

LEARNING DIFFICULTIES
IN PRESENT PERFECT TENSE
AND
THE ENGLISH VERB "HAVE"



A THESIS

PRESENTED TO
THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
FACULTY OF ARTS AND LETTERS
SANATA DHARMA
TEACHERS' TRAINING INSTITUTE

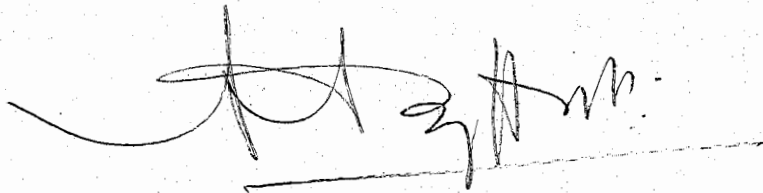
IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR
SARJANA DEGREE

BY
YOHANES MUJIYO HARSONO
I, 1353

YOGYAKARTA
JANUARY 19, 1982

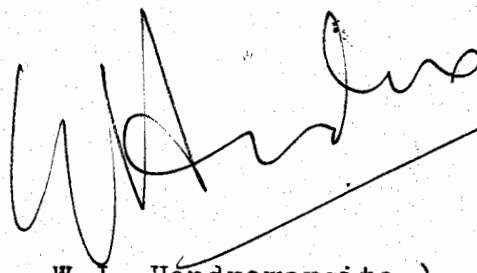


Approved by



(Drs. A. Aryanto, M.A.)

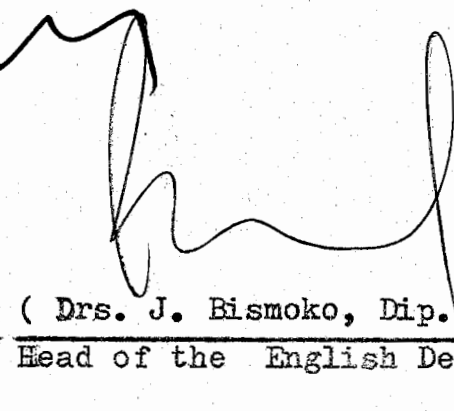
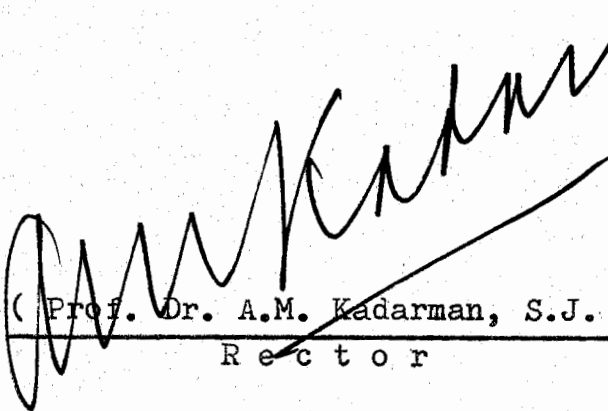
Major Sponsor



(Drs. W.J. Hendrowarsito)

Sponsor

IKIP Sanata Dharma
YOGYAKARTA



(Prof. Dr. A.M. Kadarman, S.J.)

R e c t o r

(Drs. J. Bismoko, Dip. TESL.)

Head of the English Department

ACKNOWLEDGEMENTS

This thesis is presented to the Department of English Sanata Dharma Teachers' Training Institute in Partial fulfilment of the requirements for the Sarjana Degree. In accomplishing this thesis, I owe an everlasting debt to Drs. A. Aryanto, M.A., my supervisor, who has given me his patient guidance and his encouragement. My profound gratitude also goes to him that in spite of his business he was always ready to help me in solving my problems concerning the writing of this thesis. It was also his generosity in lending materials that enabled me to compose this thesis more easily.

I also address my deepest thanks to Drs. W.J. Hendrowarsito, who in spite of his business, has been ready to read and to be the sponsor of my thesis. I would like to express my deepest gratitude to Martha Hoffman, a lecturer at the Department, who kindly read through and corrected my thesis.

I am also greatly indebted to all my lecturers who have given me their generous aids and services concerning my education at the English Department.

My unforgettable thanks also go to my colleagues in SMA Stella Duce who have helped me trying out the tests used for the basis of this written work. I thank all of my friends, too, who have made me feel at home in learning at the English Department.

My last but not least thanks go to my parents and all my relatives who have facilitated and encouraged me to finish my study.

Yohanes Mujiyo Harsono

TABLE OF CONTENTS

	page
Approval	i
Acknowledgements	ii
Table of contents	iii
Introduction	1
Chapter I : The Data	4
- The first test	5
- The second test	5
- The result of the tests	8
* The first test	8
* The second test	10
Chapter II : The Error Analysis	34
A. Preface	34
B. The Analysis of the Errors	37
1. The first test	37
2. The second test	41
Chapter III : The Remedial Teaching	65
A. Preface	65
B. Carrying out the Remedial Teaching	67
1. Teaching the Simple Present Tense	67
2. Teaching the Simple Past Tense	78
3. Teaching the Present Perfect Tense	84
a. The form	84
b. The past participle	87
c. The time expressions	89
Conclusion and Suggestion	95
Appendix	97
Bibliography	104
Epilogue	106



INTRODUCTION

English is a foreign language for the Indonesians. English is one of the most important language in the world, since it functions as an international language. Thus, the English language learning is becoming more and more important. This is also true to the Indonesians. It is so because to enlarge and to deepen their knowledge they have to read books or listen to news in English.

However, after learning for years it shows that Indonesian students are still not capable of expressing their ideas or of understanding subjects, speeches, or broadcasts in English. This thing happens because English is difficult. One of the aspects that makes it difficult to learn English is its system. The system of English is different from that of Indonesian. Each language has its own system. The difference especially lies in their structural system. Supporting this idea Lado states in his book Language Teaching as follows :

The most important differences between two languages are not those of words, striking though vocabulary differences maybe. The basic differences are in their structures since each language has its own system of sentence patterns, intonation, stress, consonants and vowels. 1)

Gorys Keraf in his book Tatabahasa Indonesia untuk Sekolah Menengah Atas also says as follows :

Setiap bahasa mempunyai sistem-sistem yang khusus untuk mengikat kata-kata atau kelompok - kelompok kata ke dalam suatu gerak yang dinamis. Sebab itu tidak dapat dibenarkan untuk menyusun tatakalimat suatu bahasa dengan menerapkan begitu saja sintaksis bahasa lain, 2)

1) Lado, Robert. Language Teaching. A Scientific Approach. McGraw Hill, Inc., New York, 1964, page 14.

2) Keraf, Gorys, Dr. Tatabahasa Indonesia untuk Sekolah Menengah Atas. Cetakan VII, Nusa Indah, Arnoldus, Ende-Flores, 1980, page 136.

He says that every language has its own system to bound words or phrases into a dynamic movement. Thus, it cannot be justified to arrange sentence structure of a language just by applying the syntax of another language,

Seeing those facts, when we learn a language, we should learn its structure in order to use the language correctly. English as a language must also have its own structure that is different from that of others including Indonesian. English has tenses, whereas Indonesian does not. Since Indonesian does not have any tenses, they are problems for Indonesians learning English.

This thesis is trying to observe students' work in Present Perfect Tense and the English verb 'have'. The students observed were Senior High School Students. The tests tried out were of two types, multiple choice and essay, easy and difficult. The multiple choice test was the easy one. It was based on the SMP, Junior High School, curriculum. By trying out this test the writer wants to know the knowledge of Senior High School students in Present Perfect Tense. The second test, the essay one, was more difficult since the students must find their own answers and the material was not only based on the SMP curriculum but also taken from SMA curriculum and even beyond those two curriculums. Besides, the material tested was not only concerned with Present Perfect Tense, but also with the English verb 'have'. By doing so the writer aims at observing the students own creativity beyond their study at school. This is all discussed in chapters I, II, and III.

In chapter I, the writer presents the data used for the basis of this thesis. The data include the place of the observation, the time when the tests were tried out, and how

long the tests should be finished, the students observed, the materials of the tests, and the result of the students' work. The result of the students' work itself consists of tables dealing with the subject, verb group, the number of students answering correctly and incorrectly, and the percentage. The detail of the wrong answers, the number of the students, and the percentage are also stated after the above tables.

The next chapter, chapter II, will talk about the analysis of the data or the errors made by the students as written in the previous chapter. This analysis is also accompanied with the sources of the difficulties that lead the students into errors.

To prevent the same errors, teachers must do something that is useful for the students. That activity is called remedial teaching. This thesis also talks about this in chapter III. At the very end of this chapter the writer gives the conclusion of what have been written before.

CHAPTER I

THE DATA

This chapter presents the data used as the basis of this writing. The data include the place, time, students, materials, and the results of the tests.

The tests were administered in SMA Stella Duce on Jalan Sabirin 1 - 3 Yogyakarta where the writer taught. They were done on August 31, 1981; September 1, 1981; September 7, 8, and 10, 1981.

The students doing the tests were of the first, second and third year classes. They were 108 first year students, 115 second year students, and 22 third year students. The total number of students was 245. They were divided into two groups. The first group consisted of 155 students and the second consisted of 90. Each group was given different test material.

The test materials were of two types, easy and difficult. The easy one was tested to the first group of students and the difficult one was tried out on the second group of students. The first test was based on the vocabulary list of GBPP 1975 for SMP except the verb number 4 (see the test material on page 5). It was given in multiple choice type. The second test was in the form of essay. Some words were very difficult and some were not. Some patterns were already known and some were not by the students. The second test included also translation from Indonesian into English. However, all dealt with the use of 'have' including the word 'sudah' in Indonesian. The following were the tests tried out :

The first test

Directions : Choose the correct answer to fill in the blanks.

Give a cross on the letter in front of the correct answer.

