AN ERROR ANALYSIS ON THE STUDENTS’ TENSE (S)
(A Case Study at the Third Year of “SMK YANUSA”, Academic Year 2006 – 2007)

A paper
Presented to the Faculty of Tarbiya’ and Teachers’ Training
In Partial Fulfillment as one of the Requirements for the Degree of “Strata” I (S 1)

By
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THE ENGLISH DEPARTMENT
OF TARBIYA AND TEACHERS’ TRAINING FACULTY
THE STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
JAKARTA
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A paper entitled “An Error Analysis on the Students’ Tenses (A Case Study at the Third Year of “SMK YANUSA” Academic Year 2006-2007)”, was examined at the examination session of the Faculty of Tarbiya and Teachers’ Training, the State Islamic University (UIN) Syarif Hidayatullah Jakarta on September 25, 2007. This paper has fulfilled the requirements for the Degree of “Strata” I (S I) at English Education Department.

Jakarta, September 25, 2007

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In the name of Allah, The most gracious, The most merciful. All praise due to Allah, without His blessing the writer would not complete this paper.

“Sholawat and Salam” to our prophet Muhammad, Peace be upon him, his family, his companions and his followers.

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The writer realizes that this paper is still far from being perfect. Constructive criticism and suggestion would be acceptable to make this paper better.

Ciputat, June 27, 2007

The Writer
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CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language has become the most widely learned-foreign language on earth, and Indonesia as well. It has been used for many purposes like science development, technology, and culture. As the 2006 English Curriculum for junior high school states “Bahasa Inggris merupakan alat untuk memahami dan mengungkapkan informasi, pikiran, perasaan, dan mengembangkan ilmu pengetahuan, teknologi, dan budaya.”¹

English as a foreign language of course has differences from Indonesian language and one of the differences between the two languages is in grammar. Although some students have learned grammar from the elementary school or even kindergarten, they still find difficulty to distinguish the usage of each function. As a result it will trigger them to produce many errors in their learning, especially in learning of tenses.

Here are the examples of differences between the two languages in using tenses.

Indonesian : Saya pergi ke sekolah setiap hari

Dia pergi ke sekolah kemarin

Dia akan pergi ke sekolah besok

English : I go to school everyday

He went to school yesterday

He will go to school tomorrow.

In Bahasa Indonesia verb doesn’t change even tough the subject and adverb are changed, but in English the verb will change based on the changing of subject and adverb.

Many students commonly make mistakes in their learning but their mistakes are logically acceptable. John Norrish says “it’s natural for the students as a human being to make error, even many native speakers produce many mistakes in speaking and they would be unaware of the way they speak unless they heard recording of themselves.”

The teacher should be aware of those errors and do something to avoid them by doing some correction. One strategy to prevent the students from making the same errors is by analyzing the learner’s error itself. Going from the background of the study above, the writer intends to analyze the error on the students’ tenses.

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B. Limitation and Statement of the Study

The writer limits the discussion on the error on students’ tenses specifically on the usage of six tenses that the students have studied namely simple present, simple past, simple future, present progressive, past progressive, and future progressive.

The statement of the problem is “what types of errors commonly made by the students in using tenses.”

C. The Objective of the Study

The objective of the study is to analyze the common error on student’s tenses made by the third year students of “SMK YANUSA”, Pondok Pinang, academic year 2006-2007. Theoretically, this study intends to identify, define, classify, and finally explain the errors.

D. Significance of the Study

This study is intended for the improvement of the learners and teachers in learning-teaching English. This will provide information on students’ problems in applying the tense. This will also encourage English teachers to grapple with error in grammar. Practically, it will provide feedback for improving the teaching technique and encourage students to avoid in making the same errors.
E. **Method of Research**

This writing is accomplished by using both library and field research. To find the entire theoretical framework, the writer collects the data from the library of UIN Syarif Hidayatullah Jakarta, the library of Tarbiya Faculty UIN Jakarta, the National Library and the UNIKA Atmajaya library. The subject of the field research is the third year student of “SMK YANUSA”, Pondok Pinang academic year 2006-2007.

F. **Organization of the Study**

This writing is divided into four chapters.

*Chapter I* is introduction, consists of Background of the study, Limitation and statement of the study, Objective of the study, Significance of the study, Research Methodology and Organization of the study.

*Chapter II* is theoretical Framework, consists of Error and Error Analysis, (Definition of error, Error analysis, Types of error, Classification of error, Cause of error and the Goal of error analysis), and Tenses (Definition of tenses, Kinds and the Usage of tenses).

*Chapter III* consists of Research methodology (Purpose of research, Time and location, Population and sample, Instrument of research and Technique of data analysis) and Research Finding (Data description, Data analysis and Data interpretation).

