

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

There are two significant ponders that the author takes around tenses. They are An analysis on grammatical errors with in the simple present tense on students' descriptive writing and an analysis on students' difficulties in learning simple past tense.

The first relevant study is about an analysis on grammatical errors in the simple present tense on students' descriptive writing a case study focusing on analyzing the grammatical errors in simple present tense and the dominant influence that was made by students in their descriptive writing. The objective of the study is to find the grammatical errors in the simple present tense and to investigate the influence of errors that are commonly caused in writing descriptive. The methods used by the researcher is documentation method that explained the subject about the language function, explained the rules in writing a descriptive text, held and field research by preparing questions sheet and answer sheets, and analyzed the students' work by making a list of the students' errors in descriptive text.<sup>1</sup>

The second study is about an analysis on students' difficulties in learning simple past tense a case study focusing to analyze the students' difficulties in the form and the usage of the simple past. The purpose of this research is to find out the difficulties and to analyze the reason why the students face difficulties in

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<sup>1</sup>Husniati, *An Analysis on Grammatical Errors in Simple Present Tense on Students' Descriptive Writing*. skripsi, (Jakarta: FITK UIN, 2010), pp. 2-5.

learning simple past tense. This research is used in two kinds of ways; library study and field research. In the library study, she reads some books, papers, the internet, and other references concerning the topic and the field study she takes the observation, gives the test, and does the interviews.<sup>2</sup>

Different from these researches, The first significant think about on students' descriptive writing a case think about focusing on analyzing the grammatical errors in the simple present tense, the second relevant study in learning basic past tense a case study focusing to analyze the students' difficulties in the form and the usage of the basic past. And the write focuses her study on analyzing the students' grammatical errors on utilizing 5 basic tenses (simple present tense, simple present continuous tense, present perfect tense, simple future, and simple past tense). All of them are related to this investigation since they talk about linguistic use. So, the contrast as it were the tenses they utilized and in analyze students' grammar competence at that point analyze students' understanding. Based on the past inquires about over, the author extraordinary to utilize the descriptive qualitative strategy to know the common sorts and causes of errors made by the under studies within the moment Review of SMA Negeri 7 Pinrang.

## **B. Pertinent Ideas**

### **1. Definition of Error Analysis**

Employing a second dialect could be a preparation that includes the making of botches indeed blunders. Within the modern framework of dialect, the learner will directly connect with such an unused lexicon, an unused

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<sup>2</sup>Evi Setiawati, *An Analysis on Students' Difficulties in Learning Simple Past Tense*. skripsi, (Jakarta: FITK UIN, 2010), pp. 2-4.

grammatical pattern, and outside elocution that's diverse from the learner's local language.

Error analysis is a plan for analyzing one's error. In this case, it is the student's error. The analyzing handle relates to the practical teaching-learning get ready. Many pros reason the differing concepts of botch examination. As S.K Sharma communicated, "blunder investigation may be a handle based on examination of learner's botch with one clear objective: counting a suitable and fruitful teaching-learning technique and restorative degree fundamental in certain checked out ranges of the remote."<sup>3</sup>

Furthermore, Ellis explains about an error analysis "Error analysis comprises of a set of methods for distinguishing, depicting, and clarifying learner blunders. Errors can happen in both comprehension errors are difficult to detect because it is often impossible to find the precise linguistic source of an error."<sup>4</sup>

The learners will make botches inside the get ready of obtainment and these mistakes will disturb that handle on the off chance that she or he does not alter the goofs. In this way, the investigator and teaches, in this case, English educates, come to realize that the botches and botch which a person made inside the method of building an unused framework of lingo has got to be analyzed carefully. This examination gets to be the key to the understanding of the strategy of in accessible tongue securing. This examination is well-known as a mistake examination.

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<sup>3</sup>S.K Sharma, *Error Analysis: Why and How*, (English Teaching Forum, April 1982) Vol. XXX

<sup>4</sup>Rod Ellis, *The Study of Second Language Acquisition*, (New York: Oxford University Press, 2008), p. 50.

