

APPENDIX 1A

SUBJECT 1

PRESENT PERFECT TENSE

PART I

6. *Finally made* instead of *have finally made*:

"club members make their decision. The election is over.....ini aku kan jawabnya 'finally made' kan ya.. jadi 'the club members' kan akhirnya membuat keputusan mereka. Ini kan dari 'finally', opo'o tak jadiin 'make', bukan 'made' soal'e sudah diambil keputusanne, jadi istilah'e kayak gitu. Kalo 'will finally made', rasa'e gak cocok. Yang ada dalam bayanganku itu akhirnya dia ngambil keputusan. Karena keputusan sudah diambil mangkannya pake verb dua. Aku pakai insting... yang kebayang ya 'made' dari 'You made that', atau 'You made it' ."

Translation: The student answers 'finally made' because he thinks that they finally do it. He thinks that 'made' is better than 'make' because the decision has been already taken. He thinks that 'will finally make' is wrong because it has been taken. The correct verb is verb two. He knows the answer from 'You made that' or 'You made it'.

Analysis: During the Tap, the student mentions that the meaning of the sentence is that the doer has done the action from his statement that the process which is going on in his mind is 'the decision has been taken'. However, the student fails to use the correct tense because he mixes it with his own understanding. He fails to see that the act of deciding gives effect to the current condition. It shows that his problem is related to the use of present perfect tense. (6)

7. *Chose* instead of *have chosen*:

"'The election is over and they choose a new president'..... ini aku milih 'chose', verb dua karena sudah berakhir, soalnya mereka ya sudah milih gitu lho. Kan ada tulisannya 'Ann Andrew is now the club leader'. Kan akhir'e mereka sudah

milih Ann Andrew.... Kalo tetep 'choose' sebener'e bisa ya..... Tapi..., ada 'the election is over' jadi verb dua ya...."

Translation: The student chooses verb two because the action has finished. Further, the next sentence also says that Ann Andrew is now the club leader. Then, he thinks that 'choose' is correct, but because the action is over, he decides that 'chose' is the best.

Analysis: The student again mentions about an action that has been done in the past but it still has effect to the present condition. It can be seen from his thinking process that the action has been done so the perfect answer is 'chose'. He fails to see that the act of deciding gives effect to the current condition. It shows that his problem is related to the use of present perfect tense. (6)

17. *Already became* instead of *has already become*:

"..... (read the question).., aku pake verb dua ya disini.. karena setelah 'when I first came to this house', jadi ini kayak nunjukin result, hasil'e.. tapi sekarang enggak.. mangkane kan aku pake verb two.., soal'e kan istilaha dulune meneng (diam) tapi sekarang 'very noisy', jadi kayak result gitu. Jadi kalo result dipake'i verb dua."

Translation: The student thinks that verb two is the best because it shows result. He says that the condition was quiet, and now is noisy. So, he decides to use verb two.

Analysis: The student knows that the condition of 'noisy' is actually a result of certain action (The consortium developed the area). Nevertheless, he claims that a-result-action must use verb two, which actually is one of the use of present perfect tense. It shows that his problem is related to the use of present perfect tense. (6)

23. *Won't sell* instead of *haven't sold*:

"...dua tiga aku pake 'won't sell', (pikirku) aku beli rumah ini tahun lalu, tapi aku enggak mau jual rumahku yang lama dulu..jadi 'will not' ya to? Istilaha aku

gak ngerencanain njual rumahku dulu.., di dalam bayanganku kayak gitu soal'e kayak beli tahun lalu tapi gak rencana jual, ya bayanganku ya kayak gitu...."

Translation: The student thinks that he does not want to sell his old house although he already has two houses. He imagines it in this way.

Analysis: The student thinks that the action of selling the house is a future action as he says that the doer does not want to sell his old house. This is a context that is going on in his mind. In this number, his problem is related to the context of the sentence. (7)

27. *I'm buying* instead of *have bought*:

" Disini aku pake'e 'am buying' ya... aku sudah membeli 3 galon cat .. tapi mestine 'I bought' bedane kalo pake 'am buying' kan aku barusan ae beli jadi aku beli.. kalo 'bought' kan sudah beli.. Kalo menurutku kayak gini ini bebas context'e asal kalimat'e make sense ae it's ok."

Translation: The student uses 'am buying' but he tries to correct it by using 'bought'. He explains that 'buying' is an action that is recently done, and 'bought' is an action that has been done. He says that the context is free as long as the sentence makes sense.

Analysis: Although during the TAP the student mentions that 'bought' means an action that has been done in the past; he fails to differentiate the use between 'bought' and 'has bought'. Firstly in the test, he answered it by using 'am buying', and then during the TAP he tried to use 'bought'. He fails to use the exact tense which correspond with his understanding in Indonesian. It shows that his problem is related to the concept or the use of present perfect tense. (6)

PART II

5. *Were you already watering* instead of *have you already watered*:

"...(read the question)... apa kamu sudah nyirami bungae ta? Kamu harus ngelaku'no hari ini.. ya gitu tok.. aku ngerti konteks'e ya tak arti'no ke Indonesia gitu tok pokok'e."

Translation: the student translates the sentences into Indonesian which means a finished action. He then knows the context from his translation.

Analysis: The student translates the sentence into 'have you watered the flower' which signals that the sentence is a perfect action. But he fails to use the exact tense which correspond to his understanding in Indonesian. Furthermore he mentions that the most important thing is the context and translating it into Indonesia. It shows that his problem is related to the use of present perfect tense. (6)

22. *Is washing* instead of *has washed*:

"De'e wis.. eh de'e ya lagi nyuci mobil'e.. ya mari gitu sekarang ya wis bersih mobil'e. nggak salah....."

Translation: Firstly, the student thinks that the doer has washed the car, and then he changes his mind and says that the doer is washing the car. Because of the action of washing, the car is clean now. He feels that his answer is correct.

Analysis: The student thinks that it is an ongoing process as he says during the TAP that the doer is still washing his car. It shows that he is unaware that the action affects the present condition although he actually can say that at the moment of speaking the car is already clean. It shows that his problem is related to the use of present perfect tense. (6)

43. *Are you doing* instead of *have you done*:

".....(read the question).....(translate)...apa seng sudah kamu laku'no sejauh ini... ya wis gitu tok lek diarti'no."

Translation: The student translates the sentence into 'what have you done so far'.

Analysis: The student translates it into 'what have you done so far' but he fails to apply the exact tense. He has problem related to the use of present perfect tense. (6)

44. *Have* instead of *have had*:

“.....(read the question).. *ya aku wis kerja...ndek bisnis ini kurang lebih.. eh selama sepuluh tahun, jadi aku punya pengalaman di bidang ini....*”

Translation: the student thinks that as the doer has worked in the business for ten years, the doer has some experience in his field.

Analysis: the student simply thinks that it is a fact in the present condition. He misinterprets the context of the sentence. His problem is related to sentence context. (7)

49. *Changed* instead of *has changed*:

“.....(read the question)..... *ya pengertianku tentang negara ini berubah banyak sejak aku datang... sudah berubah soal’e... tau lek berubah ya ‘I arrived’, sejak aku datang wis lewat.. wis mari dateng’e.... Sekarang kan wis berubah cara pandang’e.*”

Translation: The student thinks that the understanding has changed a lot since the doer arrived. He knows that the understanding has changed from the word ‘arrived’. The action of arriving has passed, so the understanding now has already changed.

Analysis: The student mentions that the action of changing has happened. He says that the doer’s arrival is in the past time frame so now the doer’s understanding has changed. Although he mentions ‘now’ during the TAP, he fails to see that the state of changing began in the past and continues up to the present. It shows that his problem is related to the use of present perfect tense. (6)

PRESENT PERFECT CONTINUOUS TENSE

PART I

19. *Am sitting* instead of *have been sitting*:

“....(read the question).. *oh ini harus’e soal’e pake ‘at’ ya... (reading) lha ini ya lek liat context’e tadi jam 9 sekarang jam 10 kan ya. Mestine ‘I was sitting at this desk for an hour’, aku jawab’e ‘I am sitting’. ‘I was’ mestine..., jadi aku duduk*

disini selama 1 jam, soal'e dari jam 9 sampai jam10. Ya ini kan menyatakan aku lho duduk wis sejam.. ga tau sih...."

Translation: the student understands that the action began at nine and is still in progress at ten. He chooses 'was sitting' instead of 'am sitting'. He also thinks that the doer has been sitting for an hour, but he is confused.

Analysis: The student firstly answered 'I am sitting'. Then during the TAP, he changes it into 'I was sitting'. He can actually mention that the action has been happening from nine to ten and the doer has been sitting for one hour which indicates that the action began in the past and is still continuing at the moment of focus. However, he fails to use the exact tense. It shows that his problem is related to the use of present perfect tense. (6)

22. *Studied* instead of *have been studying*:

"...(reading), ini aku pake verb dua soal'e kan ada 'since three months ago'...."

Translation: three months ago gives a clue to the student that the action is in the past.

Analysis: The student highly misinterprets the term 'Since three months ago' into 'three months ago'. He has problem related to the time signal (1)

PART II

36. *Have studied* instead of *have been studying*:

"tiga enam... (reading the question).... Ya ini aku tak jadino 'I have' .., ya aku da belajar lima jam kedepan....., aku tau artine dari 'from five straight hours', terus 'I have' tapi kalo 'I studied' itu kan rasane...belum dilaku'no.. lek 'I have' kan wis mari tak laku'no.. aku lho wis belajar selama lima jam kedepan, ya gak heran lek aku kesel, gitu...."

Translation: The student uses 'have studied' from the clue 'from five straight hours'. He thinks that the focus is the completion of the action because the doer has studied for five straight hours, and it is no wonder that the doer gets tired.

Analysis: The student thinks that his answer 'I have' signals something that has been done and has effect (tiresome) as he mentions during the TAP that the doer

has studied for five straight hours, and now it is no wonder that the doer gets tired. It shows that the student misinterprets the next sentence (I am getting tired) as a result and the focus is the completion of the action. It shows that his problem is related to the context (7)

50. *Is waiting for* instead of *has been waiting for*:

“(read the question)... kayak orang ngomong, bangun wis, kamu lho tidur wis cukup lama, temenmu wis kesini tadi.....,tapi kenyataane koncone wis nunggu selama 15 menit... konteks'e kayak koncone wis pulang sampe nunggu selama 15 menit.....”

Translation: The student thinks that the context is a conversation. He translates the sentence and gets the idea that the 'friend' has waited for 15 minutes and has gone home because the 'friend' is tired waiting.

Analysis: The student claims that the 'friend', after waiting for 15 minutes, went home already. He has problem dealing with the context of the sentence. (7)

APPENDIX 1B

SUBJECT 2

"Yang paling gampang bagi aku simple present soalnya yang pertama kali dapet. Tapi yang paling sulit ya almost all perfect, soalnya sering ketuker-tuker pengertiannya. Tapi sekarang patternnya sudah ngerti tapi kadang radak bingung."

PRESENT PERFECT TENSE

PART I

6. *Finally make* instead of *have finally made*:

"..Ya soalnya dibaca dulu, terus dikira-kira pake apa.. 'finally make' ya present terus ada 'finally' untuk menunjukkan akhirnya. Terus ada 'the election is over', juga dari sana dan selanjutnya itu, ada they bla bla bla... pertamanya cuman liat ini aja, ini harus'e pake perfect juga, aku cuman liat 'the club members' sampe 'the election is over'. Jadi belum liat yang 'they choose the new president'...."

Translation: The student thinks that the time frame is in present and 'finally' shows result. Then, she sees 'the election is over' and the rest of the sentence. She thinks that the sentence should use present perfect. When she did the test, she just paid attention to the first sentence only and put aside 'they choose the new president'.

Analysis: When the student did the test, she did it carelessly. She didn't pay attention to the next sentence. During the TAP, she can give the correct answer as she mentions that this number should use perfect but she overlooks the rest of the sentence. It shows that she has problem related to the carelessness. (8)

7. *Have choose* instead of *have chosen*:

" 'Have choose' ya karena diliat dari apa namanya, pertama semua club membejanya membuat dulu, terus pemilihannya dah selesai. Dan sekarang mereka

sudah memilih yang baru. Ini pake present perfect dilihat dari time-nya, sequence kalimat. Terakhirnya ada 'Ann Andrew is now the club leader'. Salah rasanya, soalnya Ann Andrew sekarang sudah jadi club leader. Berarti kan di masa lalu mereka itu sudah selesai membuat keputusan, sudah selesai mengadakan pemilihan dan sudah memilih presiden yang baru. Oh ya, salah, 'have chosen'."

Translation: The student uses 'have choose' because the election is over. She uses present perfect tense because of the sequence. Then, she realizes her mistake and changes 'choose' into 'chosen'.

Analysis: She confidently admits that the sentence must use present perfect tense because she thinks that the action was made in the past, so it has been finished. She also thinks that the doers have finished making the decision and have chosen the new president. However, she applied the wrong verb form. During the TAP, she can correct it. It shows that she has problem related to the carelessness. (8)

17. *Already become* instead of *has already become*:

"Soalnya terjadi sekarang, soalnya ada 'now'-nya jadi pasti present."

Translation: The student thinks that the action is on progress at the moment of speaking because she sees the word 'now'.

Analysis: The student exclusively believes that 'now' signals present progressive action and overlooks the whole sentence meaning. It indicates that she has problem related to the time signal (1)

23. *Haven't sell* instead of *haven't sold*:

"Kan soalnya sekarang, dan dia belum menjual rumahnya yang lama, sedangkan dia sudah membeli rumahnya yang baru tahun lalu. Tau sekarang dari 'at this moment'. Pake present perfect, 'haven't sell soalnya ada penghubung perfect-perfec."

Translation: The student thinks that the doer has not sold the old house although the doer already bought the new one last year. She knows the present time frame form 'at this moment' and thinks that the sentence should use present perfect tense because of the perfective conjunctions.

Analysis: The student applies the wrong verb form although she knows that the sentence must use present perfect tense. She says that the sentence should use present perfect because of the perfective conjunctions. It shows that she has problem related to the wrong application of verb form (4)

27. *Have buy* instead of *have bought*:

“Pakai ‘have buy’, soalnya dia sudah ‘planning’ dan jugak sudah ada ‘preperation’-nya berarti kan dah selesai beli cat beli anu... kan tinggal melakukan paint. Itu salah itu... he... seharusnya have bought.”

Translation: The student thinks that present perfect is suitable because the doer has planned it and the doer has prepared it as well. The student then corrects her answer from ‘have buy’ into ‘have bought’.

Analysis: The student admits that the sentence must use present perfect tense because the doer has planned it and the doer has prepared the paints and so forth. During the Tap, she can correct it. It shows that she has problem related to the carelessness. (8)

PART II

5. *Have you already watering* instead of *have you already watered*:

“Pakai ‘have you’ karena menanyakan apakah sudah selesai atau belum. Pakai ‘watering’ soalnya bukan cuma satu tapi ada progresnya gitu.”

Translation: The student thinks that someone is questioning about a completion of an action. She uses ‘watering’ because she thinks that the action is a progressive action. (It is probable that she actually wants to use present perfect continuous)

Analysis: The student thinks that the action is a progress action. She fails to use the right tense in this sentence. In fact, although she uses ‘have’, which signals a completion of an action, she mixes it with progressive form. She is not aware that the focus is the completion of an action not the progress. It shows that she has problem related to the use of Present Perfect Tense (6)

22. *Is washing* instead of *has washed*:

“Soalnya cuma liat kalimat itu aja gak liat yang lainnya. ‘It’s already clean now’. Terus ada now.”

Translation: The student thinks that it fits perfectly because she does not pay attention to the rest of the sentence, especially ‘it is already clean now’.

Analysis: The student does not notice the rest of sentence (already clean) and simply thinks that it is an ongoing process from ‘now’. It indicates that she has problem related to the wrong understanding of the sentence context (7)

43. *Are you doing* instead of *have you done*:

“Arti kalimatnya gimana ya....? ya misalkan gini, suatu pekerjaan dari jam 6 sampai jam 10 dan dia bertannya pada tengah-tengah progressnya itu sudah sampe mana gitu.....”

Translation: The student thinks that someone is asking about a progress of an activity which started at six and is supposed to end at ten.

Analysis: In the student’s mind, the action is describes it as someone who is asking about a progress of an activity which started at six and is supposed to end at ten. It means that she knows that the state began in the past and still exists up to now. However, she fails to use the correct tense. It indicates that she has problem with the concept of present perfect tense. (6)

44. *Have* instead of *have had*:

“Arti kalimatnya, sudah cukup memiliki cukup pengalaman.”

Translation: The student translates the sentence into having had enough experience.

Analysis: Although she translates the sentence into ‘having had enough experience’ that indicates a perfect action (something which happened in certain period before now); she fails to use the tense which correspond her thought. It shows that she has problem related to the use of Present Perfect Tense (6)

49. *Have changed* instead of *has changed*:

“ ‘*Have changed*’, pengertiannya ya... *country ini sudah berubah banyak sejak aku tiba, tibanya tapi lampau. Jadi saat ini sudah banyak berubah. ‘My understanding of this country’ mestinya kan itu aku pakai ‘have karena ‘My understanding of this country’ ini kan waktu itu pengertiannya gak terbatas pada satu saja, bisa banyak.*”

Translation: The student thinks that the understanding has changed a lot since the doer arrived. The action of arriving is in the past, so at this moment, there are many things which have been changed. She thinks that the doer’s understanding of the country cover a lot of things, so she uses ‘have’ instead of ‘has’.

Analysis: The student claims that ‘my understanding’ is not singular, but plural as she says that the doer’s understanding of the country covers a lot of things, so it must use plural verb agreement. Therefore, she answers ‘have’ instead of ‘has’ She has problem with the verb agreement (4)

PRESENT PERFECT CONTINUOUS TENSE

PART 1

22. *Has been studied* instead of *has been studying*:

“*Liat dari kalimatnya juga, Rongrong itu sudah belajar di london sejak 3 bulan yang lalu dan ini bulan ke-3nya dan dia mulai mencintai gaya dan kehidupannya di sana.*”

Translation: The student translates the sentence and gets the meaning that Rongrong has been studying in London. She says that this is the third month for Rongrong.

Analysis: The student is correct when she says that ‘Rongrong has been in London since three months ago and is still there’ as she says that Rongrong has been studying in London for three months and this is the third month for her. However, she is wrong in applying the verb. It indicates that she has problem related to the verb form. (4)

PART II

10. *Have repair* instead of *have been repairing*:

“‘Have repair’. Kalimat ini salah soalnya kurang have tadi. Mereka sudah membetulkan selama 2 jam itu. Kalo kurang have itu berarti mereka akan memperbaiki machinenya itu selesai gak selesai selama 2 jam. Kalo ada havenya itu mungkin belum selesai tapi sudah berlangsung selama 2 jam.”

Translation: The student thinks that the sentence is incorrect, so she adds ‘have’. She thinks that without ‘have’, the sentence is a near future plan which is already fixed. By giving ‘have’, the meaning is that the action perhaps is not yet finished but is still on progress for two hours.

Analysis: The student mentions that the action of repairing; either it is finished or not at the moment of speaking, is in progress for two hours. She says the meaning is that the action perhaps is not yet finished but is still on progress for two hours. She only uses ‘have repair’ instead of ‘have been repairing’ which indicates that she is more focused on the completion, not the action although she can mention that the action perhaps the action is not yet finished at the moment of speaking. She fails to use the corresponding tense. It shows that she has problem with the concept of present perfect continuous. (6)

19. *Have been painted* instead of *have been painting*:

“Dilihat dari kata ‘for two hoursnya’, mereka sudah mengerjakannya selama 2 jam.”

Translation: The student thinks that the answer must use present perfect because of the time signal ‘for two hours’.

Analysis: The student misinterprets it as a present perfect event because of the time signal ‘for two hours’. It indicates that she has problem related to the time signal. (1)

36 . *Have studied* instead of *have been studying*:

“‘It is midnight, I study for five straight hours’..., ‘have studied’.. incorrect. Ehm.... kan kalo diliat dari kalimat’e kan artinya dia sudah belajar selama lima

jam terus menerus dan sekarang ini 'midnight'. Jadi mungkin dia sudah belajar dari jam tujuh dan dia terus belajar tanpa berhenti sampai lima jam. Artinya saya sudah belajar selama lima jam terus menerus, 'straight'. Progressive? Nggak kepikiran sampe situ."

Translation: The student thinks that the doer has been studying until now (midnight). She thinks that perhaps the doer started studying at seven and does it non-stop for five hours. She gets the meaning that the action has been done for five hours. She does not think that present perfect continuous is suitable.

Analysis: The student claims that the action is finished already although she can mention that the doer has been studying until now (midnight). It indicates that she has problem with the concept of present perfect continuous because she knows that the action is still on-going until the moment of speaking (it is midnight) and the focus is on the duration of the activity rather than completion. (6)

APPENDIX 1C

SUBJECT 3

PRESENT PERFECT TENSE

PART I

6. *Finally make* instead of *have finally made*:

“The club members... eh... menurut saya kalo ‘finally make’ lebih enak aja kalo ‘the club members finally make their decision’. Daripada ‘the club members make finally their decision’. Eh.. saya melihat.. eh.. kalimat selanjutnya, ini menunjukkan kalo ini simple present jadi ini juga simple present.”

Translation: The student thinks that ‘finally make’ sounds better than ‘make finally’. She gets the clue from the next sentence which indicates simple present tense. So, her answer is using simple present tense as well.

Analysis: The student is distracted because of the context in the next sentence (the election is over) that uses simple present tense. Therefore, in the TAP, she claims that the next sentence gives clue of simple present, so the particular sentence also uses simple present. It shows that she has problem related to the wrong interpretation of sentence context. (7)

7. *Already choose* instead of *have chosen*:

“And they choose, saya juga pengen menambahkan already.. untuk menekankan pada simple present nya ini. Jadi mereka sudah memilih presiden yang baru. Jadi saya nambahin already.. tapi tetep simple present.”

Translation: The student wants to use already which, according to her, emphasizes on the simple present. She translates the sentence as they have chosen the new president. She adds ‘already’, but it still uses simple present tense.

Analysis: Although she is, again, distracted by the sentence ‘The election is over’, at this number the student can correctly mention that the action has been done as she says that the doers have chosen the new president. So she adds ‘already’.

However, she fails to use the corresponding tense. It shows that she has problem related to the concept of present perfect tense. (6)

17. *Already becomes* instead of *has already become*:

“Karena 17 ini kan kalimat sebelumnya menjelaskan waktu datang itu keadaan sepi. Tapi sekarang sudah mulai ramai. Mulai ramainya ini saya bikin already becomes very noisy.. tensenya simple present.. ini mulai ramai, bukan sudah ramai...”

Translation: The student thinks that the previous sentence explains that the neighborhood was quiet but it has started to get noisy. She uses ‘already becomes very noisy’, and the tense is still simple present. Then, she says that the condition starts to get noisy, not has become.

Analysis: The student regards that the meaning is still in the future and thinks that the condition of being noisy just starts. However she can also mention that the neighborhood has started to get noisy at present and she also uses ‘already’. It indicates that she misinterprets ‘has become noisy’ into ‘already becomes noisy’. She has problem related to the concept of present perfect tense (6)

23. *Didn’t sell* instead of *haven’t sold*:

“oh... karena saya pikir bahwa, saya cuman liat last year nya, nggak berpikir sesudahnya ini. Jadi dijadikan lampau..”

Translation: The student only sees ‘last year’ and directly uses (simple) past tense.

Analysis: The student is distracted by the exclusive belief of time signal, consequently ignoring the meaning of the whole sentence. It shows that she has problem related to the time signal. (1)

27. *Already bought* instead of *have bought*:

“already bought ya.. karena menurut saya dia berencana untuk mengecat ruang tamu, jadi dia sudah beli 3 galon cat. Ini past tense. Ini kan terjadinya yang lampau jadi saya pakai past tense.”

Translation: The student thinks that the doer plans to paint the living room, so the doer has bought three gallons of paint. She thinks that the action happened in the past, so she uses (simple) past tense.

Analysis: The student knows that the action was conducted at sometime in the past as she says that the doer has prepared the paint and she knows that the action has present relevance. However, she fails to use the corresponding tense which means that the student has problem related to the use or concept present perfect tense. (6)

PART II

5. *Are you already watering* instead of *have you already watered*:

“are you already watering.. iya, eh.. karena ...eh ya yang menanyakan ini kan menanyakan bahwa apakah ia sudah... tapi kan belum tau sudah atau belum jadi saya pakai are... belum ada kejelasan....”

Translation: The student thinks that someone is asking whether the addressee has watered the flowers or not. As she thinks that there is no certainty, she uses ‘are you watering’.

Analysis: Although she acknowledges during the TAP that someone is asking whether the addressee has watered the flowers or not, she does not know whether the action has been finished. It means that she knows that the particular sentence is inquiring about a completion of an action, but she fails to use the corresponding tense. It shows that she has problem with present perfect dealing related to the concept. (6)

14. *come* instead of *has never come*:

“come menurut saya, verb nya ini come, jadi has nya nggak usah. Jadi he never come to school. Iya..harus’e he never came karena ini kan jadinya last week. Dan ketika dia sakit itu dia tidak pernah datang ke sekolah. Saya nggak liat since nya.”

Translation: The student thinks that this sentence does not need ‘has’. Then she changes it into ‘never came’ because the action was done last week. She thinks

that 'never came' is correct, and she was distracted because she did not see 'since' when she did the test.

Analysis: According to the student, 'has' is not included because the verb is only 'come'. Furthermore, during the TAP, she tries to correct it into 'came' as she sees 'since'. It indicates that she is not aware that the action is a state that began in the past and is still on progress up to now (new development). It shows that her problem is related to the concept of present perfect tense. (6)

43. *Are you doing* instead of *have you done*:

"betul.. ya karena ia menanyakan apa yang sudah dan sedang kamu lakukan sejauh ini, mangkannya pake what are you doing so far.."

Translation: The student thinks that the sentence is already correct because it is asking about what someone has been doing so far.

Analysis: During the TAP, the student says that the sentence is asking about what someone has been doing so far which shows that she actually wants to use present perfect continuous tense. It means that she is not aware that the focus is on the event rather than on the duration of the activity. It indicates that she has problem related to the use or concept of present perfect tense. (6)

44. *Have* instead of *have had*:

"iya.. ini benar..karena menanyakan apa kamu sudah akan bekerja disini selama 10 tahun, jadi ia sekarang sudah memiliki experience yang cukup dalam bidang ini."

Translation: The student thinks that the answer is correct because the sentence is asking whether someone has been working on the business for ten years and whether he has had enough experience in the field.

Analysis: During the TAP, the student translates it into someone is asking whether the doer has been working on the business for ten years and whether he has had enough experience in the field. It indicates that she knows it as a state which has happened at some indefinite time. The doer did not have experience, and he has possessed it now because of his having worked for ten years. However, she fails

to use the corresponding tense which means that she has problem related to the concept of present perfect tense. (6)

49. *Changed* instead of *has changed*:

“changed..karena...ketika dia bilang itu, pemahamannya itu sudah berubah, bukan sedang atau akan berubah.. jadi di masa lampau..”

Translation: The student thinks that ‘changed’ is suitable because at the moment of speaking, the understanding has changed, not is changing or will change. Therefore, it should be in the past.

Analysis: During the TAP, the student confidently says that the understanding is not in the progress of changing nor is going to change. She knows that the action has been completed at the moment of speaking. However, she fails to use the corresponding tense. It indicates that she has problem related to the use and usage of present perfect tense. (6)

PRESENT PERFECT CONTINUOUS TENSE

PART I

19. *Had been sitting* instead of *have been sitting*:

“Karena ini kan dia datang jam 9, sekarang sudah jam 10, karena itu saya pakai I had been sitting, tensenya present perfect continuous.”

Translation: The student thinks that the doer arrived at nine and now is ten o’clock already, so she uses ‘I had been sitting’ which, according to her, is present continuous tense.

Analysis: Apparently it seems that the student mistakenly understands the context into past event when she thinks that the doer arrived at nine and now is ten o’clock already, so she uses ‘I had been sitting’. However, she claims that the tense is in the form of present perfect continuous. It means that she actually has problem with the usage and, to be more precise, the concept of present perfect tense. (6)

22. *Had been studied* instead of *has been studying*:

“.....karena Rongrong sudah berada di London sejak 3 minggu yang lalu, jadi saya pake *had been studied*. Sampai sekarang dia masih sedang berada, belajar di London. Saya pake *perfect, perfect aja..*”

Translation: The student thinks that as Rongrong has been in London since three months ago, she should use ‘had been studied’. She says that Rongrong , at present, is still in London. According to the student, the tense is simple perfect.

Analysis: The student faces multiple problems with present perfect continuous when she thinks that ‘Rongrong’ had been studied in London and is still studying in London at this moment as she says that Rongrong has been in London since three months ago and that Rongrong, at present, is still in London. However, she fails to use the tense which correspond her translation. It indicates that she has problem related to the use of present perfect continuous. (6)

APPENDIX 1D

SUBJECT 4

“Kalau ngerjain tenses itu yang pertama aku liat time signalnya, terus yang kedua itu actionnya, kapan terjadi. Terus eee... ya itu time signal sama action. Hubungan sama yang lain, aku iat. Pokoknya dari pertama, subjek sampai titik, baru annati kalimat lanjutannya. Aku biasae baca awal sampe akhir terus kata per kata, kalimat per kalimat. Kalo sulit aku terjemahno dulu. Petunjuk aku, biasanya pattern, terus time signal, terus tensesnya, kapan kita gunakan simple past, terus yang lain, terus action, dimana kejadian itu sudah lampau kita pake apa, ya kita harus pake tenses-tenses apa. Lalu, biasanay sih di koek-konekkan ke kalimat-kalimat previous. Ya kalo soal cerita ya dibaca alurnya. Translate juga, time signal juga. Saya paling patokan sama past tense, kayak last night, last week, terus always usually pasti pake present simple.”

