

## CHAPTER III

### PRESENTATION AND ANALYSIS OF THE DATA

In this chapter, the data and its analysis are presented as follows. The writer presented the errors committed by the students in each item in the form of table. Each of the five tenses of the core system has its own correspondingly table. Tables 1 to 5 show the comparison of students' errors and the correct answer in each of the five tenses. The number of tense questions is thirty items. The numbers of questions are put in the left hand column, which headed by the name "Numbers of Questions." The second column that is headed by the name "Types of Errors" shows the types of errors made by the students in each number. The third column that is headed by the name "Frequency of Errors" represents the number of students committing errors in each type of errors. The last table that is headed by the name "Expected Answer" gives the correct answer of each item. Below the table of errors in each item, comments are made on the number and distribution of errors in the item. Then, the writer tried to analyze the errors based on the use of five English tenses. Here are the tables of errors made in each of the five tenses of the core system:

**Table 1. Table of Errors Made in the Simple Present Tense**

Numbers of Questions	Types of Errors	Frequency of Errors	Expected Answer
3	a. Ann <u>get</u> up at 6 o'clock every morning.	11	Ann <u>gets</u> up at 6 o'clock every morning.
	b. Ann <u>got</u> up at 6 o'clock every morning.	5	
4	a. This magazine <u>came</u> out once a week.	2	This magazine <u>comes</u> out once a week.
	b. This magazine <u>will come</u> out once a week.	3	
	c. This magazine <u>is coming</u> out once a week.	2	
	d. This magazine <u>coming</u> out once a week.	5	
	e. This magazine <u>come</u> out once a week.	8	
	f. This magazine <u>come's</u> out once a week.	3	
	g. This magazine <u>was comes</u> out once a week.	3	
	h. This magazine <u>was came</u> out once a week.	2	
	i. This magazine <u>was come</u> out once a week.	2	

7	<p>a. Professor Bailey usually <u>is teaching</u> graduate courses.</p> <p>b. Professor Bailey usually <u>tached</u> graduate courses.</p> <p>c. Professor Bailey usually <u>teaching</u> graduate courses.</p> <p>d. Professor Bailey usually <u>teach's</u> graduate courses.</p> <p>e. Professor Bailey usually <u>teachs</u> graduate courses.</p>	<p>3</p> <p>3</p> <p>2</p> <p>1</p> <p>7</p>	<p>Professor Bailey usually <u>teaches</u> graduate courses.</p>
19	<p>a. Nancy always <u>sit</u> at the same desk in class every day.</p> <p>b. Nancy always <u>sitting</u> at the same desk in class every day.</p> <p>c. Nancy always <u>sat</u> at the same desk in class every day.</p> <p>d. Nancy always <u>sit's</u> at the same desk in class every day.</p> <p>e. Nancy always <u>sait</u> at the same desk in class every day.</p>	<p>8</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>Nancy always <u>sits</u> at the same desk in class every day</p>
23	<p>a. Ann usually <u>is playing</u> tennis twice a week.</p>	<p>3</p>	<p>Ann usually <u>plays</u> tennis twice a week.</p>

26	a. The sun <i>is shining</i> every morning.	7	The sun <i>shines</i> every morning.
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Table 1 shows that the total errors made in the Simple Present Tense were eighty-four errors. Those errors were elicited by items no. 2, 4, 7, 19, 23, and 26. In the item no. 2, there were two types of errors committed by sixteen students. There were eleven students omitted *-s* at the end of the word *get*, while the other students made errors in the form of Simple Past. This sentence explains about the daily habit or usual activity. It can be seen from the use of time expression "*every morning*" which represents Ann's daily activity in the morning. Therefore, the right tense for the sentence above is *Simple Present*. "Ann" refers to the third person singular, so at the end of the verb must be added with *-s* (*get* → *gets*).