## 2. Definition of Error

The error could be a common portion of language learning, learning the moment language may be a preparation not at all like learning the primary dialect. In this unused framework of dialect, learners will specifically interface with such a modern lexicon, a new grammatical pattern, and an outside articulation that contrasts from there, to begin with, dialect. It will continuously happen even though the most excellent exertion has been done, when they attempt to talk or type in the target dialect, it is unavoidable for them to create numerous mistakes.

Errors may also be viewed as global or local errors Burt and Kiparsky cited in Brown "global errors are preventing the hearer from comprehending some aspect of the message. The sentence in global error is difficult to understand. In contrast, the sentence in local error can understand." It means that when the sentence is difficult to understand is a global error, in contrast, in local errors, the sentence easy to understand.

Errors may also be viewed as global or local errors Burt and Kiparsky According to Richard Mistake is the use of a linguistic thing (e.g. a word, grammatical thing, a speech act, etc) in a way that a familiar or local speaker of the dialect respects as appearing defective or fragmented learning. Errors are some of the time classified agreeing to vocabulary forms learners make utilize of in learning and employing a dialect.<sup>5</sup>

From a few experts' definitions of blunders, it can be concluded that blunder is something which the understudies made in their learning

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<sup>5</sup>Schmidt & Richard. *Longman Dictionary of Language Teaching and Learning and Applied Linguistics*. (Pearson Education.2012)p.98

preparation. It was caused by the off base run the show of dialect as fractional information and competence that's accomplished within the handle of dialect learning. The mistake is more genuine than a botch since a blunder cannot be adjusted by his self, but a botch can be redressed by himself.

### 3. Differences between Error and Mistake

In learning a foreign language, not as it did the students make an error but also a mistake. Within the study of error analysis, language specialists distinguish error from the botch. Error and mistake are different. An error may be an off-base reaction since the understudies don't know what the proper reply is. While a botch may be an off-base reaction that on the off chance that the under studies considered it, they would realize what the correct reply is. It implies that the understudies in case given a moment chance, have the potential to adjust a botch, though the understudies don't have the potential to adjust a mistake until they learned what the right is.

The contrasts between them can be characterized as H.D Brown communicated "errors are a result of fragmentary data since the teaching-learning handle expands over time. A botch may be an execution of botch that's either the self-assertive figure or slip, in that it may be a disillusionment to utilize a known system precisely." The clarification over suggests that botches happened since of the extended plan in teaching-learning caused by one-sided data, but botches happened since of slips of the tongue.

Other than that, Edge in Harmer suggested that we can isolate botches into two wide categories: 'slips' and 'attempts'. Slips are botches that

understudies can rectify themselves and which in this manner require clarification, though endeavors are botches committed when understudies try to say something but do not, in any case, know the right way of saying it.<sup>6</sup>

#### 1. The Causes and Sources of Error

Within the learning preparation, it conceivable the understudies do mistakes. It is caused by numerous components. Norrish classifies causes of error into three sorts, there's carelessness, to start with, lingo obstructions, and interpretation.

##### a. Carelessness

It is frequently closely related to a need for inspiration. Many teachers will concede that's not continuously the student's blame on the off chance that he loses intrigued, maybe the materials and/or style of introduction don't suit him.

##### b. First language

Norrish states that learning a dialect (a mother tongue or an outside dialect) could be a matter of propensity arrangement. When somebody tries to memorize unused propensities the ancient ones will impedances with the modern ones. This cause of the blunder is called to begin with dialect obstructions.

##### c. Translation

It is one of the causes of error. This happens since a student decipherers he to begin with dialect sentence or informal expression into the target dialect word by word. This likely the most common cause of the error.<sup>7</sup>

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<sup>6</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (London:Longman Group:1983), p. 99.

Another master who talks about the sources of error is Brown. He claims that four major sources of mistake. He names inter-lingual exchange, intra-lingual exchange, setting learning, and communication techniques.