“Kendala ngadepin tense, itu harusn ngapalin time signalnya, actionnya, terus ptttern dari semua tenses. Yang paling sulit, perfect, perfcet pokok’e. dalam waktu tertentu, past perfect dan present perfect. Ya kita harus pintar-pintar melihat tensesnya. Terus cara penggunaannya, dari 16 itu, terus kita harus pintar-pintar menerjemahkan kaliaamt per kalimat. Jadi kita bisa mengerti apa yang dimau oleh pembuat soal. Time signal perfect? Ya tau sedikit.”

”Di bagian 2 initime signal dulu,kalau agak bingung baru translate ke bahas indonesia. Kalo masalah perfect, dari time signal, kayak already, before after gitu.”

PRESENT PERFECT TENSE

PART I

6. *Finally make instead of have finally made:*

“...(read the question).....aku ndek sini, nulis’e finally make itu soal’e lho salah mestine ya, the club members have finally made. Aku liat’e dari finally ini,

keputusan'e sudah terjadi, masih berhubungan sampe sekarang. Soal'e dari Ann Andrew is now the club leader."

Translation: The student directly corrects his answer as he sees the sentence 'Ann Andrew is now the club leader'.

Analysis: When the student did the test, he mistakenly applied the wrong sentence because of 'Ann Andrew is'. Thus, he thought that it was simple present event. During the TAP, he can correct it. (8)

7. *Choose* instead of *have chosen*:

"...(read) tetep choose soal'e ehm.. aku ndek sini liat'e present. Simple present..ya ini aku pikir dalam soal ini sama kayak present continuous, tapi aku paten kayak gini ya pake simple present. Ya kalau diterjemahin, para anggota, para anggota telah memutuskan, eh, finally kan telah membuat keputusan to, terus aku liat ya itu, the club members finally make their decision, the election is over, sudah selesai dan mereka memilih presiden baru. Aku liat'e kalo disini itu sudah maksudnya.....ya aku liat'e dia itu pake simple present. Ya aku terjemahno dulu. Dari hati nurani, feeling.....feelingnya kesana..ehm.....(geleng-geleng)...ya aku liat kalimat'e. Ada is nya."

Translation: The student translates the sentence and gets the meaning that the club members choose the new president. He assumes that simple present tense is suitable because of 'is'.

Analysis: The student admits that he translates the sentence first and he feels that it is a simple present event because of 'is'. Unlike the previous number, he understands the sentence as people who chose the new president. It signals that he has problem dealing with the sentence context. (7)

23. *Didn't sell* instead of *haven't sold*:

".....(read)I bought, saya telah membeli rumah baru tahun kemarin. Disini aku pake I did not sell....kalo yang disini ada yet, kita harus pake present perfect kan? Salah... jadi have bought. Aku liat'e dari last year. Time signal, past. Kalo liat hubungan antara action....., ya.. tetep simple past. Er....., misalnya kalo I

did not sell, berarti kan saya, kalo yet ini kan mestinya rumahnya ada. Saya mestinya pake itu, I haven't sold... tapi pada saat itu... did not sell.... Aku pernah liat'e dari last year, aku nggak liat ada yet.”

Translation: The student thinks that 'yet' indicates present perfect tense. When he did the test, he only saw 'last year'.

Analysis: The student is blurred because of last year, so he answered 'I bought'. During the TAP he can correct it as he sees the time signal 'yet', which according to him must be used in Present Perfect Tense. (8)

27. *Bought* instead of *have bought*:

.....(read the question)... I bought 3 galoons... I “am planning, ya ini,I bought 3 galoons, aku membelinya, dalam action lampau. Klu yang saya pake disini per kalimat. Sampe kesimpulan jawaban ini, saya udah ada planning, jadi saya beli 3 cat ini duluan, baru saya planning untuk ngecat.”

Translation: The student gets the clue from sentence translation. He thinks that the action of buying is in past time frame. He is more convinced that the action happened in the past because the doer can paint the room now.

Analysis: In the student's mind, the action of buying happened in the past because there is a plan. He also says that the action of buying is in past time frame because the doer can paint the room at present. The student is unaware that the action has present relevance. He has problem related to the use or concept. (6)

PART II

14. *Come* instead of *has never come*:

“....(read)....aku jawab incorrect karena last week nggak usah pake has, langsung never comes. Karena never itu perfect, jadi aku pake never nggak usah pake has. Kalau pake has itu aneh aja pengucapannya. Ehm.... Ya nggak juga kalau has itu nggak bener,tapi ya.. aku terpacu aja I never come, he never come...ya kan ada kalimat I never come ato apa, jadi aku pikir ya boleh aja, nggak usah pake has. Never sendiri kan udah perfect.”

Translation: The student thinks that 'last week' does not need 'has'. He thinks that

'he never come' exists, so he can as well use 'come'. He claims that 'never' itself has indicated perfect.

Analysis: The student actually knows that the tense in this sentence is present perfect. However, because of his own background knowledge, he misunderstands that 'never' always signals perfect and he skips 'has'. (1)

22. *Is washing* instead of *has washed*:

“correct disini....she is washing the car, dia sedang mencuci mobilnya dan it is already clean now. Ada now, ok.”

Translation: The student thinks that it is suitable.

Analysis: In the student's mind, 'now' exclusively signals present continuous event. It can be seen from his protocol saying that there is 'now'. He has problem related to the use of time signal. (1)

43. *Are you doing* instead of *have you been doing*:

“.....(read) ya aku langsung spontaneously, jadi percakapan. Kayak tatap muka. Aku liat ini bener karena ...kayak...So far nya ini. Now.”

Translation: The student thinks that the context is about continuous action. He gets the clue from 'so far' and 'now'.

Analysis: The student thinks that the sentence is in the form of a dialog. He also focuses on the word 'so far' and 'now' which, according to him, signals present condition. He has problem caused by the context of the sentence. (7)

44. *Have* instead of *have had*:

“.....incorrect karena kan saya sudah bekerja selama sepuluh tahun, dan hasilnya saya punya pengalaman di...kayak di lapangan. Jadi have enough experience nya ini, hasil dari I've been working. Ini tensenya present, present simple. Lho, ya pake -d jadi have enough experienced in the field. Pake d. Present perfect.”

Translation: The student thinks that the verb is 'experience' instead of 'have'.

Analysis: The student misunderstands the context in the sentence because he

thinks that the verb is 'experience' instead of 'have'. It indicates that he mistakenly understand the verb. (8)

49. *Changed* instead of *has changed*:

"...(read)...*correct karena ya my understanding changed a lot, jadi berubah, jadi kayak berubah, kayak shocking. Simple past... ya karena my understanding, ya kayak, pendapat saya berubah. Ada arrived. Klu disini selain itu, nggak ada klu. Translate.*"

Translation: The student thinks that the event is a shocking event, so he thinks that 'arrived' indicates past simple.

Analysis: According to the student's translation and understanding, the action is thought as a shocking experiment. He chooses simple past because of the verb 'arrived'. Therefore, he misunderstands the context of the sentence. (7)

PRESENT PERFECT CONTINUOUS TENSE

PART I

22. *Studied* instead of *has been studying*:

"*Rongrong...aku liatnya ago ini, jadi aku pake Rongrong studied in London since three months ago. Yang lainnya.....she has finally itu? Ini kan hanya kalimat pelengkap nya saja, kalimat utamanya kan ini, Rongrong study in London. Petunjuk utamanya ago, since three months ago...kan nggak mungkin kalo yang lain, ini kan lampau, jadi pake studied.*"

Translation: The student thinks that 'ago' signals past time frame. He also says that the main sentence is 'Rongrong study in London', and the rest is just a completion.

Analysis: The student ignores the next sentence and focuses on 'ago'. He claims that 'ago' signals past event. He also believes that the main sentence is 'Rongrong study in London'. It leads him to the wrong application of the tense. (1)

PART II

10. *Would have been repairing* instead of *have been repairing*:

“(read the question) aku jawab incorrect karena kenapa, jadi kan dia baru mulai memperbaiki mesin 2 jam yang lalu, sekarang masih sibuk, jadi *they would have been repairing the machine*. Karena ini future, masih akan dilakukan, ini *future perfect continuous*. Karena masih 2 jam kedepan. Ada dari kalimat sebelumnya... masih sibuk dan masih akan repair.”

Translation: The student thinks that the sentence is incorrect because the doer started to repair the machine 2 hours ago and is still busy at this moment. He then decides that the answer is ‘they would have been’ because the action is in future time frame and will be in progress in the next two hours.

Analysis: The student mentions that the doers are busy at the moment of speaking. However, he says that the answer is ‘they would have been’ because the action is in future time frame and will be in progress in the next two hours. It shows that he has problem with the use or concept of present perfect continuous. (6)

19. *Have painted* instead of *have been painting*:

“.....(read) *they have painted it for two hours...ehm... aku ndek sini keliru. Ini kan jawabannya they have been painting it for two hours. Ya, karena kalau kejadiannya masih dilanjutkan, kita harus pake present perfect continuous itu. Ini salah nyentang. Duh....*”

Translation: The student thinks that he made mistake when he did the test. He then changes it into ‘have been painting for two hours’. He admits that if the action is still in progress, he should use present perfect continuous.

Analysis: During the TAP, the student admits his mistake. He says that if the action is still going on, we must use present perfect continuous. Firstly, he answered ‘have painted’, then he can correct it. (8)

36. *Will study* instead of *have been studying*:

“*it is midnight..... jawabanku ini, I will study. Jadi, eee,,,saat malam ini, saya akan belajar 5 jam kedepan, jadi pake future kan. Aku asosiasikan dengan*

kalimat it is midnight, straight kan ke depan, jadi pake future.”

Translation: The student answers ‘I will study’ because he thinks that the doer will study for five straight hours to-night. He associates the sentence with ‘it is midnight’.

Analysis: The student believes that ‘straight’ somehow indicates future action. So, he encounters problem with the context of the sentence. (7)

50. *Was waiting* instead of *has been waiting for*:

“...(read)... ya kan he was waiting, jadi kan ada proses, ada proses menunggu. Karena disini ada yang itu, kayak yang mana, ya your friend has been here. Jadi faktanya temenmu menunggu 15 menit. Harusnya kan pake he has been waiting for you for 15 minutes, saya jawab was itu kesalahan teknik, tak pikir ada prosesnya, kalo proses menunggu pake past continuous.”

Translation: The student thinks that there is process of waiting. He claims that the friend who is waiting is a fact. Then he admits that the answer is supposed to be ‘has been waiting for’. Firstly he thought that there was process of waiting in the past time frame, then he realizes the correct answer during the TAP.

Analysis: Firstly he answered this number with ‘was waiting’ because he thinks that it is a process of waiting. He can correct it afterwards. (8)

APPENDIX 1E

SUBJECT 5

“Saya pribadi merasa kurang ngerti untuk nomor-nomor yang saya lompat. Biasanya saya kalau udah nulis jawaban ya saya tinggal. Paling saya liatin lagi, bukane males, jadi kalo saya liatin lama, nanti nggak nutut, jadi nggak saya liatin satu-satu. Ya sekilas tok.

Kalo for itu rasanya perfect. Guru SMP ku pernah bilang kayak gitu. Aduh banyak.... Aku ini bingung, kapan pake tense yang ini, ya mesti banyak-banyak latihan. Tapi tugas’e banyak, kalo saya latihan yang ini-ini tok, ya nggak selesai. Kalo nerapin kaliaamt’e isa, kalo past perfect continuous isa tau, tapi kalo pake’e kapan wahh.... Jadi saya tau sebatas untuk pattern, tapi nggak kalo pake’nya kapan. Ya, ada yang bilang saya ini bagusnya cuma untuk speaking. Kalo structure wah..matek aku. Kosong karena nggak bisa, waktu kurang, lompat.”

PRESENT PERFECT TENSE

PART I

6. *finally* instead of *have finally made*

“Jawaban saya finally..he-em...kenapa ya? Ehm....kurang made ini rasanya, made atau..salah, buru-buru aja rasanya ini. Finally...soalnya mbaca soalnya kurang teliti rasanya. Kalau sekarang finally made their decision. Soalnya kalau mereka sudah membuat keputusan berarti kan sudah terjadi, jadi make-nya ini jadi V dua. Ya, saya terjemahkan kembali. Kalau buat saya pasti.”

Translation: The student answers 'finally made'. He admits that during the test he was in a hurry, so he forgot the verb. During the TAP, he is sure that the answer is 'finally made' because he thinks that the action has been done. He translates the sentence and he is sure that verb two must be used.

Analysis: Firstly, the student admits that he was not careful when he did the test, so he answered it with only 'finally'. During the Tap, he tries to correct it into

'finally made' as he thinks that the action has been conducted. Furthermore, he says that as the action has been done, then 'make' should be changed into 'made'. He assertively takes his answer for granted. The student has problem related to the concept or use of present perfect tense. (6)

7. *Chose* instead of *have chosen*

"Chose karena sebelumnya verb dua.. ini.. disini jadi V2 juga ya...aduh ini salah ya? Agak bingung kalau diatas nggak ada perintahnya harus dirubah ke apa. Ehm, have chosen mungkin."

Translation: The student thinks that 'chose' is suitable because of the previous sentence. then, he tries to correct it and answers 'have chosen'.

Analysis: The student was distracted by the previous sentence so he answered it by using the past ofrm of the verb. During the TAP, he notices it and can correct it. (8)

17. *already* became instead of *has already become*

"already became.... aku liat developed nya aku kan V dua. The government developed the area."

Translation: The student thinks that the time frame is in the past because of the word 'developed'.

Analysis: The student misunderstands the context and thinks that the action is a simple past action from the word 'developed'. He has problem related to the wrong sentence context. (7)

23. *do not sell* instead of *haven't sold*

"saya bilang do not sell karena saat itu dia masih belum..aku liat konteks kalimatnya. Dia kan beli rumahnya tahun lalu, terus but I terus sampai sekarang ini dia belum jual."

Translation: The student answers 'do not sell'. The student sees the context of the sentence and gets the meaning that the doer, from last year up to now, has not sold the house.

Analysis: From the context of the sentence, the student understands that the action of selling has not been done yet. He translates it into the doer, from last year up to now, has not sold the house. He is unaware that it is actually a state that began in the past and continues up to the present. He has problem related to the use or concept of present perfect tense. (6)

27. *will buy* instead of *have bought*

"...will buy. Future, karena dia ini baru rencana aja, berarti dia masih belum beli. Dari kalimat depannya, I am planning to paint my living room this afternoon."

Translation: The student thinks that the time frame is in future. He assumes from the previous sentence, that the doer has not bought the paint.

Analysis: From the previous sentence, the student concludes that the action is still in the future. As he misunderstands the setting, he has problem related to the sentence context. (7)

PART II

5. *do you already watering* instead of *have you already watered*

"Incorrect, saya jawab do you already watering.....ehm...ini apa saya liat kalimat belakang'e. remember that you have to do it today. Ini kan hari ini, bukan past, jadi saya pake do. Already....saya waktu itu cuman liat werenya aja, nggak liat already. Kalo liat already nya saya jawab ..ehm....mungkin correct."

Translation: The student thinks that 'today' signal present time frame, so he uses 'do'. He admits that he did not see 'already'. If he had seen it, he would have answered it correct.

Analysis: Firstly, the student says that his answer, 'do you already watering' is based on the word 'today' which signals present condition. However, he tries to correct it because he notices the word 'already'. Then he claims that it is correct. Therefore, he is unaware that the sentence is about someone who asks a completion of an action. The student has problem related to the use or concept of present perfect tense. (6)

22. *correct; is washing* instead of *has washed*

“.....correct. duh, ini harus'e past tense ya?”

Translation: The student thinks that the answer is supposed to be correct. Then, he changes his mind and says that the answer is supposed to be (simple) past tense.

Analysis: The student left it correct. During the TAP, he says that it is supposed to be past tense. He is unaware that the action has some present relevance. It signals that he has problem related to the use or concept of Present Perfect Tense.(6)

30. *bought* instead of *correct; has bought*

“bought the ticket for you...saya jawab bought. Ehm.. si Michel ini kan udah beli, lampau ya. Bought nya kan lampu.jadi siapa ini, mangkannya sapa, si orangnya ini nggak perlu antri lagi, saya artiin itu. Ke bahasa Indonesia.”

Translation: The student thinks that the doer has bought it, so he thinks that the time frame is in the past. He translates it into Indonesian and gets the conclusion that as the addressee does not need to buy because 'Michael' has bought the ticket.

Analysis: Participant five is the only participant who answered this number wrongly. During the TAP, he admits that he translates it into Indonesian and gets the conclusion that as Michael has bought it, and then the doer does not have to buy it again, but he does not use the corresponding tense. It indicates that has problem related to the concept of present perfect tense. (6)

43. *correct; are you doing* instead of *have you been doing*

“ehm..benar. saya nggak nemuin letak salahnya, sek..tapi rasae.. what have you been doing.”

Translation: The student thinks that there is nothing wrong with it. Then he changes his mind and says that the answer should be 'what have you been doing'.

Analysis: While the student was doing the test, he thought that the sentence was suitable. During the TAP he corrects it into “what have you been doing”. He is not aware that the focus is not the duration, but the action itself. Therefore, he has

problem related to the concept or use of Present Perfect Tense. (6)

44. *correct; have_ instead of have had*

“Correct, saya kira ini benar juga kalimatnya. Saya artiin. Saya artiin dulu.”

Translation: The student translates the sentence and thinks that it is correct.

Analysis: The student simply translates it and he thinks that it makes sense. It shows that he fails to understand that the state of having is something that began in the past up to this moment. It shows that he has problem related to the use of present perfect tense. (6)

49. *correct; changed instead of has changed*

“Emmm...correct, nggak tau saya liat kalimatnya dimana. Yang benar ini have changed ya?”

Translation: The student firstly thought that the sentence was correct. During the TAP he changes his mind and answers 'have changed'.

Analysis: Although the student acknowledges that his answer is not correct, he attempts to answer it with 'have changed' instead of 'has changed'. It indicates that he is not aware of the verb agreement. He has problem related to verb form. (4)

PRESENT PERFECT CONTINUOUS TENSE

PART I

22. *has been study instead of has been studying*

“has been study..ini harusnya studying..has been studying in London. Kenapa ya kok saya jawab ini? Rasanya lebih cocok VI.”

Translation: The student thought that 'have been study' was okay when he did the test. Then, he realizes it during the TAP, and corrects it.

Analysis: During the TAP, the student admits that 'has been study' fits perfectly than 'has been studying'. However, he can correct it during the TAP. The student has problem related to carelessness. (8)

PART II

36. *had studied* instead of *have been studying*

“Had studied. Ehmm..ini aku artiin juga. Ini sudah malam. Terus aku pake past perfect. Aku sudah belajar untuk lima jam. Ehm, aku nggak tau bedanya present perfect dan past perfect. Pernah diajarin sama guru-guruku sama dosen-dosenku, ngerti sih, cuman lupa.”

Translation: The student translates the sentence and gets the conclusion that the answer should use past perfect tense. He admits that he does not know the difference in use between Present Perfect Tense and Past Perfect Tense. His translation shows that the action is a perfective action.

Analysis: According to the student translation, he knows that the answer is 'had studied'. Further, he admits that he quite forgets the difference between present and past perfect. Therefore, he fails to understand that the action of studying is still in progress and is in present time frame. He has problem related to the use or concept of Present Perfect Continuous Tense. (6)

50. *correct; is waiting* instead of *has been waiting for*

“..correct apa ya, nggak tau salahnya juga sih.. he have been wait, he have been waiting, he has been waiting!”

Translation: The student firstly confused, and then he tries to correct it. He says 'have been wait', but when then he changes it into 'have been waiting' and finally reaches the conclusion 'has been waiting'.

Analysis: In line with the previous number, the student firstly thought that it was suitable. During the TAP, he attempts to correct it. He admits that he does not know the mistake in the sentence. The student can correct it after several times. He has problem related to carelessness. (8)

APPENDIX 1F

SUBJECT 6

PRESENT PERFECT TENSE

PART I

6. *finally make* instead of *have finally made*

“.....saya memakai *finally make* karena ini kan plural, banyak, members itu kan plural jadi kita pake infinitive verb, verb bentuk ke satu... enggak ada kaitannya dengan past tense, ini bentuk present kan... sebenarnya nggak ada time signal nya.. jadi feeling aja ya, ini namanya bentuk..bentuk.. present.. disini the club members pada akhirnya, finally, ya bisa jadi time signal bahwa ini bentuk present.”

Translation: The student thinks that the time frame is present. She says that it has nothing to do with past action. Further, she admits that ‘finally’ indicates present condition.

Analysis: The student firstly claims that ‘finally’ signals present condition. She says that the sentence does not have anything to do with past condition. She is unaware that it has something to do with the past. In fact, the event happened in the past and has some present relevance. Therefore, she has problem related to the concept of Present Perfect Tense. (6)

7. *have choosed* instead of *have chosen*:

“ and they chosen... saya pakai present perfect karena itu sudah barusan terjadi.. jadi mereka sudah.., petunjuknya, feeling itu the election is over, berarti kan sudah terjadi, tapi actually jawabanya ‘had’ tapi saya enggak jelas. Jadi dari sini saya confused.. enggak jadi karena time signal gak jelas. Dari sini ada Ann Andrew is now.., tapi sebenarnya sih.. ‘is over’ bisa, tapi aku ragu... saya putuskan have chosed karena saya nggak ngeliat is over..., berhubung saya ragu.. saya antara have dan had... karena saya sudah melakukan...”

Translation: The student thinks that the action has been finished because she sees 'the election is over'. She wants to use present perfect.

Analysis: The student is confused whether to use 'have' or 'had'. She also thinks that there is no certain time signal. She decides that 'have chosed' fits perfectly because of 'is over'. In the Tap, she says that she is doubtful between 'have' and 'had'. Though she tries to use Present Perfect Tense, she fails to use the correct form. It indicates that she has problem because of her half-knowledge of the concept. (6)

17. *already became* instead of *has already become*

".....disini aku njawab'e merasa salah karena aku bingung ini bentuk lampau kan karena ada 'when I first came' itu kan menceritakan gini..., tapi aku nggak ngeliat disini kan ada 'very noisy now' jadi harus'e 'it becomes' atau kan bentuk present soale ada now.. tapi aku nggak ngeliat now jadi pikirku ya 'became'."

Translation: The student thinks that her answer during the test is wrong because she is confused between past time frame and present time frame. When she rethinks about it again, she sees the word 'now', so she decides to use present time frame.

Analysis: The student was confused when she did the test. She is also still confused during the TAP. She thinks that the action is in the past, but 'now' signals present condition. It means that she is not aware that the event started in the past and has effect to the present condition. She has problem with the use or concept of Present Perfect Tense. (6)

23. *didn't sell* instead of *have not sold*:

".....ini kan bentuk past tense..ada last year.."

Translation: The student thinks that 'last year' signals past time frame.

Analysis: According to the student, 'last year' signals past event, to be more précised, simple past. She has problem related to the time signal because of her exclusive belief. (1)

27. *will (buy)* instead of *have bought*

“.....(read the question)... aku pake will, waduh ini kurang buy, harusnya will buy karena ada I am planning..., jadi this afternoon , masih belum to, masih belum melakukan...”

Translation: The student thinks that she misses the ‘will’ because the sentence is in future time frame. She gets the conclusion because of ‘I am planning’.

Analysis: After reading the sentence, the student thinks that it is still a plan. She has problem related to her misunderstanding of the context. (7)

PART II

5. *are you already watering* instead of *have you already watered*

“.....(read the question)... karena ini kan ‘today’.. bukan lampau.. bukan were jadi are..”

Translation: The student thinks that the time frame is in the present. Especially when she sees ‘today’, she concludes that ‘were’ must be changed to ‘are’.

Analysis: The student thinks that ‘today’ signals present condition. As this is an error identification test item, she changes ‘were’ into ‘are’. The student has problem related to the exclusive belief of time signal. (1)

44. *have* instead of *have had*:

“I’ve been working on the bussiness for ten years...aku kan ini.. eh ini kan ten years kan ya, dia udah bekerja selama 10 tahun, I have itu kan bentuk...bentuk simple present, jadi apa ya, sekarang ini dia udah punya er, pengalaman.”

Translation: After the student translates the sentence, she thinks that the doer has been working for ten years. Then she concludes that the form is simple present because at this moment, the doer has had experience.

Analysis: During the TAP, the student admits that the doer has had enough experience due to his 10 years working. However, she is wrong in applying the right tense. She has problem related to the wrong concept. (6)

PRESENT PERFECT CONTINUOUS TENSE

PART I

19. *have seat* instead of *have been sitting*

“.....aku pake *I have seat* karena ini sudah..., apa namanya, hasil satu jam, aku pake perfect, *have seat*..”

Translation: The student thinks that ‘I have seat’ indicates a result of one-hour-action. She thinks that the form is perfective aspect.

Analysis: the student thinks that this particular number should use Present Perfect Tense as it is a result. The student has problem with the concept of Present Perfect Continuous Tense. (6)

22. *has studied* instead of *has been studying*

“aku pake perfect disini karena masih terjadi ada sejak ‘sains’ eh ‘since three months ago’ berarti kan sekarang ini dia masih sekolah.”

Translation: The student thinks that present perfect fits well because of the time signal ‘since three months ago’. She also claims that at this moment, the doer is still studying.

Analysis: Although the student claims that the doer is still doing his work at the moment of speaking, she uses Present Perfect Tense instead of Present Perfect Continuous Tense. The student has problem related to the use or concept of present perfect continuous tense. (6)

PART II

10. *had repaired* instead of *have been repairing*

“.....ini aku harusnya pake perfect to karena , eh, apa ini, ini kan hasil hasil 2 jam, for two hours, jadi dia kan memperbaiki ini selama 2 jam. Punyaku itu pake had ta? Oh yo, ini, eh, ini apa namanya, actually sih aku, benarnya ini aku nggak mau correction ini soalnya ini kan, sek akeh. Seng aku pekerno, er, ini salah karena apa, the repair ini for two hours. Ini kan present, sementara untuk

hasil kan pake perfect. Jadi bener'e they had repaired the machinery for two hours."

Translation: The student thinks that she should use perfective aspect because there is a result of working for two hours. She says that she did not want to do this number during the test, but if she has to correct it, she will use 'had repaired the machinery for two hours'. She thinks that the time frame is present and for action that has some result, she should use perfective aspect.

Analysis: During the Tap, her analysis shows that the answer should be in Present Perfect Tense as she says that the time frame is present and for action that has some result, she should use perfective aspect. Surprisingly, from her analysis, she answers it using Past Perfect Tense. It indicates that she can not differentiate Present Perfect Continuous Tense, Present Perfect Tense and Past Perfect Tense. She has problem related to use or concept. (6)

36. *have been studied* instead of *have been studying*

"it is midnight...I studied for five straight hours .. ahh..ini harusnya pake perfect continuous. Soalnya dia belum setop. I have.. it is midnihgt, I have been studied karena ini belum selesai, ada I wonder I'm getting tired, dia ini, dia, apa, ini, dia ini lelah to, apa ini, karena dia ini belajar selama 4 jam, kan belum slesai-slesai."

Translation: The student thinks that she should have used (Present) Perfect Continuous Tense because the doer has not stopped yet. She gets the clue from the statement that the doer is tired at this moment, so it indicates that the doer has not stopped studying.

Analysis: During the TAP, the student can directly correct it. However, her correction shows that she has problem with the verb form as she says 'have been studied' instead of 'have been studying'. However, she can name the kind of tense that she uses. (4)

APPENDIX 1G

SUBJECT 7

“Kalau present perfect itu lebih ada result’e. kalau present perfect continuous itu sudah selesai, ya mungkin dia berkelanjutan,. Present perfect continuous itu has, been, Verb-ing. Itu peristiwa yang aku lakuin di lalu , terus sampai sekarang terus ada result’e. Bedane sama past continuouos itu wis selesai saat itu. Kalau ada for itu sudah past. Menurut yang diajarkan, kalau ada for itu pake past continuous. Yang paling mudah itu simple present lagian kan lebih familiar sama kita, dan setiap diajarin grammar, yang paling pertama kan simple present. Dan paling sering kita gunakan. Yang paling susah apa ya...er...ini, future. Ya aku bingung will have sama would have been, heve verb three. Semuanya itu. Semua future, kok ada will have, tau would have atau sudah akan tapi lampu. Mungkin karena kurang diajarno banyak tentang itu. “

PRESENT PERFECT TENSE

PART I

17. *has already became* instead of *has already become*

“Jawabanne has already became very noisy now. He-ehm...ini ada result’e kayak gitu lho, jadi makin rame sekarang karena (su)da(h) developed the area tadi. Ya, ini present perfect. Karena ini noisy kan setelah aku tinggal disitu. Aku dapet dari keterangan yang the consortium developed the area. Sequence’e waktu aku datang kan masih sepi terus ada pembangunan, developed the area itu.. sekarang jadi rame gitu lho.. mungkin rentang’e nggak lama, karena ada result’e. has already became.. has plus verb three..”

Translation: The student thinks that her answer is suitable because it has result. She gets the clue from the sentence ‘the consortium...’. She thinks that when the doer arrived, the condition was still quiet, then after the development, the

condition is noisy now. She mentions the pattern of present perfect which is 'have' plus verb three.

Analysis: The student can analyze correctly in this particular number. She says during the TAP: that when the doer arrived, the condition was still quiet, then after the development, the condition is noisy now. However, she applies the wrong verb form. She has problem related to the verb form. (4)

PART II

5. *have you already watering* instead of *have you already watered*

".....(read the question)... incorrect, jadi have you already watering. Karena aku bilang itu, kan de'e tanya kayak gitu, sudahkah kamu nyiram tanaman, kayak gitu.. Watering karena aku liat watering disini. Tapi artine sudahkah kamu menyiram tanaman."

Translation: The student thinks that the correct answer is 'have you already watering'. She gets the clue from her translation which meaning is about someone who asks about a completion of an action (watering).

Analysis: The student thinks that it is a question asking about someone's task for watering the plant. She gets watering form the test item and does not change it. Therefore, she has problem in applying the verb form. (4)

14. *has never came* instead of *correct; has never come*

"aku njawab'e *has never came*.. karena disini aku liat *has never come* itu kan salah, jadi pake *has never came*. Ini kan kalimat present perfect to? Verb three nya yang salah."

Translation: The student thinks that the given verb three (come) is wrong and is supposed to be 'come'. She admits that the tense is present perfect, but the verb is wrong.

