

**AN ANALYSIS OF STUDENTS' ERROR IN USING TENSES  
FOR ELEVENTH GRADE STUDENTS OF MA ALKHAIRAAT  
PUSAT PALU**



**A THESIS**

*Presented as fulfillment of the requirements for the degree of Sarjana Pendidikan  
(S.pd) at the Teacher and Tarbiyah Faculty State Institute for Islamic Studies*

By

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2020**

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A thesis entitled "An Analysis of Students' Difficulties in Using Tenses for Eleventh Grade Student of MA Alkhairaat Pusat Palu by Nadia Bachmid NIM: 151160022, student of Tadris English Education Faculty of Tarbiyah and Teacher Training State Institute of Islamic Palu, after observing and correcting the thesis, each supervisor sees that the thesis has been fulfilled scientific requirements for seminar.

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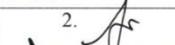
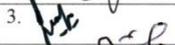
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**LEGALIZATION**

A thesis by Nadia Bachmid NIM 15.1.16.0022 entitled “An Analysis of Students’ Error in Using Tenses for Eleventh Grade Students’ of MA Alkhairaat Pusat Palu” which has been examined by the examiner council of Teacher Training and Tarbiyah Faculty State Institute of Islamic Palu on the date 27 August 2020 M which coincide with the date 8 Muharram 1442 H. It can be seen that the thesis has already fulfill the criteria of scientific writer and can be accepted as the regulations to require Sarjana Pendidikan (S.Pd) English Tadris Department with some of the corrective.

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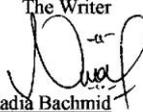
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## ABSTRACT

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Students' grammar ability especially in using tenses at MA Alkhairaat Pusat Palu has not improved yet. It was said by the English teacher when the writer did the observation there. Students usually faced some errors in tenses. Therefore, the writer did research at MA Alkhairaat Pusat Palu to find out what made students did error in using tenses.

The method used in this research was qualitative descriptive research. The technique of data collection used observation, interview, documentation, and essay test for the instrument. In analyzing the data, the writer used formulas. The first formula was to measure students' error in using tenses and the second formula was to measure the average of students' error.

The result of this research stated that the students' error frequency were 231 with the percentage 100 % and the average were 52.5 %. It means the students made many errors on tenses that had already been tested. The total of types of errors in the use of present perfect and present perfect progressive are 54 with the percentage 100 %. In the use of past tense and past continuous tense are 68 with the percentage 100 %. The last is the total frequency of types of errors in the use of past perfect and past perfect continuous are 47 with the percentage 100 %.

It can be concluded that the student sometimes got confused to put the right place of *to be*, the verb 1 and 2, and the regular and irregular verbs. The writer also saw that several students had the same answer even the error that their made also the same. Based on the interview that the writer did to several students, most of them answer that tenses are really complicated and they got confused how to put *to be* into the right place.

## CHAPTER I

### INTRODUCTION

#### *A. Background*

Language is a connecting device used to communicate in every region. English is considered as one of the most important languages in the world that is applied in many countries as the second language acquisition. In about twenty-five countries English has been legally designated as an official language: in about ten (such as Nigeria) it is the sole official language, and in some fifteen others (such as India) it shares that status with one or more other languages.<sup>1</sup>

English is used in several countries as a native language. English is spoken as a native language by more than 300 million people, most of them living in North America, the British Isles, Australia, New Zealand, the Caribbean, and South Africa. In several of these countries, English is not the sole language: the Quebec province of Canada is French-speaking, most South Africans speak Afrikaans or Bantu languages, and many Irish and Welsh people speak Celtic languages.<sup>2</sup> It means even though English is their native language, but in several provinces of those countries do not use English as their native language.

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<sup>1</sup>Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, and Jan Svartvik, *A Comprehensive Grammar of The English Language*, (New York: Longman, 1985), 4

<sup>2</sup>*Ibid*, 4

As foreign language (EFL), English also many used in political, law, and medical. In education, English is taught in every country in the world. Either kindergarten to university English always applied as the important subject. The reason why English applied in education system is because learning English may enlarge knowledge all over the world.

Teaching English as a foreign language in Indonesia has known before the independence day in 1945. The government legalized teaching English as a foreign language in school since 1990. Since 1990's Indonesian government has allowed schools to teach English from primary schools, which means that students have longer time to learn English.<sup>3</sup>

English has four skills to learn in each school. There are speaking, listening, reading, and writing. Teacher needs to teach that four skill to improve student ability in English language.

Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning<sup>4</sup>. It means that Grammar has extensive and in-depth discussion of how words are placed in different units. For example, in both verb *go* and *went* which has the same meaning but different units and time placement. The verb *go* is regular and placed at the present time while the verb *went* is irregular and placed in the past.

Students sometimes find it difficult to understand grammar because grammar has many structures that are quite complicated to learn. Tenses are the

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<sup>3</sup>A. Chaedar Alwasilah, *Policy on Foreign Language Education in Indonesia*, (Jakarta: University of Indonesia, 2013), 2

<sup>4</sup>Penny Ur, *Grammar Practice*, (United Kingdom: Cambridge University Press, 1988), 4

most difficult part in learning grammar. In English grammar, tense is the most important part and one cannot deny that it is also the most difficult part in English grammar which non-native learners have to spend much time to understand and use it correctly and properly.<sup>5</sup>

This thesis entitled "An Analysis Students' Difficulties in Using Tenses at Eleventh Grade Students of MA Alkhairaat Pusat Palu. The writer did preliminary research at MA Alkhairaat Pusat Palu. The writer found that the grammar ability has not improved yet. It has already told by the English teacher that was also the English teacher of the writer. The English teacher said that their grammar ability are still low and still has no improvement. Students sometimes confuse how to put 'to be' on the right place. They still have difficulties in using tenses. Therefore, the writer would like to do observation about what makes students difficult in using tenses. The research has already been written down into thesis entitled 'An Analysis Students' Difficulties in Using Tenses for Eleventh Grade Students of MA Alkhairaat Pusat Palu.

### ***B. Problem Statement***

In this thesis, the writer formulated the problem of this research as follows;

1. How many the frequency of errors made by the students?
2. What types of errors made by the students in using tenses?
3. What cause students did much error in using tenses?

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<sup>5</sup>Nujaree Sukasame, Asst. Prof. Dr. Sathaporn Kantho, Assoc. Prof. Dr. PenneeNarrot, *A study of errors in learning English Grammatical structures on Tenses of MatthayomSuksa 4 Students of The Demonstration School, KhonKaen University*, (Thailand: Elsevier, 2013), 1

### ***C. Objective of study***

The writer stated the objective of study above:

1. To analyze the percentage errors that students' made.
2. To analyze the types of errors that students' made.
3. To find the cause of errors made by the students'

### ***D. Significance of study***

The writer hopes that this study will give significance input to:

1. The English language teacher to understand students' difficulties in learning tenses.
2. The students to know and understand how do tenses work so that tenses can be used as well.
3. The writer to get more knowledge in understanding the way students' learning.

### ***E. Scope of Study***

In this research, the writer did not use all the tenses that exist in grammar. The writer used a few tenses only in this study. This is to facilitate students in working on the tenses problem later. Some of the tenses that used are as follows:

1. Past tense
2. Past continuous tense
3. Past perfect tense
4. Past perfect continuous tense
6. Present perfect
7. Perfect continuous tense

The form of the problem focus on the placement of verbs form and auxiliary verbs form, determine the verbs of the second (v2) form and verbs of the third form (v3), determine the irregular and regular verb in past tense, determine the irregular and regular in perfect tense, and make sentences using the past tense, past continuous tense, perfect tense, and perfect continuous tense.

#### ***F. Definition of Key Terms***

To avoid misunderstanding in this thesis, the writer arranged some of the key terms in order to make it easy for the reader to read this thesis:

1. Analysis: to observe something thoroughly.
2. Difficulties: something that cannot be done easily.
3. Using: the use of tenses to analyze students' difficulties in the form essay test
4. Tenses: the part of grammar that is focused on the sentence structure. It is only six of sixteen that used in this research.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### *A. Related Studies*

In this study there were two related studies that discussed tenses in grammar learning. The first research is the research by Inayatul Mustafidah entitled *An Analysis on Students' Errors in Understanding Simple Past tense and Present Perfect Tense*. This research used case study method and supported by library study. Most errors that students made caused of lack competence in learning language. Students' also made errors in applying rules. Interlingual or also called mother tongue also become the factor of why students' made error.<sup>6</sup>

The second research by Lia Ratna Komala entitled *An Analysis of Students' Errors in Using English Tenses*. This research used qualitative descriptive method to collect the data. This research is focused on the errors that student made in simple present tense, simple present continuous tense and simple past tense. The factor of students' errors is because students' confused in choosing the right tenses it because some of the students' was not paying attention when teacher explained in front of the class. Students' found it difficult to see the difference between singular and plural subject. They also confused in distinguish verb based on tenses rule.

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<sup>6</sup>Inayatul Mustafida, *An Analysis of Students' Errors in Using English Tenses*, (Jakarta: UIN Syarif Hidayatullah, 2014), 84

The difference between both of the related research and the writer's research is the related research is only focus on simple past tense, simple perfect tense, and passive voice while the writer's research is focus on several tenses in grammar learning.<sup>7</sup>

## ***B. Tense in English***

### **1. What Is A Tense?**

A tense is the component of grammar which has important role to arrange word becomes perfect sentence. Tense is a linguistic concept: it denotes the form taken by the verb to locate the situation referred to in time, i. e. to express the temporal relation between the time of the situation in question and an 'orientation time' which may be either the 'temporal zero-point' (which is usually the time of speech) or another orientation time that is temporally related to the temporal zero-point.<sup>8</sup>

It means a tense can be the denotation of time from sentence. It because tense have different kinds which can show the time based on the verb and to be. The commonest tenses found in languages are present, past, and future: when the situation is described in the present tense it is related as simultaneous with the moment of speaking (e.g. John is isnging); the situation described in the past is related prior to the moment of speaking (e.g. John was singing); while the situation described in the future is relates subsequent to the moment of speaking

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<sup>7</sup> Lia Ratna Komala entitled , *An Analysis of Students' Errors in Using English Tenses*, (Jakarta: UIN Syarief Hidayatullah, 2014), 47

<sup>8</sup> Renaat Declerck, *The Grammar of The English Tense System: A Comprehensive Analysis*, (Belgia: KU Leuven, 2016), 22

(e.g John will sing). Since tense refers to the time of the situation which relates to the situation of the utterance, it can be described as “deictic”.<sup>9</sup>

Tenses have meanings definable independently of particular contexts; it is possible for a given tense to have more than one meaning, in which case some of the meanings may be more basic than others; it is also possible that a tense will receive particular interpretations in particular contexts, but these are always explainable in terms of the interaction of context-independent meaning and context, and do not therefore form part of the meaning of the tense category in question.<sup>10</sup> It concludes that in every units of tense has extensive comprehension which have different meaning in interpretation of the context.

## **2. Tense in The Use of Verbs**

A verb is defined as “a word that expresses action or being.”<sup>11</sup> Verbs are variable lexemes. That is, they have a number of different inflectional forms that are required or permitted in various grammatical contexts.<sup>12</sup> Verb divided into several form in every grammatical tense. In tense, verb can show the time from the meaning one sentence. For examples: the verb “go” in simple continuous tense becomes “going” which means that someone is in the middle of the activity. In simple past tense it becomes “went” which means that someone go in the past.

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<sup>9</sup> Bernard Comrie, *Aspect: An Introduction To The Study of Verbal Aspect and related problem*, (Cambridge: Cambridge University Press, 1976), 2

<sup>10</sup> Bernard Comrie, *Tense*, (Cambridge: Cambridge University Press, 1985), 26

<sup>11</sup> Susan Thurman, *The Only Grammar Book*, (United States of America: Adams Media, 2002), 14

<sup>12</sup> Rodney Huddleston, Geoffrey K. Pullum, *A Student's Introduction To English Grammar*, (New York: Cambridge University Press, 2005), 29

Verbs which allow the object of a transitive clause to become the subject of an intransitive clause, without any change in the voice of the verb.<sup>13</sup> In academic prose, however, verbs from these same semantic domains commonly occur with inanimate subject.<sup>14</sup>

Verbs, as a class of words, can be divided into three major categories, according to their function within the verb phrase; we distinguish the open class of *full verbs* (or lexical verbs) such as *leave* (from the closed classes of *primary verbs* (*be*, *have*, and *do*) and of modal *auxiliary verbs* (*will*, *might*).

These three classes of the full verb can act only as main verbs, the modal auxiliaries can act only as auxiliary verbs, and the primary verbs can act either as main verbs or as auxiliary verbs.<sup>15</sup>

#### a. Full Verbs

Lexical verbs are sometimes called ‘full verbs’, a term which is used to indicate that they are syntactically ‘fully-fledged’ verbs (e. g. they can combine with auxiliaries but can also do without them), that they have a full system of verb forms (called ‘conjugation’ \_ e. g. *walk*, *walks*, *walked*, *walking*) and that they are semantically rich in that they evoke a set of concepts of things, persons and circumstances which are needed for a correct understanding of the verb.<sup>16</sup>

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<sup>13</sup> Graham Lock, *Functional of English Grammar*, (Cambridge: Cambridge University Press, 1996), 90

<sup>14</sup> Douglas Biber, Stig Johansson, Geoffrey Leech, Susan Conrad, and Edward Finegan, *Grammar of Spoken And Written English*, (Edinburgh: Pearson Education Limited, 1999), 379

<sup>15</sup> Randolph Quirk, Sidney Greenbaum, Jan Svartvik, *A Comprehensive Grammar of The English Language* (New York: Longman, 1985), 96

<sup>16</sup> Renaat Declerck, *The Grammar of The English Tense System: A Comprehensive Analysis*, (Belgia: KU Leuven, 2016), 18

Morphologically, full verbs are considered under two heads: *regular verbs* (such as *call*) and *irregular verbs* (such as *drink*).<sup>17</sup>

#### b. Primary Verbs

With one isolated exception that we take up in §8.4, primary forms show inflectional distinctions of tense (preterite vs present) and can occur as the sole verb in a canonical clause.<sup>18</sup>

### 3. Tense in The Use of Auxiliary Verbs

#### a. Auxiliary verbs

Auxiliary verb is also called helping verb have function to give the complete verbs. It is usually appear before the main verb. Within the auxiliaries we can make a distinction between two classes: grammatical auxiliaries and modal auxiliaries.<sup>19</sup> The former, which are sometimes referred to as ‘primary auxiliaries’, have a purely grammatical function:<sup>20</sup>

- 1) The ‘**tense auxiliary**’ *have*, which is used in forming perfect tense forms;
- 2) The ‘**aspect auxiliary**’ *be*, which is used for building progressive verb forms;
- 3) The ‘**voice auxiliary**’ *be*, which is used in the passive;

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<sup>17</sup> Randolph Quirk, Sidney Greenbaum, Jan Svartvik, *A Comprehensive Grammar of The English Language* (New York: Longman, 1985), 98

<sup>18</sup> Rodney Huddleston, Geoffrey K. Pullum, *A Student’s Introduction To English Grammar*, (New York: Cambridge University Press, 2005), 30

<sup>19</sup> Renaat Declerck, *The Grammar of The English Tense System: A Comprehensive Analysis*, (Belgia: KU Leuven, 2016), 19

<sup>20</sup> *Ibid*, 19

4) The ‘**periphrastic auxiliary**’ *do*, which is used as a ‘dummy’ (pro-form) when a VP that does not contain an auxiliary (e. g. *love her*) is used in a construction that requires one (e. g. *I don’t love her, Do you love her?, I do love her*, etc.

#### b. Modal Auxiliary Verbs

Modal auxiliary verbs sometimes make student confuse. Teachers, therefore, play an important role in teaching and explaining modal auxiliary verbs to students.<sup>21</sup> Scholars and scientists are required to use linguistic resources accurately when presenting their research findings for publication, and the appropriate selection of modal auxiliary verbs help them reach that goal.<sup>22</sup>

There are nine modal auxiliary verbs in English: *will, would, can, could, may, might, shall, should* and *must*. modal auxiliary verbs can function to state advice in sentences.