In the item no. 4, there were nine types of errors committed by thirty students. Most of errors were made in the omission of *-s* at the end of the word *come*. The other errors made by the students show the students ignorance to apply the use of Simple Present in a sentence. This sentence expresses or states an event that always occurs or exists. It can be seen with the help of the time expression "*once a week*" which indicates activity that has occurred at intervals in the past time up to the present and will probably continue at intervals in the future. "*This magazine*" is a singular form which must be added by *-s*. Therefore, the appropriate tense is *Simple Present* with the verb-form is "*comes*." Errors that occurred in sentences a), b), c), d), g), h), and i) show that the students could not

recognize that the activity of the sentence, with the help of time marker “*once a week*” is about the activity that has occurred at intervals in past time up to the present and that will probably continue to occur at intervals in the future. Actually, some students knew and realized that the correct tense used is Simple Present, but they do not add *-s* in the end of the verb, like the errors occurred in sentences e) and f). It shows that they have trouble with the inflected verb forms (adding *-s/-es* or not).

In the item no. 7, there were five types of errors committed by sixteen students. Most of errors were made in the overgeneralization errors. “*Professor Bailey*” refers to the third person singular, so at the end of the word *teach* must be added with *-es* (*teach* → *teaches*). These errors occurred might be caused by the students’ overgeneralization of inflected verb forms. Most of the students attempted to answer by adding *-s* in the end of the word “*teach*.” It is due to the false hypothesis of the plural verb “*teach*” using the “*-s*” like “*gets*”, as a plural form of “*get*.” This sentence explains about the daily habit or usual activity. It can be seen from the use of time expression “*usually*” which represents Professor Bailey’s daily activity. Therefore, the right tense for the sentence above is *Simple Present*. Error that occurred in sentence d) and e) might be caused by the interference with the target language (overgeneralization errors), the use of “*teachs*” in place of “*teaches*” for third person singular.

In the item no. 19, there were five types of errors committed by twelve students. This sentence explains about the daily habit or usual activity. It can be seen from the use of time expression “*every day*” which represents Nancy’s daily

activity in the class. Therefore, the right tense for the sentence above is *Simple Present*. “Nancy” refers to the third person singular, so at the end of the verb must be added with *-s* (*sit* → *sits*). Errors that occurred in sentence a) caused by the interference with the target language (errors of omission), the learners omitted *-s* at the end of the verb for third person singular.

In the item no. 23, there were three students committed errors in the use of Simple Present. This sentence expresses an event that always occurs twice a week. On the other hand, in the item no. 26, there were seven students committing errors. The sentence above expresses a general truth that the sun shines every morning.

In general, Simple Present Tense is formed with the pattern Subject (He, She, It) + Verb (adding *s/es*), or Subject (I, We, You, They) + Verb (without adding *s/es*). The verb is added with “*-s/-es*” if follows first person subject or third person singular. It is used to express habitual or everyday activity, general statements of fact. There are some time markers or time expressions which are commonly used to show habitual actions or repeated action, e.g.: *frequently, usually, sometimes, seldom, always, rarely, often, never, regularly, every week/day/time/year*. The use of time expressions or time markers, such as *every morning, every day, usually, once a week, and twice a week*, in each question of Simple Present is expected could help the students to recognize the use of Simple Present in a sentence. Most errors that occurred in the use of Simple Present are due to the omission of *-s/-es* for third person singular.

**Table 2. Table of Errors Made in the Simple Past Tense**

Numbers of Questions	Types of Errors	Frequency of Errors	Expected Answer
3	a. The police <u>was stopped</u> me on my way home last night.	5	The police <u>stopped</u> me on my way home last night.
	b. The police <u>was stoped</u> me on my way home last night.	3	
	c. The police <u>stoped</u> me on my way home last night.	9	
8	a. They <u>leaved</u> a few minutes ago.	19	They <u>left</u> a few minutes ago.
	b. They <u>have been leaved</u> a few minutes ago.	2	
	c. They <u>leave</u> a few minutes ago.	5	
	d. They <u>were leaved</u> a few minutes ago.	3	
	e. They <u>are leaved</u> a few minutes ago.	1	
	f. They <u>laved</u> a few minutes ago.	1	
10	a. I <u>goes</u> to visit the Parker family yesterday afternoon.	1	I <u>went</u> to visit the Parker family yesterday afternoon.
	b. I <u>going</u> to visit the Parker family yesterday afternoon.	1	

	c. I <u>have go</u> to visit the Parker family yesterday afternoon.	1	
	d. I <u>was went</u> to visit the Parker family yesterday afternoon.	4	
	e. I <u>was going</u> to visit the Parker family yesterday afternoon.	1	
17	a. I <u>have received</u> two letters from home a few minutes ago.	3	I <u>received</u> two letters from home a few minutes ago.
	b. I <u>was received</u> two letters from home a few minutes ago.	1	
	c. I <u>am received</u> two letters from home a few minutes ago.	1	
	d. I <u>am receive</u> two letters from home a few minutes ago.	1	
	e. I <u>receive</u> two letters from home a few minutes ago.	5	