Analysis: According to the student, the test item is wrong although she knows that the tense is present perfect. She thinks that 'come' is not suitable. She changes it into 'came'. Her problem is related to the verb form. (4)

43. *did you do* instead of *have you done*

“.....what did you do ya? Karena apa yang sudah kamu lakukan selama ini. Have you done mungkin juga bisa. Tapi aku nangkep’nya ya what did you do kan bentuk lampaunya, jadi kalau diartikan, ya sudah lampau. Kalimat ini lampau, sudah past, past continuous ya. Arti what did you do itu apa yang kamu sudah lakukan sejauh ini. Kalau have you done itu lebih ke arah ada result’e. Tapi ini kan nggak ada.”

Translation: The student translates the sentence and gets the clue that ‘what did you do’ is the correct answer. She thinks that the time frame is in the past. She says that ‘what did you do’ is asking about what one has done do far. However, ‘what have you done’ indicates something that has result and she finds that there is no result in this sentence.

Analysis: The student is confused of present perfect, past continues and past simple. However, she translates that ‘what did you do’ signals action at the moment of speaking. Further, she says that ‘what have you done’ indicates something that has result and she finds that there is no result in this sentence. It shows that she has problem with present perfect tense caused by the concept or use. (6)

44. *have* instead of *have had*

“aku lebih liat arti’ne, aku sudah punya cukup pengalaman. Have.”

Translation: The student looks at the meaning, and gets it as someone who has had experience.

Analysis: Seeing the meaning, the student uses ‘have’ although she translates it into someone who has had enough experience. However, she fails to use the corresponding tense. It shows that she has problem related to the concept of present perfect tense. (6)

49. *changed* instead of *has changed*

“changed. Bener. sebener’e aku nggak seberapa ngerti, aku nggak seberapa, maksud kalimat’e ini yak apa. Karena aku nggak tahu ini gimana, jadi ya bener, aku mikir’e, waktu aku datang, pengetahuanku sudah berubah total, mungkin kota ini wis maju atau yak apa. Ehm...aku sebener’e nggak mikir ini bener, arrived’e lampau, pake –ed, jadi ya... Tapi karena ini arrived simple past ya ini sama lampau.”

Translation: The student thinks that the given sentence is okay because she does not completely comprehend the meaning. She assumes that the doer’s understanding already changed when he came to the city. When she sees the word ‘arrived’, she then thinks that ‘changed’ is okay because they have the same tense.

Analysis: She actually does not really know what the sentence means, then she looks at ‘arrived’ which signals past simple. So, she thinks that ‘changed’ is suitable. She says that perhaps it is correct because she translates it into the doer’s understanding already changed when he came to the city. The student has problem related to the context. (7)

PRESENT PERFECT CONTINUOUS TENSE

PART I

19. *was sitting* instead of *have been sitting*

“was sitting, he-ehm, karena ada for an hour, terus kan jam sembilan aku dateng’e tapi jam sepuluh kan belum selesai jadi aku masih duduk di dalam kelas dan selama satu jam. Past continuous karena dia sudah duduk dari pagi. Past continuous itu kejadian yang kita lakukan di masa lalu terus masih kita lakukan dan ada waktune. Jadi kemarin gitu. Kalau present perfect itu lebih ada result’e. kalau present perfect continuous itu sudah selesai, ya mungkin dia berkelanjutan,. Present perfect continuous itu has, been, Verb-ing. Itu peristiwa yang aku lakuin di lalu, terus sampai sekarang terus ada result’e. Bedane sama past continuous itu wis selesai saat itu. Kan ada rentang waktune for an hour. Kalau ada for itu sudah past.”

Translation: The student thinks that ‘was sitting’ is correct because there is time signal ‘for an hour’. She also assumes that the doer comes at nine, but at ten, the action has not finished yet. So, the student gets the conclusion that past continuous fits perfectly. She also says that Present perfect Tense is used to describe actions in the past that have some result in the present condition. The difference between Present Perfect Tense and Past Continuous Tense is that Past Continuous Tense describes action that finish at that moment. Further, the student explains that ‘for’ indicates a range of time, so she should use Past Continuous Tense.

Analysis: According to the student, her answer is correct. She claims that the doer is still sitting at ten o’clock. Furthermore, she explains that Present perfect Tense is used to describe actions in the past that have some result in the present condition. The difference between Present Perfect Tense and Past Continuous Tense is that Past Continuous Tense describes action that finish at that moment. Further, the student explains that ‘for’ indicates a range of time, so she should use Past Continuous Tense. It indicates that she has problem caused by the concept of present perfect continuous tense. (6)

22. *was studying* instead of *has been studying*

“was studying ada since. Kalau since atau for itu past continuous. Liat klaimat selanjut’e? Nggak klu ya, karena ada titik jadi bukan.”

Translation: The student thinks that ‘since’ or ‘for’ indicates past continuous.

Analysis: She claims that ‘since’ and ‘for’ is the time signal for past continuous. This is not correct. In fact ‘since’ and ‘for’ is the time signal for perfective action. It shows that she has problem caused by the concept or use of present perfect continuous tense. (6)

PART II

10. *were repairing* instead of *have been repairing*

“were repairing karena...de’e sudah mengotak-ngatik mesin itu selama dua jam, dan dibilang disini lek de’e still busy with it. Artine sek, sek sibuk dengan hal itu.

Were repairing itu karena dia sek sibuk dan sudah dua jam, mulaine wis lampau, tapi sekarang de'e belum selesai. Ehm... ya were itu nunjuk'in lampau'ne , repairing'e ya dua jam ini."

Translation: The student thinks that the doer has been dealing with the machine for two hours, and now is still busy with it. According to the student, 'were repairing' means an action that started in the past time frame, but is still on progress at present. She says that 'were' indicates the past time frame and 'repairing' indicates the continuous action.

Analysis: According to the student, the doers are still busy. She also gets the clue from the sentence 'they are still busy with it'. According to the student thought, 'were repairing' means an action that started in the past time frame, but is still on progress at present. It indicates that she has problem caused by the concept or use of present perfect continuous tense. (6)

19. *were painting* instead of *have been painting*

"were painting karena.....de'e wis ngecat selama dua jam. De'e still busy with it. Jadi kan dua jam, de'e masalah busy nggak tahu sampe kapan. Jadi aku pake were painting. Kalo sampe sekarang pake past continuous, iya. Arti past continuous itu apa seng dilaku'no seng lampau, tapi sampe sekarang sek dilaku'no, mungkin mulaine wis lampau. Dan ada jangka waktu'ne."

Translation: The student thinks that were painting is correct because the doer is still busy with it. The meaning of continuous, according to the student, is an action begun in the past ,but is still on progress at this moment, and has a range of time.

Analysis: In line with the previous number, the student still thinks that an action that happened in the past and is still happening at the moment of speaking must use Past Continuous Tense. She says the meaning of continuous is an action that began in the past, but it is still on progress at this moment, and has a range of time. She has problem with present perfect continuous tense caused by the concept or use. (6)

50. *was waiting* instead of *has been waiting*

"was waiting karena dia sudah nunggu aku selama lima belas menit. Dari arti kalimatnya, ini past orang'e wis nunggu, itu kan effect."

Translation: The student thinks that 'was waiting' is correct because the doer has been waiting for 15 minutes. According to the student, there is effect in this sentence.

Analysis: She thinks that the doer has waited for 15 minutes. However, she uses 'was waiting'. It indicates that she has problem with the concept of present perfect continuous. (6)

APPENDIX 1H

SUBJECT 8

“Klunya alau ada time signal, terus follow the feeling.. follow the feeling yang pengucapannya enak. Bagian 2, kalau dialog, liat atasnya dulu, yang related. Kalo sentence yang biasa diliat yang nggak digaris bawah. Kalo sudah jutek, isi benar saja. Correct.

Kalo sudah selesai, masih ada waktu, mencocokkan jawaban. Kalau waktu gini sudah sempit, ya kalo sempet mungkin temennya keberatan.

Tense yang paling sulit yang ada for two hours....perfect..eh.. perfect future tense... yang perfect...yang paling gampang yang gampang dihapal... kayak sedang dilakukan... mau dilakuakn.

Sama sulitnya, bag.1 kan liat dari depan-depannya, kalo dialog sama aja juga. Kalo isa mencontek dari yang belakang...”

PRESENT PERFECT TENSE

PART I

6. *finally made* instead of *have finally made*

“Finally made.... Mungkin dari the election is over, berarti mereka sudah membuat suatu keputusan. Mangkannya mereka memilih preseiden yang baru. Lampau.”

Translation: The student gets the clue from 'the election is over' and thinks that the decision has been made.

Analysis: Although the student claims that 'the election is over' signals simple past. It indicates that she knows that the action has result leading to 'the choosing of the president'. It means that she has problem related to the concept or use of present perfect tense. (6)

7. *chose* instead of *have chosen*

“Chose... kalau will choose nggak mungkin karena the election is over dan Ann Andrew is now the club leader. Jadi lampau..”

Translation: The student thinks that the action is in the past because the election is already over and Ann Andrew is now the club leader.

Analysis: The student thinks that 'chose' is suitable. She knows that the action has present relevance as she says that the action is in the past because the election is already over and Ann Andrew is now the club leader. However, she can not use the corresponding tense. It means that she has problem related to the concept or use of present perfect tense. (6)

17. *is already becoming* instead of *has already become*

“It is already becoming soalnya saya lihat now nya.. jadi kayak sedang.”

Translation: The student thinks that 'now' signals action in progress.

Analysis: 'Now' signals present continuous, according to the student. She has problem related to the exclusive belief of time signal. (1)

23. *haven't sell* instead of *haven't sold*

“haven't sell.. eh.. karena di soalnya kan dia sudah beli rumahnya tahun lalu tapi sampai sekarang masih belum jual.. jadi haven't sell.”

Translation: The student thinks that the doer bought the new house last year, but up to is moment, the doer has not sold the old house.

Analysis: In the student mind, the doer has not sold his house yet. However, she can not use the correct verb form. It indicates that she has problem related to the verb form. (4)

27. *buy* instead of *have bought*

“buy.. karena kalo pake I am buying. I am planning kan future, kalo I am buying kan sedang membeli, gak nyambung. Jadi saya pakai buy, yang biasa.”

Translation: The student thinks that context is in future because it is still a plan. She thinks that 'am buying' is not suitable, so she uses simple present tense.

Analysis: The student thinks that the action of buying is in simple present because actually it is still a plan. She does not use present continuous because she thinks that it is not suitable. It is highly probable that she misunderstand the context of the sentence. Therefore, she has problem related to the wrong interpretation of sentence context. (7)

PART II

22. *washed* instead of *has washed*

".....karena... saya liat now-nya berarti kan sekarang tapi karena ia membersihkannya sebelum-sebelumnya mangkannya saya pake past tense."

Translation: The student thinks that 'now' indicates present time. So she thinks that the doer did his cleaning in the past.

Analysis: According to her, 'now' signals present condition. As she thinks that the action is done before now, she uses simple past. It indicates that she does not understand that the action gives result to the 'now' condition. (the car is already clean). It means that she has problem related to the concept or use of present perfect tense. (6)

43. *are doing* instead of *have you done*

"betul.. kaena mungkin tanyanya sekarang kamu lagi ngapain sejauh ini. Jadi kan enak diomongin. What are you doing so far."

Translation: The student thinks that the sentence is correct. She assumes that there is someone inquiring about what an addressee is doing so far.

Analysis: The student thinks that the sentence is correct because it is asking about what the doer is doing so far. She thinks that it is suitable to be said. She fails to understand that 'so far' indicates completion. It shows that she has problem related to the concept or use of present perfect tense. (6)

44. *have* instead of *have had*

"saya nggak tahu jawabannya apa. Jadi saya jawab correct."

Translation: The student just answers it correct because she is confused.

Analysis: She just skips it because she has no idea. She has problem related to tiredness. (8)

49. *changed* instead of *has changed*

“karena mungkin saya liat since I arrived, jadi saya anggap pake past tense.”

Translation: The student sees 'since I arrived' and thinks that the particular sentence also uses the same tense.

Analysis: 'Since I arrived' gives the student clue that it is a past event. She misunderstands the sentence because of the time signal. She has problem related to time signal. (1)

PRESENT PERFECT CONTINUOUS TENSE

PART I

19. *sitted* instead of *have been sitting*

“sitted.. ini kayak bentuk lampau, iya salah... lampau karena dia sudah duduk selama 1 jam.. iya salah. Saya lihat belakangnya for an hour.”

Translation: The student thinks that the action is in past time frame. She gets the clus from 'for an hour' so she thinks that the doer has finished sitting.

Analysis: She thinks that 'for an hour' indicates past event. She concludes that the action is finished and uses (simple) past tense. She has problem related towrong interpretation of sentence context not to mention about her mistake in supplying the correct verb form. (7)

22. *had been studied* instead of *has been studying*

“nomor ini.. saya nggak tahu.. kosong.. sama sekali nggak tahu.. has been studied.. karena mungkin Rongrongnya sedang belajar sejak 3 bulan yang lalu sampai sekarang masih. Nggak tahu nama tense nya.”

Translation: The student left it blank during the test. During the TAP, she tries to answer it by using 'has been studied', she also says that Rongrong is still studying now , but she does not know what kind of tense it is.

Analysis: She skipped this number when she did the test. However, she can explain that Rongrong has been studying since three months ago. However, she can not mention the name of the tense. It indicates that she has problem related to the concept or use of present perfect continuous tense. (6)

PART II

19. *would have been painting* instead of *have been painting*

".....nomor ini mereka memulai menggambar eh, bukan, mengecat rumah itu sejak 2 jam yang lalu, mereka masih sibuk dengan itu. Tapi karena ini dalam past tense, kalo enggak, ya pake will. Tapi Karena past tense, pake would have been."

Translation: The student thinks that the doers started to paint the house two hours ago and they are still busy with it. As she thinks that the time frame is in the past, she uses 'would'.

Analysis: She translates it into that the doers started to paint the house two hours ago and they are still busy with it. However, she answers it by using past future tense instead of the correct corresponding tense. It indicates that she has problem related to the concept or use of present perfect continuous tense. (6)

36. *have studied* instead of *have been studying*

"saya sudah belajar, tapi dia kan bukan....., sudah belajar selama five straight hours. Tapi.. I am getting tired ini kan hasilnya, kalo pake past tense kan that's all, nggak ada efeknya apa. Mangakannya pake have studied."

Translation: The student thinks that 'I am getting tired' is the result of studying for five straight hours. She assumes that past tense is not suitable because it does not have present result, so she uses present perfect tense.

Analysis: She thinks that the sentence has result. It is probably that she is misled by the word 'I am getting tired' which actually signals the process of tiresome. It means that it is not a result. She fails to understand the context of the sentence. It indicates that she has problem related to the wrong interpretation of sentence context. (7)

APPENDIX 11

SUBJECT 9

“Yang paling susah itu mbeda’np present perfect sama past perfect. Mungkin kalau secara rumus-rumus’e tok itu gampang, 5tapi kalau secara lepas itu wis... pemakain di soal ini itu angel. Teerus perfect continuous itu kan proses tok terus sulit kalau di soal gini. Kalau dikasih dewe-dewe isa, tapi kalau dicampur ya sulit. Kalau dicampur ya bingung...”

Yang paling gampang ya simple future, present, past. Tapi penambahan kata kerja, es es gitu kurang teliti.”

PRESENT PERFECT TENSE

PART I

6. *finally made* instead of *have finally made*

“Ehm... the club members...finally made? Mungkin karena aku liate ini ‘finally’ lampau jadi yang depan aku rubah jadi made. Kalimat yang kedua... (read the question).. pake have chosen, yang ini nggak ikut present perfect karena menurut aku soale setelah itu selesai baru have chosen.”

Translation: The student gets the clue from ‘finally’. She thinks that the time frame is in the past because the next sentence has present time frame.

Analysis: The student thinks that ‘finally’ signals past event. It gives clue to her that the context of the sentence is in the past. She has problem with present perfect tense due to her misunderstanding of the context. (7)

27. *bought* instead of *have bought*

“I am planning to paint my living room this afternoon... eh, I bought? Gini, aku mikir’e aku punya rencana akan mengecat living room ku this afternoon, jadi sebelum’e aku sudah nyiapno, beli 3 galon... cat, aku liate itu tak artikno. Kalimat pertamae itu kan I am planning, aku sudah ngerencanakan, terus kalimat

keduane pake lampau soale aku mikir'e this afternoon...aku beline wis kemaren. Jadi aku akan nge-cat dari jam tiga ini. Nggak have bought...bedanya aku mikir'e bought itu dalam arti yesterday, aku pake lampau. Kalau have bought...aku nggak mikir sampe sana. Ya aku cuman ngeliat artine kalimat pertama, terus langsung aku bayangain konteks'e."

Translation: The student thinks that the doer has the plan to paint the living room this afternoon, so, the doer has bought the paint. Further, she admits that she does not use 'have bought', but she uses 'bought' instead because the context is in the past time frame. She does not think that the answer is as complicated as 'have bought'.

Analysis: In her mind, before planning an action, the doer must have bought the paint first. That is why she thinks that the context of the sentence is in the past. The student also admits that she thinks that 'have bought' is less suitable than 'bought'. It indicates that she has problem related by the concept of Present Perfect Tense. (6)

PART II

5. *have you already watering* instead of *have you already watered*

"incorrect..have you already water...water...watering the flowers.. soal'e already terus remember that you have... jadi kalimat selanjut'e....ya maksud'e kalau pakai have you already watering the flowers itu lebih cocok, ya artine apakh kamu sudah inget, kamu harus melakukan itu hari ini. Watering karena ..kata kerja menyiram bunganya itu.. kalau watered.. nggak mikir sampai situ.. jadi aku pakai watering ini, terus karena ini already, jadi have you already watering.. the flowers."

Translation: The student thinks that 'have you already watering the flowers' fits perfectly because of the meaning she gets when she translates the sentence. The meaning is about someone who asks about a completion of an action that should be performed by the doer. She does not think that 'watered' is suitable. Further, she says that 'already' also indicates 'watering'.

Analysis: According to the student 'have you already watering' is suitable. In fact, she says that she does not think about 'watered' although she can analyze that is a question about what the doer has done (water the flowers). It indicates that she has problem caused by the concept or use. (6)

43. *are you doing* instead of *have you been doing*

"empat tiga... what are you doing so far..... correct. What are you doing so far.... Soal'e aku nggak mikir panjang dan ada are terus ing, ya sudah. Lagian artine apa yang sudah kamu lakukan sejauh ini. Aku mikir kalau what are you doing so far ini ya bener, artine masuk."

Translation: The student admits that she does not think about this sentence too long, and translates it into 'what have you done so far', and thinks that the tense she is using is correct.

Analysis: The student thinks that the sentence is correct, and it fits perfectly. She has problem with the concept of present perfect tense. (6)

44. *have* instead of *have had*

"jawabanku correct. Karena dia pake tense present perfect continuous, ini wis mari. Terus I have enough experience,. Ini kalimat biasa . saya punya kemampuan yang cukup. kalau pake past, sekarang sudah nggak ada kemampuan lagi. Kalau aku bilang ini ya cukup betul, ini kalimat penjelas. Nambahin, artine saya sudah bekerja disini, di bisnis ini selama 10 tahun. Dan karena saya sudah bekerja ini, saya punya.. pengalaman... tapi ini ya bener.. ya nggak masalah soal'e ini kan faktane. Aku nggak ngeliat kalimat sebelum'e."

Translation: The student thinks that the sentence is a simple sentence. If she uses 'past', she knows that the doer does not have experience at all now. She explains that the sentence is correct enough and it is just explanation and completion. According to the student, the sentence is a fact.

Analysis: She thinks that it is a fact as she says that the sentence is correct enough and it is just explanation and completion. According to the student, the sentence is

a fact. It indicates that she has problem caused by her own misunderstanding of the context of the sentence. (7)

49. *have changed* instead of *has changed*

“have changed karena ada since. Lek diarti’no, itu kan lebih cocok daripada changed biasa. Ada since, aku pake have changed. Nggak has changed soal’e... nggak tahu, aku langsung.”

Translation: The student thinks that ‘have changed’ fits perfectly because there is ‘since’.

Analysis: The student admits that she just directly applied when she did the test. She did not think of other choices. When she saw ‘since’, she just applied it directly. The student has problem caused by the wrong verb form. (4)

PRESENT PERFECT CONTINUOUS TENSE

PART I

19. *had sit* instead of *have been sitting*

“Jawabanku ...for an hour... had sit, ini kan lampau, de’e itu kan ceritane de’e itu sudah duduk disini kan dari jam sembilan sampe jam 10 itu kan lampau. Mestine ini apa namane, sampe de’e ngomong lek de’e lagi duduk disini itu nggak isa pake past, soal’e waktu de’e ngomong disini itu de’e sedang duduk gitu.. ya, aku artiin jadi saya datang ke kelas jam sembilan, dan sekarang jam sepuluh. Saya sudah duduk di kelas selama satu jam. Jadi had sit. Past perfect, soalnya aku liat depannya past simple.”

Translation: The student thinks that the time frame is in the past because the doer has sitted on the chair from 9 to 10. When the student translates this sentence, she gets the conclusion that at this moment is 10 o’clock and the action has passed. She is even more convinced because the previous sentence is in simple past tense.

Analysis: The student actually can analyze that this sentence does not convey past meaning, in this case, simple past. However, she is distracted by the previous

sentence, so she uses past perfect tense. She perceived that it is a past event. The student has caused by the misunderstanding of the context. (7)

22. *have studied* instead of *has been studying*

“Rongrong... have studied, eh has studied ya? Ya soal’e ada since nya ini. Since kan sejak jadi pake have V3, present perfect. Kalo since pake present perfect terus mungkin ada has started, jadi ini juga gitu. Kalo liat dari kalimat’e Rongrong ini jek belajar di London dan waktu sekarang de’e belajar di London dan de’e mulai love the city.”

Translation: The student thinks that ‘have studied’ is correct because there is ‘since’ which indicates present perfect ation. The student explains that Rongrong is still studying in London, and when she is there, she starts to love the city.

Analysis: The student thinks that ‘since’ indicates present perfect tense. However, she can get the meaning that Rongrong is still in London as she says that Rongrong is still studying in London, and when she is there, she starts to love the city. It means that she has problem with the concept of present perfect continuous tense. (6)

PART II

10. *had been repairing* instead of *have been repairing*

“aku jawab’e incorrect, had been repairing karena ada for two hours, ya gitu. Terus dan ini... ya gara-gara ada for ini. Soal’e disini disebut they started repairing. Arti kalimat’e, ya mereka mulai mm...membongkar mesin itu dua jam yang lalu, dan sekarang ini masih sibuk dengan itu. Ya mereka itu sudah kerja selama dua jam. Inggris’e they had been repairing for two hours. Nggak pake have soal’e sudah selesai.”

Translation: The student thinks that ‘had been repairing’ is appropriate because there is ‘for two hours’. When she translates the sentence, she gets the conclusion that it is about some people who repaired the machine two hours ago and are still busy with it at this moment. She claims that ‘have’ is not needed because the action has finished.

Analysis: The student can analyze the sentence until she gets the conclusion that the doers started 2 hours ago and they are still busy with it. However, she claims that ‘have’ is not appropriate because the action has already finished. Consequently, she has problem with the concept of present perfect continuous. (6)

19. *had painted* instead of *have been painting*

“...they...had painted.. ehm..they started.. mereka mulai ngecat itu dua jam yang lalu dan sekarang mereka masih sibuk dengan ini. Dari lampau sampai sekarang. Kalau *have painted* itu masih dilanjut’no lagi. Kalau *had* itu wis lampau. Jadi aku mikir’e sampai seng lampau tok. Seng sekarang wis nggak diitung lagi. Ini ya belum slesai. Aku mikir’e for two hours itu kan lampau, jadi yang diitung kan lampau jadi pake *had*. Kalau *they were painting* itu...ehm..lamapu..dulu-dulu ada continuous.”

Translation: The student translates the sentence and gets conclusion that the doers started to paint the wall two hours ago and are still busy with it. She explains that ‘have painted’ means continuous action. So, she thinks that the focus is what happened in the past although the action is still unfinished yet. Further, she says that ‘were painting’ is past action with continuous aspect.

Analysis: according to the student, the doers are still busy at the time of speaking but the context is in the past. She proceeds that ‘have painted’ is a continuous action and ‘for two hours’ is a signal of past event. There is a complex confusion in the student’s mind. Therefore, she has problem with the concept of present perfect continuous tense. (6)

36. *have studied* instead of *have been studying*

“...it is midnight... salah... yang benerI have studied for five straight hours. Ya soal’e...eee.....ya soal’e ini...ada for five straight hours. Artine ini tengah malam, aku sudah belajar lima jam...ya telah maksud’e de’e ini telah belajar.. ada hubungan’e sama sekarang. Kalau *had studied* itu nggak, soal’e it is midnight. Kenapa nggak continuous soal’e nggak cocok, kalau ada for itu pakai *have studied biasa*.”

Translation: The student thinks that ‘have studied’ is correct because of ‘five straight hours’. According to the student, the doer is in the progress of studying. Further, she says convincingly that ‘for’ is the time signal for present perfect.

Analysis: The student claims that ‘for’ signal simple perfect tense. Although she knows that the action has something to do with the present condition, she is distracted by the time signal. (1)

50. *had been waiting* instead of *has been waiting*

“had been painting, ehm, gini,.....de’e ini kan wis cukup tidur’e. temenmu sudah ada disini, sebenar’e de’e itu sudah, kan lampau, had been waiting for you. Terus waktu aku mbaca ini de’e itu wis, wis, wis, nunggu selama lima belas menit. Ini sudah lampau terjadi. Dan pas ngomong itu sudah diitung.”

Translation: The student thinks that the doer sleeps quite long enough, and the action of the friend who is waiting is in the past time frame. The student thinks that the action is in the past.

Analysis: The student thinks that the sentence is in past context because the moment of speaking has passed. However, this particular number is not a direct speech in the past context. Therefore, the student has problem with the concept of present perfect continuous tense. (6)

APPENDIX IJ

SUBJECT 10

“Kalo ada soal seperti ini, ya..., ini, pernah di kalimat yang pertama..ehm..secara keseluruhan, melihat dari keterangan waktunya..eh..ya kalau keterangan waktunya tidak ada ya melihat kalimat di depannya atau dari kalimat di belakangnya kan menunjukkan tensesnya. Kalo masih nggak ngertikalo keterangan waktu dan kalimat nggak jelas..dari struktur kalimatnya, ya dari subjek atau predikatnya..nggak saya awur..semakin susah soalnya.

Part II lebih sulit..yes.. karena harus berpikir keras jawaban yang tepat. Yang pertama ya perlu berpikir tapi kalimat di depannya sudah menunjukkan, sudah lebih membantu sedangkan kalo part II sulit. Identifikasi part II

Ada sixteen tenses, yang paling susah past continuous sama perfect. Eh..semua tenses yang ada perfectnya...”

PRESENT PERFECT TENSE

PART I

6. *finally make* instead of *have finally made*

“saya jawab finally make....karena finally mungkin finally ini adjective jadi apa mungkin bisa diikuti dengan ing, jadi finally making their decision..terus ini karena ada now..Ann Andrew is now the club leader,ya ada time signalnya.”

Translation: The student thinks that finally make is an adjective so she uses suffix –ing afterwards. She also thinks that way because there is time signal ‘now’.

Analysis: In the student mind, ‘finally’ is an adjective and ‘now’ signals present simple. Therefore, she has problem related to the exclusive belief of certain time signal. (1)

7. *Choose* instead of *have chosen*

“sama, ini karena ada now nya.”

Translation: The student thinks that ‘now’ signals present time frame, in this case simple present tense.

Analysis: in this particular number, the student gets the answer from the clue of time signal. As she sees ‘now’, the student directly uses simple present. She has problem related to the exclusive belief of certain time signal (1)

17. *already becomes* instead of *has already become*

“already becomes..ada the time signal..now, terus ada ‘it’ jadi becomes..kalo ada now jadi becoming? Eh, kalo present simple kan bisa ada 2 kemungkinan, yang pertama habitual action dan the event is happening right now.”

Translation: The student sees time signal ‘now’. According to the student ‘now’ can signal habitual action and an action on progress at the moment of speaking.

Analysis: The student thinks that ‘now’ signals present simple or present continuous. She faces problem because of her exclusive belief on time signal that makes her put aside the rest of the sentence. (1)

PART II

43. *blank* instead of *have you done*

“I have no idea. Ya.... (She left it blank)”

Translation: The student has no idea at all.

Analysis: The student admits that she did not have any idea. She just left it blank. (8)

44. *correct; have* instead of *have had*

“ya jadi dia kan sudah melakukan pekerjaannya itu selama sepuluh tahun. Jadi selama sepuluh tahun sudah bekerja..ya tensenya I’ve been working..eh..yang digarisi yang salah..e..ya saya merasa itu benar karena selama 10 tahun dia mengerjakan pekerjaannya itu dia merasa punya cukup pengalaman.”

Translation: The student thinks that the sentence is okay. In her mind, she thinks that as the doer has been working for ten years, the doer now has enough experience.

Analysis: The student believes that the sentence is just a fact. She has problem related to her misunderstanding of the sentence context. (7)

49. *correct; changed* instead of *has changed*

"Saya benerin karena no idea."

Translation: The student thinks that the sentence is correct because she has no idea at all.

Analysis: The student got stuck with the understanding, so she just left it correct. (8)

PRESENT PERFECT CONTINUOUS TENSE

PART I

22. *studied* instead of *has been studying*

"studied..Rongrong(read the question)...ya ini karena since..eh... time signalnya since three months ago....kejadiannya kan berlangsung beberapa waktu yang lalu..ya..jadi lampau...bedanya since three months ago dan three months ago... .eh, ya dua-duanya kan lampau kalo since three months ago kan dari 3 bulan yang lalu jadi kan udah lampau."

Translation: The student thinks that 'since three months ago' is the time signal of Simple Past. Further, she adds that since three months ago is the same with three months ago. The difference is that 'since' signals continuous action, but it is still in the past.

