STUDENTS ERROR ANALYSIS IN USING FUTURE TENSE AT SMA N 1 ANGKOLA BARAT

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan
As a Partial Fulfillment of the Requirement for the Graduate of Degree
Islamic Education Scholar (S.Pd.I) in English

Written By:

SABBAN SIMBOLON
Reg. No. 10 340 0027

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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2016

Term : Munaqosyah
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Items : 7 (seven) exemplars

Padangsidimpuan, March 2016
To :
Dean Tarbiyah and Teacher Training Faculty
in -
      Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to **Sabban Simbolon**, entitle *"Students' Error Analysis in Using Future Tense at SMA N.1 Angkola Barat"*, we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education (S.Pd.I) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hoped that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

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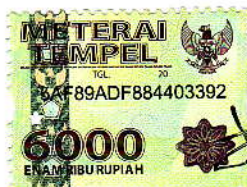
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EXAMINERS

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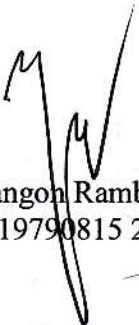Rayendriani Fahmei Lubis, M.Ag.
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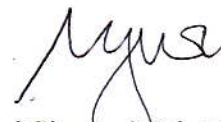
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بسم الله الرحمن الرحيم ●

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3. Thanks to Dean of Tarbiyah and Teacher Training Faculty, Hj. Zulhimma, S.Ag, M.Pd. for her kindness to support the scholar requirements and her staff.

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Thank you for all the things done to everyone who gave help whether mentioned or not to finish the thesis.

This thesis is still so far from being perfect based on weakness of the researcher. Therefor, I expect the constructive criticsm and suggestions from the readers to improve this thesis.

Padangsidimpuan, March 2016
Researcher

SABBAN SIMBOLON
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ABSTRACT

Name   : SABBAN SIMBOLON
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Year   : 2014/2015
Title   : STUDENTS ERROR ANALYSIS IN USING FUTURE TENSE AT SMA N 1 ANGKOLA BARAT

This researchwas done based on the fact of the students' problem in English grammar, they confused in using auxiliary verbs like primary verbs in writing sentences or speaking English. The purposes of this research were to know the students' ability in using future tense at SMA N1 angkola barat, to know thestudents' difficulties in using future tense at SMA N 1 Angkola Barat,

The research was done at SMA N 1 angkola barat. . The sources of data were the students at grade X2, the English teacher and the headmaster at SMA N1 Angkola Barat. The kind of this research was qualitative research by using descriptive method. The instrument of data collection was observation, interview, and test.

After the research was done, it was known that the students' abilityin using future tense at SMA N 1 Angkola Barat. could be categorizedinto enough category with the mean score 18,69%. The students' difficulties in using future tense were difficult in using future tense with appropriate subjects, they were difficult in using auxiliary verbs with the right full verbs, and they were difficult in using auxiliary verbs sentences in forms and voice of the sentences. The efforts done by the English teacher to overcome the students' difficulties were repeatinglesson, giving more examples, exercises, ordered them to often speak English, and invited them to learn by heart about the kind of verbs and also personal pronouns.

TABLE OF CONTENTS

CHAPTER 1
INTRODUCTION

A. Background of the problem

Languge is an important thing in peoples' life. It is used as tool of communication to convey them thougth, feeling and desires. It is arranged and expressed it in oral and written form. Without language, it is imposible for people to intract each other in sosial interaction.

Every language in the world has a complex system of communication that is related with the several different aspects. These are oftenreferred by linguists as the level of the language. There are five level of the language, namely: the level of sounds in phonetic-phonology field, the level of words and forms in morphology field, the level of sentences in syintax field, the level of meaning in semantics field and the level of language use in pragmatics field. One of those fields in syitax field, it is the field that puts words together in to sentenses according to the rules of syintax, what most people mean by the word grammar. A grammar is taught to every language learners. It is the basic knowledge in understanding a language, no exeption to the English.

In indonesia English is a foreign language. It has been one of compulsory subject which must be learnt by students from junior high school, senior high school and up to university level. English has basics that need to be understoot include: speaking, listening, reading, and wrting skills. In Al-Qur'an Allah ask the human to read and write at surah Al-Alaq as follow:
English is the first foreign language in Indonesia, many school or course gives English as one of the lesson. It seem that interest in the teaching of Eglish to elementry school is growing well. Even though, it doesn't get maximal result. The important point is children get basic learning in English to make them

easier to learn further. In since 1993, Indonesia govermebt decides to involve English language started since in elementry school students. The recruitment of Indonesia educational ministry number 060/U/1993 Date 25 february 1993 About the possibelity of English language as one of a subject in elementry school.[1] The curriculum started in fourth class of elementary school. In 2006, the existence of English in elementary curriculum is very necessary in upgrading and improving the quality of formal elementary school in Indonesia.[2]

In Indonesia, English has been taught for junior high school and senior high school, even it is taught in play group, and childrens' have been introduced to know Englis as vocabullary, but most of students in SMA N1 Angkola Barat still has many problems and difficulties in using English structure. One of their studies is about tenses especially in using future tense. Future tense has been tought since at the first grade in junior high school ar at the seventh grade.

Future tense is one of the time form to express a time in the future time. According to Jayanthi daksina murty future rense is used to show that an action will take place in future, it is known as the future tense.

During the researcher PPL program, the researcher found out that the students made error in using future tense, students told to the writer that they do not know the using of future tense which has different meaning in English, though the students who sit.

The error made by students is one the finding out the future tense in the sentences and they are not understanding the meaning of the sentences, especially when they are transfering the Indonesia future tense system into English while in English Using of the will/shall base on the rule. In this case

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[1] Kasihani K.E. Suryanto, *English For Young Learners* (Jakarta: Bumi Aksara, 2008), p. 1.

[2] *Ibid.*, p 2.

the students made errors in target language caused by the rules of their native language. Another cause of students error is interlingua transfer.

This is the example of students error because by using interlingua transfer. " I will call you when the dinner is ready" (correct), but most of students answer the incorrect like this " I will call you when the dinner will be ready".

Based on the background above, the researcher wanted to conduct him research to reach of the students error in using future tense, the researcher would like toanswer these research problem by Students Error Analysis in Using Future Tense at SMA N1 Angkola Barat.

B. Focus of the Research

The research is concerned with the analysis of the students error in using future tense. In this research the researcher uses surface strategy taxonomy in which errors can be classified into four they are: addition, ommision, misformation, and misordering, but error and mistake are not differentiated in this research. The future tense covered in this research are: shall/will in verval, nominal, and all errors such as: addition, ommision, misformation and misordering.

C. Defenition of the Key term

To avoid the vagueness and misunderstanding between the researcher and the reader, the terminologies as follow:

1. Error analysis a work procedure used for researcher or language teacher for describing, classifying and also evaluating error.[3] Error analysis is the fact that the learners do make errors can be observed, analyzed, and classified to reveal something of the system operating whitin the iearners led to a surge of the study of the learners errors.[4]

---

[3] Carl James, *Error in Language Learning and Use* (New York: Logman, 1998), p. 170.
[4] H.Douglas Brown, *Princples of Language Learning and Teaching* (Sanfrancisco State University: Person Logman, 2007), p. 259.