Table 2 shows that the total errors made in the Simple Past Tense were sixty-eight errors. Those errors were elicited by items no. 3, 8, 10, and 17. In the item no. 3 shows that there were three types of errors in the use of Simple Past committed by seventeen students. The sentence above indicates an activity that



began and ended in the past time. The adverb of time "*last night*" refers to the past time. In general, the students realized that the sentence above is Simple Past. Errors occurred in sentence a) is in the passive form of Simple Past. This type of errors illustrates the students' confusion to differentiate between active form and passive form. The other students committing spelling errors like in sentences c), in which the word *stoped* should be *stopped*.

In the item no. 8, there were six types of errors in the use of Simple Past committed by thirty-one students. The sentence above expresses an activity that began and ended in the past time. The activity occurred during a period of time in the past. It was indicated by the use of time marker "*a few minutes ago*", which explained that the event began and ended a few minutes ago. Simple Past is constructed by using the past form verbs. The verbs can be either regular or irregular. The past form of regular verbs is formed by adding *-d/-ed* in the end of the word. On the contrary, the past form of irregular verbs cannot be simply learned. They are normally learned by memorization. Most of the students attempted to answer by adding *-d* in the end of the word "*leave*." It is due to the false hypothesis of the irregular verb "*leave*" using the "*-d*" morpheme of the past form of regular verbs like "*lived*", as a past form of "*live*." These errors might be caused by the interference from the target language (overgeneralization error).

In the item no. 10, there were five types of errors in the use of Simple Past committed by eight students. The sentence above expresses an activity that began and ended at a particular time in the past "*yesterday afternoon*." On the hand, in

the item no. 17, there were five types of errors in the use of Simple Past committed by twelve students. The sentence above with the help adverb of time "*a few minutes ago*" indicates an activity that began and ended at a particular time in the past.

In general, Simple Past Tense can be formed with two patterns. The first pattern is Subject + Regular Verb (adding *-ed* in the end of the verb). The second one is Subject + Irregular Verb (without adding *-ed* in the end of the verb, but we have to be familiar with some irregular verbs). Simple Past Tense expresses an event or activity that began and ended at a particular time in the past. There are some time markers or time expressions to show an event or activity started and finished at a particular time in the past, such as, *yesterday, the day before yesterday, last week/month/year, a few minutes/two hours/five years ago*.

The use of time expressions or time markers, such as *last night, a few minutes ago, and yesterday afternoon*, in each question of Simple Past is expected could help the students to recognize the use of Simple Past in a sentence. Most errors that occurred in the use of Simple Past are due to the addition of *-ed* form the irregular verbs and the students' failure to recognize the use of Simple Past.

Table 3. Table of Errors Made in the Simple Future Tense

Numbers of Questions	Types of Errors	Frequency of Errors	Expected Answer
6	a. The president <u>speaking</u> over the radio next Tuesday evening.	2	The president <u>will speak</u> over the radio next Tuesday evening.
	b. The president <u>is speaking</u> over the radio next Tuesday evening.	6	
	c. The president <u>going to speak</u> over the radio next Tuesday evening.	1	
11	a. They <u>coming</u> to New York next year.	1	They <u>will come</u> to New York next year.
	b. They <u>come</u> to New York next year.	2	
	c. They <u>are coming</u> to New York next year.	1	
	d. They <u>came</u> to New York next year.	1	
	e. They <u>will comes</u> to New York next year.	4	
15	a. Jim <u>is calling</u> his parents tonight.	1	Jim <u>will call</u> his parents tonight.
	b. Jim <u>called</u> his parents tonight.	1	

