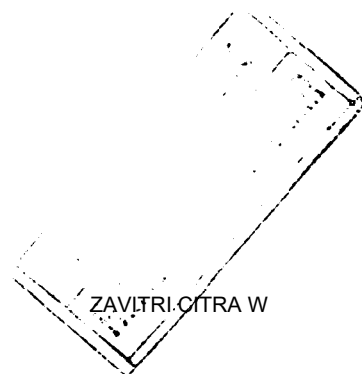


## CHAPTER V

### CONCLUSION

Every language has its own system, which makes it different from another. Learning a language also means learning the system. Tense is part of English system. It means that every English learner has to acquire the use of each tense, so he/she can construct the acceptable English sentence correctly. English has tense patterns, which are used to express activities or states that happen in a particular time whether in the present, past, or future. The use of verb forms of each tense is different one with another. On the contrary, Indonesian does not have any tense. Indonesian only uses adverbials of time to express activities/states happen, for example, *kemarin* (yesterday), *besok* (tomorrow), *hari ini* (today). Therefore, in studying tense, Indonesian students are still confused to differentiate between the terms tense and time. Tense refers to the form of the verb used; for example, *he reads* (simple present), *he read* (simple past), *he will read* (simple future), *he is reading* (present continuous), *he has read* (present perfect), etc. Time is not a grammatical structure; time is a concept that exists in the mind of the speaker. Tense (or verb forms) and time do not necessarily correspond.

Learning a language is like any other human learning, in which the occurrence of errors is unavoidable. In the errors making, the learners are not aware because they do not know the correct forms. It is caused by the learners' lack of knowledge about the system of that language. This phenomenon also



occurs to Indonesian students in leaning English as a foreign language. They often make errors in using the tense patterns.

This study has attempted to identify the common errors that occurred in the use of five tenses: Simple Present, Simple Past, Simple Future, Present Continuous, and Present Perfect. They are viewed as the core system; it means that every English learner has to be able to master the use of those tenses. Those tenses are often used in the daily communication. The second grade students of SMUN 4 Surabaya were taken as the subject research of this study. Thirty written questions were collected, examined, and analyzed. The errors focus on the use of verb forms committed by the students. Errors of verb forms can indicate which tense that seems to be more difficult than the other tenses. The findings show that Present Perfect gets the highest percentage of errors (39,16 %). This is followed by Simple Present (17,68 %), Present Continuous (17,26 %), Simple Past (14,32 %), and Simple Future (11,58 %). Actually, the study of students' errors could provide invaluable information on the errors that require more attention. Such information would be a starting point for the teacher to focus the attention on those areas that actually need further reinforcement. It is expected that the production of errors in the use of verb forms in each tense could be reduced.

## REFERENCES