*Chapter IV* is Conclusion and Suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

A. Error and Error Analysis

1. Definition of Error

Human learning is fundamentally a process that involves the making of mistakes and errors. Thus, the making error is unavoidable case in learning process. Dulay says “… making error is an inevitable part of learning. People cannot learn language without first systematically committing errors.”

Error is natural part of language learning, because they reflect various stages in the language development of the learner.

What is error? Dullay defines error as “the flawed side of learner speech or writing.” While Douglas Brown states “Error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.”

From the statements above it can be seen that error is common and natural thing made by the student in learning foreign language process.

In the study of error analysis, linguists distinguish error from mistake. To be more clarified between error and mistake, Hubbard says in his book “errors are

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4 Heidi Dulay, et al., Ibid.
caused by lack of knowledge about the target language or by incorrect hypothesis about it; and mistakes caused by temporary lapses of memory, confusion, slip of tongue and so on. Errors reveal the portion of the learner’s competence in the target language, while mistakes refer to performance error that is either a random guess or a slip. It is the result of some sort temporary breakdown or imperfection in the process of producing speech. And what attention is called to it, mistake can be self-corrected. While Corder distinguishes between error and mistake as follows “performance error have been called ‘mistakes’ while the term ‘errors’ was reserved for the systematic deviation due to the learner’s still developing knowledge of the second language rule system.”

From the definition above it can be concluded that errors happened because of lack of knowledge about target language. (Competence factor) and cannot be self-corrected, while mistakes occurred because of temporary lapses memory or slip of tongue (performance factor) and it can be self-corrected.

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2. Error Analysis

To know more why the students make error, we need the study that concerned with it, and the study of learner’s error is called error analysis.

Error analysis has a methodology involves some procedures that the researcher or the teacher should administer. Corder suggests the five steps of procedures, they are:

a. Collection of a sample of learner language
b. Identification of errors
c. Description of errors
d. Explanation of errors and
e. Evaluation of errors.9

The similar procedure was proposed by Sridhar, he states the six steps as follows:

a. Collection of data
b. Identification of errors
c. Classification into error types
d. Statement or relative frequency of error types
e. Identification of the areas of difficulty in the target language
f. Theraphy (remedial drill, lesson, etc).10


3. **Types of Error**

   Every learner has a different type of making errors, but the most common errors that the learner made are:

   a. *Omitting grammatical morphemes*, which are items that do not contribute much to the meaning of sentences as in *He hit car*.

   b. *Double marking* a semantic feature (e.g. past tense) when only one marker is required, as in *She didn’t went back*.

   c. *Regularizing* rules, as in *womans for women*.

   d. *Using archforms – one form in place of several* – such as the use of *her* for both *she* and *her*, as in *I see her yesterday. Her dance with my brother*.

   e. *Using two or more forms in random alternation* even though the language requires the use of each only under certain conditions, as in the random use of *he* and *she* regardless of the gender of the person of interest.

   f. *Misordering* items in constructions that require a reversal of word-order rules that had been previously acquired, as in *What you are doing?*, or misplacing *items* that may be correctly placed in more than one place in the sentence, as in *They are all the time late.*

---

4. **Classification of Error**

S. Pit Corder proposes the three classification of error, they are:

a. *Presystematic Errors* occurs when the learner is unaware of the existence of a particular rule in the target language, the learner neither correct his error nor say what his problem is.

b. *Systematic Errors* occur when the learner has discovered a rule but it is the wrong one, the learner cannot correct his error but can give some explanation of what he was aiming at or trying to do.

c. *Postsystematic Errors* occur when the learner knows the correct target language rule but uses it inconsistently, the learner can both correct his error and explain what was wrong.¹²

5. **Cause of error**

Errors occur for many reasons. One obvious cause is interference from the native language. One of strategies to prevent students from making the same error is by looking at causes of error itself.

Pit Corder claims that there are three major causes of error, which he labels ‘transfer errors’, ‘analogical errors’ and ‘teaching-induced errors’. While Hubbard proposes the same categories with different names, they are:¹³

a. Mother-tongue interference.

Although young children appear to be able to learn a foreign language quite easily and to reproduce new sounds very effectively, older learners experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a

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‘foreign’ pronunciation, faulty grammar pattern and, occasionally, to the wrong choice of vocabulary.

b. Overgeneralization

The mentalist theory claims that errors are inevitable because they reflect various stages in the language development of the learner. It claims that the learner processes new language data in his mind and produces rules for its production, based on the evidence. Where the data are inadequate, or the evidence only partial, such rules may produce incorrect pattern.

c. Errors encouraged by teaching material or method.

The teaching material or method can also contribute to the students errors. Behaviorism says error is evidence of failure, or ineffective teaching or lack of control. If material is well chosen, graded and presented with meticulous care, there should never be any error.

