AN ANALYSIS OF TENSES ERRORS ON THE THESIS WRITTEN BY ENGLISH EDUCATIONAL DEPARTMENT STUDENT

A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for Graduate Degree Education (S.Pd) in English

Written By:

RIZKA FADILAH
Reg. No. 17 203 00084

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

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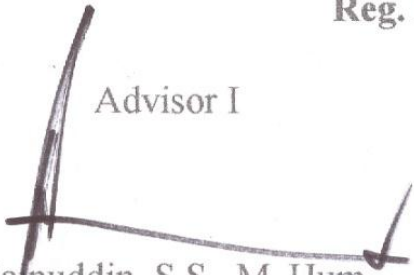
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STATE ISLAMIC UNIVERSITY OF
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2023

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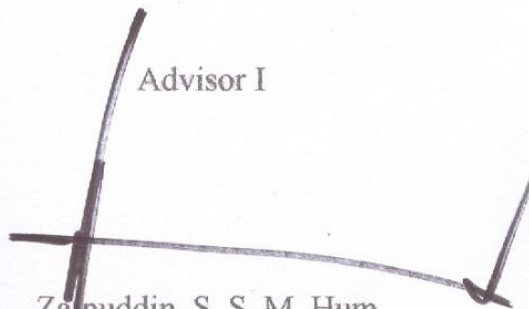
In-

Padangsidimpuan

Assalamu'alaikum warohmatullohi wabarokatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Rizka Fadilah, entitled *"An Analysis of Tenses Errors on the Thesis Written by English Educational Department Student"*, we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.
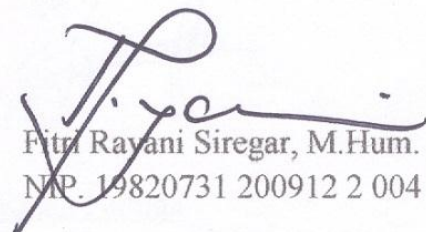
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DECLARATION OF THESIS COMPLETION

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 4 in 2014.

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To develop of science and knowledge, I hereby declare that I present to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan Non-Exclusive Royalty Right on my thesis with titled: "An Analysis of Tenses Errors on the Thesis Written by English Educational Department Student" with all the sets of equipment (if needed). Based on the thesis Non-Exclusive Royalty Right, the State University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

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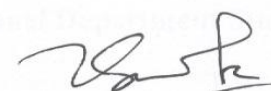Rizka Fadilah
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LEGALIZATION

Thesis   : **An Analysis of Tenses Errors on the Thesis Written by English Educational Department Student**

Name   : Rizka Fadilah

Reg. Number   : 17 203 00084

Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English Department- 3

The thesis had been accepted as a partial fulfillment of the requirement for Graduate Degree Education (S.Pd) in English.

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ABSTRACT

Name   **: Rizka Fadilah**

Reg. Number   **: 1720300084**

Title of Thesis **: An Analysis of Tenses Errors on the Thesis Written by English Educational Department Student**

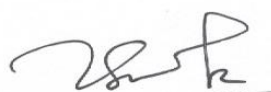Educational research especially in English writing is still highly being debated and explored since it is absolutely necessary to improve the quality of the students writing and academic writing in the modern era. Previous researcher have discussed error analysis a lot, like in novels, speeches, videos and texts, but they want the next researcher to research different object. So, this research will use a thesis as an object from Afriani's thesis entitled The Effect of Synthesizing Strategy to Students' Reading Comprehension at XI Grade SMA Negeri 1 Panyabungan in 2020. This research was aimed to reveal the types of error based on surface strategy taxonomy, namely omission, addition, misformation, and misordering. This research used descriptive qualitative method in analyzing the data. The data source take from abstract and chapter one from Afriani's thesis. The data analysis used the following steps: reading all the data, identifying and analysing the sentence, describing the error, and classifying the most dominant tenses error. The result of the research showed that researcher found four types of error in tenses, there are: in simple present tense there was 5 errors, in simple past tense there was 25 errors and in present perfect tense there was 3 errors. Therefore, it is important for the students or second language learners to learn more grammar. Besides, the teacher should also emphasize more in reducing the possibility of the students or second language learners errors by providing effective strategies and materials.

Key Words: *Descriptive research, Error analysis, Tenses.*

ABSTRAK

Nama : Rizka Fadilah

NIM : 1720300084

Judul Skripsi : Analisis Kesalahan Tenses pada Skripsi Afriani dari Murid IAIN
Padangsidimpuan Tahun Akademik 2020

Penelitian pendidikan khususnya dalam penulisan bahasa Inggris masih banyak diperdebatkan dan dieksplorasi karena sangat diperlukan untuk meningkatkan kualitas tulisan siswa dan tulisan akademik di era modern. Peneliti sebelumnya telah banyak membahas analisis kesalahan, seperti dalam novel, pidato, video dan teks, tetapi mereka ingin peneliti berikutnya untuk meneliti objek yang berbeda. Oleh karena itu, penelitian ini akan menggunakan tesis sebagai objek dari tesis Afriani yang berjudul Pengaruh Strategi Sintesis Terhadap Pemahaman Membaca Siswa Kelas XI SMA Negeri 1 Panyabungan Tahun 2020. Penelitian ini bertujuan untuk mengungkap jenis-jenis kesalahan berdasarkan taksonomi strategi permukaan. yaitu penghilangan, penambahan, salah bentuk, dan salah susun. Penelitian ini menggunakan metode deskriptif kualitatif dalam menganalisis data. Sumber data diambil dari abstrak dan bab satu dari tesis Afriani. Analisis data menggunakan langkah-langkah berikut: membaca semua data, mengidentifikasi dan menganalisis kalimat, mendeskripsikan kesalahan, dan mengklasifikasikan kesalahan tenses yang paling dominan. Hasil penelitian menunjukkan bahwa peneliti menemukan empat jenis kesalahan yaitu: omission, addition, misformation, dan misordering. Terdapat: di simple present tense ada 5 kesalahan, di simple past tense ada 25 kesalahan dan di present perfect tenses ada 3 kesalahan. Oleh karena itu, penting bagi siswa atau pembelajar bahasa kedua untuk belajar lebih banyak tata bahasa. Selain itu, guru juga harus lebih menekankan dalam mengurangi kemungkinan kesalahan siswa atau pembelajar bahasa kedua dengan menyediakan strategi dan materi yang efektif.

Kata Kunci: Penelitian deskriptif, Analisis kesalahan, Tenses.

خلاصة

الاسم : رزك فضلة

ريج. الرقم : ١٧٢٠٣٠٠٠٨٤

عنوان الرسالة : تحليل أخطاء الأزمنة في أطروحة أفرياني في العام الدراسي ٢٠٢٠

لا يزال البحث التربوي وخاصة في الكتابة الإنجليزية قيد المناقشة والاستكشاف لأنه من الضروري للغاية تحسين جودة كتابة الطلاب والكتابة الأكاديمية في العصر الحديث. ناقش الباحث السابق تحليل الأخطاء كثيرًا ، كما هو الحال في الروايات والخطب ومقاطع الفيديو والنصوص ، لكنهم يريدون من الباحث التالي أن يبحث عن كائن مختلف. لذلك ، سيستخدم هذا البحث أطروحة كعنصر من أطروحة أفرياني بعنوان تأثير مدرسة بانيابونجان ١ الحكومية إستراتيجية التجميع على فهم القراءة لدى الطلاب في الصف الحادي عشر الثانوية في عام ٢٠٢٠. كان هذا البحث يهدف إلى الكشف عن أنواع الأخطاء بناءً على تصنيف إستراتيجية السطح ، وهي الحذف والإضافة والتضليل وسوء الترتيب. استخدم هذا البحث المنهج الوصفي النوعي في تحليل البيانات. مصدر البيانات مأخوذ من الملخص والفصل الأول من أطروحة أفرياني. استخدم تحليل البيانات الخطوات التالية: قراءة جميع البيانات ، وتحديد الجملة وتحليلها ، ووصف الخطأ ، وتصنيف خطأ الأزمنة الأكثر شيوعًا. أظهرت نتيجة البحث أن الباحث وجد أربعة أنواع من الخطأ في الأزمنة ، هناك: في خطأ وفي المضارع 25 أخطاء ، في زمن الماضي البسيط كان هناك 5زمن المضارع البسيط كان هناك أخطاء. لذلك ، من المهم للطلاب أو متعلمي اللغة الثانية تعلم المزيد من القواعد. 3التام الحالي كان هناك إلى جانب ذلك ، يجب على المعلم أيضًا التركيز بشكل أكبر في تقليل احتمالية حدوث أخطاء لدى الطلاب أو متعلمي اللغة الثانية من خلال توفير استراتيجيات ومواد فعالة.

الكلمات المفتاحية: البحث الوصفي ، تحليل الأخطاء ، الأزمنة.

ACKNOWLEDGEMENT

بِسْــــــمِ اللهِ الرَّحْمِنِ الرّحِــــــيْمِ

Praised to Allah SWT, the most creator who has given me health, opportunity, strength, time, ability and patience to complete this thesis entitled **"An Analysis of Tenses Errors on the Thesis Written by English Educational Department Student".** Besides, peace and greeting be upon to our beloved prophet Muhammad SAW who has brought the human from the darkness era to the lightness era.

In writing this thesis, the researcher has found various difficulties. Fortunately, many people help me to finish this thesis. May be without their helped and supported this thesis would not be as it is now. Therefore, in this chance I would like to express my deepest gratitude to the following people, they are:

1. Mr. Zainuddin, M. Hum. as the first advisor and Mrs. Fitri Rayani Siregar, M.Hum., as the second advisor and who had guided, supported and suggested me with great patience to finish this thesis as well.

2. Mr. Dr. H. Muhammad Darwis Dasopang, M.Ag., as the Rector of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

3. Mrs. Dr. Leyla Hilda, M.Si, as the Dean of Tarbiyah and Teacher Training Faculty of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

4. Mrs. Fitri Rayani Siregar, M.Hum, as a Chief of English Education Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

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The researcher realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, 27 June 2023
Researcher

Rizka Fadilah
Reg. Num. 17 203 00084

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CHAPTER I
INTRODUCTION

A. Background of the Knowledge

Currently serving as an international language in education, English is used as a primary language. When communicating and interacting with other people, it is important for students to learn and understand English. It is not always easy to learn and understand English on its own since, as we already know, English is made up of a variety of skills. There are four English language grammatical structures that must be learned, including understanding, speaking, reading, and writing. Along with that, they also need to ensure their grammar is correct.

The foundation of language that explains the theory of language is grammar. By discussing grammar, we want to understand the genuine and proper structure of language. According to Gerot and Wignell cited by Hidayat, grammar rule is a hypothesis regarding how language is used.[1] Grammar now serves as the standard for proper language use. You might be able to write a paper that is more thorough if you know how to use grammar. comprehension of language use based on its context.

There are some relationships between grammar and language, including the use of grammar as knowledge of truth, as competence and power with the instruments it employs, as navigation or a science of language used practically, and as a chart for language use.

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[1] Hidayat. Akhmad, *An Analysis of Grammatical Error in Thesis Abstract of IAIN Syekh Nurjati Cirebon*, ed. by Akhmad Hidayat (Cirebon: Akhmad Hidayat, 2017).

A set of rules called grammar are used to write properly. By using grammar, it is possible to fully understand the structure and meaning of a text or utterance. According to Holliday, the finite number of words, the terms' exclusivity, and the changes in meaning brought on by term additions all play a part in how some systems operate.[2] Since grammar is the building block of language use, it plays a crucial role in text writing. Because grammar naturally connects to the meanings of language that are being encoded, grammar may express the meaning of language.

Vocabulary is need by human in communication. The human does not do communication or does not use language without comprehending vocabulary. Vocabulary can be arrange becomes a sentences and the sentences can be used as a language.[3] Then, sentence needs a rule or grammar. According to Gerot and Wignell, depending on the user's goals, grammar has different language features. Language usage can be described and examined using grammar. Not only that, but grammar also makes it easier for people to express themselves appropriately and makes it easier for other people to understand what is written. The science of grammar focuses on the precise and beautiful use of language while studying the nature and structure of speech.

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[2] A. Holliday's, *The Struggle to Teach English as an International Language* (Oxford: Oxford University, 2005), p. 42.

[3] Trilanti et.al. *An Analysis on the Students' Ability in Understanding Vocabulary at First Year Students of English Education Study Program (TBI) Stain Padangsidimpuan* . English Education Vol. 1 No. 2. 2013. p.101. http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/viewFile/26-39

Language uses grammar to help its users communicate and understand their thoughts as well as to interpret the meaning of words. Grammar is an important aspect of language use, especially in writing. When these skills are put to use, grammar is an art. The most fundamental component of rammar is language, especially written language. Popular grammar topics include the use of language, especially in writing, to express ideas. Language learning and all other facets of language use are supported by grammar's thoughtful design. Language proficiency can be enhanced by learning grammar.