Analysis: Apparently, since three months ago is the cause of the subject's error. However, she can get the exact meaning and translate it into "since three months ago is the same with three months ago. The difference is that 'since' signals continuous action, but it is still in the past". So, she presumes that the context is in the past and has nothing to do with the present condition. She knows that 'since'

signals continuous action which began in the past, but she fails to use the corresponding tense. The student has problem related to the use or concept of present perfect continuous. (6)

APPENDIX 1K

SUBJECT 11

PRESENT PERFECT TENSE

PART I

6. *Finally made* instead of *have finally made*

"Jawabannya itu finally made... liat kalimatnya dulu, termasuk kalimat dulu atau sekarang. Setelah tau baru dicari jawabannya. Ini merupakan kalimat lampau karena ada kata finally."

Translation: The student thinks that the time frame is in the past because of the word 'finally'.

Analysis: The student misinterprets this sentence because of his exclusive belief. Here, he claims that 'finally' signals simple past tense. The student has problem related to time signal. (1)

23. *hadn't sold* instead of *haven't sold*

"Jawabannya hadn't sold, karena dia belum jual rumahnya yang lama jadi pakai had not sold dan rumahnya cuma satu."

Translation: The student admits that the doer has not sold his old house and the doer's house is only one.

Analysis: The student thinks that the doer in this sentence has not sold her old house yet but he uses past time frame instead of present time frame. He is unaware that the next sentence is in the present time frame. It indicates that he has problem related to the concept of Present Perfect Tense. (6)

27. *bought* instead of *have bought*

"Jawabannya bought, karena dia sudah planning untuk mengecat rumah jadi dia sudah beli tiga galon cet, jadi pakai v2. Kalo pakai have itu kan pasangannya v3, dan saya kira ini juga past tense, catnya sudah beli tadi makanya saya pakai v2."

Translation: The student believes that the answer is 'bought' because the doer has planned to paint the house. Therefore, the student thinks that the action of buying happened in the past.

Analysis: In this number, the student is unaware that the action of buying happened at an unidentified time in the past but has present relevance. Therefore, it is highly probable that he has problem related to the concept or use of present perfect tense. (6)

PART II

5. *had you already watering* instead of *have you already watered*

“*Jawabannya had you already, karena kayak lampau, soalnya ada already..*”

Translation: The student thinks that the time frame is in the past because of 'already'.

Analysis: The student believes that 'already' signals simple past tense only although it can be used for an action that ended just now. This exclusive belief of time signal leads him to the wrong answer. He has problem related to the use of time signal. (1)

14. *was never come* instead of *has never come*

“*Jawabannya was never come to school, waktu dia sakit itu konteksnya sudah lampau dia gak masuk jadi pakai was. Dulu.*”

Translation: The student thinks that the time frame is in the past so he uses 'was never come'.

Analysis: In spite of the student's wrong application of simple past tense, he thinks that the context of the sentence is in the past. He claims that as the action of being sick is in the past, then the action of coming is in the past as well. He has problem in understanding the context of the sentence. (7)

43. *are you doing* instead of *have you done*

“*Dia kan bertanya... apa yang kamu sedang lakukan sejauh ini, jawabnya ya cuma logika aja..*”

Translation: The student thinks that it is about someone who asks about what one is doing so far. He answers it by using his logic.

Analysis: The student corrects this sentence because he thinks that there is someone asking about what one is doing so far. Although he can translate the time signal well, he misinterprets the context. He has problem related to the wrong interpretation of sentence context. (7)

44. *have* instead of *have had*

“Jawabannya correct karena I have enough experience dan dia masih bekerja sampai sekarang, tahunya dari I’ve been working jadi dia masih bekerja sampai sekarang.”

Translation: The student thinks that the answer is correct because the doer has enough experience and he thinks that the time frame is in the present. He says that the doer is still working in the factory. So the sentence is okay.

Analysis: According to the student, the answer is correct because up to the moment of speaking, the doer is still working in the factory. The student seems to think that the sentence is a fact. Thus he uses simple present tense. It means that he has problem related to the context of the sentence. (7)

49. *have changed* instead of *has changed*

“mungkin ya gara-gara understandingnya dari dulu jadi pake have karena ada since I arrived. waktu dia belum datang, kan dia membayangkan, gitu..dari dulu, nah dan pada waktu dia datang ternyata beda. Nggak pake has soalnya I. Berartikan my understanding, makanya I, bukan has.”

Translation: The student thinks that as the understanding began at some time in the past, ‘have’ should be used. The student says that the doer had imagined the situation of the country, but when the doer arrived, the condition was different. The student does not use ‘has’ because the subject is ‘I’. He thinks that ‘my understanding’ is like ‘I’.

Analysis: The student thinks that the doer (I) is the subject of this sentence. He perceives I as the doer because of his own interpretation. He is not aware that my

understanding requires different verb agreement with 'I'. Therefore, he has problem related to the verb agreement. (4)

PRESENT PERFECT CONTINUOUS TENSE

PART I

22. *has studied* instead of *has been studying*

"Jawabannya *has studied*, *hasnya gara-gara he she it, studiednya gara-gara tiga bulan yang lalu. Karena sudah lampau makanya pakai v2 (studied), pakai has karena he she it.*"

Translation: The student answers 'has' because of 'he, she, it'. He uses 'studied' because of 'since three months ago'. According to the student, studied is verb two that he uses because the action is in the past.

Analysis: According to the student, this action uses past tense because the action is in the past. Although he apparently seems to have problems caused by the time signal, he explains that the time signal only leads him to 'studied' and 'has' is got simply form he/she/it. He is unaware that the state of studying began in the past but still continues up to he moment of speaking. The student actually has problem related to the concept of present perfect continuous tense. (6)

PART II

19. *had painted* instead of *have been painting*

"Jawabannya *they had painted eh, bukannya they have been painting. Soalnya dilakukan dua jam yang lalu tetapi masih dilakukan sampai sekarang. Eh, yang mana yang benar ya? Perasaan saya, yang they have been painting yang benar. Waktu itu apa ya lupa? Yang pasti sekarang they have been painting.*"

Translation: The student corrects his answer into 'have been painting' because the action began in the past and is still in progress now.

Analysis: The student gave the wrong answer when he did the test. However, during the TAP he can correct it based on his analysis that the action started two

hours ago and it is still on progress at the moment of speaking. The student has problem because of carelessness. (8)

36. *have studied* instead of *have been studying*

"...I have studied.. soalnya I,I harusnya pake have.ini salah karena nggak ada time signalnya kayak last night atau yesterday. for five straight hours itu kan bukan lampau, jadi pake have. Tau bukan lampau dari for five straight hours artine selama lima jam dia belajar terus-terusan dan belajarnya sudah selesai pake study, studied"

Translation: The student thinks that 'for five straight hours' does not indicate past event, but an ongoing process. He thinks that at the moment of speaking, the action has been finished.

Analysis: The student thinks that the action is done at the moment of speaking. The student misinterprets the context because of 'five straight hours'. He has problem related to the wrong sentence context. (7)

50. *have been waiting for* instead of *has been waiting for*

"Have been waiting, jadi dia itu sudah nunggu 15 menit dan masih nunggu. Tau dari waiting for you for 15 minutes eem.... oh.. ini... Your friend has been here, jadi dia masih nunggu. Nah ini yang salah ini seharusnya he ya pakai has bukan pakai have he....2 lupa ini...."

Translation: The student thinks that the doer has waited for fifteen minutes and is still waiting. Further, he says that the answer should be 'has been waiting for' instead of 'have been waiting for'.

Analysis: The student can correct her mistake in the TAP. He also mentions that the 'friend' has waited for fifteen minutes and is still waiting. He has problem related to carelessness. (8)

APPENDIX 1L

SUBJECT 12

PRESENT PERFECT TENSE

PART I

6. *are finally make* instead of *have finally make*

“Are finally make karena aku melihat the club members, sebagai to be_ku, dan aku melihat ini ada s_nya (members). Pakai simple present karena the election is over aku liat dari konteksnya dan Ann Andrew is now.”

Translation: The student gets the clue from the subject (the club members) and the next sentence which uses simple present tense.

Analysis: According to the student, the context is in the present. She analyzes it word by word and reaches the conclusion of ‘are finally make’. Although there is no tense like that, she is already distracted from the beginning by ‘Ann Andrew is now’. She has problem related to the wrong interpretation of sentence context. (7)

7. *have chose* instead of *have chosen*

“Soalnya kalo dibuat present terus jadinya gak nyambung jadi aku milihnya they have chose. Soalnya kalo they choose aja kan gak enak dan gak nyambung jadi merkanya sudah gitu... bukannya memilih gitu...”

Translation: The student thinks that (simple) present tense does not make sense, so she answers ‘they chose’ which means a completed action.

Analysis: The student thinks that ‘they have chose’ indicates perfective action. She has problem related to verb form. (4)

23. *didn’t sell* instead of *haven’t sold*

“Didn’t sell soalnya aku liatnya dari I Boughtnya, kupikir ini apa... sepertinya gitu.... Soalnya lebih enak kalo paki didn’t, soalnya aku pernah denger kayak gitu, jadi pakai simple past. Gak kepikiran sampai present perfect.”

Translation: The student thinks that 'bought' indicates the time frame. she feels it suitable.

Analysis: From "I bought", the student concludes that the sentence also uses simple past. She misinterprets the context of the sentence. (7)

27. *will buy* instead of *have bought*

"jawabnya will buy soalnya waktu itu aku liate... gini...em... langsung gitu lho... jadi gak terencana. Solnya disini disebutkan 3 gallons of paint jam-jamnya gitu lho.. kupikir dia itu ngomong'e langsung bukan terencana. Tau ini kalimatnya masih akan future karena dari planningnya to paint sama jam-jamnya."

Translation: The student answers 'will buy' because she thinks that the action is planned at the moment of speaking. She assumes that it is still a plan because of the word 'planning' and the hours mentioned.

Analysis: She thinks that the sentence is a future action decided at the moment of speaking, so she uses future tense. The student misinterprets the context of the sentence. She has problem related to sentence context. (7)

PART II

22. *having just been washing* instead of *has washed*

"Dia sudah membersihkan mobilnya dan masih keadaan sedang dan satunya sudah selesai, ini present perfect ya.... Jadi dia baru selesai membersihkan mobilnya dan masih dalam keadaan basah gitu... Pakek present perfect biasa soale aku liate dari ini... already clean now."

Translation: The student thinks that her answer is present perfect. She assumes that the

Analysis: The student claims that she uses present perfect simple because the car is still wet. It seems that she can not differentiate between present perfect simple and present perfect progressive. It indicates that she has problem with the use or concept. (6)

PRESENT PERFECT CONTINUOUS TENSE

PART I

19. *have sat* instead of *have been sitting*

“Jawabnya kan have sat soale rasane present perfect, ya... dari yang aku tau dari yang sudah menerangkan kegiatannya itu harus menggunakan present perfect. Kegiatannya yang sudah lalu, tapi sedang berlangsung gitu lho.... Jadi depannya present dan kalimat no 19 ini kan menjelaskan bahwa dia ini sudah duduk selama sejam. Aku ngartikannya gitu... lebih enak didenger dan yang aku tau itu soale sering diajarno gitu. Jawabanku have sat karena aku liate.... ini for an hournya.”

Translation: The student thinks that ‘have sat’ fits perfectly because she thinks that this number should use present perfect tense. She thinks that the action happened in the past and is still on progress. She also gets the clue from ‘for an hour’ which indicates perfective action.

Analysis: According to the student, ‘for an hour’ indicates present perfect tense. She has problem caused by the time signal. (1)

22. *has studied* instead of *has been studying*

“Has studied, sebenere.... ini inget-inget aja soale aku rasae pernah dapet model-model ginian gitu, jadi aku langsung ae has studied gitu.... Klunya ya gitu... Jadi langsung aja dari in Londonnya since three months ago itu.”

Translation: The student recalls that she once got this kind of question. So, she directly uses ‘has studied’ because there is also ‘since three months ago’.

Analysis: The student says that she once was taught this kind of tense and she sees ‘since three months ago’. It gives her clue toward the answer. She has problem caused by the time signal. (1)

PART II

10. *have been repaired* instead of *have been repairing*

“Have been repair soalnya waktu itu aku mikirnya lebih cocok kalo kalimat ini lebih cocok pakai present perfect berarti sudah. Liat dari for two hours.”

Translation: The student thinks that present perfect is suitable for this sentence because the sentence signals action that has begun and ‘for two hours’ indicates present perfect.

Analysis: ‘For two hours’ indicates present perfect simple. Although what the student uses is actually in the passive mood, her wrong understanding is mainly caused by the time signal. (1)

19. *have painted* instead of *have been painting*

“Aku liate mereka sudah melakukan kegiatan itu, dilihat dari they have painted Aku gak liak for two hours’e... Untuk no19 ini aku juga cuma liat sing digaris bawahhi tok ae...”

Translation: The student thinks that the doers have conducted the action. She gets the clue from ‘have painted’. She also admits that she does not pay attention to ‘for two hours’.

Analysis: The student is distracted because she only pays attention to the underlined number and the first sentence. She has problem caused by her misunderstanding of the context. (7)

APPENDIX 1M

SUBJECT 13

“Tense paling gampang menurutku simple past, soale cumak ganti verb tok... Kalo simple present kita harus embedakno itu continuous. atau ndak, kalo past tens jarang. Yang paling susah itu yang perfect-perfect itu, all perfect.”

PRESENT PERFECT TENSE

PART I

7. *chose* instead of *have chosen*

“Jawabannya jadi chose karena kan electionnya kan sudah selesai to... is over jadinya kan choose... chose past ya... Gak pake present perfect soalnya is over kan sekarang sudah selesai jadi kan e... mungkin ae... the electionnya sudah kemarin atau yesterday jadi pake past to...”*

Translation: The student thinks that 'chose' is suitable because she assumes that the election happened yesterday. She thinks that present perfect is not suitable.

Analysis: According to the student, the election was done yesterday. She knows that the election is over so the action has been finished but she thinks that present perfect is not suitable. It indicates that she can not differentiate the use between present perfect and simple past. In fact, she says: *“Gak pake present perfect soalnya is over kan sekarang sudah selesai”*. It shows that she has problem related to the concept of present perfect tense. (6)

17. *had already became* instead of *has already become*

“Jawabnya had already became soalnya kan di sini ada When I first came jadi pertama datang ke sini very quiet neighborhood terus then tapi ternyata sekarang sudah menjadi serame ini gitu lo... jadi... proses jadi kerame ini mungkin ae.. sudah berlalu jadi aku pake past. Kejadian yang duluan When I first came Aku mikire...kan had....had pake past itu mungkin karena become very noisynya itu

sudah berlalu dan sekarang jadine gak sama pada waktu When I first came... karena When I first came ini kan sudah past to.... jadie... past perfect. Waktu itu nangkap'e noisy'e ini sebelum, tapi saat pertama de'e dateng neighborhood em... itu jadi quiet ya... terus... setelah beberapa waktu sekarang jadi... very noisy."

Translation: The student thinks that when the doer arrived, the condition was quiet. She thinks that the process happened in the past

Analysis: The student thinks that the event should be in the past because the even 'when I first came' is in the past time frame. She misunderstands the context of the sentence. (7)

PART II

5. *have you been watering* instead of *have you already watered*

"Jawabnya waktu itu incorrect diubah jadi Have you been already watering, sudahkah... kamu menyirami bunga-bunga itu... have you. Kok tetep watering atau continuous, e.... watering.... proses kan watering.... maksud'e watering the flowers. Kalimat ku itu apa sehh... Have you been already watering ya.... itu tense... perfect....Present perfect continuous. Pake itu karena wateringnya proses, kalo have been nya sudahkah."

Translation: The student thinks her answer fits perfectly because 'watering' is a process. The tense is present perfect continuous.

Analysis: The student thinks that the action of watering needs a process. Therefore, she uses *have you been watering*. However, it indicates that she does not know the difference in use between present perfect continuous and present perfect simple. It means that the student has problem caused by the concept or use. (6)

22. *is washing* instead of *has washed*

"Dia sedang memcuci mobil dan sekarang sudah bersih. Salah he..... waktu itu tak jawab sudah bener soale liat tensesnya.... continuous.... present.... present. Jadi sama.... satu present yang lainnya jugak present."

Translation: The student thinks that the doers started to wash the car, and now, it is

already clean. As she thinks that the previous sentence is using present simple, she uses the same tense.

Analysis: The next sentence uses simple present, so the student is encouraged to use present as well. Then, she does not think further and leaves the sentence as it is. She has problem caused by the sentence context. (7)

43. *are you doing* instead of *have you done*

“Jadi.... Continuous. Arti kalimatnya.... apa yang sedang kamu lakukan sampai sejauh ini, sampai sekarang itu kamu.... melakukan apa.... sedang melakukan apa.... gitu... What are you doing so far jadi... dari awal sampai sekarang.”

Translation: The student thinks that the meaning is about someone inquiring about what one has done so far. So she answers it with ‘are you doing’ because it indicates action that started from the beginning up to now.

Analysis: The student thinks that the sentence is questioning about something that has been started and is still been doing by the addressee. It means that she does not understand the difference in concept between Present Continuous and Present Perfect Continuous Tense. (6)

44. *have* instead of *have had*

“Jawabannya correct, karena.....karena.... I’ve working 10 years to..... Nah maksudnya I have enough ini.... aku mempunyai cukup pengalaman. Jadi aku liat dari artinya aja... mempunyai cukup pengalaman.. Karena sudah bekerja 10 tahun. Gak aku setarakan karena.... Kayak’e lebih cocok I have enough..... aku bekerja 10 tahun.... Sudah 10 tahun jadi... aku punya cukup pengalaman in the field. Jadi cumak dari artine aja.”

Translation: The student thinks that the doer has been working for ten years, so he has enough experience. She feels it suitable, like a fact.

Analysis: The previous sentence gives clue that the context is in present. When she translates it, she feels that it fits perfectly. It is highly probable that she thinks it is a fact in the present. Thus, the student misinterprets the context. (7)

49. *have changed* instead of *has changed*

“Have changed... soalnya.... Since juga perfect, e..... pakai present perfect..... jadi.... Telah berubah itu kan..... aku datang.... Jadi’e.... saat.... Dia datang sama jugak itu.... My understanding itu... Have changed. Sejak dia datang My understanding of this country.... Have changed... jadi arrived... dulu baru pengertiannya berubah. Jadi yang bener has he.....he...”

Translation: The student thinks that ‘since’ indicates perfective aspect. She says that from the action of arriving, the doer’s mind has changed. Then, she suddenly realizes that it’s supposed to be ‘has’.

Analysis: The student finally gets the correct answer after she utters her thought. She realizes it after she reads ‘my country’. (8)

PRESENT PERFECT CONTINUOUS TENSE

PART II

36. *have studied* instead of *have been studying*

“Jawabnya have studied soalnya kan e..... aku telah.... belajar.. selama 5 jam. Ya.... ya.... telah. Keterangannya dari for five straight hours.”

Translation: The student thinks that the doer has studied for 5 hours. She gets the clue from the time signal.

Analysis: The student believes that the action has finished before the moment of focus. She is also encouraged by the time signal ‘for five straight hours’. She misinterprets the sentence context. (7)

APPENDIX 1N

SUBJECT 14

“Sekarang sudah dapet structure 3..menurutku english tense yang paling sulit itu have V3 sama had V3..apa sih itu, present perfect sama past perfect itu, bingung apa bedanya.

Klu untuk ngerjain, terjemahin juga, terus kalo ini past misal’e ya ini jadi past. Aku sih mikir’e gak ada tenses-tenses gitu. Jadi langsung tak arti’no ae. Liat time signal, terus liat kalimat sebelum’e kayak gimana, terus aku artiin sendiri, terus yang keempat feeling. Feeling.”

PRESENT PERFECT TENSE

PART I

6. *are finally make* instead of *have finally made*

“Present...ya feeling..I finally make. Yang mendorong aku untuk jawab itu, entar ye..eeehh..present, present itu untuk apa ya? Habitual action. Feeling, sumpah, soale enak ae diucapin, I finally make. Mungkin karena fact, fact di waktu sekarang. Tahu kalau itu fact di waktu sekarang..? Duh, yak apa ya? Susah diomongkan. Ini untuk kejadian yang sedang terjadi, ya wis, tau kalo sedang terjadi, ngerasakno dari kalimat’e.nggak, ini aku artiin kalimat’e ,terus aku tangkep kalo itu present.”

Translation: The student thinks that her answer fits perfectly because she thinks that it is a habitual action. When inquired further, she can not explain why and says that she just uses her common sense. She admits that the action has started and has begun, but it also has present time frame.

Analysis: It seems that the student has problem in translating or interpreting the sentence. In fact, she is correct when she thinks that the context is in present. However, she can not differentiate the use of simple present and present perfect

tense. Furthermore, she can not give convincing statement on what she means as fact. Consequently, she has problem with the concept of present perfect tense. (6)

7. *blank* instead of *have chosen*

“Lho, ini kok nggak aku jawab ya? Keloncatan.”

Translation: The student does not answer it because she misses it.

Analysis: She leaves it blank because she misses it. It is probable that she is in a hurry. (8)

23. *didn't sell* instead of *haven't sold*

“didn't sell.. (read the question)..... past. Soalnya last year, last year, de'e kan jual rumah'e di last year. Tapi aku tidak jual.”

Translation: The student thinks that the time frame is in the past because of 'last year'.

Analysis: She believes that 'last year' exclusively indicates simple past tense only. (1)

27. *am going to buy* instead of *have bought*

“.....(read the question)..oh ini rencana kan? Eh, salah ya? Tahu dari I'm planning, soale kan kejadianne belum terjadi...masih planning kalo sore, eh, siang ini mau ngecat.”

Translation: The student thinks that it is still a plan, but she is unsure because she asks about it. She thinks that way because she sees 'I am planning'.

Analysis: She thinks that the action is still a plan. She misinterprets the context of the sentence. (7)

PART II

5. *have you already watering* instead of *have you already watered*

“.....(read the question)..sudahkah.. soalnya aku mikir'e sudahkah kamu menyiram bunga, have you already watering. Aku pernah mbaca yang kayak gini, have you already watering. Ini tetep watering soalnya niru ini, watering. Yang tak

permasalahno itu were you nya. Sudahkah..kamu, soalnya watering kan menyiram ya? Kalo water siram, jadi nggak mungkin.”

Translation: The student thinks that it is about someone asking about a completion of an action. She admits that she once read a question like this sentence. She keeps ‘watering’ in gerund form because of the form of the question. The problem, according to her is ‘were you’ which she wants to change to ‘have you’.

Analysis: The student says it is about someone asking about a completion of an action.. It means that actually she knows that it is an inquiry whether something has been done or not. Further, she explains that watering is an active verb and water is just a verb. It indicates that she has problem with the concept or use of present perfect tense. (6)

22. *Is washing* instead of *has washed*

“.....she’s washing, sedang. Dia sedang nyuci, ya pokok’e ini kan sedang terjadi.. sekarang... .”

Translation: The student thinks that the doer is in the middle of washing. She believes that it is the correct answers.

Analysis: By using the word ‘I believe’, she insists that the action is happening. However, she can not reasonably analyze her answer. It signals that she can not differentiate present continuous and present perfect tense. It indicates that she has problem with the concept or use of present perfect tense. (6)

44. *have* instead of *have had*

“oh, kalau ini aku artiin secara harafiah. Aku sudah bekerja di dalam bisnis selama 10 tahun, jadi aku telah mempunyai punya cukup banyak pengalaman di lapangan. Have aja karena aku mempunyai...I’m having..krik krik... gak kepikiran yang lain, aku merasa ini sudah bener karena aku artiin, aku telah mempunyai cukup banyak pengalaman, kenapa have, karena ini I. eh, artine aku telah.”

Translation: The student says that when she translates the sentence, she feels it fit perfectly. She says that the doer has been working for the business for ten years, so the doer has had enough experience. She thinks that 'have' is correct because it fits perfectly. The meaning of 'have' is have got enough.

Analysis: The student says that the doer has been working for the business for ten years, so the doer has had enough experience. It indicates that the student actually knows the meaning of the sentence, but she can not use the right tense. It shows that she has problem with the concept or use of present perfect tense. (6)

49. *changed* instead of *has changed*

"nggak aku ganti karena...(raed the question)..pengertianku berubah karena...Ini past..to? since I arrived? Jadi berubah dulu to baru tiba. Tibane ae wis past, apalagi berubah'e. kalo present mungkin nggak ya? Entar, entar.. telah berubah. Oh has changed. Dulu aku cuman artino tok. Sekarang setelah dipikir lagi, kok rasanya lebih cocok telah berubah."

Translation: The student thinks that she has no idea , then she tries to re-think. She says that the sequence of time is the doer changed his mind and then arrived. She thinks that the arrival is already past, so the changing is also in the past. Then, she suddenly gets the answer and says that 'has changed' fits perfectly.

Analysis: The student firstly answered simple past because of 'since I arrived'. She probably pays attention only on 'arrived'. During the TAP, she can correct it. (8)

PRESENT PERFECT CONTINUOUS TENSE

PART I

19. *have been sit* instead of *have been sitting*

".....(read the question). Aku jawab have been sit. Sit verb 3 nya juga sit kan? (Translate)Pake present perfect soalnya for. Soalnya dari dulu sampe sekarang, eh, dari tadi sih. Er... ya bukan karena ada for nya tok, soal'e present perfect itu

kan dulu terjadi dan sampe sekarang masih dilakukan. Dia kan masih duduk di meja, telah duduk di meja.”

Translation: The student thinks that ‘have been sit’ is correct and she uses present perfect because of ‘for’. She says that present perfect tense indicates action that began in the past and is still happening now.

Analysis: ‘For’ indicates present perfect tense to the student. She is driven into the wrong conclusion because of the time signal. (1)

PART II

50. had been waiting for instead of has been waiting for .read the question)...oh...ini (has been here) ne ae sudah present perfect, apalagi ini ne pasti past. Kan de’e kan nungguna dah lama sebelum de’e dateng, jadi had been waiting... ya.

Translation: The student thinks that ‘has been here’ is in the form of perfect already, so she assumes that the action of waiting is in the past time frame because the action of waiting happened long before the action of arriving.

Analysis: she interprets the sentence as an action in the past before ‘has been here’. She misinterprets the context. (7)

APPENDIX 10

SUBJECT 15

“Kalau ada soal kayak di part I ini yang aku perhatikan time signal dan konteks. Kalau nggak ada time signal ya diliat kalimatnya. Kalau dalam konteks present, kalau belakangnya present, gandengan’e sama present continuous. Kalau present perfect kan sudah lampau, bedanya sama past (simple) itu kita... cuma ada waktunya, kalau present perfect itu ada hasilnya... Oh, lek past tense itu saya kemarin pergi, kalau present perfect itu saya pergi terus ngapain. Aduh stress.. nggak tahu.. bentuk perfect itu mbingung’i. aku ini bingung, tapi kalau present tense, present continuous itu kan pasti to? Tapi seumpamane present perfect, present perfect continuous itu kan ada, pokok’e ada gitu-gitune itu mbingung’i. Bukan’e nggak isa, ya, kadang itu lupa.... Kalau aku ngajar ya nanti aku harus belajar lagi...

Part yang kedua....nyari yang salah, yang lebih gampang yang kedua, eh, yang pertama. Kalau ada for bias present perfect, perfect continuous, past perfect gitu to kata’e.. Past continuous juga bisa, tapi jarang. Tahunya ya dari ngeliat kalimatnya.

Supaya aku nggak bingung harapanku..., ya belajar lagi. Ya banyak ngerjakan soal, terus kalau nggak ngerti ini jawaban’e apa..ya ditanyakan...ya pertamane dikerja’no dulu terus disuruh meriksa orang yang lebih pinter...”

PRESENT PERFECT TENSE

PART I

6. *finally make* instead of *have finally made*

“finally make karena...hh...ini kan nggak ada time signalnya jadi kalimat biasa kan? Nah, jadi the club members finally make their decision, lagian nggak, nggak apa nama’e nggak keliatan kalau ini sudah lampau.”

Translation: The student thinks that it is just an ordinary sentence because there is no particular time signal. She does not think that it is a past event.

Analysis: The student does not know the difference in use between simple present tense and present perfect tense. It means that she is unaware that the action happened at unidentified time in the past which is not important. She has problem related to the concept or use of present perfect tense. (6)

7. *choose* instead of *have chosen*

"choose karena depannya presen, belakangnya presentt, ini kan sambungan'e jadi juga present."

Translation: The student thinks that this sentence uses (simple) present tense because the previous and the next sentence uses simple present tense as well.

Analysis: as she thinks that the previous sentence uses simple present, in this particular number, she uses it too. She is misled by the context. She has problem related to the wrong interpretation of sentence context. (7)

17. *is already become* instead of *has already become*

"aku pake bentuk apa ya? Bingung ini, aku tambah is, harus'e has ya? Soal'e ada now jadi bingung pake has atau is. Is dikasih V3 jadi passive... aku mau pake becoming tapi disini kok ada already, already itu kan ada perfect'e...???"

Translation: The student is confused of the pattern. Firstly, she wants to use 'is' because of 'now', then she changes her mind. She thinks that 'already' signals perfect.

Analysis: She is not aware of the pattern of present perfect tense. According to her, 'already' signals perfect. She has problem related to the pattern of present perfect tense. (5)

27. *buy* instead of *have bought*

"iya..ini harus'e bought ya bukan buy, soal'e this afternoon. Ini kan I am planning, nah, terus kalau this itu kan past? Tapi bisa future juga.... Kalau di

pagi hari terus this afternoon itu bisa future. Ini kan saya sedang berencana untuk mengecat siang ini.”

Translation: The student thinks that the answer should be ‘bought’ instead of ‘buy’. She thinks that ‘this morning’ can signal future and past time frame. However, as the doer has planned something, then the answer should be ‘bought’.

Analysis: ‘This’ signals past event. She probably interprets ‘this’ like ‘this morning’. She also thinks that the action was completed because the doer has planned it before. She is misled by the sentence context. (7)

PART II

43. *correct : are you doing instead of have you been done*

“are you doing karena itu present to? Ya ,maksud’e apa yang sudah kamu lakukan sejauh ini. Ini betul karena present, maksud’e diarti’no. nggak ada keterangan waktune. Kalau nggak ada keterangan waktu bisa pake present tense biasa bisa pake present continuous. Tapi ya diliat, apa yang sedang kamu lakukan, bukan apa yang kamu lakukan. Eh, salah ya?”