The similar idea comes from Douglas Brown, He distinguishes the causes of error into four causes. He labels; interlingual transfer, intralingual transfer, context of learning and communication strategies.\(^{14}\)

a. Interlingual Transfer

Inter-lingual errors happened because the interference of a mother-tongue into a target language. In this early stage, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw.

b. Intra-lingual Transfer

The early stage of language learning is characterized by a predominance of inter-lingual transfer, but once the learners have begun to acquire parts of the new system, more and more interalingual – generalization within the target language – is manifested, and their previous language experience begin to include structures within the target language itself.

c. Context of learning

Context refers to the classroom with its teacher and its materials in the case of school learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook.

d. Communication Strategies

Communication strategies were defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across, but at times these techniques can themselves become a source of error.

Meanwhile, Richards distinguishes three causes of error as follows:

a. *Interference errors* as a result of the use of elements from one language while speaking another.

b. *Intralingual errors* reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.
c. Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.\textsuperscript{15}

From the opinion above the writer can conclude that errors commonly happen because of both the interference of the native language and developmental error.

6. Goal of the error analysis

One of the goals of error analysis is providing the feedback value for the teacher. Sridhar says "It was believed that error analysis, by identifying the areas of difficulty for the learner, could help in:

a. Determining the sequence of presentation of target items in text-book and classroom, with the difficulty items following the easier ones;
b. Deciding the relative degree of emphasis, explanation and practice required in putting across various items in the target language;
c. Devising remedial lessons and exercises;
d. Selecting items for testing the learner’s proficiency.\textsuperscript{16}

While, Dulay states that studying errors serves two major purposes: (1) It provides data from which interferences about nature of the language learning process can be made; and (2) It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner’s ability to communicate effectively.\textsuperscript{17}

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\textsuperscript{15} Rod Ellis, \textit{Op. Cit.}, p.58

\textsuperscript{16} Jacek Fisiak (ed), \textit{Op. Cit.}, p.221-222

\textsuperscript{17} Dulay, et.Al., \textit{Op. Cit.}, p.138
B. Tenses

1. Definition of tenses

One of the important things in learning grammar is tenses. In Oxford Advanced Learner’s Dictionary it has been mentioned that tense is any of form of a verb that may be used to indicate the time of the action or state expressed by the verb.\(^{18}\) Meanwhile, Otto Jesperson states “Tense is the linguistic expression of time-relations, so far as these are indicated in verb forms.”\(^{19}\) In more detailed, A.S Hornby says that Tense stands for a verb form or series of verb form used to express a time relation; tense may indicate whether an action, activity, or state is past, present, or future.\(^{20}\)

From the ideas that have been mentioned above it can be concluded that tense is related to the verb, which denotes and indicates the time of the action or activity; whether an action, activity, or state is past, present or future.

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2. Kinds and Usage of Tenses

In her book ‘Understanding and Using English Grammar’ Betty Schrampfer Azar divides tenses into: present, past and future. Each of tenses has four forms as shown at the table below.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Future Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple present</td>
<td>Simple past</td>
<td>Simple future</td>
</tr>
<tr>
<td>Present progressive</td>
<td>Past progressive</td>
<td>Future progressive</td>
</tr>
<tr>
<td>Present perfect</td>
<td>Past perfect</td>
<td>Future perfect</td>
</tr>
<tr>
<td>Present perfect progressive</td>
<td>Past perfect progressive</td>
<td>Future perfect progressive</td>
</tr>
</tbody>
</table>

a. Simple Present Tense

The Simple present tense says that something was true in the past, is true in the present, and will be true in the future (general statements of fact). It also used to express habitual or everyday activity. The similar idea comes from Wren and Martin, they say that the simple present is used to express a habitual action and general truths.

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Example;
- He drinks tea every morning. This sentence indicates \textit{Habitual Action or everyday activity}
- The sun rises in the east. This sentence indicates \textit{General truth or general statement}.
- The world is round. This sentence indicates \textit{General truth or general statement}.

\textbf{b. Present Progressive Tense}

The Present progressive/ continuous tense is called the real present in the sense that it can be demonstrated; seen, etc.\footnote{Nasrun Mahmud, \textit{English for Muslim University Students} (Jakarta: Pusat Bahasa dan Budaya Universitas Islam Negeri Jakarta, 2003) p. 83} This tense expresses an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at present, and will probably end at some point in the future.\footnote{Betty Schrampfer Azar, \textit{Loc., Cit.}} It is also used for an action that has already been arranged to take place in the near future.\footnote{Wren and Martin, \textit{Op., Cit.} P. 68}

Example;
- John and Mary are talking on the phone
- Be quite! The baby is sleeping now
- I am going to the cinema tonight.
c. Present Perfect Tense

The Present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important. It also expresses the repetition of an activity before now. It also, when used with for and since, expresses a situation that began in the past and continuous to the present.\(^{27}\) The present perfect is used to indicate an action that happened at an indefinite time in the past. It also indicates an action that happened more than once in the past. It also indicates an action that began in the past and is still occurring in the present.\(^{28}\)

