

AN ANALYSIS OF COMMON ERRORS IN USING TENSE

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ABSTRACT; *This study intends to examine frequent errors made by students in their use of tense. Tense is a significant element of English that affects the interpretation of sentences. Errors in tense application can lead to confusion and misinterpretations. This study employs qualitative analysis techniques to gather data from students written work and examines the identified mistakes. The findings indicate that the frequent mistakes happen in the application of simple present, simple past, and present perfect. It is anticipated that this study can offer guidance for educators in enhancing the teaching of tense.*

Keywords: *Tense, Common Errors, Analysis.*

ABSTRAK; Penelitian ini bertujuan untuk meneliti kesalahan yang sering dilakukan oleh siswa dalam penggunaan tense. Tense merupakan elemen penting dalam bahasa Inggris yang memengaruhi penafsiran kalimat. Kesalahan dalam penerapan tense dapat menyebabkan kebingungan dan salah tafsir. Penelitian ini menggunakan teknik analisis kualitatif untuk mengumpulkan data dari karya tulis siswa dan meneliti kesalahan yang teridentifikasi. Temuan penelitian menunjukkan bahwa kesalahan yang sering terjadi adalah dalam penerapan simple present, simple past, dan present perfect. Diharapkan penelitian ini dapat memberikan panduan bagi para pendidik dalam meningkatkan pengajaran tense.

Kata Kunci: Tense, Kesalahan Umum, Analisis.

INTRODUCTION

When learning English, understanding tenses is among the most crucial elements and frequently causes confusion for learners. Tenses not only indicate when an action occurs, but also offer a richer context about the duration, frequency, and connections among different events. Nonetheless, a significant number of students continue to err in their use of tenses, potentially causing confusion in communication (Tutik, 2022)

Examining frequent errors in tense usage is crucial for assisting students in comprehending and rectifying these mistakes. By understanding the common errors that happen, educators can create more effective teaching methods and offer clearer explanations. In this section we will cover several common errors that students frequently make, in addition to offering examples and solutions to enhance the application of tenses in sentences. This analysis aims to help students enhance their English language abilities and communicate more efficiently.

METODE PENELITIAN

1. Research Design

This study uses a qualitative approach with a descriptive Anglicism method. The focus of the study is to identify and analyze common errors that occur in the use of tenses by students in the context of learning English.

2. Data Collection

Data was collected through several techniques, including: Written Test: Students were asked to complete a test containing sentences that require the selection of the correct tense. This test is designed to measure students' understanding of the use of tenses. Document Analysis Learning documents used in class such as textbooks and student notes were also analyzed to see how tenses are taught and understood.

3. Data Analysis

The data obtained from the written test will be analyzed by categorizing the errors made by students into several types of errors such as, Incorrect tense usage errors (for example, using the present tense when it should be the past tense), Errors in verb forms (for example, incorrect verb forms), Errors in sentence contexts that affect tense selection.

RESULT AND DISCUSSIONS

Tenses are fundamental components in forming grammatically accurate sentences and expressing the timing or condition of an occurrence. Definition of Tenses: Tenses refer to a structure utilized to indicate the timing of an occurrence or condition. In English there are three primary tenses referred to as the present, past and future. All these tenses can additionally be subdivided into various tenses to express more precise shades of time. Role of Tenses Tenses assist speakers or writers in structuring the chronological order of events that take place.

