes, I have.
- ☒ b. No, I have not.
- c. No, I not have.

24. Lara : I will not forget to buy my school supplies, because I have written the shopping _____ list. How about you Cahya, Have you written the lesson schedule?.

Cahya : _____ (yes). I have written mine on my phone note.

- a. Yes, Have I.
- ☒ b. Yes, I have.
- c. I, Yes have.

25. Windy : Lina, Have you listened to the Dinda's voice?

Lina : _____ (no). I have not joined the event.

- ☒ a. No, I have not.
- b. No, have I not.
- c. No, I not have.

POST-TEST INSTRUMENTS

Name :

Class :

Direction : Please answer the multiple choice questions below. Choose one the correct options a,b, or c.

1. Many boys ___ tried new hair style.

- ☒ Have
- b. Has
- c. Had

2. I have ___ the syrup.

- a. Drink
- ☒ Drank
- c. Drunk

3. He ___ new comic.

- ☒ Has bought
- b. Have bought
- c. Has buy

4. Ms. Dina ___ in the office.

- a. Have arriving
- b. Has arrive
- ☒ Has arrived

5. We ___ ever Cinderella Movie.

- ☒ Have, watched
- b. Has, watched
- c. Have, watch

6. Tina and Linda ___ delicious soup.

- a. Has cooked
- ☒ Have cooked
- c. Has

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7. Lani ___ recently ___ a cup of coffee.

- ☒ Has, drunk
- b. Have, drunk
- c. Have, drank

Direction for number 8-13 : Change the sentences into negative sentences.

8. He has kicked the ball.

- a. He has kicked not the ball.
- b. He not has kicked the ball.
- ☒ c. He has not kicked the ball.

9. Lolly has ever watched in Cinema.

- a. Lolly not has ever watched Cinema.
- b. Lolly has never watched Cinema.
- ☒ c. Lolly never has watched Cinema.

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- a. Cici has not sung a song in front of the class.
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- ☒ a. They have not recently played the doll together.
- b. They not have recently played the doll together.
- c. They has not recently played the doll together.

13. They have done their homework.

- a. They not have done their homework.
- ☒ b. They have not done their homework.
- c. They have done not their homework

Direction for number 14-19 : Choose the correct sentences of interrogative form.

14. A : _____ ?

B: Yes, they have.

- a. Students have brought their English textbook?
- ☒ b. Have students brought their English textbook?
- c. Have brought students their English textbook?

15. A : _____ ?

B : No, she has not. She has just gone to garden.

- ☒ a. Has she studied with her team?
- b. She has studied with her team?
- c. Have she studied with her team?

16. Lala : _____ ?

Nina : Ouh yeaah. She has already slept.

- ☒ a. Jenni has already slept?
- b. Has Jenni already slept?
- c. Has already Jenni slept?

17. Mommy : Chika, _____ ?

Chika : Yes, I have, mom.

- a. Have you washed the dishes?
- ☒ b. You have washed the dishes?
- c. Has you washed the dishes?

18. Ayu : _____, Randy ?

Randy : No she has not. But, She will go in some minutes.

- a. Has Sinta already gone to Medan?
- ☒ b. Has already Sinta gone to Medan?
- c. Have Sinta already gone to Medan?

19. A : _____ ?

B : They have ordered 10 pieces of pizza

- ☒ a. What have they ordered at the Restaurant?
- b. What they have ordered at the Restaurant?
- c. What they ordered have at the Restaurant?

Direction for number 20-25 : Read the conversations, then choose the correct answer!.

20. Dilla : Have you eaten?

Cani : _____, I feel hungry now.

- ☒ a. Yes, I have.
- b. No, I have not.
- c. No, we have not.

21. Dani : Have you closed the door?

Dik : _____ (no).

- a. Yes, I have.
- ☒ b. No, I have not.
- c. Not, I have.

22. Abdil : Kin, Has our mother given you the money ?

Kina : _____, I have been given Rp. 50.000.

- a. No, She has not.
- b. Yes, She has not.
- ☒ c. Yes, She has.

23. Ana : Have you listened to the news about Palestina?

Ani : _____, I have not opened my Social media.

- a. Yes, I have.
- b. No, I have not.
- ☒ c. No, I not have.

24. Lara : I will not forget to buy my school supplies, because I have written the shopping _____ list. How about you Cahya, Have you written the lesson schedule?.

Cahya : _____ (yes). I have written mine on my phone note.

- a. Yes, Have I.
- ☒ b. Yes, I have.
- c. I, Yes have.

25. Windy : Lina, Have you listened to the Dinda's voice?

Lina : _____ (no). I have not joined the event.

- ☒ a. No, I have not.
- b. No, have I not.
- c. No, I not have.

DOCUMENTATION

Pre-Test Activity



Treatment Activity





Post-Test Activity



CURRICULUM VITAE



I. Identity

1. Name : Fitri Wahyuni Nasution
2. Reg. No : 2120300063
3. Sex : Female
4. Place/ Birth : Aek Raru, 10 October 2002
5. Child : 4
6. Nationality : Indonesia
7. Status : Not Married
8. Religion : Islam
9. Address : Ujung Gurap, Padangsidimpuan Batunadua
10. Phone Number : 082171498410
11. E-mail : fitriwahyuni10102002@gmail.com

II. Parents

a. Father

1. Name : Lauddin Nasution
2. Job : -
3. Address : -
4. Phone Number : -

b. Mother

1. Name : Winda Siregar
2. Job : Farmer
3. Address : Dusun I Manduamas Baru, Tapanuli Tengah
4. Phone Number : -

c. Guardian

1. Name : Salbiana Ritonga
2. Job : Farmer
3. Address : Ujung Gurap, Padangsidimpuan Batunadua
4. Phone Number : 081356819041

III. Education Background

- | | | |
|-----------------------|--|------|
| 1. Elementary School | : SD Swasta 101950 Kita Yadika Patogu Janji | 2015 |
| 2. Junior High School | : SMP Swasta Kita Membangun | 2018 |
| 3. Senior High School | : SMAN 7 Padangsidempuan | 2021 |
| 4. S.1 | : UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan | 2025 |

IV. Organization

1. Member of PMII in 2023 – now
2. Member of PEP in 2023 - 2025
3. Member of IKANAS in 2023 - now