Example;

- I have already seen that movie.
- We have had four tests so far this semester
- I have been here since seven o’clock.
- I have known him for many years.

d. Present Perfect Progressive Tense

Present perfect progressive is used to indicate the duration of an activity that began in the past and continuous to the present. For this meaning, it is used with time words such as for, since, all morning, all day, and all week. It also


expresses a general activity in progress recently, lately, without any specific mention of time.\textsuperscript{29}

Example;
- I \textit{have been sitting} here \textit{since} seven o’clock.
- I \textit{have been sitting} here \textit{for} two hours
- All of the students \textit{have been studying hard}. Final exams start next week.

e. \textbf{Simple Past Tense}

The Simple past indicates that an activity or situation began and ended at a particular time in the past. The Simple past is used for completed action that happened at one specific time in the past. This tense is also used to indicate an action that took place in the past (strictly speaking; before now) with emphasis on the time the action took place.\textsuperscript{30}

Example;
- I \textit{walked} to school \textit{yesterday}
- John \textit{went} to Spain \textit{last year}.
- He \textit{lived} in Paris for ten years, but now he is living in Rome.

\textsuperscript{29} Betty Schrampfer Azar, \textit{Op. Cit.} p. 36

\textsuperscript{30} Nasrun Mahmud, \textit{Op. Cit.} p. 85
f. **Past Progressive Tense**

The Past progressive tense shows the two actions, both occurred at the same time, but one action began earlier and was in progress when the other action occurred. In the other hand, sometimes the past progressive is used in both parts of sentence when two actions are in progress simultaneously. The past progressive is used to indicate an action which was occurring in the past and was interrupted by another action. It is also used to indicate two actions occurring at the same time in the past.

Example;
- I was walking down the street when it began to rain.
- While I was walking down the street, it began to rain.
- While I was studying in one room of our apartment, my roommate was having a party in the other room.
- Martha was watching TV while John was reading a book.


g. **Past Perfect Tense**

The Past perfect expresses an activity that was completed before another activity or time in the past.

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Example;

- My parent *had* already *eaten* by the time I got home
- Until yesterday, I *had* never *heard* about it.
- John *had gone* to the store before he went home.

**h. Past Perfect Progressive Tense**

The Past perfect progressive emphasizes the duration of an activity that was in progress before another activity or time in the past. This tense also may express an activity in progress recent to another time or activity in the past.34

Example;
- The police *had been looking for* the criminal for two years before they caught him.
- When Judy got home, her eyes were still wet because she *had been crying*.

**i. Simple Future Tense**

The Simple future is used to talk about things which we cannot control. It expresses the future as fact.35 Betty says it is used to express future time. For this tense we use will or be going to.36

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Example;

- I will be twenty next Sunday
- He will finish his work tomorrow
- He is going to finish his work tomorrow

In more detail, Betty distinguishes the usage of ‘will and be going to’ as follows.\(^\text{37}\)

1) To express a prediction, either will or be going to is possible to use.
   Example : According to the weather report, it will be cloudy tomorrow.

2) To express a prior plan, only be going to is used.
   Example : A: Why did you buy this paint?
   B: I’m going to paint my bedroom tomorrow.

3) To express willingness, only will is used.
   Example : A: The phone is ringing
   B: I’ll get it

j. Future Progressive Tense

The Future progressive expresses an activity that will be in progress at a time in the future.\(^\text{38}\)

\(^{37}\) Ibid., p.45

\(^{38}\) Ibid., p.45
Example;

- I will begin to study at seven. You will come at eight.

I will be studying when you come.

**k. Future Perfect Tense**

The future perfect expresses an activity that will be completed before another time or event in the future.\(^{39}\)

Example;

- I will graduate in June. I will see you in July. By the next time I see you, I will have graduated.
- I will have finished my homework by the time I go out on a date tonight.

**l. Future Perfect Progressive Tense**

The future perfect progressive emphasizes the duration of an activity that will be in progress before another time or event in the future.\(^{40}\)

Example;

- I will go to bed at ten p.m. He will get home at midnight. At midnight I will be sleeping. I will have been sleeping for two hours by the time he gets home.

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\(^{39}\) *Ibid.*, p.61

\(^{40}\) Betty., *Loc., Cit.*
C. Research Methodology

1. Purpose of Research

The purpose of research in this paper is to find out the grammatical errors and their causes made by the 3rd grade students of “SMK YANUSA”, Pondok Pinang, in their tenses test.

2. Time and Location

This writing is accomplished by using a field research. This field research held at “SMK YANUSA”, Pondok Pinang, Jakarta Selatan, on April 2007, conducting by using the written test made by the teacher from some sources, consists of 30 multiple choice questions about tenses.