Modals have only primary forms and hence simply cannot occur in constructions requiring a secondary form - a plain form, gerund-participle or past participle.<sup>23</sup> The modal *must* and *have* in a sentence also cannot function as a modal auxiliary verbs. We can see this clearly when we contrast the modal auxiliary *must* with *have*, which can have a very similar meaning but is not a modal auxiliary:<sup>24</sup>

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<sup>21</sup> Yvonne Soon Chiin Ling, *The use of Modal Auxiliary Verbs in Horoscope: A Corpus-Based Study*, (Betong: Issues in Language Studies, 2016), 84

<sup>22</sup> Huckin, T.N. & Olsen, A, *Technical writing and professional communication for nonnative speakers of English*, ( United State of America: McGraw-Hill Inc, 1991), 542

<sup>23</sup> Rodney Huddleston, Geoffrey K. Pullum, *A Student’s Introduction To English Grammar*, (New York: Cambridge University Press, 2005), 39

<sup>24</sup> *Ibid* , 39

## MODAL AUXILIARY

## NOT MODAL AUXILIARY

- a. I must work late tonight.    b. I have to work late tonight. [primary form]
- a. I will must work late.        b. I will have to work late. [plain form]
- a. I am musting work late.       b. I am having to work late. [gerund-participle]
- a. I've often must work late.    b. I've often had to work late. [past participle]

***B. Types of Tenses in English*****1. Simple Tense**

Simple tense is divided into three kinds: a) present tense b) past tense c) future tense.

**a. Present Tense**

Present tense is used to talk about repeated action and general truth.<sup>25</sup> We also use the present simple for repeated actions such as routines, habits, jobs, hobbies, and things that always happen.<sup>26</sup> We can use the present simple in phrases such as *it says here, I hear, I gather, I see, I understand and they say, (someone) says, (someone) tells me* to introduce news that we have heard, read, seen (e.g. in television), or been told.<sup>27</sup>

Simple present tense is the most easiest tense in grammar learning. However, many students' still confuse about how to use simple present tense especially in descriptive writing. When the descriptive writer makes an error in

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<sup>25</sup> Darni, Anshari Syafar, Wahyudi, *Teaching The Present Continuous Tense Through Short Dialogue*, (Palu: English Language Teaching Society, 2014), 2

<sup>26</sup> John Eastwood, *Oxford Learners Pocket Grammar*, (United Kingdom: Oxford University Press, 2008), 52

<sup>27</sup> Martin Hewings, *Advanced Grammar in Used*, (Cambridge: Cambridge University Press, 2005), 2<sup>nd</sup> edition, 4

simple present tense, it means that the writer is not careful enough in making their text vivid and detailed.<sup>28</sup>

Simple present tense has a simple formula: S+V<sub>1</sub> e.g *Sarah eats, You sleep*. In simple present tense, verb that is followed by subject *He, She, or It* must be put s/es behind the verb e.g *She eats, He goes, It sleeps* (*it* can be animal or inanimate objects).

In negative we use *do not* or *don't* + base form.<sup>29</sup> For example: *You do not sleep/ you don't sleep*. In negative, *do* must be put after the subject and followed by *not*. For the subject *he, she, or it* use *does* and followed by *not*. For example: *Sarah does not eat/Sarah doesn't eat* (in negative the s/es behind the verb must be removed).

In questions form *do/does* placed before the subject e.g *do you sleep?/does Sarah eat?*. we do not use *do* with *be* but we sometimes use it with *have*.<sup>30</sup> It means *do* cannot be followed by *to be* but it can be followed by *have*.

#### b. Past Tense

Simple past tense is a tense that is used to express a situation in the past. The characterization of past-tense acquisition as a sequence of three stages is somewhat misleading.<sup>31</sup>

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<sup>28</sup>Muh. Arif Muhsin, *Analysing the students errors in using simple present*, (Makassar: Elsevier, 2016), 81

<sup>29</sup>John Eastwood, *Oxford Learners Pocket Grammar*, (United Kingdom: Oxford University Press, 2008), 52

<sup>30</sup>Ibid, 52

<sup>31</sup>David E. Rumelhart and James L. McClelland, *On Learning The Past Tense of English Verbs*, (Cambridge: Bradford Books/MIT Press, 1985), 4

Simple past tense uses the second form verbs. Most past verbs are form by adding **–ed** to a verb, some verbs have irregular past forms.<sup>32</sup>

In simple past tense, the verbs are divided into two kinds: regular verb e.g *walked, decided, played* and irregular e.g *went, ate, brought*. Both regular and irregular verbs are the same in all persons.<sup>33</sup> Students sometime make error in simple past tense especially for the irregular forms. Two types of overgeneralization errors exist insofar as the past tense is concerned: one type in which the *–ed* suffix is attached to the generic form of an irregular verb (eated), and another time in which the *–ed* suffix is attached to the past tense form of an irregular verb (wented).<sup>34</sup>

Table 1.1

<b>FORM OF THE SIMPLE PAST: REGULAR VERB</b>	
<b>STATEMENT</b>	I-You-She-He-It-We-They <i>worked</i> yesterday
<b>NEGATIVE</b>	I-You-She-He-It-We-They <i>did not (didn't) work</i> yesterday
<b>QUESTION</b>	<i>Did</i> I-You-She-He-It-We-They <i>work</i> yesterday
<b>SHORT ANSWER</b>	Yes, I-You-She-He-It-We-They <i>did</i> No, I-You-She-He-It-We-They <i>didn't</i>

*Betty Scramper Azar, Fundamental of English Grammar*

In negative form simple past tense has *did* after the subject and is followed by *not* (did+not). The second verb in simple past tense changes to the first form of

<sup>32</sup>Betty Scramper Azar, *Fundamental of English Grammar*, (New York: Longman, 1992), 3<sup>rd</sup> edition, 25

<sup>33</sup>Ibid 58

<sup>34</sup> Stan A. Kuczars II, *The Acquisition of Regular and Irregular Past Tense Forms*, (Britain: Academic Press, 1977), 589

the verb in its negative form. For example: *Sarah did not eat*. In question form *did* put in front of the subject and the verb returns to the first form of the verb e.g *did Sarah eat?*.

In making simple past tense, it would be better if adverbs of time are applied at the end of the sentence. This can make the sentence look clearer and more complete. Adverbs of time that are used in simple past tense as follows: *yesterday, a week ago, later* etc.

### c. Future Tense

Simple future tense is a tense that state an action in future. Simple future tense cannot stand alone. There are a numbers of different forms we can use for the future, e.g. *will* and *be going to*.<sup>35</sup>

#### 1) Will

The form *will* is used in several things. Will (*but not be going to*) is used to express the decision the speaker makes at the moment of speaking.<sup>36</sup> Generally we use will to talk about the future, but sometimes we use will to talk about now.<sup>37</sup> For example, *don't go to Marie's house now, she'll be at campus*. Will is also used to state promises as Eastwood said “we use will for offers and promises.”<sup>38</sup> Example:

*I'll help you after I back from school.* (promise)

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<sup>35</sup>John Eastwood, *Oxford Learners Pocket Grammar*, (United Kingdom: Oxford University Press, 2008), 76

<sup>36</sup>Betty Scramper Azar, *Fundamental of English Grammar*, (New York: Longman, 1992), 3<sup>rd</sup> edition, 63

<sup>37</sup>Raymond Murphy, *English Grammar in Use* (Cambridge: Cambridge University Press, 2012), 44

<sup>38</sup>John Eastwood, *Oxford Learners Pocket Grammar*, (United Kingdom: Oxford University Press, 2008), 77

*I'll carry your bag.* (offer)

Will is followed by infinitive without to e.g. *my parents will give me money.*

Will and will not have short forms 'll and won't.<sup>39</sup>

## 2) Be going to

In many situations when we talk about future plans we can use either the present continuous or the 'going to' future.<sup>40</sup> *Be going to* has a sense in the present pointing to the future.<sup>41</sup> We can predict that something will happen based on what we face at that time e.g. *the museum close at 12.00 p.m and it has already 11.30 a.m, we are not going to enter the museum if we go now.*

*Be going to* is followed by verb except the verbs of movement such as *go* and *come*. With verbs of movement especially *go* and *come*, we often use the present continuous rather than *be going to*.<sup>42</sup>

## 2. Progressive Tense

Continuous tense also called continuous tense. It used to express an ongoing condition. Continuous tense also divided into three forms: 1) present progressive 2) past progressive 3) future progressive.

### a. Present Progressive

The present continuous tense in English is formed by adding a verb in gerund to the verb to be in the present simple tense.<sup>43</sup> Present continuous

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<sup>39</sup>Ibid, 76

<sup>40</sup> Caroline Brown and Pearson Brown, *English Grammar Secrets*, (United States of America: [www.englishgrammar.com](http://www.englishgrammar.com), 2010), 26

<sup>41</sup> John Eastwood, *Oxford Learners Pocket Grammar*, (United Kingdom: Oxford University Press, 2008), 78

<sup>42</sup>Ibid, 79

expresses an activity that is in progress (*is occurring, is happening*) right now.<sup>44</sup> Present continuous has *to be* as connection to verbs. Present continuous has formula as followed

S + to be ( <i>am, is, are</i> ) + v <sub>1</sub> -ing
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In present continuous subject is followed by *to be* before goes to verb.

After *to be* has already put, it follows by verb which is adding *ing* behind.

With the expression of time present continuous will be better and have ability to clear the content of sentence. Some typical time expression with the present continuous are *now, at the moment, at present, just, already, and still*.<sup>45</sup>

In negative *not* put after *to be* (*am, is, are*) with the formula as followed

S + to be ( <i>am, is, are</i> ) + v <sub>1</sub> - ing
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In question *to be* is put in front of sentence before subject with the formula as followed

S + to be ( <i>am, is, are</i> ) + v <sub>1</sub> - ing
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Example of present progressive (positive, negative, and question).

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<sup>43</sup> Sonia Oliver Del Olmo and Monica Soler Lorente, *A Self Study Grammar Book for Engineers*, (Barcelona: Edicions UPC, 2003), 12

<sup>44</sup> Betty Scramper Azar, *Fundamental of English Grammar*, (New York: Longman, 1992), 3<sup>rd</sup> edition, 4

<sup>45</sup> John Eastwood, *Oxford Learners Pocket Grammar*, (United Kingdom: Oxford University Press, 2008), 55

**Positive**

-I am going to school today

**Negative**

-Sarah is not studying right now

**Question**

Are you going to school right now?

### b. Past progressive

Past progressive is one form of tense that confuses students. They are sometimes confused in understanding the difference between past progressive and present progressive. One that makes them confused is the location when the past progressive and the present progressive are used.

The past progressive expresses an activity that was in progress (*was occurring, was happening*) at a point of time in the past (e.g., at 6:10) or at the time of another action (e.g., when tom came).<sup>46</sup> The point is that present progressive can state a thing where someone or more is in the middle of an event in the past.

As with the present progressive, past progressive also has *to be* as follows: *was, were* e.g, *I was sitting in the park, they were going to the beach. Was* used on a single pronoun while *were* used for plural pronouns.

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<sup>46</sup>Betty Scramper Azar, *Fundamental of English Grammar*, (New York: Longman, 1992), 3<sup>rd</sup> edition, 39

### c. Future progressive

The progressive and future progressive has a close relationship. It is used to express future time. A future meaning for the present progressive is indicated either by future time words (e.g., *tomorrow*) or by the situation.<sup>47</sup>

It means future progressive can be recognized by putting future time words at the last sentence e.g., *Sarah is going to campus tomorrow*. The word *tomorrow* is a future time word.

In future progressive only *be going to* that can be used to express future progressiv. It is because *be going to* is based on *to be*. Even so the verb after going to is back to normal verb (no -ing)

## 3. Perfect Tense

### a. Present Perfect

The present perfect expresses an activity or situation that occurred (or did not occurred) before now, or unspecified time in the past.<sup>48</sup> It is little complicated to distinguish between the use of the present perfect and past tense.

Perfect tense expresses an activity that has just been completed while past tense expresses activities that are a little longer done. The difference between both of these tenses are placed at the time. Perfect tense has formula as follows: S + has/have + verb<sub>3</sub> e.g., *Linda has already eaten burger two minutes ago*.

Perfect tense have verb form three (verb<sub>3</sub>). As with past tense, the verb<sub>3</sub> also have regular and irregular verbs. Here are the example of regular and irregular verb<sub>3</sub>:

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<sup>47</sup>Ibid, 70

<sup>48</sup>Ibid, 86

1) Regular : *finished, put, read*

2) Irregular : *eaten, gone, broken*

Present perfect also requires a time phrase to clarify the sentence. Some typical time phrase with the present perfect are *just, recently, lately, yet, still, already, before, so far, ever/never, today, for weeks/years, since 1998*.<sup>49</sup>

#### b. Past Perfect

The past perfect expresses an activity that was *completed before a particular time in the past*.<sup>50</sup> Past perfect is not a distinct system like mathematics.<sup>51</sup> Past perfect tense also has formula, but sometimes the compiling sentence is quite complicated to understand. The formula is as followed: s + had + verb<sub>3</sub> e.g., *I had gone to school when Raisa picked me up at home*.

In negative way of past perfect the verb after *not* do not change into the normal verb (verb<sub>1</sub>) e.g., *I had not gone to school when my mother picked me up at school*. The verb is fixed on the three-form verb (verb<sub>3</sub>).

### C. Error Analysis

#### 1. Definition of Error Analysis

Error Analysis is a type of linguistic analysis that focuses on the errors learners make.<sup>52</sup> In academic writing, students sometimes make error especially in

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<sup>49</sup>John Eastwood, *Oxford Learners Pocket Grammar*, (United Kingdom: Oxford University Press, 2008), 61

<sup>50</sup>Betty Scramper Azar, *Fundamental of English Grammar*, (New York: Longman, 1992), 3<sup>rd</sup> edition, 113

<sup>51</sup> Surya Budi Putra Johan, *A Corpus-Based Analysis of English Past Perfect Tense in Written And Spoken English*, (Batam: Lembaga LPPM, 2017), 625

<sup>52</sup> Ali Akbar Khansir, *Error Analysis and Second Language Acquisition*, (Finland: Academy Publisher, 2012), 1029

the form of tense. Dulay in Henny Irnawati said that Errors are the flawed side of learners' speech or writing. People cannot learn language without first systematically committing errors.<sup>53</sup> It means making error in learning language is usual think because from the error that made by the learners can help them improve their language skill by fixing the errors into the right place. According to Henny Error analysis is a kind of process to observe, analyze and classify the errors made by the students in learning foreign language.<sup>54</sup>

There are two functions of doing error analysis; first is a theoretical function and second is a practical aspect.<sup>55</sup>

- a. Theoretical Function is part of methodology of investigating the language learning process.
- b. Partial Aspect is the function in guiding the remedial action; the writer must correct an unsatisfactory state of affairs for learner or teacher.

## 2. Types of Error Analysis

According to Dulay error has four types. They are (1) error based on linguistic category (2) error based on surface category (3) error based on comparative analysis (4) and error based on communicative effect.<sup>56</sup>

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<sup>53</sup> Dulay In henny Irnawati, *Error Analysis on Grammatical Aspects of Student's Narrative Writing (A Case Study at Economics and Business of Malikussaleh University in Academic Year 2014/2015)*, (Aceh: Malikussaleh University, 2015), 7

<sup>54</sup> Henny Irnawati, *Error Analysis on Grammatical Aspects of Student's Narrative Writing (A Case Study at Economics and Business of Malikussaleh University in Academic Year 2014/2015)*, (Aceh: Malikussaleh University, 2015), 10

<sup>55</sup> Ibid, 9

<sup>56</sup> Heidi Dulay, et al., *Language Two*, (New York: Oxford University Press, 1982), 146-

### a. Linguistic Category

Based on linguistic category, error can be seen from the use of the language component such as phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Dulay said many researcher use the linguistic categories as a reporting tool. It means linguistic category used by the researcher to classify and regulate the error in grammatical aspect in sentences.