Translation: The student thinks that it is a present (continuous) tense sentence because there is no time signal. She assumes that if there is no time signal, the answer can be in the progressive or simple present tense. When she translates, the meaning is about someone who asks about a completion of an action that far.

Analysis: The student actually knows the meaning. The context of the sentence is in the present time frame (‘so far’). However, she uses present continuous instead of present perfect, which shows that she does not use the corresponding tense. It indicates that she can not differentiate the uses of these two sentences. She has problem related to the use or concept of present perfect tense. (6)

44. *correct; have_ instead of have had*

“ ini benar...ya tak pikir ini kan...ya aku cepet-cepetan... ya I have enough experience, sama kayak sing di depan, ini kan lampau...eh, present perfect continuous? iya..ini harus’e...ini present...???? Nggak tahu..... bingung...”

Translation: The student thinks that the sentence is correct already. She was in a hurry. During the TAP, she is confused and does not know the answer.

Analysis: She admits that she is confused. Even during the TAP, she is still confused. She fails to understand that the state began in the past and is still that way up to now. It indicates that she has problem related to the concept as she is not aware of its use. (6)

49. *had changed* instead of *has changed*

“my understanding... ada since kan? Lagian ini kan past...belakang’e...ya biasa’e kan kalau ini past tense, gandengan’e kan past perfect..”

Translation: The student thinks that ‘since’ indicates perfective. When she sees the next sentence, she thinks that the time frame is in the past. So, she uses past perfect.

Analysis: The student thinks if there are two actions, the previous should be in the past. As the action of ‘arriving’ is in the past already, then the action before should be in the past perfect form. Therefore, she has problem related to the wrong interpretation of sentence context. (7)

PRESENT PERFECT CONTINUOUS TENSE

PART I

22. *has studied* instead of *has been studying*

“Has studied..karena ada since, ya bisa present perfect bisa past perfect. Mangkan’e bingung ya’ apa. Lupa aku.....”

Translation: The student thinks that ‘since’ indicates perfective action, either present perfect or past perfect.

Analysis: According to the student, ‘since’ signals either past or present perfect. So, she just applies it directly without considering the meaning of the whole sentences. She as problem related to the time signal. (1)

PART II

10. *had been repairing_* instead of *have been repairing*

“for two hours... langsung had been repaired. Eh, ini passive..harus’e had repaired.”

Translation: The student thinks tat ‘for two hours’ indicates past perfect.

Analysis: ‘for two hours’ is believed by the student to signal ‘past perfect. It is highly probable that she is misled by ‘started’. She has problem related to time signal. (1)

19. *have painted* instead of *have been painting*

“they have painted karena ada for.”

Translation: The student thinks that ‘for’ indicates (simple) present perfect.

Analysis: ‘for’ is claimed by the student to signal present perfect event. She has problem related to the time signal. (1)

36. *have studied* instead of *have been studying*

“ada for.. pasti.....”

Translation: The student thinks that ‘for’ indicates (simple) present perfect tense.

Analysis: In line with the previous number, ‘for’ signals present perfect action. She has problem related to time signal. (1)

50. *have been waiting for* instead of *has been waiting for*

“ada for to? Jadi... have been waiting.. ya for itu kan luas.”

Translation: The student thinks that ‘for’ signals present perfect continuous tense.

According to the student, ‘for’ is a time signal that has wide meaning.

Analysis: The student knows that the tense should be present perfect continuous, but she applies the wrong verb agreement. The student has problem related to verb form (4)

APPENDIX 1P

SUBJECT 16

PRESENT PERFECT TENSE

PART I

23. *didn't sell* instead of *haven't sold*

".....dari kata so at this moment, itu kan berarti rumahnya dulu tidak dijual, jadi sekarang dia punya rumah dua. Jadi lampau."

Translation: The student thinks that at this moment, the doer has two houses. It means that the old house has not been sold yet.

Analysis: 'So at this moment' gives clue to the student that the action of selling is in the past. She is not aware that actually 'having two houses' is a result of 'not selling the house', which indicates that she has problem related to the concept or use of present perfect tense. (6)

PART II

22. *was washing* instead of *has washed*

"kejadiannya kan terjadi dahulu... perempuan itu membersihkan mobil dahulu baru... jadi Past dulu baru present. Bentuk past menurutku... past kejadian lampau..., sudah terjadi kan yang berikutnya present... yang blakangnya pakai and it is already clean now."

Translation: The student thinks that the action happened first before the car is clean. It gives the student clue that the action happened in the past.

Analysis: According to the student, an event that happened before the moment of focus must be in past context. She is unaware that if the event has some relevance to the present condition, it might use present perfect tense. Therefore, the student has problem related to the concept or use. (6)

43. *are you doing* instead of *have you done*

“karena tanya’nya sekarang... What are you doing.... Apa yang dilakukannya selama ini. Dari dulu sampai sekarang itu apa yang dia lakukan..?”

Translation: The student thinks that this sentence is about someone inquiring an addressee about his works which started in the past up not now.

Analysis: The student actually can get the right translation. Her translation shows that she actually understands that the sentence is questioning about an action that has started and is still in progress at the moment of speaking. That she can not apply the right tense is an indicator that she has problem related to the use or concept of present perfect tense. (6)

44. *have* instead of *have had*

“Dari yang pertama kan... I’ve been working on the business for 10 years makanya blakangnya pakai I had have enough experience in the field karena yang depan pakai I’ve been, berarti kan sudah terjadi... terus yang selanjutnya kan kejadian berikutnya makanya aku pakai had have.”

Translation: The student thinks that the previous sentence indicating a completed action, so she must use ‘had have’ to show continuation.

Analysis: According to the student, an event that happened before the moment of speaking should be in past time frame. In this particular number, she uses past perfect. It indicates that she has problem related to the concept of present perfect tense. (6)

49. *had changed* instead of *has changed*

“Had Changed... karena bacanya dari belakangnya kan itu since I arrived, makanya depannya pakai had”

Translation: The student thinks that the context is in past time frame, so she should use past perfect.

Analysis: The student thinks that the action had happened first before ‘since I arrived’. It is probable that she only focuses only on ‘arrived’. It indicates that she has problem related to the sentence context. (7)

PRESENT PERFECT CONTINUOUS TENSE

PART II

10. *will have been repairing* instead of *have been repairing*

".....kejadiannya kan belum terjadi, kan masih mau dilakukan. Jadi pake *they will have been repairing the machine*, dari kata-kata *they started*.....Ini kan berarti kejadiannya terjadi dahulu, yang bawah ini kan masih belum terjadi."

Translation: The student thinks that the action is a future action. She gets the clue from 'they started'.

Analysis: The student misinterprets the context of the sentence because she thinks that 'they started' indicates action in the future. The student is distracted because she is unaware of the other sentence. She has problem related to the wrong interpretation of sentence context. (7)

36. *have been studied* instead of *have been studying*

"*It is midnight I studied for five straight hours*. Berarti kan.... dia sudah belajar dan sekarang *No wonder I'm getting tired*, berarti.... sudah terjadi"

Translation: The student thinks that the doer has finished his study and he is getting tired. She thinks that it is a completed action.

Analysis: She thinks that 'I am getting tired' is the result of studying for five straight hours. The student misinterprets the context. She has problem related to the misinterpretation of the sentence context. (7)

APPENDIX 1Q

SUBJECT 17

PRESENT PERFECT TENSE

PART I

6. *finally made* instead of *have finally made*

“...finally made... eh.. soalnya the club members... kalo orangnya sudah bisa bikin pernyataan ini, berarti decision nya di past.”

Translation: The student thinks that if the doers could make this statement, it means that the action was already in the past.

Analysis: From the student statement: if the doers could make this statement, it means that the action was already in the past, it can be inferred that she is not aware about the use of present perfect tense. Although the action has started in the past, if it still has effect on the present condition, then present perfect should be used. It indicates that she has problem caused by the concept or use of present perfect tense. (6)

7. *chose* instead of *have chosen*

“ em... (reading the question) kalo itu sepertinya saya lupa choose atau chose, jawaban saya o nya satu.. saya pikir itu present yang o dua yang past.. saya lupa.. jawabannya harusnya present ya.. ehm.. saya rasa ini simple present ya.. karena saya mikir kalo setiap election selesai pasti ada president yang baru kan ya...”

Translation: The student thinks that she is in the middle ‘chose’ and ‘choose’. She decides to use ‘chose’ because every time an election is over, there must be a new president.

Analysis: The student uses her logic to solve this number. She claims that every election will establish a new president. However, this sentence is about the election of the president and the president is now Ann Andrew. It indicates that she has problem with the concept or use of present perfect tense. (6)

23. *didn't sell* instead of *haven't sold*

"Eh... soalnya saya pikir itu pada saat.. ini (*did not sell*) kan past.. terus konteks bahwa dia enggak jual rumahnya, itu keputusan yang dibuat di past..."

Translation: The student thinks that the action was made in the past.

Analysis: The student is not aware that it is an event that has effect to the present condition (having two houses). It indicates that she has problem caused by the concept of present perfect tense. (6)

27. *bought* instead of *have bought*

"eh.... Berarti kalo dia sudah planning, sudah nyiapin barang, belinya kan sudah di past..."

Translation: The student thinks that if the doer has planned and prepared everything, then the action must be made in the past.

Analysis: The student is not aware that the plan can be made because there is a preparation. In fact, the sentence has effect with the moment of focus. It indicates that she has problem caused by the concept of present perfect tense. (6)

PART II

5. *are you watering* instead of *have you already watered*

"...nomor lima *are you watering*... eh.. saya liat today nya tok.. saya pikir sekarang.. padahal kalau dibaca konteksnya lagi, ya berarti belum melakukan...menanyakan"

Translation: The student thinks that 'today' indicates present action.

Analysis: The student is misled by the time signal. (1)

22. *washed* instead of *has washed*

".....(read the question). Soalnya saya pikir saya ganti jadi *she washed* .. karena saya pikir sudah selesai.. jadi lampau.. kan sudah bersih sekarang....."

Translation: The student thinks that as the condition is already clean, then the action must be in the past.

Analysis: The student is unaware that the condition of 'clean' is a result of something. It indicates that she has problem caused by the use of present perfect tense. (6)

43. *are doing* instead of *have done*

"what are you doing.....saya pikir bener soalnya seperti tanya langsung..... Sejauh ini....."

Translation: The student thinks that the context is like a direct question.

Analysis: The student can not differentiate the uses between present continuous and present perfect tense. (6)

44. *have* instead of *have had*

"ya bener.....soalnya saya telah bekerja selama 10 tahun, saya punya pengalaman di bidang ini..."

Translation: The student thinks that it fits well because the doer has worked for ten years, so the doer has experience in the field.

Analysis: The student thinks that the event of having enough experience is a fact. (7)

49. *had been changed* instead of *has changed*

".....(read).....ini saya salahkan karena ada snce I arrived, berarti changing nya juga sudah lama, jadi saya ganti menjadi lebih lampaunya lagi."

Translation: The student thinks that 'since I arrived' indicates that the action of changing happened in the past, so she uses past perfect.

Analysis: The student thinks that the action of changing happened before the action of arriving. The student has problem because of the sentence context. (7)

PRESENT PERFECT CONTINUOUS TENSE

PART I

22. *studied* instead of *has been studying*

“Rongrong... iya... ada ago ya.. mangkannya past..”

Translation: The student thinks that ‘ago’ indicates (simple) past. Tense.

Analysis: The student thinks that ‘ago’ only signals simple past tense. It indicates that she has problem because of the use of the time signal. (1)

PART II

10. *have been repaired* instead of *had been repairing*

“...(read the question).....soalnya saya pikir ini.. kalau menceritakan tentang sudah ngelakuin berapa lama itu pake *have been (repaired)*.....”

Translation: The student thinks that ‘have been V3’ tells about something that happened during a period of time. And the pattern is suitable.

Analysis: The student thinks that the pattern of present perfect continuous is already suitable. (5)

APPENDIX 1R

SUBJECT 18

“Biasanya saya meliat verb yang diapakai dan keterangan waktu. Kalo enggak ada, saya liat when atau verb sesudahnya, ato malah bersamaan terjadinya. Menghadapi soal yang jawabannya membingungkan , ya cari.. klunya ya keterangan waktu atau adverb nya, yang diikuti sesudah atau sebelumnya. Kalo menerjemahkan, kan kurang bisa logic, kalo verb yang dipakek sebelumnya salah ya jadi nggak bisa diapke. Kalo sudah bener-bener buntu ya nyonto. Pertimbangan saya dua anak ya saya tau mana yang lebih pinter, ya. Ada keinginan untuk semampu saya, tapi kalausudah mentok, ya saya nyoto.

Bag II, ya klunya dari artinya atau logic ato enggak.. kadang kalo sulit ya say abaca berulang-ulang, kalo last minute ya saya lewati.. terus patokan saya verb ato for..kalo nyonto pun ya mikir kenapa jawabannya begini. Biasannya saya asal aja atau tanya.... Sesudah menjawab kalo ada waktu saya cek lagi. Susahnya bag yang kedua karena harus tahu..iya betul ato tidak.. kalo part I kan tau harus dirubah aja.

Tense yang paling mudah present, simple present. Yang paing sulit antara 2, present perfect, present perfect continuous..jadi kadang-kadang saya sulit untuk membedakan.. kalo past perfect masih mudah.. kalo ini, kompleks sekali.. ada present , perfect, continuos, bingung diliat pake apa..”

PRESENT PERFECT TENSE

PART I

7. will choose instead of have chosen

“will choose.. karena sebelumnya kan menyatakan kalo member dari klub ini sudah memutuskan satu keputusan, jadi pemilihannya kan sudah selesai, tapi kan keputusannya sudah deal walau belum milih. Dan akhirnya mereka akan memilih,

eh..., Ann Andrew yang sudah terpilih akan menjadi presiden dari klub ini. Ya konteksnya dari is over. ...masih akan..karena kan sekarang sudah selesai... ”

Translation: The student thinks that ‘will choose’ is suitable because she sees the context from ‘is over’. It gives clue to the student that the decision was already in the past although the election of the president is still in the future.

Analysis: From her protocol, it can be seen that she has problem caused by the context. From ‘is over’, she concludes that it is still in the future. It is highly probable that her answer is based on her background knowledge of choosing a president. (7)

27. *bought* instead of *have bought*

“.....ehm..ya..sudah..sudah..dibeli.. jadi saya jawab bought menurut saya karena sedang test, jadi kurang teliti. Sekarang kalo saya piker dan baca lagi ya present.... perfect. Jadi I have already bought karena sore ini jadi saya baru hari ini saya beli, saya planning untuk ngecat sore ini, jadi saya sudah beli satu, eh, tiga gallon jadi present, present tapi sudah, present perfect. Yang terpikir waktu itu ya this afternoon, saya kurang bisa explore, tapi kan dibelinya tidak disebutkan kapan...tapi kan tidak menyebutkannya. Jadi saya jawab simple aja. Kalo ada 3 jam yang lalu kan jelas. Kan saya tidak berpikir sampai ke present perfect jadi, saya simple aja, bought..”

Translation: The student thinks that ‘bought’ is not suitable. If she has to answer it again, she would use Present Perfect because the doer recently did the buying. Further, she admits that during the test, she was confused because there is no certain time signal. It led her to think that the correct answer is simple tenses.

Analysis: The student finally can get the correct answer during the TAP. She concludes it as present perfect because she thinks that the action has just happened. Before, she was confused because there is no time signal. (8)

PART II

5. *have you watering* instead of *have you already watered*

“.....*have you..watering the flowers.....* ya.. menurut saya beranggapan kalo ya.. kalimat tanya untuk menanyakan suatu hal adalah dengan *have*, kayak *have you done the assignment?* Kayak *have you watered the flowers.* Mestinya ini pake *water* tapi pake verb 3, *watered.* “

Translation: The student thinks that it is an interrogative sentence. She realizes that the –ed is missing.

Analysis: The student can correct her answer during the TAP. She was careless when she did the test. (8)

44. *have* instead of *have had*

“.....*betul....ya... menurut saya ya disini, simple nya karena saya merasa ini present, eh ya kalimat sebelumnya ya saya sudah bekerja selama 10 tahun.. tapi saya ngucapin secara lisannya ya.. diluar konteks kalimat sebelumnya, ya menurut saya ini bener gitu...*”

Translation: The student thinks that it is correct because of the previous sentence indicates that the doer has worked for ten years. She directly thinks that simple present tense fits perfectly.

Analysis: The student thinks that the sentence is correct and the verb fits perfectly. It indicates that she has problem caused by use or concept of present perfect tense. (6)

PRESENT PERFECT CONTINUOUS TENSE

PART I

19. *am sitting* instead of *have been sitting*

“*am sitting.....(silent)..eh..ini kan sudah ada keterangan waktunya for an hour, jadi kan dari tadi sampai sekarang masih berlanjut, masih duduk..sedang berlangsung...*”

Translation: The student thinks that there is a time signal ‘for an hour’ which indicates that the action started in the past time frame and is still on progress up to now.

Analysis: The student thinks that the action began in the past and is still in progress. It indicates that she has problem caused by the use or concept of present perfect tense. (6)

PART II

10. *will have been repaired* instead of *have been repairing*

“*will have been repaired.. iya.. jadi..eh.. kalo dilihat dari kalimat sebelumnya kan dari dua jam yang lalu dia sudah..tapi sampai sekarang kan dia masih.. jadi saya simple buatnya, jadi sampai nanti dia masih akan menyelesaikannya hanya dalam dua jam.. saya bingung nggak selesai-selesai... jadi saya terpengaruh dari kalimat sesudahnya.. dia masih sibuk dengan mesinnya ini... ya masih akan datang. ”*

Translation: The student thinks that from the previous sentence, there is an indication that the action started two hours ago and is still on progress now. She then concludes that the doers will still be busy for the next two hours, so she answers ‘they will have been repaired’.

Analysis: She thinks that the action began in the past and is still in progress at the moment of focus. She also thinks, seeing from the sentence ‘are still busy with it’, that the action will be continued. However, she uses the wrong tense. It indicates that she has problem caused by the use or concept of present perfect continuous tense. (6)

19. *have painted* instead of *have been painting*

”*jadi....jawaban saya ..karena saya masih terpengaruh sama they are still busy, menurut saya....jadi masih bingung, tapi sudah melewati 2 jam ini.. sudah selesai ngecat... ”*

Translation: The student is confused of ‘they are still busy. Then, she thinks that the action has been finished.

Analysis: The student thinks that the action of painting has finished although she can mention that at that moment, the doers are still busy. It indicates that she has problem caused by the use or concept of present perfect continuous tense. (6)

36. *have been studied* instead of *have been studying*

"ya.. karena saya liatnya disini ada for five straight hours, jadi saya sudah belajar selama lima jam.. karena sebelumnya ini kan present nya ini sudah tengah malam.. jadi dia sudah belajar dari tadi.. sudah lima jam gitu jadi saya pake present perfect..."

Translation: The student sees 'for five straight hours' , so she concludes that the doer has studies for five hours. As she sees that at this moment is already night, she uses present perfect.

Analysis: The student thinks that the action of studying only lasts for five hours. She also thinks that way because of 'it is midnight'. Therefore, she has problem caused by her misinterpretation of the context. (7)

APPENDIX 1S

SUBJECT 19

“Petujuk...? Eh, biasanya saya njawabnya itu yang rasanya pas... eh...klunya nggak tau.. eh,menerjemahkan kalimatnya, terus jawabannya pas dibaca...ya..liat keterangan waktu. Di bagian dua, keterangan waktu, sama arti kalimatnya.

Waktu menghadapi soal yang membingungkan, saya menterjemahkan..mbaca ulang lagi soalnya sambil nyari-nyari kata yang pas..yang pas untuk dibaca. Maksud saya pas ya... dari keterangan waktu, ini past tense atau present tense. Iya, liat konteks, kalo ada will ikut will.

Kalo di bagian dua.. andaikata nggak bisa ya tetep diisi nggak dikosongi. Terus dibaca ulang. Ya itu..melihat kalimatnya, terjemahin terus liat waktunya.

Kalau sudah notok, ngawur. Sesudah selesai 1 bagian, langsung bagian 2. Terus langsung kumpul. Yang lebih gampang bagian satu soalnya... karena yang romawi satu nggak ditanyain bener ato nggak, kalo yang romawi dua, salah harus dibenerin. Kalo dibenerin salah lagi... hehehe..

Tense yang paling sulit dalam bahasa inggris itu perfect continuous..eeh... apa ya misalnya saya yang kayak gini aku nggak ngerti. Ehh... karena saya dari dulu structurenya memang nggak seberapa bisa. Tense maksudnya. Yang paling gampang past tens. Soalnya tinggal dikasih –ed, -ed. Terus tinggal ganti kata kerjanya jadi yang ketiga.. eh go-went. Eh, kedua. Paling gampang tinggal diganti kata kerjanya, terus dari soalnya keterangan waktunya jelas,yang lain enggak, bisa sekarang, bisa lain.”

PRESENT PERFECT TENSE

PART I

6. *finally made* instead of *have finally made*

“.....*finally made...ya..baca soalnya yang terakhir itu.. Ann Andrew is now the club leader. Eh..berpikirnya past tense karena mereka sudah milih.. eh..sudah milih presiden. Sudah membuat keputusannya*”

Translation: The student thinks that his answer is correct because he sees the last sentence ‘Ann Andrew is now the club leader’. He thinks that the most suitable tense is (simple) past tense because the decision has been made.

Analysis: The student can translate it into an action that has been done. He says the decision has been made, but fails to use the corresponding tense. It indicates that he has problem related to the use or concept of Present Perfect Tense. (6)

27. *am going to buy* instead of *have bought*

“.....*karena dia merencanakan..jawaban saya ‘I am going to buy’. Sedang merencanakan, jadi akan beli.*”

Translation: The student thinks that the time frame is in the future so he answers it ‘I am going to buy’.

Analysis: The student thinks that the context of the whole sentences is about a plan. As a result, he thinks that the action is also a definite plan in the future. It shows that he has problem related to the wrong misinterpretation of the sentence context. (7)

PART II

5. *Have you already watering* instead of *have you already watered*

“*Salah. Saya betulkan menjadi have you already watering the flowers. Soalnya kalo dibaca, were you... itu nggak pas. Saya nggak tau tense apa ini. Saya ganti have soalnya di soal ada today. Jadi present tense...have you already watering...hhh....*”

Translation: The student thinks that the sentence is incorrect. He corrects it into 'have you already watering the flowers' because he thinks that the given sentence feels weird to read. He admits that he does not know what tense that he uses. He directly uses 'have' because there is 'today'. He assumes that the tense is present tense.

Analysis: The student admits in the TAP that he does not know what kind of tense that to use. He uses 'have' because of the time signal 'today'. Although apparently seems that he has problem caused by the wrong verb form, he is actually confused with the use of the correct tense. In addition, he is unaware that the sentence is about someone who is asking about a completion of an action (watering the flowers). It indicates that he has problem related to the use or concept of Present Perfect Tense. (6)

14. *has never came* instead of *has never come*

"Salah, betulnya has never come. Ini past tense..dari since he was sick last week. Kalo past tense rumusnya....hah...ehm....???"

Translation: The student thinks that the correct answer is 'has never came' instead of 'has never come'. According to the student, the tense he uses is (simple) past tense, but when he is asked about the pattern, he can not mention it.

Analysis: The student claims that his answer is simple past tense. However, his answer is not in the form of simple past and when inquired further, he can not give the pattern of simple past. It indicates that actually he has problem in differentiating the use of present perfect tense and simple past tense. He has problem related to the use of Present Perfect Tense. (6)

22. *. is washing* instead of *has washed*

"Betul...karena she is washing the car...it's already clean now..... karena nggak ada keterangan lampainya, jadi betul."

Translation: The student thinks that the sentence is already correct because there is no past time signal although the car is already clean now.

Analysis: The student actually thinks that it is actually an action that causes 'it is already clean now'. However, he fails to use the tense which has relevance to the present condition but took place at unidentified time in the past. It indicates that he has problem related to the concept or use of Present Perfect Tense. (6)

43. *are you doing* instead of *have you done*

"menurut saya betul, karena dibaca nggak ada salahnya. Soalnya pendek lagi, keterangan waktunya juga pas..nggak perlu dirubah."

Translation: The student thinks that the sentence is already correct. When he reads it, he feels nothing wrong and the time signal is correct.

Analysis: The student thinks that it fits perfectly so there is no necessary change. It means that he fails to understand that 'so far' signals perfective action. The student has problem related to the use or concept of present perfect tense. (6)

44. *have* instead of *have had*

".....for ten years..ehm..ehm..ya jawabannya ini... nggak ada salahnya."

Translation: The student thinks that the sentence is already correct.

Analysis: The student thinks that the sentence fits perfectly. He fails to understand that the action is a state that began in the past up to now. It indicates that he has problem related to the use or concept with Present Perfect Tense. (6)

49. *changed* instead of *has changed*

".....betul, ya..ada since I arrived, lalu ini lampau..jadi changed nya juga lampau. Nggak ada salahnya."

Translation: The student thinks that the sentence is correct because of the next sentence which uses simple past tense. He assumes that the sentence also uses simple past tense.

Analysis: The student is distracted by 'since I arrived'. He corrects it because he sees the word 'arrived'. Therefore, he has problem related to the context misinterpretation of the sentence. (7)

PRESENT PERFECT CONTINUOUS TENSE

PART I

19. *has been sitting* instead of *have been sitting*

“.....*has been sitting*.....*ya gitu...lebih pas dibaca. Kenapa ya..eh..kurang tahu..eh, nggak tahu, soalnya saya kalo structure saya itu njawabnya nebak-nebak.. bukan tau ini gimana ato gimana..yang kepikiran ya itu. Ya itu..soalnya saya kalo structure nggak ngerti past atau present perect atau gitu-gitu, jadi pas mbaca soalnya gini, kayaknya has been sitting jadi ya udah, njawab has been sitting. Oh,saya liat dari jawabnya ini, soalnya dia udah duduk dari tadi. Kalo depannya ditutup, saya enggak njawab gitu. Soalnya liat kalimat sebelumnya, I came to class at 9, eh, sekarang jam 10 dia masih di dalam kelas. Ya sudah...*”

Translation: The student feels that the sentence is suitable and fits perfectly although he does not know why. He admits that he answers structure test by guessing and using his common sense. When he feels that ‘has been sitting’ suitable, he answers it that way. Then, he also sees from the previous sentence which shows that the doer started the action from some time ago. Further, he says that if the previous sentence is ignored, he would not answer it that way.

Analysis: The student claims that ‘has been sitting’ is more appropriate than ‘have been sitting’. He student has problem caused by verb form. (4)

22. *has studied* instead of *has been studying*

“*Iya..has studied...karena ada since three months ago, dalam keterangan itu...*”

Translation: The student thinks that ‘has studied’ is correct because of ‘since three months ago’.

Analysis: According to the student, ‘since three months ago’ indicates Present Perfect Tense. It makes him encounters the problem caused by the use of the time signal. (1)

PART II

36. *studied* instead of *have been studying*

“.....ehm..karena dia udah..dia ada keterangan waktunya..dia udah ..dia dari tadi terus belajar selama 5 jam. Jadi betul. ..karena dia dari tadi terus belajar.”

Translation: The student sees the time signal and translates the sentence into an ongoing action.

Analysis: The student thinks that the doer has been studying for five straight hours. However, he does not use the appropriate tense. It signals that he has a problem caused by the concept or use. (6)

50. *is waiting* instead of *has been waiting*

“has been here..ya...is waiting for you for 15 minutes...betul..soalnya dari arti kalimatnya. Kalimatnya artinya betul, dari ‘in fact’... walaupun kalo ada for harusnya pake perfect. Tapi ini betul karena ini kejadiannya sekarang.”

Translation: The student thinks that his answer is appropriate and there is ‘in fact’ in the sentence which indicates present condition although there is ‘for’.

Analysis: The student misinterprets the context because there is ‘in fact’. Although he thinks that ‘for’ is supposed to be used with perfect, he is distracted by ‘in fact’. It is highly probable that he guesses it as a progressive action. (7)

APPENDIX 1T

SUBJECT 20

“Kalau kenapa saya mikir alasannya kenapa, klunya dari intuisi, rumus ya kadang berperan. Tapi kebanyakan intuisi. Saya itu susah menentukan tense masuk yang mana. Part II lebih gampang sih, rasane... masalah saya, saya nggak tahu penempatan have.”

PRESENT PERFECT TENSE

PART I

6. *finally make* instead of *have finally made*

“finally make.....yo well, yo konteks sekali lagi ya gitu. Ya ancen jawabane ngono, saya mikir’e. Eee..., apa ya? Karena setahu saya sih present waktu itu, tapi salah yo, harus’e finally made ya, karena kan telah ya. Lanjutane have chosen. Salah ya.... Iyo, is over. Karena menurut saya ini kalimat present dari make sama finally. I was confused at that time, ya nggak diawur juga. Waktu itu mikir, sekarang lebih encer lagi, harus’e finally made ya”

Translation: The student thinks that 'finally make' suits the context. Then, he changes his mind and uses 'finally made' because the action has been done. In addition, he feels sure because of 'is over'. He admits that he was confused when he did the test, and now, he feels very sure that the answer is simple past tense.

Analysis: The student can not give specific reasoning for his answer during the TAP. Then, he changes it into simple past. It is highly probable that he actually does not comprehend the concept or use among simple present, simple past, and present perfect tense. It indicates that he has problem related to the concept or use.

(6)

23. *haven't* instead of *haven't sold*

“haven't? sell nya nggak ada. Oh waktu saya ngerjain ini, pas itu entik ae, terus

pas saya cek cek lagi, ketinggalan. Harusnya ...(read the question).. haven't sell..apa..ah.. .haven't sold..."

Translation: The student overlooks the verb. During the TAP, he can give the correct answer, 'have not sold'.