- 1) Interlingual Transfer is the beginning stage of learning a second language. It is the negative influence of the mother tongue of the learner. In this stage, students are not familiar yet with the use of the target language, so they use a previous experience when they learn it.
- 2) Intralingual transfer is the negative transfer of items within the target language. In this stage, students just learn some of the target languages, so the students apply the structure into a new form and develop it that does not correspond to the target language or mother tongue.
- 3) Context of learning overlaps both types of transfer. In this stage, “context” refers to the teacher or the textbook. In the classroom, the teacher or textbook can lead the students to make errors. It can be called a ”false concept”. It is caused there are some errors in teachers explanation or textbook presentation.
- 4) Communication strategies, in this stage, students have to use their production strategies for getting the message.

The writer decided to use the causes of error according to Brown to find the student's errors in using English tenses (simple

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<sup>7</sup>J. Norrish, *Language Learning and Their Error*, (London: Mc.Millan Publisher Ltd, 1987), p. 21-26.

present tense, simple present continuous tense, present perfect tense, simple future, and simple past tense).

## 2. Types of Error

The writer explained the types of errors based on a few experts' thoughts. An error can be classified into a few sorts. Dulay noted that the descriptive classification of errors secured four primary sorts of errors. They are linguistic category, surface strategy, comparative analysis, and communicative effect.<sup>8</sup>

### a. Error types based on linguistic category

This type of error classify the errors by combining the language components include phonology (pronunciation), syntax, and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style) with the particular linguistic constituent the error affects include the elements that comprise each language component.

For an example of error based on linguistic category; "*me forget it*"

The learner attempted to use me as the subject. It is included in a syntax error in the use of the pronoun.

### b. Error types based on surface strategy taxonomy

In this type, learners may omit necessary items or add unnecessary ones; they may *misform* items or *misorder* them. There are four subtypes of error based on surface strategy taxonomy:

#### 1) Omission

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<sup>8</sup>Heidi Dulay, et al., *Language Two*, (New York: Oxford University Press, 1982), pp. 146-163.

The omission is characterized by the absence of an item that must appear in the well-formed utterance. However, between content words and function words, language learner more frequently omits the letter.

Examples: *Toni know about Indonesia*. It should be “*Toni knows about Indonesia*”

#### 2) Addition

This error is the opposite of omission. They are characterized by the presence of an item that must not appear in a well formed utterance.

Examples: “*He doesn’t knows my name*”. It should be “*he doesn’t know my name.*”

#### 3) Mis-formation

It is characterized by the utilize of the off-base shape of the morpheme or structure. In arrangement errors, the learner supplies something in spite of the fact that it isn't redress.

Examples: *this cats*.

#### 4) Misordering

Misordering errors are categorized by the incorrect placement of a morpheme or group of morpheme in an utterance. This kind of error occurs when learners wrongly place the sequence of words in the sentence. Examples: *bought a dictionary new last week*. (I bought a new dictionary last week)

### 3. Errors types based on communicative effect taxonomy<sup>9</sup>

<sup>9</sup>Heidi Dulay, *op.cit.*, pp. 189-191.

The communicative impact bargains with botches from the point of see of their impact on the gathering of people. It centers on recognizing between botches that show up to cause miscommunication and those that don't. These botches separated into two parts;

a. Global error

These errors that affect overall sentence organization essentially prevent communication. It is since of the wide syntactic scope of such blunders. The for most systematic global errors include:

For example, the *English language uses many people.*

b. Local errors

Local errors include errors in noun and verb inflections, articles, auxiliaries, and the formation of quantifiers. Local errors are not similar to global errors, the sentence in local errors do not usually hinder communication significantly. For example, *why we like each other?* Although the student made an error in this type, the reader can get the meaning or understand what the sentence means.

The writer decided to use the types of error according to Dulay to find the student's error in using English tenses (simple present tense, simple present continuous tense, and simple past tense).

4. The Procedures of Error Analysis

The writer decided to use the procedure of errors to analysis according to Rod Ellis, the procedures involved in each of the steps are :<sup>10</sup>

a. Collecting of a Sample of Learner Language

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<sup>10</sup>Rod Ellis, *The study of Second Language Acquisition 2nd Edition*, (Oxford: Oxford University Press, 2008), p. 26.

