

FIVE BASIC TENSES

BY

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Abstract

Students have different opinion on the using of five basic tenses. Questions were asking to students about the tenses. To prove the statement is true or wrong , so we gave the question to PBI 5/4th semester about five basic tense evidently they can answered the question and just some of them who can't answered. Only one student categorized as Excellent, only 18 students categorized as Very Good, only 6 students categorized as Good and only one student categorized as Poor. But the problem of them is they not really know about the distinguish how to use Future tense and Past Perfect tense, Simple present tense and Present continuous tense and the last Present perfect tense and Present continuous tense.

1.1 Background

We As A Student In State Islamic University of North Sumatera Faculty of Science nd Teacher Training. We would introduce the major of this faculty has many department especially Department of English Education. Department of English Education has six class start from PBI-1 to PBI-6.

We make this paper for finishing the English paper assignment entitled "Five basic Tenses". The writer would like to say thanks to Mam Maryati Salmiah as a Structure drill's Lecturer, who has given us the opportunity to make this paper.

The writer also wish to express our deep and sincere gratitude for those

who have guided in completing this paper. This paper contains about Five basic Tenses. The definition of Tenses, Kinds of tenses, Pattern, the different between each other tenses. And the example each Tenses. We're from PBI-IV/ 4 Semester, we make this paper and have a mini research in class PBI-V/4 Semester.

We make this research To know their ability about tenses. Is it an easy or difficult in their opinion? So to know that, we make a mini research, like make the Interview. For the first time, we'll ask them, What they think about tenses? It is an easy, or difficult? After we ask them, We'll make a test. And in the test all about Tenses. We make a test to clear their perception, and to prove their

opinion. It is true or false? Is it right what they said? So in this mini research, We want to know their ability about Tenses. In this Interview, we want to find out their problems. Because everyone have the different Opinion.

In generally, mini research is we have a research or getting the information to another people. We are creat this paper because as we know that Theory Tenses is characteristics of verbs that indicates the time of the action or state of being described. Tense is a category that expresses time reference. Tenses are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns.

From this paper, we can know their ability about What is a tenses? How many tenses they must learn, what the function of the tenses they know? And what the difference between each other tenses? In this papper will expain that. So we as a students in Department of English Education, we can know and Understand about this lesson.

1.2 Theory of Subject

Tenses is characteristics of verbs that indicates the time of the action or state of being described. In general, Tenses can be divided 5 basics tenses :

Simple Present Tense, Simple Past Tense, Simple Future Tense, Present Continuous Tense, and Present Perfect Tense.

The Definitions based on each tenses

1. Simple Present Tense

According to (Krohn : 1971), simple present tense is tense denoting an action happening in this time. This tenses used to express habits, repeated actions, general truths and to give instructions or directions (rahmah, 2010).

Patterns : (+) S + Verb₁ (s/es) + O/C

(-) S + don't/doesn't + Verb₁ + O/C

(?) Do/Does + S + Verb₁ + O/C

Example :

(+) he drives a bus

(-) he doesn't drive a bus

(?) does he drive a bus ?

2. Simple Past tense

In mastering simple past tense, we must know its definition. There are some definitions of simple past tense from some experts, as follows:

1) According to Hornby (1975:85), "Simple past tense is to indicate activities or states in the past, without indicating any connection the present."

2) According to hewings, martin (1999: 6), " We use the past simple for situation

that existed for a period of time in the past, but not now.”

3) According to Azar, Betty Schramper (2002: 27), “The simple past indicates that an activity or situation began and ended at a particular time in the past.”

Based on the explanations above, the writer concludes that simple past tense is a verb form to indicate activities or situations that happen at a particular time in the past.

Past Tense used to describe an action finished in the past, and to interrupt an action which was in progress in the past.

Patterns : (+) S + Verb₂ + O/C

(-) S + Didn't + Verb₁ + O/C

(?) Did + S + Verb₁ + O/C

Example :

(+) She enjoyed the party

(-) She didn't enjoy the party

(?) Did she enjoy the party ?

3. Future Tense

In English grammar, the future is a verb tense (or form-see the notes by Pinker and Rissanen below) indicating action that has not yet begun. There is no separate inflection (or ending) for the future in English. The simple future is usually expressed by placing the auxiliary *will* (going to) or *shall* in front of the base form of a verb (i will leave tonight”). Others ways to express the

future include (but are not limited to). We can use will or shall with I and we, don't use shall with he/she/it/you/they. (raymond murphy, 1985)

Simple Future Tense to express spontaneous action, promise, willingness, and express a prediction.

Patterns : (+) S + Will/Shall + Verb₁ + O/C

(-) S + Will not/ Shall not + Verb₁ + O/C

(?) Will/Shall + S + Verb₁ + O/C

Example :

(+) We will probably go to Scotland in July.

(-) we will not probably go to Scotland in July.

(?) will they probably go to Scotland in July.