Analysis: The student was careless when he did the test. During the TAP, he admits that he skips and forgets the re-check. However, he can correct it. It shows that he has problem related to carelessness. (8)

27. *bought* instead of *have bought*

"bought... ya karena saya telah membeli tiga kaleng paint. (Su)Da(h) itu aja. Time signal..sek sek,o ya salah.. harus'e I am going to buy? Eh, salah, I will buy? Tapi ini belum kan? Ceritane belum beli kan??"

Translation: The student firstly thinks that his answer is correct, and then he changes his mind and thinks that the action is still in the future. He thinks that it is still a plan.

Analysis: The student gave the wrong answer when he did the test. During the TAP, he still can not correct it. According to him, the context is still in the future. It is probable that he is distracted by the sentence 'I am planning'. (7)

PART II

5. *did you already watering* instead of *have you already watered*

"did you already watering... kenapa saya jawab past tense... oh ya watering itu kata kerja.. iyo salah, ngawur kok isa njawab gini? Wah, ini tulisanku yo... Ya pas itu saya nggak tahu.... Karena saya rasa ini appropriate... because watering is fine at the time i thought at that time."

Translation: The student is confused of his own answer. He tries to analyze it and figures out that 'watering' is suitable.

Analysis: The student thinks that 'watering' is an active verb and it is appropriate. It is probable that 'watering' is like giving affix 'me-' in Indonesian. He fails to see that there is someone who is asking the addressee and is expecting her to do something, which should use present perfect tense. It signals that he has problem

related to the use of Present Perfect Tense. (6)

43. *correct; are you doing* instead of *have you done*

“ya bener.. so far.. nggak,nggak, konteksnya, kamu ngapain aja selama ini. Salah yo? What were? What did”

Translation: The student thinks that his answer is correct. He gets the clue form 'so far'. He translates the sentence, but then he is confused and tries to figure out the correct answer.

Analysis: 'So far; indicates present continuous tense, according to the student. He translates it during the TAP into “what are you doing so far”. The student is distracted by the time signal. (1)

44. *correct; have* instead of *have had*

“ya bener... I've been working on the business for ten years.”

Translation: The student thinks that it fits perfectly.

Analysis: Although it seems that 'I have been working in the business for the years' become his clue, he still has problem caused by the concept. Instead of choosing other form of present (in this case, present perfect), he sticks with present simple. It indicates that he does not the difference in use between present simple and present perfect tense. (6)

49. *have changed* instead of *has changed*

“have changed...karena ada since I arrived.”

Translation: The student thinks that 'have changed' fits well. He gets the clue form 'since I arrived'.

Analysis: The student gets the clue from 'since I arrived'. However, it indicates that he has problem caused by verb agreement. (4)

APPENDIX 1U

SUBJECT 21

PRESENT PERFECT TENSE

PART I

6. *finally make* instead of *have finally made*

".....(read the question).....saya jawab finally made soalnya tidak menunjukkan kalo itu lampau atau kemudian hari jadi saat itu juga... ya setahu saya kalau tidak ada petunjuk biasanya harus dijawab present ya....."

Translation: The student thinks that 'finally made' fits perfectly because the sentence does not indicate any time frame. according to the student's understanding, if there is no time signal, the tense used is (simple) present.

Analysis: According to the student, if there is no time signal, the tense is supposed to be simple present tense. Therefore, she fails to see that the event gives present relevance. It indicates that she has problem related to the concept or use of present perfect tense (6)

7. *will choose* instead of *have chosen*

"ini sama dengan sebelumnya, karena tidak ada petunjuk maka dijawab present... menunjukkan akan memilih presiden baru setelah diartikan ke bahasa Indonesia. Terus tinggal ditambahi 'will' artinya akan berdasar feeling. Kalau ada 'will' kan mereka akan memilih daripada tanpa 'will' jadi mereka memilih..."

Translation: The student thinks that this particular sentence has the same answer with the previous one. According to the student, the sentence means that there will be presidential election. Then, the student adds 'will'. She does it according to her sense.

Analysis: The student claims that there is no specific time signal so the time frame is in present. Therefore, she is not aware that the election has made a new development- Ann Andrew is now the club leader. The student has problem

related to the use of present perfect tense. (6)

PART II

43. *are you doing* instead of *have you done*

“nomer ini, dalam tenses nya present ya..jadi dia ini kan bertanya, jadi bertanya itu kayak langsung..., what are you doing so far..., nggak menunjukkan itu past tense atau future atau apa, nggak ada petunjuk..., saya milih present continuous soalnya kan nggak ada petunjuk, tapi ini kan dalam pembicaraan jadi tanya secara langsung gitu lho...”

Translation: The student thinks that the time frame is in present. She also thinks that the context is a direct conversation. Furthermore, she thinks that the sentence does not have any time frame indication. She choose present continuous because there is no clue.

Analysis: The student thinks that the context is in the form of direct question and present continuous fits perfectly. She is unaware that someone is asking about new and recent development which should use perfective tenses. It indicates that she has problem caused by the use or concept of present perfect tense. (6)

44. *have* instead of *have had*

“..... eh, ini saya nangkepnya dalam bentuk pembicaraan juga, jadi ‘I have been working on the business for ten years... dia kan sudah bekerja di bisnis selama 10 tahun, jadi dia punya pengalaman yang cukup, diartikan ke Indonesia... saya nerjemahkannya seolah-olah dalam berbicara.”

Translation: The student thinks that the context is in the form of conversation. As the doer has been working in the factory for ten years, the doer has enough experience. The student translates the sentence into Indonesian and thinks that it is in the form of conversation.

Analysis: According to the student, the sentence is in the form of direct speech. She claims that it is just a fact. so, her answer, ‘have’, fits perfectly. Her mistranslation leads her to the wrong context. It shows that she has problem related to the wrong interpretation of sentence context. (7).

49. *had changed* instead of *has changed*

“ini..... saya jawab had changed soalnya lewat time signal ‘since’. Diartikan ke Indonesia kalo ‘my understanding on this country had changed’ maksudnya sudah berlalu, lebih lampau dari kalimat berikutnya, jadi kalimat yang depan lebih dulu... tahunya mengalami lebih dulu daripada dia sudah tiba.”

Translation: The student answers 'has changed' because she sees time signal 'since'. She translates it into Indonesian and gets the meaning that the action happened first before the action of arriving.

Analysis: The student thinks that the action of 'changing' happened before the action of 'arriving'. Therefore, she has problem related to the wrong interpretation of sentence context.. (7)

PRESENT PERFECT CONTINUOUS TENSE

PART II

19. *have painted* instead of *have been painting*

“.....eh... saya ngeliatnya ‘for two hours’ , kan bisa dipake untuk dua tenses, yaitu perfect sama perfect continuous, karena bisa dua, pikir saya juga bisa dipake dalam bentuk perfect biasa...have painted gitu..karena artine juga bisa, mungkin lebih tepat ke perfect continuous, tapi ini kan pilihannya gini, saya ngeartikannya ke Indonesia juga bisa masuk.. ngecat rumah selama dua jam..”

Translation: The student admits that 'for two hours' may indicate present perfect tense and present perfect continuous tense as well. She thinks that present perfect continuous quite makes sense, but when she translates the sentence into Indonesian, present perfect simple also makes sense.

Analysis: The student thinks that her answer makes sense although she does not deny that present perfect continuous is also correct. Therefore, she is unaware of the difference between present perfect and present perfect continuous in use as she fails to see that the focus in this particular sentence is on the duration of the

activity rather than the completion of the activity. (6)

36. *have studied* instead of *have been studying*

“.....saya ngeliatnya dari ‘for five straight hours’, eh.. ini kan kalimatnya kalo diartikan seperti dalam pembicaraan gitu, it is midnight, I have studied for five straight hours, no wonder I am getting tired...., sebenarnya waktu awalnya saya mau jawab ‘have been studying, tapi kalo diterjemahkan lagi artinya agak aneh...”

Translation: The student translates the sentence and thinks that it is in the form of conversation. She actually wants to use present perfect continuous, but when it is translated, the meaning is quite absurd.

Analysis: The student thinks that ‘have been studying’ sounds weird when it is translated. Therefore, she fails to see that the sentence emphasizes on the duration of the activity and the action which gives present result although the focus is the event, not the completion. It indicates that she has problem related to the concept or use pf present perfect continuous. (6)

APPENDIX 1V

SUBJECT 22

PRESENT PERFECT TENSE

“Klu menyelesaikan soal present perfect itu dari kalimat sebelum’e. kalau menghadapi yang sulit, liat kanan-kiri dulu, terus tanya-tanya dulu. Lek sampe notok, ya udah aku terjemahkan. Nah itu, akeh salah’e kadang terjemahan ku salah.... Antara perfect sama perfect continuous yang paling sulit perfect continuous soal’e kadang kalimat’e nggak jelas, ini masih dilaku’no terus apa nggak. Cara nentuin’e ya kayak tadi... ya rasae terus. Lek ada time signal tak liat, lek nggak ada proses pengawuran. Ya, dimasuk’in real life. Ya... dari belajar isa aja salah. Supaya ngawur’e nggak salah... ada prefernce, biasane enak apa nggak diucapin. Tahu enak apa nggak, dari liat majalah-majalah, inggris – inggris.

Future ya susah, perfect , perfect continous paling susah. Kita nggak tahu, gak jelas keterangan’e sampe mana. Salah’e kepicuk di dari present perfect cenderung’e itu past tense, simple past.”

PART I

6. *finally make* instead of *have finally made*

“...ee...the club members.. ya soalnya sudah selesai, members jadi make. Kenapa kok present, soale finally akhirnya to? Sekarang jadi present. Masih sekarang.”

Translation: The student thinks that the action is finished. She uses (simple) present because of the word 'finally' and the time frame is in present, now.

Analysis: The student admits that the event has finished, so she uses simple present tense. It indicates that she is unaware of the use or concept of present perfect tense. (6)

7. *will choose* instead of *have chosen*

“.....ya, soal’e belum terjadi. Election is overnya sekarang terus choose’e sek besok besok belum terjadi, jadi future. Nah setelah election masih milih, jadi future. Mangkane pake future, will.”

Translation: The student thinks that the (candidate) election is over today, but the presidential election will be tomorrow. According to the student, after the (candidate) election, there will be presidential election.

Analysis: In the student’s mind, she thinks that the action of choosing is still in future. It is highly probable that she misinterprets the context because of her background knowledge of presidential election. It is probable that she misinterprets it with the election of student’s body. It shows that she has problem related to the wrong interpretation of sentence context. (7)

17. *has already became* instead of *has already become*

“.....ehem eh...ya, ini aku ..ya wis... has already became, er.. karena aku ngira ini present perfect dari, ya dari itu, sebelum’e developed sampe developed sampe sekarang jadi present perfect. Rumus’e present perfect itu..have/has verb three.”

Translation: The student thinks that the answer should use present perfect because it deals with state before and after the development. During the TAP, she can correctly mention the pattern of present perfect.

Analysis: The student can confidently mentions the pattern of present perfect which is: “*have/has plus verb three*.” However, she applies it wrongly. It signals hat she has problem related to the verb form. (4)

PART II

49. *was changing* instead of *has changed*

“my understanding of this country. Lho iki.. aku nganggep’e ini pake past, terus ini pake continous.”

Translation: The student thinks that there are two actions happening at the same time. So, she uses past continuous because the other sentence uses past simple.

Analysis: The student just thinks that the context is in the past and the aspect is

progressive. She is unaware that the action is actually a new development or state which began in the past and is still in progress at the moment of speaking. It indicates that she has problem related to the concept of present perfect tense. (6)

PRESENT PERFECT CONTINUOUS TENSE

PART II

10. *have been repaired* instead of *have been repairing*

“..hmm? ya pake present perfect to karena sejak dua jam yang lalu sampe sekarang, eh sek sek sek... oh, iya soal'e sejak dua jam yang lalu dia udah repair, sejak dua jam yang lalu sampe sekarang tu 2 jam. *Have been repaired*. Ini present perfect, iya yang biasa. Eh, iya present perfect soalnya dari tadi dua jam yang lalu. Ya, dua jam yang lalu sampe sekarang masih repair.”

Translation: The student thinks that present perfect fits perfectly because starting from two hours ago up to this moment; the doers are still repairing the machine.

Analysis: The student thinks that the action of repairing started in the past and is still in progress at the moment of speaking. However, she does not apply the correct tense. It indicates that she has problem caused by the concept or use of present perfect continuous tense.(6)

36. *have studied* instead *have been studying*

“Soal'e de'e sudah belajar dari tadi selama itu selama lima jam, pake present perfect. Er... dia nggak ngelanjutin belajarnya.”

Translation: The student thinks that the action has been finished, so she uses present perfect tense.

Analysis: According to the student, the action of studying has stopped. She fails to get the correct meaning because of her wrong misinterpretation. It indicates that she has problem related to the wrong sentence context. (6)

APPENDIX 1W

SUBJECT 23

PRESENT PERFECT TENSE

PART I

6. *finally made* instead of *have finally made*

".....(read the question).... Oh this one? Oh six? Ya, finally made....mungkin yang kepikiran the club members bla bla their decision, jadi sudah membuat. Jadi sudah membuat itu ...eh..ya finally made.. kalo dibuat secara continuous... tapi enggak ah... karena kalo dibuat secara continuous ...karena dia sudah membuat decision itu sendiri."

Translation: The student says that what came in her mind at that time was an action that has been done. So she uses 'finally made'. She thinks about the probability to make it into continuous form, but she then thinks that it is not suitable because the doer has made the decision.

Analysis: The student gets the meaning as an action that is a fact in the past. She can not differentiate between present perfect tense and past simple although she says during the TAP that the decision has been made. It indicates that she has a problem caused by the concept of present perfect tense. (6)

7. *choose* instead of *have chosen*

".....iya choose the president karena waktu itu kayaknya saya masih confused apa dibuat choose atau chose, eh, apa, bentuk past nya itu...karena the election is over kan berarti mereka sudah milih presiden. Milihnya kan kemarin, sebelum sekarang ini...sempat ragu choose atau chose. Ada it is over. Is itu kan present jadi choose aja."

Translation: The student admits that when she did the test she was confused whether the correct answer was 'choose' or 'chose'. She thinks that 'the election is over' indicates that the club members have chosen the new president. She

claims that the act of choosing happened yesterday, not at this moment. As she sees 'is', she then thinks that 'choose' is the correct answer.

Analysis: From the student's protocol, it can be seen that she is confused. She actually can get the conclusion that the action has been done. However, she is distracted by 'is', so she chooses simple present. The student has problem related to sentence context. (7)

17. *has already became* instead of *has already become*

".....ya..ehm... karena sudah pasti ramenanya maksudnya kemarin masih sepi, was.... A consortium developed the area... jadi.. ya ini...sudah terjadi ini-nya, noisi-nya, ke-noisiannya itu sendiri. Jadi sudah, sudah yang sekarang. Became itu kata kerja ke-tiga. Iya saya lupa, saya piker itu ke-3. Yang ketiga....??"

Translation: The student thinks that 'yesterday' is still quiet, and the action of becoming g noisy ahs begun. She thinks that 'became' is verb three.

Analysis: The student thinks that 'became' is past participle. She has problem caused by verb form. (4)

23. *haven't sell* instead of *haven't sold*

"haven't sell.... Ngikutin yang nomor 24. Ada have..penginnya tu jawabnya..saya lupa, tapi pake did kalo nggak salah.. I didn't sell...tapi kok nggak nyambung ya?? Tapi ya sudah.. ngikutin yang belakang aja. Yang belakang simple present.. have... iya itu salah, saya nggak yakin. Saya nggak pede. Berarti kalo simple present harusnya, yang kemarin berarti had.. ini kan kemarin? Eh last year tahun lalu... I haven't sell.. ya cuman nggak ada ide, jadi ngikutin yang belakangnya. Iya, penginnya had not sell ato did not sell. Iya, ya, saya lupa, ini harusnya sold. Maunya haven't sold. Tapi keliru ya..."

Translation: The student uses the same time frame that she uses in number 24. When she tries to use 'did not sell' she feels that it does not make sense. During the TAP, she tries to correct it into 'have not sell', but she also wants to use 'had not sell' and 'did not sell'.

Analysis: The student just carelessly used the same tense with the next sentence. During the TAP, she admits that she actually wants to use past simple or past perfect. It indicates that she can not differentiate all of those tenses. It means that she has problem caused by, not verb form, but context. (6)

27. *bought* instead of *have bought*

“ehm.. pake bought... eh, disini ada planning to paint, jadi saya ngomong nanti malam kalo mau ngecat.. jadi saya beli.. penginnnya I have bought gitu, tapi saya itu penggunaan have bought sama bought itu agak bingung. Tapi ya sudahlah, karena yang lainnya have bought aja tapi ya sudahlah bought aja. Saya pernah nanya, antara I have bought dan bought, antara salah satunya saya pernah tanya sama teman saya. Lupa mana yang bener Terus saya pernah ngomong sama dosen, “Sir, I’ve lost m paper”, terus saya tanya yang mana yang bener, dan penjelasannya antara lost atau have lost itu sendiri. Itu memang sengaja dihilangkan atau hilang secara tidak sengaja.. jadi disini saya bingung... jadi tidak bisa membedakan...”

Translation: The student uses ‘bought’ because of the sentence ‘planning to paint’. She admits that she actually wants to use ‘I have bought’ or else, but she does not understand completely about the use of ‘have bought’. She once asked her friend and her lecturer about the difference between ‘have bought’ and ‘bought’, but she is still confused and can not differentiate the use of those two tenses.

Analysis: It can be seen from the protocol that the student faces difficulty in differentiating present perfect and simple past. It makes her encounter the problem caused by the use or concept of present perfect. (6)

PART II

5. *have you already watering* instead of *have you already watered*

“have you already watering... iya, sudahkah kamu... pikiran saya kalo have itu sudah...”

Translation: The student confidently says that ‘have you already watering’ is correct. She admits that ‘have’ indicates an action that has been done.

Analysis: The student thinks that her answer is asking about the completeness of an event. However, she uses the wrong pattern.. (5)

44. *will have instead of have had*

“.....future , *will have*, karena sudah 10 tahun saya akan mendapatkan *experience yang cukup*. Klu-nya... ehm... iya, ya, mungkin karena setelah 10 tahun saya akan mendapatkan *pengalaman yang cukup*.”

Translation: The student thinks that after working for ten years, the doer will get enough experience. She thinks that the time frame is in future.

Analysis: The student thinks that the sentence is in the future time frame. It seems that she uses her logic in analyzing the sentence. Thus, she encounters the problem caused by her misinterpretation of the sentence context. (7)

PRESENT PERFECT CONTINUOUS TENSE

PART II

36. *have been studied instead of have been studying*

“eh.. penginnnya *I have been studying*.. tapi keliru *I have been studied*.. saya mungkin lupa saking gopohnya... lupa bentuknya..”

Translation: The student admits that she actually wanted to use ‘I have been studying’, but she applied the wrong form.

Analysis: The student admits that she was careless. During the TAP, she can correct it. (8)

APPENDIX 1X

SUBJECT 24

“Tense yang paling sulit ya...eh...perfect? Dari dalam, semuane. Semua perfect. Mungkin karena time signalnya terus kapan penggunaannya, ya kayak gitu lah... Klunya pertama time signal, terus liat depan-depannya pake ppast, present atau future. Terus seumpama ada dua kejadian ya biasae ya salah satune present continous disini present. Terus atau disini past continous ya disini past simple. Kalau dalam satu kalimat ada present campur past, ya nggak tahu.kadang bener kadanag enggak. Biasae ya diterjemahin dulu jadi tahu urutane gimana.”

PRESENT PERFECT TENSE

PART I

23. *hadn't sold* instead of *haven't sold*

“.....dia kan pake past tapi kalo ada yet nya bukan’e perfect ya? Jadi past perfect. Ehm..bukan present perfect atau present perfect continuous soalnya ada last year.”

Translation: The student thinks that past perfect is suitable because she gets the clue from ‘last year’ and ‘yet’.

Analysis: the student thinks that ‘yet’ signals perfect and ‘last year’ signals past time frame. The student is distracted because of her misinterpretation of the context. It shows that she has problem related to the context of the sentence. (7)

27. *will buy* instead of *have bought*

“....nah ini, bonda bandi masalah’e. aku pertama njawab buy, terus ganti will buy, bingung masalahnya. Buy....ya dia kan masih sedang merencanakan, jadi belum fix, jadi nggak buy, dan itu kan masih akan. Jadi aku buy atau will buy, tapi kalau buy kan mereka belum fix. Terus ya wis tak kasih will, jadi aku akan membeli gitu.”

Translation: The student is confused but she finally chooses 'will buy' instead of 'buy' because she thinks that the action is an unfixed plan.

Analysis: The student thinks that the context is still in the future. It is highly probable that she is distracted by 'I am planning as she thinks that the action is an unfixed plan.. Therefore she has problem related to the context of the sentence. (7)

PART II

44. *have* instead of *have had*

"Ehm...dia pake.....dia pake er...perfect continuous. Present perfect continuous. Ya udah aku langsung pake present ae. I have enough. Nah..ini to waktu nomor ini, bingung juga. Kan I have been working, dia kan telah bekerja di bisnis ini selama sepuluh tahun. Aku bingungnya ini kalo.... ya udah pada saat ini dia mempunyai cukup pengalaman. Tapi aku liatnya juga kayak gini: alternatif kedua itu kalo dia telah mempunyai, berarti kan present perfect. Tapi opo'o aku pake I have soalnya aku kira orangnya ngomong sekarang gitu."

Translation: The student is confused to use present simple or present perfect tense. She thinks that at this moment, the doer has enough or has had enough experience. She finally decides to use present simple because she thinks that the sentence is in the form of conversation.

Analysis: The student admits that she has two choices, Present Perfect Tense and Simple Present Tense. She finally uses present simple because she thinks that the moment of focus is now. It signals that she has problem because she is unaware that the action is a new development or a new state that began at some indefinite time in the past. It indicates that she has problem related to the concept or use of present perfect tense. (6)

49. *had changed* instead of *has changed*

"....pake ..pake past karena arrived. Perfect karena udah terjadi changednya. My understanding of this country, telah berubah banyak sejak aku tiba. Jadi proses perubahannya udah terjadi , pake past perfect. Kalo continuous kan...apa ini namae, wah aku nggak mikir itu. Terjadi ya udah terjadi gitu."

Translation: The student thinks that she should use past time frame because of the word 'arrived'. As the action of changing has finished, she uses past perfect.

Analysis: The student is distracted because of the word 'arrived'. She thinks that the action of changing happened before the action of arriving. Therefore, instead of using present time frame, she uses past time frame. She has problem related to the sentence context. (7)

PRESENT PERFECT CONTINUOUS TENSE

PART I

19. *have sit* instead of *have been sitting*

"...ehm..dia ini past to? Kenapa aku pake present????? Dia kan past, tapi right now. Oh, dia pada pagi itu datang jam 9, nah nyeritain kejadian tadi pagi, jadi pake past. Nah, sekarang ini, dia itu masih duduk di kelas, nah...pake present. Habis itu dia itu bilang kalo dia itu telah duduk di bangku itu selama 1 jam dan.....disini aku kalau have nya kan dari tenses right now. Jadi I have. Aku yakin ini perfect soalnya telah, telah duduk for an hour. Iya, ya pake continuous ya? Kan masih sekarang belum selesai. Iya, perfect continuous. I have been sitting."

Translation: The student thinks that the sentence tells about something which began in the past up to now, so she uses present perfect. Then, she realizes that she should use Present Perfect Continuous instead of Present Perfect Tense because she thinks that the process is still on-going.

Analysis: The student thinks that present perfect fits perfectly at first. Then she changes it because she thinks that the action has not finished yet. She has problem related to carelessness. (8)

22. *studied* instead of *has been studying*

"Rong...Rongrong aduh cek angel'e, Rongrong ini kan belajar di London 3 bulan yang lalu. Ya udah..aku langsung pake studied ae, pake past, solanya three

months ago kan? Jadi pake past. Dia telah menyelesaikan waduh apa ini? Has finally started. Waduh, nggak tak liat, langsung ini apa bla bla bla gitu.”

Translation: The student thinks that Rongrong studied in London three months ago. She gets the clue from 'three months ago' and does not pay attention to other sentences.

Analysis: The student thinks that three months ago signals simple past action. She is distracted because of her exclusive belief of time signal. (1)

PART II

36. *have studied* instead of *have been studying*

“ehm...ehm.....er...ini kan dia pake present masalahnya it is midnight, kan udah tengah malam kan, disini kan past to de'e? ya jadi nggak cocok aja. Terus kenapa aku pake present perfect soalnya dia kan udah belajar selama, ada for five straight hours.”

Translation: The student thinks that it is a perfect action. She gets the clues from 'it is midnight' which indicates past time frame and 'for five straight hours' indicates present perfect.

Analysis: According to the student, 'it is midnight' signals past time frame and 'for five straight hours' signals perfect, so she should use Present perfect tense. She has problem related to time signal because of her belief that it exclusively belongs to other certain tense. (1)

50. *has waited* instead of *has been waiting for*

“emmm... pake present. You have been sleeping terus your friend has been here. Perfect, sebenere bingung aku, ini present perfect continuous atau present perfect tok. Akhir'e milih perfect tok soal'e dia telah menunggu. Kalo continuos kan sebenarnya, harus'e sebenarnya kan ada for fifteen minutes. Kalo for ya harus continuous, tapi nggak ngerti kok tiba-tiba present perfect.... Ehm.. you have been sleeping, kan sedang telah menunggu. Kan sapa ini you-nya masih tidur dan friend nya ini telah menunggu, jadi kejadiannya sudah selesai.”

Translation: The student thinks that the time frame is in present. She admits that

she is confused what perfect that she should use. Then, she decides simple present perfect is more suitable than present perfect continuous because the action of waiting is completed.

Analysis: From the student's analysis, it can be seen that she actually also wants to answer it by using present perfect continuous because of the time signal 'for'. However, she, then, decides that present perfect fits well because she thinks that the action of waiting has finished. It indicates that she is unaware that at the moment of focus (someone wakes up the 'you'), the 'friend' is still waiting. She has problem related to the use or concept of Present Perfect Continuous Tense. (6)

APPENDIX 1Y

SUBJECT 25

PRESENT PERFECT TENSE

“Di bagian pertama, petunjuk yang sering dipakai....ya bisa di....pattern... maksudnya pattern dari tenses, especially. Kan kalau tenses pasti ada rumus-rumus terus ada time signal, terus feeling. Pasti ada yang salah, pasti ada yang benar, karena salah satu jalan keluar. The others...the others...? selain feeling itu melihat dari kalimat, kalimatnya itu...cocok atau enggak, dicocokkan. Cocoknya from..dari kalimat-kalimat sebelumnya. Konteks. Yang lebih menajikan time signal sama konteks, kalo feeling kalo sudah buntu.

Kalau masih ragu, aku akan memberikan dulu, terus setelah itu aku mnegrjkn yang lainnya dulu. Terus kalau sudah selesai semua aku back to the number... aku periksa kembali yang mana yang ragu. Selain feeling, aku ngawur. Aku nggak pernah ngosongi, nggak suka jawaban kosong. Soalnya kan menunjukkan kalau aku setidaknya bisa menjawab daripada kosong.

Present perfect continuous sama present perfect? Has been crying itu kan barusan selesai., kalo has cried itu kan sudah selesai crying-nya. Kalau is crying kan masih menangis sampai sekarang. Has, had itu mbuleti....

Sekilas lihat bagian ke-dua lebih sulit, selain memeriksa benar atau salah, juga disuruh correction...ya itu kan sulit. Kalo cuman njawab gini kan, aku isa, maksud'e aku isa feeling”

PART I

6. *finally make* instead of *have finally made*:

“finally make.. ehm.. ya nggak tahu kan dah buntu, habis ujian to? Feeling....harusnya have finally made.”

Translation: The student admits that she was at her edge when she did the test. She can correct it during the TAP.

Analysis: The student was on her edge when she did the test. During the TAP, she can correct it. She has problem related to tiredness. (8)

23. *haven't sell* instead of *haven't sold*:

"haven't sell...lampau kan? Eh, enggak sih.. mungkin karena ada I bought a new house last year, nah, terus aku nangkep'e I haven't sell itu aku belum menjual sampai sekarang. Jadi masih ada hubungannya sampai sekarang. Present perfect. Haven't sold...ah...iya, haven't sold."

Translation: The student thinks that her answer is correct because she assumes that the doer has not sold it up to this moment. She thinks that it still has some present relevance. Then she realizes that she uses the wrong verb and can correct it.

Analysis: During the TAP, the student can utter her analysis. She says that the event is till related up to the moment of focus. Then, she can correct her answer. She is careless. (8)

PART II

44. *had had* instead of *have had*:

"jawabanku had had... (read the question)... oh karena di depannya kan ada present perfect jadi di belakang'e aku berpikiran, aku sudah punya enough experience. Melihat depannya."

Translation: The student answers 'had had' because the previous sentence is in the form of Present Perfect Tense and she concludes that the doer has had enough experience.

Analysis: She claims that the previous sentence uses present perfect, so she should use past perfect. However, she is not aware that the state is affected by the previous sentence, which means that both of the sentences have present time frame. Further, she is not aware that the state began in the past but continuous up to present. It indicates that she has problem related to the use or concept of Present Perfect Tense. (6)

49. *had changed* instead of *has changed*:

“had changed, ada since sama past tense.”

Translation: The student thinks that 'arrived' indicates past time frame and 'since' indicates perfective.

Analysis: 'Since' and simple past (arrived) give the student clues that the event should be in the past perfect. It indicates that she has problem related to the sentence context. (7)

PRESENT PERFECT CONTINUOUS TENSE

PART I

22. *has studied* instead of *has been studying*

“have studied karena ada since, present perfect. Betul, ya soal'e ada since three months ago. Has studied....? Ehm..., ya nggak masuk ya to? Eh, tapi masuk juga.. aku bingung. Present perfect continuos sama present perfect? Has been crying itu kan barusan selesai., kalo has cried itu kan sudah selesai crying-nya. Kalau is crying kan masih menangis sampai sekarang.”

Translation: The student thinks that 'since' indicates present perfect. The student further explains that

Analysis: According to the student, 'since' signals present perfect only. However, she is rather confused between present perfect and present perfect continuous in use. It is highly probable that she has problem caused by the concept or use. (6)

PART II

10. *will have been repairing* instead of *have been repairing*

“...they will have been repairing, dari time signal, for two hours. Present perfect dengan future perfect bedanya..., kalo future kan belum dilakukan, kalo present perfect kan sudah dilakukan. Kalo future perfect kan masih akan dilakukan...”