2. Using is the purpose for wich of the used.[5]
3. Students is a person is studying at school or college.[6] While in Indonesia dictionary the students is a learner especially on the grade of elementary, junior high school.[7] So, based of definition above, the researcher concludes that the students is a person of grade of elementary, junior, and senior high school, not only on the formal education institution but also on the informal education.
4. SMA N1 Angkola Barat one of senior high school in Angkola Barat which address in jalan sibolga.

D. The Formulation of the Problem

Based on the background of the problem above, the researcher formulated the research problem as follow: "What are the common errors by the students in using future tense"?

E. The Aims of the Reaearch

Based on the formulation of the problem above, the aims of the research as follow:"To find out time common errors made by students in using future tense based on surface strategy taxonomy."

F. The significances of the Research

The significances of this research as follows:
1. Headmaster of SMA N1 Angkola barat make a better concept with giving facilities in teaching English in the school.
2. The teachers of English at SMA N1 Angkola Barat as a reference in teaching writing to the students in the future.
3. Next researchers who like to developed the research this topic.

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[5] Hornby, *Op, Cit.,* p.1315.
[6] Hornby, *Op, cit.,* p.1187.
[7] Tim Penyusun Kamus Pusat Pembinaan dan Pengembangaan Bahasa, *Kamus Besar Bahasa Indonesia*(Jakarta: Balai Pustaka, 2007), p. 1077.

G. Outline of the Thesis

The outline of the scrip include in to five chapter, they are:

The first chapter consist of: background of the problem, definition of key term focus of the problem, formulation of the problem, the aims of the research, the significance of the research, and outline of the scrip.

The second chapter consist of: the theoretical description invilve, definition of error and types of error taxonomy.

The third chapter consist of: research design, place and the time of research, the source of the data, instrument of collecting data, techniques of cheking trustworthiness and techniques of the data analysis, conceptual fremework, and review of related finding, the fourt chapter consist of analysis of discussion and result of the research. The fifth chafter consist of conclusion and suggestion.

CAHPTER II
THEORETICAL DESCRIPTION

A. Teoretical Review

 1. Studenst error

  a. Definition of students' error

   Error are the result some failure of performance. Morever, the noticable thing about eroneous sentence is that they can readily be corrected by the speaker himself since they are cases of to follow a noun rule. Error is to be avoided and it is influence overcomes. However, as error were the result of the negative transfer of first language habits, it is difficult to see show they could become habits simply by tolerating them.[1]

   An error is noticeable deviation from adult grammar of a native speaker, reflecting the inter language competence of the learner. Mistakes are imperfectness of utterances which refer to the language performance. Mean while, error is a mistake, especially one that causes problem or affects result.

   The difference between error and mistake is that error is grammatical utterance which refers to the language competence, while mistake is imperfectness of uttarancesrefers to the language performance. Shortly, when the students produce sentence incorrectly but they know and correct them, it means that they make mistake if they cannot them. It means that they make error in this reserch, the researcher will consider mistake and erro as one and he not will not restrict it.

  b. Types of Error

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[1] Rod Ellis, *Understanding Second Language Acquisition*, (Hong kong: Oxford University Press, 1985), p. 258.

There are four kinds of descriptive taxonomy are commonly used.[2]

1. Comparative taxonomy clasifies error based on comparison between the structure of language learner error and certain other types of construction. The error are classified into developmental, error, interlingua error,ambiguous error, and unique errors.

2. Communicative effect taxonomy

   Communicative taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies error into global errors andlocal errors.

3. Linguistic category classification

   This type of taxonomy carries out specification of errors in terms of linguistic categories, in terms of where the errors is located in the overall system of the TL based on the linguistic item which is affected by the errors.

4. The surface structure taxonomy

   There are four princple ways in which learners 'modify' target forms, in other words, four ways in which IL and TL forms diverge in specific and systematic ways. In addition there are.[3]

   a) Omission

      In this case, when the students make sentence, there is one aspect it omitted. It tends to effect function words thancontent words at least in the early stages. More advanced learners tend to be a were of their ignorance of content words, and rather than omit one, they resort compensatory strategies to express their idea.

   b) Addition

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[2] Carl James, *op, cit,*. P. 104.
[3] *Ibid.*, p. 106.

It is a sentence in which certain aspect of language rules is added in correct sentence. This manifestation of error is the result of all too faitful use of certain rules and they suggest there are sub types.[4] For example: He will help if you will ask him. This sentence is wrong, and the correct sentence is he will help if you ask him.

c. Misformation

What the learner who produced this error has done is not misformation but miss-election errors. In this case the students used of the wrong form of a structure of sentence.[5] For example you shall be coming to y house to night, it's wrong but the correct one is you will be coming to my house to night.

d. Misordering

In this case the students make sentences in correct order. Misordering is often the result of learners relying on carrying out word for word translation of native language surface structures when producing written or spoken uterance in the TL.[6] Friends sabban will playing in the area. The correct sentence is sabban friends will flaying in the area.

5. Error analysis of students in using future tense based on surface taxonomy.

Error analysis is a work procedure used for researcher of language teacher for describing, classifying and also evaluating error. Error analysis is the fact that the learners do make errors can be observed, analyed, and classified to reveal something of the system operating within the learners led to a surge of the study of the learners errors. Error analysis is determining the incidence, nature, causes and consequences of unsuccesful language. Error analysis is on the other side of the equation,

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[4] *Ibid.,* p. 151
[5] Carl James, op. Cit., p.108.
[6] H. Guntur Tarigan*, Loc. Cit.*

being the study of linguistic ignorance, the investigation of what people do not know and how they attemp to cope with their ignorance.

Judging from the statetment above, it can be stated that the error analysis is the technique for identifying, desciribing, and classifying error systematically made the students. The technique for identifying means to check just how many students actualy did make particular error and how many used that language items correctly. Secondly, signifying the error item try asses the students error in number of omission, addition, misordering, and misformation for the technique of describing. Assessing the comparative frequence of different types of error in this way is clearly an important prelminary to much remedial teaching. There are ways to classify the students error.

In this part the researcher use surface strategy taxonomy to analysis the students errors. Here is the correction way that the researcher applied. Complete this sentences with the correct answer by using future tense.

"Dia akan meletakkan gambar itu di dinding besok pagi"

a. He...put the picture tomorrow morning.
b. He...put the picture will tomorrow morning.
c. He...put the picture will be tomorrow morning.
d. The picture he...put tomorrow morning.

2. Tense

English can not be sprated from tense, because tense is the regulation for building a sentence. Without knowing tense a sentence can not be built. Tense means show the other of words in a sentence especially the accordance form of a verb to the adverb of time, such as the present time, past time, and future time as follow:

present	Past	future	Past future

1 simple p. tense	1 simple past tense	1 FUTURE TENSE	1 past future tense
2 present c .tense	2 past c. Tense	2 Future c. tense	2 past f.c tense
3 present p. tense	3 past p.tense	3 Future p. tense	3 past future p. tense
4 present p.c tense	4 past p.c tense	4 future p.c tense	4past f.p.c tense

A. Definition of future tense

Future tense is doing something in future time or event that happen in future time. Future tense is used to know the time will be come as: tomorrow, next week, next month etc.