3. Population and Sample

At “SMK YANUSA”, the total population of the 3rd year students, academic year 2006-2007 is 120 students. They are divided into three classes. The sample for this research is 30 students (that were) taken randomly from those three classes in order to get representative data.
4. Instrument of Research

In this research the writer gave a multiple-choice test to get the data. He made 30 questions which were focused on six tenses. From this test, he hopes that he can find which types of tenses that most students fail on it.

5. Technique of Data Analysis

In this research the writer uses quantitative descriptive technique (percentage), which is described in the table of percentage. In this percentage the writer uses formula:

\[
P = \frac{F}{N} \times 100 \%
\]

\[
P = \text{Percentage}
\]

\[
F = \text{Frequency of errors occurrence}
\]

\[
N = \text{Number of observed sample}
\]
D. Research Finding

7. Data Description

The writer gave students a multiple choice test that consists of 30 questions focusing on; Simple present, present progressive, simple past, past progressive, simple future, and future progressive.

Each of tenses problem area has several items. The following tables will show the number of items and errors of each problem area.

<table>
<thead>
<tr>
<th>No</th>
<th>Tenses problem area</th>
<th>Number of items</th>
<th>Number of errors</th>
</tr>
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<td>Simple present</td>
<td>1</td>
<td>10</td>
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<td>-------------------</td>
</tr>
<tr>
<td>4</td>
<td>Past progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Simple future</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Future progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
8. Data Analysis

In this part, the data was analyzed and the description is as follows:

Table 2
Frequency of error of Simple present

<table>
<thead>
<tr>
<th>No</th>
<th>Problem area</th>
<th>Item number</th>
<th>Frequency of error</th>
<th>Percentage of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple present</td>
<td>1</td>
<td>10</td>
<td>33.3 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>17</td>
<td>56.6 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>18</td>
<td>60 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24</td>
<td>25</td>
<td>63.3 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
<td>12</td>
<td>40 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29</td>
<td>9</td>
<td>30 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>6 items</td>
<td></td>
<td>47.20 %</td>
</tr>
</tbody>
</table>

In the Simple present tense there were 10 students (33.3 %) who made error in the item number 1, 17 students (56.6 %) made error in the item number 7, 18 students (60 %) made error in the item number 17, 25 students (63.3 %) made error in the item number 24, 12 students (40 %) made error in the item number 25 and 9 students (30 %) made error in the item number 29. On the average, the percentage of error in this tense is 47.20 %. The highest frequency of error of students on the table above takes place number 24 with 63.3 %.
Table 2.1
The students’ answer and its explanation

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ answer</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The sun <em>rise</em> in the east</td>
<td>The sentence shows general statements of fact. The verb should be added by “s” since the subject is singular.</td>
</tr>
<tr>
<td>7</td>
<td>Every Sunday we <em>didn’t</em> go swimming</td>
<td>Negative form of simple present tense is “don’t or doesn’t”.</td>
</tr>
<tr>
<td>17</td>
<td>Every night the watchman turns on all the lights and <em>walk</em> around the building every half an hour.</td>
<td>The subject of the sentence is watchman (singular). So that the verb should be added by “s”.</td>
</tr>
<tr>
<td>24</td>
<td>The Chef arranges the menu and <em>served</em> drinks to the table in the bar.</td>
<td>Since the subject of the sentence is singular, the verb should be <em>arranges</em> and <em>serves</em>.</td>
</tr>
<tr>
<td>25</td>
<td><em>Do</em> your brother go to school everyday?</td>
<td>In interrogative form of simple present “do” used for plural subject while “does” used for singular subject.</td>
</tr>
<tr>
<td>29</td>
<td>She <em>go</em> to school by car everyday.</td>
<td>The subject of this sentence is singular form, so that the verb should be <em>goes</em>.</td>
</tr>
</tbody>
</table>

From those students’ answer above it can be seen that some students have not been able yet to analyze the rule of simple present in (positive, negative and interrogative) pattern. It is signed by the absence of an item “s” that must appear
in the sentence “omitting grammatical morphemes” as mentioned above (e.g. the sun *rise* in the east, She *go* to school by car everyday). Besides that, the students are still confused to identify the sentences since the writer uses the long dialog or complex sentence (number 24 and 25).