### b. Surface Category

A surface category is a type of errors which the classification of error can be seen from how students omit necessary items, add unnecessary items and misformation or disorder the items. Here is the specific explanation about the surface strategy taxonomy:

#### 1) Omission

Omission happens because students sometimes omit the important item in a word. That thing may affect the meaning and the structure of sentence. When students omit the item in a word, it appears some mistake whether it is the meaning or the morpheme.

Dulay emphasized that the content of the morpheme that carry the bulk of referential meaning are: noun, verb, adjective, and adverb. For example in a sentence: *Marry is the president of the new company.* The words *Mary, president, new, and company* are the morphemes that carry burden of meaning. It means the morphemes have strength meaning so the reader probably may deduce the

meaning. But if the grammatical morpheme: *is, the, of, the* disappear, the meaning of the sentence cannot be caught by the reader because the grammatical morpheme do not carry the bulk meaning.

## 2) Addition

If omission is the error in omitting item, addition is the error in adding item that should not appear in morpheme. Addition divided into three types: double marking, regularization, and simple addition.

- a. Double marking is an addition type of error in marking semantics features like tense. For example in a sentence: *we didn't went there*, it happens two tense mark: *didn't and went*.
- b. Regularization is a rule that typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. Students sometimes do error in regular/irregular verbs and nouns. For example: the verb eat does not become *eated*, but *ate*, the noun *sheep* is become *sheep* in a plural, not *sheeps*.
- c. Simple Addition errors are the “grab bag” subcategory of error additions. No particular features characterize simple addition other than those characterized all addition. For example, *the train is gonna broke it*. The error here is *broke* which actually an irregular past tense.

## 3) Misformation

Misformation is the error of the wrong form of a morpheme or structure. In misformation, students supplied incorrect item in a morpheme or structure. For example, *the dog eated the chicken*. In this sentences, it happens error marking in

the past tense. The word *eated* is the error while it should be *ate* (irregular).

Misformation also divided into three types:

- a. Regularization is the error in using the regular item into the irregular. For example in a word, *run* become *runned*, while it should be *run* because the word is regular.
- b. Archie-Forms is the error in selecting one member of a class of a form. For example, in demonstrative adjective, students sometimes do error in selecting the form. In a sentence *that dog* become *that dogs*, if the item is plural then it should be *those dogs*.
- c. Alternating-form, as the learner's vocabulary and grammar grow, the use of archi-form often give ways to the apparently fairly free alternation of various members of a class with each other. For example, *those dog, this cats*.
- c. Comparative Analysis

Error based on comparative analysis divided into four; developmental errors, Interlingual errors, Ambiguous errors, and other errors:

- 1) Developmental Error

Development error happens because the students sometimes translating English but focused on their native language while English has different structure and meaning from other language. For example, the following utterance made by Spanish child learning English: *dog eat it*. The omission of the article and the past tense marker may be classified as developmental because these errors also found in the speech of the children learning English as their first language.

- 2) Interlingual Error

Interlingual error is similar in structure to a semantically equivalent phrase or sentence in the learner's native language. For example, *the man skinny*, produced by a Spanish speaker reflects the word order of Spanish adjectival phrases (e.g. *el hombre flaco*).

### 3) Ambiguous Error

Ambiguous error can be classified well as developmental and interlingual. It because the error reflects the learner's native language structure, and at the same time, they are of the type find in the speech of children acquiring a first language. For example, in the utterance, *I no have car*,

### 4) Other Error

Other error is the grab bag error that does not fit into other errors category, for example, in an utterance *she do hungry*.

## d. Communicative Effect Taxonomy

Communicative effects taxonomy is the type of error that deal from the perspective of their effect on the listener and reader. It focuses on distinguishing between errors that seems to cause miscommunication and error that do not.

These types of error divided into two types: global errors and local errors.

### 1. Global Error is

Global Error the error which caused by the wide syntactic scope of such error that hinder the comprehension of the listener in communicating. For example, in a sentence, *English language use many people*. Semantically, the sentence is wrong. Since the listener cannot understand the meaning of the sentence, then it is global errors.

## 2. Local Error

Local error do not usually hinder the communication. This error only affect single element in a sentence, such as noun, verb, and auxiliary. Local errors are easier to comprehend by the listener than global errors and it makes communication being understandable without controlling the local grammar.

## 3. Cause of Errors

Students usually make error in learning language, especially for English language. Several causes make students do error in learning language. Here are three types of cause of errors according to Norrish:<sup>57</sup>

- a. Carelessness is cause of errors that happen because of students' lack of motivation. It is not always happen because the students lack of interest, but sometimes students do not understand about the material.
- b. First Language is happen when students try to learn new habit then it affect by the old ones.
- c. Translation is the cause of error when students translating their first language into the language that they learnt word by word.

## 4. Procedure of Error

To identify students' errors, several procedures are able to be used. Here the writer used the procedure of error according to Tarigan and Tarigan in Henny Irnawati.<sup>58</sup>

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<sup>57</sup> Jack Norrish, *Language Learning and Their Error*, (London: Mc.Millan Publisher, 1987), 21-26

1. Collecting data: errors are made by learners in their essay test.
2. Identifying of errors.
3. Classifying into error types.
4. Counting the frequency of error types.
5. Identifying of the areas of difficulties in the target language.

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<sup>58</sup> Henny Irnawati, *Error Analysis on Grammatical Aspects of Student's Narrative Writing (A Case Study at Economics and Business of Malikussaleh University in Academic Year 2014/2015)*, (Aceh: Malikussaleh University, 2015), 12

## CHAPTER III

### RESEARCH METHOD

#### *A. Research Method*

The writer used qualitative descriptive method to analysis students' error in using tense. The reason why the writer used qualitative descriptive method was because this research needs the deep approached to get the accurate data.

#### *B. Place and Time of Research*

This research took a placed at MA.Alkhairaat Pusat Palu which is located at jalan Sis Aljufrie Palu No.44 Siranindi, Palu Barat, kota Palu, Sulawesi Tengah. The writer was the alumni of the school. The school is also near with the writer's house so it was easy for the writer to conduct the research.

The writer has done the preliminary research at MA Alkhairaat Pusat Palu before the writer conducted the observation. The writer asked one of the English teacher which was the teacher of the writer too. The writer asked several questions as follows: 1) what is the students' problem in learning English 2) how is the students' grammar skill.? The teacher answered: 1) their English are find 2) their grammar skill still the same as your (the writer) era.

#### *C. Research Subject*

This research conducted to eleven (XI) grade students of MA. Alkhairaat Pusat Palu.

#### ***D. Instrument of The Research***

In this research, the writer used several instruments in collecting the data as follows:

##### **1. Observation**

Observation activities include systematic recording of events, behavior, objects seen and other things needed to support ongoing research.<sup>59</sup> The writer made observations at the school. The observation that was made by the writer is in the form of direct observation.

##### **2. Test**

The writer compiled several questions in the form of essay test. The questions consist of:

Table 1.2 Instruments of Essay Test

<b>Kinds of Test</b>	<b>Number of Item</b>
Using past tense and past progressive tense in one sentence	7 items
Using present progressive and present perfect in one sentence.	5 item
Using present perfect and present perfect progressive in one sentence.	5 items
Using of present perfect progressive and past perfect progressive.	5 items
Using the simple past and past perfect progressive in one sentence.	5 items

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<sup>59</sup>Jonathan Sarwono, *Metode Penelitian Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), 1<sup>st</sup> edition, 224

In this essay test, every test that has 10 items was given 10 points for each items. In every test that has 5 items was given 20 points for each items.

### 3. Interview

The writer compiled about 9 questions that were given to eleven grade students of MA. Alkhairaat Pusat Palu and the English teacher who taught in that class.

Table 1.3 Instruments of Interview

<b>For Teacher</b>	<b>For Students</b>
Method or strategy that teacher use in teaching English	Students opinion about English
Difficulties that students' face in understanding grammar	Students' understanding about tenses
Number of students that understand and do not understand grammar	Tenses that make students difficult to learn
Solution that teacher usually use when students' get difficulties in understanding grammar	Students' opinion about method or strategy that teacher use in learning grammar
	Students' opinion whether they like it or not about method or strategy that teacher use

The interview was given after the writer finished giving the essay test to student. The interview consists of 9 questions. 4 questions for teacher and 5 questions for students. The first interview was given by students who have high, middle and low score. After that, the writer interviewed the English teacher.

#### 4. Document

This data search method is very useful because it can be done without disturbing the object or atmosphere of the research.<sup>60</sup> The researcher collected several documents that supporting the research in the form of images, audio record audio, and student worksheets.

#### *E. Technique of Data Analysis*

Data analysis technique is the process of arranging data after the data is clearly valid. In this research, the writer used descriptive analysis (percentage) with the steps as follows:

##### 1. Data reduction

At this stage the writer analyzed the data based on the test that were given to students. The writer used the statistical formula (percentage) as followed:

$$P = \frac{f}{n} \times 100 \%$$

P = Percentage

F = Frequency of Errors

n = Number of Sample

After the result found, the writer would like to found the average with the formula as followed:

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<sup>60</sup> Ibid, 225

$$P = \frac{f}{N \times n} \times 100 \%$$

P = Percentage

F = Frequency of Errors

N = Number of Sample

n = Number of item test

## **2. Presentation of Data**

In presenting data the writer summarized all the data that has been analyzed in narrative form. The data that has been analyzed were described in detail and clearly. The aim is to make it easier for the writer to present the results of this research and to make it easier for readers to understand the results of this study.

## **3. Conclusion**

After the two steps above are done, the last step was to draw conclusions from the results of the data analysis

## CHAPTER IV

### RESEARCH FINDINGS

#### *A. Research findings*

##### 1. Recapitulation of Student Data

Table 2.1 Recapitulation Data of Present Progressive Tense and Perfect Progressive Tense

No	Name of Students	Wrong Sentence	Types of Errors	Sentence Correction	Cause of Errors
1	Student AT	- I have working	Omission	I have <b>been working</b>	Intralingual
2	Student NK Student JE	I <b>am</b> working on it since then.	Misformation	I have been working on it since then.	Intralingual
		How long <b>are doing work</b> on it?	Misformation	How long <b>have you been working</b> on it?	Intralingual
3	Student DA	-Scott and Rebecca <b>have</b> talking.	Misformation	-Scott and Rebecca <b>are</b> talking	Intralingual
		They <b>have talking</b> on the phone for over an hour.	Omission	They <b>have been talking</b> on the phone for over an hour.	Intralingual
		How long <b>are doing</b>	Misformation	How long <b>have you been working</b>	Intralingual
		I <b>an working</b> on it since then	Misformation	I <b>have been working</b> on it since then	Intralingual

4	Student LD Student NZ	Scott and Rebecca <b>talking</b> on the phone right now.	Omission	-Scott and Rebecca <b>Are talking</b> on the phone right now.	Intralingual
		They <b>have talking</b> on the phone for over an hour.	Omission	They <b>have been talking</b> on the phone for over an hour.	Intralingual
		We <b>doing</b> an exercise.	Omission	We <b>are doing</b> an exercise.	Intralingual
		I <b>an working</b> on it since then.	Misformation	I <b>have been working</b> on it since then.	Intralingual
		I <b>am wartalking</b> on my physics experiment.	Addition	I <b>am working</b> on my physics experiment.	Intralingual
5	Student AA	She has been <b>to</b> waiting for the bus for twenty minutes.	Addition	she <b>has been waiting</b> for the bus for twenty minutes.	Intralingual
		They <b>are</b>	Misformation		
		They <b>talking</b> on the phone for over an hour.		they <b>have been</b> talking on phone for over an hour.	Intralingual
		we <b>are</b> doing this exercise for a couple of minutes.	Misformation	we <b>have been</b> doing the exercise for a couple of minutes.	Intralingual

		how long are doing?  I <b>am</b> working on it since then.	Omission  Misformation	How long <b>have you been working</b>  I <b>have been working</b> on it since then.	Intralingual  Intralingual
6	Student NF Student LA	She <b>is</b> waiting for the bus for twenty minutes.  Scott and Rebecca <b>have</b> talking on the phone right now.  They <b>have talked</b> on the phone for over an hour.  how long <b>you are doing</b> work on it?  I am working on it since then.	Misformation  Misformation  Misformation  Misformation	She <b>has been</b> waiting for the bus for twenty minutes.  Scott and Rebecca <b>are</b> talking on the phone right now.  They <b>have been talking</b> on the phone for over an hour.  How long <b>have you been work</b> on it?  I have been working on it since then.	Intralingual  Intralingual  Intralingual  Intralingual
7	Student KK Student FA Student NM	Scott and Rebecca <b>they are talking</b> on the phone right now.  How long <b>are doing</b> work on it?	Addition  Misformation	Scott and Rebecca <b>are talking</b> on the phone right now.  How long <b>have you been working</b>	Intralingual  Intralingual

		I <b>am</b> working on it since then.	Misformation	on it? I <b>have been</b> working on it since then.	Intralingual
8	Student FZ	-She <b>is</b> waiting for the bus twenty for minutes.  They <b>have talking</b> on the phone for over an hour.  We have <b>ween</b> doing this exercise for a couple of minutes.  How long <b>are doing</b> work on it?  I <b>an</b> working on it since then.	Misformation  Misformation  Misformation  Omission  Misformation	-She <b>has been</b> waiting for the bus for twenty minutes.  They <b>have been talking</b> on the phone for over an hour.  We have <b>been</b> doing this exercise for a couple of minutes  How long <b>have you been working</b> on it?  I <b>have been</b> working on it since then.	Intralingual  Intralingual  Intralingual  Intralingual  Intralingual
8	Students SS	she was waiting for the bus for twenty minutes.  They <b>have talking</b> on the phone for over an hour.  I am wartalking	Misformation  Omission  Misformation	-She <b>has been</b> waiting for the bus for twenty minutes.  They <b>have been talking</b> on the phone for over an hour.  I am <b>working</b>	Intralingual  Intralingual  Intralingual

		on my physics experiment.  How long <b>are doing</b> work on it?  I <b>an</b> working on it since then.	Misformation  Misformation	on my physics experiment.  How long <b>have you been working</b> on it?  I <b>have been</b> working on it since then.	Intralingual  Intralingual
9	Students NV	I <b>have been</b> working on my physic experiment.  How long <b>are you doing work</b> on it?	Misformation  Misformation	I <b>am</b> working on my physic experiment.  How long <b>have you been working</b> on it?	Intralingual  Intralingual
10	Students NH	She <b>is waiting</b> for the bus for twenty minutes.  Scott and Rebecca <b>have</b> talking on the phone right now.  they <b>talking</b> on the phone for over an hour.  we doing this exercise for a couple of minutes.	Misformation  Misformation  Omission  Omission	she <b>has been waiting</b> for the bus for twenty minutes.  Scott and Rebecca <b>are</b> talking on the phone right now.  they <b>have been</b> talking on the phone for over an hour.  we <b>have been</b> doing this exercise for a couple of minutes.	Intralingual  Intralingual  Intralingual  Intralingual

		how long <b>are doing work</b> on it?	Misformation	how <b>long have you been working on</b> it?	Intralingual
		I <b>am</b> working on it since then.	Misformation	I <b>have been</b> working on it since then.	Intralingual
11	Students NFH Students SF	She <b>has waiting</b> for the bus for twenty minutes.	Omission	-she <b>has been waiting.</b> for the bus for twenty minutes.	Intralingual
		Scott and Rebecca <b>talking</b> on the phone right now.	Omission	Scott and Rebecca <b>are talking</b> on the phone right now.	Intralingual
		They <b>have talking</b> on the phone for over an hour.	Omission	They <b>have been talking</b> on the phone for over an hour.	Intralingual
		we <b>doing</b> an exercise.	Omission	we <b>are doing</b> an exercise	Intralingual
		we <b>doing</b> this exercise for a couple of minutes.	Omission	we <b>have been doing</b> this exercise for a couple of minutes.	Intralingual
		how long <b>are doing work</b> on it?	Misformation	how <b>long have you been working on</b> it?	Intralingual
		I <b>an</b> working on it since then.	Misformation	I <b>have been</b> working since then.	Intralingual
12	Students YA	she <b>been</b> waiting.	Omission	she <b>has been</b> waiting	Intralingual