The type of data collected can have a marked impact on the result of mistake investigation, as a result of the distinctive generation forms which they regularly include. For case, Symbol found contrasts within the number and sort of blunders in tests of learner dialect collected through free composition, interpretation, and picture composition.

b. Identifications of Errors

The definition of 'error' is problematic, as James admits. The difficulty centers around several issues. The first is whether grammatically (i.e. well-formedness) or acceptability should serve as a criterion. An utterance may be grammatically correct but pragmatically unacceptable. For example, 'I want to read your newspaper' addressed to complete Stanger is grammatical but pragmatically unacceptable.

c. Description of Errors

The depiction of errors includes a comparison of the learner's idiosyncratic utterances with a reproduction of those utterances within the target language or, more recently, with a standard corpus of local speaker language.

d. Explanation of Errors

The explanation is concerned with establishing the source of errors, i.e. accounting for why it was made. This organization is the foremost important for SLA to inquire about because it includes an end to set up the method capable of L2 securing.

e. Evaluation of Errors

Error evaluating involves a consideration of the effect that errors have on the person (s) addressed. This effect can be gauged either in terms of the address's effective response to the errors. Error evaluation studies proliferated in the late 1970s and the 1980s, motivated quite explicitly by a desire to improve language pedagogy.

### C. The Nature of Grammar

The knowledge of grammar is very important to express what somebody needs to say and interpret correctly. According to Penny Ur, "a learner who knows grammar is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language forms."<sup>11</sup>

Grammar is used to mean the structure of language. It is an essential part of the use of the language process, both in spoken and written language. Grammar is the set of rules which decide how units such as words and expressions can be combined in a dialect. Agreeing to Penny Ur "Grammar may be generally characterized as the way a dialect controls and combines words (circles of the word) to create longer units of meaning." Swan characterizes language structure as "the rules that say how words are combined, orchestrated, and changed to appear diverse meaning."<sup>12</sup>

English grammar talks about a part of perspectives, such as tense, word arrange, conditional sentence, modular assistant, etc. One of the English linguistic use in which Indonesian understudies tend to create mistakes is "tense". Here the author will talk about tens

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<sup>11</sup>Penny Ur, *Grammar Practice Activities: A Practical Guide for Teacher*, (New York: Cambridge University Press, 1988), p. 4.

<sup>12</sup>Michael Swan, *Practical English Usage*, (New York: Oxford University Press, 1980), p.52.

## D. Tense

### 1. Definition of Tense

The word 'tense' is derived ultimately from the Latin word 'Tempus' meaning 'time'.<sup>13</sup> A tense is a form of the verb used to indicate the time. In discussing tense and time A.S Horn states that "the words 'time' and 'tense' must not be confused. The word time stands for a concept with which all mankind is familiar, divided into past, present, and future. The word tense stands for a verb form or series of verb forms used to express a time relation. Tenses may indicate wheater an action, activity, or state."<sup>14</sup>

Tenses are essentially the frame of a verb that appears at the time when an occasion happens, though, within the oxford lexicon, tense implies a alter in verbs that influence the timing and event of occasions.

Example :

1. We study English every day
2. We studied English yesterday
3. We are studying English right now
4. We will study English tomorrow

This tense itself is a precise and accurate formula for learning English. These tenses will provide specific guidance for composing effective sentences in English. How do we make sentences that represent activities in the past, present, and future<sup>15</sup>

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<sup>13</sup>John Lyons, *Linguistic Semantic an Introduction*, (Cambridge: Cambridge University Press 1995), p. 312.

<sup>14</sup>A.S. Hornby, *Guide to Patterns and Usage in English*, (London: Oxford University Press, 1975), p. 78.

<sup>15</sup>Nur Asizah, *Tenses with Brain Exercise*, (parepare : Dirah, 2017),p.11

Tense commonly alludes to the time of the circumstance which relates to the circumstance of expression or at the minute at the talking. For illustration, the commonest tenses found in dialects are display, past, and future: a circumstance depicted within the show tense is related as synchronous with the minute of talking (Jhon is singing); the circumstance depicted within the past as related some time recently the minute of the speaking (Jhon was singing); whereas the circumstance depicted within the future as relates after the minute of talking (Jhon will singing).