The traditional grammar study focused on both teaching grammar and how to identify grammatical problems in students' written and spoken work. Another area of grammar research is the discussion or study of functional grammar. Functional grammar analysis, which studied clause complexes and how they connect to the meaning of the content, expressions examined through sentence structure, and the use of functional words in written language were just a few of the topics investigated. In earlier research, the structure of the sentence or the arrangement of the clauses in English produced by native or non-native speakers was explained. Additionally, this study's research question is more focused than the last study's was. The researcher wants to look at thesis sentences that contain grammatical errors.

The analysis of language science in the grammar area looks at it as a form rather than an expression. To put it another way, Holliday said, "In grammar, we are investigating the language as phrasing, not as sound or as writing." The language used in this instance falls under the category of

lexicogrammatical. Language without grammar is disorderly and can cause misunderstandings, as seen in the thesis's grammatical errors. As a result, in order to communicate effectively with others, language learners must comprehend the grammatical structure of the respective languages. Students who are learning English frequently make mistakes and even errors, particularly when they are trying to build sentences or use tenses in writing. They will consequently create grammatically incorrect sentences. Students frequently lack the courage to speak up without worrying about getting something wrong.

Foreign language learners have a number of difficulties, such as problems with the sound system, vocabulary, structure, and other aspects. English, as we all know, is a skill. They all participate in speaking, writing, reading, and listening. Standard English version of public signs that may perform intended functions should at least meet the following basic specifications: correct spelling, brief and concise language style, choice of appropriate words, use of frequent words and the consideration of cultural differences. [4] Since speaking requires the production of language, which learners must accomplish most of the time spontaneously or with limited time to generate acceptable and proper utterances, it has traditionally been one of the most difficult skills for learners to master.

All components of acquiring the English language hearing, reading, writing, speaking, vocabulary, and grammar are interrelated. As a result, in

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[4] Minda, Sri. *Error Translation in Public Sign*. Vol. 07 No. 01 2019 p.115. http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/1657

order for language learners to master proper grammar, all facets of languages must be taken into account. Due to a lack of exposure to English, the majority of students in non-English speaking countries do not have adequate opportunities to improve their oracle abilities. Since students value and anticipate teacher comments on their work, language teachers often have the most power to rectify students' errors.

In grammar there are 16 tenses based on English-Indonesia dictionary, based on what has been taught by the Engslish teacher, and the distribution is based on time. Tense points which are very useful for knowing the time of occurrence and the correct arrangement of sentences. Tenses are points based on research there are three tenses that are often used in the abstract and introduction, namely simple past tense, simple present tense and present perfect tense. So, in this thesis will discuss the three tenses. The researcher will analyze based on the surface strategy taxonomy, they are omission, edition, misordering and misformation. Because this strategy will be very helpful in grouping the wrong words.

Previous researchers have discussed error analysis a lot, namely in novels, speeches, videos and also students writing, both texts and students' daily stories. Then, because the previous researchers wanted to develop the research object, the researcher wanted to analyze a different object than before. So in this study will use a thesis entitled "The Effect of Synthesizing Strategy to Students' Reading Comprehension at XI Grade SMA Negeri 1 Panyabungan". The thesis was made by Afriani Rangkuti in 2020. This thesis

is first seminar and the fastest thesis in her class. So the researcher is interested in researching the thesis in the abstract and introduction sections.

B. Focus of the Research

It is important to make the focus of the problem, to avoid misunderstanding and to clarify the problem. The researcher focus on analyzing the grammatical error in writing thesis. There are 16 tenses in English but for researcher only analysis three tenses, they are simple past tense, simple present tense, and present perfect tense and classifying them to the surface strategy taxonomy. The thesis that would be analyze is "The Effect of Synthesizing Strategy to Students' Reading Comprehension at XI Grade SMA Negeri 1 Panyabungan". The thesis was made by Afriani Rangkuti in 2020. The researcher just concern in analyzing four aspects: omission, addition, misformation and misordering in present tense, past tense and present perfect tense in sentence that made by the writer of the effect of synthesizing strategy to students' reading comprehension at XI grade SMA Negeri 1 Panyabungan. The researcher will only analyze the abstract and chapter 1 introduction of the thesis.

C. Definition of Key Terms

To avoid confusion regarding some terms used in this research, the author provides the following definition:

1. Tense

A tense is a kind of verb that lets you say when something happened. Tense is the type of action word that shows the time

something occurred, or it will work out. At the end of the day, tense tells us on the off chance that something is before, present or future.

2. Error Analysis

Error analysis is a technique for documenting, determining whether or not errors in the learner's language are systematic, and possibly providing an explanation for their origin. The researcher used Dulay's method for this study. Omission, addition, misformation, and misordering are the four errors in Dulay's theory.

3. Thesis

The thesis is a written document that describes the research conducted by graduate students. A thesis is a type of original research-based research paper. A thesis is a statement or theory that is presented as a premise that must be maintained or demonstrated. A long essay or dissertation that involves personal research and is written by a candidate for a college degree is one definition of a thesis.

D. Formulation of the Research

Based on the limitation above, the formulation of the problem as follow:

1. What are tenses errors on the thesis written by English educational department student?

2. What is dominant tenses errors on the thesis written by English educational department student?

3. How to avoid tenses errors on the thesis written by English educational department student?

E. Objectives of the Research

Based at the problem statement, the objectives are to:

1. To know tenses errors are found on the thesis written by English educational department student.

2. To know the dominant tenses errors on the thesis written by English educational department student.

3. To know the way to avoid tenses errors on the thesis written by English educational department student.

F. Significances of the Research

The research result is expected to give some contribution for:

1. Researchers

    This research can help future academics discover more complete information on many forms of grammatical errors.

2. Students

    This research can help students, particularly those in the English Department, learn more about grammatical principles and inspire them.

3. Readers

    The research is designed to help readers better comprehend the theory behind speech acts, particularly surface strategy taxonomy. When reading this research, the researcher hopes that the reader will gain an understanding of surface strategy taxonomy.

G. Outline of the Research

The writer divides this paper into five chapters. The first chapter is introduction, which consists of the background of knowledge, the limitation of the problem, the formulation of the problem, the objectives of study and significances of the research.

The second chapter is theoretical description, which consists of error analysis, writing and grammar. Error analysis consists of the definition of error and error analysis, the differences between error and mistake, the causes of errors, the kinds of errors, the procedures of errors. Writing discusses about the definition of writing, the process of writing and the purposes of writing. Then grammar consists of the definition of grammar, present tense and surface strategy taxonomy.

The third chapter is methodology of the research, which consists of research type, data source, instrument and technique of data collection, and technique of data analysis. The fourth chapter is about findings in simple present tense, simple past tense and present perfect tense and discussion. The fifth chapter is conclusion which consists of conclusion that is related to the problem and suggestion.

CHAPTER II
THEORITICAL DESCRIPTION

A. Theoretical Description

Tenses Errors on the Thesis

3. Tenses

a. Definition of Tenses

English is an international language which has an important role in communication by people to interact with other people in the world.[5] People use language as a medium to communicate with one another all around the world. Every language has unique features including rules, grammar, and stylistic elements. When language is used to communicate with other people, grammar is the process that makes language function.[6] Grammar deals with a large repertoire of structure which describes the correct way human use language.[7]

Grammar is very important rule that must be applied. Learners learn a set of rules and apply it effectively to use language.[8] The system of rules used in this context to group words together in specific ways. Tenses, prepositions, pronouns, sentence patterns, etc.

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[5] Riska, Yeni et.al. *Improving Student'S Writing Ability in Report Text Through Clustering Technique at Grade XI SMAN 1 Siabu* . English Education Vol. 06 No. 2. 2018 . p.228. http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/viewFile/1269

[6] Leech, Geoffrey, Deuchar, Margaret, & Hoogenraad, Robert.. *English grammar for today*. (London: Macmill an Education Ltd: 1982). P.3

[7] Rambe, Sojuangon. *Grammar Translation Method: Theory and Guidence for Classroom Practice*. English Education. Vol. 4 No. 2. 2016. p.109. http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/viewFile/1299

[8] Sinaga, Yusni and Putri Ramadhani. *Students' Grammatical Error in Writing Narrative Text*. Vol. 08 No. 02 2020. p.190. http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ/3240

are all covered by English grammar. Only the English tense will be examined in this study.

The latin word "tempus," which means "time," is the ultimate source of the word "tense".[9] Tense is a category used in language to communicate time reference. Time is indicated by the use of tenses. According to Dharma et.al, the right use of an adverbial in English depends on the tense.[10]

It should be noted, nevertheless, that the speaker, reader, or listener has a concept of time in connection to activity in their head. Tense is defined in more depth by Salaberry and Shirai as a deictic category that sets a circumstance in time relative to another time, typically the time of speech.[11] However, Hornby cautions against conflating the terms "time" and "tense".[12] Time refers to a universally understood notion that is separated into the past, present, and future.

b. Kinds of Tenses

The definition of tenses is based on time. The three tenses represent the present, past, and future. The tenses of English verbs are basic and compound. Compound tenses are common in English as

[9] Jhon Lyons. *Linguistic Semantic an Introduction*, (Cambridge: Cambridge University Press: 1995). p. 312

[10] Dharma, Catur, Ir., et al. Cerdik: Kelompok IPA. Yogyakarta: Gama Exacta. 2007.

[11] Salaberry, R., &Shirai, Y .L2 acquisition of tense-aspect morphology. In R. Salaberry, & Y. Shirai (Eds.), The L2 Acquisition of tense-aspect morphology. (Amsterdam: John Benjamins Publishing Company: 2002). p.1-20.

[12] Hornby,A.S. *Guide to Patterns and Usage in English*, (London: Oxford University Press: 1975). p.3

well. The compound tenses, according to Hornby, are created by combining two or more verb forms, and these combinations may be related to time.[13] Other than the past and present tense, there are numerous compound tenses. Straightforward expresses that there are three past tenses and two future tenses, then the previous wonderful is attached so as to the past tense, the current amazing to the current state, and the future ideal tense to the future tense. It shows there are numerous sorts of tenses in light of the time. The clarification above, make the scientist chooses to take three tenses, they are simple present tense, simple past tense and present perfect tense. The following below are 16 kinds of tenses:

1)   Simple Present Tense

    a)   Definition and types present tense

        Regarding the tense in English, the simple present tense is the most basic tense to be understood and used in everyday activities, interaction and communication.[14] Simple present tense is that this refers to something taking place now. Simple present tense consists of the main verb in its simple form, except in third person singular when the *−s* inflection is added to the main verb and for questions and

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[13] Hornby,A.S….. p.4

[14] Sari Wulandari, 'Teaching Simple Present Tense to the Fifth Year Students of SD Negeri 12 Palu through Jumbled Words', *Journal of Foreign Language and Educational Research*, 2.2 (2019), 41–48.

negatives in the simple present need to add *do/does* auxiliary.[15]

Simple present tenses can be divided into verbal and nominal patterns. While the nominal simple present tense is used to talk about a noun, the verbal simple present tense is used to talk about an activity. However, there is an exception in Verbal, the verbs must end in s/es when the subjects are the third singular (he/she/it), the verbs must use s/es in the last word. The adverbs of time which are frequently used in simple present tense are today, every day, every time, every month, in the morning, at night, on Saturdays, etc.[16]

b) Classify present tense

Swick classify the present tense into three distinct types: (a) the simple present tense which indicates a habitual or repeated action, (b) the progressive which indicates an ongoing or incomplete action, (c) the emphatic response.[17]

2) Present Continuous Tense

Present continuous tense is also known as present progressive tense. Present progressive is verb phrases composed of forms of the auxiliary be + the present participle (ing-form)

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[15] Herlina Herlina and Maria Ramasari, 'Students Ability in Producing the Sentences of Simple Present Tense at STMIK Musi Rawas', *Linguistic, English Education and Art (LEEA) Journal*, 1.2 (2018), 154–67 (p. 3) <https://doi.org/10.31539/leea.v1i2.181>.

[16] Nuraengsih Safiraikrima, Luluk, Suprirahadi, 'Simple Present Tense Mastery And Writing Ability Female And Male Students', 3.1 (2020), 254–64 <https://jurnal.stkippersada.ac.id/jurnal/index.php/JEES/article/download/1288/1055>.

[17] Herlina and Ramasari, p. 3.

of the principle verb. According to A.S Hornby " the present progressive is the tense most often used for this purpose. It is the tense more closely associated with the present time. There may be an adverbial on present time (e.g. now, today), but this is not essential."[18]

The continuous forms represent actions or events, viewed at some point between their begin and end. They imply that an action or series of actions has already begun but is not yet completed. At the same time, they indicate that the duration of the action or series of actions is limited.[19]

3) Present Perfect Tense

Langan states the current amazing tense express an activity that start before and has as of late been finished or going on in the present.[20] According to Oxford Learner Pocked, the present perfect tense is a verb form formed in English using have/has and the past participle that expresses an action performed up to the present.[21] This indicates that the present perfect tense is created by combining the past participle of the main verb with a present-tense form of the auxiliary verb "have/has."

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[18] 25A.S. Hornby, Guide to Patterns and Usage in English Second Edition, (London: Oxford University Press, 1975), p. 82.

