

## ABSTRACT

SMA students often make errors in the English grammar, particularly on the grammatical aspect of Simple Past Tense and Present Perfect Tense. These errors cannot be neglected. These errors certainly need remedial work especially when we know that the mastery of Simple Past Tense and Present Perfect Tense is a must in Curriculum 1984.

The first objective of this thesis is to find out whether the third year of SMA students still find difficulties in learning Simple Past Tense and Present Perfect Tense. The second objective is to find out kinds of difficulties SMA students possibly face. And then the third objective is to find out the possible causes of having these difficulties. In order to improve the achievement of learning Simple Past Tense and Present Perfect Tense, an alternative way of teaching them is suggested.

In writing this thesis, the writer conducted a sample survey on the SMA students' mastery of Simple Past Tense and Present Perfect Tense. The data was obtained through giving a test on Simple Past Tense and Present Perfect Tense to the sixth semester students of SMA Marsudi Luhur, SMA Budya Wacana I, SMA Institut Indonesia I; A1, A2, and A3 program in the academic year of 1988 - 1989. The data obtained was then analyzed based on the theory of Error Analysis.

The data on the individual achievement show that only a few students can achieve equal to or more than 75% correct items in the test. The data on the group achievement show that no group is able to achieve equal to or more than 75% correct items in the test. Thus, based on the criteria of learning achievement by "Departemen Pendidikan dan Kebudayaan", it can be said that the students still find difficulties in learning Simple Past Tense and

Present Perfect Tense. The errors that the students made reflect their difficulties. The errors are found in the area of morphology, syntax, and semantics.

The writer identified some possible factors causing the difficulties faced by the students in learning Simple Past Tense and Present Perfect Tense. They can be classified into the nature of the language previously learned (Indonesian), the nature of the target language (English), and the nature of the language teaching nowadays.

Finally, the writer suggests a way of teaching Simple Past Tense and Present Perfect Tense and Irregular Verbs as well. This way of teaching deals with the form, meaning, and use. And it is hoped that the suggested way of teaching will be helpful for English teachers in general.