	c. Jim <u>calling</u> his parents tonight.	1	
	d. Jim <u>call</u> his parents tonight.	1	
	e. Jim <u>was called</u> his parents tonight.	1	
	f. Jim <u>calls</u> his parents tonight.	1	
	g. Jim <u>will calls</u> his parents tonight.	4	
16	a. Mrs. Welsh <u>spend</u> her vacation in Africa next year.	2	Mrs. Welsh <u>will spend</u> her vacation in Africa next year.
	b. Mrs. Welsh <u>spending</u> her vacation in Africa next year.	1	
	c. Mrs. Welsh <u>spended</u> her vacation in Africa next year.	1	
	d. Mrs. Welsh <u>is spending</u> her vacation in Africa next year.	2	
	e. Mrs. Welsh <u>going to spend</u> her vacation in Africa next year.	1	
	f. Mrs. Welsh <u>will spends</u> her vacation in Africa next year.	9	
	g. Mrs. Welsh <u>will spent</u> her vacation in Africa next year.	3	
24	a. I <u>am late</u> tomorrow.	5	I <u>will be</u> late tomorrow.
28	a. He <u>walks</u> to school tomorrow.	3	He <u>will walk</u> to school tomorrow.

Table 3 shows that the total errors made in the Simple Future Tense were fifty-five errors. Those errors were elicited by items no. 6, 11, 15, 16, 24, and 28. In the item no. 6, there were three types of errors in the use of Simple Future committed by nine students. This sentence indicates an activity which takes place at some definite future time. The use of definite future time "*next Tuesday evening*" actually can help the students to recognize the use of Simple Future. This sentence shows someone's plan. This plan may happen, or may not. Errors that occurred might be caused by the students' failure to recognize the function of Simple Future if it appears in a sentence.

In the item no. 11, there were five types of errors in the use of Simple Future committed by nine students. This sentence indicates an activity which takes place at some definite future time. The use of definite future time "*next year*" actually can help the students to recognize the use of Simple Future. This sentence shows a plan to come in New York next year. This plan may happen, or may not. Most of the errors that occurred show the students' ignorance about the pattern of Simple Future that is auxiliary "*will*" followed by verb infinitive. We can not add *-s* at the end of the verb when it follows auxiliary "*will*."

In the item no. 15, there were seven types of errors in the use of Simple Future committed by ten students. This sentence indicates an activity which takes place at some definite future time. The use of definite future time "*next year*" actually can help the students to recognize the use of Simple Future. This sentence shows someone's plan about her vacation in Africa next year. This plan may

happen, or may not. Some errors occurred from sentence a) until e) show the students' failure to recognize the function of Simple Future if it appears in a sentence. The other errors occurred in sentence f) and g) show the students' ignorance about the pattern of Simple Future that is auxiliary "*will*" followed by verb infinitive.

In the item no. 16, there were seven types of errors in the use of Simple Future committed by nineteen students. The sentence shows a future state that will occur in the future. It is about Jim's plan to call his parents. Sometimes, time expression is often used to specify a definite time in the future, such as, "*tonight*." From the examples of errors given above, especially sentences a), b), c), d), e), and f) show that the students do not know nor understand that the action in this sentence should be in the Simple Future. For the errors in sentence g) indicate that the students do not know the pattern of Simple Future, that is auxiliary "*will*" followed by verb infinitive. The errors above might be caused by incomplete application of rules in the Simple Future.

In the item no. 24, there were five students committing errors. The sentence above indicates the speaker's plan that he or she will be late tomorrow (the speaker's prediction). Errors that occurred might be caused by the learners' confusion to differentiate between Simple Present and Simple Future. On the other hand, in the item no. 28, there were only three students committing errors in the use of Simple Future. The sentence expresses future action or plan. The verb "*will be*", with the help of adverb "*tomorrow*" indicates activity or plan or prediction in the future time. The errors are concerned with the student's

confusion to differentiate between the use of Simple Present and Simple Future if they are applied in a sentence.