[19] B.D. Graver, Advanced English Practice Second Edition, (Oxford University Press, 1979), p. 56.

[20] Langan, John. *Sentence Skill from A*, (New York : Mc. Graw Hill Companies, Inc. 2003). p.190.

[21] Oxford Learner"s Pocked Dictionary. 2008. Oxpord : Oxford University Press. P.347.

Thus, the Present Perfect Tense can be defined as a tense used to describe an event that has come to an end with a situation that began in the past but has continued to have an effect (continues). According to Thomson and Martinet, the present perfect tense can be used to mix the present and the past.[22] It always implies a strong connection to the present and is mostly used in correspondence, newspaper, radio tape, and conversation.

Thomson and Martinet state that the present tense of have/has is combined with the past participle to create the present perfect, while the negative tense is created by adding not to the auxiliary. The inquisitive is shaped by modifying the helper and subject. For instance, have they ever been in Indonesia? for the nominal), Have you composed the letter? for spoken).

4) Present Perfect Continuous Tense

The main use of the present perfect continuous is to show the duration of an ongoing present action or event (either by showing the timed length of the action or by showing when the action began). It can also be used instead of past tenses, or the present perfect, to emphasize the process of a recent action. The present perfect continuous is mostly used to show the

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[22] A.J. Thomson and A.V Martinet, *A practical English Grammar*, (Oxford : Oxford University Press, 1986), P.166

duration of a present action, often found with prepositions of duration for or since, or the question How long...?

It emphasizes that the action started in the past, and the duration tells us how long ago it started. The process of recent actions The present perfect continuous may be used to describe a past action that affects the present, emphasizing the process instead of the completion. In most contexts, the present perfect continuous and the past continuous demonstrate a significantly different meaning. The past continuous makes it clear that the action or event was in the past, while the present perfect continuous usually shows the action or event is ongoing – or still relevant.

5) Simple Past Tense

The straightforward past tense is utilized to discuss exercises or circumstance that started and finished in the past e.g:, recently, the previous evening, two days prior.[23] Azar states that the simple past tense indicates that an event or circumstance began and ended at a specific point in time.[24] Generally, past tense is a tense expressing events of situation occurred in the

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[23] Betty Scharmpfer Azar, *Fundamental of English Grammar,* (Jakarta: Binarupa Askara, 1993, 2nd edition), p.18

[24] Azar, B. S. *Understanding and Using English Grammar.* (New York: Pearson Education, Inc: 1999). p.27.

past. [25] According to Apte, the simple past tense and the perfective aspect of the verb are also two areas that ESL (English as a Second Language) students worldwide find challenging.

When an action was performed in the past at a specific moment, the simple past tense is employed. It is used to describe historical events or conditions without implying a relationship to the present. The sentence frequently contains a past tense adverb.

6) Past Continuous Tense

The past continuous is mainly used to describe temporary actions or events that started before a specific point in the past. It helps show that the temporary action or event was either ongoing in the past, or that the action or event was interrupted. It may also be used for some narratives. Temporary actions The past continuous shows a past action or event that started before a specific time in the past. This is usually a temporary action, so even though it has not finished we know it occurs for a limited time (so it is not a general fact or rule). The past continuous tells us that the action started but had not finished (it was ongoing) at a specific point

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in the past. It may tell us the action was simply ongoing, but it may also tell us when the action was interrupted.

The past continuous may also be used for a repeated action or event, to emphasize an ongoing process. This may show a series of events or a progressive action which took place over a specific period of time. It is still considered a temporary sequence or process.

7) Past Perfect Tense

The past perfect is mainly used to demonstrate a sequence of events in the past. In more complex narratives, it can also show past states and background information. The past perfect usually shows an event that was completed before another past event. It is therefore often connected to a past simple event, and is commonly used with conjunctions such as and, that, because, so and when, or prepositions such as before and already.

The past perfect may be used to show the duration or degree of certain verbs of state, even when a continuous tense may seem appropriate. These verbs are generally the same states that use the simple tenses instead of the continuous tenses (such as be, know, understand, want). The past perfect shows that these states were complete, or took place, before another past event.

8) Past Perfect Continuous Tense

The main use of the past perfect continuous is to show the duration of a continued or repeated activity that was in progress at a specific point in the past. It can also be used to show that a recently completed action, before another event in the past, was an ongoing process. Duration of past events The past perfect continuous can show the duration of an ongoing action or event that was either finished or interrupted by another event in the past. It is often used with prepositions such as for and since to show duration up to a specific point.

The past perfect continuous can be used to describe an event that was completed before a point in the past, emphasising that the action was ongoing, or a process. The past perfect continuous is therefore used instead of the past continuous to clearly demonstrate that the ongoing process or repeated action started before another past event.

9) Simple Future Tense

Simple future tense and be going to are used for several specific meanings. She explains that will is often to express the future in written. In spoken English, it is frequently used with predictions, promises, offers and requests, while be going to is also used in conversational English. It often involves actions that have been planned before the moment of speaking. Both

will and be going to are followed by the simple of a verb. For example: She will go to hospital; She is going to go to hospital.[26] There is no single defined future simple form, as there are four main structures to form it.

a) Will + bare infinitive (I will go home.)

b) To be + going to + bare infinitive (I am going to go home.)

c) Present tense + future time (I go home on Friday.)

d) Present continuous + future time (I am going home later.)

10) Future Continuous Tense

The future continuous, like the future simple, can be formed with either will or going to. Choosing between the two forms in the continuous is similar to the choosing in the future simple, though the two forms are more flexible in the future continuous; will can suggest unplanned, or less secure future events, while going to is used for more secure plans. The future continuous describes events in the future after they have started. These are usually planned or scheduled, when we know that an action will be happening at a certain time.

These events are not necessarily interrupted. The tense simply highlights that an action will be in progress. The future continuous often puts future events in a context. As it shows the action or event in process, there is less emphasis on completion

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[26]Werner, J. (2007). On Case Grammar. New York: Humanities Press.

and more emphasis on the details surrounding the action or event.

11) Future Perfect Tense

The future perfect is complicated to form, but has one simple use: to view a completed action or event from a particular point in the future. The event described is incomplete (or has not started) in the present. The future perfect is therefore used to describe something that will be complete at a certain point in the future. It should not be confused with the other future tenses, as it is the only future tense that tells us a verb will be complete. The simple tenses can show intent to finish, but the future perfect shows something will be finished at a certain time.

12) Future Perfect Continuous Tense

Though it is a complex tense to form, the future perfect continuous only has one function. It tells us the duration of an ongoing or repeated action or event that is in process at a specific point in the future. It is often used with expressions starting for or all.

Sometimes the future perfect continuous may be used to show that an action will have been in process without a specific duration, but note that even in these cases it is still

demonstrating a duration of time. This is more common to demonstrate process verbs. The future perfect tenses are therefore only required in very specific circumstances, when specific times in the future are important. Otherwise, stick to the simple and continuous tenses.

13) Simple Past Future Tense

Like simple future tense, future in the past has two different Forms in English: would and was going to. Although the two forms can sometimes be used interchangeably, the often express two different meanings.

14) Past Future Continuous Tense

Past future continuous tense sentences are used when talking about an action or something that will take place in the past.. past future continuous tense sentence are marked with would with be with v-ing.

15) Past Future Perfect Tense

Past future perfect actually used same as another tenses. Past future perfect tense is a tense or sentence structure that has the main function of expressing idea in the past. This idea is in form of event that is predicted, planned, promised, or expected to occur at some time in the future, but seem from perspective of the past.

16) Past Future Perfect Continuous Tense

The past future perfect continuous tense is a form or sentence structure to express events that will have or are still happening in the past, plus they have nothing to do with the present. So, the future perfect continuous tense is purel telling about future, while the past future perfect continuous tense is telling about events in the past.

c. Forms of Tenses

1) Simple Present Tense

Form : (+) S + V1 + O/C, (-) S + Do + Not +V1 + O/C

Table II.1 : Forms of simple present tense

Subject	Nominal	Verbal	
		Affirmative	Negative
I	Am	V1	Do+Not+V1
You	Are	V1	Do+Not+V1
They	Are	V1	Do+Not+V1
We	Are	V1	Do+Not+V1
She	Is	V1+ s/es	Does+Not+V1
He	Is	V1+ s/es	Does+Not+V1
It	Is	V1+ s/es	Does+Not+V1

2) Present Continuous Tense

Form: (+) S + To Be + V-ing + O/C

Table II.2: Forms of present continuous tense

Subject	To Be	Present Participle (V-ing)	Additional Information
I	Am	Reading	a book
You	Are	Reading	a book
They	Are	Reading	a book
We	Are	Reading	a book

She	Is	Reading	a book
He	Is	Reading	a book
It	Is	Reading	a book

3) Present Perfect Tense

Form: S + Have/Has + V3 + O/C

Table II.3: Forms of present perfect tense

Subject	Verbal	Nominal
I	Have + Past Participle	Have + Been
You	Have + Past Participle	Have + Been
They	Have + Past Participle	Have + Been
We	Have + Past Participle	Have + Been
She	Has + Past Participle	Has + Been
He	Has + Past Participle	Has + Been
It	Has + Past Participle	Has + Been

4) Present Perfect Continuous Tense

Form: S + Have/Has + Been + V-ing + O/C

Table II.4: Forms of present perfect continuous tense

Subject	To Have + Been	Present Participle (V-ing)	Additional Information
I	Have + Been	Cleaning	for hours
You	Have + Been	Cleaning	for hours
They	Have + Been	Cleaning	for hours
We	Have + Been	Cleaning	for hours
She	Has + Been	Cleaning	for hours
He	Has + Been	Cleaning	for hours
It	Has + Been	Cleaning	for hours

5) Simple Past Tense

Form: S + V2 + O/C

Table II.5: Forms of simple past tense

Subject	Nominal	Verbal	
		Affirmative	Negative
I	Was	V2	Did+Not+V1

You	Were	V2	Did+Not+V1
They	Were	V2	Did+Not+V1
We	Were	V2	Did+Not+V1
She	Was	V2	Did+Not+V1
He	Was	V2	Did+Not+V1
It	Was	V2	Did+Not+V1

6) Past Continuous Tense

Form: S + was/were + V-ing + O/C

Table II.6: Forms of past continuous tense

Subject	To Be	Present Participle (V-ing)	Additional Information
I	Were	Getting	dark outside
You	Were	Getting	dark outside
They	Were	Getting	dark outside
We	Were	Getting	dark outside
She	Was	Getting	dark outside
He	Was	Getting	dark outside
It	Was	Getting	dark outside

7) Past Perfect Tense

Form: S + Had + V3 + O/C

Table II.7: Forms of past perfect tense

Subject	Verbal	Nominal
I	Had + Past Participle	Had + Been
You	Had + Past Participle	Had + Been
They	Had + Past Participle	Had + Been
We	Had + Past Participle	Had + Been
She	Had + Past Participle	Had + Been
He	Had+ Past Participle	Had + Been
It	Had + Past Participle	Had + Been

8) Past Perfect Continuous Tense

Form: S + Had + Been + V-ing + O/C

Table II.8: Forms of past perfect continuous tense

Subject	To Had + Been	Past Participle (V-ing)	Additional Information
I	Had + Been	Going	home at the time
You	Had + Been	Going	home at the time
They	Had + Been	Going	home at the time
We	Had + Been	Going	home at the time
She	Had + Been	Going	home at the time
He	Had + Been	Going	home at the time
It	Had + Been	Going	home at the time

9) Simple Future Tense

Form: S + will + V1 + O/C

Table II.9: Forms of simple future tense

Subject	Will	Present Participle	Additional Information
I	Will	Go	to the park
You	Will	Go	to the park
They	Will	Go	to the park
We	Will	Go	to the park
She	Will	Go	to the park
He	Will	Go	to the park
It	Will	Go	to the park

10) Future Continuous Tense

Form: S + Will + Be + V-ing + O/C

Table II.10: Forms of future continuous tense

Subject	Will + Be	Present Participle (V-ing)	Additional Information
I	Will be	Basking	In the sun
You	Will be	Basking	In the sun
They	Will be	Basking	In the sun

We	Will be	Basking	In the sun
She	Will be	Basking	In the sun
He	Will be	Basking	In the suns
It	Will be	Basking	In the sun

11) Future Perfect Tense

Form: S + Will + Have + V3 + O/C

Table II.11: Forms of future perfect tense

Subject	Will + Have	Past Participle	Additional Information
I	Will have	Read	it all by this morning
You	Will have	Read	it all by this morning
They	Will have	Read	it all by this morning
We	Will have	Read	it all by this morning
She	Will have	Read	it all by this morning
He	Will have	Read	it all by this morning
It	Will have	Read	it all by this morning

12) Future Perfect Continuous Tense

Form: S + Will + Have + Been + V3 + O/C

Table II.12: Forms of future perfect continuous tense

Subject	Will + Have + Been	Present Participle (V-ing)	Additional Information
I	Will have been	driving	all night
You	Will have been	driving	all night
They	Will have been	driving	all night
We	Will have been	driving	all night
She	Will have been	driving	all night
He	Will have been	driving	all night
It	Will have been	driving	all night