Correctly using tenses allows for clear communication regarding when an event happened, is happening, or will happen. (GL Dalimunthe, 2024)

Primary tense: Present Tense: Utilized to convey occurrences or situations taking place currently a writing? Past Tense Utilized to convey occurrences or situations that took place in the past (She studied overseas last year) Future Tense Employed to indicate happenings or situations that will take place in the future They will reach tomorrow) Tense Forms: Each tense (present, past, future) has multiple other forms to convey more precise notions of time like present continuous (ongoing), present perfect that occurred, past continuous (occurred previously, etc. Use of Tenses The application of tense in a statement relies on the time context to be expressed and the connection between events in a story or dialogue. Difficulties in Tenses One challenge in utilizing tenses is selecting the appropriate form to represent time correctly, especially in intricate sentences or extended narratives (Aleena, 2024)

Practice and Comprehension: To fully grasp and excel in using tenses, it is crucial to practice constructing sentences in various tenses. This reinforces the comprehension of how and when to apply each tense. By grasping the fundamental concepts outlined above, an individual can cultivate the skill to use tenses proficiently across diverse communication situations. The application of these tenses is tailored to the timing of the other person's invitation for communication. Among the four tenses employed the Present Continuous Tense is the most frequently utilized tense, as it is used to indicate actions that are happening at the moment. It is simpler to comprehend since it solely employs verbs ending in -ing to indicate that the action happening is indeed taking place on the present. Students also concurred that the one of these tenses was straightforward and easy to recall and the sentence structures were likewise uncomplicated.

The distinction between Present Perfect Tense and Present Perfect Tense lies in the time employed. This tense indicates actions that occurred in the past and persist to the present. Thus, it can be determined that this tense represents an action that persists from a not-so-distant past up to the present. This indicates that these activities are in close proximity, resulting in a minimal time distance, potentially as short as one unit to differentiate it from Present Continuous Tense simply examine the word in the center. Continuous refers to the present, while Perfect signifies a more accurate explanation of time spanning from the past to the present. Thus, the Simple Present Tense is even more straightforward to comprehend. This

tense exclusively centers on the past, as it depicts events that took place in the past and are unrelated to the present. This tense truly demonstrates actions that took place in the one unit. To distinguish it from Present Continuous Tense, just look at the word in the middle. Continuous means the present and Perfect means explaining time more perfectly, from the past to the past (Horia, 2019)

Ultimately, Past Continuous Tense. This tense can be utilized in various situations, one of which is to describe past events while also highlighting activities that are happening now. Both tense forms concentrate on the past, but this particular tense form relates to events happening simultaneously with the activity being discussed. in simple terms, this tense form enhances language by incorporating actions that are happening at the moment.

The use of tenses in English is very important to convey the time and aspect of an action. However, many English speakers, especially non-native speakers, often make mistakes in the use of tenses. In this analysis, we will discuss the following: However, many English speakers, especially non-native speakers, often make mistakes in the use of tenses. In this analysis, we will discuss common mistakes that often occur in the use of 16 tenses in English.

Tabel 1. The most frequently encountered errors in tenses

Error Type	Example Of Sentence	Frequency	Persentase(%)
Use Of The Simple Present	“She go to school every day”	10	10%
Use Of The Simple Past	“He walked to school yesterday”	8	8%
Use Of The Present Perfect	“I have been there seven month”	8	8%

Analysis Result:

Simple Present Tense: Common Mistakes Using plural forms with Singular verbs without the ending -s . Example: He play football should be He plays football. Present Continuous Tense: Common Mistakes Using the base form of the verb without be . Example: She reading a book should be she is reading a book. Present Perfect Tense: Common Mistakes Using have' or 'has' without the past participle . Example: I have see the movie should be I have seen the movie Present Perfect Continuous Tense: Common Mistakes Ignoring the use of been.

Example: They have studying for hours" should be "They have been studying for hours". Simple Past Tense: Common Mistakes Using the base form of the verb for completed events . Example: He go to the store should be He went to the store. Past Continuous Tense: Common Mistakes Using the base form without was/were. Example: They watch TV should be I was watching TV. (Andrey, 2010)

Past Perfect Tense: Frequent Errors Overlooking the use of the past participle Example: "She had finish her work" should be "She had finished her work" Common Mistakes in Past Perfect Continuous Tense Overlooking the inclusion of been. Simple Future Tense. Frequent Errors Utilizing the base form without will. Future Continuous Tense Typical Errors will be. I will be studying at 8 PM. Future Perfect Tense Frequent Errors Utilizing the base form without the past participle .Future Perfect Continuous Tense: Frequent Errors Overlooking the inclusion of been. (Horia, 2019)