## 2. Kinds of Tense

There are simple and compound tenses in English verbs. The oxford dictionary of English grammar states some linguist define tense narrowly by the form which gives English only two tenses: the present tense, which is a lexical verb is the same as the last (except for the – s ending in the third person singular); and the past tense, which in regular lexical verbs has the –ed inflection.<sup>16</sup> It means there are two tenses based on the form. There are the present tense and the past tense.

English has also many compound tenses. According to Horn by, the compound tenses are made by combining two or more verb forms and these combinations may be concerned with time.<sup>17</sup> It can be seen that there are many compound tenses other two tenses (the present tense and the past tense). Frank says that there are three past tenses and two future tenses, and then the past perfect is tied in time to the past tense, the present perfect to the present

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<sup>16</sup>Sylvia Chalker and Edmund Weiner, *The Oxford of English Grammar*, (New York: Oxford University Press, 1994), p. 395.

<sup>17</sup>A.S. Hornby, *op, cit.*, p. 79.

tense, and the future perfect tense to the future tense.<sup>18</sup> It shows there are many kinds of tenses based on time.

### 3. Simple Present Tense

#### a. Definition

The present tense is the simplest tense in English. The simple present tense is utilized to appear activity that happens all the time, for it looked at the limited verbal bunch without assistants.

The present tense is additionally as it were tense that still employments a frame of qualification for individual and number. The refinement is that the third individual particular has 's' or 'es' to the shape utilized in other individuals and numbers.

To form the negative sentence it has the auxiliary verb 'does not' for the third person singular subject (He, She, It), and 'do not' for the subject (I, You, We, They). For the verb **to be**, do not use an auxiliary verb, even for questions and negatives.<sup>19</sup> For example 'She is not a student'.

#### b. The sentence pattern of simple present tense

Function	Form	Examples
Positive	Subject + Verb / Verb-s/es + Complement or Subject + am/are/is + Complement	a. I work hard for this company. b. He works hard for this company. c. You are beautiful.

<sup>18</sup>Marcela Frank, *op.cit.*, p. 66.

<sup>19</sup>[http://www.englishclub.com/grammar/verb-tenses\\_present.htm](http://www.englishclub.com/grammar/verb-tenses_present.htm)

		d. She is beautiful.
Negative	Subject + do/does not + Verb1 + Complement  Or Subject + am/are/is + not + complement	a. I do not work hard for this company.  b. He does not work hard for this company.  c. You are not beautiful.  d. She is not beautiful.
Interrogative	Do/does + Subject + Verb1 + Complement?  Or Am/are/is + Subject + Complement?	a. Do I work hard for this company?  b. Does he work hard for this company?  c. Are you beautiful?  d. Is she beautiful?

The time signal words for this tense are: usually, always, every, sometimes, normally, and seldom, etc.

c. The usage of simple present tense.<sup>20</sup>

The simple present tense performs the following functions or usages:

To express the general truth.

e.g. I come from parepare.

To express the customs and habitual action.

<sup>20</sup>Betty Schramper Azar, *Understanding and Using English Grammar*, (New Jersey: Prentic Hall, Inc 1989), p. 11.

e.g. I go to campus every day.

To show the future time.

e.g. I start my new job tomorrow.

#### 4. Simple Present Continuous Tense

##### a. Definition

The present continuous tense is additionally known as the present progressive tense. The present progressive is verb expressions composed of shapes of the assistant be + the show participle (ing-form) of the central verb.

According to A.S Horn by," the present progressive is the tense most frequently utilized for this reason. It is the tense more closely related to the display time. There may be a word intensifying on show time (e.g. presently, nowadays), but this is not essential."<sup>21</sup>

The continuous forms represent actions or events, viewed at some point between their beginning 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.<sup>22</sup>

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<sup>21</sup>A.S. Hornby, *Guide to Patterns and Usage in English Second Edition*, (London: Oxford University Press, 1975), p. 82

<sup>22</sup>B.D. Graver, *Advanced English Practice Second Edition*, (Oxford University Press, 1979), p. 56.

b. The sentence pattern of present continuous tense

According to A.J. Thomson and A.V. Martinet, the present continuous tense is formed with an auxiliary verb be + the present participle:<sup>23</sup> The present continuous tense consists of three forms, they are:

Used to discuss ongoing actions. The main thing about this tense is the time duration for the verb.