13) Simple Past Future Tense

Form: S + Would/Should + V1 + O/C

Table II.13: Forms of simple past future tense

Subject	Would	Present Participle	Additional Information
I	Would	Go	to the park
You	Would	Go	to the park
They	Would	Go	to the park
We	Would	Go	to the park
She	Would	Go	to the park
He	Would	Go	to the park
It	Would	Go	to the park

14) Past Future Continuous Tense

Form: S + Would/Should + Be + V-ing + O/C

Table II.14: Forms of future continuous tense

Subject	Would + Be	Present Participle (V-ing)	Additional Information
I	Will be	Basking	In the sun
You	Will be	Basking	In the sun
They	Will be	Basking	In the sun
We	Will be	Basking	In the sun
She	Will be	Basking	In the sun
He	Will be	Basking	In the suns
It	Will be	Basking	In the sun

15) Past Future Perfect Tense

Form: S + Would/Should/Could + Have + V3 + O/C

Table II.15: Forms of past future perfect tense

Subject	Would + Have	Past Participle	Additional Information
I	Would have	Read	it all by this morning
You	Would have	Read	it all by this morning

They	Would have	Read	it all by this morning
We	Would have	Read	it all by this morning
She	Would have	Read	it all by this morning
He	Would have	Read	it all by this morning
It	Would have	Read	it all by this morning

16) Past Future Perfect Continuous Tense

Form: S + Would/Should/Could + Have + Been + V3 + O/C

Table II.16: Forms of past future perfect continuous tense

Subject	Would + Have + Been	Present Participle (V-ing)	Additional Information
I	Would have been	driving	all night
You	Would have been	driving	all night
They	Would have been	driving	all night
We	Would have been	driving	all night
She	Would have been	driving	all night
He	Would have been	driving	all night
It	Would have been	driving	all night

d. The Use of Tenses

1) Simple Present Tense

The simple present tense performs the following functions or usages:

a) To express the general truth. e.g. The sun rises in the east.

b) To express the customs and habitual action. e.g. She studies English every day.

c) To show the future time. e.g. I start my new job tomorrow.

2) Present Continuous Tense

a) To describe an action that is going on at this moment. e.g. You are using the internet.

b) To describe an action that is going on during this period of time or a trend. e.g. Are you still working for the same company?

3) Present Perfect Tense

a) To denote recent events, without a definite time given (often with just, lately, of late, recently, already, yet, so far). e.g: He has just goneout. We have missed the bus!

b) To denote the events, which happened in the past, but the connection with the present is still maintained (that is that the action could be repeated in the present)

c) To denote an action, which started in the past and is still going on in the present e.g: I have smoked since I left school. (I still smoke) He has been in the army for two years. (He is still in the army.)

d) To denote actions, which occur in incomplete time. e.g: (at 11 a.m.) Tom has rung three times this morning already.

e) To denote the events, which have the result in the present e.g: I've twisted my ankle, that's why I'm limping.

f) In adverbial clauses of time after the conjunctions when, till, until, before, after, as soon as to denote an action completed before a definite moment in the future, e.g: I am not going until you have answered me.

g) In special questions, which start with How long…?. e.g How longhave you read up for the examination?

h) In the sentences with the first, the second, the only, the best, etc. e.g: This is the first time I have been in a canoe. This is the best wine I have ever drunk.

i) The Present Perfect is not used in the following cases, e.g: What did you say,? I didn't hear your question. Where did you buy this book?, Nowunderstand.

4) Present Perfect Continuous Tense

    a) To denote an ongoing action or state which began in the past and is still continuing. The starting point is usually indicated by the preposition since; the whole period – by the preposition for: Women have been speaking outon this issue for some time, with mixed results.

    b) To denote an action which is no longer going on at a definite moment in the past, but which has just finished: Where have you been?

    c) To show that the action or state may change, i.e. it is temporary: We've been subscribing toone of the satellite TV companies. (not a fixed situation – we may change) Compare: We subscribe toone of the satellite TV companies. (unlikely to change)

    d) To explain a present result (a situation or an appearance). The focus is on the activity, rather than the result: This test result is much better. It's clear you've been revising.

5) Simple Past Tense

    a) To denote actions completed in the past at a definite moment. It's therefore used: for the past action when the time is given: I met him yesterday.

    b) To denote a succession of actions in the past: He threw down his spade and entered the house.

    c) To denote repeated actions in the past: She made an entry in her diary every night.

    d) To denote an action whose time is not given but which: occupied a period of time now terminated:

6) Past Continuous Tense

    a) To denote actions in progress (often interrupted by events): I was drinking coffee at that time. Tom was talkingon the phone, when I arrived.

b) To denote a certain state or quality peculiar to a person at a given moment in the past: He knew he was being scientific and restrained.

c) To denote gradual development and changing states: She went out on the street, the wind was rising. The car was getting worse all the time.

d) To denote background descriptions. Note the combination of description (Past Continuous) and narration (Past Simple): A wood fire was burning in the hearth, and a cat was sleeping in front of it. A girl was playing the piano and singing softly to herself.

e) To denote annoyance and irritation referring to the past: When Jane was at school she was always loosing things.

f) To denote the events intended to take place (past arrangements), which may or may not have happened: Nancy was taking the next flight to Paris so she had to cut short the interview.

g) To make requests, suggestions and questions more tentative and polite (often used with wonder and think): We were wondering if you would like to join us? (=Would you like to join us?)

7) Past Perfect Tense

a) To denote an action completed before a definite moment in the past. The moment may be expressed by another past action in the Past Simple or by an adverbial phrase: After she had cried out, she felt easier.

b) To denote a state which existed before a past event: At the time of her trial last year Hinkley had been in prison for eight months.

c) To make a sequence of events clear: the Past Perfect is used for earlier actions, while the Past Simple for the later:

When we got back the babysitter went home. (sequence: 1 we got back, 2 the babysitter went home)   When we got back the babysitter had gone home. (sequence: 1 the babysitter went home, 2 we got back)

d) To denote not priority, but only the completion of the action: He waited until she had found the key and opened the door.

e) To describe the cause of the past event: David didn't join the band as he had signed up with a rival label.

f) To denote an action which began before a definite moment in the past, continued up to this moment and was still going on at that moment. The starting point is usually indicated by the preposition since; the whole period – by the preposition for: He was in the uniform when I met him.

g) To describe past intentions which were not fulfilled (with hope, expect, want, plan, think about, wish, etc.): They had hoped to get to the summit but Travers fell ill at base camp.

8) Past Perfect Continuous Tense

a) To denote an action which began before a definite moment in the past, continued up to this moment and was still going on at that moment. The starting point is usually indicated by the preposition since; the whole period – by the preposition for: We couldn't go out because it had been raining since early morning.

b) To denote an action which was no longer going on at a definite moment in the past, but which had been in progress not long before: I sobbed a little still, but that was because I had been crying, not because I was crying then.

c) To denote a past result, e.g. a situation or an appearance: The few survivors looked painfully thin. They had been living on meagre rations since the accident.

9) Simple Future Tense

    a) To denote a future action or fact: Next week I'll be 21. The sun will rise at 5.30 tomorrow morning.

    b) To denote intension or decision of spontaneous nature (made at the time of speaking): I'll go and fetch some drinks for them. You look tired. I'll cook dinner tonight.

    c) To denote a question about decisions or instructions (used only with shall and 1 person) ShallIsee you next week, then? Shallwedo it orally or in writing?

    d) To denote predictions based on personal experience or thoughts, judgments: You must come to us next summer; the children will be happy to see you again. (They have been glad this time)

10) Future Continuous Tense

    a) To denote an action which will be in progress at a definite moment in future (often used with adverbial phrases this time tomorrow (next week), this moment next day, at …o'clock or by another action in Present Simple): This time next Tuesday afternoon I'll be lyingon the beach.

    b) To denote an action which will definitely happen in future as a result of routine or arrangement. Shall I inform the rest of the team about it? – No, I'll do it. I'll be seeing them at the meeting anyway.

    c) When we ask politely about someone's plans for the near future (we want to know if our wishes fit in with their plans): Will you be going out later? – Yes, why? – Could you get me a sandwich, please?

11) Future Perfect Tense

    The use of future perfect tense is to denote an action which will begin before a definite moment in future, will continue up to that moment and will be going on at that moment, e.g: We'll

have been working at this problem for a month when you visit us a second time.

12) Future Perfect Continuous Tense

    a) To denote an action completed before a definite moment in the future(often used with adverbial phrases by then, within the next week, by … o'clock): You can have my report by the end of the morning.

    b) To denote an action which will begin before a definite moment in future, will continue up to that moment and will be going on at that moment. (It's used with the verbs not admitting in Continuous forms and in negative sentences): I'll have been a teacher for 20 years by next May.

13) Simple Past Future Tense

        To express the idea in the past you thought something would happen in the future. It does not matter if you are correct or not. e.g: I told you he was going to come to the party. (plan)

14) Past Future Continuous Tense

    a) To express events that will occur in the past, e.g: I should doing my research proposal if I were in my free time yesterday

    b) To express predictions, conjectures, or hopes for the past e.g: He would not drink so much if he knew I was there.

    c) Expressing an event that should have happened in the past e.g: I should be finishing my homework about English grammar that evening, but I was too tired.

    d) To express indirect speech from the future continuous tense.

15) Past Future Perfect Tense

        Past future perfect tense used to uncertain events. In essence, the past future perfect tense is used to tell stories about ideas that you expressed in the past, so the story you told in the

past is related to uncertain future. e.g: we would have finished the project if you had not been late.

16) Past Future Perfect Continuous Tense

    a) Expressing how long an event has been happening in the past, e.g: they would have been sailing in the Indian Ocean for five months at the end of this month.

    b) Shows events that will be taking place, but have already happened in the past, and can emphasize an action in the past that was about to take place but finished in the past e.g: By last March, I would have been a trainer in the Digital Marketing course at Skill Academy for one month/

    c) State an assumption or presupposition (conditional sentence) e.g: We would have been touring to Bromo for one week by June last year if our friend had finished his final exam

e. Example of Tenses

1) Simple Present Tense

    a) The sun rises in the east.

    b) She studies English every day.

    c) I start my new job tomorrow.

2) Present Continuous Tense

    a) I'm typing the final task right now.

    b) It is beginning to rain.

    c) Please don't make some so much noise. I'm studying.

    d) He's looking very smart. (At this moment.)

    e) I am walking home. (I am doing it now.)

    f) He is busy studying that book. (He is doing it now.)

3) Present Perfect Tense

    a) I have parked my car in the road. (The car was parked in the past, but it is in the road now.)

b) I'm not hungry, I've eaten already. (The subject ate in the past, but is satisfied now.)

c) They have learned to dance. (They learned in the past, but have the skill now.)

d) I have been to sixteen countries in Europe. (I went in the past, but I may go to more –the experience is relevant now.)

e) We have known about their engagement for two weeks. (We discovered the knowledge in the past, and know now.)

4) Present Perfect Continuous Tense

a) I have been reading for an hour.

b) He has been sleeping since yesterday.

c) How long have you been watching TV for?

5) Simple Past Tense

a) The students did their homework yesterday.

b) I was in Jakarta for four years (I'm in Surabaya now).

c) When I was child, I cried loudly.

6) Past Continuous Tense

a) I was walking home at 3pm. (The action was ongoing at that time – it started before 3pm.)

b) They were eating dinner when the phone rang.

c) Jane was reading all day. (The action was ongoing over the period of a day.)

d) We were preparing every night for months. (The action was repeated regularly over a period of months.)

7) Past Perfect Tense

a) I had known about the problem for two days when the printer broke.

b) They had been to France four times before the millennium.

c) I had left my book at home so I did not study in the cafe.

d) He had put on too much aftershave before he went out.

e) They had brought back so much fish that the whole house

stank when we arrived.

8) Past Perfect Continuous Tense

    a) I had been reading for hours when I fell asleep. (The action was ended by falling asleep.)

    b) He had been singing for months before he started to take lessons.

    c) I had been washing the car for an hour when she phoned. (The phone call followed an hour of washing the car.)

    d) I had been running.

9) Simple Future Tense

    a) I will finish this book this afternoon.

    b) I am going to finish this book this afternoon. (I am certain.)

10) Future Continuous Tense

    a) I'll be watching TV from 9pm onwards.

    b) We will be working in the office when they arrive.

    c) He is going to be flying home while we prepare the presentation.

    d) She will be dancing in the dark.

    e) They are going to be eating on the beach when the tide comes in.

11) Future Perfect Tense

    a) He will have read the book by tomorrow.

    b) They will have learned everything by the end of the year.

12) Future Perfect Continuous Tense

    a) I will have been living in Brighton for two years next Spring.

    b) He is going to have been swimming for an hour when they arrive.

    c) They will have been working all night long.

13) Simple Past Future Tense

    a) I knew you were going to go to the party.

b) I told you he was going to come to the party (plan)

c) I knew Julie would make dinner. (voluntary action)

d) I had a feeling that the vacation was going to be a disaster. (prediction)

e) He promised he would send a postcard from Egypt. (promise)

f) I already told mark that when he arrived, we would go out for dinner.