4. Present Continuous Tense

Present Continuous Tense a tense of verbs used in describing action that is on-going. This tense use in when we talk about something which is happening at the time of speaking, happening around the time of speaking, about a period around the present, and talk about changing situations (rahmah, 2010).

Patterns : (+) S + Tobe + V_{ing} + O/C

(-) S + Tobe + not + V_{ing} + O/C

(?) Tobe + S + V_{ing} + O/C

Example :

(+) They are speaking English well.

(-) They aren't speaking English well.

(?) Are they speaking English well.

5. Present Perfect Tense

Present Perfect Tense a tense of verb used to describe an action that started in the past and continues in the present, performed during a period that has not yet finished, recently completed actions and to describe an action when the time is not important (rahmah, 2010).

Patterns : (+) S + Have/has + Verb₃ + O/C

(-) S + Have/Has + Not + Verb₃ + O/C

(?) Have/Has + S + Verb₃ + O/C

Example :

(+) She has gone to Canada.

(-) She hasn't gone to Canada.

(?) Has she gone to Canada ?

1.3 Method of Research

a. Problem of the Research

To find a problem of the research we are give a question to the PBI 5 fourth semester. We are asking to them about 5 basic tenses , most of the students answer that tenses were difficult . Tenses used to indicates the time of the action (rahmah,2010).

After we were asking question to PBI 5 , the according of them tenses is a difficult subject.

Based on the identification above especially in 5 basic tenses that the problems of the research is:

1. Are the students able to learn 5 basic tenses ?
2. What kind of students problem learning 5 basic tenses ?

b. Research Objective

The objective of this research is

1. To find the students ability in using the tenses by the question that we gave to students of English Department of UIN-SU in PBI 5 fourth semester.
2. To know the difficulties of students in learning tenses.
3. To know where the difficulties of students when they using the tenses in speaking.

c. Procedure of Research

Implication :

The research will give contribution of the concept to make good sentences and how to speak well depend on the situation.

Application :

For teacher:

- Teacher will be improve the problems that usually make among students on the use of tense.
- Teacher will be able to predict the errors that probably will happen to the students so that they will be able to overcome the troubles.

For the students:

- The students will be able to study the grammar especially tenses.

In collecting data , we use descriptive research designs. According to Hidayat Shah descriptive research is research methods used to find the widest possible knowledge of the research object at a certain time. Meanwhile, according to Punaji Setyosari he explained that descriptive research is research that aims to explain or describe a situation, event, object whether people, or anything associated with variable-variabel can be explained both by numbers and words. The same thing also expressed by Best that descriptive research is a research method that seeks to describe and interpret the object in accordance with what it is.

Sukmadinata (2006: 72) describes research is a form of descriptive study aimed to describe the phenomena that exist, whether a natural phenomenon or man-made phenomenon. The phenomenon could be the shape, activity, characteristics, changes, relationships, similarities and differences between the phenomena with each other phenomenon

Descriptive study by Etna Widodo and Mukhtar (2000) most are not intended to test a specific hypothesis, but rather describe what a symptom, variable, or circumstances. However, by no means all descriptive study did not use a

d. Research Design

hypothesis. The use of hypotheses in a descriptive study is not intended to be tested but how trying to find something that is meant as an alternative to overcome the problem of research through scientific procedures.

Descriptive research is not confined to the issue of collection and compilation of data, but also includes the analysis and interpretation of the meaning of the data. Therefore, descriptive research may take the form of comparative research, a study that compares the phenomena or symptoms of the phenomenon or other symptoms, or in the form of quantitative studies by conducting classification, assessment, setting standards, and ties the position of the element by element other.

Descriptive research is a research method that seeks to describe and interpret the object in accordance with what is (Best, 1982: 119). This study is also often called noneksperimen, because in this study did not study the control and manipulation of the variables. With descriptive research method allows for a relationship between variables, testing hypotheses developed a generalized, and develop theories that have universal validity (west, 1982).

In addition, research is also a descriptive study, in which data collection to test the research questions or hypotheses pertaining the situations and current events. They report the state of the object or subject under study in accordance with what is generally descriptive study conducted with the main objective.

Descriptive research is generally done with the primary objective, namely systematically describe the facts and characteristics of the object and the subject under study accurately. In recent developments, descriptive research method was also carried out by the research for two reasons. First, obtained from empirical observation that most of the research report done in descriptive form. Second, the descriptive method is very useful to get a variation on issues related to education and human behavior.

e. Population and Sample

Population

A population can have a number of large and small as well as can be known the nature or variations. In this reseach during to study is all of the students of English Department in UIN SU is PBI 5 fourth semester.

Sample

Sample is represent of population. Therefore, that be sample is all of students in PBI 5 fourth semester. The total number of the student are 29 students .

f. Data collection

In this research to find the students problem we use :

1. Interview

We are asking to students of PBI 5 fourt semester about tenses avidently that approximately 75 percent they felt it was difficult but 25 percent were easy.

2. Test

We gave the test to students of PBI 5 fourth semester to evince their statement.