Function	Form	Example
Positive	Subject + am/are/is + Verb-ing + Complement	He is reading a newspaper.
Negative	Subject + am/are/is + Not + Complement	He is not reading a newspaper
Interrogative	Am/are/is + Subject + Verb-ing + Complement?	Is he reading a newspaper?

The time signals for this tense are now, right now, at present, today, still, tonight, etc.

c. The usage of present continuous tense.

To express an action that is happening right now.

e.g. I'm typing the final task right now.

To express the beginning, progression, or end of the action.

e.g. It is beginning to rain.

<sup>23</sup>A.J. Thomson and A.V. Martinet, *A Practical English Grammar: Fourth Edition*, (New York: Oxford University Press, 1986), p. 153.

To express something that is happening at the time of speaking.

e.g. Please don't make so much noise. I'm studying.

To talk about something happening at or around the time of speaking.

e.g. Where is Tom? He is playing Tennis For a definite arrangement shortly

(and is the most usual way of expressing one's immediate plans).

e.g. What are you doing tomorrow evening?

## 5. Simple Past Tense

### a. Definition

The simple past tense is formed with the past form of the verb which may be either regular, by adding *-ed* to *infinitive* form (incidentally, most verbs are regular), or irregular which must be learned and memorized in each case.<sup>24</sup>

Marcella Frank said" simple past tense represents definite time, it refersto an event that was completed before the statement is made. It is oftenaccompanied by such expression or definite past as yesterday, last year, two yearsago, etc.<sup>25</sup>

<sup>24</sup>Nasrun Mahmud, *English for Muslim University Students*, (Jakarta, Pusat Bahasa dan Budaya IAIN, 2000), p. 20.

<sup>25</sup>Marcella Frank, *Modern English: Exercise for Non-Native Speaker, Part 1: Parts of Speech*, (New Jersey: Prentice Hall, Inc, 1972), p. 49.

## b. The sentence pattern of simple past tense

Function	Form	Examples
Positive	Subject + Verb2 (+ O + Adv) or Subject + was/were + Complement	a. They played football yesterday. b. This food was delicious.
Negative	Subject + did not + Verb1 + Complement or Subject + was/were + not + Complement	a. They did not play football yesterday. b. This food was not delicious.
Interrogative	Did + Subject + Verb1 + Complement? or Was/were + Subject + Complement?	a. Did they play football yesterday? b. Was this food delicious?

The time signals for this tense are last year, last week, Once, The other day, etc.

c. The usage of simple past tense.

The simple past tense is used to talk about activities or situation that began and ended in the past.

e.g. The students did their homework yesterday.

To express the duration of an event completed in the past.

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

To express habitual action in the past.

e.g. When I was a child, I carried loudly.<sup>26</sup>

6. Present Perfect Tense

a. Definition

The present perfect tense is a construction made up of the auxiliary *have* + the past form of the main verb".<sup>48</sup> Whereas Raymond Murphy stated that, "the present perfect tense is formed with *have/has* + the past participle".<sup>27</sup>

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<sup>26</sup>EviSetiawati, *An Analysis on Students' Difficulties in Learning Simple Past Tense*. skripsi, (Jakarta: FITK UIN, 2010), pp. 2-4.

<sup>27</sup>Raymond Murphy, *English Grammar in Use*, (Cambridge: Cambridge University Press, 1994) 2<sup>nd</sup> edition, p.14.

## b. The sentence pattern of the present perfect tense

Function	Form	Examples
Positive	Subject + has/have + Verb3 + Complement	Andrew has done the job.
Negative	Subject + has/have + not + Verb3 + Complement	Andrew has not done the job
Interrogative	Has/have + Subject + Verb3 + Complement?	Has Andrew done the job?

The word signaling time for this tense is just, just now, Already, yet, etc.

## c. The usage of the present perfect tense

The present perfect is regularly utilized in the discussion around wrapped up instruction events. This routinely happens when the past events have a couple of appear noteworthiness, and when we may make a show tense sentence (with similar meaning) approximately the same circumstance.