Generally, the form of Simple Future Tense is by using “*will*” after the subject and before the verb (Subject + will + Verb). It expresses an action or event that takes place at one particular time in the future. The “*will*” form also indicates promise, volunteered action and expressing willingness. There are some adverbial times expressing future actions or events, such as , *soon, tonight, tomorrow, the day after tomorrow, next week/month/year, in 2005, for the next two years/days/months, later*. The use of time expressions or time markers, such as next Tuesday evening, tonight, next year, and tomorrow, in each question of Simple Future is expected could help the students to recognize the use of Simple Future in a sentence. Most errors that occurred in the use of Simple Future are due to the students’ failure to recognize the use of Simple Future and the addition of –s at the end of the verb when it follows auxiliary “*will*.”

**Table 4. Table of Errors Made in the Present Progressive Tense**

Numbers of Questions	Types of Errors	Frequency of Errors	Expected Answer
1	a. Maria is in Britain at the moment. She <u>was</u> <u>learned</u> English	2	Maria is in Britain at the moment. She <u>is</u> <u>learning</u> English
	b. Maria is in Britain at the moment. She <u>learning</u>	9	

	English		
	c. Maria is in Britain at the moment. She <u>learn</u> English	3	
9	a. She <u>talking</u> on the telephone now.	14	She <u>is talking</u> on the telephone now.
13	a. John cannot come to phone right now because he <u>was taking</u> a shower.	3	John cannot come to phone right now because he <u>is taking</u> a shower.
	b. John cannot come to phone right now because he <u>takes</u> a shower.	4	
	c. John cannot come to phone right now because he <u>is talking</u> a shower.	1	
	d. John cannot come to phone right now because he <u>taked</u> a shower.	1	
	e. John cannot come to phone right now because he <u>taking</u> a shower.	15	
	f. John cannot come to phone right now because he <u>take</u> a shower.	3	
18	a. We <u>listened</u> to the radio at the moment.	3	We <u>are listening</u> to the radio at the moment.
	b. We <u>listening</u> to the radio at the moment.	12	
	c. We <u>is listening</u> to the radio	1	



	at the moment.		
25	a. We cannot go out now. It <u>rains</u> .	7	We cannot go out now. It <u>is raining</u> .
30	a. I <u>have read</u> a grammar book at the moment.	4	I <u>am reading</u> a grammar book at the moment.

Table 4 shows that the total errors made in the Present Progressive Tense were eighty-two errors. Those errors were elicited by items no.1, 9, 13, 18, 25, and 30. In the item no. 1, there were three types of errors in the use of Present Progressive committed by fourteen students. The sentence above expresses an activity that is occurring at the moment. The use of adverb of time “*at the moment*” refers to the progressive action. Most of the errors made by the students are due to the omission of to be “*is*” before the verb-ing “*learning*.”

In the item no. 9, there was only one type of errors in the use of Present Progressive committed by fourteen students. The sentence above expresses an activity that is occurring at the moment. The use of adverb of time “*now*” refers to the progress action. Errors that occurred might be caused by the interference with the target language (errors of omission), most the students omitted to be “*is*” before the verb-ing “*talking*”.

In the item no. 13, there were six types of errors in the use of Present Progressive committed by twenty-seven students. The sentence above expresses an activity that is in actual progress at the moment of speaking; the activity began

a short time before, and is expected to end a short time after the moment of speaking. The use of Present Progressive can be recognized with the help of adverb "*right now*" which represents progress time. Errors that occurred might be caused by the interference with the target language (errors of omission), most the students omitted to be "*is*" before the verb-ing "*taking*". Most of the errors that occurred also indicate the students' failure to be aware of the use and the form of Present Progressive in a sentence.

In the item no. 18, there were three types of errors in the use of Present Progressive committed by sixteen students. The sentence above expresses an activity that is occurring at the moment. The use of adverb of time "*at the moment*" refers to the progressive action. Errors that occurred might be caused by the interference with the target language (errors of omission), most the students omitted to be "*are*" before the verb-ing "*listening*".

In the item no. 25, there were seven students committing errors in the use of Present Progressive Tense. The sentence above expresses an activity that is occurring at the moment of speaking. The use of adverb of time "*now*" refers to the progressive action. Errors that occurred might be caused by the learners' confusion to differentiate between Simple Present and Present Progressive. On the other hand, in the item no. 30, there were four students committing errors in the use of Present Progressive Tense. The sentence above expresses an activity that is occurring at the moment. The use of adverb of time "*at the moment*" refers to the progressive action. Errors that occurred might be caused by the learners' confusion between the function of Present Perfect and Present Progressive.