		Scott and Rebecca <b>have talking</b> on the phone right now.	Misformation	Scott and Rebecca <b>is talking</b> on the phone right now.	Intralingual
		we <b>have</b> doing an exercise.	Misformation	we <b>are</b> doing an exercise.	Intralingual
		how long <b>you are doing</b> work on it?	Misformation	how long <b>have you been working</b> on it?	Intralingual
		<b>I have working</b> on it since then	Omission	<b>I have been working</b> on it since then.	Intralingual
13	Students YN	She <b>is waiting</b> for the bus for twenty minutes.	Misformation	she <b>has been waiting.</b> for the bus for twenty minutes.	Intralingual
		Scott and Rebecca <b>talking</b> on the phone right now.	Omission	Scott and Rebecca <b>are talking</b> on the phone right now.	Intralingual
		They <b>have talking</b> on the phone for over an hour.	Omission	They <b>have been talking</b> on the phone for over an hour.	Intralingual
		we <b>doing</b> an exercise.	Omission	we <b>are doing</b> an exercise	Intralingual
		we <b>doing</b> this exercise for a couple of minutes.	Misformation	we <b>have been doing</b> this exercise for a couple of minutes.	Intralingual
		<b>I are</b> working on my physics	Misformation	<b>I am</b> working on my physics	Intralingual

		experiment.  how long <b>are doing work</b> on it?	Misformation	experiment.  how long <b>have you been working</b> on it?	Intralingual
		I <b>am</b> working on it since then.	Misformation	I <b>have been</b> working since then.	Intralingual

Table 2.2 Recapitulation Data of Present Perfect Tense and Perfect Progressive Tense

No	Name of Students	Wrong Sentence	Types of Error	Sentence Correction	Cause of Errors
1	Student AT	She <b>has reached</b> kindergarten for twenty years.	Misformation	She <b>has been reaching</b> kindergarten for twenty years.	Intralingual
2	Student NK	Ed <b>is playing</b> tennis for ten years.  And I <b>am playing</b> tennis for twenty years.	Misformation  Misformation	Ed <b>has been playing</b> tennis for ten years.  And I <b>have been playing</b> tennis for twenty years.	Intralingual  Intralingual
3	Student DA Student AA Student FZ Student NF Student KK Student NFH Student LA Student LD Student SS Student NM	I <b>am reading</b> this chapter in my chemistry text three times.  I <b>am reading</b> for two hours.  I <b>am reading</b> there at least a dozen times.  He <b>is crying</b> for almost ten-minutes.	Misformation  Misformation  Misformation  Misformation	I <b>have read</b> this chapter in my chemistry text three times.  I <b>have been</b> for two hours.  I <b>have read</b> there at least a dozen times.  He <b>has been crying</b> for almost ten-minutes.	Intralingual  Intralingual  Intralingual  Intralingual

		She <b>is reaching</b> kindergarten for twenty years.	Misformation	he <b>has been reaching</b> kindergarten for twenty years.	Intralingual
		Ed <b>is playing</b> tennis for ten years.	Misformation	Ed <b>has been</b> tennis for ten years.	
4	Student NZ	I <b>have reading</b> this chapter in my chemistry text three times.	Addition	I <b>have read</b> this chapter in my chemistry text three times.	Intralingual
		I <b>have reading</b> for two hours.	Omission	I <b>have been reading</b> for two hours.	Intralingual
		I <b>am staying</b> there at least a dozen times.	Misformation	I <b>have stayed</b> there at least a dozen times.	Intralingual
		He <b>is crying</b> for almost ten minutes.	Misformation	He <b>has been crying</b> for almost ten minutes.	Intralingual
		Ed <b>is playing</b> tennis for ten years.	Misformation	Ed <b>has been playing</b> tennis for ten years.	Intralingual
		I <b>am playing</b> tennis for twenty years.	Misformation	I <b>have been playing</b> tennis for twenty years.	
5	Student NH	I <b>am reading</b> for two hours.	Misformation	I <b>have been reading</b> for two hours.	Intralingual
		I <b>am reading</b> there at least a dozen	Misformation	I <b>have read</b> there at least a	Intralingual

		times.  He <b>is crying</b> for almost ten-minutes.  She <b>is reaching</b> kindergarten for twenty years.  Ed <b>is playing</b> tennis for ten years.  I <b>am playing</b> tennis for twenty years.	Misformation  Misformation  Misformation  Misformation	dozen times.  He <b>has been crying</b> for almost ten-minutes.  She <b>has been reaching</b> kindergarten for twenty years.  Ed <b>has playing tennis</b> for ten years.  I <b>have been playing</b> tennis for twenty years.	Intralingual  Intralingual  Intralingual  Intralingual
6	Student YA	I <b>have been reading</b> this chapter in my chemistry text three times.  I <b>have been staying</b> there at least a dozen times.  She <b>has reach</b> kindergarten for twenty years.  Ed <b>has playing</b> tennis for ten years.  I <b>have playing</b>	Misformation  Misformation  Misformation  Omission  Omission	I <b>have read</b> this chapter in my chemistry text three times.  I <b>have stayed</b> there at least a dozen times.  She <b>has been reaching</b> kindergarten for twenty years.  Ed <b>has been playing</b> tennis for ten years.  I <b>have been</b>	Intralingual  Intralingual  Intralingual  Intralingual

		tennis for twenty years.		<b>playing</b> tennis for twenty years.	Intralingual
7	Student SN	I <b>am reading</b> this chapter in my chemistry class.	Misformation	I <b>have read</b> this chapter in my chemistry class.	Intralingual
		I <b>has staying</b> there at least a dozen times.	Misformation	I <b>have stayed</b> there at least a dozen times.	Intralingual
		He <b>is crying</b> for almost ten minutes.	Misformation	He <b>has been crying</b> for almost ten minutes.	Intralingual
		She <b>is reaching</b> kindergarten for twenty years.	Misformation	She <b>has been reaching</b> kindergarten for twenty years.	Intralingual
		Ed <b>is playing</b> tennis for ten years.	Misformation	Ed <b>has been playing</b> tennis for twenty years.	Intralingual
		I <b>am playing</b> tennis for twenty years.	Misformation	I <b>have been playing</b> tennis for twenty years.	Intralingual
8	Student SF	I <b>reading</b> this chapter in my chemistry text three times.	Omission	-I <b>have read</b> this chapter in my chemistry text three times.	Intralingual
		I <b>have read</b> for two hours.	Misformation	I <b>have been reading</b> for two hours.	Intralingual
		I <b>am staying</b> there at least a dozen times.	Misformation	I <b>have stayed</b> there at least a dozen times.	Intralingual

		He <b>is crying</b> for almost ten minutes.	Misformation	He <b>has been crying</b> for almost ten minutes.	Intralingual
		She <b>is reaching</b> kindergarten for twenty years.	Misformation	She <b>has been reaching</b> kindergarten for twenty years.	Intralingual Intralingual
		Ed <b>is playing</b> tennis for ten years.	Misformation	Ed <b>has been playing</b> tennis for ten years.	
		I <b>am playing</b> tennis for twenty years.	Misformation	I <b>have been playing</b> tennis for twenty years.	
8	Student NV	I <b>am reading</b> this chapter in my chemistry text three times.	Misformation	I <b>have read</b> this chapter in my chemistry text three times.	Intralingual
		I <b>am reading</b> for two hours.	Misformation	I <b>have been reading</b> for two hours.	Intralingual Intralingual
		I <b>am staying</b> there at least a dozen times.	Misformation	I <b>have stayed</b> there at least a dozen times.	Intralingual
		Ed <b>is playing</b> tennis for ten years.	Misformation	Ed <b>has been playing</b> tennis for ten years.	Intralingual
		I <b>am playing</b> tennis for twenty years.	Misformation	I <b>have been playing</b> tennis twenty years.	
9	Student FA	I <b>am reading</b> this chapter in my chemistry text three times.	Misformation	I <b>have read</b> this chapter in my chemistry text three	Intralingual

		I <b>have read</b> this for two hours.	Misformation	times. I <b>have been reading</b> this for two hours.	Intralingual
		He <b>is been crying</b> for almost ten minutes.	Misformation	He <b>has been crying</b> for ten minutes.	Intralingual
		She <b>is been reaching</b> kindergarten for almost twenty years.	Misformation	She <b>has been reaching</b> kindergarten for twenty years.	Intralingual
		Ed <b>is playing</b> tennis for ten years.	Misformation	Ed <b>has been playing</b> tennis for ten years.	Intralingual
		I <b>am playing</b> tennis for twenty years.	Misformation	I <b>have been playing</b> tennis for twenty years.	Intralingual
10	Student JE	I <b>am reading</b> this chapter in my chemistry text three times.	Misformation	I <b>have read</b> this chapter in my chemistry text three times.	Intralingual
		I <b>am staying</b> there at least a dozen times.	Misformation	I <b>have stayed</b> there at least a dozen times.	Intralingual
		Ed <b>is playing</b> tennis for ten years.	Misformation	Ed <b>has been playing</b> tennis for ten years.	Intralingual
		I <b>am playing</b> tennis for twenty years.	Misformation	I <b>have been playing</b> tennis for twenty years.	Intralingual

Table 2.3 Recapitulation Data of Simple Past and past Progressive

No	Name of Students	Wrong Sentence	Types of Errors	Sentence Correction	Cause of Errors
1	AT	Yesterday, while I <b>was looking</b> on my computer screen, I <b>started</b> to feel a little dizzy.	Misformation	Yesterday, while I <b>looked</b> on my computer screen, I <b>was starting</b> to feel a little dizzy.	Intralingual
		While I <b>was lying</b> in bed last night, I <b>heard</b> a strange noise.	Misformation	While I <b>lied</b> in bed last night, I <b>was hearing</b> a strange noise.	Intralingual
		As soon as we <b>were hearing</b> the news of the approaching hurricane, we <b>began</b> our preparations for the storm.	Misformation	As soon as we <b>were hearing</b> the news of the approaching hurricane, we <b>began</b> our preparations for the storm.	Intralingual
2	Student NK	While I <b>was looking</b> at my computer screen, I <b>starting</b> to feel a little dizzy.	Misformation	While I <b>looked</b> at my computer screen, I <b>was starting</b> to feel a little dizzy.	Intralingual
		As soon as we <b>was hearing</b> the news of the hurricane, we <b>began</b> our preparations.	Misformation	As soon as we <b>heard</b> the news of the hurricane, we <b>were beginning</b> our preparations.	Intralingual
3	Student NZ Student NF	I <b>whent</b> to the hospital yesterday to visit my friend.	Addition	I <b>went</b> to the hospital yesterday to visit my friend.	Intralingual
		I <b>was</b> my thumb while I <b>ussed</b> the	Omission Addition	I <b>was hitting</b> my thumb	Intralingual

		hammer.		while I <b>used</b> the hammer.	
		while I lied in bed last night, I <b>hearing</b> a strange noise.	Omission	while I lied in bed last night, I <b>was hearing</b> a strange noise.	Intralingual
		while I <b>was</b> at my computer screen, I <b>started</b> to feel a little dizzy.	Misformation	while I <b>looked</b> at my computer screen, I <b>was starting</b> to feel a little dizzy.	Intralingual
		as soon as we <b>was</b> the news of the approaching hurricane, we <b>begined</b> our preparations of the storm.	Omission Addition	as soon as we <b>heard</b> the news of the approaching hurricane, we <b>were beginning</b> our preparations of the storm.	Intralingual
4	Student LA Student AA Student NV	I <b>whent</b> to the hospital yesterday to visit my friend.	Addition	I <b>went</b> to the hospital yesterday] to visit my friend.	Intralingual
		I <b>was</b> my thumb while I used the hammer.	Omission	I <b>was hitting</b> my thumb while I used the hammer.	Intralingual
		while I lied in bed last night, I <b>hearing</b> a strange noise.	Omission	while I lied in bed last night, I <b>was hearing</b> a strange noise.	Intralingual
		while I <b>was</b> at my computer screen, I <b>starting</b> to feel a little dizzy.	Omission	while I <b>was hitting</b> at my computer screen, I <b>was starting</b> to feel a little.	
		as soon as we <b>was</b>	Misinformatio	as soon as we	

		the news of the approaching hurricane, we <b>begined</b> our preparations for the storm.	n Addition	<b>heard</b> the news of the approaching hurricane, we <b>were beginning</b> our preparations for the storm.	Intralingual
5	Student SN Student NH	I <b>buhyt</b> a small gift before I <b>whant</b> to the hospital yesterday to visit my friend.	Misformation	I <b>was buying</b> a small gift before I <b>went</b> to the hospital yesterday to visit my friend.	Intralingual
		-I <b>was</b> my thumb while I used the hammer.	Omission	- I <b>was hitting</b> my thumb while I used the hammer.	Intralingual
		while I looked at the computer screen, I <b>starting</b> to feel a little dizzy.	Omission	while I looked at the computer screen, I <b>was starting</b> to feel a little dizzy.	Intralingual
		as soon as we <b>was</b> the news of the approaching hurricane, we <b>begined</b> our preparations.	Misformation	as soon as we <b>heard</b> the news of the approaching hurricane, we <b>were beginning</b> our preparations.	Intralingual

6	Student NFH	<p>while I <b>was</b> at my computer screen, I <b>starting</b> to feel a little dizzy.</p> <p>As soon as we <b>was</b> the news of the approaching hurricane, we <b>begined</b> our preparations for the storm.</p>	<p>Misformation</p> <p>Misformation</p>	<p>while I <b>looked</b> at my computer screen, I <b>was starting</b> to feel a little dizzy.</p> <p>As soon as we <b>heard</b> the news of the approaching hurricane, we <b>were beginning</b> our preparations for the storm.</p>	<p>Intralingual</p> <p>Intralingual</p>
7	Student JE	<p>As soon as we <b>was</b> the news of the approaching hurricane, we <b>begined</b> our preparations for the storm.</p>	<p>Misformation</p>	<p>As soon as we <b>heard</b> the news of the approaching hurricane, we <b>were beginning</b> our preparations for the storm.</p>	<p>Intralingual</p>
8	Student NM	<p>I <b>bought</b> a small give before I <b>whant</b> to the hospital yesterday to visit my friend.</p> <p>I <b>was</b> my thumb while I <b>ussed</b> the hammer.</p> <p>while I lied in bed last night, I <b>hearing</b> strange noise.</p> <p>while I looked at my computer screen, I <b>starting</b> to feel dizzy.</p>	<p>Misformation</p> <p>Omission Addition</p> <p>Omission</p> <p>Omission</p>	<p>I <b>was buying</b> a small give before I <b>went</b> to the hospital yesterday to visit my friend.</p> <p>I <b>was hitting</b> my thumb while I <b>used</b> the hammer.</p> <p>while I lied in bed last night, I <b>was hearing</b> strange noise.</p> <p>while I looked at my computer screen, I <b>was</b></p>	<p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p>

		As soon as we <b>was</b> the news of the approaching hurricane, we <b>begined</b> our preparations for the storm.	Misformation	<b>starting</b> to feel dizzy. As soon as we <b>heard</b> the news of the approaching hurricane, we <b>beginning</b> our preparations for the storm.	Intralingual
9	Student SS	I was buying small gift before I <b>whent</b> to the hospital yesterday to visit my friend.	Addition	I was buying small gift before I <b>went</b> to the hospital yesterday to visit my friend.	Intralingual
		I <b>was</b> my thumb while I used the hammer.	Omission	I <b>was hitting</b> my thumb while I used the hammer.	Intralingual
		While I lied in bed last night, I <b>hearing</b> strange nose.	Omission	While I lied in bed last night, I <b>was hearing</b> strange nose.	Intralingual
		Yesterday while I looked at my computer screen, I <b>started</b> to feel a little dizzy.	Omission	Yesterday while I looked at my computer screen, I <b>was starting</b> to feel a little dizzy.	Intralingual
		As soon as we <b>was</b> the news of the approaching hurricane, we <b>begined</b> our preparations for the storm.	Misformation	As soon as we <b>heard</b> the news of the approaching hurricane, we were beginning our preparations for the storm.	Intralingual
10	Student	while I <b>lay</b> in bed	Misformation	while I <b>lied</b> in	Intralingual