According Jayanthi daksina Murthy future tense is used to show that an action will take place in future, it is known as the future tense. According to Betty Schramper Azar future tense is the using of shall/will (with I or We) to express future time is inferequent and formal[7] Marcella frank said that future tense is must be used shall with the first person I or We.

Based on the quotation the researcher concludes that future tense is doing something or action event will be come in future time as the name future means next time.

A rule is often given in school books that for future time, shall must be used with the first person I or We and with you in question expecting an answer in the first person, and will must be used with the second and third person. This rule is probably observed more often in England than in the United States, where informal usage permit will for all persons for future time.

1. Adverb of time in future tense as follow:

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[7] Betty Schramper Azar, Fundamental of English Grammar(Jakarta: Prentice-Hilling 1992), p.47.

a. Tomorrow

b. Next week

c. Next month

d. Next year

e. Soon

f. Etc

B. The formula of future tense

1. **Active**

Positive: subject + shall/will +invinitive +.....

I We	Shall/Will	
You They She He It	Will	Verb 1 (infinitive) +.....

For example:

1. (+) I shall visit your home tomorrow
2. (+) She will go to singapore next week

negative: subject + shall/will + not + invinitive +.....

I We	Shall/Will	
You They She He It	Will	Not + verb1 (infinitive) +.....

For example:

1. (-) I shall not visit your home tomorrow
2. (-) She will not go to singapore next week

Interrogative : shall/will + subject + invinitive +.....?

I	Shall/Will	
We		
You	Will	Verb 1 (infinitive) +.....
They		
She		
He		
It		

For example:

1. (?) Shall you visit my home tomorrow...?
2. (?) Will she go to singapore next week...?

2.passive

Positive: subject + shall/will +Be +verb 3

I	Shall/Will	
We		
You	Will	Be + Verb 3 +....
They		
She		
He		
It		

For example:

1. (+) The caw will be cut in the Idul Adha two days later by the cuter
2. (+) Al-Qur'an will be memorized by me as soon as possible

negative: subject + shall/will + not + be + verb 3

I	Shall/Will	

We		
You They She He It	Will	Not + be+ verb 3

For example:

1. (-) The caw will not be cut in the Idul Adha two days later the cuter
2. (-) Al-Qur'an will not memorzed by me as soon as possible.

Interrogative : shall/will + subject + be +verb 3

I We	Shall/Will	
You They She He It	Will	Be + Verb 3

For example:

1. (?) Will the caw be cut in the Idul Adha two days later by the cuter?
2. (?) Will I memorized Al-Qur'an as soon as possible.

3.Nominal

Positive: subject + shall/will +Be

I We	Shall/Will	
You They	Will	Be +....

She He It		

For example

1. (+) I will be a lecturer in this campus
2. (+) So, my parents will be happy

Negative : subject + shall/will + not +Be +....

I We	Shall/Will	
You They She He It	Will	Not +Be +....

For example:

1. (-) I will not be a lecturer in this campus
2. (-) So, my parents will be happy

Interrogative : shall/will + subject + Be +....?

I We	Shall/Will	
You They She He It	Will	Be +....?

For example:

1. (?) Will I be a lecture in this cumpus?
2. (?) Will they be happy?

C. Review of Related Findings

Related to this research, some researches had been done by the other researcher, they are: the first, Bayu Siregar entitle " The students ability in learning future tense at grade X of SMA N5 Padangsidempuan in 2013/2014 academic year" the concluding of him research that grade X students of SMA N5 2013/2014 Academic year be categorized into enough category. It can be seen from the value of the mean (M) score got by the students that was 55.31%.

Next, Riska Pulungan entitle "The analysis of students ability in building sentences by using future tense at MAS Roudhotul Jannah. The concluding of herresarch that students ability in building sentences by using future tense at Mas Roudhotul Jannah can be categorized into enough category. It can be seen from the value of the mean (M) score got by the students was 57.49%

If the researcher mentioned above research about "The students ability in learning future tense, the analysis of students ability in building sentences by using future tense, separately, here the researcher combined students error analysis in using future tense at SMA N1 Angkola Barat.

CHAPTER III
RESEAR METHODOLOGY

A. The time and The location of the Research

The time of this research had been done from April 2014 up to december 2015, and the location of this research was conducted at SMA N1 Angkola Barat which addres at Jln Sibolga 15 Km Sitinjak

B. Research design

This research uses the qualitative research. Gay and Airasian stated that: qualitative approach is based on the collection data analysis of non numerical data such as observation, interviews, and other more discursive sources of information.[1] Based on the methot, this research use descriptive methot. Sumadi Suryabrata stated that: Penelitian deskriptif adalah penelitian yang bermaksud untuk membuat pencendraan (deskriptif mengenai situasi situasi atau kejadian kejadian.[2] It means descriptive research is the research has a sense that perception (descriptive) about situation ar events. Saifuddin Azwar stated that: Penelitian descriptive yaitu menganalisis dan menyajikan fakta secara sistematik sehingga dapat lebih mudah untuk di pahami dan disimpilkan.[3] It means to anayze and give the fact with systematically, so more easier to be known and concluded. So, it can be concluded that descriptive research means to analyze or make a sense perception (descriptive) about situation and events. It is used to describe how the error analysis in using future tense at SMA N1 Angkola Barat. This methot is used to describe an analysis of students error in using future tense at SMA N1 Angkola Barat.

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[1] L.R Gay and Peter Airisian, *Educational Research Compenties for Analysis and Aplication,* (USA:Prentice Hall Incorporate, 2000), p.9.
[2] Sumadi Suryabrata, *Metode Penelitian* (Jakarta: Raja Grafindo Persada, 1983), p.76
[3] Saifuddin Azwar, Metode Penelitian (Yogyakarta: Pustaka Pelajar, 2004), p.6.

C. Subject of the Research

The sources of data in this research is the second years of SMA N1 Angkola Barat, because in curriculum, the future tense material will be given in the firs years, although the students of SMA N1 Angkola Barat in the first years has got the material about the future tense, the students knowledge about future tense in the second years are deeper than students in the firs years. The reseracher conduct the research in the first semester of 2013/2014 academic year.

D. Source of the Data

The source of the data in this research are primary sources of the data grade X at SMA N1 AngkolaBarat, the researcher took one of class at grade X in SMA N1 Angkola Barat, the total one class of grade X SMA N1 Angkola Barat was 37 studnts. The researcher took 37 students because has got the data accurate.