Analysis of Misuse of Tenses in English

Omission Errors: Omission errors refer to mistakes that leave out necessary elements in a sentence written in the simple past tense. The identified omission errors are. Mistake in dropping verb endings (ed, d) in regular verbs (regular verb) in the simple past tense, the verb form employed is the second form of the verb or the one that has the ending d or ed attached to the base form of the verb (regular verb). Eighteen sentences were identified with mistakes in the elimination of verb endings (-ed-d) as shown: I ask my friend. I inquired of my friend. The mistakes Identified in the previous sentences are the absence of the endings ed and d in the past tense of regular verbs. Five statements above ought to conclude with ed or d. The statements mentioned earlier ought to be: I inquired of my friend.

Mistake in leaving out the auxiliary verb did in negative statements. In negative sentences of the simple past tense, the auxiliary did appears before not. The term did serves a crucial grammatical role as it creates negative and interrogative sentences within the simple past tense structure. The mistakes related to the absence of the auxiliary did present in the data are: I don't have money. The mistake identified in the previous sentence is the omission of the auxiliary word did in the negative statement. The proper structure of the sentences above is. I didn't have any money. (Gasperzs, 2020)

Errors in leaving out To be. The verb to be plays a crucial role in a sentence as it serves as a connection between the subject and the predicate or object within the sentence. The verb

to be employed in simple past tense sentences is was and were: mistakes in leaving out the verb to be evident in the data include: My hands bloody. "my hands are bleeding." in the sentences above, there is a mistake in omitting the verbs to be was and were, which are utilized in simple past tense constructions. The phrases mentioned earlier are: My hands were covered in blood. irregular verbs, such that. I spent my money, "I left my money behind. The statements above are incorrect due to the absence of the verb. The proper structure of the sentences mentioned above is. I forgot my money.

Improper Use of Forms (False Information), Misapplication of form (misinformation) occurs when one grammatical form is incorrectly used in place of another. The incorrect application of forms identified in student journals includes: Errors in utilizing regular simple past tense verb forms and irregular verbs Regular verbs and what are known as irregular verbs, are terms whose modifications are standard by merely appending the suffixes ed or d to their base forms, turning them into their second verb form (past tense). Examples of sentences containing mistakes in the application of regular and irregular verb forms include: I receive the first place. "I secured first place. The sentences above employ the first and third forms of irregular verbs, these sentences should take the top position.

Errors in utilizing the past tense of irregular verbs. Irregular verbs refer to verbs that do not follow the standard rules or verbs that do not simply add the endings ed or -d. but the verb that transitions from its base form to a different form or the verb deviates from the basic form. It is evident from the assertion below: I'm felted "I feel." In the statement above, there is a mistake in employing the past tense of an irregular verb. In sentence 1, the verb "felt has been modified by adding the suffix-ed, changing it to "felted." The statement prior ought to be: I experienced (fatma, 2024)

Errors in utilizing the verb To be. As stated earlier, the verbs to be utilized for the simple past tense are "was" and "were." The term "was" is applied to singular subjects, while "were" is for plural subjects. The sentences highlighting errors in the use of the verb to be in the data include: "I am got up late" and "I woke up late. In the preceding sentences, it is essential to employ "was" and "were" as helping verbs. The statements mentioned earlier should read: I woke up late. Errors in Utilizing the To do Form. The simple past tense of "to do is used for forming negative and interrogative sentences with "did." Errors in the application of the to do form observed in the data are as follows: I do not know the location. "I am unaware of the

address. In the sentence above, the wrong form of To do is applied in the negative simple past tense. The proper use of the to do form in the sentence above is I did not know the location.