	FZ	<p>last night, I was hearing a strange noise.</p> <p>while I looked at my computer screen, I <b>starting</b> to feel a little dizzy.</p> <p>As soon as we <b>was hear</b> the news of the approaching hurricane, we <b>begined</b> our preparations.</p>	<p>Omission</p> <p>Misformation</p>	<p>bed last night, I was hearing a strange noise.</p> <p>while I looked at my computer screen, I <b>was starting</b> to feel a little dizzy.</p> <p>As soon as we <b>heard</b> the news of the approaching hurricane, we <b>were beginning</b> our preparations.</p>	<p>Intralingual</p> <p>Intralingual</p>
11	Student FA	<p>while I <b>lay</b> in bed last night, I was hearing a strange noise.</p> <p>while I <b>lookd</b> at the computer screen, I was starting to feel a little dizzy.</p> <p>As soon as <b>we were hearing</b> the news of the approaching hurricane, we <b>beginning</b> our preparations for the storm.</p>	<p>Misformation</p> <p>Omission</p> <p>Misformation Omission</p>	<p>while I <b>lied</b> in bed last night, I was hearing a strange noise.</p> <p>while I <b>looked</b> at the computer screen, I was starting to feel a little dizzy.</p> <p>As soon as we <b>heard</b> the news of the approaching hurricane, we <b>were beginning</b> our preparations for the storm.</p>	<p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p>

12	Student DA	<p>I <b>whant</b> to the hospital yesterday.</p> <p>-I <b>was</b> my thumb while I used the hammer.</p> <p>while I <b>lie</b> in bed last night, I <b>hearing</b> a strange noise.</p> <p>As soon as we <b>was</b> the news the approaching hurricane, we <b>bagined</b> our preparations of the storm.</p>	<p>Misformation</p> <p>Omission</p> <p>Omission</p> <p>Misformation</p>	<p>I <b>went</b> to the hospital yesterday.</p> <p>I <b>was hitting</b> my thumb while I <b>used</b> the hammer.</p> <p>while I <b>lied</b> in bed last night, I <b>was hearing</b> a strange noise.</p> <p>As soon as we <b>heard</b> the news the approaching hurricane, we <b>were beginning</b> our preparations of the storm.</p>	<p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p>
13	Student SF	<p>while I <b>lay</b> in bed last night, I <b>heard</b> a strange noise.</p> <p>while I <b>looking</b> on my computer screen, I <b>starting</b> to feel a little dizzy.</p> <p>as soon as we <b>was</b> the news of the approaching hurricane, we <b>beghed</b> our preparations of the storm.</p>	<p>Misformation</p> <p>Misformation Omission</p> <p>Misformation</p>	<p>while I <b>lied</b> in bed last night, I <b>was hearing</b> a strange noise.</p> <p>while I <b>looked</b> on my computer screen, I <b>was starting</b> to feel a little dizzy.</p> <p>as soon as we <b>heard</b> the news of the approaching hurricane, we <b>were beginning</b> our preparations of</p>	<p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p>

		I was hitting my thumb while I <b>was using</b> the hammer.	Misformation	the storm. I was hitting my thumb while I <b>used</b> the hammer.	Intralingual
		while I <b>was looking</b> at my computer screen, I was starting to feel a little dizzy.	Misformation	while I <b>looked</b> at my computer screen, I was starting to feel a little dizzy.	Intralingual
		as soon as we <b>was</b> the news of the approaching hurricane, we <b>begined</b> our preparations of the storm.	Misformation	as soon as we <b>heard</b> the news of the approaching hurricane, we <b>were beginning</b> our preparations of the storm.	Intralingual

14	Student LD	I <b>whout</b> to the hospital yesterday to visit my friend.	Misformation	I <b>went</b> to the hospital yesterday to visit my friend.	Intralingual
		I <b>was</b> my thumb while I used the hammer.	Omission	I <b>was hitting</b> my thumb while I used the hammer.	Intralingual
		while I looked at my computer screen, I <b>starting</b> to feel a little dizzy.	Omission	while I looked at my computer screen, I <b>was starting</b> to feel a little dizzy.	Intralingual
		as soon as we <b>was</b> the news of the approaching hurricane, we <b>begined</b> our preparations of the storm.	Misformation	as soon as we <b>heard</b> the news of the approaching hurricane, we <b>were beginning</b> our preparations of the storm.	Intralingual

17	Student KK	<p>I <b>bought</b> a small gift before I <b>whant</b> to the hospital yesterday to visit my friend.</p> <p>I <b>was</b> my thumb while I <b>ussed</b> the hammer.</p> <p>while I <b>lain</b> in bed last night, I <b>hearing</b> a strange noise.</p> <p>as soon as we <b>was</b> the news of the approaching hurricane, we <b>begined</b> our preparations of the storm.</p>	<p>Miaformation</p> <p>Omission Addition</p> <p>Misformation Omission</p> <p>Misformation</p>	<p>I <b>was buying</b> a small gift before I <b>went</b> to the hospital yesterday to visit my friend.</p> <p>I <b>was hitting</b> my thumb while I <b>used</b> the hammer.</p> <p>while I <b>lied</b> in bed last night, I <b>was hearing</b> a strange noise.</p> <p>as soon as we <b>heard</b> the news of the approaching hurricane, we <b>were beginning</b> our preparations of the storm.</p>	<p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p>
17	Student YA	<p>I <b>buyht</b> a small gift before I <b>whant</b> to the hospital yesterday to visit my friend.</p> <p>I <b>was</b> my thumb while I used the hammer.</p> <p>while I lied in bed last night, I <b>hearing</b> a strange noise.</p> <p>as soon as we <b>was</b> the news of the approaching</p>	<p>Misformation</p> <p>Omission</p> <p>Omission</p> <p>Misformation</p>	<p>I <b>was buying</b> a small gift before I <b>went</b> to the hospital yesterday to visit my friend.</p> <p>I <b>was hitting</b> my thumb while I used the hammer.</p> <p>while I lied in bed last night, I <b>was hearing</b> a strange noise.</p> <p>as soon as we <b>heard</b> the news of the</p>	<p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p>

		hurricane, we <b>begched</b> our preparations for the storm.		approaching hurricane, we <b>were beginning</b> our preparations for the storm.	
--	--	---	--	---	--

Table 2.4 Recapitulation Data of past perfect continuous and past perfect

No	Name of Students	Wrong Sentence	Types of Errors	Sentence Correction	Cause of Errors
1	Student AT	it was the first time we had been to the castle, eventhough we had been <b>visiting</b> Edinburgh a few times before.	Misformation	it was the first time we had been to the castle, eventhough we had been <b>visited</b> Edinburgh a few times before.	Intralingual
2	Student NK Student NZ Student AA Student NF Student DA Student NFH Student LA Student NF Student JE Student SS	Mrs. Bishop <b>hed</b> been trying to have children for years.	Misformation	Mrs. Bishop <b>had</b> been trying to have children for years.	Intralingual
		this was the first time we had been to the castle, eventhough we <b>head</b> visited Edinburgh a few times before.	Misformation	this was the first time we had been to the castle, eventhough we <b>had</b> visited Edinburgh a few times before.	Intralingual
		it <b>bed</b> costed two pounds.	Misformation	it <b>had</b> costed two pounds.	Intralingual
		Meg James <b>hed</b> been writing children's stories for ten years when she got her first	Misformation	Meg James <b>had</b> been writing children's stories for ten	Intralingual

		book published.		years when she got her first book published.	
		for sometime Mark <b>hed worried</b> about passing the exam and eventually decided to change the course he was taking.	Misformation	-for sometime Mark <b>had worried</b> about passing the exam and eventually decided to change the course he was taking.	Intralingual
		it was the first time I <b>hed been arriving</b> late for school that weeks.	Misformation	it was the first time I <b>had arrived</b> late for school that weeks.	Intralingual
3	Student SN Student LD Student FZ Student NM	Mrs. Bishop <b>hed beentrying</b> to have children for years.	Misformation	Mrs. Bishop <b>had been trying</b> to have children for years.	Intralingual
		this was the first time we had been to the castle, eventhough we <b>had listed</b> Edinburgh a few times before.	Misformation	this was the first time we had been to the castle, eventhough we <b>had visited</b> Edinburgh a few times before.	Intralingual
		it <b>bed cauted</b> two pounds.	Misformation	it <b>had</b> costed two pounds.	Intralingual
		Meg James <b>hed</b> been writing children's stories for ten eas when	Misformation	Meg James <b>had</b> been writing children's	Intralingual

		<p>she got her first book published.</p> <p>for sometime Mark <b>hed worried</b> about passing the exam and eventually decided to change the course he was taking.</p> <p>it was the first time <b>I hed beenayyeidg</b> late for school that weeks.</p>	<p>Misformation</p> <p>Misformation</p>	<p>stories for ten eas when she got her first book published.</p> <p>for sometime Mark <b>had worried</b> about passing the exam and eventually decided to change the course he was taking.</p> <p>it was the first time I <b>had arrived</b> late for school that weeks.</p>	<p>Intralingual</p> <p>Intralingual</p>
4	Student FA	<p>Mrs. Bishop <b>was trying</b> to have children for years.</p> <p>this was the first time we had been to the castle, eventhough we <b>were visited</b> Edinburgh a few times before.</p> <p>it <b>was costing</b> two pounds.</p> <p>Meg James <b>was write</b> children's stories for ten eas when she got her</p>	<p>Misformation</p> <p>Misformation</p> <p>Misformation</p> <p>Misformation</p>	<p>Mrs. Bishop <b>had been trying</b> to have children for years.</p> <p>this was the first time we had been to the castle, eventhough we <b>had visited</b> Edinburgh a few times before.</p> <p>it <b>had</b> costed two pounds.</p> <p>Meg James <b>had been writing</b> children's</p>	<p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p>

		<p>first book published.</p>		<p>stories for ten years when she got her first book published.</p>	
		<p>for sometime Mark <b>were worried</b> about passing the exam and eventually decided to change the course he was taking.</p>	Misformation	<p>for sometime Mark <b>had worried</b> about passing the exam and eventually decided to change the course he was taking.</p>	Intralingual
		<p>it was the first time <b>I was arriving</b> late for school that weeks.</p>	Misformation	<p>it was the first time <b>I had arrived</b> late for school that weeks.</p>	Intralingual

5	Student NV	<p>Mrs. Bishop <b>hed bced trying</b> to have children for years.</p> <p>this was the first time we had been to the castle, eventhough we <b>hed visited</b> Edinburgh a few times before.</p> <p>it <b>bed costed</b> two pounds.</p> <p>Meg James <b>hed bced wrteing</b> children's stories for ten eas when she got her first book published.</p> <p>for sometime Mark <b>hed worried</b> about passing the exam and eventually decided to change the course he was taking.</p>	<p>Misformation</p> <p>Misformation</p> <p>Misformation</p> <p>Misformation</p> <p>Misformation</p>	<p>Mrs. Bishop <b>had been trying</b> to have children for years.</p> <p>this was the first time we had been to the castle, eventhough we <b>had visited</b> Edinburgh a few times before.</p> <p>it <b>had</b> costed two pounds.</p> <p>Meg James <b>had been writing</b> children's stories for ten eas when she got her firsrt book published.</p> <p>for sometime Mark <b>had worried</b> about passing the exam and eventually decided to change the</p>	<p>intralingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p>

		it was the first time I <b>hed beeharrivnig</b> weeks.	Misformation	course he was taking. it was the first time I <b>had arrived</b> late for school that weeks.	Intralingual
6	Student SF	Mrs. Bishop <b>hed behentying</b> to have children for years.	Misformation	Mrs. Bishop <b>had been trying</b> to have children for years.	Intralingual
		this was the first time we had been to the castle, eventhough we <b>hed listed</b> Edinburgh a few times before.	Misformation	this was the first time we had been to the castle, eventhough we <b>had visited</b> Edinburgh a few times before.	Intralingual
		it <b>hed cathed</b> two pounds.	Misformation	it <b>had</b> costed two pounds.	Intralingual
		Meg James <b>hed been writing</b> children's stories for ten eas when she got her first book published.	Misformation	Meg James <b>had been writing</b> children's stories for ten eas when she got her first book published.	Intralingual
		for sometime Mark <b>hed worried</b> about passing the exam and eventually decided to change the course he was taking.	Misformation	for sometime Mark <b>had worried</b> about passing the exam and eventually decided to change the	Intralingual

		it was the first time I <b>hed benayyeng</b> weeks.	Misformation	course he was taking. it was the first time I <b>had arrived</b> late for school that weeks.	Intralingual
7	Student YA	Mrs. Bishop <b>had tried</b> to have children for years.	Misformation	Mrs. Bishop <b>had been trying</b> to have children for years.	Intralingual
		this was the first time we had been to the castle, eventhough we <b>had visit</b> Edinburgh a few times before.	Omission	this was the first time we had been to the castle, eventhough we <b>had visited</b> Edinburgh a few times before.	Intralingual
		it <b>has cost</b> two pounds.	Misformation	it <b>had</b> costed two pounds.	Intralingual
		Meg James <b>had written</b> children's stories for ten eas when she got her first book published.	Misformation	Meg James <b>had been writing</b> children's stories for ten eas when she got her first book published.	Intralingual
		for sometime Mark <b>have worry</b> about passing the exam and eventually decided to change the course he was taking.	Misformation	for sometime Mark <b>had worried</b> about passing the exam and eventually decided to change the	Intralingual

				course he was taking.	
8	Student KK	Mrs. Bishop <b>hed bed txying</b> to have children for years.	Misformation	Mrs. Bishop <b>had been trying</b> to have children for years.	Intralingual
		this was the first time we had been to the castle, eventhough we <b>hed visited</b> Edinburgh a few times before.	Misformation	this was the first time we had been to the castle, eventhough we <b>had visited</b> Edinburgh a few times before.	Intralingual
		it <b>hed costed</b> two pounds.	Misformation	it <b>had</b> costed two pounds.	Intralingual
		for sometime Mark <b>hed worried</b> about passing the exam and eventually decided to change the course he was taking.	Misformation	for sometime Mark <b>had worried</b> about passing the exam and eventually decided to change the course he was taking.	Intralingual
		it was the first time I <b>had been arriving</b> weeks.	Misformation	it was the first time I <b>had arrived</b> late for school that weeks.	Intralingual
9	Student NH	Mrs. Bishop <b>hed becutryingo</b> have children for years.	Misformation	Mrs. Bishop <b>had been trying</b> to have	Intralingual

		<p>children for years.</p> <p>this was the first time we had been to the castle, eventhough we <b>hed listed</b> Edinburgh a few times before.</p>	Misformation	<p>this was the first time we had been to the castle, eventhough we <b>had visited</b> Edinburgh a few times before.</p>	Intralingual
		<p>it <b>beed casteel</b> two pounds.</p>	Misformation	<p>it <b>had</b> costed two pounds.</p>	Intralingual
		<p>Meg James <b>writing</b> children's stories for ten eas when she got her first book published.</p>	Misformation	<p>Meg James <b>had written</b> children's stories for ten eas when she got her first book published.</p>	Intralingual
		<p>for sometime Mark <b>hed worried</b> about passing the exam and eventually decided to change the course he was taking.</p>	Misformation	<p>for sometime Mark <b>had worried</b> about passing the exam and eventually decided to change the course he was taking.</p>	Intralingual
		<p>it was the first time I <b>hedbeng</b> weeks.</p>	Misformation	<p>it was the first time I <b>had arrived</b> late for school that weeks.</p>	Intralingual

## 2. Analysis Errors and Data Description

To find the data, the writer gave test to students with the form of essay tests that consists of several kinds of tenses. In one kind of tenses consist of five or 6 tests.