The present perfect is additionally utilized to conversation approximately past activities that are not later, but which are“ still with us” as a portion of our involvement and information.

From the talk over it can be known that show idealize tense is centered on the movement that happened inside the past but related to the show

diminutive. It is utilized commonly to seem that the action has reasonably been adding up to or at smallest the effect of the action is still felt at the miniature of talking.

## 7. Simple Future Tense

### a. Definition

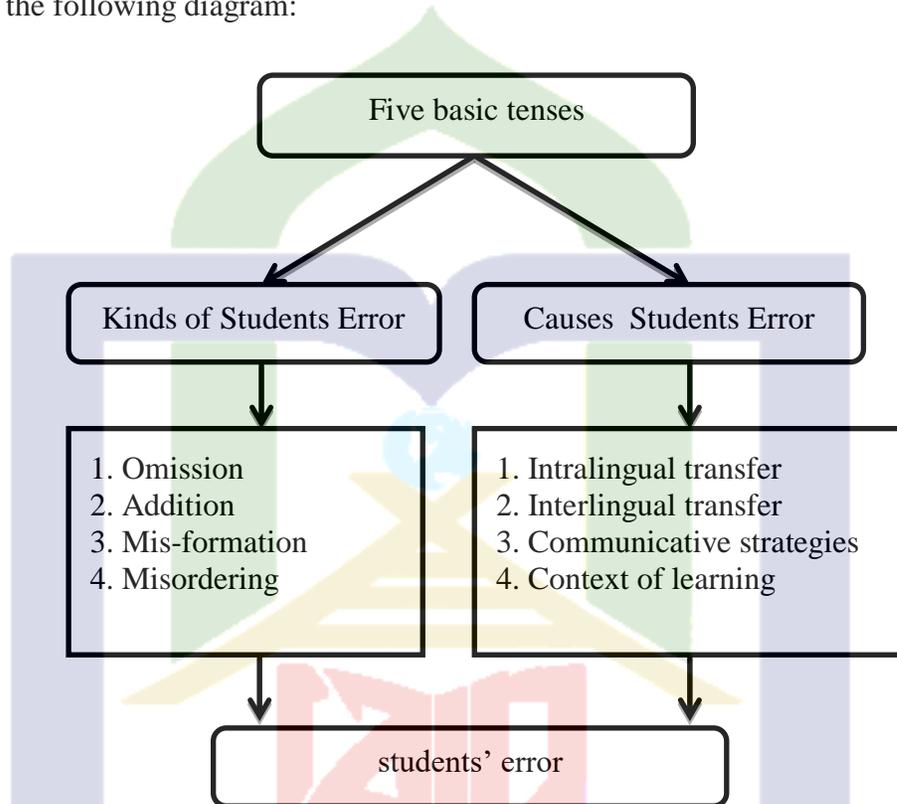
The Simple future may be a verb tense that's utilized to conversation almost things that haven't happened, however. Utilize the basic future to conversation approximately an activity or condition that will start and conclusion within the future.

### b. The sentence pattern of Simple future tense

Function	Form	Examples
Positive	Subject + will/be going to + Verb1 + Complement	We will arrive home before midnight tonight.
Negative	Subject + will not / be not going to + Verb1 + Complement	We will not arrive home before midnight tonight.
Interrogative	Will + Subject + Verb1 + Complement? or Be + Subject + going to + Verb1 + Complement?	Will we arrive home before midnight tonight?

### A. Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram:



Based on the conceptual framework the researcher was research SMAN 7 Pinrang especially English learning for the second grade. The material is five basic tenses (simple present tense, simple present continuous tense, present perfect tense, simple future, and simple past tense). The technique of collecting data there are two, that is test and interview. For the test, The researcher was made the exercising test from google form about five simple tenses. the researcher was used a WhatsApp group as the tool for the test. The researcher was analyzed the data about students' answers from exercising test and checking the test from the students. Finally, after all

the step is fully complete, the researcher was known what are kinds and causes of students' errors in using 5 basic tenses.