3. Interview

After we gave the test, avidently that their statement was they can answered the question and just some of them who can't answered.

g. Method of Analyzing Data

The data will be analyzed in qualitative descriptive, as the analysis of the data used by way of examining the responses collected which can be obtained from the study subject. The answers are organized by identifying and categorizing according to research goals. This is consistent with the basic step case study disclosed by Sudjarwo (2001).

1.4 Questions

So we want to prove, Is their perceptions are right? By give Some examples or test all about tenses.

II. Discussion

2.1 STUDENTS OPINION

We are asking to them about 5 basic tenses , most of the students answer that tenses was difficult. We are asking to students of PBI 5 fourth semester about tenses avidently that approximately 75 percent they felt it was difficult but 25 percent was easy.

2.2 STUDENTS ABILITY

No	Inisial	Total
1	Z P	17
2	AML	15
3	IM	16
4	HH	15
5	RAN	15
6	NAS	17
7	TDS	15
8	NAZ	16
9	M	16
10	PNH	16
11	RT	17
12	NAN	17
13	DN	14
14	KL	16
15	DF	15
16	FTY	11
17	-	13
18	FW	10
19	DA	13
20	FS	12
21	HT	14
22	-	20
23	M	5
24	USS	15
25	DQ	16

26	ADN	16
Total		

Excellent : 20 – 26
 Very Good : 15 – 19
 Good : 10 – 14
 Poor : 0 – 9

From the table above , it seems that only 1 student that mastering tense or categorized as Excellent, only 18 students that known about tense or categorized as Very Good, only 6 students that not really know about tense or categorized as Good and only 1 student unknowing about tense or categorized as Poor .

2.3 STUDENTS PROBLEM

No	Question	Students Sample	
		Correct	Incorrect
1	It this afternoon	11	15
2	I write the letter tomorrow morning	20	6
3	I before she knocked the door	16	10
4	She smart ways in his work now	20	6
5	Its time we.....	2	24
6	I will say to my father when..... I time	19	7
7	Budi told me that he..... his homework	20	6
8	I would rather you..... till Saturday	12	14
9	I wish i Javaness	25	1
10	Its my brother who in television	6	20
11	An action happened that is definition of	14	12
12	She feeds her dog everday	25	1
13	I am just leaving work, i'll be home in an hour	12	14
14	Using for clarify habitual or event nowadays	24	2
15	Refers to a time later than now and expresses fact or certanty	7	19
16	Describes a past event or state of being	11	15
17	Everday, Liam..... a football practise	22	4
18	Don't be noisy ! the baby.....	2	24
19	The baby always (sleep)..... around this time	14	12
20	My father (drink).... coffee since he was a teenager	22	4
21	The team (win)..... their first trophy last year	16	10
22	He (forgot,not).... to pick his brother last night	17	9
23	She..... the town early tomorrow morning	11	15
24	A : if you see Alex, can you tell him that I need him to call me ?	12	14

	B : Sure, I..... him		
25	I this movie for three times but I still one more	9	17
26	A : have you eat anything ? B : yes, I..... my breakfast before coming here	9	17
Total			

From the text above evidently they have difficulties in understanding about tense in some of kinds tense. Such as the following statements :

1. They not really know about Future tense, if the question like “ Its time we....” they was considered that the question were Past perfect tense.
2. They not really know about the differences between Simple Present tense and Present Continuous tense in the question like “ Its my brother who.....in television” they was considered its a Simple present tense , but that is a Present continuous tense.
3. They not undestand well about how to use Present perfect continuous tense. So, they give reason that the question like “Don’t be

noisy! The baby.....” . The baby is sleeping but it was still going on until the baby wake up. But they just understand the baby is sleeping, so they was considered that the question were Present continuous tense.

III. Closure

3.1 Conclusion

1. In this research, the first method we were asking to PBI 5/4th semester about the tense. After we were interviewed to Students in PBI 5/ 4th semester, evidently most of them answered that Tense was difficult approximately 75 percent and 25 percent was easy.
2. To prove the statement is true or wrong , so we gave the question to PBI 5/4th semester about five basic

tense evidently they can answered the question and just some of them who can't answered. Only one student categorized as Excellent, only 18 students categorized as Very Good, only 6 students categorized as Good and only one student categorized as Poor .

3. But the problem of them is they not really know about the distinguish how to use Future tense and Past Perfect tense, Simple present tense and Present continuous tense and the last Present perfect tense and Present continuous tense.

3.2 Suggestion

1. For the lecturer to give more attention to their students, especially in the tenses. And not directly to believe students if they say it has been understood, the lecturers should done the test again.
2. For students, should be practice in learning about tenses. Because with practice make a better then before. In learning tenses theory is not enough without practice.

REFERENCES

Fithriani, Rahmah. 2010. *English Grammar*. Bandung : Citapustaka Media Perintis

Related Link

<http://vantob.blogspot.co.id/2013/11/teori-tenses-present-past-future.html?m=1>

<http://www.englishpage.com/verbpage/futurecontinuous.html>