The form of Present Progressive is Subject + the present auxiliary “be” (is, am, and are) + Present Participle (Verb + ing). It expresses an action or event in the progress when the speech is uttered. It shows that an action is not finished at the moment of speaking or writing. There are some time markers or time expressions used in the Present Progressive which indicate the events at the moment of speaking or writing, such as, *now, right now, at this moment, at this time, at present, today, these days, nowadays, currently, and presently*. The use of time expressions or time markers, such as *at the moment and now*, in each question of Present Progressive is expected could help the students to recognize the use of Present Progressive in a sentence. Most errors that occurred in the use of Present Progressive are due to the omission of to be (*is* and *are*) before the verb-ing, and also might be caused by the students’ failure to recognize the use of Present Progressive.

**Table 5. Table of Errors Made in the Present Perfect Tense**

Numbers of Questions	Types of Errors	Frequency of Errors	Expected Answer
5	a. Erica <u>has been lived</u> in this city since 1989.	3	Erica <u>has lived</u> in this city since 1989.
	b. Erica <u>lived</u> in this city since 1989.	21	
	c. Erica <u>was live</u> in this city since 1989.	2	
	d. Erica <u>lives</u> in this city since	1	

	1989.		
	e. Erica <u>has been living</u> in this city since 1989.	1	
	f. Erica <u>have lived</u> in this city since 1989.	1	
	g. Erica <u>has been live</u> in this city since 1989.	1	
	h. Erica <u>live</u> in this city since 1989.	1	
	i. Erica <u>life</u> in this city since 1989.	1	
	j. Erica <u>living</u> in this city since 1989.	1	
12	a. Peter <u>eats</u> at that restaurant for many times.	10	Peter <u>has eaten</u> at that restaurant for many times.
	b. Peter <u>is eating</u> at that restaurant for many times.	5	
	c. Peter <u>eating</u> at that restaurant for many times.	3	
	d. Peter <u>eaten</u> at that restaurant for many times.	20	
	e. Peter <u>eat</u> at that restaurant for many times.	3	
14	a. Mr. Taylor <u>made</u> several trips to Japan in the last ten years.	20	Mr. Taylor <u>has made</u> several trips to Japan in the last ten years.
	b. Mr. Taylor <u>maked</u> several trips to Japan in the last ten years.	9	

	c. Mr. Taylor <u>making</u> several trips to Japan in the last ten years.	4	
	d. Mr. Taylor <u>was maked</u> several trips to Japan in the last ten years.	6	
20	a. Bob and Jane are old friends. They <u>knew</u> each other for a long time.	7	Bob and Jane are old friends. They <u>have known</u> each other for a long time.
	b. Bob and Jane are old friends. They <u>did not knew</u> each other for a long time.	2	
	c. Bob and Jane are old friends. They <u>was knew</u> each other for a long time.	2	
	d. Bob and Jane are old friends. They <u>have know</u> each other for a long time.	4	
	e. Bob and Jane are old friends. They <u>knowed</u> each other for a long time.	5	
	f. Bob and Jane are old friends. They <u>had been knowing</u> each other for a long time.	3	
	g. Bob and Jane are old friends. They <u>have been</u> each other for a long time.	2	

	h. Bob and Jane are old friends. They <u>knows</u> each other for a long time.	3	
	i. Bob and Jane are old friends. They <u>are knowing</u> each other for a long time.	1	
	j. Bob and Jane are old friends. They <u>know's</u> each other for a long time.	1	
	k. Bob and Jane are old friends. They <u>known</u> each other for a long time.	7	
	l. Bob and Jane are old friends. They <u>have knows</u> each other for a long time.	1	
22	a. I <u>was</u> a teacher since 1972.	6	I <u>have been</u> a teacher since 1972.
29	a. I <u>had</u> three tests so far this week.	29	I <u>have had</u> three tests so far this week.