1. Mr. Achmad us.

a. have leaved	c. has leaved
b. have left	d. has left
2. Peter and Paul the answers.

a. have finded	c. has finded
b. have found	d. has found
3. My friend, Anti,to my last letter.

a. have not replied	c. has not replied
b. have not replied	d. has not replied
4. That hen lots of eggs for these last two months.

a. have layed	c. has layed
b. have laid	d. has laid
5. The students in the school-yard for ten minutes.

a. have played	c. has played
b. have plained	d. has plained
6. Suharto, the president, Indonesia for ten years.

a. have leaded	c. has leaded
b. have led	d. has led

This test was tried out to those 155 students by the writer's colleagues in SMA Stella Duce a few minutes at certain periods before they really taught the students.

The second test

There are three groups in this test : putting the verbs in brackets into the correct Present Perfect Tense, making

negatives and interrogatives from statements using 'have', and the last one is translation from Indonesian into English. Here is the test :

I. Directions : Put the verbs in brackets into Present Perfect Tense.

1. People (lie) on the grass enjoying the sunshine for an hour.

.....

2. Our guide (lead) us through a series of caves.

.....

3. The industrial revolution (modify) the whole structure of English society.

.....

4. The villagers (thrust) spears into the tiger's stomach.

.....

5. Who (lay) the linoleum ?

.....

6. (you, wind) up your watch ?

.....

II. Directions : Make the following sentences into :

A. Negatives

1. My brother has his bicycle mended.

(-)

2. I have my bicycle cleaned by the time he has breakfast.

(-)

3. We have him polishing shoes.

(-)

4. The teacher has the student write the report.

(-)

5. They have headaches often.

(-)

6. The merchants have lunch in that restaurant.

(-)

B. Interrogatives

1. He has to arrive at seven a.m.

(?)

2. The owner also has a car.

(?)

3. The two boys have won the prize.

(?)

4. The girls have a job to do.

(?)

III. Directions : Translate the following sentences into English.

1. Mereka sudah makan siang.

.....

2. Ibu sudah pergi ke pasar kemarin pagi.

.....

This second test was tried out on those 90 students, the second group, by the writer's colleagues too for forty minutes, but some students finished earlier.

The sentences in the test were taken from some sources : dictionaries, magazines, books, or the writer's own sentences.

Having finished correcting the students' work, the writer tried to classify the students that have answered correctly and those that have answered incorrectly. He also classified students that have answered incorrectly further according to the type of errors they have made. The writer also writes the number of students answering correctly and incorrectly and al-

so the percentage. Here is the result.


The result of the tests

The first test

1. Mr. Achmad us.

- a. have leaved
- c. has leaved
- b. have left
- d. has left


subject	verb group	the number of students	percen- tage
third person singular	have leaved	3	1.935 %
	have left	1	0.645 %
	has leaved	27	17.419 %
	has left	124	80.000 %

 : the correct one

2. Peter and Paul the answers.

- a. have finded
- c. has finded
- b. have found
- d. has found


subject	verb group	the number of students	percen- tage
third person plural	have finded	14	9.032 %
	have found	136	87.741 %
	has finded	1	0.645 %
	has found	4	2.580 %

 : the correct one

3. My friend, Anti, to my last letter.

- a. have not replied
- c. has not replied
- b. have not replied
- d. has not replied

subject	verb group	the number of students	percen- tage
third person singular	have not replied	2	1.290 %
	have not replied	13	8.387 %
	has not replied	13	8.387 %
	has not replied	126	81.290 %

 : the correct one

In this number there was one student that did not choose any answer.

4. That hen lots of eggs for these last two months.


a. have layed

c. has layed

b. have laid

d. has laid

subject	verb group	the number of students	percen- tage
third person singular	have layed	8	5.161 %
	have laid	27	17.419 %
	has layed	34	21.935 %
	has laid	84	54.193 %

 : the correct one

With this question there were two students who did not answer.

5. The students in the school-yard for ten minutes.

a. have played

c. has played

b. have plained

d. has plained

subject	verb group	the number of students	percen- tage
third person plural	have played	137	88.387 %
	have plaied	7	4.516 %
	has played	10	6.451 %
	has plaied	1	0.645 %

: the correct one

6. Suharto, the president, Indonesia for ten years.

- a. have leaded
- c. has leaded
- b. have led
- d. has led

subject	verb group	the number of students	percen- tage
third person singular	have leaded	5	3.225 %
	have led	2	1.290 %
	has leaded	87	56.129 %
	has led	60	38.709 %

: the correct one

One of the students did not give any answer.

The second test

I. Directions : Put the verbs in brackets into Present Perfect Tense.

1. People (lie) on the grass enjoying the sunshine for an hour.

subject	verb group	the number of students	percen- tage
third person plural	have lain	19	24.1 %
	others	71	78.9 %

: the correct one

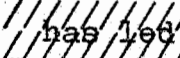
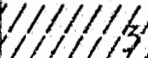
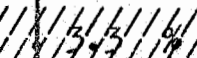
From those 71 students answering incorrectly, they answered as follows :


answers	the number of students	percentage
has lain	6	6.666 %
has lied	2	2.222 %
lied	5	5.555 %
have lied	8	8.888 %
has liying	2	2.222 %
liying	3	3.333 %
have liying	5	5.555 %
lieying	1	1.111 %
has lying	2	2.222 %
lying	4	4.444 %
have lying	1	1.111 %
have lie	4	4.444 %
have ly	1	1.111 %
have been lying	3	3.333 %
have been lieing	1	1.111 %
have been lie	1	1.111 %
have been lied	4	4.444 %
have lay	3	3.333 %
has lay	1	1.111 %
had lain	1	1.111 %
lain	1	1.111 %
had been lied	4	4.444 %
have laid	2	2.222 %
will lie	1	1.111 %
are laying	1	1.111 %
was liying	1	1.111 %
lies	1	1.111 %

answers	the number of students	percentage
were lied	1	1.111 %
has lieying	1	1.111 %
no answer	3	3.333 %

From those errors, 45 students made errors on the form of Present Perfect Tense, 24 students failed in making the past participle, and 13 students failed in choosing the auxiliary verb have, they used has instead, and 16 students added -ed to the first form to make past participle.

2. Our guide (lead) us through a series of caves.

subject	verb group	the number of students	percen- tage
third person singular	 has / led	 5	 5.555 %
	others	87	96.7 %

 : the correct one

From those 87 students answering incorrectly, their answers were as follows :

answers	the number of students	percentage
led	1	1.111 %
have led	5	5.555 %
has leaded	6	6.666 %
leaded	4	4.444 %
have leaded	7	7.777 %
has lead	9	9.999 %
to lead	1	1.111 %

answers	the number of students	percentage
lead	3	3.333 %
have lead	6	6.666 %
has leading	5	5.555 %
leading	6	6.666 %
have leading	4	4.444 %
have been led	2	2.222 %
have been lead	1	1.111 %
has been lead	1	1.111 %
has been leading	2	2.222 %
have been leading	2	2.222 %
have been leaden	1	1.111 %
has lied	1	1.111 %
has load	1	1.111 %
load	1	1.111 %
have lied	1	1.111 %
has leaden	1	1.111 %
has lean	1	1.111 %
has leat	1	1.111 %
were leaded	1	1.111 %
leades	1	1.111 %
was leading	2	2.222 %
had been leading	1	1.111 %
will lead	1	1.111 %
have leid	1	1.111 %
had been led	1	1.111 %
no answer	6	6.666 %

From those errors, 45 students made errors on the fprm of Present Perfect Tense, 53 students made errors on the past participle, and 18 students failed in making or choosing

the correct auxiliary has, they used have instead.

3. The industrial revolution (modify) the whole structure of English society.

subject	verb group	the number of students	percentage
third person singular	has modified	19	21.1 %
	others	71	78.9 %

//// : the correct one

From those 71 students answering incorrectly, their answers were as follows :


answers	the number of students	percentage
modified	8	8.888 %
have modified	8	8.888 %
has modify	5	5.555 %
to modify	1	1.111 %
have modify	5	5.555 %
has modifying	5	5.555 %
modifying	8	8.888 %
have modifying	4	4.444 %
have been modified	1	1.111 %
has been modified	3	3.333 %
have been modify	1	1.111 %
have been modifying	3	3.333 %
has been modifying	1	1.111 %
is modifyng	1	1.111 %
modifing	1	1.111 %
have modifyed	2	2.222 %
modifier	1	1.111 %

answers	the number of students	percentage
have modifi	1	1.111 %
had been modified	1	1.111 %
will modify	1	1.111 %
modifying	1	1.111 %
modifer	1	1.111 %
modified	1	1.111 %
have been modifying	1	1.111 %
was modifieng	1	1.111 %
modifies	1	1.111 %
was modifier	1	1.111 %
no answer	3	3.333 %

From those errors, 43 students made errors in the form of Present Perfect Tense, 12 students made errors in the past participle, 2 students failed in changing the -y ending into -i before they added -ed, and 25 students failed in using the correct auxiliary has, they used have instead.

4. The villagers (thrust) spears into the tiger's stomach.

subject	verb group	the number of students	percentage
third person plural	have thrust	18	20 %
	others	72	80 %

 : the correct one

From those 72 students answering incorrectly, their answers were as follows :

answers	the number of students	percentage
thrust	4	4.444 %
has thrust	3	3.333 %
have thrust	17	18.888 %
thrust	4	4.444 %
has thrust	1	1.111 %
have thrusting	6	6.666 %
thrusting	8	8.888 %
are thrusting	1	1.111 %
has thrusting	1	1.111 %
have been thrust	2	2.222 %
have been thrust	4	4.444 %
have been thrusting	5	5.555 %
thrust	1	1.111 %
has thrust	1	1.111 %
have thrusts	1	1.111 %
have throw	1	1.111 %
were thrust	2	2.222 %
was thrusting	1	1.111 %
is thrusting	1	1.111 %
will thrust	1	1.111 %
have threw	1	1.111 %
no answer	6	6.666 %

From those errors, 42 students made errors in the form of Present Perfect Tense, 32 students failed in making the past participle, and 6 students failed in using the correct auxiliary verb have, they used has instead.

