

CHAPTER IV

DISCUSSION OF THE FINDINGS

The table charts reveal that there were many students committing errors almost in all those five tenses. However, the result shows that the students have a serious problem in using Present Perfect. It gets the highest percentage of errors (39,16 %). The students who attempted to use the verb form of Present Perfect were totally incapable of using it correctly. This is followed by Simple Present (17,68 %), Present Continuous (17,26 %), Simple Past (14,32 %), and Simple Future (11,58 %).

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. The students have lack of knowledge about Present Perfect, in which most of the number of errors is constant. The errors occurred in each tense indicate that the students still have not mastered the use of each tense. The frequency of error that occurred shows the students' lack of knowledge to use the appropriate verb forms for the certain tense. In the first part of the test, the students were unable to answer the items correctly, while in the second part of the test, they could choose the correct answers. This indicates that most of the students still have difficulty in using the appropriate verb form of each tense when they are asked to complete the sentences. When they are asked to choose the correct answer from two possible choices of each question, they could answer them correctly. It can clearly be seen that the use of each tense is still

being the major problem for the students. The percentage of errors for each tense category also shows which tense needs to be further reinforced.

Most errors that occurred in the use of Simple Present are due to the omission of *-s/-es* for third person singular. 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. 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." 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.

Based on the presentation and analysis of the data that have been outlined before in the previous chapter, the writer summarized that there is a tendency that the students could not answer the items in which the written tense questions were listed in a random order. In the first part of the test, most of the students were unable to answer the correct verb forms. They must identify the context of situation in which each sentence occurs in order to use the correct tense with the appropriate verb form. The time expressions are given in each item to make the students more easily identify the tense. From the time expressions or time markers, it is expected that the students are able to identify which sentences belong to certain tense. In the second part of the test, most of the students were able to choose the correct answers. This happens because there are two answer choices which enable them to determine the correct answer. The tense error

committed by the students in each item indicates that the students still have not mastered the rule of each tense. Most of the students are still not proficient in applying the use of each tense regarding its function. Those errors also express the students' failure to identify the use of each tense if it appears in a sentence.

Most of the errors committed by the students might be the result of students' confusion and failure in the process of learning English as a foreign language. Some probable causes of students' confusion to use each of tense regarding its function are because the interference of native language (language transfer) and the interference from target language. Most of students' errors occurred because they transfer their knowledge of first language to the target language. Indonesian does not have any tense patterns, so when attempt to use the correct tense they often have difficulty. On the other hand, the other probable cause of students' errors is they might attempt to adopt the previous structure rules that they have learnt. It means that they try to use their own rules in processing the second or foreign language data. In other words, it can be point out that some probable causes of errors are the language transfer, faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply (ignorance of rule restrictions).

CHAPTER V

CONCLUSION