Translation: The student thinks that the time frame is in the future. So, she uses future perfect continuous. She explains that the difference between present perfect continuous and future perfect continuous is that future perfect continuous talk

about something which will be done.

Analysis: 'For two hours' according to the student indicates future perfect action. Further, she can give explanation between the uses of those two tenses. However, in this particular number, she fails to apply it. It indicates that her problem is related to the misunderstanding of the sentence context. (7)

19. *will have been painting* instead of *have been painting*

"will have been painting...ehm....rasane aku ini ngeliat di depane, nomor 10 part one,they will have been repairing aku njawab'e pake future perfect continuous. Sama."*

* supposed to be number 10, part II.

Translation: The student thinks that this number also has the same tense as number 10 part II.

Analysis: For this particular number, she gives the same reasoning as the previous number. She thinks that the action is in future. It indicates that she has problem related to copying wrong answer of her own. (8)

APPENDIX 1Z

SUBJECT 26

PRESENT PERFECT TENSE

PART I

7. *chose* instead of *have chosen*

“karena saya berpikir bahwa pemilihan presidennya pada masa yang lampau jadi saya menggunakan past tense. Hasil dari massa sekarang...kan the election is over tapi ketika mereka memilih presidennya sudah masa yang lampau. Klunya... sebenarnya bisa menggunakan present perfect tapi karena pemilihannya pada masa yang lampau, jadi tidak akan terulang beberapa kali lagi jadi saya menggunakan past tense.”

Translation: The student thinks that the election is in the past time frame, so he uses (simple) past tense. The student knows that it has result but he does not use present perfect because he thinks that the election will not happen again.

Analysis: The student thinks that the election is in the past although it has result in present condition (the election is over). He argues that it is not a repeated action, so simple past must be used. He is not aware that present perfect does not always talk about repeated action, but also an action that has present relevance. It means that the student has problem related to the concept of present perfect tense. (6)

PART II

43. *are you doing* instead of *have you done*

“Pada kalimat ini tidak terdapat time signal apapun sehingga harus menggunakan present.”

Translation: The student sees no time signal in the sentence, so he thinks that he has to use present (continuous) tense.

Analysis: The student claims that if a sentence does not have any time signal, then the sentence must use present tense, in this case Present Continuous Tense.

However, he is not aware that 'so far' in the sentence indicates something that has been done in the past up to the moment of speaking. It shows that he has problem related to the use or concept of present perfect tense. (6)

49 *have changed* instead of *has changed*

"Karena ada since.... dan itu pasti menggunakan present perfect."

Translation : The student thinks that 'since' always indicates present perfect tense.

Analysis : 'since', according to the student, is the time signal of present perfect tense. However, he does not apply the correct verb form. He uses 'have' instead of 'has'. It shows that the student has problem related to verb form. (4)

PRESENT PERFECT CONTINUOUS TENSE

PART I

19. *have sat* instead of *have been sitting*

"Jawabannya yaitu have sat bahwa disini ada time signalnya yaitu for an hour pasti untuk present perfect."

Translation: The student thinks that 'for an hour' indicates present perfect, so he answers 'have sat'.

Analysis: According to the student, 'for an hour' signals present perfect tense only. So, he does not pay any attention to the rest of the sentence and just applies it directly. It indicates that he has problem related to the time signal. (1)

22. *has studied* instead of *has been studying*

"Disini juga sudah menunjukkan time signalnya yaitu since three months ago jadi juga menggunakan present perfect. Juga dia sedang melanjutkan studynya."

Translation : The student thinks that 'since three months ago' indicates present perfect tense. Further, he says that the doer is still continuing his study.

Analysis: Although apparently the student seems to have problem caused by the time signal 'since three months ago', he can reach the conclusion that the doer (Rongrong) is still studying. The analysis is supposed to lead him to the

understanding that the action is still in progress. However, he does not use the corresponding tense, which is Present Perfect Continuous. It signals that he has problem related to the concept of present perfect continuous tense. (6)

PART II

19. *have painted* instead of *have been painting*

“Disini juga terlihat time signalnya yaitu house..two hours dari situ juga sudah terlihat bahwa menggunakan present perfect.”

Translation : The student thinks that 'two hours' indicates present perfect tense.

Analysis: In this particular number, the student is again distracted by the time signal. He does not analyze further. It means that the cause of his problem is related to his exclusive belief of time signal. (1)

36. *have studied* for instead of *have been studying*

“Menurut saya for five straight hours sudah menunjukkan time signal, sudah pasti untuk present perfect.”

Translation : The student thinks that 'for five straight hours' directly indicates Present Perfect Tense.

Analysis: 'For five straight hours' is thought by the student as the time signal of present perfect tense. He does not think further and just applies it directly. The student has problem related to time signal (1).

APPENDIX 1AA

SUBJECT 27

PRESENT PERFECT TENSE

PART I

6. *finally made* instead of *have finally made*

“Finally Made keputusan akhir, jadi e... dek’e wes...wes... mbuat suatu keputusan lha... apa tapi sudah past gitu lho... sudah.... apa.... Wes mbuat suatu keputusan jadi Finally Made. Gak pakai present perfect have finally made, ya.... sebenere sek... aku agak bingung antara have finally made sama finally madenya tadi. Nek have finally made sebenere seh isa juga.... Berarti kan baru saja to... baru saja membuat keputusan. Nah aku tadi ya bingung antara finally made nya tadi sama have finally made nya sendiri aku juga bingung. Soale waktu itu aku sempat... apa... bingung terus ada temenku sing jawab ini ya wes aku ikut jawab ini... tapi sebenere aku rodok bingung sih soale have finally made kan baru saja membuat suatu keputusan... nah.. aku juga bingung antara finally made tadi.. tapi aku pertama kan njawab have finally made terus temenku njawab finally made ya uda have’e tak hapus. Soale temenku itu nek ujian biasa’e.. lebih bagus dari aku...ya... tapi kadang-kadang belum tentu seh... de’e bener tapi kan karena nilaine de’e lebih bagus jadi ya... apa... tak pikire... ya aku salah gitu...”

Translation: The student thinks that ‘finally made’ is the final decision, so the doers have already made a decision. She does not use Present Perfect because she is confused between simple past and present perfect tense. In the middle of confusion, she sees that her friend is using simple past, so she uses simple past. She admits that her friend usually gets better mark, so she decides to cheat.

Analysis: She is actually confused between present perfect tense and simple past. She firstly tried to use present perfect, but when she looked at her friend’s answer, she changed hers. (8)

7. *chosed* instead of *have chosen*

“And they chose... ya.. apa... dia sedang... mereka sedang memilih jadi.. past pake’e nek ini memang chose. Pakai simple past juga soale the election is over berarti kan sudah selesai. Tapi... tapi kan aku mikire... mereka sedang... meskipun baru saja selesai tapi kan... mereka sudah memilih. Mereka sedang memilih... terus ndek sini apa ya...kayak nggak ada... kayak apa ya.... Biasane apa ya sing mbuat nyuport... ini apa ya.... Kok isa jawab sing chose... aku mikire ya sing gitu tok sih... pokok’e... Ann Andrew is now the club leader itu sekarang de’e wes jadi club leader, berarti de’e sudah dipilih udah past. Aku gak mikir sing alternatif lain. Ini wes pasti simple past Ya emang seh ini kan baru saja, tapi kan aku mikire sudah dipilih, nah sudah dipilih ini kan past tense. Aku liate dari inti kalimat’e dulu, translate ke indonesia, baru akhire kamu milih, pake simple past.”

Translation: The student thinks that simple past is correct because the election is already over. However, she thinks that the doers are still in the middle of it. (pause) Then the student admits that simple past is correct because of the sequence of events.

Analysis: According to the student, the action has finished before the event ‘Ann Andrew is now the club leader’. However, she uses simple past instead of present perfect tense. It signals that she is not aware of the use of present perfect tense in this particular number. (6)

17. *already becomes* instead of *has already become*

“Jawab’e already becomes... soale... e.... sekarang...sekarang sudah maksude... kayak... pake present ato..... udah menjadi... already becomes itu simple present, pake simple present e.....ya maksud’e... sekarang to.... Sekarang dan untuk sehariannya terus kan dia emang... akhirnya very noisy now... sekarang udah rame. Keterangan dari kalimat itu.... aku dapet dari yang.... ini.... very noisy now ini. Jadi kayak keterangan waktune now...gitu.”

Translation: The student thinks that the condition has already become noisy. She uses present tense because it is a fact. There is also a word ‘now’.

Analysis: The student focuses only on 'now'. So, she thinks that the sentence must be in Present Tense sentence. (1)

PART II

22. *has been washing* instead of *has washed*

"Jawabnya has been washing, soalnya kan... dia baru saja... e.... dimulai dari e.... arti kalimatnya sama yang dibelakangnya it is already clean now... berartikan... baru sekarang maksudnya.... sekarang sudah bersih.... dan.... aku liat artinya disini kan... she is washing artinya kan dia baru saja selesai... baru saja selesai mencuci mobil dan sekarang sudah bersih. Klunya dari kalimat itu aku lihat dari kalimat sesudah'e sama.... dari artinya."

Translation: The student thinks that the action just finished and the car is already clean. So, she thinks that the suitable tense is present perfect continuous as it gives effect and just recently stopped.

Analysis: The student claims that 'has been washing' fits perfectly although she knows that at the moment of focus the 'car' is clean. It signals that her problem is related to the use or concept of present perfect tense. (6)

44. *have* instead of *have had*

"Jawabannya correct, e... apa ya..... ya..... e..... menurutku kayak bukan tense ya.... kayak.... Saya memang...apa ya.... saya mempunyai experience yang cukup, apa seh ini artinne...fakta. Jadi aku mikire ya bener. Aku cumak liat dari kalimat yang kedua ini I have enough experience dan artine sudah bener."

Translation: The student thinks that this number does not deal with tense question, it is more like a fact.

Analysis: She thinks that there is no tense (perhaps what she means is this sentence is a simple sentence), so she should use simple present tense. It indicates that she is not aware on the use of present perfect tense. (6)

PRESENT PERFECT CONTINUOUS

PART I

19. *have sat* instead of *have been sitting*

“Jawabnya *have sat* e.. *have sat* itu *present perfect*, e.... saya sudah duduk ditempat ini ya e.... aku pake e... liat dari e.... ininya apa.... translatenya jadi aku sudah duduk ditempat ini selama 1 jam tapi...dia kan belum... belum pindah... maksudnya dia masih duduk jadi... apa.... masih bisa.... maksud’e apa ya.... masih.... masih.... Kita belum tau to sampek kapan dia disitu jadi pake *have sat*, tapi dia sudah disitu... dia sudah duduk disitu selama 1 jam. Tapi dia masih duduk disitu gitu lho.... Aku liat keterangannya dari arti kalimatnya bahwa itu sudah selesai terjadi. Sudah selesai.... maksud’e.... sudah 1 jam tapi belum... belum... selesai, dia duduk disitu... masih duduk disitu gitu lho... Masih ada hubungannya dengan sekarang. Jadi keterangan yang aku dapet cumak...cumak dari arti kalimt terakhir itu tok.”

Translation: The student thinks that ‘*have sat*’ fits perfectly because when she translates the sentence, she gets the conclusion that the doer has been sitting for one hour and has not moved yet. She says that she does not know until what time the doer will sit, so she uses ‘*have sat*’.

Analysis: The student says: that the doer has been sitting for one hour and has not moved yet.. It indicates that she is actually aware that the action is still in progress. However, she can not use the correct form, which means that she has problem caused by the concept or use of present perfect continuous. (6)

22. *have been studying* studied instead of *has been studying*

“Jawabnya waktu itu *have been studying*, karena dia sudah study di tempat itu selama 3 bulan yang lalu... cumak....semenjak. Sorry semenjak 3 bulan yang lalu.... Berarti dia itu....embo ya.... radak bingung.... pertama aku liat dari sincenya, kedua aku nyonto jadi... aku ya..wes...aku rasa... tak liak ya tak conto.”

Translation: The student thinks that 'have been studying' is correct because the doer has studied since three months ago. She answers this way because she sees 'since' and look at her friend's work.

Analysis: The student is cheating. (8)

APPENDIX 1AB

SUBJECT 28

PRESENT PERFECT TENSE

“Petunjuk yang sering dipakai biasa liat keterangan waktu, kalau tidak ada baca keseluruhan kalimat lalu direka-reka mana kalimat yang paling pas. Mereka-reka biasa melihat verb-nya dan mungkin konteksnya tadi, kira-kira kalimatnya ini ngomong pas waktu kapan gitu.”

PART I

6. *Finally made* instead of *have finally made*

“berarti ini itu dulu buatnya (keputusannya) hasilnya itu berarti sekarang (present) -itu berarti finally made. Hasilnya itu sedang dibicarakan sekarang kalo buatnya berarti kan dulu. Jadi kata kerjanya kan made, lagi pula kalimat ketiganya itu kan Ann Andrew is now, ada now-nya.itu kan sekarang hasilnya sekarang.”

Translation: The student thinks that the decision was made in the past and there is a result. As he thinks that the decision was made in the past, he uses simple past tense. Further, he says from 'Ann Andrew is now', he knows that the result is at present.

Analysis: Although apparently seems that he has problem caused by time signal, he thinks that the action has result in the present. However, he can not use the corresponding tense and directly uses simple past tense. It indicates that he has problem related to the use or concept of present perfect tense. (6)

7. *chose* instead of *have chosen*

“eh...chose ya.. ya kan ada kalimat trakhirnya kan Ann Andrew is now the club leader berarti apa... hasilnya sekarang itu now apa... Ann Andrew is now the club leader apa... dia itu dipilih sebelumnya. Berarti ya... Chose... jadi akhirnya

begitu. Yang dulu itu makanya hasilnya sekarang. Hasilnya sekarang berarti sebelumnya itu ya... kan past."

Translation: The student sees the last sentence and assumes that it is the result. Then, he concludes that the election happened before that. The action happened in the past and has present result.

Analysis: The student admits that the result is in the present condition. It indicates that he can not differentiate the uses between past simple and present perfect tense. He has problem related to the use or concept of Present Perfect Tense. (6)

17. *is already becoming* instead of *has already become*

"is already becoming e... ooo... itu kan saya mikirnya kan itu kan present continuous ada now-nya tapi ini kayaknya masih sedang berlangsung prosesnya itu jadi ya... become ya... jadikan present continuous is becoming tinggal tambahkan already di tengah, is already becoming rasanya lebih enak dibanding is becoming already atau already is becoming. Soalnya menurut saya ini sedang... sedang masih berlangsung... sedang berlangsung prosesnya prosesnya menjadi apa... very noisy...itu masih berlangsung sedang berlangsung... sudah terjadi tapi masih sedang berlangsung."

Translation: The student thinks that the action is on progress because there is 'now'. He translates the sentence and gets the meaning that the state has happened but is still in progress.

Analysis: The student claims that the action is still in progress. However, he is unaware that it affects the present condition (the speaker's dislike). Further, he says that the event started at some time in the past. It indicates that he can not differentiate present perfect, present perfect continuous and present continuous. He has problem related to the use or concept of Present Perfect Tense. (6)

27. *bought* instead of *have bought*

"jawaban saya bought.. harusnya saya salah..I am planning to paint my living room this afternoon.. iya.. harusnya gak pilih bought.. ya saya pikir orang ini sudah beli dulu, apa, catnya..terus rencana untuk apa, oh ya, rencananya nanti

sore mau ngecat rumah.. ruang tamunya...”

Translation: The student answers 'bought' because he thinks that the doer has bought the paint so the doer can paint the living room in the afternoon.

Analysis: The student thinks that before planning an action, the doer must have prepared it first. So, he thinks that the action should be in the past. However, he is unaware that the action of buying does not have specified time and has present relevance, He has problem related to the use or concept of Present perfect Tense.

(6)

PART II

22. *is washing* instead of *has washed*

“.....ini benar... dia sedang membersihkan mobilnya..entah pas pagian terakhir pembersihannya.. menurut saya dia sudah mau selesai masih wasing the car, berarti mobilnya kan sudah bersih...”

Translation: The student thinks that the sentence is correct because the doer is still washing the car. Further, he inconsistently explains that the doer almost finishes the cleaning so the car is already clean.

Analysis: Firstly, the student says that the action is still in progress. Then, he can say that the car is clean at the moment of focus. It can be seen from his protocol. He is inconsistent, and it can be seen that he is confused with the concept. It indicates that he has problem related to the use or concept of present perfect tense.

(6)

44. *have* instead of *have had*

“ya benar.. ada ini, perfect continuous, ada I've been working for ten years, berarti dia kan sudah punya cukup pengalaman. Jadi kan ya, ya konteksnya seperti fakta gitu..”

Translation: The student thinks that the context is like a fact. The fact is obtained from the experience of working for ten years.

Analysis: He thinks that it is a fact. The student misinterprets the context of the sentence. (7)

49. *had been changing* instead of *has changed*

“ini kan past.. menurut saya, sejak pertama tiba kan gak mungkin pengertiannya langsung berubah, nanti pake had been changing. Berubahnya sejak dia tiba sampai suatu masa di masa yang lalu... dari sejak pertama tiba dulu sampai dulu...”

Translation: The student thinks that the time frame is in the past. He assumes that the understanding did not directly change. The change happened after the doer arrived up to the past moment.

Analysis: The student thinks that the context of the sentence is in the past. He probably gets the context from the word ‘arrived’. He realizes that the moment of changing happened after the moment of arriving, but he claims that it is still in the past. It means that he is not aware that an action which happened at unidentified time in the past should use present perfect tense. It indicates that he has problem related to the concept or use of present perfect tense. (6)

APPENDIX 1AC

SUBJECT 29

PRESENT PERFECT TENSE

“Klunya dibaca sek soal’e terus disimpulno, wis mari atau belum atau yak apa. Kadang-kadang time signal tapi seringane nggak ada, ya kadang ya itu, di transalate. . Tapi kadang ada translate ya nggak dapet intine yang di translate per kalimat. Kalau ada for hours, ya diliat dari kalimat sebelum’e. Ya ngawur, taune yang tepat dari contoh-contoh soal.atau yang pas yang inilah. Aku nggak tahu tepat atau nggak, ya ngawur ae. Merasa kalau itu nggak enak bunyine dari feeling. Ya.. mungkin yang itu nggak pernah denger jadi aneh, ya nggak dipilih.

Dari semua tense yang diajarkan, yang paling sulit ya itu, future yang itu yang ada will have, will have been... nggak ada yang paling sulit lah ya rasane...ya itu,lek dewek-dewek nggak, tapi lek digabung dalam satu kalimat, la itu yang nggara’no. Umpamane lek digabung dalam satu kalimat, nggak satu kalimat,dua kalimat agak bingung. Penggabungan’e paling bingung masalah past past. Terus bedane antara present perfect continuous yang has atau have plus been sama past continuous.

Kalau present perfect continuous itu dari dulu sampai sekarang....kayak aku pindah ke rumah ini, terus masih tinggal disini sampai sekarang, jadi I have been living for three years. Kalau present perfect itu, aku nunggu 1 jam terus temenku dateng, jadi aku ngomong I have waited for one hour, aku nggak liat belakang’e tpi aku nerjemhkan di sini.”

PART I

6. had finally made instead of have finally made

“.....rasane lupa njawab, tak peker sudah ada tulisane, ternyata... andai kata isa njawab sekarang..had finally made. Soal’e dari kalimat sesudah’e, the election is over. Sudah selesai berarti. Lek nggak past perfect ya present perfect, soal’e kan

ini is to, election'e wis mari. Sudah mbikin keputusan. Ehmm.... Present perfect ya... mungkin ya soal'e the election is over. 'Is' soal'e. Kadang juga terjemahkan..."

Translation: The student left it blank during the test. During the TAP, she gives 'had finally made' as the answer. She gets the clue from the next sentence which indicates that the action has been finished. Then, she is confused whether the correct answer is using present perfect tense. She changes her mind afterwards because she sees the word 'is' which indicates present time frame.

Analysis: The student is confused between the use of present perfect or past perfect tense. However, after seeing the word 'is', she decides to use present perfect tense. It shows that she has problem related to carelessness. (8)

PART II

43. *are you doing* instead of *have you done*

"....nomor ini?...what are you doing so far? Bener. Mungkin so far ya..jadi selama ini... present continuous soalnya lebih pas, lebih enak ae rasane... so far itu nggak pasti (time signal) present continuous tapi rasane bener lah. Nggak aku translate, nggak aku artiin. Soalnya terasa sudah pas, pake so far juga."

Translation: The student thinks 'what are you doing so far' is correct because present continuous is more suitable. So far, according to the student, does not always indicate present continuous, but she feels that it already fits perfectly.

Analysis: The student thinks that it fits perfectly. However, she is not aware that 'so far' also indicates action that happened at some time in the past up to the moment of speaking itself. (6)

44. *have* instead of *have had*

"....ngapain aku salahin ya? Oh...hah? Emang experiences nggak bisa pake (akhiran) -es ya? Ehm..ini present simple soalnya sudah punya, sekarang. Disini aku nggak liat klu apa-apa, cuman sekarang artine, wis gitu tok."

Translation: The student is confused why she thinks the sentence as incorrect. She wonders whether 'experience' can be given suffix '-es'. She thinks that present

simple is correct because the doer has had it now. She does not see any other clues, she just tries to understand the meaning.

Analysis: The student thinks that the verb is experience instead of have. (8)

49. *had changed* instead of *has changed*

“ini kan since, jadi perfect. Terus past perfect soalnya ada I arrived...”

Translation: The student thinks that the word 'since' indicates perfective action, and 'arrived' indicates past time frame.

Analysis: She gets the answer from several clues which are time signal and the next sentence. However, she misinterprets the context. It shows that she has problem related to the wrong interpretation of sentence context. (7)

PRESENT PERFECT CONTINUOUS

PART I

22. *has studied* instead of *has been studying*

” soalnya ada since...karena itu aku terdorong untuk jawab itu, present perfect. Nggak perfect yang lain soal’e liat since, gimana ya”

Translation: The student thinks that since is the time signal of present perfect, not any other perfect.

Analysis: The student thinks that 'since' indicates present perfect tense. She has problem caused by her exclusive belief of time signal. It shows that she has problem related to the use of time signal.(1)

PART II

36. *has studied* instead of *have been studying*

“ya dah selesai belajarnya, mangkane pake has study, eh, has studied. Ini ada 'is' nya, jadi kan dia sudah belajar selama berapa jam. Prosesnya sudah selesai.”

Translation: The student thinks that the action of studying has been finished. She gets the clue form the word 'is' which indicates that the doer has studied for couple of hours and now, it has been finished.

Analysis: The student misinterprets the context because there is a word 'is'. The student probably thinks that it signals action before the moment of speaking, which uses present perfect tense. Therefore, she misinterprets the context (7)

APPENDIX 1AD

SUBJECT 30

PRESENT PERFECT TENSE

“Di part I ini liat dari time signal pertama, kalau nggak ada liat dari konteksnya. Kalau nggak ada atau masih bingung ya... gimana ya... ngawur, ya kadang-kadang nyonto temen, kalo nggak ada yang bisa diconto ya ngawur, ya dikira-kira yang paling memungkinkan jawabannya apa. Feeling juga bisa.

Bedanya past perfect dan present perfect treys present perfect continuous, bingung apa bedanya. Kalo present perfect itu have V3 kalo past perfect itu had V3. kalo past perfect itu dipake dalam konteks yang dua kejadian, kalo present perfect itu sesuatu yang sudah dilakukan in the past, tapi sekarang masih berlangsung.

Yang lebih sulit yang melihat kasalahn kalo menurutku, jadi yang kedua lebih sulit, yang pertama lebih gampang. Tenses yang plaing sulit, yang ap ya, nggak tahu. Ini mungkin aku nggak belajar, jadi aku sudah lama nggak buka yang tenses-tenses gitu. Kalu noun clause nggak terlalu ada hubungannya sama tenses.”

PART I

6. *have chose* instead of *have chosen*

“ oh ya, ya have chosen, kok bisa have chose itu lho...”

Translation: The student directly corrects her answer form 'have chose' into 'have chosen'.

Analysis: The student can correct it during the TAP. She was careless when she did the test. (8)

27. *am going to buy* instead of *have bought*

“Karena aku liat disitu I am planning to paint my living room, jadi tak tulis I am

going to buy, soalnya kalo I am planning kan berarti sudah direncanakan. Jadi ini kan berarti sudah direncanakan, I am going to buy three gallons of paint.”

Translation: The student sees 'I am planning to paint my living room' and decides to use 'I am going to buy' because she thinks that it has been planned before.

Therefore, she uses 'I am going to buy three gallons of paint'.

Analysis: She thinks that the context is in the future as she sees 'I am planning to paint my living room'. She has problem caused by the context of the sentence. (7)

PART II

44. *correct; have_ instead of have had*

“Correct ya....have been working... duh...kok cuma have enough experience...kok nggak ada verb-nya? Nggak ada verb-nya. Mungkin karena hopeless...”

Translation: The student thinks that the sentence is correct, then she is confused because the sentence does not consist of any verb. She says that she is hopeless.

Analysis: The student thinks that the verb is 'experience'. She is unaware that the verb of the sentence is 'have' itself. (8)

PRESENT PERFECT CONTINUOUS

PART I

22. *have studied instead of has been studying*

“have studied karena ada since.... Terus aku liatnya juga ini, she has finally started to love. Ya itu...oh, Rongrong itu nama orang ya? Kok tak jawab have ya? Harus'e has studied.”

Translation: The student thinks that 'have studied' is suitable because there is a time signal 'since'. She also gets the clue from the previous sentence. Then, she sees that Rongrong is third person singular, so she changes it into 'has'.

Analysis: According to the student, 'since' indicates present perfect tense. She is distracted by her exclusive belief of the time signal. It shows that she has problem related to the time signal. (1)

PART II

19. *correct; have painted* instead of *have been painting*

“.....benar karena *they started painting the house two hours ago*, jadi mereka sudah mulai mengecat *the housenya sudah dari dua jam yang lalu*. Sekarang mereka, sampe sekarang mereka masih sibuk. Ya iya, ya pake *present perfect* karena mereka kan sudah ngecat selama dua jam.....Oh, ya, ya... *sebener'e incorrect* ya, *they have been painting*.”

Translation: The student thinks that the sentence is correct because the doers started painting the house two hours ago is still busy now. She thinks present perfect is suitable because the action is in progress for two hours. Then she realizes that the action is not finished yet, and changes her answer to present perfect continuous.

Analysis: Firstly, she insists that it is correct, but after she utters her thought, she is able to analyze the correct one. (8)

36. *have studied* instead of *have been studying*

“*I have studied... ada for five straight hours.....sama it is midnight*.”

Translation: The student thinks that present perfect is correct. she gets the clues from 'for five straight hours' and 'midnight'.