5. Who (lay) the linoleum ?

subject	verb group	the number of students	percentage
third person singular third person plural	has laid	14	15.6 %
	have laid	10	11.1 %
	others	66	73.3 %

//// : the correct one

From those 66 students answering incorrectly, their answers were as follows :

answers	the number of students	percentage
laid	5	5.555m%
has layed	1	1.111 %
layed	2	2.222 %
have layed	2	2.222 %
has lay	3	3.333 %
lay	2	2.222 %
have lay	2	2.222 %
has laying	4	4.444 %
laying	6	6.666 %
have laying	1	1.111 %
has been laid	1	1.111 %
has been layed	1	1.111 %
have been lay	1	1.111 %
has been lay	1	1.111 %
has been laying	4	4.444 %
have been laying	1	1.111 %
has liying	1	1.111 %

answers	the number of students	percentage
is laying	2	2.222 %
have lie	1	1.111 %
has lying	1	1.111 %
have layen	1	1.111 %
has laied	1	1.111 %
is lying	1	1.111 %
is lay	1	1.111 %
have laied	1	1.111 %
has lieying	1	1.111 %
have who laid ... ?	1	1.111 %
have lain	1	1.111 %
is laid	1	1.111 %
laid have	1	1.111 %
did have lay	1	1.111 %
lain	1	1.111 %
has lie	1	1.111 %
had been laid	1	1.111 %
will lay	1	1.111 %
was laying	2	2.222 %
have led	1	1.111 %
had laid	1	1.111 %
were laying	1	1.111 %
is laying	1	1.111 %
no answer	3	3.333 %

From those errors, 44 students made errors in the form of Present Perfect Tense, 21 students failed in producing the past participle, 13 students used auxiliary have and 20 students used has.

6. (you, wind) up your watch ?

subject	verb group . the number of students	percentage
second person singular	have wound . 2	2.2 %
	others 88	97.8 %

//// : the correct one

From those 88 students making errors, their answers were as follows :

answers	the number of students	percentage
are wind	1	1.111 %
wind	1	1.111 %
have wind	17	18.888 %
do winding	1	1.111 %
are winding	3	3.333 %
winding	2	2.222 %
have winding	5	5.555 %
have winded	7	7.777 %
had winded	1	1.111 %
have been winding	2	2.222 %
have been wind	1	1.111 %
have been	1	1.111 %
You have wind up your watch?	1	1.111 %
I have wond up your watch.	1	1.111 %
How have you wond up your watch?	1	1.111 %
You have wond up your watch.	1	1.111 %
I winded up your watch.	1	1.111 %
wond	3	3.333 %
You have wind up your watch?	1	1.111 %

answers	the number of students	percen- tage
woun up	1	1.111 %
Did you have wond up your watch?	1	1.111 %
Wind up your watch?	1	1.111 %
Did you have wound?	1	1.111 %
You have wind up your watch.	1	1.111 %
You have wound up your watch?	1	1.111 %
wint up	1	1.111 %
Winded you up?	1	1.111 %
You have winds up your watch?	1	1.111 %
has wind up?	1	1.111 %
You have winded up your watch?	2	2.222 %
You have winding up your watch?	1	1.111 %
wund up	1	1.111 %
You have been wind up?	1	1.111 %
Are you winded up your watch?	1	1.111 %
You, wind up your watch?	1	1.111 %
You wond up your watch?	1	1.111 %
Wind you were your watch?	1	1.111 %
Is you wound up your watch?	1	1.111 %
You winded up your watch?	1	1.111 %
You wound up your watch?	1	1.111 %
Are you winding up your watch?	1	1.111 %
been winded	1	1.111 %
Will you wind up your watch?	1	1.111 %
Wind you up your watch?	1	1.111 %
no answer	11	12.222 %


From those errors, 50 students showed that they did not understand the form of Present Perfect Tense, 58 students showed that they did not understand the past participle

of the verb, and two students did not understand the auxiliary verb of the second person singular Present Perfect Tense.

II. Directions : Make the following sentences into negative.

1. My brother has his bicycle mended.

subject	verb group	the number of students	percentage
third person singular	does not have	7	7.8 %
	others	83	92.2 %

 : the correct one


From those 83 students making errors, their answers were as follows :

Sixty three students, 70 %, considered that has in that sentence was an auxiliary. Twenty other students, 22.2%, answered by using their own ways. The following were their answers :

answers	the number of students	percentage
do not has	5	5.555 %
doesn't has	5	5.555 %
don't have	4	4.444 %
didn't has	2	2.222 %
is haven't	1	1.111 %
has didn't	1	1.111 %
hasn't have	1	1.111 %
has don't	1	1.111 %

2. I have my bicycle cleaned by the time he has breakfast.

subject	verb group	the number of students	percentage
first person singular	do not have	19	21.1 %
	others	71	78.9 %

 : the correct one

From those 71 students answering incorrectly, their answers were as follows :

Fifty nine students, 65.6 %, considered that the have in that sentence was an auxiliary. Twelve other students, 13.3 %, answered as follows :

answers	the number of students	percentage
have did not	1	1.111 %
have	2	2.222 %
not have	1	1.111 %
have doesn't	1	1.111 %
did not have	6	6.666 %
no answer	1	1.111 %

3. We have him polishing shoes.

subject	verb group	the number of students	percentage
first person plural	do not have	28	51.1 %
	others	62	68.9 %

 : the correct one

From those 62 students who answered incorrectly, 57 students, 63.3 %, considered that have in that sentence was an auxiliary. Five other students answered as follows :

answers	the number of students	percentage
have does not	1	1.111 %
is haven	1	1.111 %
didn't have	2	2.222 %
do have not	1	1.111 %

4. The teacher has the students write the report.

subject	verb group	the number of students	percentage
third person singular	does not have	13	14.4 %
	others	77	85.6 %

~~////~~ : the correct one

From those 77 students answering incorrectly, 59 students 65.6 %, considered that the verb has in that sentence was an auxiliary. The reminder, 20 %, answered as follows :

answers	the number of students	percentage
don't has	3	3.333 %
doesn't has	7	7.777 %
don't have	3	3.333 %
didn't has	2	2.222 %
write are haven	1	1.111 %
does not	1	1.111 %
has don't	1	1.111 %

5. They have headaches often.

subject	verb group	the number of students	percentage
third person plural	do not have	25	27.8 %
	others	65	72.2 %

~~////~~ : the correct one

From those 65 students answering incorrectly, 61 students, 67.8 %, thought that have in that sentence was an auxiliary and four other students, 4.4 %, answered as follows :

answers	the number of students	percentage
didn't have	2	2.222 %
do not	1	1.111 %
are haven	1	1.111 %

6. The merchants have lunsh in that restaurant.

subject	verb group	the number of students	percentage
third person plural	do not have	19	21.1 %
	others	71	78.9 %

//// : the correct one

From those 71 students answering incorrectly, 62 students, 68.9 %, thought that have in that sentence was an auxili-ary. Nine other students, 10 %, answered as follows :

answers	the number of students	percentage
doesn't have	2	2.222 %
didn't have	4	4.444 %
didn't has	1	1.111 %
no answer	2	2.222 %

Directions : Make the following sentences interrogative.

1. He has to arrive at seven a.m.

subject	verb group	the number of students	percentage
third person singular	Does ... have	5	5.55 %
	Has ... to ...	56	62.22 %
	others	29	32.22 %

//// : the correct one

From those 29 students answering incorrectly, their answers can be tabulated as follows :

answers	the number of students	percentage
Das has	9	10 %
Does --	1	1.111 %
Has to he	1	1.111 %
Do has	3	3.333 %
Did has ...	3	3.333 %
What time has	1	1.111 %
Has he arrive	1	1.111 %
Has not he to	1	1.111 %
Does have he to	1	1.111 %
What time he arrive ...	1	1.111 %
Have he to	1	1.111 %
Has arrived ...	1	1.111 %
Does he to arrived	1	1.111 %
Have he	1	1.111 %
Has he have to	1	1.111 %
Was he to	1	1.111 %
Has he to arrives ...	1	1.111 %
Has he to arriving	1	1.111 %

2. The owner also has a car.



subject	verb group .	the number of students	percen- tage
third person singular	Has ... also ...	42	46.66 %
	Does ... also have	12	13.33 %
	others	36	40 %


//// : the correct one

From those 36 students answering incorrectly, their answers can be seen in the following table :

answers	the number of students	percentage
Do has	6	6.666 %
Does ... has ...	6	6.666 %
Do have	1	1.111 %
Did has	2	2.222 %
Did have	1	1.111 %
It has the owner also?	1	1.111 %
Is has	1	1.111 %
Has a car also the owner?	2	2.222 %
Has a car the owner also?	1	1.111 %
Has has	4	4.444 %
Does the owner also a car?	1	1.111 %
Have	1	1.111 %
Why owner also has a car?	1	1.111 %
Does have the owner also a car?	1	1.111 %
Do the owner has also a car?	1	1.111 %
Has also the owner a car?	1.	1.111 %
Was has	1	1.111 %
Has the owner ?	1.	1.111 %
Has had	1	1.111 %
no answer	2	2.222 %

3. The two boys have won the prize.

subject	verb group	the number of students	percen tage
third person plural	Have ... won ...	54	60 %
	others	36	40 %

 : the correct one

From those 36 students answering incorrectly, their answers can be tabulated as follows :

answers	the number of students	percen- tage
Does have won ?	4	4.444 %
Do ... have won ?	8	8.888 %
Have to boys have won ...?	1	1.111 %
Are they have won ?	2	2.222 %
Have the two boys the prize?	2	2.222 %
What the two boys have won?	1	1.111 %
Have won the two boys the prize?	2	2.222 %
Did have the two boys win ,...?	1	1.111 %
How the boys have won ... ?	1	1.111 %
Did have won ,..... ?	1.	1.111 %
Have win ?	4	4.444 %
Do have win ?	1	1.111 %
Do won ?	1	1.111 %
Did have win ?	3	3.333 %
Have had won?	1	1.111 %
Have the two boys?	1.	1.111 %
Was the two boys won ...?	1	1.111 %
no answer	1	1.111 %