E. Instrument of Collecting Data

In order to gather the data accurately on students error of future tense. The researcher will give a writing test. In wrting test, the materials of future tense that will be tested are:

1. Tomorrow
2. Next week
3. Next month
4. Next year
5. Soon
6. Etc

In writing test, the students ask to make ten sentences for adverb of future tense and sentence completion test by using the correct future tense in which the item consist of 20 items. Here, the students will be asked to make sentences by using the list of future tense given. The time allocate for the test is 2x45 minutes. Every question has 2 score, so the total score wil be 100.

Indicators of the test

n o	indicators	Sub indicators	item	Number item	Score
1	Future tense	Addition, omission, misformation, misordering.	12 13	1,3,6,7,9,13,16,18,20, 2,4,5,8,10,11,12,14,15 ,17,19.	
	Total		50	50	100

The techniques of collecting data with the test as follow:

1. Explain about the outline adverb of future tense.
2. Explain about the outline adverb of future tense
3. Preparing the test.
4. Cheking out the validity and reliability of the test.
5. Giving written test to all of students according the samole state, and gives the test with fill the blank with correctly.
6. Determining the time of doing the test.
7. Giving chance or time for students to something left or not clear in doing the test.
8. The researcher as the students to do test and the reseracher look after the students during the test time.
9. After students finishes answering the test, than the researcher collect their answer to analyze.

F. Analysis Data

The researcher took the steps of the data analysis as follow:

1. Collecting the data based on the completion test result of the studnts work.

2. Cheking the students work, the researcher judge whether the students make error or not.

3. Cheking the students error by themeself.

4. Identifying the students error work by marking their error. They are: addition, omission, misformation, and misordering.

5. Counting the total number of error make by the students.

   P=f/N x 100%

   Note: f: frequency of types error

            N: sum of all type errors

            P: percentage.

6. After counting the percentage of errors for each type, the researcher will put the result in the list of frequency. Based on the students work the most frequenct error would be determined as the result of students error .

Result of the students errors

No	Students code	Students error in using future tense				Total error	Total word	%
		omission	addition	misformation	Misordering			

G. Technigue of Data Trustworthiness

There are nine technique to determine the data trustworthiness stated by Lexy J. Meleong.[4] Such as:

[4] Lexy J. Meleong, metodologi penelitian kualitatif (Bandung: Remaja Rosda Karya, 2009), p.126.

1. The existension of participation is the extension not only done at the short time, but need the long time.
2. The aplication of the research is the researcher must do this research with careful, detail and continous to the research.
3. Tringulation is the technique of cheking data trustworthiness that using something beside the data to verification or as a comparition if the data.
4. Cheking with frendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.
5. Anlyze the negative case is the reserach collect the example an inappropriate case with the model and the inclination of information that have collected a used as a subtance of comparison.
6. The adequate and referential are the tools of them which using the free time to compare the result of the research with critics were collected.
7. Cheking the members is the most important in cheking the credibility.
8. The detial description is a techniques to demand the reseracher to the result his/her research, so description is done carefully and accurately to draw the context of the researcher.
9. Auditing used to check the truth and certainty of data, this point that done well to the process or result researcher.

From the all of techniques to determine the data trustworthiness above, the researcher used the eight number was description.

CHAPTER IV

RESULT OF THE RESEARCH

A. **Description of Result of the Research**

1. **General Findings**

   As general result of this thesis research would describe the location and the setting of the research.

   SMA N1 Angkola Barat is one of Senior High School in AngkolaBarat atJln. Sibolga Km. 15 kec Angkola Barat Kabupaten tapanuli selatan

   The location is not far from main street and easy to be reached. The existence of school location is released from pollution and comfortable place with flower garden in front of the classroom. Almost class has a flower garden in front of their class. It has trees that make the process of teaching and learning gratified. SMA N 1 Angkola Barat is also has good infrastructures those are many infrastructures that can be found in SMA N 1 Angkola Barat.

   SMA N1 Angkola Barat already 20 classes to conduct the process of teaching and learning. Each class consists of 30 students there are 29 teachers in this school and there are three English teachers in this school. The English subject had threeperiods in a week.

The research participants were the students of class X 2 it consist of 30 students. There were 14 female and 16 male. This class was chosen because the writer found the problems of using future tense in this class.

2. **Specific Findings**

a. **Description of tense error types that made by students of grade XI SMA Negeri 1 Angkola Barat in using future tense**

In this research the writer gave one type of test to the students. In analyzing the question, the writer asked the students to make the correct answer. The total question was 20.

After doing the research, the writer found the students still made a lot of errors in using future tense. From the result of answering the question, there were four types of errors that found in the data, they are: addition, misformation, misordering, and omission. The result of total errors that have been made by the students consist of 460 errors. The data of the four error types are presented in the following tables.

Table 1
Students' Errors in Addition (The First Question)

No	Initial Name	The Errors	Reconstruction
1	AH	He *go* to school tomorrow	He ***will go*** to school tomorrow
2	FAS	He *goesing* to school tomorrow	
3	HF	He *go* to school tomorrow	
4	INH	He *go* to school tomorrow	
5	IPS	He *shallgo* to school tomorrow	
6	KN	He *shall go* to school tomorrow	

7	MH	He *go* to school tomorrow	
8	NP	He *go* to school tomorrow	
9	PS	He *go* to school tomorrow	
10	RA	He ***shall go*** to school tomorrow	
11	RNH	He *going*to school tomorrow	
12	RS	He *studying*to school tomorrow	
13	SM1	He *go*to school tomorrow	
14	SSS	He *go*to school tomorrow	
15	WM	He *going*to school tomorrow	
16	YDS	He *go*to school tomorrow	

Based on the table above, it could be known that from 37 students as the participants of this research there were 16 students that made errors in the first question.

Table 2
Students' Errors in Addition (The Second Question)

No	Initial Name	The Errors	Reconstruction
1	AA	I ***will fast*** next Wednesday	I ***will befasting*** next Wednesday
2	AAD	I ***will fats*** next Wednesday	
3	AH	I *fe* next Wednesday	
4	ANH	I ***will fast*** next Wednesday	
5	AS	I *will* next Wednesday	
6	DH	I ***will fast*** next Wednesday	
7	DM	I ***will fast*** next Wednesday	
8	EDT	I *will* next Wednesday	
9	FAS	I *fasting* next Wednesday	
10	HTP	I ***will fast*** next Wednesday	

11	IH	I *will fast* next Wednesday	
12	INH	I *will fast* next Wednesday	
13	IPS	I *will fast* next tomorrow	
14	KN	I *will fast* next Wednesday	
15	MH	I *will fast* next Wednesday	
16	MW	I *will fast* next Wednesday	
17	NAS	I *will* next Wednesday	
18	ND	I *fast will* next Wednesday	
19	NKS	I *will fast* next Wednesday	
20	NP	I *will fast* next Wednesday	
21	PS	I *fast* next wednesdy	
22	RA	I *will fast* next Wednesday	
23	RFG	I *will fast* next Wednesday	
24	RH	I *last* next Wednesday	
25	RNH	I *fasting* next Wednesday	
26	RS	I *will fast* next Wednesday	
27	RSN	I *will fast* next Wednesday	
28	SM1	I *fa* next Wednesday	
29	SM2	I *will fast* next Wednesday	
30	SNA	I *will fast* next Wednesday	
31	SSR	I *will fast* next Wednesday	
32	SSS	I *will fast* next Wednesday	
33	WM	I *fasting* next Wednesday	

No	Initial Name	The Errors	Reconstruction
34	YSD	I *will fast* next Wednesday	

Based on the table above, it could be known that from 37 students as the participants of this research there were 34 students that made errors in the first question.