14) Past Future Continuous Tense

a) Tina would be sending a letter to her idol if she knew how to speak Korean

b) I should be learning French

c) They would be preparing the presentation if the light did not turn off

d) The teacher said that they would be studying Math.

15) Past Future Perfect Tense

a) She would have been there if you had invited her

b) I should have bought the album last night

c) The students should have submitted the assignment if they had not been busy preparing for their performance

d) The competition should have been held last week

e) My family would have visited the museum if it had not rained

16) Past Future Perfect Continuous Tense

a) I would have been writing the article for two days by the end of last week

b) We would have been touring to Bromo for one week by June last year if our friend had finished his final exam

c) Jimin would not have been shooting the short movie for one week by last month

d) Would he have been visiting his grandmother in Bandung for three days last week?

e) I would have been living in Turkey for one month by January last year if I had joined the international conference.

In this research, researcher uses three tenses to analysis. They are simple present tense, simple past tense and present perfect tense.

4. Abstract and Introduction of Thesis

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific. There are some parts or structure that should be followed in writing.[27] It is convinced that writing is an essential language skill to master.[28] In this discussion, the researcher want to discuss about abstract and introduction.

a. Abstract

1) Definition of Abstract

An abstract is a self-contained, short, and powerful statement that describes a larger work.[29] An abstract is a condensed, self-contained overview of an essay or report that is typically about 200 to 250 words depending on the field of study

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[27] Lubis, Rayendriani Fahmei, "Writing Narrative Text," English Education 02, no. 01 (2014): p.61, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/viewFile/115/104, Accessed on Tuesday 13rd June 2023 at 06:29 a.m.

[28] Royani, Ida. *Difficulties in Academic Writing: Perspective of Graduate Students of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.* Vol. 11 No. 01 2023 p.74. http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ/8389

[29] UNLV, 'What Is an Abstract?', *Undergraduate Research*, 6.June (2021), 1–8 <https://www.researchgate.net/publication/356492712_How_to_Write_an_Introduction_for_Research/link/619def4407be5f31b7b3b1b1/download>. Accessed on Tuesday 13rd June 2023 at 06:29 a.m.

and abstract type. [30] Abstract is the first page we will find, abstract will set expectations and help the readers to know thesis .So, abstract is a summary and preview from what the readers read. Bandara says in his journal : "It is an original work, not an excerpted passage. An abstract must be fully self-contained and make sense by itself, without further reference to outside sources or to the actual paper. It highlights key content areas, your research purpose, the relevance or importance of your work, and the main outcomes."[31]

2) Purpose of Abstract

The purpose is the reader can decide if he/she wants to read the entire article after reading the summary using the summary provided by the abstract. Articles, theses, grant applications, book recommendations, and other types of writing often begin with an abstract. The keywords at the bottom of the summary are important because they are used for indexing. In addition, these precise and connected keywords make it easy for researchers to locate this work content in Internet databases.

Russo state in his journal the purposes are first, readers use them to decide if an article belongs in their research and warrants being read completely. Second, many professional and

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[30] Arkansas, 'A-State Online Writing Center What Is an Abstract?', *Arkansas State University*, Vol. 1.January (2018), 3–5.

[31] Bandara, 'Writing Research Abstracts', Vol. 11.November (2017), 1–5 <https://www.researchgate.net/publication/356492712_How_to_Write_an_Introduction_for_Rese arch/link/619def4407be5f31b7b3b1b1/download>.

research conferences require presenters to submit an abstract before being accepted. Third, writers use abstracts in their research papers and often in applications for funding opportunities.[32]

3) Parts of Abstract

Hyland in Russo's journal introduces a five-part models he observed across academic articles. [33] They are introduction, purpose, method, result, conclusion.

Table II.17: Model of Abstract

Part	Function	Key Phrase Example
Introduction	Establishes paper's context and motivates the research or discussion	"Within the framework of genre analysis" "This study builds on earlier research …"
Purpose	Indicates purpose or thesis, outlines the aim behind the paper	"This study examines…" "The aim of this study is…" "This study addresses a gap"
Method	Provides information on design, procedures, data analysis, etc.	"A quantities analysis was used…"
Result	Indicates results and key findings	"The results show that…"
Conclusion	Points to wider	"The results confirm

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[32] Russo. Amy, 'Abstract', *San José State University Writing Center*, January, 2020. p. 1 <https://www.sjsu.edu/writingcenter/docs/handouts/Abstracts.pdf>.

[33] Russo, p. 1.

	applications or implications and interpretation scope	previous studies that…"

b. Introduction

1) Definiton of Introduction

After the tittle and abstract, the introduction is the next thing your readers will read, so it is vital to begin strongly.[34] The introduction is an opportunity to give the reader the background information they need to understand the material, including the state of knowledge in the field, the importance of the topic that prompted the study, the methodology your research and key findings.

2) Steps to Write Introduction

a) Introduce your topic

b) Describe the background

c) Estabilish your research problem

d) Specify your objective

e) Map out your paper.[35]

B. **Review of Related Findings**

There have been many researchers involved in this study. The first is Royani's and Sadiah thesis, this study aims to find out the grammatical errors

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[34] Think Science, 'Ten Tips for Writing an Effective Introduction to Original Research Papers', *Think Science*, January, 2015, p. 1 <https://thinkscience.co.jp/en/downloads/ThinkSCIENCE-Writing-an-effective-introduction.pdf>.

[35] Science Research Writing, 'How to Write an Introduction', *Science Research Writing*, September, 2018, 1–43 <https://www.ehu.eus/ccwintco/uploads/e/ef/How_to_write_a_good_introduction.pdf>.

that occur in the writings of the second semester students of the English department of the Islamic State University of Ar-Raniry. The method used in this study is a qualitative one, while the general model or study design used by the researcher is a case study. The population is taken during the second semester of the faculty of English students. The researcher uses paper documents as a tool. Based on data analysis, the researcher found that common errors exist in student writings of the selected type.[36]

An article in the journal Suhono, this study deals with the analysis of component errors written by EFL IAIM NU Metro students. It aims to develop a more in-depth analysis of errors in second language learners. To achieve this goal, an empirical study was conducted, using the English learning of Indonesian students as the research object. To this end, the researcher explored the types of grammatical errors that students make in different semesters: the second, the sixth and the eighth. Specifically, this study aims to describe the type of grammatical errors that commonly exist in writing, describe the frequency of grammatical errors between semesters, and describe the source of the errors. Students' writings are analyzed based on the theory of surface strategy taxonomy.[37]

Another research from Haswani, The purpose of this study was to explore the types of errors that students make when writing descriptive texts on the basis of a classification of surface strategies and the types of errors

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[36] Seli Royani and Sari Sadiah, 'An Analysis of Grammatical Errors in Students' Writing Descriptive Text', *PROJECT (Professional Journal of English Education)*, Vol. 2.Issue 6 (2019), 764 <https://doi.org/10.22460/project.v2i6.p764-770>.

[37] S. Suhono, 'Surface Strategy Taxonomy on The EFL Students' Composition A Study of Error Analysis', *In Jurnal Iqra'*, Vol. 1.Issue 2 (2017), p. 1.

most commonly made by students. This research is a qualitative research. The subjects of this research were 32 11th graders of science classes. The writing task is managed as a research instrument. The results showed that the students committed four types of surface strategy classifications: additions, omissions, misinformation and misordering. Misinformation is the most common type of student error. This shows that the students' ability to write descriptive paragraphs according to the surface strategy classification method needs to be improved.[38]

Based on those related findings which analyzed in error, it can be concluded this research has the same topic interest to investigate. Analyzing writing errors in students is one of the similarities between these three studies. Meanwhile, the focus of the research is similar that identifying/analyzing tenses error and find out what dominant tenses error. This research analyzes that tenses error on thesis in abstract and chapter I because the researcher just find indicator in abstract. So, this research is written by researcher to add and complete the kind of research before. In this research the researcher will also do the same things and focus on an analysis tenses errors on the thesis written by English educational department student.

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[38] D. Haswani., 'Students' Errors in Translating Narrative Text Based on Dulay's Surface Strategy Taxonomy', *In Register Journal of English Language Teaching of FBS-Unimed*, Vol. 7.Issue 2 (2018), p. 1.

CHAPTER III

THE RESEARCH METODOLOGY

A. Type of the Research

This research was designed by using descriptive qualitative research because it was aimed to describe grammatical errors on writing. Qualitative research was based on the collection and analysis of non numerical data such as observations, interviews, and other more discursive sources of information.[39] Qualitative research has function to describe phenomenon.

B. Data Sources

a. Primary Data Resource

Primary data was the data would be taken from the quoted utterance. The data sources of the research ware going to be taken from utterance in the thesis The Effect of Synthesizing Strategy to Students' Reading Comprehension at XI Grade SMA Negeri 1 Panyabungan. The researcher would be analyze the grammatical error in any specific chapter just an abstract and chapter 1 introduction.

b. Secondary Data Resource

The secondary data was the data acquired from graphic, tables, note, book, photo, or others to enrich primary data.[40] Secondary data was sources complement need in script, obtaine from books. The researcher

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[39] L. R. Gay Airsian and Peter, *Educational Research Competencies for Analysis and Application* (New Jersey: Prentice Hall Inc, 2000), p. 9.

[40] Airsian and Peter, p. 10.

used several references to support the data, the researcher took from several books related to analysis, grammar, and thesis.

C. Instrument of Research

In a research, a good instrument can guarantee the collection of valid data, so a researcher must have one. "Instrument is an implement or a piece of apparatus used for a particular purpose, especially for delicate or scientific work," Hornby says. The research is technically the primary instrument for gathering data. The purpose of this study is to analyze tenses errors in Afriani's thesis in 2020 academic year. Additionally, the researcher does not have any other instruments to use because the purpose of this study is only to analyze tenses error. Because conducting an interview or completing a questionnaire is not necessary, all that is required is the researcher's hard work. This research contributes to Afriani's thesis. The document collection table of tenses error is an additional instrument used in this research.

.**III. 1 Table Ceklist Analysis**

NO.	ERROR	TENSES	DATA	CORRECT	PAGE

D. The Techniques of Data Collection

Technique of data collection was the steps which would do by the researcher to collect the data by Creswells' steps:[41]

a. Data came from the thesis written by English educational department student entitled "The Effect of Synthesizing Strategy to Students' Reading Comprehension at XI Grade SMA Negeri 1 Panyabungan.". Researcher managed and organized the data for completeness.

b. Collecting the data from books, another thesis, journals, documents and dictionaries that related with the research.

c. Reading and checking the text which relate with research from the thesis.

d. Underlining sentences that are relevant to the research.

e. Collecting and identifying the data.

f. Transform data into tables showing various grammatical errors found in the paper.

E. The Techniques of Data Analysis

Education used content analysis extensively. According to Ary et al, content analysis in educational research serves the following objectives: To identify bias, prejudice, or propaganda in text book.

a. To identify bias, prejudice, or propaganda in text book: to identify how many error sentence in the thesis.

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[41] Creswell. John W, *Reseach Design: Qualitative, Quantitative and Mixed Method Approah*, ed. by Vicky Knight, *Review of Scientific Instruments*, 4th Editio (University of United States of America: SAGE Publications, Inc, 2000), Vol. 71, pp. 239–43 <https://doi.org/10.1063/1.1150549>.

b. To analyze types of error in students' writing: to analysis types of error sentence in thesis.

c. To describe prevailing practices: to describe the types of error.

d. To discover the level of difficulty of material in textbook or other publications: to make a table of sentenses and see which one is difficult which causes the error.

e. To discover the relative importance of, or interest in, certain to topic: to conclude the most errors' types.[42]

This research used surface strategy taxonomy to analysis tenses error on the thesis written by English educational department student.

a. Surface Strategy Taxonomy

The definition of surface strategy taxonomy according to Dulay, Burt and Krashen explain that a surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.[43] Based on Surface Strategy Taxonomy, there are four types of errors found in the even chapters: omission,addition, misformation and misordering error.[44]

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[42] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education L*, ed. by Chris Shortt, 8th Editio (USA: Wadsworth Cengage Learning, 2006), p. 457.

[43] Fefti KaraLin, *An Error Analysis of Using Preposition in Writing Narrative Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung in The Academic Year of 2017/2018*, ed. by Fefti KaraLin (Lampung: University of Raden Intan, 2018) <http://repository.radenintan.ac.id/5522/1/SKRIPSI FEFTI.pdf>.

[44] Herlina and Ramasari.

b. Types of Errors by Surface Strategy Taxonomy

1) Omissions

Eliminating parts of a speech that ought to be there is known as omission. Student presentations frequently contain this kind of inaccuracy. Errors in removing plural –s or –es markers in student presentation sentences were very common.[45] Omission has three types, they are omission on plural, omission of to be and omission of preposition.