4. The girls have a job to do.

subject	verb group	the number of students	percen- tage
third person plural	Do have ...?	17	18.88 %
	Have?	59	65.55 %
	others	14	15.54 %

//// : the correct one

From those students answering incorrectly, their answers can be tabulated as follows :

answers	the number of students	percen- tage
Does have?	3	3.333 %
Did have ...?	2	2.222 %
When have the girls?	1	1.111 %
Are they have a job to do ?	1	1.111 %
Don't have the girls a job to do?	1	1.111 %
Who is the girl have ?	1	1.111 %
Does have the girls have ...?	1	1.111 %
Does the girls to do have ?	1	1.111 %
Was the girls a job to do?	1	1.111 %
Have the girls ?	1	1.111 %
Are the girls have a job to do ?	1	1.111 %

III. Directions : Translate the following sentences into English.

1. Mereka sudah makan siang.

Mereka sudah makan siang.		
	the correct one	the incorrect one
the number of students	13	77
the percen- tage	14.44 %	85.55 %

- a) From those 13 students answering correctly, they answered as follows :

answers	the number of students	percentage
... have eaten ...	6	6.666 %
... have had ...	1	1.111 %
... already had ...	3	3.333 %
... already ate ...	3	3.333 %

- b) From those 77 students answering incorrectly, their answers can be tabulated as follows :

answers	the number of students	percentage
They have eat lunch.	2	2.222 %
They have lunch.	26	28.886 %
They have eating lunch.	2	2.222 %
They had eat lunch.	1	1.111 %
They are much.	1	1.111 %
We have lang.	1	1.111 %
They are have lunch.	1	1.111 %
They have to lunch.	1	1.111 %
We have been dinner.	2	2.222 %
They have been lunch.	7	7.777 %
They have after dinner.	1	1.111 %
They do lunch.	1	1.111 %
They was lunch.	1	1.111 %
They have good luck.	1	1.111 %
They are after breakfast.	1	1.111 %
They has eten lunch.	1	1.111 %
We have after lunch.	1	1.111 %
We have eaten breakfast.	1	1.111 %
They are eat lunch.	1	1.111 %

answers	the number of students	percentage
Where are eten last morning?	1	1.111 %
They ate afternoon.	1	1.111 %
They are to ate in the after- noon.	1	1.111 %
They finished their lunch.	1	1.111 %
They has lunch.	1	1.111 %
They are have yet eating in.	1	1.111 %
They having lunch.	1	1.111 %
They have ate.	1	1.111 %
They have a dinnered.	1	1.111 %
They have to ate lunch.	1	1.111 %
They ate evening.	1	1.111 %
They have for lunch.	1	1.111 %
They has lunch at noon.	1	1.111 %
They w were lunch.	1	1.111 %
They has been was lunch.	1	1.111 %
They have hast was.	1	1.111 %
They have to lunch.	1	1.111 %
They have ate lunch.	1	1.111 %
They had been dinner.	1	1.111 %
no answer	5	5.555 %

2. Ibu sudah pergi ke pasar kemarin pagi.

Ibu sudah pergi ke pasar kemarin pagi		
	the correct one	the incorrect one
the number of students	13	77
the percentage	14.44 %	85.55 %

- a) From those 13 students answering correctly, their answers can be tabulated as follows :

answers	the number of students	percentage
Mother went to the market yesterday morning.	10	11.11 %
*Mother has gone to the market.	3	3.333 %

Note : *Mother has gone to the market.T

The writer considers that sentence as one of the correct answers because in this case he emphasizes on the form of Present Perfect Tense.

- b) From those 77 students answering incorrectly, their answers can be seen in the following table :

answers	the number of students	percentage
... have gone ... yesterday morning	2	2.222 %
... had gone the day before.	3	3.333 %
... had gone ... morning yesterday.	1	1.111 %
... had gone ... yesterday morning.	3	3.333 %
... has gone ... yesterday morning.	11	12.221 %
... has gone ... last morning.	2	2.222 %
... have went	3	3.333 %
... had been going	1	1.111 %
... wont ... morning yesterday.	1	1.111 %
... had go ... morning yesterday.	1	1.111 %
... did went yesterday morning.	1	1.111 %
... has going	1	1.111 %

answers	the number of students	percentage
... have to go ... tomorrow morning.	1	1.111 %
... have to go last day.	1	1.111 %
... have been going	2	2.222 %
... has been go ... last morning.	1	1.111 %
... has go	1	1.111 %
... went ... last morning.	1	1.111 %
... go last morning.	1	1.111 %
... has went ... last morning.	1	1.111 %
... want last morning.	1	1.111 %
... had to go ... yesterday morning.	1	1.111 %
... went ... morning yesterday.	1	1.111 %
... has went ... last morning.	1	1.111 %
... has to went ... morning yesterday.	2	2.222 %
... has to go ... in the morning yesterday.	1	1.111 %
... has going ... yesterday.	1	1.111 %
... have yet going ... yesterday morning.	1	1.111 %
... has to go ... yesterday morning.	1	1.111 %
... has gone last morning.	1	1.111 %
... has to go ... in the morning.	1	1.111 %
... went ... in the yesterday morning.	1	1.111 %
... went ... last morning.	1	1.111 %
... has to go market yesterday.	1	1.111 %
... had gone ... yesterday morning.	1	1.111 %
... are going in the marked in the morning yesterday.	1	1.111 %
... went ... last night.	1	1.111 %

answers	the number of students	percen- tage
... has gone ... at morning yester- day.	1	1.111 %
... had go ... in the morning yes- terday.	1	1.111 %
... has to ... last morning.	1	1.111 %
... had go ... yesterday morning.	1	1.111 %
... have gone to shop morning yes- terday.	1	1.111 %
... have to go ... yesterday morn- ing.	1	1.111 %
... has been goes ... morning yes- terday.	1	1.111 %
... go ... yesterday.	1	1.111 %
... have been going ... yesterday morning.	1	1.111 %
... had been to go ... last morn- ing.	1	1.111 %
... hast went ... last morning.	1	1.111 %
... has been go ... last morgens.	1	1.111 %
... had go ... yesterday.morning.	1	1.111 %
... have went ... tomorrow morning.	1	1.111 %
... has been going ... yesterday morning.	1	1.111 %
no answer	4	4.444 %

Note : at the beginning = Mother
 in the middle = to the market

CHAPTER II

THE ERROR ANALYSIS

A. Preface :

Talking about Present Perfect Tense, we cannot avoid involving the existence of other tenses in English. Each tense in English has its own form. Thus, Present Perfect Tense has also its own form. The form of the verb group in Present Perfect Tense includes the auxiliary verb have and its inflected form has used for the third person singular, and the main verb in the form of past participle.

Present Perfect Tense has a close relationship with Simple Present Tense and Simple Past Tense because Present Perfect Tense expresses an action which began in the past and which shows a relationship with the present time.

The present Perfect Tense may express :

1. an action or state which began in the past and which has continued up to and into the present.
2. an action that happened at an unspecified time in the past.
3. an action or state which was repeated in the past and which may be repeated in the future. 3)

The Present Perfect Tense that expresses an action or state which began in the past and which has continued up to and into the present is usually accompanied by a time expression showing duration such as : since last week, since 1960, since two days ago, since he was born, for an hour, for three years, for a month, up to now, so far, all day, all the week.

3) Dep. P & K. English for the SLTA, Structure Reference Book I
Rora Karya Offset, Jakarta, 1979, page 99.

When Present Perfect Tense expresses an action that happened at an unspecified time in the past, it is not necessarily accompanied by any time expression mentioned above or by any time expression showing an exact past time such as : yesterday, last week, two years ago, last night. However, expressions which do not indicate an exact time may be used such as already, just, recently, this week, this morning.

Looking at the close relationship between Simple Past Tense and Present Perfect Tense the writer predicts that Indonesian learners will make errors in using time expressions, especially when they translate Indonesian into English.

For some students, applying the auxiliary verb have and has in the verb group of Present Perfect Tense is a problem. So, the writer also presupposes that students will make errors such as : *His students has come. *Their teacher have explained that.

Have or has as a full verb, such as a causative have, is also a major problem for students especially when they are asked to transform statements into negatives and interrogatives. For this reason, the writer also predicts that students will make errors such as :

*My brother hasn't his bicycle mended.

*They haven't headaches often.

*The merchants haven't lunch in that restaurants.

*Have you a cold?

*Has he lunch at one?

For the verb have that can function as both auxiliary and full verb, students usually consider the verb as auxiliary because it is easier for them to form its negative and interrogative form. It is true because we know that one of the

people's characteristics is that they do not want to have a linguistic burden. For example :

They have a good mother.

British English :

(-) They haven't a good mother.

(?) Have they a good mother?

American English :

(-) They don't have a good mother.

(?) Do they have a good mother?

He has a dog.

British English :

(-) He hasn't a dog.

(?) Has he a dog?

American English :

(-) He doesn't have a dog.

(?) Does he have a dog?

For sentences like those mentioned above, most students, whether they consider the verb have as an auxiliary or as a full verb, will change the statements into negatives and interrogatives correctly. They do not have any problem.

However, if they are faced with sentences like :

- He has coffee with his breakfast.

- They have difficulties getting here.

- I have a good time.

they will change those sentences incorrectly. Most of them think that the verb have in those sentences are an auxiliary. Therefore, students will make errors such as :

*He hasn't coffee with his breakfast.

*Has he coffee with his breakfast?

*They haven't difficulties getting here.

*Have they difficulties getting here?

*I haven't a good time.

*Have I a good time?

Past participle, one of the elements that forms the verb group in Present Perfect Tense, is also a major problem for students in learning Present Perfect Tense, since in Indonesian there is no such form. And besides, in English itself there are two forms of past participle, namely : regular and irregular. Forming/learning the past participle of irregular verbs is more difficult than the regular ones because there is no rule to form the past participle of regular verbs we usually just add -ed after their first forms. The second type of verb is considered to be the easier one. Therefore, most students tend to generalize that all verbs belong to the regular one.

In addition to those problems, the form of the verb group in Present Perfect Tense is also a major problem for many students. They make errors in Present Perfect Tense only because of their inability to form the verb group.