Table 3
Students' Errors in Addition (The Third Question)

No	Initial Name	The Errors	Reconstruction
1	AA	Whe shall *took* it two days later	We *shall / will take* it two days later
2	AAD	We will *took* it two days later	
3	AH	We to it two day later	
4	ANH	We shall took it two days latter	
5	AS	We will talk it two days latter	
6	AYS	We will took it two days later	
7	EDT	We shall took it two days later	
8	FAS	We tooking it two days later	
9	HF	We will took it two days later	
10	HTP	We will took it two days letter	
11	IH	We shall took it two days later	
12	INH	We I took it two days later	
13	IPS	We will took it two days later	
14	MH	We will took it two days later	
15	NAS	We to it two days later	
16	ND	We shall it two day later	

17	NKS	We shall it two days later	
18	PS	We took it two days later	
19	NP	We will took it two days latter	
20	RFG	We shall tooking two days later	
21	RH	We will look it two days later	
22	RNH	We tooking it two days later	
23	RS	Stuying	
24	SM1	We to it two days later	
25	SM2	We will took it two days later	
26	SNA	We shall took it two days leter	
27	SSR	We will took it two days leter	
28	SSS	We to it tow days later	
29	WM	We tooking it two days leter	
30	YSD	We to it two days later	

Table 4
Students' Errors in Addition (The Forth Question)

No	Initial Name	The Errors	Reconstruction
1	AH	She will about it next meting	She *will talk* about it next meeting
2	AS	She will talk about in next meeting	
3	DH	She will tlak about in next meeting	
4	DM	She will talk in the meeting	
5	EDT	She will talk about it next meeting	
6	FAS	She talk about it next will meet	

No	Initial Name	The Errors	Reconstruction
7	HF	She shall talk about it next meeting	
8	INH	She will to talk about it next meeting	
9	IPS	She shall talk about it next morning	
10	KN	She shall talking about it next meeting	
11	NAS	She will about it next meeting	
12	ND	She talk will about it next morning	
13	NKS	I will about it next meeting	
14	RA	She shall talking about it next meeting	
15	RFG	She will talking about it next meeting	
16	RH	She talking about it next meeting	
17	RNH	She talking in next meeting	
18	RS	Studying	
19	RSN	She talking in the next meeting	
20	SH	She will talking about it next meeting	
21	SM1	She ta about it next meeting	
22	SM2	She will take about it next meeting	
23	SSS	She tlk about it next meeting	
24	WM	She talking about in the next meeting	
25	YSD	We it two later	

Table 5
Students' Errors in Addition (The Fifth Question)

No	Initial Name	The Errors	Reconstruction
1	Aad	I bo the books next week	I ***will borrow*** the

No	Initial Name	The Errors	Reconstruction
2	AH	I bor the books next week	books next week
3	AS	I will the books next week	
4	FAS	I borrowing the books next week	
5	KN	I will borrowing the books next week	
6	NAS	I borrowing the books next week	
7	ND	I borro the book next week	
8	NKS	I will the books next week	
9	PS	I borrow the books week	
10	RA	I will borrowing the book next week	
11	RNA	I borrowing the books next week	
12	RS	I will	
13	SH	I will borrowing the books next week	
14	SM1	I bor the books next week	
15	SM2	I will to borrow the books next week	
16	SSS	Brow the book next week	
17	WM	I borrowing the books next week	
18	YSD	I will the books next week	

Table 6
Students' Errors in Misordering (The Sixth Question)

No	Initial Name	The Errors	Reconstruction
1	AA	A have we to padang next year shall holiday	We **shall have** a holiday to Padang **next week**
2	AAD	A have to padang next year shall holiday	
3	AH	A have year next we to padang shall	

		holiday	
4	AS	Next a we shall holiday have year to padang	
5	AYS	We have a year next padang shall holiday	
6	DH	A have to shall holiday padang next year	
7	DM	Next year we a have to padang shall holiday	
8	EDT	We next year a have shall holiday to padang	
9	FAS	We shall a have padang to holiday next year	
10	HF	We have a to padang shall holiday next year	
11	HTP	Next year we have to a shall padang holiday	
12	IH	A have we to padang next year shall holiday	
13	INH	Padang shall we next year	
14	IPS	We have a holiday to mecca shall next year	
15	KN	We have a holiday to padang shall next year	
16	MH	Next year we a have to padang shall holiday	
17	ND	We next year a have shall holiday to padang	
18	NKS	We next year a have to padang shall holiday	
19	NP	A have to mecca we shall holiday next year	
20	PS	Whe next year a have mecca shall holiday	
21	RA	We have a holiday to mecca shall next year	
22	RFG	We year next a have to mecca shall holiday	

23	RH	We have a to mecca shall next year holiday	
24	RNH	Next year we a have to mecca shall holiday	
25	RS	We next year a have to mecca shall holiday	
26	RSN	We a have to mecca shall holiday next year	
27	SM1	Mecca next year we a holiday shall	
28	SM2	Next year we a have to mecca shall holiday	
29	SNA	We have a shall holiday to mecca next year	
30	SSR	We a have to mecca shall holiday next year	
31	SSS	We have shall holiday mecca next a year	
32	WM	We next year a have shall holiday to mecca	
33	YSD	We have to a mecca hall holiday	

Table 7
Students' Errors in Misordering (The Seventh Question)

No	Initial Name	The Errors	Reconstruction
1	AA	My parents will here be days there later	My parents *will be herethree days later*
2	AAD	My here be will there days leter	
3	AH	My parents there will later here days	
4	AS	My will be there parents here days later	
5	AYS	There days my parents be here later	
6	DH	My will parents here be there later days	
7	EDT	Here my parents will be later there days	

8	FAS	My parents here will be there day leter	
9	HF	My parents will be there here day later	
10	HTP	There days my parent will be later here	
11	IH	My parents will here be days there later	
12	INH	My parents will be there days here later	
13	IPS	My parents will be there here day later	
14	KN	My parents here will be there days later	
15	NAS	My parents here will be there days later	
16	ND	Here my parents will be later there days	
17	NKS	Here my parents will	
18	NP	My parents be here will days leter there	
19	PS	My parents here be will there days later	
20	RA	My parents here will be there days later	
21	RFG	My will be there here days later parents	
22	RH	My parents will be there here days later	
23	RNH	Here parents will go the days later	
24	RS	Here my parents will be there days later	
25	SM1	There will my here parents days be later	
26	SNA	My parents here will be later there days	
27	SSS	Here days later will my parents	
28	WM	Here will be there my parents days later	
29	YSD	There will my parents here days later	

Table 8

Students' Errors in Misordering (The EightQuestion)