Table III.2: Example of omission

Omission Errors	Example
Omission of plural	Fatimah has two apple
Omission of to be	Students can divided into several group
Omission of preposition	Now we are going move to affix

It should be: a) Fatimah has two apples

b) Students can be divide into several group

c) Now we are going to move to affix

2) Addition

The ensuing kind of error is addition, which is indicated by the presence of the unwanted certain morphemes

in the sentence.[46] Addition errors are errors caused by the presence of an element or form which must not appear in a well-formed utterance.[47] That is the opposite of omission.

Table III.3: Example of addition

Addition Errors	Example
Addition of phneme	Grammar is the <u>studies</u> of . . . .
Addition of to be	Hasan can <u>be</u> stand alone
Addition of preposition	<u>In</u> Linguistics have five branch

It should be: a) Grammar is the <u>study</u> of . . . .

b) Hasan <u>can stand</u> alone

c) <u>Linguistics</u> have five branch

3) Misformation

Occurs when a word is used in the wrong form in the sentence.[48] This error makes the sentence ungrammatical.[49] Misformation errors concern the incorrect application of morpheme structure. Basically, there are 19 errors under

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[46] Rusmiati, 'Surface Strategy Taxonomy on Foreign Language Writing : A Study on Verb Tense Usage', *Journal Serambi Ilmu*, Vol. 20.September (2019), 189–201.

[47] Elis Homsini Maolida and Milma Vinca Cantikka Hidayat, 'Writing Errors Based on Surface Structure Taxonomy: A Case of Indonesian EFL Students' Personal Letters', 1967, 2021, 336–44 <https://jurnal.unsur.ac.id/cp/article/view/1369/1205>.

[48] Rusmiati, p. 8.

[49] Ummul Hasanah, 'Grammatical Errors Made By Efl Students in Writing Hortatory Exposition', October, 2018, 170 (p. 29).

misformation error subtype.[50] But researcher will only discuss two types to make it easier to understand.

Table III.4: Example of misformation

Misformation Errors	Example
Misformation of verb	I <u>went</u> to school every day
Misformation of word choice	People should try to drive <u>peacefully</u>

It should be: a) I <u>go</u> to school every day

b) People should try to drive <u>slowly</u>

4) Misordering

This error is the placement error of the morpheme or group of morphemes in the sentence.[51] Incorrect placement of a morpheme or set of morphemes in an utterance is usually the source of that.

Table III.5: Example of Misordering

Misordering Errors	Example
Misordering of word order	I know what <u>is</u> your name

It should be: a) I know what your name <u>is</u>

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[50] Maolida and Hidayat, p. 4.

[51] Ni Luh Desy Suari Dewi, Gek Wulan Novi Utami, p. 7.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

In this section of the chapter, the writer identified the tenses error found on the thesis written by English educational department student entitled "The Effect of Synthesizing Strategy to Students' Reading Comprehension at XI Grade SMA Negeri 1 Panyabungan" in 2020 academic year by Afriani Rangkuti. based on surface strategy taxonomy which covers omission, addition, misformation and misordering. The writer presented the identification of errors in the form of explanations below:

a. Simple Present Tense

1) Data: The problems of this research <u>students</u> were lazy to read, students had lack motivation in reading, also students got difficulties in reading even though have read in many years. (In abstract page x).

The correct: The problems of this research <u>are that students</u> were lazy to read, students had lack motivation in reading, also students got difficulties in reading even though have read in many years.

In this sentence, has error of omission. Because after "the problems of this research" that should be added to be, to show what the problem in research. This sentence is omission of to be.

2) Data: The total of population <u>were fourth</u> classes. (In abstract page x).

The correct: The total of population <u>is four</u> classes.

The first error is misformation of to be. The subject is singular, so to be for that is "was". The second error is addition. Because "fourth" is ordinal number, that to indicate the order, rank, or position of objects. In those sentence, we need cardinal number to show the amount of an object.

3) Data: So reading with <u>comprehend</u> the meaning is better but the fact most of students unlike read long passage because they do not have strategy so in reading comprehension we need strategy to make our reading is fun, easy, etc. (In the background of the problem page 2).

The correct: So reading with <u>comprehending</u> the meaning is better but the fact most of students unlike read long passage because they do not have strategy <u>where</u> in reading comprehension <u>is</u> need strategy to make <u>the</u> reading <u>be</u> fun, easy, etc.

This sentences have four errors. The first is misformation of verb, because after word "with" should be a noun. "Comprehend" is a verb, to make it a noun, verb should be added –ing and become "comprehending". The second is misformation of adverb. Word "so" can be changed "where" to make sentence is better. The third is omission of to be. To explain what reading comprehension needs, 'to be' can put after word 'reading comprehension'. The fouth is addition. Word 'we' can be deleted from sentence, because

sentence does not need 'we' as subject. The fifth is misformation of pronouns. Because subject has been already changed, sentence does not need pronouns but articles. The sixth is misformation of to be. The sentence is better if word 'is' is changed with 'be'.

4) Data: In order to be clear about the problem in this research, based on identification and focus of the research above, researcher formulated the problems as follows: (In formulation of the problem page 7).

The correct: In order <u>to be clearer</u> about the problem in this research, based on identification and focus of the research above, researcher formulated the problems as follows:

In this sentence, the error is misformation. Because word 'clear' better if it is added 'er' become 'clearer'.

5) Data: Students, to know the way learn English will be better, to prove students skill in learning reading comprehension and also to help students understanding text genre. (In significances of the research page 8).

The correct: Students, to know the <u>way to</u> learn English will be better, to prove students skill in learning reading comprehension and also to help students understanding text genre.

This sentence is omission of preposition. Because after word "way", it is better to put preposition "to" and put verb after preposition.

b. Simple Past Tense

1) Data: After they <u>done</u> <u>translate</u> the text, the teacher <u>asking</u> the students to do the exercise in handbook without explain anything after doing the exercise teacher asks students to collect their book again and <u>giving</u> the mark. (In the background of the problem page 3).

The correct: After they <u>translated</u> the text, the teacher <u>asked</u> the students to do the exercise in handbook without <u>explaining</u> anything after doing the exercise teacher <u>asked</u> students to collect their book again and <u>gave</u> the mark.

All the errors in this sentence is misformation. The first is 'done translate' is a verb that 'translation' has already happened in the past. The second is 'asking', same as the first error, that shows the past action. The third is 'explaining', after 'without' should be a noun and do not put a verb and if sentence still uses verb, the verb should be changed into a noun, and become adding –ing to the verb. The fourth is word 'asks'. As the first and the second error, sentence shows past action, so verb 'asks' should be to past form. The fifth error is 'giving'. Word 'giving' is a noun, but the sentence is compound sentence because there is 'and', so the fifth error has the same tenses with the fourth error. So, 'giving' shpuld be changed into past form.

2) Data: When the students <u>doing</u> process of <u>translate</u> teacher sometimes goes out from class and <u>talk</u> out with her friend outside. (In the background of the problem page 3).

The correct: When the students <u>were</u> doing process of <u>translating,</u> teacher sometimes <u>went</u> out from class and <u>talked</u> out with her friend outside.

This sentence has four errors. The first is omission of to be. The sentence shows past continuous tense, but there is no to be in the sentence. The second is misformation of verb. After

In this sentence, there are three errors. The first is "doing", the rule in simple past tense is " s + to be+ noun/compliment", before "doing" we must add to be. Because subject is "the students" and that is plural noun, to be for that is "were" and become "were doing". It is called omission of to be. The second is "translate", same as the first data, it is omission of verb-ing. After "of" we should put noun or change the verb to noun by add –ing, that is misformation of verb, the correct is "translating". The third is "goes", because these is happen in the past, the verb is changed into past form. The fourth is "talk", because this is also happen in the past, past form of 'talk' is 'talked'.

3) Data: So, when the teacher <u>doing</u> teaching learning process in classroom teacher did not have strategy in class and teacher lack of

strategy in teaching reading comprehension. (In the background of the problem page 3).

The correct: So, when the teacher <u>was</u> doing teaching learning process in classroom teacher did not have strategy in class and teacher <u>was</u> lack of strategy in teaching reading comprehension.

This sentence's error is omission of to be. It should be add "was", because there is not to be and time is in the past. The error is in two place in the sentence. Word 'was' be added between 'teacher' and 'doing', and 'teacher' and 'lack'.

4) Data: Some of the teachers when studentsin X grade the teacher had a strategy in teaching reading to solve their lack of vocabulary problem, their strategy <u>is wrote</u> down the new words in notebook and <u>memorized</u> the word. (In the background of the problem page 3).

The correct: Some of the teachers when <u>taught</u> students in X grade the teacher had a strategy in teaching reading to solve their lack of vocabulary problem, their strategy <u>was to write</u> down the new words in notebook and <u>memorize</u> the word.

The first error is omission of verb. To show what teacher does to students in X grade, that should be a verb. The second is omission of preposition. Because "write" is a verb, but there is to be, we should change "write" to be noun or put "to infinitive". The researcher chooses to put "to". The third is "memorized", because

the first verb uses present, the second verb also uses present because there is conjunction to show same positions. So, that become "memorize".

5) Data: The fourth, like the researcher has explained above, the English teacher <u>do</u> not have good strategy to make reading is interesting. (In the background of the problem page 4).

The correct: The fourth, like the researcher has explained above, the English teacher <u>did</u> not have good strategy to make reading is interesting.

Error in this sentence is misformation. Because action is in the past. So, 'do' be changed into 'did'.

6) Data: The fifth, the <u>students</u> not focus because <u>their</u> talk to the friend and like it. (In the background of the problem page 4).

The correct: The fifth, the <u>students could</u> not focus because <u>they talked</u> to <u>their</u> friends and liked it.

In this sentence, there are four errors. The first is "students not", that is omission of modals, that should be "students could not". The second is word "their", that shows pronoun but in those sentence wants to show subject, it should be "they". It is misformation in subject. The third is misformation of verb. Because action is in the past, so the verb should be changed into past form. The fourth is pronuons. Because there is word 'friend', to show who's friend it is, pronouns should be put.

7) Data: From the Gerald G Duffy''s theory the researcher <u>interest</u> to evidence the theory is it good or not for reading comprehension. (In the background of the problem page 5).

The correct: From the Gerald G Duffy's theory the researcher <u>interested</u> to evidence the theory is good or not for reading comprehension.

This sentence has misformation error, because action is in the past. So, word 'interest' become ' interested'.

8) Data: Researcher <u>show </u>related finding to support a statement Gerald G Duffy in Jenny Rohrbaugh''s paper that say the purpose of this study was to determine whether Retelling to Synthesize Strategy is a more effective instructional strategy than less structured classroom instruction in developing reading comprehension skills among low performing third grade students. (In the background of the problem page 5).

The correct: Researcher <u>showed</u> related finding to support Gerald G Duffy's statement in Jenny Rohrbaugh's paper that say the purpose of this study was to determine whether Retelling to Synthesize Strategy is a more effective instructional strategy than less structured classroom instruction in developing reading comprehension skills among low performing third grade students.

This sentence has misformation error, because action is in the past. So, the verb change into past form.

9) Data: So, <u>form</u> related finding synthesizing strategy support a statement from Gerald G Duffy. (In the background of the problem page 5).

The correct: So, <u>from the</u> related finding synthesizing strategy <u>supported</u> from Gerald G Duffy's statement.

Misformation is wrong form or incorrect application. From this sentence, error is incorrect letter of word.

10) Data: Moreover, the researcher <u>want</u> to examine the <u>significant</u> of synthesizing strategy on reading comprehension in SMA Negeri 1 Panyabungan because from all researches that already exists have evidenced that synthesizing strategy is significant on reading comprehension. (In the background of the problem page 5).

The correct: Moreover, the researcher <u>wanted</u> to examine the <u>significances</u> of synthesizing strategy on reading comprehension in SMA Negeri 1 Panyabungan because from all researches that <u>have been</u> already exists have evidenced that synthesizing strategy is significant on reading comprehension.

This sentence has three errors. The first is past form of verb. Because the action is happen in the past, the verb should be changed in to past form. The second error is "significant". Significant is that which has significance or as adjective, and significance is the extent to which something matters or as noun.

Because "the" is definite article, it is better to put noun. The third is misformation. Word 'have been' should appear in the sentence.

11) Data: Students did not know how to comprehend the text, how to convey the meaning, and <u>their</u> lost <u>the</u> focus because <u>talk</u> to their friends and <u>feel</u> that <u>reading</u> uninteresting activity. (In the background of the problem page 6).

The correct: Students did not know how to comprehend the text, how to convey the meaning, and <u>they</u> <u>were</u> lost focus because <u>they</u> <u>talked</u> to their friends and <u>felt</u> that <u>reading was an</u> uninteresting activity.

There are six error in this sentence. The first is misformation of subject. Because "their" is pronoun and that sentence need subject. The second is omission of to be, because 'lost focus' is a noun, the sentence is nominal sentence. In nominal sentence, sentence has to put to be. The third is addition of article, because without "the" sentence is good. The fourth is omission of subject "they". The fifth and the sixth is omission of to be 'was' and omission of article "an", because if "an" put in the sentence is better.

c. Present Perfect Tense

1) Data: In reading a text we have understand about what the text purpose, main idea or what <u>is</u> the text <u>talk</u>. (In the background of the problem page 2).