Table 5 shows that the total errors made in the Present Perfect Tense were one hundred and eight-six errors. Those errors were elicited by items no.5, 12, 14, 20, 22, and 29. In the item no. 5, there were ten types of errors in the use of Present Perfect committed by thirty-three students. The sentence above indicates that Erica has lived in the city since 1989 until now. The time marker "*since*" is

used to express situation that began in the past and continue to the present. Most errors that occurred are due to the omission of *"has"* before *"lived."*

In the item no. 12, there were five types of errors in the use of Present Perfect committed by forty-one students. It means that none of the students could give the correct answers. The sentence expresses an activity that was repeated many times in the past, and it still continues to the present. The use of time expression *"for many times"* indicates repeated activity done many times in the past. Most errors that occurred are due to the omission of *"has"* before *"eaten."* Errors that occurred also show the students' lack of knowledge to use this tense. They were unable to apply the rule of Present Perfect regarding its function.

In the item no. 14, there were four types of errors in the use of Present Perfect committed by thirty-nine students. The sentence shows that an action which occurred went on over time in the past and that is completed with the moment of speaking. The use of time marker *"in the last ten years"* indicates that the action happened several times in the past, and it still continues until the moment of speaking. Most of the errors that occurred are due to the omission of *"has"* before *"made."*

In the item no. 20, there were twelve types of errors in the use of Present Perfect committed by thirty-eight students. The sentence above indicates a situation that began in the past and that continues into the present. Errors that occurred are due to the omission of *"have"* before *"known"* and the use of Simple Past in the place Present Perfect.

In the item no. 22, there were six students committing errors. This sentence means that the speaker has been a teacher since 1972 until now. The time marker “*since*” is used to express situation that began in the past and continue to the present. In the item no. 29, there were twenty-nine students committing errors in the use of Present Perfect. The sentence indicates a situation that began in the past and that continues into the present. Errors that occurred might be caused by the learners’ failure to recognize the use of Present Perfect regarding its function. The pattern of Present Perfect Tense is Subject (He, She, It) + has + Past Participle, or Subject (I, We, You, They) + have + Past Participle. It is often used to express how the speaker views himself or herself related to the events she or he is talking about: a situation that began in the past and that continues into the present; an activity that happened before now, at an unspecified time in the past; and an activity that was repeated several or many times in the past. There are some time markers or time expressions that usually used in present perfect tense, such as, *just, already, since, for, so far, several/four/many times, until now, in the last ... .. years, etc.* The use of time expressions or time markers, such as *since 1989, for many times, in the last ten years, for a long time, since 1972, and so far this week, in each question of Present Perfect is expected could help the students to recognize the use of Present Perfect in a sentence. Most errors that occurred in the use of Present Perfect are due to the students’ failure to recognize the use of Present Perfect and the omission of *has* and *have* before the verb participle*

After all of the students’ error are presented and analyzed, the writer counted all of the errors that occurred in each number. To get the number of errors



in each item, the writer counted the number of students who could not give the correct answer. After counting the errors for each item, the writer put them in the table as follows:

**Table 6. Table of Total Number of the Tense Errors Occurred in Each Question**

<b>Item No.</b>	<b>Tenses</b>	<b>Total Errors</b>
1	Present Progressive	14
2	Simple Present	16
3	Simple Past	17
4	Simple Present	30
5	Present Perfect	33
6	Simple Future	9
7	Simple Present	16
8	Simple past	31
9	Present Progressive	14
10	Simple Past	8
11	Simple Future	9
12	Present Perfect	41
13	Present Progressive	27
14	Present Perfect	39
15	Simple Future	10
16	Simple Future	19
17	Simple Past	12
18	Present Progressive	16
19	Simple Present	12
20	Present Perfect	38
21	Simple Past	-

22	Present Perfect	6
23	Simple Present	3
24	Simple Future	5
25	Present Progressive	7
26	Simple Present	7
27	Simple Past	-
28	Simple Future	3
29	Present Perfect	29
30	Present Progressive	4
<b>Total Errors</b>		<b>475</b>