No	Initial Name	The Errors	Reconstruction
1	AA	He stop smoking as will soon as possible	He **will stop** smoking as soon as possible
2	AAD	He as will stop smoking soon possible	
3	AH	Smoking he as soon will stop as possible	
4	AS	He as soon as will smoking stop possible	
5	AYS	Stop smoking he will as soon as possible	
6	EDT	He will as stop smoking as soon possible	
7	HF	Stop smoking he will as soon as possible	
8	HTP	He as son as will smoking stop posible	
9	IH	He stop smoking as will soon as possible	
10	INH	He as soon as will possible stop smoking	
11	KN	He will stop smoking as soon posible	
12	NAS	He will as soon smoking as possible stop	
13	ND	He as will stop smoking soon as posible	
14	NKS	Will stop smoking	
15	NP	He as possible will stop smoking as soon	
16	PS	He as possible as will stop smoking	
17	RA	He will stop smoking as soon possible	
18	RFG	Will he possible as soon as stop smoking	
19	RNH	....	
20	RS	Will stop smoking he as soon as possible	
21	SM1	Possible smoking will he stop as soon as	

No	Initial Name	The Errors	Reconstruction
22	SNA	He as soon will stop smoking as possible	
23	SSS	Smoking he as will as soon possible stop	
24	WM	Will he as stop smoking as possible soon	
25	YSD	He as stop smoking will as possible soon	

Table 9
Students' Errors in Misordering (The Ninth Question)

No	Initial Name	The Errors	Reconstruction
1	AAD	Will success man be next year	He *will be* a success man *next year*
2	AH	A will be the next year success	
3	ANH	A will success man be next year	
4	AS	The will next year man a success	
5	AYS	A success will be man the next year	
6	DH	A man will be next year the success	
7	DM	Next year a will man succsess	
8	EDT	A will man success be the year	
9	FAS	The will be a success man next year	
10	HF	A man will be success be the next year	
11	HTP	Next year the will be a success man	
12	INH	The next year will a success man	
13	IPS	A man will be the success next year	
14	KN	A man success will be the next year	
15	MH	A will be the next year man success	
16	MW	A will success man be the next year	

No	Initial Name	The Errors	Reconstruction
17	NAS	A will be the next year the man success	
18	ND	Man a will be success the next year	
19	NKS	A success	
20	NP	The will man a success be the next year	
21	PS	Will be a success year man the next	
22	RA	A man success will be the next year	
23	RFG	The next will be year a success man	
24	RH	Will be a success man the next year	
25	RNH	A success ma will be the next year	
26	RS	A success man will be the next year	
27	RSN	Be will man a success the next year	
28	SM1	Success a will man year next	
29	SM2	Next year a will be success	
30	SNA	A man will success be the next year	
31	SSR	Man will be a success the next year	
32	SSS	Next the year success a will man	
33	WM	A will be man the next year	
34	YSD	Will be man the year a success next	

Table 10
Students' Errors in Misordering (The Tenth Question)

No	Initial Name	The Errors	Reconstruction
1	AH	The going you will make down	The sadness *will make* you going down
2	ANH	You will make sadness going the down	

3	AS	Will going the sadness you make down	
4	AYS	You will going the sadness the down	
5	DH	You will the going make the sadness	
6	DM	Will going make you the down sadness	
7	EDT	You will make going the down sadness	
8	FAS	You will make going the down sadness	
9	HF	You will make the sadness going down	
10	KN	....	
11	MH	You make going the down sadness	
12	NAS	You will going sadness down the make	
13	ND	You will make the down going sadness	
14	NKS	You sadness	
15	NP	The going will make you sadness down	
16	PS	Make you will sadness down is going	
17	RA	....	
18	RFG	The make will going you sadness down	
19	RH	Will going make you the down sadness	
20	RNH	You sadness will make going the down	
21	RS	You sadness will make going the down	
22	SM1	Sadness will make you going down the	
23	SM2	You will make go the sadness down	
24	SSS	Going sadness down the will you	
25	WM	You will going make sadness the down	

26	YSD	Will going make down the sadness you	

Table 11
Students' Errors in Omission (The Eleventh Question)

No	Initial Name	The Errors	Reconstruction
1	INH	They will go to teach you tomorrow	They **will teach** you tomorrow
2	NKS	I shall they will be teach you tomorrow	
3	RFG	The will be teach you tomorrow	
4	RNH	They will go teach tomorrow	
5	RS	The will be go teach you tomorrow	

Table 12
Students' Errors in Omission (The Twelfth Question)

No	Initial Name	The Errors	Reconstruction
1	AA	He is going to eating with her tonight	He **will go** to eat with her tonight
2	AAD	He is o to eating with her tonight	
3	AH	He is to eating with her tonight	
4	AS	He is to eating with tonight	
5	AYS	He is going to eating with her toninght	
6	DH	He is go to eating with her tonight	
7	DM	He go to eating with her to night	
8	EDT	He is going to eating with her tonight	
9	FAS	He is going to eating with her tonight	
10	HF	He is be going to eating with her tonight	
11	HTP	He will go to eating with her tonight	

12	IH	He is go to eating with her to night	
13	INH	He is going to be eating with her tonight	
14	KN	....	
15	NAS	He is going to eating with her tonight	
16	NKS	He is going to eating with her tonight	
17	NP	He is go to eating with her tonight	
18	PS	He is to eating with her tonight	
19	RA	....	
20	RH	He is going to eating with her tonight	
21	RNH	He is going to eating with her tonight	
22	RS	He is going to eating with her tonight	
23	RSN	He is go to eating with her tonight	
24	SMI	He is going eating with her tonight	
25	SSR	He is go to eating with her tonight	
26	SSS	He is going to eating with tonight	
27	WM	He is going to eating with her tonight	
28	YSD	He is going eating with her tonight	

Table 13
Students' Errors in Omission (The Thirteenth Question)

No	Initial Name	The Errors	Reconstruction
1	AA	I will being pasting next Monday	I will be fasting next Monday.
2	AAD	I will being pasting next Monday	

3	AH	I will being pasting next Monday	
4	ANH	I will being pasting next Monday	
5	DH	I will being pasting next Monday	
6	DM	I will being pasting next Monday	
7	FAS	I will being pasting next Monday	
8	HF	I will being pasting next Monday	
9	IH	I will being pasting next Monday	
10	INH	I will to be pasting next Monday	
11	KN	I will be being pasting next monday	
12	MH	I will being pasting next Monday	
13	MW	I will being pasting next Monday	
14	NAS	I will being pasting next Monday	
15	ND	I will be past next Monday	
16	NKS	I will be being pasting next monday	
17	NP	I will go next Monday	
18	RA	I will be being pasting next monday	
19	RFG	I will being pasting next Monday	
20	RH	I will being pasting next Monday	
21	RNH	I will go being pasting next monday	
22	RS	I will be go being pasting next monday	
23	RSN	I will being pasting next Monday	
24	SH	I will being pasting next Monday	
25	SM1	I will being pasting next Monday	