This chapter will discuss the errors made by the students in the test tried out and it will also try to find what the sources of the difficulties are.

B. The Analysis of the Errors :

1. The first test

Directions : Choose the correct answer to fill in blanks. Give a cross on the letter in front of the correct answer.

1. Mr. Achmad us.

a. have leaved

c. has leaved

b. have left

d. has left

The correct answer is d. Three students chose a, one student chose b, and 27 students chose c as the answer. Choosing a and c as the answer, is mainly caused by the students' ignorance of the past participle of the verb leave; thus, it is called intralingual error, that is an error caused by the language itself without being influenced by other languages. For one student who chose b as the answer, it is caused by the ignorance of rule restrictions. She did not realize that if the subject is the third person singular, she must take has as the auxiliary.

2. Peter and Paul the answers.

- | | |
|----------------|---------------|
| a. have finded | c. has finded |
| b. have found | d. has found |

The correct answer is b. Fourteen students chose a, one student chose c, and 4 students chose d as the answer. Those 14 students made errors because they did not know the past participle find. This error is also called intralingual error. Those four students made errors because of their ignorance of rule restrictions; whereas, another student who chose c made an error because she did not know both the past participle of the verb find and the restrictions of using the auxiliary verb of have/has. Thus, her error is caused by both the language they are learning and the ignorance of rule restrictions.

3. My friend, Anti, to my last letter.

- | | |
|---------------------|--------------------|
| a. have not replied | c. has not replied |
| b. have not replied | d. has not replied |

The correct answer is d. Thirteen students chose c,

thirteen others chose b, two students chose a, and still one other student chose none of them. Those first thirteen students made errors because of their ignorance of rule restrictions. They did not know that if a regular verb ends with -y in its infinitive, the -y must be change into -i first before -ed is added. The second thirteen students made errors because of their ignorance of rule restrictions for the auxiliary verb have / has. The two students mentioned above made errors because of their ignorance as mentioned above. Another student who chose nothing did that because of her ignorance of everything.

4. That hen lots of eggs for these last two months.
- | | |
|---------------|--------------|
| a. have layed | c. has layed |
| b. have laid | d. has laid |

The correct answer is d. Thirty-four students chose c, 27 students chose b, 8 students chose a, and two students chose nothing. Those 34 students chose c perhaps because they overgeneralized that the verb lay belongs to the regular one, thus, they added -ed for the past participle form. The 27 students chose b because they did not know the restrictions of using the auxiliary verb have/has. The 8 students chose a because they thought that the past participle form of lay is layed and they ignored the rule restrictions of using the auxiliary verb have / has. The other two students did nothing because of their ignorance of everything.

5. The students in the school-yard for ten minutes.

- | | |
|-----------------|----------------|
| a. have played | c. has played |
| b. have plained | d. has plained |

The correct answer is a. Seven students chose b, ten students chose c, and one student chose d as the answer. The error made by those seven students is mainly caused by the ignorance of rule restrictions. They did not realize that if an infinitive of a regular verb ends in -y preceded by a vowel, they did not need to change the -y into -i before they added -ed. The error made by those ten students is caused by the ignorance of rule restrictions too, but here it is about the restriction of using the auxiliary verb have/has. The error made by one student is caused by the ignorance of rule restrictions as done by those 17 students.

6. Suharto, the president, Indonesia for ten years.

- | | |
|----------------|---------------|
| a. have leadēd | c. has leaded |
| b. have led | d. has led |

The correct answer is d. The result of the students' work for this number is really surprising because the number of students answering incorrectly is much more than those answering correctly. There were only 60 students answering correctly and 95 other students answering incorrectly. From those 95 students 87 chose c, two students chose b, five students chose a, and one student chose nothing. The error made by those 87 students is caused by their ignorance of the past participle of the verb lead, thus, they overgeneralized the past participle of the irregular

verb of lead as leaded. The error made by the two students is caused by the ignorance of rule restrictions of using the auxiliary verb have // has. Those two students did not realize that the subject of that sentence is the third person singular. The error made by those five students is caused by over-generalization and ignorance of rule restrictions as what has been done by those 89 students mentioned above. The one student that answered nothing is perhaps caused by her ignorance of everything about Present Perfect Tense.

2. The second test

I. Directions : Put the verb in brackets into Present Perfect Tense.

1. People (lie) on the grass enjoying the sunshine for an hour.

After observing the data (see chapter I), from 90 students doing the test only 21.1 % of them answered correctly, 78.9 % others answered incorrectly. The verb group they made can be seen in the following list :

- have lain, the correct one
- has lain
- has lied
- lied
- have lied
- has liying
- liying
- have liying
- lieying
- has lying
- lying

- have lying
- have lie
- have ly
- have been lying
- have been lieing
- have been lie
- have been lied
- have lay
- has lay
- had lain
- lain
- had been lied
- have laid
- will lie
- are laying
- was liying
- lies
- were lied

If we also look at the number of students making those verb groups in chapter I, we can see that there were 45 students out of 90 making the wrong form of Present Perfect Tense. This error is mainly caused by ignorance of rule restrictions. Those students did not understand clearly the form of Present Perfect Tense. There were 13 students that used the auxiliary verb has instead of have. That error is caused by the students' ignorance of rule restrictions. Twenty-four students made errors because of their ignorance of the past participle of lie. There were 16 students that thought that the past participle of lie in that

sentence is lied. This is perhaps caused by the language they are learning because in English there is also another verb of lie that has lied as its past participle.

2. Our guide (lead) us through a series of caves.

With this question there were only three students answering correctly. Eighty-seven students out of ninety answered incorrectly. Their answers were as follows:

- has led, the correct one
- led
- have led
- has leaded
- leaded
- have leaded
- has lead
- to lead
- lead
- have lead
- has le ading
- leading
- have leading
- have been led
- have been lead
- has been lead
- has been leading
- have been leading
- have been leaden
- has lied
- has load
- load

- have lied
- has leaden
- has lean
- has leat
- were leaded
- leades
- was leading
- had been leading
- will lead
- have leid
- had been led

Here, there were 30 students, 33.33 %, using have as the auxiliary verb instead of has. This error is caused by ignorance of rule restrictions, they ignored the restrictions of using the auxiliary have /has. On the other part 45 students, 50 %, made errors because of their inability to form the verb group in Present Perfect Tense. This error can also be caused by the ignorance of rule restrictions, they ignored the restrictions of the verb group in Present Perfect Tense. Fifty-three students failed in making the past participle of the verb lead. It can be caused by the language being learned in the aspect of ignorance of rule restrictions. In addition to this, there were 18 students who made errors because they took leaded as the past participle of lead instead of led. Thus, this error is caused by the language being learned too, but in the aspect of overgeneralization.

3. The industrial revolution (modify) the whole structure of English society.

Out of 90 students, 19 students answered correctly and 71 others answered incorrectly. The following list shows their incorrect answers and the first line of the list shows the correct answer.

- has modified, the correct one
- modified
- have modified
- has modify
- to modify
- have modify
- has modifying
- modifying
- have modifying
- have been modified
- has been modified
- have been modify
- have been modifying
- has been modifying
- is modifying
- modifying
- have modified
- modifier
- have modifi
- had been modified
- will modify
- modifying
- modifier
- modified
- have modifying
- was modifieng
- modifies
- was modifier

There were 25 students, 27.77 %, who took have for the auxiliary of the verb group. This error is caused by the ignorance of rule restrictions. Forty-three students, 47.77 %, made errors just because they did not know the form of the verb group in Present Prefect Tense. Their errors, therefore, are caused by their ignorance of rule restrictions. Twelve students, 13.33 %, made errors in forming the past participle of modify. Two students made errors in forming the past participle of modify + -ed. They just added the -ed ending without changing the -y into -i. These errors are also caused by the ignorance of rule restrictions.

4. The villagers (thrust) spears into the tiger's stomach.

Finishing this sentence, 18 students, 20 %, answered correctly and 72 students, 80 %, answered incorrectly. The answers can be seen in the following list :

- have thrust, the correct one
- thrust
- has thrust
- have thrusted
- thrusted
- has thrusted
- have thrusting
- thrusting
- are thrusting
- has thrusting
- have been thrust
- have been thrusted
- have been thrusting
- throust

- has thrust
- have thrusts
- have throw
- were thrusted
- was thrusting
- is thrusting
- will thrust
- have threw

Six students, 6,66 %, made errors in using the auxiliary verb, they used has instead of have. It is caused by ignorance of rule restrictions. Forty-two students, 46.66 %, made errors in forming the verb group in Present Perfect Tense. Thus it is caused by the ignorance of rule restrictions too. Thirty-two students, 35.55 %, made errors in making the past participle of the verb thrust. This is also included in intralingual errors in the aspect of ignorance of rule restrictions.

5. Who (lay) the linoleum?

Of the 90 students finishing that sentence, twenty-four of them answered ~~incorrectly~~ and sixty-six others answered incorrectly. Their answers were as follows :

- has laid, the correct one
- have laid, another possible correct answer
- laid
- has layed
- layed
- have layed
- has lay
- lay
- have lay

- has laying
- laying
- have laying
- has been laid
- has been layed
- have been lay
- has been lay
- has been laying
- have been laying
- has liying
- is laying
- have lie
- has lyying
- have layen
- has laied
- is lying
- is lay
- have laied
- has lieying
- Have who laid?
- have lain
- is laid
- laid have
- did have lay
- lain
- has lie
- had been laid
- will lay
- was laying
- have led
- had laid
- were laying
- is laying

Of the right answers, 14 students took has as the auxiliary verb and 10 students took have as the auxiliary verb. These are acceptable, thus, there is no answer which is considered to be the wrong one. However, there were still 44 students, 48.88 %, who made errors just because they ignored the rule restrictions of the form of the verb group in Present Perfect Tense. Past participle is also one of the aspects that made the students fail in forming the verb group in Present perfect Tense. This is caused by ignorance of rule restrictions. In this case there were 21 students, 23.33 %, who made errors.

6. (you, wind) up your watch?