### a. The Percentage of Errors made by Students

To measure the percentage of students' error, need formula that used as bellow:

$$P \frac{f}{n} \times 100 \%$$

P = Percentage

F = Frequency of Errors

N = Number students' errors

<b>Kinds of test</b>	<b>Number of items</b>	<b>Frequency of Difficulties</b>	<b>Percentage of Difficulties</b>
The use of present progressive and present perfect progressive	5	62	26.83 %
The use of present perfect and present perfect progressive	6	54	23.37 %
The use of past tense and past continuous tense	5	68	29.43 %
The use of past perfect and past perfect continuous	6	47	20.34 %

<b>Total</b>	<b>22</b>	<b>231</b>	<b>100 %</b>
<b>Average</b>			<b>52.5%</b>

Table 2.5 Percentage of Errors made by Students

In this table, it can be seen that the total frequency of students' errors are 231. The total errors that the students' made in the use of present progressive and present perfect progressive are 62 errors. The number of students' errors in using present perfect and present perfect progressive are 54. And for the use of past tense and past continuous tense, the students make 68 errors. And the last is the use of past perfect and past perfect continuous that is 47 errors. So the total percentage of errors that students' make is 100 % with the average 52.5 %.

**The use of present progressive and present perfect progressive**

$$P = \frac{62}{231} \times 100 \%$$

$$= 26.83 \%$$

**The use of present perfect and present perfect progressive**

$$P = \frac{54}{231} \times 100 \%$$

$$= 23.37 \%$$

**The use of past tense and past continuous tense**

$$P = \frac{68}{231} \times 100 \%$$

$$= 29.43 \%$$

**The use of past perfect and past perfect continuous**

$$P = \frac{47}{231} \times 100 \%$$

$$= 20.34 \%$$

### Average

$$P = \frac{231}{20 \times 22} \times 100\%$$

$$P = \frac{231}{440} \times 100 \%$$

$$= 52.5 \%$$

### c. Percentage of Types of Errors

Table 2.6 Percentage of Students' Types of Error in The Use of Present Progressive and Present Perfect Progressive

Types of Error	Frequency of Errors	Percentage
Omission	19	30.64 %
Misformation	40	64.51 %
Addition	3	4.83 %
<b>Total</b>	<b>62</b>	<b>100 %</b>

The table shown that the total frequency of students' types of error is 62. The omission is 19 with the percentage 30.64 %, misformation has 40 errors with the percentage 64.51 %, addition only have 3 errors with the percentage 4.83 %. It can be seen that students did much errors in misformation because it is the highest error from another types of errors. The lowest errors the students' made is addition that has only three errors.

#### Omission:

$$P = \frac{19}{62} \times 100 \%$$

$$= 30.64 \%$$

**Misformation:**

$$P = \frac{40}{62} \times 100 \%$$

$$= 64.51 \%$$

**Addition:**

$$P = \frac{3}{62} \times 100\%$$

$$= 4.83 \%$$

Table 2.7 Percentage of Students' Types of Error in The Use of Present Perfect and Present Perfect Progressive

<b>Types of Error</b>	<b>Frequency of Errors</b>	<b>Precentage</b>
Omission	4	7.40 %
Misformation	49	90.74 %
Addition	1	1.85 %
<b>Total</b>	<b>54</b>	<b>100 %</b>

The table shown that the total frequency of students' types of error is 54. The omission is 4 with the percentage 7.40 %, misformation has 49 errors with the percentage 90.74 %, addition only have 1 errors with the percentage 4.83 %. In this table misformation still become the highest than another types of error that has 49 errors. The lowest is addition that has 1 error with the percentage 1.85 %.

**Omission:**

$$P = \frac{4}{54} \times 100 \%$$

$$= 7.40 \%$$

**Misformation:**

$$P = \frac{49}{54} \times 100 \%$$

$$= 90.74 \%$$

**Addition:**

$$P = \frac{1}{54} \times 100 \%$$

$$= 1.85 \%$$

Table 2.8 Percentage of Students' Types of Error in The Use of Past Tense and Past Continuous Tense

<b>Types of Error</b>	<b>Frequency of Errors</b>	<b>Precentage</b>
Omission	26	38.23 %
Misformation	34	50 %
Addition	8	11.76 %
<b>Total</b>	<b>68</b>	<b>100 %</b>

The table shown that the total frequency of students' types of error is 68. The omission is 26 with the percentage 38.23 %, misformation has 34 errors with the percentage 50 %, addition has 3 errors with the percentage 11.76 %. In this table, misformation still become the highest than other types of errors. Here the students also did much errors in omission that has 26 errors.

**Omission:**

$$P = \frac{26}{68} \times 100\%$$

$$= 38.23 \%$$

**Misformation:**

$$P = \frac{34}{68} \times 100 \%$$

$$= 50 \%$$

**Addition:**

$$P = \frac{8}{68} \times 100 \%$$

$$= 11.76 \%$$

Table 2.9 Percentage of Students' Types of Error in The Use of Past Perfect and Past Perfect Continuous

<b>Types of Error</b>	<b>Frequency of Errors</b>	<b>Precentage</b>
Omission	1	2.12 %
Misformation	46	97.87 %
Addition	0	0
<b>Total</b>	<b>47</b>	<b>100 %</b>

In this table, the total frequency of students' types of error is 47. The students did much error in misformation that has 46 errors with the percentage 97.87 %. Students did lack of errors in omission that only has 1 error with the percentage 2.12 %. In this table, there is no errors that students' made in addition.

**Omission:**

$$P = \frac{1}{47} \times 100 \%$$

$$= 2.12 \%$$

**Misformation:**

$$P = \frac{46}{47} \times 100 \%$$

$$= 97.87 \%$$

## d. Cause of Errors

There are several cause of erros that had already been explained by the writer in chapter two. Here the writer found that the errors that the students' made caused by Intralingual transfer. The writer did not find errors caused by interlanguage and commuicative strategy.

It can be seen on the table of recapitulation of students data that the students did much errors on the placement of gramatical structure for example: *I an work on it since then/I have been working on it since then*. Form the example can be seen that the students lack of comprehend in the use of to be in tenses. Students also made errors in morpheme. For example: *I whent to the hospital yesterday to visit my friend/I went to the hospital to visit my friend*. It can be concluded that the students still lack of vocabulary.

From the statement above, the writer concluded that the total of caused of errors that the students' made are 231.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### *A. Data Conclusion*

After finding the result of the data, the writer would like to conclude the data into paragraph.

The writer found that the frequency of students' errors are 231 with the percentage 100% and the average 52.5 %. It means the students made much error on tenses that had already been testing.

The total frequency of students' types of errors in the use of present progressive and present perfect progressive are 62 with the percentage 100 %. The total of types of errors in the use of present perfect and present perfect progressive are 54 with the percentage 100 %. In the use of past tense and past continuous tense are 68 with the percentage 100 %. The last is the total frequency of types of errors in the use of past perfect and past perfect continuous are 47 with the percentage 100 %.

Sometimes students confused to put to be into the right tense, and sometimes students did miss type on the words. Students also confused to put the regular or irregular verbs on past tense, present perfect and past perfect. It was seen from the recapitulation data of students' wrong sentences, several students have the same answer even the error was also the same.

Students also have no more paying attention when teacher explain tenses. Based on the interview that the writer did to several students, most of them

answer that tenses is really complicated and they confuse how to put to be into the right place. Student sometimes confuse between the placement of past perfect and past tense, perfect continuous and past continuous tense, past tense and past tense continuous.

### ***B. Suggestion***

The writer would like to give suggestion to both students and teacher. For the teacher, the writer suggest that the teacher should reminds the tenses while giving any English material weather it is listening material or reading material. It may help students to keep on their mind about tenses.

For students, the writer suggests that students should have more pay attention about the placement of to be, verb 1 and verb 2, regular and irregular verb. Students may make a note about tenses and students may write down tenses on their note every time teacher explains tenses. Students also should have more pay attention when teacher explain the material in the classroom.

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# **A P P E N D I C E S**

## **Appendix A**

### **Question of Interviews for Teacher**

1. What is the method or strategy that teacher used in teaching English?  
*Apa metode atau strategi yang guru gunakan dalam mengajar bahasa inggris?*
2. What are the difficulties that students' face in learning grammar especially for tenses?  
*Apa saja kesulitan yang dihadapi siswa dalam mempelajari grammar terutama terhadap tenses?*
3. How many students that understand and do not understand tenses?  
*Berapa banyak siswa yang paham dan tidak paham tenses?*
4. What is the solution that teacher usually use when students' get difficulties in understanding grammar especially for tenses?  
*Apa solusi terbaik yang guru gunakan saat siswa mengalami kesulitan dalam memahami grammar terutama terhadap tenses?*

## Appendix B

### Question of Interview for Students

1. What is students opinion about English?  
*Apa pendapat siswa tentang bahasa inggris?*
2. How are students comprehend in learning grammar especially for tenses?  
*Bagaimana pemahaman siswa dalam mempelajari grammar terutama pada tenses?*
3. What make students difficult in learning grammar especially for tenses?  
*Apa yang membuat siswa kesulitan dalam memahami grammar terutama pada tenses?*
4. Do students understand about tenses?  
*Apakah siswa paham terhadap tenses?*
5. Which tenses that makeyou difficult to learnt?  
*Tenses mana yang paling susah dipelajari?*
1. How is the method or strategy that teacher use in teaching English especially for tenses?  
*Apa pendapat siswa tentang metode atau strategi yang guru gunakan dalam mengajar grammar terutama tenses?*
6. Whether students like it or not about method or strategy that teacher use in teaching grammar especially for tenses?  
*Apakah siswa suka atau tidak dengan metode atau strategi yang guru gunakan dalam mengajar grammar terutama tenses?*

## Appendix C

### Students' Answer of the Interviewed

#### A. Student AT

1. Question: *bagaimana pendapatnya adik Tentang bahasa Inggris?*  
Answer: bahasa inggris itu menyenangkan pembelajarannya. Bagus untuk dipelajari.
2. Question: Apakah adik mengerti dengan Tenses?  
Answer: paham. Tapi ada juga tenses yang kadang bikin saya terputar-putar. tenses itu kadang rumit. Jadi kita harus pahami betul rumus-rumusnya.
3. Question: Tenses mana yang menurut adik sulit?  
Answer: seperti perfect tense, perfect continuous tense, past perfect tense. Itu yang paling rumit sekali.
4. Question: metode atau strategi seperti apa yang biasa ustad/ustadzah terapkan ketika mengajar tenses?  
Answer: biasa ustad menjelaskan, terus dikasih contoh, biasa juga menggunakan video.
5. Question: apakah adik suka atau tertarik dengan metode yang ustad/ustadzah terapkan?  
Answer: suka dengan caranya ustad mengajar. Cepat dipahami.

#### B. Student NK

1. Question: *Bagaimana pendapatnya adik tentang Bahasa Inggris?*  
Answer: seru.
2. Question: Apakah adik mengerti dengan tenses?  
Answer: ada yang dipaham ada juga yang tidak dipaham.
3. Question: Tenses mana yang menurut adik sulit?

Answer: seperti penempatan to be nya yang kadang membingungkan apalagi perfect tense dan perfect continos tense.

4. Question: metode atau strategi seperti apa yang biasa ustad/ustadzah terapkan ketika mengajar tenses?

Answer: ustad biasa menjelaskan dengan video.

5. Question: apakah adik suka atau tertarik dengan metode yang ustad dan ustadzah terapkan?

Answer: suka caranya ustad mengajar. Ustad juga humoris orangnya jadi tidak membosankan. Materi yang dijelaskan mudah dipahami.

### **C. Student JE**

1. Question: *Bagaimana pendapatnya adik tentang Bahasa Inggris?*

Answer: Bagus tapi kadang rumit juga.

2. Question: Apakah adik paham dengan tenses?

Answer: tenses itu menurut saya cukup sulit untuk dipahami. Karena banyak sekali rumusnya.

3. Question: Tenses mana yang menurut adik sulit?

Answer: kayaknya semuanya sulit kecuali present tense.

4. Question: metode atau strategi seperti apa yang biasa ustad/ustadzah terapkan ketika mengajar tenses?

Answer: biasa disuruh maju didepan kelas dan kita disuruh isi soal yang ustad tulis dipapan.

5. Question: apakah adik suka atau tertarik dengan metode atau strategi yang biasa ustad/ustadzah terapkan?

Answer: suka. Suka. Ustad juga baik. Kalo ada yang salah tidak dimarah.

### **D. Student NV**

1. Question: *bagaimana pendapatnya adik tentang bahasa inggris?*

Answer: menurut saya bahasa inggris itu lumayan bagus.

2. Question: apakah adik paham dengan tenses?

Answer:kadang susah dipahami.

3. Question: tenses mana yang menurut adik sulit?  
Answer:kadang susah dibagian past tense apalagi kalo mau memasukan regular verb dan irregular verbnya. Karena saya banyak yang tidak saya hafal.
4. Question: metode atau strategi seperti apa yang ustad/ustadzah terapkan ketika mengajar tenses?  
Answer:ustad menjelaskan kadang diulangi terus supaya kita paham.
5. Question: apakah adik suka dengan metode atau strategi yang ustad dan ustadza terapkan?  
Answer:suka. Kadang kalau ustad menjelaskan dipahami.

#### **E. Student SS**

1. Question: *bagaimana pendapatnya adik tentang bahasa inggris?*  
Answer: Asyik. Cumin susah dipahami. Tapi kalo kita bisa sukai jadinya gampang dipahami, kalo kita tidak suka jadinya sulit dipahami.
2. Question: apakah adik paham dengan tenses?  
Answer: gampang. Cuman kalo tidak dipahami sulit dimengerti.
3. Question: tenses mana yng menurut adik sulit?  
Answer: saya rasa semua sulit. Yang sulit itu rumusnya yang berbolak-balik.
4. Question: metode atau strategi seperti apa yang ustad /ustadzah terapkan ketika mengajar tenses?  
Answer: ustad menjelaskan makna dulu baru rumusnya.
5. Question: apakah adik suka dengan metode atau strategi yang biasa ustad/ustadzah terapkan?  
Answer:tergantung. Kadang suka, kadang juga tidak.

#### **F. Student LD**

1. Question: *bagaimana pendapat adik tentang bahasa inggris?*  
Answer: kadang sulit dipahami materinya bahasa inggris.
2. Question: apakah adik paham dengan tenses?  
Answer: paham. Cuma kadang membingungkan

3. Question: tenses mana yang menurut adik sulit?  
Answer: kayaknya semua nya susah saya pahami.
4. Question: metode atau strategi seperti apa yang biasa ustad/ustadzah terapkan ketika mengajar tenses?  
Answer: disuruh kerja kelompok.
5. Question: apakah adik suka atau tertarik dengan metode atau strategi yang biasa ustad/ustadzah terapkan?  
Answer: suka. Supaya bisa terbagi dan bekerjasama.

### **G. Student NZ**

1. Question: *bagaimana pendapat adik tentang bahasa inggris?*  
Answer: Bagus.
2. Question: apakah adik paham dengan tenses?  
Answer: belum paham. Sulit dipahami.
3. Question: tenses mana yang menurut adik sulit?  
Answer: hampir semua tenses sih. Penjabarannya sulit.
4. Question: metode atau strategi seperti apa yang biasa ustad /ustadzah terapkan ketika mengajar tenses?  
Answer: dijelaskan sampai paham. Dikasih video.
5. Question: apakah adik suka atau tertarik dengan metode yang ustad/ustdadzah terapkan?  
Answer: suka. Menarik. Tidak membosankan.

## **Appendix D**

### **Teacher's Answer for the Interviewed**

1. *Apa metode atau strategi yang biasa ustad gunakan dalam mengajar bahasa inggris?*  
Answer: downtalk. Kadang juga dibagi kelompok. Dalam 1 kelompok ada 1 kader yang menyesuaikan materi.
2. *Apa saja kesulitan yang dihadapi siswa dalam mempelajari grammar terutama terhadap tenses?*  
Answer: belum memahami kata kerja. Lupa rumus. Dan waktunya juga terlalu singkat.
3. *Ada berapa kira-kira siswa yang paham dan tidak paham dengan tenses?*  
Answer: Sebagian. Sebagian semangat, sebagian belum memahami.
4. *Apa solusi terbaik yang ustad berikan ketika siswa mengalami kesulitan dalam memahami tenses?*  
Answer: memberikan pembelajaran yang menyenangkan seperti game, buat cerita yang lucu dan menarik.