The correct: In reading a text, we have <u>understood</u> about what the text purpose, main idea or what text <u>is talking about</u>.

There are four errors in this sentence. The first is "understand" because this sentence has present perfect tense, rule is "s+ has/have + v3+ o". Word "understand" is infinitive verb, we must change it to past participle become "understood", it is called misformation of verb. The second is misordering of to be. Word "is" has error placement, because if "is" put after "what" that is form for question form, to make it a sentence we change place of "is". The third is addition of articles. Because sentence shows about purpose of text, word 'the' do not needed in the sentence. The fourth is "talk", it is misformation of verb. After to be, we should put noun because in nominal sentence there is no verb. So, "talk" should put –ing become "talking".

2) Data: Students got difficulties in reading even though they <u>have</u> read in many years. (In the background of the problem page 5).

The correct: Students got difficulties in reading even though they <u>have studied</u> reading in many years.

This sentence has an error. The error is misformation. Actually, 'have read' is better if between 'have' and 'read' be added 'studied'. Because 'read' is a subject or skill that students have to learn.

B. DISCUSSION

After collecting the data from the thesis, the researcher analyzed 10 pages from abstract and chapter one which contain error in tenses. Based on the finding of this research, it could be concluded that the sentence produced four types of error, there are: omission, addition, misformation, and misordering. It is supported by Dulay, who classifies error into omision, addition, misformation and misordering.[52] Based on theory above, it can be concluded that it is possible for students to make some errors. In this research the researcher analyzed the tenses errors based on Surface Strategy Taxonomy that consists of four sub types, they are omission, addition, misformation, and misordering by Dulays' theory.

Based on result of the research, the researcher found that the students produced some types of tenses error, there were: simple present tense consists 6 sentences with 9 errors, simple past tense consists 10 sentences with 15 errors, and present perfect tense consists 3 sentences with 7 errors. It can be concluded that the highest tenses error made by the students based on surface strategy taxonomy is misformation with 15 error items and the lowest error happened in misordering with only 1 error. This finding in line with Pura, who analyzed students error in using preposition. She found that the highest percentage in misformation errors and the lowest

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[52] Heidi Dulay, Marina Burt and Stephen Krashen. Language Two, (New York: Oxford University Press),p.146

percentage in misordering. It means that the most errors happened in misformation.[53]

According to Dulay, misformation errors occur because the learner uses the wrong form of the morpheme or structure. The learner supplies something, although it is incorrect.[54] It can be concluded that the student made misformation errors in preposition of place because they lack of knowledge,they did not master the use of preposition well. So, they failed to use the appropriate preposition in their sentences.

The first, this research supported by Azmi. In this research, the analysis presented here showed that the students' knowledge of grammatical aspects was still needed to be improved. After analyzing this phenomenon, there were 31 items (10%) of addition errors, 76 items (23%) of omission errors, 213 items (65%) of misformation errors, and 5 items (2%) of misordering errors in the abstract of students' undergraduate thesis. From this result, it can be concluded that there are still many grammatical errors appearing in the abstracts, in which the errors of misformation are the most errors made by the students.[55]

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[53] Novi Willia Pura, 2011, An Analysis Of Students' Error In Using Preposition In Writing At The First Grade Of Sman 3 Unggulan Martapura Oku Timur. Lampung University. Bandar Lampung

[54] Fungki Maramis, Preposition Error Found in the Descriptive Text Writings on Mei 2013 Edition, Bachelor Thesis in English Education Study Program Faculty of Teacher Training and Education Widya Mandala Catholic University of Surabaya,p.viii

[55] Azmi, Muhammad Ulul. *An Error Analysis on The Abstract of Students' Undergraduate Thesis*. English Education Study Program. State Islamic College (STAIN) Jurai Siwo Metro. 2016. https://repository.metrouniv.ac.id/id/eprint/2671/1/UNDERGRADUATE%20THESIS.pdf

The second, this research supported by Komala, This research was conducted to 28 students in class 8.6 of SMP YAPERA An-Nurmaniyah Ciledug. The result of the research showed that the highest frequency of errors was simple past tense; there were 73 errors or 37.24 %. The writer classified the types of error into missformation, omission, and addition. Among those three types, the most frequency error was missformation that reached 96 errors or 70.59%. The other finding was the sources of error which are divided into three categories. Those are interlingual errors, intralingual errors, and communicative strategies. Intralingual errors and communicative strategies are the most common source of error, there were 40.44%.[56]

The third from Mirnayanti, the result of her thesis was the students commited four error types: omission, addition, misformation and misordering. From the frequency of each error types, miisformation was the error which the most frequently produced by students. That took 132 or 64.07% of the total errors. Moreover, 32 or 15.53% errors fell into omission and 26 or 12. 62% errors fell into addition. For misordering, it only took 16 or 7.76%.[57]

[56] Komala, Lia ratna. *An Analysis of Students' Errors in Using English Tenses*. Department of English Education Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta. 2014. https://repository.uinjkt.ac.id/dspace/bitstream/123456789/24841/1/Lia%20Ratna%20Komala.pdf

[57] Mirnayanti. "*Analysisof Students' error in using five basic tense at the Second Grade of SMA Negeri 7 Pinrang*". English Education Program Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare. 2021. http://repository.iainpare.ac.id/2878/2/17.1300.021%20Sampul%20dan%20Abstrak.pdf

All the errors explained above occur in the form of simple present tense, simple past tense and present perfect tense. This result is supported by the result of previous studies which stated that tenses still become the main problem in writing English.

C. CHECKLIST TRUSTWORTINESS

In qualitative research, trustworthiness is important thing it indicates that the data is accurate. Credibility is the one of the most important factors in establishing trustworthiness besides transferability, dependability, and confirmability. This criterion asks the researcher to seek for the truth and to ensure that the data obtained in the research is convenient to what the researcher intended. Here, the researcher used triangulation. Triangulation has four types, the first is triangulation of data, the second triangulation of investigator, the third is triangulation of theory and the last is triangulation of methodology. [58] Researcher used triangulation of investigator. It is a technique of credibility to check data accuracy through verifying the findings to another researcher or expert. It was done in order to verify what the researcher had found to what another researcher or expert found. The investigator for this research was a lecturer in English Educational Department of State Islamic University of Syekh Ali Hasan Addary Padangsidimpuan.

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[58] Denzin, Norman. An Introduction to Triangulation. (UNAIDS Monitoring and Evaluation Division: Switzerland. 2020) p.14 Available from https://www.unaids.org/sites/default/files/sub_landing/files/10_4-Intro-to-triangulation-MEF.pdf. Acces on 27 June 2023 at 08:29 p.m

IV. 1 Table Checklist Trustworthiness

NO	DATA	CORRECT	PAGE	Checklist
1.	The problems of this research students were lazy to read, students had lack motivation in reading, also students got difficulties in reading even though have read in many years.	The problems of this research are that students were lazy to read, students had lack motivation in reading, also students got difficulties in reading even though have read in many years.	Abstract, page x	√
2.	The total of population were fourth classes.	The total of population is four classes.	Abstract, page x	√
3.	In reading a text we have understand about what the text purpose, main idea or what is the text talk.	In reading a text, we have understood about what the text purpose, main idea or what text is talking about.	Chapter 1, The background of the problem, page 2	√
4.	So reading with comprehend the meaning is better but the fact most of students unlike read long passage because they do not have strategy so in reading comprehension we need strategy to make our reading is fun, easy, etc.	So reading with comprehending the meaning is better but the fact most of students unlike read long passage because they do not have strategy where in reading comprehension is need strategy to make the reading be fun, easy, etc.	Chapter 1, The background of the problem, page 2	√
5.	After they done translate the text, the teacher asking the students to do the exercise in handbook without	After they translated the text, the teacher asked the students to do the exercise in handbook without	Chapter 1, The background of the problem, page 3	√

	explain anything after doing the exercise teacher asks students to collect their book again and <u>giving</u> the mark.	<u>explaining</u> anything after doing the exercise teacher <u>asked</u> students to collect their book again and <u>gave</u> the mark.		
6.	When the students <u>doing</u> process of <u>translate</u> teacher sometimes goes out from class and <u>talk</u> out with her friend outside.	When the students <u>were</u> doing process of <u>translating</u>, teacher sometimes <u>went</u> out from class and <u>talked</u> out with her friend outside.	Chapter 1, The background of the problem, page 3	√
7.	So, when the teacher <u>doing</u> teaching learning process in classroom teacher did not have strategy in class and teacher lack of strategy in teaching reading comprehension.	So, when the teacher <u>was</u> doing teaching learning process in classroom teacher did not have strategy in class and teacher <u>was</u> lack of strategy in teaching reading comprehension.	Chapter 1, The background of the problem, page 3	√
8.	Some of the teachers when studentsin X grade the teacher had a strategy in teaching reading to solve their lack of vocabulary problem, their strategy <u>is wrote</u> down the new words in notebook and <u>memorized</u> the word.	Some of the teachers when <u>taught</u> students in X grade the teacher had a strategy in teaching reading to solve their lack of vocabulary problem, their strategy <u>was to write</u> down the new words in notebook and <u>memorize</u> the word.	Chapter 1, The background of the problem, page 3	√
9.	The fourth, like	The fourth, like	Chapter 1, The	√

	the researcher has explained above, the English teacher <u>do</u> not have good strategy to make reading is interesting.	the researcher has explained above, the English teacher <u>did</u> not have good strategy to make reading is interesting.	background of the problem, page 4	
10.	The fifth, the <u>students</u> not focus because <u>their</u> talk to the friend and like it	The fifth, the <u>students could</u> not focus because <u>they talked</u> to <u>their</u> friends and liked it	Chapter 1, The background of the problem, page 4	√
11.	From the Gerald G Duffy''s theory the researcher <u>interest</u> to evidence the theory is it good or not for reading comprehension.	From the Gerald G Duffy's theory the researcher <u>interested</u> to evidence the theory is good or not for reading comprehension.	Chapter 1, The background of the problem, page 5	√
12.	Researcher <u>show</u> related finding to support a statement Gerald G Duffy in Jenny Rohrbaugh''s paper that say the purpose of this study was to determine whether Retelling to Synthesize Strategy is a more effective instructional strategy than less structured classroom instruction in developing reading comprehension skills among low	Researcher <u>showed</u> related finding to support Gerald G Duffy's statement in Jenny Rohrbaugh's paper that say the purpose of this study was to determine whether Retelling to Synthesize Strategy is a more effective instructional strategy than less structured classroom instruction in developing reading comprehension	Chapter 1, The background of the problem, page 5	√

	performing third grade students	skills among low performing third grade students		
13.	So, <u>form</u> related finding synthesizing strategy support a statement from Gerald G Duffy.	So, <u>from the</u> related finding synthesizing strategy <u>supported</u> from Gerald G Duffy's statement.	Chapter 1, The background of the problem, page 5	√
14.	Moreover, the researcher <u>want</u> to examine the <u>significant</u> of synthesizing strategy on reading comprehension in SMA Negeri 1 Panyabungan because from all researches that already exists have evidenced that synthesizing strategy is significant on reading comprehension.	Moreover, the researcher <u>wanted</u> to examine the <u>significances</u> of synthesizing strategy on reading comprehension in SMA Negeri 1 Panyabungan because from all researches that <u>have been</u> already exists have evidenced that synthesizing strategy is significant on reading comprehension.	Chapter 1, The background of the problem, page 5	√
15.	Students got difficulties in reading even though they <u>have</u> read in many years	Students got difficulties in reading even though they <u>have studied</u> reading in many years	Chapter 1, The background of the problem, page 5	√
16.	Students did not know how to comprehend the text, how to convey the meaning, and <u>their</u> lost <u>the</u> focus because <u>talk</u> to their	Students did not know how to comprehend the text, how to convey the meaning, and <u>they were</u> lost focus because <u>they talked</u> to their	Chapter 1, Identification of the problem, page 6	√

	friends and <u>feel</u> that <u>reading</u> uninteresting activity.	friends and <u>felt</u> that <u>reading was an</u> uninteresting activity.		
17.	In order <u>to be clear</u> about the problem in this research, based on identification and focus of the research above, researcher formulated the problems as follows:	In order <u>to be clearer</u> about the problem in this research, based on identification and focus of the research above, researcher formulated the problems as follows:	Chapter 1, Formulation of the problem, page 7	√
18.	Students, to know the <u>way</u> learn English will be better, to prove students skill in learning reading comprehension and also to help students understanding text genre.	Students, to know the <u>way to</u> learn English will be better, to prove students skill in learning reading comprehension and also to help students understanding text genre.	Chapter 1, Significances of the research, page 8	√

Padangsidimpuan,   June 2023

The Validator,

Yusni Sinaga, M.Hum.
NIP.19700715 200501 1 003

D. THREAT OR WEAKNESS OF RESEARCH

From this study there are several weakness that cause interference and lack of results of this study. The weakness contained in this study include the following include the following:

1. Weakness of literature on previous research results that researchers are still lacking. Thus resulting in This research has many weaknesses, both in terms of research results and analysis.