The verb in this sentence is perhaps too difficult for the students, so that only two students out of ninety answered correctly. Others supplied various wrong answers. The following were their answers :

- Have you wound up your watch? (the correct one)
- Are you wind up your watch?
- You wind up your watch?
- Have you wind up your watch?
- Do you winding up your watch?
- Are you winding up your watch?
- You winding up your watch?
- Have you winding up your watch?
- Have you winded up your watch?
- Had you winded up your watch?
- Have you been winding up your watch?
- Have you been wind up your watch?
- Have you been up your watch?
- You have wind up your watch?

- I have wond up your watch?
- * How have you wound up your watch?
- You have wond up your watch?
- I winded up your watch?
- Have you wond up your watch?
- You have wind up your watch?
- Have you woun up your watch?
- Did you have wond up your watch?
- Wind up your watch?
- Did you have wound up your watch?
- You has wind up your watch?
- You have wound up your watch?
- Have you wint up your watch?
- Winded you up your watch?
- You have winds up your watch?
- Has your wind up your watch?
- You have winded up your watch?
- You have winding up your watch?
- Have you wund up your watch?
- You have been wind up your watch?
- Are you winded up your watch?
- You, wind up your watch?
- You wond up your watch?
- Wind you were your watch?
- Is you wound up your watch?
- You winded up your watch?
- You wound up your watch?
- Have you been winded up your watch?
- Will you wind up your watch?
- Wind you up your watch?



Of those various answers, the writer observed that there were 50 students, 55.55 %, who made errors in the form of Present Perfect Tense. These errors came into existence because of the students' ignorance of rule restrictions. The error that most students also made was the form of past participle. There were 58 students, 64.44 %, that made errors in this aspect. This can be caused by ignorance of rule restrictions.

The auxiliary verb used should be have for the subject you, however, there were two students who chose has as the auxiliary. Fifty-three students, 58.88 %, chose have as the auxiliary. The thing that led the students into errors is the other element that builds the verb group in Present Perfect Tense. Besides, there were still other answers that did not really approach the correct answer. This error is mainly caused by the previous bad teaching.

II. Directions : Make the following sentences into negative.

1. My brother has his bicycle mended.

Most students thought that the has in that sentence is an auxiliary like that in the verb group of Present perfect Tense. Thus, there were only 7 students, 7.77 %, answering correctly. Eighty-three students, 92.33 %, answered incorrectly and of the 83 students, 63 of them thought that has in that sentence was an auxiliary, 20 others, 22.22 %, gave various wrong answers. The following were the answers :

- My brother do not has his bicycle mended.
- My brother does not has his bicycle mended.
- My brother don't have his bicycle mended.
- My brother didn't has his bicycle mended.

- My brother is haven't his bicycle mended.
- My brother has didn't his bicycle mended.
- My brother hasn't have his bicycle mended.
- My brother has don't his bicycle mended.

However errors like those mentioned above are in fact approaching the target language system. Their approximative system was mainly caused by the previous teaching and learning.

2. I have my bicycle cleaned by the time he has breakfast.

As in number 1 above, most students made errors in making that sentence negative because they thought that have in that sentence was an auxiliary verb.

Thus, only 19 students, 21.11 %, answered correctly; 59 students, 65.55 %, considered that have in that sentence was an auxiliary, and 12 others gave various wrong answers. Their answers are listed below :

- I have did not my bicycle cleaned by the time he has breakfast.
- I have my bicycle cleaned by the time he has breakfast.
- I not have my bicycle cleaned by the time he has breakfast.
- I have doesn't my bicycle cleaned by the time he has breakfast.
- I did not have my bicycle cleaned by the time he has breakfast.

Most students thought that the have in that sentence was an auxiliary. This happened because it is easy to make the negative. The statement "People do not want to have a linguistic burden", thus comes into the fact. By doing so the students' error is caused by overgeneralization.

3. We have him polishing shoes.

Changing that sentence into negative, out of 90 students only 28 of them did it correctly; 62 others did it incorrectly. Among those 62 students answering incorrectly, 57 of them thought that the have in that sentence was an auxiliary; thus, this error is mainly by overgeneralization. Five other students did as follows :

- We have does not him polishing shoes.
- We is haven him polishing shoes.
- We didn't have him polishing shoes.
- We do have not him polishing shoes.

Those errors appeared because of the previous bad teaching or learning.

4. The teacher has the students write the report.

The result of the students' work shows that 13 students answered correctly and 77 others answered incorrectly. Out of those 77 students, 59 of them thought that the has in that sentence was an auxiliary. This error was caused by overgeneralization. Eighteen other students did as follows :

- The teacher don't has the students write the report.
- The teacher doesn't has the students write the report.
- The teacher don't has the students write the report.
- The teacher didn't has the students write the report.
- The teacher has the students write are haven the report.
- The teacher does not the students write the report.
- The teacher has don't the students write the report.

Errors like those appeared in the students' work because the operation of the teaching of Simple Present

Tense, with the third person singular subject and other subjects, Simple Past Tense and Present Perfect Tense might have taken place in a short time; thus, the previous has affected the new one.

5. They have headaches often.

For most students the writer observed, have in that sentence was also considered as an auxiliary. Only 25 students, 27.77 %, knew that have in that sentence was included in dynamic senses have.

Dynamic senses of have can mean receive, take, experience, etc. Such have in both American and British English normally has do-periphrasis. 4)

Sixty-five students changed the sentence into negative incorrectly. Among those 65 students, 61 of them, 67.77%, considered the have as an auxiliary; whereas four other students gave answers as follows :

- They didn't have headaches often.
- They do not headaches often.
- They are haven headaches often.

These errors might be caused by the previous bad teaching of to be, Simple Preset and Simple Past Tense. The teaching of those three subjects might have taken only a short period of time between one another; thus, it causes interference.

6. The merchants have lunch in that restaurant.

Have in that sentence is exactly the same as the verb eat, consequently that verb needs do-periphrasis to make negative and interrogative both in American and British English. However, the fact is that only 19 students, 21.11 %, thought that way, 71 other students, 78.88 %,

4) Quirk, R., Greenbaum, S., Leech, G., and Svartvik, J.
A Grammar of Contemporary English. London Group
 Ltd., London, 1979, page 80.

thought of other ways. Sixty-two students, 68,88 %, out of those 71 students thought that the have in that sentence was an auxiliary. That was a very common error made by students. This is caused by overgeneralization. Nine other students thought that have in that sentence was also a full verb; however, they failed in making the correct negative form. The following were their answers :

- The merchants doesn't have lunch in that restaurant.
- The merchants didn't have lunch in that restaurant.
- The merchants didn't has lunch in that restaurant.

Such errors are possibly caused by the influence of bad teaching before.

Directions : Make the following sentences into interrogatives.

1. He has to arrive at seven a.m.

Have to or has to in that sentence is called a semi-auxiliary because that has can function as an auxiliary and a full verb as well. Thus, whatever the students thought of that has, as an auxiliary or as a full verb, they would be right. It was not surprising that there were 61 students, 67.77 %, answering correctly. Out of those 61 students answering correctly, 56 of them thought that has in that sentence was an auxiliary and only 5 students thought that the has was a full verb. Why is it so? It is because considering has as an auxiliary will be simpler to make the interrogative than considering the has as a full verb. With that question, there were only 29 students, 32.22 %, who made errors. Their sentences are listed below :

- Das he has to arrive at seven a.m.?
- Does he to arrive at seven a.m.?
- Has to he arrive at seven a.m.?

- Do he has to arrive at seven a.m.?
- Did he has to arrive at seven a.m.?
- What time has he to arrive ?
- Has he arrive at seven a.m.?
- Has not he to arrive at seven a.m.?
- Does have he to arrive at seven a.m.?
- What time he arrive?
- Have he to arrive at seven a.m.?
- ~~Has~~ he arrived at seven a.m.?
- Does he to arrive at seven a.m.?
- Has he have to arrive at seven a.m.?
- Was he to arrive at seven a.m.?
- Has he to arrives at seven a.m.?
- Has he to arriving at seven a.m.?

Those errors show that the students were confused because of the interference between each teaching item. It probably happened that before the students really mastered the material taught, the teachers hurriedly went on teaching other items.

2. The owner also has a car.

Has in that sentence is an ordinary verb meaning possess.

The negative and interrogative can be formed in either of the two ways. With this question there 54 students who answered correctly, 42 of them took the Englishman's style, that is without using the do-periphrasis, while twelve others took the American's, with do-periphrasis. Thirty-six other students answered incorrectly. The following were their incorrect sentences :

- Do the owner also has a car?
- Does the owner also has a car?
- Do the owner also have a car?

- Did the owner also has a car ?
- Did the owner also have a car ?
- It has the owner also ?
- Is the owner also has a car ?
- Has a car also the owner?
- Has a car the owner also?
- Has the owner also has a car?
- Does the owner also a car?
- Have the owner also a car ?
- Why owner also has a car?
- Does have the owner also a car ?
- Do the owner has also a car ?
- Has also the owner a car ?
- Was the owner also has a car ?
- Has the owner ?
- Has the owner also had a car ?

Those 36 students made such errors because they did not have any correct pattern of how to form interrogative in their mind. This is probably caused by the carelessness of both the teachers and the students when they taught and learned Simple Present Tense.

3. The two boys have won the prize.

Have in that sentence is immediately followed by past participle, so that have is an auxiliary. Since the have is an auxiliary, most students answered correctly. Fifty-four students, 60 %, answered correctly, 36 others, 40 %, did it incorrectly. The following were their answers :

- Does the two boys have won the prize?
- Do the two boys have won the prize?
- Have to boys have won the prize?
- Are they have won the prize?

- Have the two boys the prize?
- What the two boys have won?
- Have won the two boys the prize?
- Did have the two boys win the prize?
- How the boys have won the prize?
- Did the two boys have won the prize?
- Have the two boys win the prize?
- Do the two boys have win the prize ?
- Did the two boys have win the prize?
- Have the two boys had won the prize?
- Have the two boys?
- Was the two boys won the prize?