Table 3
Frequency of error of Present progressive

<table>
<thead>
<tr>
<th>No</th>
<th>Problem area</th>
<th>Item number</th>
<th>Frequency of error</th>
<th>Percentage of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Present progressive</td>
<td>5</td>
<td>26</td>
<td>86.6 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>8</td>
<td>26.6 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>8</td>
<td>26.6 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>10</td>
<td>33.3 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27</td>
<td>8</td>
<td>26.6 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5 items</td>
<td></td>
<td>39.94 %</td>
</tr>
</tbody>
</table>

From the table above it is shown that the highest frequency of error comes from number 5 with 26 students (86.6 %), 8 students (26.6 %) made error in the item number 6 and 11, 10 students (33.3 %) made error in the item number 21, and 8 students (26.6 %) made error in the item number 27. On the average, the percentage of error in this tense is 39.94 %.
Table 3.1
The students’ answer and its explanation

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ answer</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td><em>Does</em> your father going to school now?</td>
<td>In interrogative form of present progressive “is, am, and are” are used. The sentence should be <em>is your father</em>…</td>
</tr>
<tr>
<td>6</td>
<td>Watch out! That man <em>drives</em> on the wrong side of the road.</td>
<td>The sentence shows an activity that is in progress at the moment of speaking, so that, “<em>V-ing</em>” should be used.</td>
</tr>
<tr>
<td>11</td>
<td>Be quite! The baby <em>was sleeping</em> now</td>
<td>The verb should be <em>is sleeping</em> since it shows an activity that is in progress at the moment of speaking.</td>
</tr>
<tr>
<td>21</td>
<td>She <em>teaches</em> English in my class now.</td>
<td>The sentence shows an action in progress. The verb should be <em>is teaching</em></td>
</tr>
<tr>
<td>27</td>
<td>What is Santi <em>read</em>?</td>
<td>The sentence should be <em>what is Santi reading</em>?</td>
</tr>
</tbody>
</table>

*Mother-tongue interference* gives much influence to the students answer. It can be seen that some students are still confused in changing the verb based on adverb of each sentence. Besides that, the different grammar of the first language bears faulty grammar pattern.
Table 4
Frequency of error of Simple past

<table>
<thead>
<tr>
<th>No</th>
<th>Problem area</th>
<th>Item number</th>
<th>Frequency of error</th>
<th>Percentage of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Simple past</td>
<td>2</td>
<td>18</td>
<td>60 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>11</td>
<td>36.6 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
<td>3</td>
<td>10 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>11</td>
<td>36.6 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30</td>
<td>13</td>
<td>43.3 %</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>5 items</strong></td>
<td></td>
<td><strong>37.3 %</strong></td>
</tr>
</tbody>
</table>

Those items are about Simple past tense. There were 18 students (60 %) who made error in the item number 2, and it’s the highest frequency of error. 11 students (36.6 %) made error in the items number 8 and 26, 3 students (10 %) made error in the item number 13, and 13 students (43.3 %) made error in the item number 30. On the average, the percentage of error in this tense is 37.3 %.

Table 4.1
The students’ answer and its explanation

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ answer</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><em>Does</em> he drive to school yesterday?</td>
<td>In interrogative sentence of simple past “did” should be used.</td>
</tr>
<tr>
<td>8</td>
<td>My uncle <em>don’t</em> want to meet me a week ago.</td>
<td>The sentence shows a situation began and ended at a particular time</td>
</tr>
</tbody>
</table>
in the past. The negative form of simple past is “didn’t”.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 13 | When *was* you born?  
I was born in 1989. | In nominal sentence of simple past  
“*was*” used for singular subject  
while “*were*” used for plural subject. |
| 26 | What did you usually do when you were in London?  
I *used to walked* down the road in the afternoon | The verb “*used to*” should be followed by base form of verb.  
“*Used to*” shows the past form. |
| 30 | My friends and I loved to play in a small field near our houses and we *were riding* our bicycle together. | The sentence shows a situation began and ended at a particular time in the past. The sentence should use V-2 |

Some students have not understood yet to distinguish the usage of “does and did” “was and were” in the sentence. It can be seen from the students’ answer above that some students used “does” in making interrogative sentence although the sentence belongs to past sentence. Some students used “don’t” in negative sentence although the sentence belongs to past sentence. In general, those errors happened because of intrerlingual error.
Table 5
Frequency of error of Past progressive

<table>
<thead>
<tr>
<th>No</th>
<th>Problem area</th>
<th>Item number</th>
<th>Frequency of error</th>
<th>Percentage of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Past progressive</td>
<td>3</td>
<td>13</td>
<td>43.3 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>13</td>
<td>43.3 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>11</td>
<td>36.6 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td>10</td>
<td>33.3 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>9</td>
<td>30 %</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>5 items</strong></td>
<td></td>
<td><strong>37.8 %</strong></td>
</tr>
</tbody>
</table>

The table above shows the frequency of error of Past progressive tense. The highest frequency of error of students goes to number 3 and 10 with 13 students (43.3 %), 11 students (36.6 %) made error in the item number 15, 10 students (33.3 %) made error in the item number 18, and 9 students (30 %) made error in the item number 20. On the average, the percentage of error in this tense is 37.8 %.