## Appendix E

### Instruments of Essay Test

**Directions: Complete the sentences using the words in parentheses. Use the simple past or the past progressive.**

1. My mother called me around 5:00. My husband came home a little after that. [When he (*come*) *came* home,] I (*talk*) *was talking* to my mother on the phone.
2. I (*buy*)\_\_\_\_\_ a small gift before I (*go*)\_\_\_\_\_ to the hospital yesterday to visit my friend.
3. I (*hit*)\_\_\_\_\_ my thumb while I (*use*)\_\_\_\_\_ the hammer. Ouch! That (*hurt*).
4. While I (*lie*)\_\_\_\_\_ in bed last night, I (*hear*)\_\_\_\_\_ a strange noise. When I (*hear*)\_\_\_\_\_ this strange noise, I (*turn*)\_\_\_\_\_ on the light. I (*hold*)\_\_\_\_\_ my breath and (*listen*)\_\_\_\_\_ carefully. A mouse (*chew*)\_\_\_\_\_ on something under the floor.
5. I work at a computer all day long. Yesterday while I (*look*)\_\_\_\_\_ at my computer screen, I (*start*)\_\_\_\_\_ to feel a little dizzy, so I (*take*) a break. While I (*take*)\_\_\_\_\_ a short break outdoors and (*enjoy*)\_\_\_\_\_ the warmth of the sun on my face, an elderly gentleman (*come*)\_\_\_\_\_ up to me and (*ask*)\_\_\_\_\_ me for directions to the public library.

6. As soon as we (**hear**)\_\_\_\_\_ the news of the approaching hurricane, we (**begin**)\_\_\_\_\_our preparations for the storm.

***Direction: choose the past perfect continuous form of the verb if appropriate. If not, use the past perfect***

1. Mrs. Bishop (**try**)\_\_\_\_\_ to have children for years, then she finally became pregnant at the age of 45.
2. This was the first time we had been to the castle, eventhough we (**visit**)\_\_\_\_\_ Edinburgh a few times before.
3. She bought the first watch at the age of 8. It (**cost**)\_\_\_\_\_ two pounds.
4. Meg James (**write**)\_\_\_\_\_ children's stories for ten years when she got her first book published.
5. For sometime Mark (**worry**)\_\_\_\_\_about passing the exam and eventually decided to change the course he was taking.
6. My teacher was really annoyed with me. It was the third time I (**arrive**)\_\_\_\_\_late for school that weeks.

**Directions: Complete the sentences. Use the present progressive or the present perfect**

**progressive.**

1. I (*sit*) **am sitting** in class right now. I (*sit*) **have been sitting** here since one o'clock.
2. Kate is standing at the corner. She (*wait*)\_\_\_\_\_ for the bus. She (*wait*)  
for the bus for twenty minutes.
3. Scott and Rebecca (*talk*)\_\_\_\_\_ on the phone right now.- They  
(*talk*)\_\_\_\_\_ on the phone for over an hour.
4. Right now we're in class. We (*do*)\_\_\_\_\_ an exercise. We (*do*)\_\_\_\_\_ this  
exercise for a couple of minutes.
5. A: You look busy right now. What (*you, do*)\_\_\_\_\_ ?  
B: I (*work*)\_\_\_\_\_ on my physics experiment. It's a long and difficult  
experiment.
6. A: how long (*you, do*)\_\_\_\_\_ work on it.  
B: I started planning it last January. I (*work*)\_\_\_\_\_ on it since then.

**Directions: Complete the sentences. Use the present perfect or the present perfect progressive. In some sentences, either form is possible.**

1. A: I (*read*)\_\_\_\_\_ this chapter in my chemistry text three times, and I  
still don't understand it!  
B: Maybe I can help.

2. A: My eyes are getting tired. I (**read**)\_\_\_\_\_ for two hours. Think I'll take a break.
- B: Why don't we go for a walk?
3. A: Do you like the Edgewater Inn
- B: Very much. I (**stay**)\_\_\_\_\_ there at least a dozen times. It's my favorite hotel
4. A: The baby's crying. Shouldn't we do something?
- B: He's all right.
- A: Are you sure? He (**cry**)\_\_\_\_\_ for almost ten ~ minutes.
- B: Okay. I'll go into his room and see if anything's wrong.
5. A: Who's your daughter's new teacher?
- B: Mrs. Jackson.
- A: She's one of the best teachers at the elementary school. She (**reach**)\_\_\_\_\_ kindergarten for twenty years.
6. A: Ed (**play**)\_\_\_\_\_ tennis for ten years, but he still doesn't have a good backhand.
- B: Neither do I, and I (**play**)\_\_\_\_\_ tennis for tw

## Appendix F

### Documentations

#### A. The writer Explained about Tenses to Students Picture 1



**Picture 2**



**B. The Situation of Students while Doing the Test**



**Picture 2**



**C. Interviewed Process to Students**

**Picture 1**



**Picture 2**



**D. Interviewed Process to English Teacher**

**Picture 1**



**Picture 2**



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU  
NOMOR : 8 TAHUN 2019

TENTANG  
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALU

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu. Untuk itu dipandang perlu menunjuk pembimbing proposal dan skripsi;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap (mampu) melaksanakan tugas tersebut;
- c. bahwa berdasarkan point a dan b perlu ditetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Presiden RI Nomor 51 Tahun 2013 tentang Perubahan Status STAIN Palu menjadi IAIN Palu;
6. Peraturan Menteri Agama RI. Nomor 92 Tahun 2013 tentang Organisasi dan Tata Kerja IAIN Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 234/U/2000 tentang Pedoman Pendirian Perguruan Tinggi;
8. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
9. Keputusan Menteri Pendidikan Nasional Nomor 184/U/2001 tentang Pedoman, Pengawasan, Pengendalian, dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
10. Keputusan Menteri Pendidikan Nasional Nomor 004/U/2002 tentang Akreditasi Program Studi pada Perguruan Tinggi;
11. Keputusan Rektor Institut Agama Islam Negeri (IAIN) Palu tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 44/In.13/KP.07.6/01/2018

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU
- Pertama : Menunjuk Saudara (i)
1. Drs. Muhamad Ihsan, M.Ag
2. Dr. Hj. Nur Asmawati, M.Hum
- Masing-masing sebagai Pembimbing I dan II bagi Mahasiswa:
- Nama : Nadia Bahmid
- Nomor Induk : 15.1.16.0022
- Jurusan : Tadris Bahasa Inggris
- Judul Skripsi : "AN ANALYSIS STUDENTS DIFFICULTIES IN UNDERSTANDING TENSES IN GRAMMAR LEARNING AND THE POSSIBLE SOLUTION AT ELEVENTH GRADE STUDENTS AT MA-AL-KHAIRAAT PUSAT PALU."
- Kedua : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga : Segala biaya akibat diterbitkannya keputusan ini dibebankan pada DIPA IAIN Palu Tahun Anggaran 2019;
- Keempat : Salinan keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya;
- Kelima : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari terdapat kekeliruan akan diperbaiki sebagaimana mestinya.



Tembusan :

1. Rektor IAIN Palu  
2. Bendahara Pengeluaran IAIN Palu



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INSTITUT AGAMA ISLAM NEGERI PALU  
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FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 233/In.13/F.I/PP.00.4/09/2019 Palu 4 September 2019  
Sifat : Penting  
Lamp : -  
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. Drs. Muhammad Ihsan, M.Ag. (Pembimbing I)
2. Dr. Hj. Nur Asmawati, S.Ag., M.Hum. (Pembimbing II)
3. Fitriingsih, SS., S.Pd., M.Hum (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-  
Palu

*Assalamu Alaikum War. Wab*

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nana : Nadia Bahmid  
NIM : 15.1.16.0021  
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)  
Judul Skripsi : An Anlysis Students' Difficulties in Understanding in Grammar Learning at Eleventh Grade Students' of MA- Alkhairat Pusat Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Rabu 11 September 2019  
Waktu : 09.00 Wita - Selesai  
Tempat : Ruang Munaqasyah Lt.2 Gedung F

*Wassalam.*



Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
- c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
- d. 1 rangkap untuk Ketua Jurusan
- e. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- g. 1 rangkap untuk ditempel pada papan pengumuman.



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**BERITA ACARA  
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Rabu, tanggal 11 bulan September tahun 2019, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Nelica Bachmid

NIM : 18.1.6.022

Jurusan : Tadris Bahasa Inggris (TBI - ....)

Judul Skripsi : An Analytic Student's Difficulties in Understanding Tenses in Grammar Learning For Seventh Grade Students of Ma Alchawati Prat Palu

Pembimbing : I. Dr. Muhammad Hidayat, M. Ag.

II. Dr. Hj. Nur Asmawati, S. Ag., M. Hum.

Penguji : Fitriningsih, Spt., S.S., M. Hum.

**SARAN-SARAN PENGUJI/PEMBIMBING**

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI		Technical things (punctuation; big & small case; misspelling words). Content → specific terminology about grammar
2.	BAHASA & TEKNIS PENULISAN		(Auxiliary Verbs) & Verb forms
3.	METODOLOGI		
4.	PENGUASAAN		
5.	JUMLAH		
6.	NILAI RATA-RATA	<u>87</u>	

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP. 19740726 200003 2 002

Palu, 11 September 2019

Penguji,

Fitriningsih, S.S., S.Pd., M. Hum  
NIP. 19850622 201503 200 2



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Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id) email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

**BERITA ACARA  
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Rabu, tanggal 11 bulan September tahun 2019, telah dilaksanakan Ujian Proposal

Skripsi :

Nama

: Natika Bradwind

NIM

: 15.116.0022

Jurusan

: Tadris Bahasa Inggris (TBI - 9...)

Judul Skripsi

: An Analysis Students' Difficulties in Understanding Tenses  
in Grammar Learning for Eleventh Grade of IAIN Muhammadiyah  
Pusat Palu

Pembimbing

: I. Dr. Muhammad Hasan, M.Ag.

II. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.

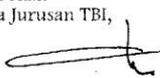
Penguji

: Furioningsih, S.pd, S.S, M.Hum.

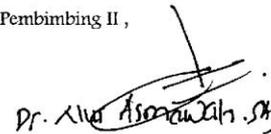
**SARAN-SARAN PENGUJI/PEMBIMBING**

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI		80
2.	BAHASA & TEKNIS PENULISAN		91. An analysis of students' difficulties in using/understanding ...
3.	METODOLOGI		80
4.	PENGUASAAN		91
5.	JUMLAH		
6.	NILAI RATA-RATA	90	

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBI,

  
Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP. 19740726 200003 2 002

Palu, 20  
Pembimbing II,

  
Dr. Nur Asmawati, S.Ag., M.Hum.  
NIP.



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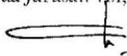
**BERITA ACARA**  
**UJIAN PROPOSAL SKRIPSI**

Pada hari ini Rabu, tanggal 11 bulan September tahun 2019, telah dilaksanakan Ujian Proposal Skripsi :  
Nama : An Analysis of Students' Difficulties in Understanding Tests in Grammar Learning at Elementary Grade Student of Muhammadiyah Palaru  
NIM : 1511600122  
Jurusan : Tadris Bahasa Inggris (TBI - A.....)  
Judul Skripsi : An Analysis of Students' Difficulties in Understanding Tests in Grammar Learning for Elementary Grade Student of Muhammadiyah Palaru  
Pembimbing : I. Drs. Muhammad Hasan, M. Ag.  
II. Dr. Hj. Nur Asmawati, S.Ag., M.Hum  
Penguji : Furqaningsih, S.pd., S.S., M.Hum

**SARAN-SARAN PENGUJI/PEMBIMBING**

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	89	researcher should give citate English article from journal to enrich your discussion
2.	BAHASA & TEKNIS PENULISAN	90	researcher should correct some error in using words, and spelling
3.	METODOLOGI	90	you researcher should prepare the test that will be used in research.
4.	PENGUASAAN	93	very good
5.	JUMLAH	362	
6.	NILAI RATA-RATA	90,5	

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBI,

  
Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP. 19740726 200003 2 002

Palu, 4 September 2019

Pembimbing I,

  
Muhammad Hasan  
NIP. 10



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU  
FAKULTAS TARBIAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-480798 Fax. 0451-480185  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

**DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI  
TAHUN AKADEMIK 20 / 20**

Nama : Nadira Bachmid  
NIM : 15.1.16.0022  
Jurusan : Tadris Bahasa Inggris (TBI - 3.....)  
Judul Skripsi : An Analysis Students' Difficulties in Understanding Tenses  
in Grammar Learning for Eleventh Grade Student of  
Ma. Athharat Palu Palu  
Tgl / Waktu Seminar : Rabu, 11 September 2019 Jam : 09.00 - Selesai

NO.	NAMA	NIM	SEM. / JUR.	TID	KET.
01	Jusriani	15.1.16.0026	TBI / IX	<i>[Signature]</i>	
02	PURI FARAH		TBI / I	<i>[Signature]</i>	
03	NURLAELA	101955027	I / PAUD	<i>[Signature]</i>	
04	Magfirah	191050048	PAUD	<i>[Signature]</i>	
05	Rosma ab	15.3.12.0015	VIII / ESJ	<i>[Signature]</i>	
06	Ika Damsant	15.3.12.0014	— — —	<i>[Signature]</i>	
07	M. Ikhlas	15.1.01.0069	PAI	<i>[Signature]</i>	
08	Nirlangga Radjogio	15.3.12.0080	VIII / ESJ	<i>[Signature]</i>	
09	Hendra	15.3.15.0017	VIII / PS	<i>[Signature]</i>	
10	YULFANTI S-R	17.16.0016	TBI / IX	<i>[Signature]</i>	
11	Mah. Syarif	16.1.16.0017	TBI / IX	<i>[Signature]</i>	
12	Muhammad Zidan	18.1.16.0002	TBI / IX	<i>[Signature]</i>	
13	SARTUN	15.1.16.0010	TBI / IX	<i>[Signature]</i>	
14	ARIPADI	15.1.16.0031	TBI / IX	<i>[Signature]</i>	
15	Istiqomah	15.1.16.0032	TBI / IX	<i>[Signature]</i>	

Pembimbing I,

*[Signature]*  
Muhammad Ikem  
NIP. 196505301992031006

Pembimbing II,

*[Signature]*  
Nur Asmawati  
NIP.

Palu, Rabu, 11 September 2019

Penguji,

*[Signature]*  
FITRINIYUSIH  
NIP. 198506222015032002

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBI,

*[Signature]*  
Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP. 197407262000032002



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INSTITUT AGAMA ISLAM NEGERI PALU  
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STATE INSTITUTE FOR ISLAMIC STUDIES PALU  
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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

Nomor : 2714 /In.13/F/PP.00.9/10/2019 Palu, 30 Oktober 2019  
Lampiran : -  
Hal : Izin Penelitian Untuk  
Menyusun Skripsi

Yth. Kepala Madrasah Aliyah Alkhairaat Pusat Palu  
di  
Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Nadia Bachmid  
NIM : 15.1.16.0022  
Tempat Tanggal Lahir : Luwuk, 04 Agustus 1997  
Semester : IX (Sembilan)  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jln. Mangga No. 19  
Judul Skripsi : AN ANALYSIS OF STUDENTS DIFFICULTIES IN USING  
TENSES FOR ELEVENTH GRADE STUDENTS OF MA  
ALKHAIRAAT PUSAT PALU  
No. HP : 083873836554

Dosen Pembimbing :  
1. Drs. Muhammad Ihsan, M.Ag  
2. Dr. Hj. Nur Asmawati, S.Ag, M.Hum

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Madrasah yang Bapak pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,  
  
Dekan,  
Dr. Mohamad Ihsan, S.Ag., M.Ag.  
NIP. 19720126 200003 1 001

Tembusan :  
1. Rektor IAIN Palu;  
2. Kepala Biro AUAK IAIN Palu;  
3. Dosen Pembimbing;  
4. Mahasiswa yang bersangkutan.



