

**A THESIS**

**ANALYSIS OF STUDENTS' ERROR IN USING FIVE BASIC TENSES AT  
THE SECOND GRADE OF SMA NEGERI 7 PINRANG**



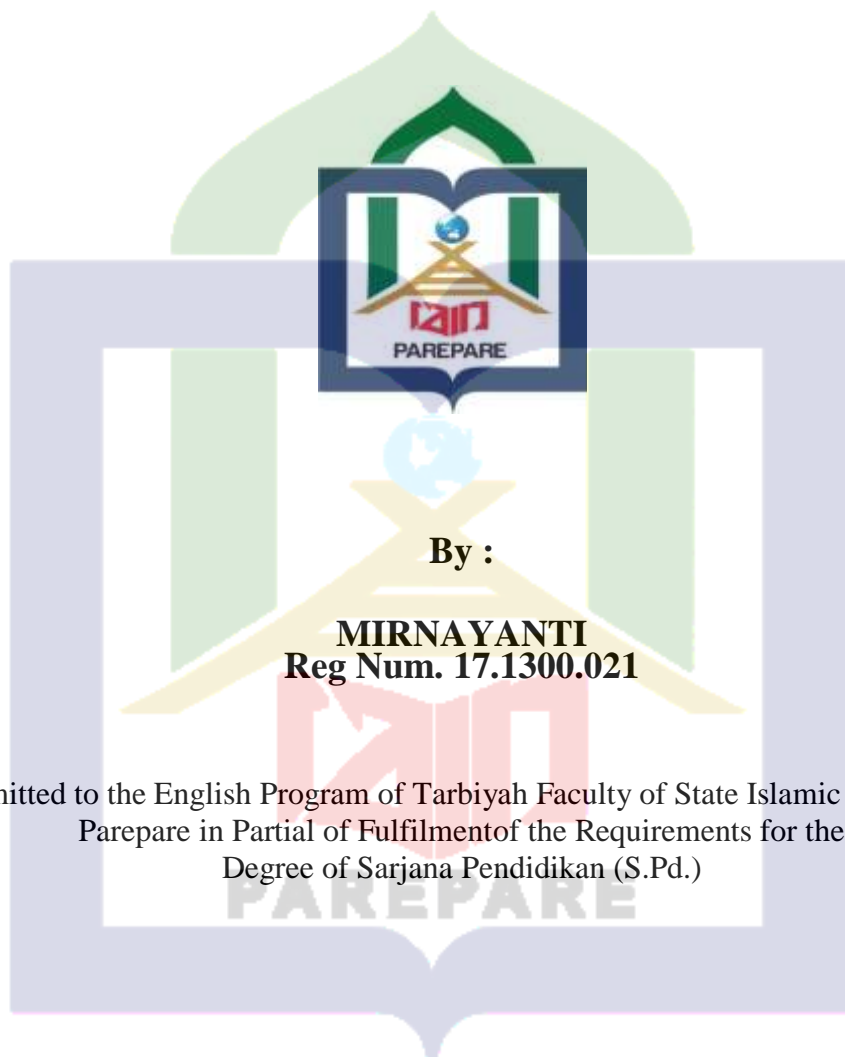
**By:**

**MIRNAYANTI  
Reg Num. 17.1300.021**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2021**

**ANALYSIS OF STUDENTS' ERROR IN USING FIVE BASIC TENSES AT  
THE SECOND GRADE OF SMA NEGERI 7 PINRANG**



**By :**

**MIRNAYANTI  
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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**to**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
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PAREPARE**

**2021**

**ENDORSEMENT OF CONSULTANT COMMISSIONS**

The Title of Thesis : Analysis of Students' Error in Using Five  
Basic Tenses at the second grade of SMA  
Negeri 7 Pinrang

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Study Program : English Education

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Num: 1803.23/In.39.5/PP.00.9/09/2020

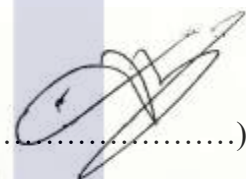
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Submitted by:

MIRNAYANTI  
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**ENDORSEMENT OF EXAMINER COMMISSIONS**

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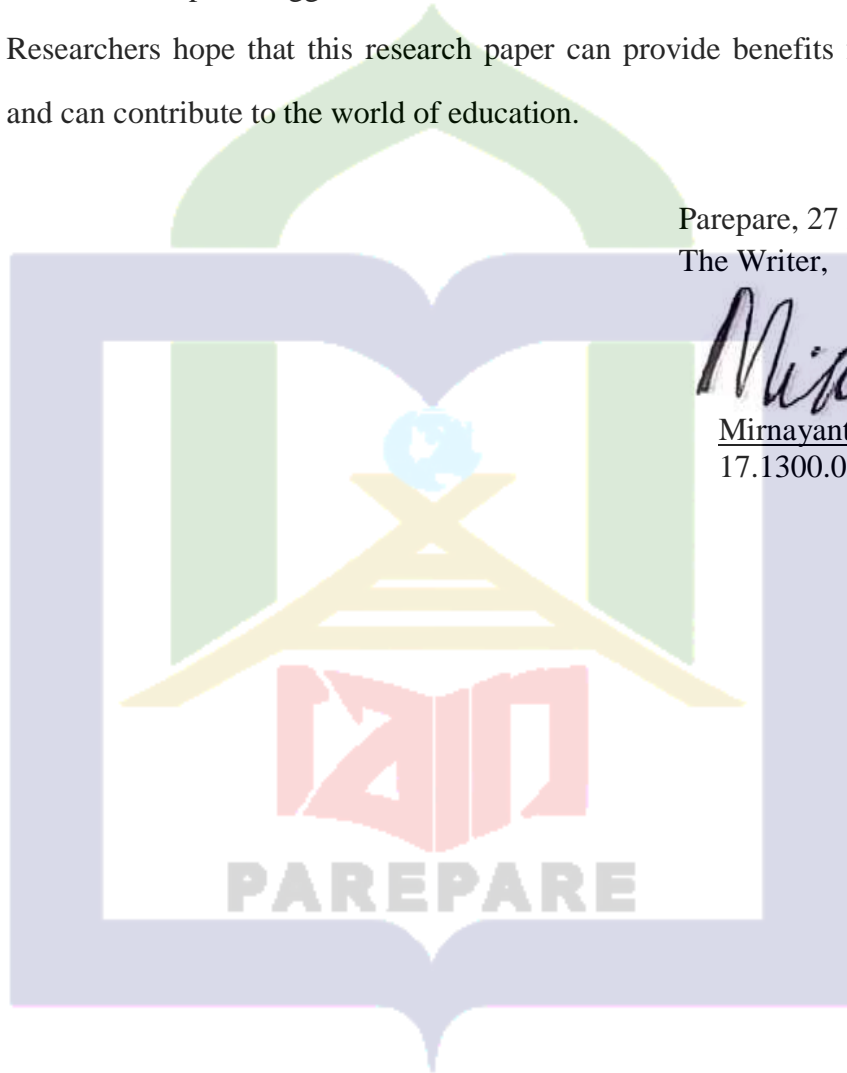
Finally, researchers admit that their research is far from perfect. Therefore, expect suggestions and criticism from readers for this paper. Researchers hope that this research paper can provide benefits for everyone and can contribute to the world of education.

Parepare, 27 April 2021

The Writer,



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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

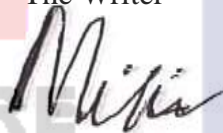
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Parepare, 01 April 2021

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## ABSTRACT

Mirnayanti. *Analysis Of Students' Error in Using Five Basic Tenses at the Second grade of SMA Negeri 7 Pinrang* (Supervised by Mujahidah and MaghdahalenaTjalla).

This study was carried out to analyze and to classify the types and the causes of students' errors in using five basic tenses (simple present tense, simple present continuous tense, present perfect tense, simple future tense, and simple past tense). The types of error were classified based on Dulay' theory and the causes of error were classified by Brown's theory. Besides, the purpose of this study is to find out their frequency of occurrence and to find out the causes of errors which students made in understanding five basic tenses.

The method used in this study was descriptive qualitative. The descriptive qualitative design applied in this study was case study. Furthermore, the subject of this study was Second Grade students of XI MIPA 1 class of SMA Negeri 7 Pinrang which consisted of 33 students. The data were collected through Interview and test.

The result of the error analysis process showed that students committed error into four types: *omission*, *addition*, *misformation*, and *misordering*. From the frequency of each error types, *misformation* was the error which most frequently produced by the students. It took 132 or 64,07% of the total errors. Moreover, 32 or 15,53% errors fell into *omission* and 26 or 12,62% errors fell into *addition*. For *misordering*, it only took 16 or 7,76%. These errors were conducted because most of the students were still influenced by partial learning and the students did not understand about the rules of target language as well, This problem influenced by student felt confused to understand because they did not know the meaning and differences between regular verb and irregular verb. The other finding was the causes of error which are divided into four categories. Those are *interlingual errors*, *intralingual errors*, *context of learning* and *communicative strategies*.

Keywords: Error Analysis, five basic tenses (simple present tense, simple present continuous tense, present perfect tense, simple future tense, and simple past tense).

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