Table 5.1
The students’ answer and explanation

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ answer</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>They <em>are studying</em> when the headmaster came.</td>
<td>The sentence shows two actions. One action began earlier and was in progress when the other action</td>
</tr>
</tbody>
</table>
From the students’ answer above it can be seen that some students still have not been able yet to distinguish the usage of “are studying and were studying” in the sentence. Those errors happen because of overgeneralization that produce incorrect pattern when the students applied the tense rule in the sentence.

<table>
<thead>
<tr>
<th></th>
<th>occurred. The sentence should be were studying.</th>
<th>occurred. The sentence should be were studying because the second action was in progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>When I got home you are studying English with your friends.</td>
<td>The verb of second sentence should be were studying because the second action was in progress.</td>
</tr>
<tr>
<td>15</td>
<td>When I arrived at the station Mary is waiting for me.</td>
<td>The second sentence should be Mary was waiting for me.</td>
</tr>
<tr>
<td>18</td>
<td>The teacher came into the classroom unusually early and one of the boys, who smoked a cigarette, had no time to put it out. So, he threw it into the desk and hoped for the best.</td>
<td>The second sentence should be who was smoking a cigarette… because it was in progress when the other action occurred.</td>
</tr>
<tr>
<td>20</td>
<td>The students are practicing in the workshop when a group of students from another province came to do comparative study.</td>
<td>The verb of first sentence should be were practicing. Because it was in progress when the other action occurred.</td>
</tr>
</tbody>
</table>
Based on the table above, there were 4 students (13.3 %) who made error in the item number 4, 16 students (53.3 %) made error in the items number 9 and 23, and it’s the highest error made by the student. 7 students (23.3 %) made error in the item number 14, 15 students (50 %) made error in the item number 22, and 6 students (20 %) made error in the item number 28. On the average, the percentage of error in this tense is 35.5 %.
# Table 6.1

The Students’ answer and its explanation

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ answer</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>My supervisor promises that I <em>get</em> a raise next year</td>
<td>The sentence expresses future time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>So that the verb should be <em>will get</em>.</td>
</tr>
<tr>
<td>9</td>
<td>The school <em>will announced</em> the result of the final examination next week.</td>
<td>The sentence expresses future time since its adverb is “next week”.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>So that the verb should be <em>will + base form</em>.</td>
</tr>
<tr>
<td>14</td>
<td>The manager came early yesterday but he <em>comes</em> late tomorrow morning</td>
<td>“Tomorrow morning” shows that the sentence indicates future time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>So that will + base form should be used.</td>
</tr>
<tr>
<td>22</td>
<td>This letter is in English, can you help me?</td>
<td>The sentence expresses future time.</td>
</tr>
<tr>
<td></td>
<td>Sure. I <em>am going to</em> translate it for you</td>
<td>To express willingness “<em>will</em>” is used.</td>
</tr>
<tr>
<td>23</td>
<td>Why did you buy this paint?</td>
<td>The sentence expresses future time.</td>
</tr>
<tr>
<td></td>
<td>I <em>will</em> paint my bedroom tomorrow.</td>
<td>To express “<em>a prior plan</em>” be going to is used.</td>
</tr>
<tr>
<td>28</td>
<td>It will be a long weekend next week, what is your plan?</td>
<td>“Be going to” is used since the sentence expresses a prior plan.</td>
</tr>
<tr>
<td></td>
<td><em>We have a barbeque.</em></td>
<td></td>
</tr>
</tbody>
</table>
From the students’ answer above it can be seen that some students still have not been able yet to distinguish the usage of “will and be going to” in the sentence. It happens because of the mother-tongue interference.

Table 7
Frequency of error of Future progressive

<table>
<thead>
<tr>
<th>No.</th>
<th>Problem area</th>
<th>Item number</th>
<th>Frequency of error</th>
<th>Percentage of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Future progressive</td>
<td>12</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>3</td>
<td>10 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
<td>14</td>
<td>46.6 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3 items</td>
<td></td>
<td>28.3 %</td>
</tr>
</tbody>
</table>

The table above shows the frequency of error of Future progressive. From the table it can be seen that nobody made error in the item number 12, 3 students (10 %) made error in the item number 16, while 14 students (46.6 %) made error in the item number 19, and it is the highest error made by the students. On the average, the percentage of error in this tense is 28.3 %.
Table 7.1  
The Students’ answer and explanation

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ answer</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Right now I am studying English. Yesterday at this time, I was studying English. Tomorrow at this time, I will study English.</td>
<td>The third sentence expresses an activity that will be in progress at a time in the future. So that the verb should be will be studying.</td>
</tr>
<tr>
<td>16</td>
<td>Right now I am attending class. Yesterday at this time, I was attending class. Tomorrow at this time, I will attend class.</td>
<td>The verb of the third sentence should be will be attending.</td>
</tr>
<tr>
<td>19</td>
<td>I will begin to study at seven. You will come at eight. I will study when you come.</td>
<td>The sentence should be I will be studying.</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that some students are still not able to distinguish the sentence in past, present or future pattern. Besides that, the long sentences made them confused to identify sentence correctly. And the carelessness has inherited the faulty on the students’ answer.
9. **Data Interpretation**

After analyzing the frequency of error in each item, the following table describes the sequence of tenses problem area based on its high frequency of errors.