No	Initial Name	The Errors	Reconstruction
26	SM2	I will be past next Monday	
27	SNA	I will being pasting next Monday	
28	SSR	I will being pasting next Monday	
29	SSS	I will being pasting next Monday	
30	WM	I will being pasting next Monday	

Table 14
Students' Errors in Omission (The Fourteenth Question)

No	Initial Name	The Errors	Reconstruction
1	AA	We shall arriving there in two hours	We ***shall arrive*** there in two hours
2	AAD	We shall arriving there in two hours	
3	AH	We shall arriving there it two hours	
4	ANH	We shall arriving there in to hours	
5	AS	We shall arriving there in two hours	
6	AYS	We shall arriving there in two hours	
7	DH	We shall arriving there in two hours	
8	DM	We shall arriving there in two hours	
9	EDT	We shall arriving there in two hours	
10	FAS	We shall arriving there in two hours	
11	HF	We shall arriving there in two hours	
12	HTP	We shall arriving there in two hours	
13	IH	We shall arriving there in two hours	

14	INH	We shall to arriving there in to hours	
15	KN	We shall arriving there in two hours	
16	MH	We shall arriving there in two hours	
17	MW	We shall arriving there in two hours	
18	NAS	We shall arriving there in two hours	
19	ND	We shall arriving there in two hours	
20	NKS	I will arriving there in two hours	
21	NP	We shall arriving there in two hours	
22	PS	We shall arriving there in two hours	
23	RA	We shall arriving there in two hours	
24	RFG	We shall arriving there in two hours	
25	RH	We shall arriving there in two hours	
26	RNH	We shall go arriving there in two hours	
27	RS	We shall be go to arriving there in two	
28	RSN	We shall arriving there in two hours	
29	SH	We shall arriving there in two hours	
30	SM1	We shall arriving there in two hours	
31	SM2	We shall arriving there in two hours	
32	SNA	We shall arriving there in two hours	
33	SSR	We shall arriving there in two hours	
34	SSS	We shall arriving there in two hours	
35	WM	We shall be arriving there in two hours	
36	YSD	I shall be arriving there in two hours	

Table 15
Students' Errors in Omission (The Fifteenth Question)

No	Initial Name	The Errors	Reconstruction
1	INH	She will go to study here start next week	She will study here start next week
2	NKS	She will be study here start next week	
3	RNH	She will go study here next week	
4	RS	She will be go to study here start next week	
5	YSD	Will be study here start next week	

Table 16
Students' Errors in Misformation
(The Sixteenth until the Twentieth Question)

No	The Questions	Total students' errors	Reconstruction
16	He *will be coming* to your house tonight	23	He *will come* to your house tonight
17	I *will return* your cassette tomorrow morning	13	*TRUE*
18	You *will beable to* operate it next month	9	*TRUE*
19	Your ability *will be your way* in the next time	18	*TRUE*
20	She *will upset* if you forget her	23	She *will be upset* if you forget her
	Total	86	

Based on table above, it could be known that from 37 students as the participants of this research there were 23 students that made errors in the

sixteenth question, there were 13 students that made errors in the seventeenth question. Then, there were 9 students that made errors in the eighteenth question, and in the ninteenth question there were 18 students that made errors. The last, there were 23 students that made errors in the twentieth question.

In short, based on all tables above, it could be concluded that students' errors were 461 cases in which they divided into four types (see appendix...). They would be explained in the following table:

Table 17
The Percentage of the Errors

No	Types of Errors	Frequency	Percentage
1.	Addition	123	26,74 %
2.	Omission	147	31,88 %
3.	Misordering	104	22,56 %
4.	Misformation	86	18,65 %
	Total	460	100 %

Based on the table of the percentage of the errors above, it could be concluded that the highest errors of students was omission type that consist of 147 errors (31,88 %), then followed by addition type with 123 errors (26,74 %), next error's type was misordering with 104 errors (22,56 %), and the lowest was misformation that consist of 86 errors (18,65 %).

B. **Discussion**

In writing a good future tense, there are many grammatical features must be mastered by students. They are future tense. But to write future tense students can not avoid the errors, because the error is the divergence in the language.

Based on the result of the students' at SMA N1 Angkola Barat in writing future tense, there are four types of error which has been found. They are addition consist of 123 errors (26.74%), omission types consist of 147 errors (31.88%), misordering types consist of 104 erros (22.56%), and misformation types consist of 86 errors (18.65%). This result same with theory of Anni Khoiriyah harahapfrom his surface strategy taxonomy that she states thet " there are four types of errors that find on surface strategy taxonomy they are addition, omission, misordering, and misformation.

Based, Ima Natria has done research with the title " Students' errors in using simple present tense in writing descriptive text". She has found that the dominant errors lies on the omission of suffix-s/-es from the verb of third person singular subject in the students' descriptive text whose proportion of the errors is 24.65%.

In addition, as mentionet in last chapte that the researcher used triangulation in cheking the trustworthiness. It is know that the triangulation is a form of cross validationthat seek regularities in the data by comparing the different participant, setting, and methods to identify recurring result. So, researcher comparet between result of observation, test and interview.

Based on the aim of triangulation that the aim is to abtain similar information from independent sources. So, researcher concluded that based on result of the test that the most dominant tense errors were in using of subject and verb. Similarly with result of interview that the teacher said the students' tense error was they ignored the form of personal pronoun from the subject.

C. The Threats of the Research

In this research, the researcher believed that there were many the threats of the researcher. It started from the title until the techniques of analyzing data, so the researcher know that it was so far from the best one.

The writer as a researcher has many weaknesses. It is caused by many aspect. In doing test, there are many obstructions such as:

1.Uncommon words

2.Direction test is not clear for students'.

In this case the writer here stated many researcher limited, such as: the writer had the lack of knowledge and the processing of data may be has thesimpel one and researcher also has limitation in instrument of data, like observation and interview. So that is way the result is not good, as the export done or far from the perfect.

To end this researc, the writer realizes there were many weaknesses in doing this research. Than, the writer feels this is the maximal effort that the writer has done. And the writer expects to the generations will be able to do the best for the better future.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After getting the result of the research, the writher gives the conclusion as follows:

1. Based on the result of the test that have been given to the participants, it could be seen that there were four types of students' error. The first was addition which consisted of 123 cases (26,73%) the students missed in eddition of verb and auxileries. The second it was ommision which consist of 147 cases (31,95%) the students to ommit useless of verb and auxileries. The third was misordering , there 104 cases (22,60%) the students to order the sentences correctly. The fourt, it consis of misformation whichconsist of 86 cases (18,69%) the students' missed to order or to form the sentences in correct formation.

2. The most dominant types of students' error in using future tense were omission types with 147 errors (31.95%) the students missed or wrong to ommit the useless auxileries.

B. Suggestions

Based on the concusion of the research, the writher purpose some sugestion as follow:

1. The teacher should explain as clear as possible about error in using future tense. The students will not misunderstand with writing the error in future tense in english.

2. Teacher should pay attention to the students error in order to prevent or to minimize those errors. The teacher must cheek students sentence one by one and help them to correct it.

3. The teacher should to know the clasification and the cause of students errors so she/he would know what and hopw to correct theirs error.