Analysis: The two time signals give her clues that the answer is present perfect tense. she is distracted by the time signal (1)

APPENDIX 2
CODING ERROR

PRESENT PERFECT TENSE

PART I

NUMBER 6

No	Name	No.	Present Perfect Tense (I)							
			1	2	3	4	5	6	7	8
1	Subject 1	6						1		
2	Subject 2	6								1
3	Subject 3	6							1	
4	Subject 4	6								1
5	Subject 5	6						1		
6	Subject 6	6						1		
7	Subject 7	6								
8	Subject 8	6						1		
9	Subject 9	6							1	
10	Subject 10	6	1							
11	Subject 11	6	1							
12	Subject 12	6							1	
13	Subject 13	6								
14	Subject 14	6						1		
15	Subject 15	6						1		
16	Subject 16	6								
17	Subject 17	6						1		
18	Subject 18	6								
19	Subject 19	6						1		
20	Subject 20	6						1		
21	Subject 21	6						1		
22	Subject 22	6						1		
23	Subject 23	6						1		
24	Subject 24	6								
25	Subject 25	6								1
26	Subject 26	6								
27	Subject 27	6								1
28	Subject 28	6						1		
29	Subject 29	6								1
30	Subject 30	6								1
			2	0	0	0	0	13	3	6

PRESENT PERFECT TENSE

PART I

NUMBER 7

No	Name	No.	Present Perfect Tense (I)							
			1	2	3	4	5	6	7	8
1	Subject 1	7						1		
2	Subject 2	7								1
3	Subject 3	7						1		
4	Subject 4	7							1	
5	Subject 5	7								1
6	Subject 6	7						1		
7	Subject 7	7								
8	Subject 8	7						1		
9	Subject 9	7								
10	Subject 10	7	1							
11	Subject 11	7								
12	Subject 12	7				1				
13	Subject 13	7						1		
14	Subject 14	7								1
15	Subject 15	7							1	
16	Subject 16	7								
17	Subject 17	7						1		
18	Subject 18	7							1	
19	Subject 19	7								
20	Subject 20	7								
21	Subject 21	7						1		
22	Subject 22	7							1	
23	Subject 23	7							1	
24	Subject 24	7								
25	Subject 25	7						1		
26	Subject 26	7						1		
27	Subject 27	7						1		
28	Subject 28	7								
29	Subject 29	7								
30	Subject 30	7								
			1	0	0	1	0	10	5	3

PRESENT PERFECT TENSE

PART I

NUMBER 17

No	Name	No.	Present Perfect Tense (I)							
			1	2	3	4	5	6	7	8
1	Subject 1	17						1		
2	Subject 2	17	1							
3	Subject 3	17						1		
4	Subject 4	17								
5	Subject 5	17							1	
6	Subject 6	17						1		
7	Subject 7	17				1				
8	Subject 8	17	1							
9	Subject 9	17								
10	Subject 10	17	1							
11	Subject 11	17								
12	Subject 12	17								
13	Subject 13	17							1	
14	Subject 14	17								
15	Subject 15	17					1			
16	Subject 16	17								
17	Subject 17	17								
18	Subject 18	17								
19	Subject 19	17								
20	Subject 20	17								
21	Subject 21	17								
22	Subject 22	17				1				
23	Subject 23	17				1				
24	Subject 24	17								
25	Subject 25	17								
26	Subject 26	17								
27	Subject 27	17	1							
28	Subject 28	17						1		
29	Subject 29	17								
30	Subject 30	17								
			4	0	0	3	1	4	2	0

PRESENT PERFECT TENSE

PART I

NUMBER 23

No	Name	No.	Present Perfect Tense (I)							
			1	2	3	4	5	6	7	8
1	Subject 1	23							1	
2	Subject 2	23				1				
3	Subject 3	23	1							
4	Subject 4	23								1
5	Subject 5	23						1		
6	Subject 6	23	1							
7	Subject 7	23								
8	Subject 8	23				1				
9	Subject 9	23								
10	Subject 10	23								
11	Subject 11	23						1		
12	Subject 12	23							1	
13	Subject 13	23								
14	Subject 14	23	1							
15	Subject 15	23								
16	Subject 16	23						1		
17	Subject 17	23						1		
18	Subject 18	23								
19	Subject 19	23								
20	Subject 20	23								1
21	Subject 21	23								
22	Subject 22	23								
23	Subject 23	23						1		
24	Subject 24	23							1	
25	Subject 25	23								1
26	Subject 26	23								
27	Subject 27	23								
28	Subject 28	23								
29	Subject 29	23								
30	Subject 30	23								
			3	0	0	2	0	5	3	3

PRESENT PERFECT TENSE

PART I

NUMBER 27

No	Name	No.	Present Perfect Tense (I)							
			1	2	3	4	5	6	7	8
1	Subject 1	27						1		
2	Subject 2	27								1
3	Subject 3	27						1		
4	Subject 4	27						1		
5	Subject 5	27							1	
6	Subject 6	27							1	
7	Subject 7	27								
8	Subject 8	27							1	
9	Subject 9	27						1		
10	Subject 10	27								
11	Subject 11	27						1		
12	Subject 12	27							1	
13	Subject 13	27								
14	Subject 14	27							1	
15	Subject 15	27							1	
16	Subject 16	27								
17	Subject 17	27						1		
18	Subject 18	27								1
19	Subject 19	27							1	
20	Subject 20	27							1	
21	Subject 21	27								
22	Subject 22	27								
23	Subject 23	27						1		
24	Subject 24	27							1	
25	Subject 25	27								
26	Subject 26	27								
27	Subject 27	27								
28	Subject 28	27						1		
29	Subject 29	27								
30	Subject 30	27							1	
			0	0	0	0	0	8	10	2

PRESENT PERFECT TENSE

PART II

NUMBER 5

No	Name	No.	Present Perfect Tense (II)							
			1	2	3	4	5	6	7	8
1	Subject 1	5						1		
2	Subject 2	5						1		
3	Subject 3	5						1		
4	Subject 4	5								
5	Subject 5	5						1		
6	Subject 6	5	1							
7	Subject 7	5				1				
8	Subject 8	5								
9	Subject 9	5						1		
10	Subject 10	5								
11	Subject 11	5	1							
12	Subject 12	5								
13	Subject 13	5						1		
14	Subject 14	5						1		
15	Subject 15	5								
16	Subject 16	5								
17	Subject 17	5	1							
18	Subject 18	5								1
19	Subject 19	5						1		
20	Subject 20	5						1		
21	Subject 21	5								
22	Subject 22	5								
23	Subject 23	5					1			
24	Subject 24	5								
25	Subject 25	5								
26	Subject 26	5								
27	Subject 27	5								
28	Subject 28	5								
29	Subject 29	5								
30	Subject 30	5								
			3	0	0	1	1	9	0	1

PRESENT PERFECT TENSE

PART II

NUMBER 14

No	Name	No.	Present Perfect Tense (II)							
			1	2	3	4	5	6	7	8
1	Subject 1	14								
2	Subject 2	14								
3	Subject 3	14						1		
4	Subject 4	14	1							
5	Subject 5	14								
6	Subject 6	14								
7	Subject 7	14				1				
8	Subject 8	14								
9	Subject 9	14								
10	Subject 10	14								
11	Subject 11	14							1	
12	Subject 12	14								
13	Subject 13	14								
14	Subject 14	14								
15	Subject 15	14								
16	Subject 16	14								
17	Subject 17	14								
18	Subject 18	14								
19	Subject 19	14						1		
20	Subject 20	14								
21	Subject 21	14								
22	Subject 22	14								
23	Subject 23	14								
24	Subject 24	14								
25	Subject 25	14								
26	Subject 26	14								
27	Subject 27	14								
28	Subject 28	14								
29	Subject 29	14								
30	Subject 30	14								
			1	0	0	1	0	2	1	0

PRESENT PERFECT TENSE

PART II

NUMBER 22

No	Name	No.	Present Perfect Tense (II)							
			1	2	3	4	5	6	7	8
1	Subject 1	22						1		
2	Subject 2	22							1	
3	Subject 3	22								
4	Subject 4	22	1							
5	Subject 5	22						1		
6	Subject 6	22								
7	Subject 7	22								
8	Subject 8	22						1		
9	Subject 9	22								
10	Subject 10	22								
11	Subject 11	22								
12	Subject 12	22						1		
13	Subject 13	22							1	
14	Subject 14	22						1		
15	Subject 15	22								
16	Subject 16	22						1		
17	Subject 17	22						1		
18	Subject 18	22								
19	Subject 19	22						1		
20	Subject 20	22								
21	Subject 21	22								
22	Subject 22	22								
23	Subject 23	22								
24	Subject 24	22								
25	Subject 25	22								
26	Subject 26	22								
27	Subject 27	22						1		
28	Subject 28	22						1		
29	Subject 29	22								
30	Subject 30	22								
			1	0	0	0	0	10	2	0

PRESENT PERFECT TENSE

PART II

NUMBER 30

No	Name	No.	Present Perfect Tense (I)							
			1	2	3	4	5	6	7	8
1	Subject 1	30								
2	Subject 2	30								
3	Subject 3	30								
4	Subject 4	30								
5	Subject 5	30						1		
6	Subject 6	30								
7	Subject 7	30								
8	Subject 8	30								
9	Subject 9	30								
10	Subject 10	30								
11	Subject 11	30								
12	Subject 12	30								
13	Subject 13	30								
14	Subject 14	30								
15	Subject 15	30								
16	Subject 16	30								
17	Subject 17	30								
18	Subject 18	30								
19	Subject 19	30								
20	Subject 20	30								
21	Subject 21	30								
22	Subject 22	30								
23	Subject 23	30								
24	Subject 24	30								
25	Subject 25	30								
26	Subject 26	30								
27	Subject 27	30								
28	Subject 28	30								
29	Subject 29	30								
30	Subject 30	30								
			0	0	0	0	0	1	0	0

PRESENT PERFECT TENSE

PART II

NUMBER 43

No	Name	No.	Present Perf. Cont. Tense (II)							
			1	2	3	4	5	6	7	8
1	Subject 1	43						1		
2	Subject 2	43						1		
3	Subject 3	43						1		
4	Subject 4	43							1	
5	Subject 5	43						1		
6	Subject 6	43								
7	Subject 7	43						1		
8	Subject 8	43						1		
9	Subject 9	43						1		
10	Subject 10	43								1
11	Subject 11	43							1	
12	Subject 12	43								
13	Subject 13	43						1		
14	Subject 14	43								
15	Subject 15	43						1		
16	Subject 16	43						1		
17	Subject 17	43						1		
18	Subject 18	43								
19	Subject 19	43						1		
20	Subject 20	43	1							
21	Subject 21	43						1		
22	Subject 22	43								
23	Subject 23	43								
24	Subject 24	43								
25	Subject 25	43								
26	Subject 26	43						1		
27	Subject 27	43								
28	Subject 28	43								
29	Subject 29	43						1		
30	Subject 30	43								
			1	0	0	0	0	15	2	1

PRESENT PERFECT TENSE

PART II

NUMBER 44

No	Name	No.	Present Perfect Tense (II)							
			1	2	3	4	5	6	7	8
1	Subject 1	44							1	
2	Subject 2	44						1		
3	Subject 3	44						1		
4	Subject 4	44								1
5	Subject 5	44						1		
6	Subject 6	44						1		
7	Subject 7	44						1		
8	Subject 8	44								1
9	Subject 9	44							1	
10	Subject 10	44							1	
11	Subject 11	44							1	
12	Subject 12	44								
13	Subject 13	44							1	
14	Subject 14	44						1		
15	Subject 15	44						1		
16	Subject 16	44						1		
17	Subject 17	44							1	
18	Subject 18	44						1		
19	Subject 19	44						1		
20	Subject 20	44						1		
21	Subject 21	44							1	
22	Subject 22	44								
23	Subject 23	44							1	
24	Subject 24	44						1		
25	Subject 25	44						1		
26	Subject 26	44								
27	Subject 27	44						1		
28	Subject 28	44							1	
29	Subject 29	44								1
30	Subject 30	44								1
			0	0	0	0	0	14	9	4

PRESENT PERFECT TENSE

PART II

NUMBER 50

No	Name	No.	Present Perfect Tense (II)							
			1	2	3	4	5	6	7	8
1	Subject 1	49						1		
2	Subject 2	49				1				
3	Subject 3	49						1		
4	Subject 4	49							1	
5	Subject 5	49				1				
6	Subject 6	49								
7	Subject 7	49							1	
8	Subject 8	49	1							
9	Subject 9	49				1				
10	Subject 10	49								1
11	Subject 11	49				1				
12	Subject 12	49								
13	Subject 13	49								1
14	Subject 14	49								1
15	Subject 15	49							1	
16	Subject 16	49							1	
17	Subject 17	49							1	
18	Subject 18	49								
19	Subject 19	49							1	
20	Subject 20	49				1				
21	Subject 21	49							1	
22	Subject 22	49						1		
23	Subject 23	49								
24	Subject 24	49							1	
25	Subject 25	49							1	
26	Subject 26	49				1				
27	Subject 27	49								
28	Subject 28	49						1		
29	Subject 29	49							1	
30	Subject 30	49								
			1	0	0	6	0	4	10	3

PRESENT PERFECT CONTINUOUS TENSE

PART I

NUMBER 19

No	Name	No.	Present Perf. Cont. Tense (I)							
			1	2	3	4	5	6	7	8
1	Subject 1	19						1		
2	Subject 2	19								
3	Subject 3	19						1		
4	Subject 4	19								
5	Subject 5	19								
6	Subject 6	19						1		
7	Subject 7	19						1		
8	Subject 8	19							1	
9	Subject 9	19							1	
10	Subject 10	19								
11	Subject 11	19								
12	Subject 12	19	1							
13	Subject 13	19								
14	Subject 14	19								1
15	Subject 15	19								
16	Subject 16	19								
17	Subject 17	19								
18	Subject 18	19						1		
19	Subject 19	19				1				
20	Subject 20	19								
21	Subject 21	19								
22	Subject 22	19								
23	Subject 23	19								
24	Subject 24	19								1
25	Subject 25	19								
26	Subject 26	19	1							
27	Subject 27	19						1		
28	Subject 28	19								
29	Subject 29	19								
30	Subject 30	19								
			2	0	0	1	0	6	2	2

PRESENT PERFECT CONTINUOUS TENSE

PART I

NUMBER 22

No	Name	No.	Present Perf. Cont. Tense (I)							
			1	2	3	4	5	6	7	8
1	Subject 1	22	1							
2	Subject 2	22				1				
3	Subject 3	22						1		
4	Subject 4	22	1							
5	Subject 5	22								1
6	Subject 6	22						1		
7	Subject 7	22						1		
8	Subject 8	22						1		
9	Subject 9	22						1		
10	Subject 10	22						1		
11	Subject 11	22						1		
12	Subject 12	22	1							
13	Subject 13	22								
14	Subject 14	22								
15	Subject 15	22	1							
16	Subject 16	22								
17	Subject 17	22	1							
18	Subject 18	22								
19	Subject 19	22	1							
20	Subject 20	22								
21	Subject 21	22								
22	Subject 22	22								
23	Subject 23	22								
24	Subject 24	22	1							
25	Subject 25	22						1		
26	Subject 26	22						1		
27	Subject 27	22								
28	Subject 28	22								1
29	Subject 29	22	1							
30	Subject 30	22	1							
			9	0	0	1	0	9	0	2

PRESENT PERFECT CONTINUOUS TENSE

PART II

NUMBER 10

No	Name	No.	Present Perf. Cont. Tense (II)							
			1	2	3	4	5	6	7	8
1	Subject 1	10								
2	Subject 2	10						1		
3	Subject 3	10								
4	Subject 4	10						1		
5	Subject 5	10								
6	Subject 6	10						1		
7	Subject 7	10						1		
8	Subject 8	10								
9	Subject 9	10						1		
10	Subject 10	10								
11	Subject 11	10								
12	Subject 12	10	1							
13	Subject 13	10								
14	Subject 14	10								
15	Subject 15	10	1							
16	Subject 16	10							1	
17	Subject 17	10					1			
18	Subject 18	10						1		
19	Subject 19	10								
20	Subject 20	10								
21	Subject 21	10								
22	Subject 22	10						1		
23	Subject 23	10								
24	Subject 24	10								
25	Subject 25	10							1	
26	Subject 26	10								
27	Subject 27	10								
28	Subject 28	10								
29	Subject 29	10								
30	Subject 30	10								
			2	0	0	0	1	7	2	0

PRESENT PERFECT CONTINUOUS TENSE

PART II

NUMBER 19

No	Name	No.	Present Perf. Cont. Tense (II)								
			1	2	3	4	5	6	7	8	
1	Subject 1	19									
2	Subject 2	19	1								
3	Subject 3	19									
4	Subject 4	19								1	
5	Subject 5	19									
6	Subject 6	19									
7	Subject 7	19						1			
8	Subject 8	19						1			
9	Subject 9	19						1			
10	Subject 10	19									
11	Subject 11	19								1	
12	Subject 12	19							1		
13	Subject 13	19									
14	Subject 14	19									
15	Subject 15	19	1								
16	Subject 16	19									
17	Subject 17	19									
18	Subject 18	19						1			
19	Subject 19	19									
20	Subject 20	19									
21	Subject 21	19						1			
22	Subject 22	19									
23	Subject 23	19									
24	Subject 24	19									
25	Subject 25	19								1	
26	Subject 26	19	1								
27	Subject 27	19									
28	Subject 28	19									
29	Subject 29	19									
30	Subject 30	19								1	
			3	0	0	0	0	0	5	1	4

PRESENT PERFECT CONTINUOUS TENSE

PART II

NUMBER 36

No	Name	No.	Present Perf. Cont. Tense (II)							
			1	2	3	4	5	6	7	8
1	Subject 1	36							1	
2	Subject 2	36						1		
3	Subject 3	36								
4	Subject 4	36							1	
5	Subject 5	36						1		
6	Subject 6	36				1				
7	Subject 7	36								
8	Subject 8	36							1	
9	Subject 9	36	1							
10	Subject 10	36								
11	Subject 11	36							1	
12	Subject 12	36								
13	Subject 13	36							1	
14	Subject 14	36								
15	Subject 15	36	1							
16	Subject 16	36							1	
17	Subject 17	36								
18	Subject 18	36							1	
19	Subject 19	36						1		
20	Subject 20	36								
21	Subject 21	36						1		
22	Subject 22	36						1		
23	Subject 23	36								1
24	Subject 24	36	1							
25	Subject 25	36								
26	Subject 26	36	1							
27	Subject 27	36								
28	Subject 28	36								
29	Subject 29	36							1	
30	Subject 30	36	1							
			5	0	0	1	0	5	8	1

PRESENT PERFECT CONTINUOUS TENSE

PART II

NUMBER 50

No	Name	No.	Present Perf. Cont. Tense (II)								
			1	2	3	4	5	6	7	8	
1	Subject 1	50								1	
2	Subject 2	50									
3	Subject 3	50									
4	Subject 4	50									1
5	Subject 5	50									1
6	Subject 6	50									
7	Subject 7	50							1		
8	Subject 8	50									
9	Subject 9	50							1		
10	Subject 10	50									
11	Subject 11	50									1
12	Subject 12	50									
13	Subject 13	50									
14	Subject 14	50									1
15	Subject 15	50					1				
16	Subject 16	50									
17	Subject 17	50									
18	Subject 18	50									
19	Subject 19	50								1	
20	Subject 20	50									
21	Subject 21	50									
22	Subject 22	50									
23	Subject 23	50									
24	Subject 24	50							1		
25	Subject 25	50									
26	Subject 26	50									
27	Subject 27	50									
28	Subject 28	50									
29	Subject 29	50									
30	Subject 30	50									
			0	0	0	1	0	3	2	4	

APPENDIX 3

TEST ITEMS

I. Put the verbs in parentheses into their correct forms:

Parts	Sentences	No.	Answer
I.	Leave a note for them on the table and they ¹ (see) it when they come in.	1.	
II	Ann sees Paul putting on his coat and says: Where you are you going, Paul? Paul : I ² (go) to buy some cigarettes. You ³ (want) an evening paper? Ann : No, thanks. You always ⁴ (buy) cigarettes, Paul (<i>complaining</i>). How many you ⁵ (smoke) a day? Paul : I do not smoke very many --- perhaps 20. Jack smokes far more than I do. He spends \$150 a week on cigarettes.	2.	
		3.	
		4.	
		5.	
		6.	
III.	The club members ⁶ (make, finally) their decision. The election is over, and they ⁷ (choose) a new president. Ann Andrew is now the club leader	7.	
		8.	
IV.	I'll meet you at the airport tomorrow. After you ⁸ (clear) customs, look for me just outside the gate. I ⁹ (stand) right by the door.	9.	
		10.	
V.	He ¹⁰ (sit) on the bank fishing when he saw a man's hat floating down the river. It seemed strangely familiar.		
VI.	We have been married for a long time. By our next anniversary, we ¹¹ (be) married for 43 years	11.	
VII.	I ¹² (look) through the classroom window. A geometry lesson ¹³ (go) on now.	12.	
		13.	
VIII.	She ¹⁴ (promise) not to report me to the police, but ten minutes later I saw that she talked with a policeman, and from the expression on his face I am sure she ¹⁵ (tell) him all about it.	14.	
		15.	

Parts	Sentences	No.	Answer
IX.	When I first came to this house, it ¹⁶ (be) a very quiet neighborhood. Then, a consortium developed the area, and it ¹⁷ (already, become) very noisy now. It is not a comfortable neighborhood anymore as it used to be.	16.	
		17.	
X.	A: Have you decided on your color scheme? B: Oh yes, and I've bought the paint. I ¹⁸ (paint) this room blue and the sitting-room green	18.	
XI.	This morning I came to class at 9.00. Right now it is 10.00 and I am still in class. I ¹⁹ (sit) at this desk for an hour.	19.	
XII..	Her eyes were swollen. I guess she ²⁰ (cry) for hours before I calmed her down.	20.	
XIII.	James is planning to fish for 5 hours starting at 3 this afternoon. When you come there at 5, he ²¹ (fish) two hours.	21.	
XIV.	Rongrong ²² (study) in London since three months ago. She has finally started to love the city and the life there.	22.	
XV.	I bought a new house last year, but I ²³ (not sell) my old house yet, so at this moment I ²⁴ (have) two Houses.	23.	
		24.	
XVI.	At 7 a.m. John called Jack and said "I ²⁵ (go) fishing, Jack. You ²⁶ (come) with me?"	25.	
.		26.	
XVII	I am planning to paint my living room this afternoon. I ²⁷ (buy) 3 gallons of paint. From about 03.00 to 07.00, I ²⁸ (do) the painting. I ²⁹ (think) it is best that you ³⁰ (visit) me at around 08.00. I ³¹ (finish) painting for sure then. What do you say?	27.	
		28.	
		29.	
		30.	
		31.	

Parts	Sentences	No.	Answer
XVIII.	When he arrives in New York next week on his way to the north, he ³² (walk) 1,200 miles.	32.	
XIX.	Two weeks ago, when I met Ann, she ³³ (look) for a baby-sitter. She ³⁴ (see) an advertisement in the local paper and called up Mrs. Smith, the owner of the house. Mrs. Smith answered the telephone.	33.	
		34.	
XX.	The officer ³⁵ (make) sure that the package was safe before the accident happened?	35.	
XXI.	Why are you rolling up the carpets? You ³⁶ (paint) the ceiling?	36.	
XXII.	Last year, I ³⁷ (go) mountain climbing for the first time. It was exciting and terrifying at the same time. We ³⁸ (move) slowly and carefully, and it ³⁹ (take) three days to get to the top. Imagine our surprise when we climbed onto the summit and found another group of climbers. They ⁴⁰ (arrive) several hours ahead of us. They ⁴¹ (have) dinner and ⁴² (listen) to Beethoven when we approached them.	37.	
		38.	
		39.	
		40.	
		41.	
XXIII.	The marathon runner ⁴³ (run) for almost two hours when he collapsed to the pavement. He received immediate medical attention.	42.	
		43.	
XXIV.	When I first ⁴⁴ (travel) abroad to study, I ⁴⁵ (live, never) in a dormitory before. During the first year, I had a roommate from Switzerland who became a very good friend. Prior to that time, I ⁴⁶ (never, be) with anyone from another culture.	44.	
		45.	
		46.	
XXV.	By the time I get up tomorrow morning the sun already ⁴⁷ (rise).	47.	
XXVI.	This is a long trip! By the time we get to Miami, we ⁴⁸ (ride) on this bus for over 15 hours. Next year at this time, I ⁴⁹ (do) exactly what I am doing now. I ⁵⁰ (attend) school and will be studying hard next year.	48.	
		49.	
		50.	

II. State whether each of the sentences is grammatically correct or incorrect by giving a tick on the column. Correct it if it is incorrect. The underlined clause must not be changed.

No.	Sentences	C	IC	Correction
1.	<u>The man with the blue jeans</u> always go to his office on foot.			
2.	Shop assistant : We have some very nice strawberries Customer : All right. <u>I'll have a pound</u>			
3.	I meet him <u>whenever he takes a walk in the morning</u> .			
4.	<u>What have you been doing so late at this moment?</u>			
5.	<u>Were you already watering the flowers?</u> Remember that you have to do it today.			
6.	Every time his fiancé calls, <u>she is always taking a bath</u> .			
7.	<u>When his mother was calling</u> , he was having breakfast.			
8.	<u>Was he locking the door</u> before he left the office last night?			
9.	<u>The team conducted the experiment in the desert of Gobi from 2006 to 2007</u> .			
10.	They started repairing the machine two hours ago, and they are still busy with it. <u>They repair the machinery for 2 hours</u> .			
11.	Jane will call you <u>as soon as she will arrive in Europe</u> .			
12.	<u>Would he call again last night?</u>			

No.	Sentences	C	IC	Correction
13.	They will start with the project at around 8. <u>I think when you visit them at around 8.15, they are working on the computers.</u>			
14.	Since he was sick last week, <u>he has never come to school.</u>			
15.	<u>She starts in a poor neighborhood, but she ended up in a rich one.</u>			
16.	<u>Could you tell us where Ali's home was? We're going to visit him.</u>			
17.	<u>The teacher told us that we have to be careful.</u>			
18.	<u>She has already finished her homework</u> when I arrived, so she was enjoying herself watching television.			
19.	They started painting the house two hours ago and they are still busy with it. <u>They have painted it for two hours.</u>			
20.	He doesn't have any relatives in Bandung, <u>so he stays in a hotel during his visit in the city early this month.</u>			
21.	<u>They are already moving from Jakarta in 1997</u> before the disaster struck the city.			
22.	<u>She is washing the car,</u> and It is already clean now.			
23.	Look at the cans of paint. <u>Does he paint the walls again?</u> I don't think they need repairing though.			
24.	<u>She will have been working for two hours</u> when her colleague comes at 7 this evening.			

No.	Sentences	C	IC	Correction
25.	<u>The man with a handbag in his hand want to apply for a job.</u>			
26.	<u>Margaret and Paula were peeling the potatoes for an hour</u> when John came to help.			
27.	When you come at 9:00 tomorrow morning, <u>Joyce will already arrive in London.</u>			
28.	<u>By the end of this year, my father has been working in this factory for almost 30 years.</u>			
29.	Jack suddenly realized that the teacher was asking him a question. <u>He couldn't answer because he had been day-dreaming for the last ten minutes.</u>			
30.	<u>Michael has bought the ticket for you, so you don't have to rush to the station today.</u>			
31.	<u>The baby had been crying for quite some time</u> before the nurse came to check.			
32.	He usually comes to work by bus, <u>but he takes a taxi today because his car is in the garage.</u>			
33.	<u>What will he have done in the office from 8 to 10 tonight?</u>			
34.	<u>I heated some leftover</u> when the phone rang.			
35.	They are still arranging the files. <u>They will have finish by 10 o'clock.</u>			
36.	<u>It is midnight. I studied for five straight hours.</u> No wonder I'm getting tired.			
37.	<u>He does it later.</u> He is still busy now.			

No.	Sentences	C	IC	Correction
38.	Margareth was born in 1975. <u>By the year 2025, she has been 50 years old.</u>			
39.	Jane, <u>what did you do</u> when I called?			
40.	<u>While John played the piano,</u> Jane, his wife, was singing			
41.	<u>He was teaching here for five years</u> until he resigned last week.			
42.	From 6 to 10 this evening, James will be driving to Semarang. When you call him around 8, <u>he will drive for two hours.</u>			
43.	<u>What are you doing so far?</u>			
44.	I've been working on the business for 10 years. <u>I have enough experience in the field.</u>			
45.	The offer is good. <u>I think he takes it.</u>			
46.	<u>He has been teaching at another school for 5 years</u> before he came here to teach us.			
47.	When Susan comes tonight, <u>John has been working on the proposal for 3 hours.</u>			
48.	The final match of FIFA World Cup is scheduled at 08.00 this evening. <u>When my girlfriend comes at 08.30, I will be watching the match.</u>			
49.	<u>My understanding of this country changed a lot</u> since I arrived.			
50.	Wake up! You have been sleeping long enough. It's time to get up. Your friend has been here. In fact, <u>he is waiting for you for 15 minutes.</u>			

Good Luck

APPENDIX 4 INTERVIEW GUIDE

THINK ALOUD PROTOCOLS

Interviewer (to the subject): Kami ingin membantu Anda untuk dapat menguasai English Tenses. Untuk itu kami memerlukan informasi tentang masalah-masalah yang Anda hadapi dengan English Tenses. Kami akan meminta anda untuk mengungkapkan dengan kata-kata (secara verbal) apa yang anda pikirkan pada waktu anda mengerjakan soal-soal ini.

I. Jenis Soal: Application

- A. Petunjuk apa yang sering anda pakai untuk menjawab soal-soal semacam ini?
- B. Jelaskan proses yang anda lakukan untuk sampai pada jawaban yang anda tulis ini! → *ask the subject to verbalize the process (before, during, and after performing) and record it while performing the task).*
(Note: *If the subject gets stuck, gives triggering questions, such as:*
Apa yang Anda lakukan sebelum menemukan jawabannya?
mencoba menterjemahkan arti kalimat
mencari petunjuk-petunjuk tambahan dalam kalimat
menggunakan pengetahuan tentang bahasa Indonesia
untuk membantu Anda.
*Menggunakan pengetahuan tentang **tenses** bahasa Inggris*
mencari keterangan waktu jika ada
melihat konteks yang ada
.....
.....
- C. Pada waktu menghadapi soal yang menurut anda agak membingungkan jawabannya, apa yang anda lakukan?
- Menterjemahkan arti kalimat
 - Mencari petunjuk-petunjuk tambahan dalam kalimat
 - Menggunakan pengetahuan tentang bahasa Indonesia untuk membantu Anda
 - Menggunakan pengetahuan tentang *tenses* bahasa Inggris
 - Mencari keterangan waktu jika ada
 - Melihat konteks yang ada
 - Menunda mengerjakannya (*If this is the subject's answer, ask further: 'Apa yang Anda lakukan kemudian dengan soal ini?'*)

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- D. Ketika Anda tidak bisa menjawab suatu soal, apa yang Anda lakukan?
- a. Mencoba dengan jawaban yang bersifat untung2 an
 - b. Membiarkannya kosong saja (tidak memberikan jawaban untuk soal ini)
 - c. *If the answer is b, ask further:* Mengapa demikian? Apakah tidak bisa menemukan cues/petunjuk2?

- E. Sesudah menuliskan jawaban, apakah yang Anda lakukan?

II. Jenis Soal: Error Identification and Correction

- A. Petunjuk apa yang sering anda pakai untuk menjawab soal-soal semacam ini?
- B. Jelaskan proses yang anda lakukan untuk sampai pada jawaban yang Anda tulis ini! → *ask the subject to verbalize the process (before, during, and after performing) and record it while performing the task.*
 (Note: *If the subject gets stuck, gives triggering questions, such as:*
Apa yang Anda lakukan sebelum menemukan jawabannya?
mencoba menterjemahkan arti kalimat
mencari petunjuk-petunjuk tambahan dalam kalimat
menggunakan pengetahuan tentang bahasa Indonesia
untuk membantu Anda.
*Menggunakan pengetahuan tentang **tenses** bahasa Inggris*
mencari keterangan waktu jika ada
melihat konteks yang ada

- C. Pada waktu menghadapi soal yang menurut anda agak membingungkan jawabannya, apa yang anda lakukan?
- Menterjemahkan arti kalimat
 - Mencari petunjuk-petunjuk tambahan dalam kalimat
 - Menggunakan pengetahuan tentang bahasa Indonesia untuk membantu Anda
 - Menggunakan pengetahuan tentang **tenses** bahasa Inggris

- Mencari keterangan waktu jika ada
- Melihat konteks yang ada
- Menunda mengerjakannya (*If this is the subject's answer, ask further: 'Apa yang Anda lakukan kemudian dengan soal ini?'*)
-
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-
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- D.** Ketika Anda tidak bisa menjawab suatu soal, apa yang Anda lakukan?
- a. Mencoba dengan jawaban yang bersifat untung2 an
 - b. Membiarkannya kosong saja (tidak memberikan jawaban untuk soal ini)
 - c. *If the answer is b, ask further:* Mengapa demikian? Apakah tidak bisa menemukan cues/petunjuk2?
- E.** Sesudah menuliskan jawaban, apakah yang Anda lakukan?