2. Weakness of time, money and energy that make this research less than optimal. This research is less than optimal.

3. The Weakness of the author's knowledge in creating and compiling this compiling this paper, so it needs to be tested again its reliability in the future.

4. The weakness data used in this study making the results less than optimal.

5. This research is far from perfect, so for future research The next research is expected to be better than before.

CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

1. This study is aimed at finding the tenses error in the thesis The Effect of Synthesizing Strategy to Students' Reading Comprehension at XI Grade SMA Negeri 1 Panyabungan in 2020 by Afriani Rangkuti. Based on the data, it can be concluded that the type of error committed based on surface strategy taxonomy involves all four of error types, omission, addition, misformation and misordering. The total numbers of errors are 49 items with 18 sentences which can be described as follows:

   a) In simple present tense there was 5 sentences. The number of errors was 11 errors. Omission error was 3 errors, addition was 1 error, and misformation was 7 errors.

   b) In simple past tenses was 11 sentences. The number of errors was 33 errors. Omission was 10 errors, addition was 1 error, and misformation was 22 errors.

   c) In present perfect tenses was 2 sentences. The number of errors was 5 errors. Addition was 1 error, misformation was 3 errors, addition was 1 error, and misordering was 1 error.

2. The dominant tenses error found in thesis entitled The Effect of Synthesizing Strategy to Students' Reading Comprehension at XI Grade SMA Negeri 1 Panyabungan in 2020 by Afriani Rangkuti was simple past tense with misformation error.

3. The way to avoid tenses errors on the thesis written by English educational department student are learn grammar, read diligently , writing , ask experts or your friends , record and analyze performance results at different times, use grammar tools.

B. SUGGESTION

Based on the findings of this research, the researcher would recommend for English teacher and students as follow:

1. The English teachers

By knowing, the students' errors can give benefit as feedback in teaching learning process in the classroom because through the error analysis they can know the students' progress in learning English. So it can be used to evaluate and as consideration to choose the suitable technique to teaching grammar and writing in future. The teacher should inform types of the errors which made by the students and explain the part of the errors based on Surface Strategy Taxonomy. These are: omission, addition, misformation, and misordering and other errors so that the students may realize what kind of errors they did. That may give them motivation in learning English mastering more. Another thing, the English teacher may give remedial session to teaching writing. Especially the writing errors that most students made.

2. The students

The researcher hopes the students or second language learners increase their effort in learning grammar and they have to be accustomed

to learn English writing skill when they are in the classroom or in their home. Another suggestion for the students is they may read English articles because it can improve the students' knowledge in understanding about grammar.

3. The Researcher

It is necessary to other researcher to conduct further research with the same object and different perspective in other grammatical pattern of English because many students have lack of grammar. Then, the researcher recommended to conduct and concern the research about another types of error analysis in English tenses.

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CURRICULUM VITAE

A. Identify

Name   : Rizka Fadilah

Registration Number   : 17 203 00084

Place/Date of Birthday   : Padangsidimpuan, June 29th 1999

Sex   : Female

Religion   : Islam

Address   : Simangambat

B. Parents

Father's Name   : Fahruddin

Mother's Name   : Tiaminah

C. Educational Background

1. Elementary School   : SDN 012 Simangambat (2011)
2. Junior High School   : SMP N 4 Siabu (2014)
3. Senior High School   : MAN Siabu (2017)
4. University   : UIN Syekh Ali Hasan Ahmad Addary (2023)

APPENDIX I

1. Simple Present Tense

NO	Data	Omis sion	Addi tion	Misfor mation	Misor dering
1.	The problems of this research <u>are</u> <u>that</u> <u>students</u> we re lazy to read, students had lack motivation in reading, also students got difficulties in reading even though have read in many years.	√			
2.	The total of population <u>is four</u> classes.			√	
3.	So reading with <u>comprehending</u> the meaning is better but the fact most of students unlike read long passage because they do not have strategy <u>where</u> in reading comprehension <u>is</u> need strategy to make <u>the</u> reading <u>be</u> fun, easy, etc.	√	√	√	
4.	The fourth, like the researcher has explained above, the English teacher <u>does</u> not have good strategy to make reading is interesting.			√	
5.	Students, to know the <u>way to</u> learn English will be better, to prove students skill in learning reading comprehension and also to help students understanding text genre.	√			

2. Simple Past Tense

NO	Data	Omission	Addition	Misformation	Misordering
1.	After they translated the text, the teacher asked the students to do the exercise in handbook without explaining anything after doing the exercise teacher asked students to collect their book again and gave the mark.			√	
2.	When the students were doing process of translating, teacher sometimes went out from class and talked out with her friend outside.	√		√	
3.	So, when the teacher was doing teaching learning process in classroom teacher did not have strategy in class and teacher was lack of strategy in teaching reading comprehension.	√			
4.	Some of the teachers when taught students in X grade the teacher had a strategy in teaching reading to solve their lack of vocabulary problem, their strategy was to write down the new words in notebook and memorize the word.	√		√	
5.	The fifth, the students could not focus because they talked to their friends and liked it	√		√	
6.	From the Gerald G Duffy's theory the researcher interested to evidence the theory is good or not for reading comprehension.		√	√	
7.	Researcher showed related finding to support Gerald G Duffy's statement in Jenny Rohrbaugh's paper that say the purpose of this study was to determine whether Retelling to Synthesize Strategy is a more effective instructional			√	

	strategy than less structured classroom instruction in developing reading comprehension skills among low performing third grade students				
8.	So, <u>from the</u> related finding synthesizing strategy <u>supported</u> from Gerald G Duffy's statement.			√	
9.	Moreover, the researcher <u>wanted</u> to examine the <u>significances</u> of synthesizing strategy on reading comprehension in SMA Negeri 1 Panyabungan because from all researches that <u>have been</u> already exists have evidenced that synthesizing strategy is significant on reading comprehension.	√		√	
10.	Students did not know how to comprehend the text, how to convey the meaning, and <u>they were</u> lost focus because <u>they talked</u> to their friends and <u>felt</u> that <u>reading was an</u> uninteresting activity.	√		√	
11.	In order <u>to be clearer</u> about the problem in this research, based on identification and focus of the research above, researcher formulated the problems as follows:	√		√	

3. Present Perfect Tense

NO	Data	Omission	Addition	Misformation	Misordering
1.	In reading a text, we have <u>understood</u> about what the text purpose, main idea or what text <u>is talking about</u>.		√	√	√
2.	Students got difficulties in reading even though they <u>have studied</u> reading in many years			√	

APPENDIX II

NO	ERROR	TENSES	DATA	CORRECT	PAGE
1.	Omission	Simple present tense	The problems of this research <u>students</u> were lazy to read, students had lack motivation in reading, also students got difficulties in reading even though have read in many years.	The problems of this research <u>are that students</u> were lazy to read, students had lack motivation in reading, also students got difficulties in reading even though have read in many years.	Abstract, page x
2.	Misformation, Addition	Simple present tense	The total of population <u>were fourth</u> classes.	The total of population <u>is four</u> classes.	Abstract, page x
3.	Misformation, Misordering, Misformation	Present perfect tense	In reading a text we have <u>understand</u> about what the text purpose, main idea or what <u>is</u> the text <u>talk</u>.	In reading a text, we have <u>understood</u> about what the text purpose, main idea or what text <u>is talking about</u>.	Chapter 1, The background of the problem, page 2
4.	Misformation	Simple present tense	So reading with <u>comprehend</u> the meaning is better but the fact most of students unlike read long passage because they do not have strategy so in reading comprehension we need strategy to make our reading is fun, easy, etc.	So reading with <u>comprehending</u> the meaning is better but the fact most of students unlike read long passage because they do not have strategy <u>where</u> in reading comprehension <u>is</u> need strategy to make <u>the</u> reading <u>be</u> fun, easy, etc.	Chapter 1, The background of the problem, page 2
5.	Misformation	Simple past tense	After they <u>done translate</u> the text, the teacher <u>asking</u> the students to do the exercise in	After they <u>translated</u> the text, the teacher <u>asked</u> the students to do the exercise in	Chapter 1, The background of the

			handbook without explain anything after doing the exercise teacher asks students to collect their book again and <u>giving</u> the mark.	handbook without <u>explaining</u> anything after doing the exercise teacher <u>asked</u> students to collect their book again and <u>gave</u> the mark..	problem, page 3
6.	Omission Misformation, Omission	Simple past tense	When the students <u>doing</u> process of <u>translate</u> teacher sometimes goes out from class and <u>talk</u> out with her friend outside.	When the students <u>were</u> doing process of <u>translating</u>, teacher sometimes went out from class and <u>talked</u> out with her friend outside.	Chapter 1, The background of the problem, page 3
7.	Omission	Simple past tense	So, when the teacher <u>doing</u> teaching learning process in classroom teacher did not have strategy in class and teacher lack of strategy in teaching reading comprehension.	So, when the teacher <u>was</u> doing teaching learning process in classroom teacher did not have strategy in class and teacher was lack of strategy in teaching reading comprehension.	Chapter 1, The background of the problem, page 3
8.	Omission Misformation	Simple past tense	Some of the teachers when studentsin X grade the teacher had a strategy in teaching reading to solve their lack of vocabulary problem, their strategy <u>is wrote</u> down the new words in notebook and <u>memorized</u> the word.	Some of the teachers when taught students in X grade the teacher had a strategy in teaching reading to solve their lack of vocabulary problem, their strategy <u>was, to write</u> down the new words in notebook and <u>memorize</u> the word.	Chapter 1, The background of the problem, page 3

9.	Misform ation	Simple past tense	The fourth, like the researcher has explained above, the English teacher <u>do</u> not have good strategy to make reading is interesting.	The fourth, like the researcher has explained above, the English teacher <u>did</u> not have good strategy to make reading is interesting.	Chapter 1, The backgro und of the problem, page 4
10.	Omission Misform ation	Simple past tense	The fifth, the <u>students</u> not focus because <u>their</u> talk to the friend and like it	The fifth, the <u>students could</u> not focus because <u>they</u> talked to their friends and like it	Chapter 1, The backgro und of the problem, page 4
11.	Omission	Simple past tense	From the Gerald G Duffy's theory the researcher <u>interest</u> to evidence the theory is it good or not for reading comprehension.	From the Gerald G Duffy's theory the researcher <u>interested</u> to evidence the theory is good or not for reading comprehension.	Chapter 1, The backgro und of the problem, page 5
12.	Omission	Simple past tense	Researcher <u>show</u> related finding to support a statement Gerald G Duffy in Jenny Rohrbaugh's paper that say the purpose of this study was to determine whether Retelling to Synthesize Strategy is a more effective instructional strategy than less structured classroom instruction in developing reading	Researcher <u>showed</u> related finding to support Gerald G Duffy's statement in Jenny Rohrbaugh's paper that say the purpose of this study was to determine whether Retelling to Synthesize Strategy is a more effective instructional strategy than less structured classroom instruction in developing	Chapter 1, The backgro und of the problem, page 5

			comprehension skills among low performing third grade students	reading comprehension skills among low performing third grade students	
13.	Misform ation	Simple past tense	So, form related finding synthesizing strategy support a statement from Gerald G Duffy.	So, from the related finding synthesizing strategy supported Gerald G Duffy's statement.	Chapter 1, The backgro und of the problem, page 5
14.	Omission Misform ation	Present perfect tense	Moreover, the researcher want to examine the significant of synthesizing strategy on reading comprehension in SMA Negeri 1 Panyabungan because from all researches that already exists have evidenced that synthesizing strategy is significant on reading comprehension.	Moreover, the researcher wanted to examine the significances of synthesizing strategy on reading comprehension in SMA Negeri 1 Panyabungan because from all researches that have been already exists have evidenced that synthesizing strategy is significant on reading comprehension.	Chapter 1, The backgro und of the problem, page 5
15.	Misform ation, Addition	Present perfect tense	Students got difficulties in reading even though they have read in many years	Students got difficulties in reading even though they have studied reading in many years.	Chapter 1, The backgro und of the problem, page 5
16.	Misform ation, Addition Misform ation, Omission	Simple past tense	Students did not know how to comprehend the text, how to convey the meaning, and	Students did not know how to comprehend the text, how to convey the meaning, and they	Chapter 1, Identific ation of the problem,

			their lost the focus because talk to their friends and feel that reading uninteresting activity.	were lost focus because they talked to their friends and felt that reading was an uninteresting activity.	page 6
17.	Addition	Simple present tense	In order to be clear about the problem in this research, based on identification and focus of the research above, researcher formulated the problems as follows:	In order to be clearer about the problem in this research, based on identification and focus of the research above, researcher formulated the problems as follows:	Chapter 1, Formulat ion of the problem, page 7
18.	Omission	Simple present tense	Students, to know the way learn English will be better, to prove students skill in learning reading comprehension and also to help students understanding text genre.	Students, to know the way to learn English will be better, to prove students skill in learning reading comprehension and also to help students understanding text genre.	Chapter 1, Significa nces of the research, page 8