4. The teacher should fine out the appropriate technique in teaching of future tense error.

5. The teacher should to give remedial teaching to the students who still get troubel in learning the future tense. It means the teacher should prepare the module based on the students error and than ask them to do it at home.

6. And for the students if the students do not understand the students must ask to their teacher, do not be afraid to the teacher bacase the teacher will not know whether the students understand or not if they dont ask it.

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Appendix I

A. Correct the following sentences by using addition with auxiliries

Example: they are (studying) about english grammar

Answer: they will study about english grammer next semester.

    1. He (goes) to school tomorrow

    2. I (fast) next Wednesday

    3. We (took) it two days later

    4. She (talk) about it next meeting

    5. I (borrow) the books next week

B. arrange the following sentences in to the good sentence (misordering)

    1. We-next-year-a-have-to-mecca-shall-holiday

    2. Here-my-parents-will-be-there-three-days-later

    3. Will-stop-smoking-he-as-soon-as-possible

    4. A-succes-man-will-be-he-next-year

    5. You-sadness-will-make-going-the down

C. Correct the following sentences in to the good sentence (ommission)

Example: he will be go to the hospital tomorrow

Answer: he will be go to the hospital tomorrow

    1. They will be teach you tomorrow

    2. He will gone eating with her tonight

    3. I will be being pasting next Monday

4. We shall be arriving there in two hours

5. She will be study here start next week

D.Choose the following sentences if it is true make(|) and if it is false (x)

1. he will be caming to to your house tonight()

2. I will return your cassette tomorrow morning

3. you will be able to operate it next mont

4. your ability be your way in the next time

5. she will upsed if you forget her

Appendix II

Key answer for A:

1. He will go to school tomorrow
2. I will fasting next wednesday
3. We will take it two days later
4. She will talk about it next meeting
5. I will borrow the books next week

Key answer for B:

1. We shall have a holiday to padang next week
2. My parents will be here there days later
3. He will stop smoking as soon as possible
4. He will be a succes man next year
5. They sadness will make you going down

Key answer for C:

1.They will teach you tomorrow

2. he will go to eat with her tonight

3. I will be fasting next Monday

4. we shall arrive there three in two hours

5. she will study here start next week

Key answer for D:

1.(X)

2.(|)

3.(|)

4.(|)

5.(X)

Students' Error in Using Future Tense at SMA Negeri 1 Angkola Barat

No	Initial Name	Number of Item																				Total of Student's Errors
		Addition					Omission					Misordering					Misformation					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AA	√	X	X	√	√	X	X	X	√	√	√	X	X	X	√	X	X	√	√	√	10
2	AAD	√	X	X	√	X	X	X	X	X	√	√	X	X	X	√	X	X	√	√	√	12
3	AH	X	X	X	X	X	X	X	X	X	X	√	X	X	X	√	X	√	X	√	√	15
4	ANH	√	X	X	√	√	√	√	√	X	X	√	√	X	X	√	√	√	√	X	X	8
5	AS	√	X	X	X	X	X	X	X	X	X	√	X	√	X	√	√	√	X	X	X	14
6	AYS	√	√	√	√	√	X	X	X	X	X	√	X	√	X	√	X	X	X	√	√	10
7	DH	√	X	√	X	√	X	X	√	X	X	√	X	X	X	√	X	√	√	X	X	12
8	DM	√	X	√	X	√	X	√	√	√	X	√	X	X	X	√	√	√	√	X	√	9
9	EDT	√	X	X	X	√	X	X	X	X	X	√	X	X	X	√	X	X	√	X	X	14
10	FAS	X	√	X	X	X	X	X	√	X	X	√	X	X	X	√	X	X	√	√	X	14
11	HF	X	√	X	X	√	X	X	X	X	X	√	X	X	X	√	X	√	X	√	√	12
12	HTP	√	X	X	√	√	X	X	X	X	√	√	X	√	X	√	√	√	X	X	√	10
13	IH	√	X	X	√	√	X	X	X	√	√	√	X	X	X	√	X	X	√	√	√	10
14	INH	X	X	X	X	√	X	X	X	X	√	X	X	X	√	X	√	√	√	X	√	14
15	IPS	X	X	X	X	√	X	X	√	X	√	√	√	√	√	√	√	√	√	X	X	9
16	KN	X	X	√	X	X	X	X	X	X	X	√	X	X	X	√	√	√	√	X	X	15
17	MH	X	X	X	√	√	X	√	√	X	X	√	√	X	X	√	X	√	X	√	X	10
18	MW	√	X	√	√	√	√	√	√	X	√	√	√	X	X	√	√	X	√	X	X	8
19	NAS	√	X	X	X	X	√	X	X	X	X	√	X	X	X	√	√	√	X	X	X	13
20	ND	√	X	X	X	X	X	X	X	X	X	√	√	X	X	√	X	√	√	√	√	13
21	NKS	√	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	√	X	√	X	17

No	Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
22	NP	X	X	X	√	√	X	X	X	X	X	√	X	X	X	√	√	√	X	√	X	13
23	PS	X	X	X	√	X	X	X	X	√	X	√	√	X	X	√	X	X	√	√	X	14
24	RA	X	X	√	X	X	X	X	√	X	X	√	X	√	√	X	X	√	√	√	X	15
25	RFG	√	X	X	X	X	X	X	X	X	X	X	√	√	√	√	√	√	X	√	X	13
26	RH	√	X	X	X	√	X	√	X	X	X	√	X	√	X	√	√	X	√	X	√	12
27	RNH	X	X	X	X	X	X	X	X	√	X	X	√	√	X	√	X	√	√	√	X	17
28	RS	X	X	X	X	X	X	X	√	X	X	√	X	X	X	√	X	√	X	X	X	19
29	RSN	√	√	√	X	√	√	X	X	√	X	√	X	X	√	√	√	X	√	√	√	7
30	SH	√	√	√	X	√	√	X	√	√	√	√	√	√	√	X	√	X	√	X	X	7
31	SM1	X	X	X	X	X	X	X	X	X	X	√	X	X	X	√	X	√	X	X	√	15
32	SM2	√	X	X	X	√	X	X	X	√	X	√	X	X	X	√	√	√	X	√	√	10
33	SNA	√	X	X	√	X	X	√	√	√	√	√	√	X	X	√	X	√	√	√	X	12
34	SSR	√	X	√	√	√	X	√	X	√	√	√	√	√	X	√	√	√	√	√	X	8
35	SSS	X	X	X	X	X	X	X	X	X	X	√	X	X	X	√	√	X	X	X	X	17
36	WM	X	X	X	X	X	X	√	X	X	X	√	√	X	√	√	√	√	√	√	X	15
37	YSD	X	X	X	X	X	X	X	X	X	√	√	X	√	X	√	X	√	√	X	X	17
	Total of Errors in Each Items	16	34	30	25	18	33	29	25	34	26	5	28	30	36	5	23	13	9	18	23	460
			123					147					104					86				460
	Percentage		26,73 %					31,95 %					22,60 %					18,69 %				