There are three columns in the table above. The first column is the number of questions. The second column that is headed by the name "Tenses" shows the expected tense or the correct tense categories in each item. The last column, which is headed by the name "Total Errors", shows the total number of students who committed errors or could give the correct answers in each item. If the students did not answer the question, the writer would consider it as an error too, because they were unable to give the correct answer. The table above shows the number of students committing errors in each item. In item no. 1, there were fourteen students committing errors in the use of Present Progressive. In item no. 2, there were sixteen students committing errors in the use of Simple Present. In item no. 3, there were seventeen students committing errors in the use of Simple Past. In item no. 4, there were thirty students committing errors in the use of Simple Present. In item no.5, there were thirty-three students committing errors in the use of Present Perfect. In item no. 6, there were nine students committing errors in the

use of Simple Future. In item no. 7, there were sixteen students committing errors in the use of Simple Present. In item no. 8, there were thirty-one students committing errors in the use of Simple Past. In item no. 9, there were fourteen students committing errors in the use of Present Progressive. In item no. 10, there were eight students committing errors in the use of Simple Past. In item no. 11, there were nine students committing errors in the use of Simple Future. In item no. 12, there were forty-one students committing errors in the use of Present Perfect. In item no. 13, there were twenty-seven students committing errors in the use of Present Progressive. In item no. 14, there were thirty-nine students committing errors in the use of Present Perfect. In item no. 15, there were ten students committing errors in the use of Simple Future. In item no. 16, there were nineteen students committing errors in the use of Simple Future. In item no. 17, there were twelve students committing errors in the use of Simple Past. In item no. 18, there were sixteen students committing errors in the use of Present Progressive. In item no. 19, there were twelve students committing errors in the use of Simple Present. In item no. 20, there were thirty-eight students committing errors in the use of Present Perfect. In item no. 21, there were no students committing errors in the use of Simple Past. In item no. 22, there were six students committing errors in the use of Present Perfect. In item no. 23, there were three students committing errors in the use of Simple Present. In item no. 24, there were five students committing errors in the use of Simple Future. In item no. 25, there were seven students committing errors in the use of Present Progressive. In item no. 26, there were seven students committing errors in the use of Simple

Present. In item no. 27, there were no students committing errors in the use of Simple Past. In item no. 28, there were three students committing errors in the use of Simple Future. In item no. 29, there were twenty-nine students committing errors in the use of Present Perfect. In item no. 30, there were four students committing errors in the use of Present Progressive. The writer found that the total number of errors in the thirty items was 475 errors.

After the total number of errors in each item was obtained, the error items were counted and totaled separately for each tense. Then, overall total of errors for all five tenses were obtained. Next, the number of error items for each of the five tenses was divided by the total number of errors in all five tenses to obtain the percentage of errors for each tense. Finally, the writer ranked those five tenses based on the percentage of errors. The result of the analysis is put in the form of table as follows:

**Table 30. Table of Percentage and Rank of Tense Errors**

<b>Errors</b>	<b>Total Errors</b>	<b>Percentage</b>	<b>Rank</b>
Simple Present	84	$\frac{84}{475} \times 100 \% = 17,68 \%$	2
Simple Past	68	$\frac{68}{475} \times 100 \% = 14,32 \%$	4
Simple Future	55	$\frac{55}{475} \times 100 \% = 11,58 \%$	5
Present Progressive	82	$\frac{82}{475} \times 100 \% = 17,26 \%$	3
Present Perfect	186	$\frac{186}{475} \times 100 \% = 39,16 \%$	1

The table above shows that the students have serious problems with tense. The students who attempted to use Simple Present, Simple Past, Simple Future, Present Progressive, and Present Perfect were totally incapable of using them correctly. Among all those five tenses, error on Present Perfect is the most frequent error that the students made. The total percentage of Present Perfect errors is 39,16 %. It is the highest percentage of tense errors committed by the students. After Present Perfect, Simple Present is the second most frequent error with the percentage of errors is 17,68 %. The total number of errors in Simple Present is eighty-four. Meanwhile, the third most error occurred is Present Progressive with the percentage of errors is 17,26 %. The total number of errors in Present Progressive is eighty-two. The next tense errors are Simple Past and Simple Future. The percentage of error for Simple Past is 14,32 % and Simple Future is 11,58 %.

## CHAPTER IV

### DISCUSSION OF THE FINDINGS