Errors in Modal Usage, Below, the author outlines mistakes found in the data regarding Modals and offers corrections: I would have opened the door. "I unlock the door. In the sentence above, the application of the modal would in the simple past tense is accurate because it serves as the past form of "will" however, in this instance, the verb that follows the modal should not be altered to the past tense or left in the base form. The statement ought to be. I would unlock the door.

A mix of multiple mistakes in utilizing forms. An error involving multiple mistakes in the use of forms occurs when more than one form is used incorrectly in a single sentence. A mix of multiple mistakes in the use of forms present in the data, as stated: I forgot to bring my homework. "I remembered to bring my assignment." In the sentence above, there is an error in using multiple forms. The statement above includes an error in the application of the verb "to be" and a misuse of regular and irregular verbs. The statement mentioned earlier should read: I neglected to bring my homework

Mistake in object positioning. In sentences using the simple past tense, the object should follow the predicate for the sentence to be deemed grammatical. In the data, the author only identified sentences with mistakes in object placement, such as: I went with my family to my hometown. "I visited the village with my family. In the sentence above, the object must appear after the predicate (verb). The correct structure is: I traveled to my hometown with my family. Errors in positioning adverbs in a sentence, an adverb is typically located at the end, but adverbs can also frequently appear at the start; however, if the adverb carries emphasis, the sentence may be warranted. In the data, 2 sentences were identified that had mistakes in adverb placement, specifically My mother read me different kinds of stories all night. "My mother tells me a new story each night. In the preceding sentence, there is a mistake regarding the adverb's position: this sentence employs a time adverb that appears in the middle of it. The accurate positioning of the sentence mentioned above is. My mother read me various types of stories throughout the night. (Fitria, 2024)

Errors in the placement of conjunctions. A conjunction, or linking word, is a term utilized to join one group of words to another group of words. The data revealed sentences with mistakes in the positioning of conjunctions, such as: They were singing happy birthday then.

"They sang happy birthday then." The accurate arrangement of the sentences above is: Then they sang happy birthday

Blend of Two Types of Mistakes. Merging errors occur when a sentence contains more than one kind of mistake. In sentences using the simple past tense, merging mistakes can lead to ungrammatical structures. According to the data, sentences were identified that featured a mixture of form errors and omission errors as follows: Incorrect use of the form to be and errors in dropping the ed ending, namely: I was arrive in campus. "I reached." In the sentences above, the verb "to be" is unnecessary, and the verbs in the sentences above should be modified with the ending -ed. The accurate structure of the sentence, combining the improper use of form with the mistake of omission, is: I arrived.

Misordering and omission errors are sentences featuring a mix of placement mistakes and omission errors, such as subject placement errors and missing the suffix ed. For example: "Me and my parents return to Motoling should be corrected to "My parents and I returned to Motoling." In the previous sentence, the subject "my parents" is arranged incorrectly, and the verb in that sentence lacks the-ed ending. The accurate phrase from the above sentence is: My parents and I came back to Motoling (Herawati, 2019)

During our conversation, it became clear that students grasp certain tenses better since discussions with peers who speak their native language make comprehension easier. These four types of tenses are simple to grasp, and their application is frequently encountered in daily life, making it easier to remember how to use them.

CONCLUSION

The errors mentioned above frequently arise from a lack of understanding regarding the structure and application of tenses in English. Speakers frequently translate literally from their native language, which may lead to mistakes, thus, grasping the fundamental structure and usage of tenses through regular practice is essential. The analysis of frequent mistakes in tense usage reveals that numerous students struggle, particularly with selecting the right verb forms, including the omission of endings (s, es) and using incorrect verb forms. The benefit of this analysis is that it offers a detailed insight into error patterns, whereas the drawback is its inability to recognize all tense forms lacking auxiliary verbs. Recommendation. Additional

practice and implementation of context-oriented methods are required to enhance students' comprehension of tenses, thus bridging the gaps in the research.

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