Of those errors we can see that the students in making the sentence into interrogative were still influenced by their previous knowledge, that is, Simple Present and Simple Past Tense. Those errors appeared because when the teachers taught Present Perfect Tense to the students, their students had not mastered the Simple Present and the Simple Past Tense. Therefore, the source of the errors were from English itself without being influenced by other languages.

4. The girls have a job to do.

This construction : Subject + have + object + to + infinitive has identical characteristics with that of Subject + have to + infinitive meaning must, obligation, necessity, firm prediction. 5)

Therefore, students who thought that have in that sentence was a full verb and those who thought that have in that sentence was an auxiliary, both of them answered correctly. However, it should be noted that those

5) Richard Noss, English Language Center Bangkok. The Verb "have" : American and British Usage. English Teaching Forum, Volume X, November - December 1972, Number 6, page 14 - 18.

who considered the have in that sentence as an auxiliary, the have should be followed by the verb got. Thus the interrogative should become : Have the girls got a job to do? With this question, there were 76 students who answered correctly. Fifty-nine students considered the have as an auxiliary and 17 others considered the have as a full verb. Fourteen students answered incorrectly. The following were their sentences :

- Does the girls have a job to do ?
- Did the girls have a job to do ?
- ↓ When have the girls ?
- Are they have a job to do ?
- Don't have the girls a job to do ?
- Who is the girl have ?
- Does have the girls have a job to do ?
- Does the girls to do have a job ?
- Was the girls a job to do ?
- Have the girls ?
- Are the girls have a job to do ?

Observing those wrong answers, the writer concluded that the students did not understand the characteristics of the Simple Present Tense sentences; thus, they wrote : Does, Did, Are, Don't, Was, and even When and Who instead of just writing Do. These are probably caused by the previous bad teaching or learning especially when they talked about the Simple Present Tense.

III. Directions : Translate the following sentences into English.

1. Mereka sudah makan siang.

There were only 13 students, 14.44 %, who answered or

translated correctly. Their translations were as follows :

- They have eaten lunch.
- They have had lunch.
- They already had lunch.
- They already ate lunch.

Seventy-seven other students, 85.55 %, translated incorrectly in various translations. Their translations were as follows :

- They are much lunch.
- We have lang.
- They have eat lunch.
- They have lunch.
- They have eating lunch.
- They had eat lunch.
- They are have lunch.
- They have to lunch.
- We have lunch.
- They have been dinner.
- They have been lunch.
- They have been.
- They have after dinner.
- They do lunch.
- They was lunch.
- They have good luck.
- They are after breakfast.
- They has eten.
- We have after lunch.
- We have eaten breakfast.
- They are eat lunch.
- Where are eten last morning.

- They ate afternoon.
- They are to ate afternoon in the afternoon.
- They finished their lunch.
- They has lunch.
- They are have yet eating in.
- They having lunch.
- They have ate.
- They have a dinnered.
- They have to ate lunch.
- They ate evening.
- They have for lunch.
- They has lunch at noon.
- They have been lunch.
- They were lunch.
- They has been was lunch.
- They have hast was lunch.
- They have to lunch.
- They had been dinner.

The errors above lie in the verb group, in the choice of the word 'lunch', and in others. Seventy-one students made errors in the verb group, and this appeared because of their ignorance of rule restrictions. Most students did not master the restrictions of the verb group form in Present Perfect Tense. Some other students made errors because they failed in producing the translation of the word makan siang, they produced dinner, breakfast, at noon, evening, afternoon instead of lunch. These errors may be caused by their inability to differentiate between the meaning of those words; thus such errors are called semantic errors.

2. Ibu sudah pergi ke pasar kemarin pagi.

The number of students translating correctly was the same as that in the previous question, 13 students. Their answers were as follows :

- Mother went to market yesterday morning.
- Mother has gone to market.* (see page 31)

Seventy-seven other students translated incorrectly. The following were their answers :

- Mother had gone to market the day before.
- Mother had gone to market yesterday morning.
- Mother had gone to market last morning.
- Mother has gone to the market yesterday morning.
- Mother has gone to market last morning.
- Mother have went to market yesterday morning.
- Mother had been going to the market yesterday morning.
- Mother wont to market morning yesterday.
- Mother had go morning yesterday.
- Mother did went to market yesterday.
- Mother has going to market yesterday morning.
- Mother have to go to the market tomorrow morning.
- Mother have to go to the market last day.
- Mother have been going to market yesterday morning.
- Mother has been go to market last morning.
- Mother has go to the market yesterday morning.
- Mother went to market last morning.
- Mother go to market last morning.
- Mother has wont to market last morning.
- Mother want to market last morning.
- My mother had to go to the market yesterday morning.

- Mother went to the market morning yesterday.
- Mother has went to the market last morning.
- Mother has to went to the market morning yesterday.
- Mother has to go to the market in the morning yesterday.
- Mother has going to the market yesterday.
- Mother have yet going to the market yesterday morning.
- Mother has to go to the market yesterday morning.
- Mother has gone to market last morning.
- Mother has to go to the market in the morning.
- Mother went to the market in the yesterday morning.
- Mother went to the market last morning.
- Mother has to go market yesterday.
- Mother had gone to the market yesterday morning.
- My mother are going in the marked in the morning yesterday.
- Mother went to the market last night.
- Mother has gone to the market at morning yesterday.
- Mother had go to the market in the morning yesterday.
- Mother has to go to market last morning.
- Mother had go to the market yesterday morning.
- Mother have gone to shop morning yesterday.
- Mother have to go to the market yesterday morning.
- Mother has been goes to market morning yesterday.
- Mother go to the market yesterday.
- Mother have been going to the market yesterday morning.
- Mother had been to go to the market last morning.
- Mother hast went to the market last morning.
- My mother has been go to the market last morgen.
- Mother had go to the market yesterday morning.
- Mother have went to market tomorrow morning.
- My mother has been going to the market yesterday morning.

Those errors show that the students did not know the difference between Simple Past Tense and Present Perfect Tense in their verb forms and their relationship with their adverbs of time. This, in some way, is caused by the influence of Indonesian because in Indonesian the sentence "Ibu sudah pergi ke pasar kemarin pagi", is acceptable and is considered to be a good sentence. Thus, students of Indonesia tried to apply that rule in their language being learned. Such error is called interlanguage error.

On the other aspect, students made errors because they could not translate the time expression of 'kemarin pagi' into English correctly. Fourteen students translated that expression into last morning instead of yesterday morning. There were also fourteen students translating that expression into morning yesterday. Besides, the errors were also caused by the interference with other foreign language learning, namely German : has (English) = hast (German) ; morning (English) = morgens (German).

Most errors stated in the data above lie in the verb group and these errors must be caused by the influence of other teaching of tenses. The writer also found ten students making errors in choosing the auxiliary verb for Present Perfect Tense; they took have instead of has. Such an error is caused by the ignorance of rule restrictions.

CHAPTER III

THE REMEDIAL TEACHING

A. Preface

To begin this chapter the writer thinks that it is important to explain what "Remedial Teaching" is. After looking at the learners' errors, teachers must try to remedy the learners' errors by using other teaching techniques in order that the learners really understand the subject.

I. S. P. Nation in his book entitled Language Teaching Techniques further explain the term "Remedial Teaching" as follows :

Most teachers become very concerned with the teaching of structure some time after the first year of English when they see that the learners make many mistakes in spoken and written work. Structure exercises are used as a means of getting the learners to correct these mistakes. This type of work is often called remedial work because it is to provide a remedy or cure for the learners' mistakes. 6)

In addition to that explanation he also gives the description for carrying out the remedial work. He states six steps for this, namely :

1. The mistakes that the learners make should be found and listed.
2. From that list the teacher should choose a limited number of mistakes or types of mistakes for remedial work.
3. The teacher should carefully study each mistake he has chosen, try to find the reasons why the learners make the mistake, and look at ways for re-teaching using new techniques and a new way of looking at the problem. Using new techniques is very important because there is no value in using techniques that have already been unsuccessful in dealing with a particular problem.
4. The teacher should decide whether the remedial work should be directed towards spoken or written English or both.

6) Nation, I.S.P. Language Teaching Techniques. IKIP Yogyakarta, 1974, page 68.

5. The teacher should choose or make remedial material for the mistakes he has chosen.
6. The teacher should see that there is a large number of repeated opportunities for the learners to give their attention to the mistakes that the teacher has chosen. 7)

It is necessary for the readers to know that the writer aims at giving the remedial teaching to be directed towards written English in particular and towards spoken English in some way.

Since most of the learners' errors are caused by the target language itself, ignorance of rule restrictions, and overgeneralization in particular, it is necessary to give them some sets of rules dealing with the mistakes made by them on the subject : Present Perfect Tense and the verb have. Further, since that subject has a close relationship with Simple Present Tense, Simple Past Tense dealing with the forms of the verbs in positive, negative, and interrogative sentences, the remedial teaching will also talk about those. The form of the verbs, mainly the past participle, will also be discussed in this chapter. The meaning of actions expressed in Present Perfect Tense is also necessarily taught. The writer also explains the relationship between the use of verbs in Present Perfect Tense, for instance, and their adverbs of time, since he also finds some errors in those caused by the target language or interference with the learners' own language.

It is also necessary to give a lot of practice to the learners because language is a habit, especially the spoken language. Native speakers of English can speak English correctly without learning that language formally. That fact proves that a habit or a lot of practice is necessary in

7) Ibid., page 68 - 69.

learning a language.

Some students were also still facing difficulties in using the auxiliary verb of have or has in Present Perfect Tense, thus the writer thinks that it is better to give a lot of practice on that when they are learning Simple Present Tense.

B. Carrying out the Remedial Teaching

1. Teaching the Simple Present Tense

Teachers teach Simple Present Tense in order to lead the learners to get used to using the (auxiliary) verb of have or has correctly. The teachers give the general rule of Simple Present Tense as follows :

! verb !

Singular : 1. I ! work ! every morning.

2. You ! work ! every morning.

3. He ! works! every morning.

Plural : 1. We ! work ! every morning.

2. you ! work ! every morning.