MEJELIS PENDIDIKAN ALKHAIRAAT  
MADRASAH ALIYAH ALKHAIRAAT PUSAT  
PALU - SULAWESI TENGAH  
AKREDITASI A NOMOR : 1344/BAN-SM/SK/2019  
NSM : 131272710106 NPSN : 40209853  
Alamat Jalan SIS. Aljufri No. 44 Telp/Fax. (0451) 453781 Palu  
Website : www.aliyahalkhairaatpalu.sch.id

SURAT KETERANGAN PENELITIAN

NOMOR : 020/UM-6/MAA/2020

Yang bertanda tangan di bawah ini :

Nama : Drs. Moh. Farhan  
Nip : 19640708 199903 1 002  
Jabatan : Kepala Madrasah

Menyatakan bahwa mahasiswa yang di sebut di bawah ini :

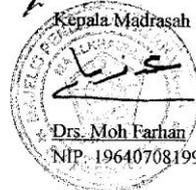
Nama : Nadia Bachmid  
No. Stambuk : 15 116 0022  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah Dan Ilmu Keguruan

Benar bahwa mahasiswa tersebut di atas telah selesai melaksanakan observasi dan penelitian di MA Alkhairaat Pusat Palu dalam rangka menyelesaikan Skripsi dengan judul : "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING TENSES FOR ELEVENTH GRADE STUDENT OF MA ALKHAIRAAT PUSAT PALU " Penelitian tersebut telah dilaksanakan sejak tanggal 30 November s.d 31 Desember 2019

Demikian surat keterangan ini dibuat dengan benar untuk dipergunakan sebagaimana perlunya

Palu, 15 Januari 2020

Kepala Madrasah



Drs. Moh Farhan

NIP. 196407081999031002

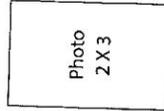


## BUKU KONSULTASI Pembimbingan Skripsi

Nama : Nadia Badamid  
NIM : 15.1.16.0022  
Jurusan/Prodi : Tadris  
Judul Skripsi : An Analysis of Students' Difficulties  
in Understanding Topics in Grammar  
Learning

FAKULTAS TARBIYAH & ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI  
(IAIN) PALU

BUKU KONSULTASI  
PEMBIMBINGAN PENULISAN SKRIPSI



NAMA : Nadia Bachmid  
NIM: 15.1.16.0022  
JURUSAN : TBI  
PEMBIMBING : I. Dr. Muhammad Hisan, M. Ag  
                  II. Dr. Hj. Nur Afrawati, M. Hum  
ALAMAT : Jln. Mangga no. 19  
NO. HP : 0830 7303 6554

JUDUL SKRIPSI

An Analysis Students' Difficulties in  
Understanding Tenses in Grammar Learning  
Through Short answer question - forms for  
Fourth Grade Student at MA Alkhawatir  
Pusat Palu.

SKRIPSI FAKULTAS TARBIYAH DAN ILMU  
KEGURUAN INSTITUT AGAMA ISLAM NEGERI  
(IAIN) PALU

A. Pengertian

Skripsi adalah karya ilmiah yang disusun mahasiswa dalam rangka menyelesaikan program sarjana Strata Satu (S1) berdasarkan hasil penelitian mandiri terhadap suatu masalah aktual yang dilakukan secara seksama dan terbimbing dengan bobot 6 sks.

B. Persyaratan

1. Setiap mahasiswa program S1 Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu pada semua jurusan yang akan mengakhiri masa studi atau setelah memperoleh sedikfiknya 110 sks.
2. Judul dan pembahasan skripsi harus sesuai disiplin ilmu/ jurusan/program studi yang diikuti mahasiswa.
3. Judul skripsi terlebih dahulu harus mendapatkan persetujuan dari Ketua Jurusan, karena judul skripsi mahasiswa satu dengan yang lain tidak boleh sama. Jika terdapat mahasiswa melakukan jiplakan (plagiat) maka skripsinya dianggap batal.
4. Mahasiswa dapat menulis skripsinya dalam bahasa asing (Arab/Inggris), terutama bagi jurusan Bahasa Arab dan Tadris Bahasa Inggris.
5. Skripsi mahasiswa harus diuji kebenarannya secara ilmiah dan harus dipertahankan di hadapan tim penguji skripsi setelah melalui proses pembimbingan oleh dosen pembimbing skripsi.

6. Skripsi yang dinyatakan lulus oleh tim pengujian skripsi, direvisi dan diserahkan ke masing-masing Jurusan selambat-lambatnya 3 bulan setelah ujian skripsi, jika terlambat dikenakan sanksi yang ditetapkan oleh tim pengujian skripsi

#### C. Mekanisme Penentuan Judul Skripsi

1. Mahasiswa calon penulis skripsi harus lulus mata kuliah Metodologi Penelitian.
2. Mahasiswa mengajukan judul penelitian kepada Ketua Jurusan untuk mendapatkan persetujuan.
3. Setelah judul mendapatkan persetujuan dari Ketua Jurusan maka ditetapkan Dosen Pembimbing Skripsi oleh Wakil Dekan Bid. Akademik yang selanjutnya akan ditetapkan dalam surat keputusan oleh Dekan.
4. Setelah mendapatkan persetujuan judul dan penetapan pembimbing, mahasiswa dapat menyusun dan mempersiapkan proposal skripsi dalam seminar proposal setelah mendapatkan persetujuan dari dosen pembimbing dan Ketua Jurusan.

#### D. Mekanisme Bimbingan Skripsi

1. Mahasiswa mengikuti proses bimbingan, paling sedikit 8 (delapan) kali tatap muka dengan dosen pembimbing.
2. Mahasiswa dalam melakukan bimbingan skripsi secara intensif kepada dosen pembimbing dengan terlebih dahulu melalui dosen pembimbing II baru kemudian pembimbing I.
3. Dosen dan mahasiswa mengisi jurnal bimbingan yang terdapat di dalam buku panduan konsultasi ini. Buku panduan ini dikumpulkan kepada Ketua Jurusan pada saat pendaftaran ujian munaqasyah skripsi.

#### E. Mekanisme Ujian Proposal dan Munaqasyah Skripsi

1. Status mahasiswa peserta ujian proposal dan munaqasyah skripsi masih memiliki hak menyelesaikan studi.
2. Telah mendapat persetujuan dari dosen pembimbing skripsi dan telah menyelesaikan (lulus) seluruh mata kuliah sesuai dengan kurikulum yang berlaku dengan minimal IPK 2,5 dan telah lulus Ujian Komprehensif (bagi yang ujian munaqasyah skripsi).
3. Mahasiswa mendaftarkan proposal skripsi/skripsi kepada Jurusan masing-masing dengan ketentuan sebagai berikut:
  - a. Menyerahkan naskah proposal skripsi/skripsi yang sudah ditanda tangani pembimbing sebanyak 3 eksampul bagi yang ujian proposal, 5 eksampul bagi yang ujian munaqasyah skripsi (dijilid soft cover dengan warna hijau).
  - b. Mengisi formulir pendaftaran ujian proposal/munaqasyah skripsi.
  - c. Melampirkan foto copy pembayaran SPP/UKT-BKT 1 lembar.
  - d. Melampirkan Transkrip Nilai Sementara yang ditanda tangani oleh Ketua Jurusan masing-masing 1 lembar (bagi yang ujian munaqasyah skripsi).
  - e. Melampirkan foto copy bukti lulus ujian Komprehensif dari Jurusan 1 lembar.
  - f. Melampirkan foto copy sertifikat OPAK, PPL, KKN 1 lembar (dengan membawa serta aslinya) dan Buku Konsultasi Pembimbingan Skripsi.
4. Ketua Jurusan/Wadek. Bid. Akademik dan Pengembangan Kelembagaan menunjuk dosen pengujian dan menetapkan jadwal pelaksanaan ujian.

5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen pengujian munaqasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.
6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen pengujian.
7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim pengujian dan ditambah 4 orang pengujian.
8. Ketua tim pengujian mempersiapkan segala kelengkapan administrasi ujian munaqasyah skripsi.
9. Tim pengujian menyerahkan hasil penilaian kepada ketua tim pengujian, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.

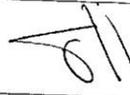
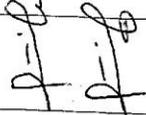
## JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI

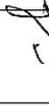
Nama : Nadla Badriid  
 NIM: 15.1.16.0022  
 Jurusan/Prodi : Tb1  
 Judul Skripsi : .....

Pembimbing I : Dr. Muhammad Ihsan, M.Ag  
 Pembimbing II : Dr. H. Nur Anwarwati, M.Hum

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1	30-04-2019	I	<ul style="list-style-type: none"> <li>• Put the method on the title</li> <li>• Explain the reason why you choose the title on your background.</li> <li>• errors in using words.</li> </ul>	
2	05-05-2019	II	<ul style="list-style-type: none"> <li>• check how u should write your footnote, the number and text.</li> <li>• Describe some example why students find it difficult to learn</li> </ul>	
3	11-06-2019			

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
	28-05-2019	I	Put the scope of the study on chapter I. - change the grammar material into Tenses Material	
	29-08-2019	II	In related study, explain why students made errors in understanding or using English tense. And explain how they differ from your own research	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
	31/12/2019		- Add definition of Key Terms. - You still use the word 'proposal' on your background. Change it into 'steps'. - You still use I. It should be the third person.	
	02/01/2020		- Referens paragraph	
	01/01/2020			
	26/02/2020		- attach the test you used to measure student's answer to the question - attach the documentation. - Fix the sentence	
	05/05/2020			

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
	20/07/2020		Fix the grammar mistake in <del>Abstract</del> Achneuwadgama	
	25/07/2020		Fix the grammar <del>in Achneuwadgama</del> change the sentence.	

### Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:

Yth. Ketua Jurusan ..... **Tadris Bahasa Inggris (TBI)**  
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)  
IAIN Palu

Yang bertanda tangan di bawah ini:

1. Nama : **Dr. Muhammad Ihsan, M. Ag.**  
NIP : **196503301992031006**  
Pangkat/Golongan :  
Jabatan Akademik :  
Sebagai : **Pembimbing I**
2. Nama : **Dr. Hj. Nur Anwarabi, S. Ag., M.Hum**  
NIP : **197407262000032002**  
Pangkat/Golongan : **Pembid/SD**  
Jabatan Akademik : **Ketua Jurusan Tadris Bahasa Inggris**  
Sebagai : **Pembimbing II**

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : **Nadla Bachmid**  
NIM : **K.1.16.002**  
Jurusan : **Tadris Bahasa Inggris (TBI-1)**  
Judul : **An Analysis of Students' Difficulties in Using Tenses for eleventh grade student of MA**  
Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Pembimbing I  
Pembimbing II

  
**Muhammad Ihsan**  
NIP. **196503301992031006**

Palu, **18 Agustus 2020**

### TATA TERTIB SEMINAR

#### PENDAFTARAN

1. Minimal satu minggu sebelum seminar telah mendaftar kepada Ketua Jurusan dan menyerahkan proposal 3 ekslampar (1 Dosen Pembimbing I, 1 Dosen Pembimbing II dan 1 Ketua Jurusan)
2. Menyajikan abstrak dan pokok-pokok pikiran dalam bentuk Hand Out/Print Out Power Point untuk dibagikan kepada calon peserta seminar
3. Membuat pengumuman seminar dan menempelkannya dipapan pengumuman dengan sepengetahuan Ketua Jurusan.
4. Telah melaksanakan/menghadiri seminar minimal 10 kali.

#### PELAKSANAAN SEMINAR

1. Dihadiri minimal oleh seorang Dosen Pembimbing dan ketua Jurusan serta 20 orang pembanding umum (mahasiswa)
2. Waktu seminar 1-2 jam
3. Meminta hasil penilaian/koreksian/perbaikan sesaat setelah seminar usai, kepada Dosen Pembimbing dan Ketua Jurusan

### KARTU SEMINAR PROPOSAL SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN

NAMA	.....
T.T.L	.....
NIM.	.....
JURUSAN	.....
ALAMAT	.....

Nadia Bachrud  
04 August 1997  
15.116.0022  
Tarbiyah / Tb19  
Jln. Mangga no. 19



INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

**KARTU SEMINAR PROPOSAL SKRIPSI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

FOTO 3 X 4	NAMA : <b>Nadia Bachmid</b>
	NIM. : <b>17.1.16.0077</b>
	JURUSAN : <b>Tadris Bahasa Inggris</b>

O.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	20/07/2010	Putri Dayana	Penerapan metode Anuk Pair Square which menggunakan hasil belajar siswa pada pokok materi pengajaran PAI di STABIP Palu	1. Dr. Rustana S. Ag., M. Pd. 2. Saadudin S. Ag., M. Ag.	
2	20/07/2010	Sib Rohmawati	Studi terhadap kemampuan dasar Al-qur'an pada Peserta didik di Madrasah Aliyah Al-Iqbal Palu Donggala kec. Kosimbar	1. Drs. H. Hasan M., Pd. I. 2. Kuswadi S. Ag., M. Pd. I.	
3	20/07/2010	Muth. Rizki	Penerkatan Pembinaan anak yang kurang berprestasi pada mata pelajaran Pendidikan Agama Islam dan bimbingan dalam pembelajaran ke-humasan	1. Dr. Bahdar., M.H. 2. Pusran S. Ag., M. Pd.	
4	23/07/2010	Fahri L. Looops	Perencanaan dan strategi tematik di SDN 2 Pangajene	1. Dr. Rusdin M. Pd., 2. Annasari S. Pd. M. Pd.	
5	23/07/2010	Ramly	Pengajaran teologi Pendidikan Islam STAK Negeri 3 Palu	1. Ora Jihan S. Ag., M. Ag. 2. Hamka S. Ag. M. Ag.	
6	23/07/2010	Linawati	Pembinaan orang tua terhadap pembinaan hukuman Prilaku di rumah di sekolah menggunakan aspek OPR Wigan 1 Bungkus Tengah	1. Dr. H. Hamzah M. Pd. I. 2. Juni H. Tahany, S. Ag. M. Ag.	
7	23/07/2010	Rusma	Model penelitian keefektifan peserta B-Bik Pa Di mata pelajaran PAI di SMA 5 nabal Palu	1. Drs. Ruri Takmas D. Pd. I. 2. Saikat Saif S. Ag., M. Pd.	
8	24/07/2010	Muhammad Haikal Gibran	Pemanfaatan sumber dalam meningkatkan motivasi belajar siswa di mata pelajaran PAI. Kasus insam di STAK Al-anon Ujung II	1. Saahudin S. Ag., M. Ag. 2.	
9	24/07/2010	A. Aisah Tanjung	Efektifitas manajemen Ma had Al-Jamiah di Kecamatan IAIN PALU	1. Dra. Naimmad Idris S. Ag., M. Ag. 2. Eyo S. Ag., M. Ag.	
10	24/07/2010	Larasati	Peta pembinaan organisasi siswa dalam membentuk alihgah karnaval prestasi di SD di RT. Negeri I Palu Timur	1. Dr. Azis M. Pd. 2. Scharis S. Ag., M. Pd.	

cat : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

*When your effort and your spirit collide, you will be on top  
of the success.*

*-Nadia Bachmid-*

## CURRICULUM VITAE



### A. Researcher identity

Name : Nadia Bachmid

Date of birth : Luwuk, August 4 August 1997

Gender : Female

Religion : Islam

Department : English Department

Faculty : Teacher Training and Tarbiyah Faculty

NIM : 15.1.16.0022

Phone Number : 0823-4903-8445

Address : Jln. Mangga no. 19, West Palu

Father

Name : Syarief M. Bachmid

Religion : Islam

Education : High School

Work : Entrepreneur

Address : Jln. Mangga no. 19, West Palu

Mother

Name : Hindun Machrus

Religion : Islam

Education : Elementary School

Work : House Wife

Address : Jln. Mangga no. 19, West Palu

## **B. Education details**

- a. SD/MI, Graduated year : SDN 8 Inpres Bertingkat Luwuk, 2009.
- b. SMP/M.Ts., Graduated year : Madrasah Tsanawiyah Alkhairaat Pusat Palu, 2012.
- c. SMA/MA, Graduated year : MA Alkhairaat Pusat Palu, 2015.

Palu, 14 August 2020

Author