<table>
<thead>
<tr>
<th>No</th>
<th>Tenses problem area</th>
<th>Frequency of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simple present</td>
<td>47.20%</td>
</tr>
<tr>
<td>2</td>
<td>Present progressive</td>
<td>39.94%</td>
</tr>
<tr>
<td>3</td>
<td>Past progressive</td>
<td>37.8%</td>
</tr>
<tr>
<td>4</td>
<td>Simple past</td>
<td>37.3%</td>
</tr>
<tr>
<td>5</td>
<td>Simple future</td>
<td>35.5%</td>
</tr>
<tr>
<td>6</td>
<td>Future progressive</td>
<td>28.3%</td>
</tr>
</tbody>
</table>

The table above shows that the highest frequency of error goes to Simple present with 47.20%. This proves that this tense becomes the most difficult grammatical area for the third students of SMK YANUSA even though they have been studying tenses since they were the first grade of “SMK”. Some students are still confused in forming verb based on the subject for the affirmative sentence. In negative sentences they are still confused in using don’t and doesn’t as well as in interrogative pattern. Besides that, they have not understood yet the kinds of tenses in complex sentence or long dialog.
In present progressive, 39.94% of students made errors. In this tense some students are still confused in forming this tense in the positive, negative or interrogative form. In forming question form some students are still confused in using “does or do”.

37.8% of students made errors in past progressive. In this tense some students are still confused to distinguish the two actions that occurred at the same time but one action began earlier and was in progress when the other action occurred.

In Simple past, 37.3% of students made errors. As mentioned above the difficulty is around how to distinguish the auxiliary do, does, and did in the sentences.

In Simple future, 35.5% of students do errors. Some students have not been able yet to distinguish the usage of ‘be going to’ and ‘will’ in the sentence.

And the lowest frequency of errors made by the students is Future progressive with 28.3% frequency of errors, in this tense the students are expected to compare among present, past and future sentences.

From the results above the writer can say that, in general, some students are still confused to identify the tenses rule and usage both in the simple and complex sentences. It proves that the English learning at SMK YANUSA must be improved again to be the best.

Besides the material, there are many factors why the students made error. It may come from the method of teaching, because how well the students understand the material, it depends on the method of teaching that teacher used.
CHAPTER IV

CONCLUSION AND SUGGESTION

E. Conclusion

Based on the data analysis and discussion in the previous chapters, the writer concludes that some students still have not understood well the rule and the usage of those tenses even tough they have just learnt. Simple Present Tense as the basic of tenses becomes the item with the highest frequency of error that reaches up to 47.20 %. Then Present Progressive Tense with 39.94 % frequency of error, Past Progressive Tense with 37.8 % frequency of error, Simple Past Tense with 37.3 % frequency of error, Simple Future Tense with 35.5 % and the lowest frequency of error made by the students is Future Progressive Tense with 28.3 %. Generally, it can be concluded that the students still find difficulty in identifying tenses test.

F. Suggestion

Based on the conclusion above, the writer would like to give some suggestion concerning with English learning process especially in learning tenses as follows;

a. In teaching tenses the teacher should give an explanation about the kinds of verb – base form, V-ing, past form and past participle – the form and its
function since it is very important for the students in making the correct sentences.

b. The teacher ought to give a series exercise done both in classroom and for home assignment, whose aim is to cause the learner absorb the structure thoroughly.

c. The teacher should have various and fun method and technique, which is interesting for the student. It can be by role-playing, games and etc. because fun atmosphere will make learners comfortable in learning tenses, and finally the learners can grasp the tenses easily.

d. In teaching simple present tense the teacher ought to explain about daily habit and routine activity. To give more understanding about this tense the teacher gets the students to write their daily activity schedule.

e. In teaching present progressive tense the teacher should demonstrate the action-in-progress in order to give more understanding that present progressive is used to indicate an activity that is in progress at the moment of speaking.

f. In teaching simple past tense the teacher should explain the verb forms – base form and past form – because past form is used in this tense. To make the students more understanding about this tense the teacher has the students retell or write the past story.

g. In teaching past progressive tense the teacher should presents the two actions in order to explain which one an activity began earlier and was in progress when the other action occurred.
h. In teaching simple future tense the teacher has the students write their planned future in order to make them more understanding about this tense.

i. In teaching future progressive tense the teacher should present the two sentences in order to explain an activity that will be in progress at a time in the future.


Celce-Murcia, Marranne, *Teaching English as a Second or Foreign Language*, Boston: Heinli and Heinli Publisher, 1991


# APPENDIX III

## Table of Students’ Answer

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