3. They! work ! every morning.

Note :

1. Verbs other than be have two forms in the Simple Present Tense : a simple form and an -s form.

2. The -s form is used with the third person singular subjects : he, she, it, John, Mary, the book, etc.

The practice :

1. Make sentences as in the example. Be sure that you always use the simple form of the verb.

They work every day.

(study) - They study every day.

(write) - They write every day.

- a. go
- b. sleep
- c. eat
- d. take a bath
- e. walk

2. Continue the first practice by changing the subject.

They work every day.

(I) - I work every day.

(You) - You work every day.

- a. We
- b. They
- c. You and I
- d. John and You
- e. The farmers

3. Continue the first and the second practice, but in this practice you must use the -s form of the verb.

He works every afternoon.

(sleep) - He sleeps every afternoon.

(take a bath)-He takes a bath every afternoon.

- a. eat
- b. sweep the floor
- c. come
- d. leave me
- e. meet us

4. Continue the third practice by changing the subject.

He works every afternoon.

(She) - She works every afternoon.

(Ali) - Ali works every afternoon.

- a. Mother
- b. Father
- c. That officer
- d. The driver
- e. Aminah

5. Use the correct verb of Simple Present Tense : the
simple form or the -s form.

I need a pen.

(He) - He needs a pen.

(We) - We need a pen.

- a. Tuti
- b. Tuti and I
- c. They
- d. She
- e. You
- f. Father
- g. He and she
- h. The teachers

6. Do the following exercise by using the correct form
of verbs given and by changing the subject.

Budi comes every evening.

(learn) - Budi learns every evening.

(we) - We learn every evening.

(speak) - We speak every evening.

- a. She
- b. cook
- c. Mother and I
- d. sing
- e. the bird
- f. people
- g. drink
- h. his cat

i. climb the wall

j. fall

In written form, the ending -s has more allomorphs namely :

1. It is written -es when the verbs end in -es, -sh, -ch, -x, and -o; for example :

kiss - kisses

wash - washes

watch - watches

mix - mixes

go - goes

2. Verbs end in -y following a consonant, change the -y into -i and add -es; for example :

try - tries

reply - replies

cry - cries

but play - plays ! because in these two verbs the -y is
say - says ! preceded by a vowel not a consonant.

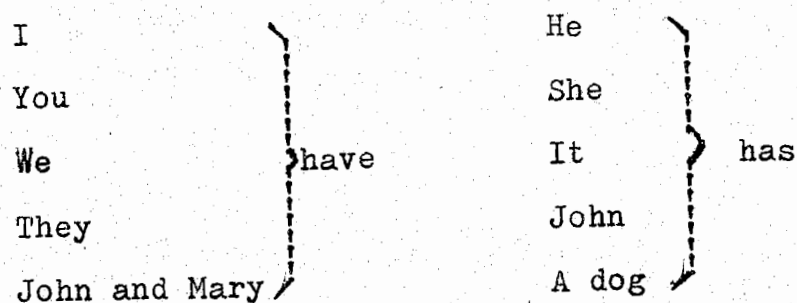
The verb have is a simple form in Simple Present Tense. The -s form of that verb is not *haves, but has. Since the formation of the -s form of that verb is different from others, not just of adding -s at the end of the verb, these two forms of have, have and has, here often make the learners confused in using them and as far as they do not understand these two forms well, sometimes they cannot differentiate between them. As a result they make mistakes such as :

*People has lain on the grass enjoying the sunshine for an hour.

*Our guide have led us through a series of caves.

*The industrial revolution have modified the whole structure of English society.

To prevent such mistakes, the writer tells the learners that have form is used when the subject is the first and second person singular and plural and the third person plural, whereas has form is used when the subject is the third person singular. The following diagrams may help the learners.



Giving practice is also one way of solving the problem. The practice can be carried out as follows :

1. Change the subject of the following sentence using the words supplied.
We have coffee here at night.
(they) - They have coffee here at night.
a. I
b. You
c. You and I
d. The drivers
e. Men
2. Continue the first practice with the following sentence.
Mr. Miller has a problem.
(Yono) - Yono has a problem.
a. He
b. His sister
c. She
d. The postman
e. Her husband
3. Change the subject of the following sentence using the

words given and change the verb form also if necessary.

Anto has breakfast at six-thirty.

(we) - We have breakfast at six-thirty.

- a. He
- b. John and Mary
- c. They
- d. Mr. Allen
- e. She
- f. The students
- g. Mr. Nelson
- h. You
- i. I

If the learners have really mastered the have / has form, when they are learning the Simple Present Tense, the writer does not think that they will make mistakes in using the auxiliary verb have/has when they learn the Present Perfect Tense.

Look at the other errors made by the learners that still deal with the verb have in forming negative and interrogative.

*They have not headaches often.

* They are haven headaches often.

*The merchants doesn't have lunch in that restaurant.

*The merchants didn't has lunch in that restaurant.

*Do he has to arrive at seven a.m.?

*Has to he arrive at seven a.m.?

*Does have he to arrive at seven a.m.?

*Is the owner also has a car?

*Do the owner has also a car?

*Does the girls have also a job to do?

*Are the girls have a job to do?

There are still many other errors that we can look at in the previous chapter, that are mainly caused by the ignorance of rule restrictions. To avoid the same errors, teachers must give the rule of forming negative and interrogative sentences dealing with Simple Present tense and besides, a lot of practice must also be given. The general rule of forming negative sentences is as follows :

Statement : They speak English well.

Negative : They do not speak English well.

(They don't speak English well.)

Statement : He begins the class at seven.

Negative : He does not begin the class at seven.

(He doesn't begin the class at seven.)

Additional examples :

- a. I sleep well. - I do not sleep well.
- b. You swim every Sunday. - You do not swim every Sunday.
- c. It makes him cry. - It does not make him cry.
- d. Tom knows the answer. - Tom does not know the answer.

From those examples the learners are expected to be able to draw a conclusion that to make the negative form from such sentences the word do or does is used before adding the negation word not. Does is used if the subject is the third person singular ; whereas do is used if the subject is the other persons. It is also necessary to note that if the word do or does is already used in a sentence, the main verb must be in a simple form, that is the infinitive without to.

The practice :

1. Change the following sentences into negative. Use do for the helping verb.

John and Mary study English. - John and Mary do not stu -
dy English.

- a. They teach Spanish.
- b. I practice football every afternoon.
- c. We understand the lesson.
- d. You leave me.
- e. Mr. and Mrs. Allen walk together.

2. Continue the first practice, but use does for the helping verb.

He works in the morning. - He does not work in the morning.

- a. Mr. Miller sings well.
- b. The teacher pronounces the words correctly.
- c. She feels sick.
- d. The cat climbs the tree.
- e. It falls every time.

3. Finish also the following practice, but use the correct helping verb, do or does.

- a. He wants a hat.
- b. They take a nap.
- c. Mother and I cut meat every day.
- d. We see him.
- e. You hit the dog.
- f. Helga eats rice.
- g. The state seller sits all the time.
- h. The plants grow well.

4. Continue the third practice, but the verb used in the following sentences is have and remember that the -s form of have is has.

- a. The merchants have lunch in that restaurant.
- *b. They have headaches often.

- *c. She has a cold.
- d. Mrs. Brown has a good time.
- *e. They have chicken for dinner.
- *f. He has to arrive at seven a.m.
- *g. I still have all the bills to pay.
- *h. They have him polishing shoes.
- i. They have him polish shoes.
- j. The man has his hair cut.
- *k. The girls have a job to do.
- l. The students have the exercise done on time.
- *m. I have my coat off.
- n. We have our instruments in the truck.

All the sentences in practice 4 can be changed into negative by using do or does as the helping verb, but the sentences with asterisk (*) have another variation, namely by using have or has as the helping verb and followed by the verb got. This last point will not be discussed in this thesis because it will give more burden to SMA students.

After the learners master how to form negative from such sentences, the teacher can go on teaching how to form the interrogative by giving the rule and practice. The rule of forming interrogative sentences can be stated as inverting the subject and its helping verb, do / does or have / has. The following sentences are the examples.

Statement : They speak English well.

Interrogative : Do they speak English well?

Statement : He begins the class at seven.

Interrogative : Does he begin the class at seven?



Additional examples :

1. a. I sleep well. - Do I sleep well?
- b. You swim every Sunday. - Do you swim every Sunday?
- c. We eat lunch at one. - Do we eat lunch at one?
- d. They take a taxi. - Do they take a taxi?
2. a. He reads a novel. - Does he read a novel?
- b. She watches television. - Does she watch television?
- c. It makes him cry. - Does it make him cry?
- d. Tom knows the answer. - Does Tom know the answer?

After the learners master the rule of forming negative and looking at the examples of forming interrogative above the teacher lets the learners draw the conclusion of forming interrogative. It is expected that the learners will meet the following statement :

"Do / does is put at the beginning of a sentence, preceding the subject, and the simple form of verb, infinitive without to, is put after the subject."

The practice :

1. Change the following sentences into interrogative. Use do for the helping verb.

John and Mary study English. - Do John and Mary study English?

- a. They teach Spanish.
- b. I practice football every afternoon.
- c. We understand the lesson.
- d. You leave me.
- e. Mr. and Mrs. Allen walk together.

2. Continue the first practice, but use does for the helping verb.

He works in the morning. - Does he work in the morning?

- a. Mr. Miller sings well.
- b. The teacher pronounces the word correctly.
- c. She feels sick.
- d. The cat climbs the tree.
- e. It falls every time.

3. Finish also the following practice, but use the correct helping verb, do or does.

- a. He wants a hat.
- b. They take a nap.
- c. Mother and I cut meat every day.
- d. We see him.
- e. You hit the dog.
- f. Helga eats rice.
- g. The sate seller sits all the time.
- h. The plants grow well.

4. Continue the third practice, but the verb used in the following sentences is have / has and remember that the -s form of have is has.

- a. He has to arrive at seven a.m.
- b. The owner also has a car.
- c. The girls have a job to do.
- d. The merchants have lunch in that restaurant.
- e. They have headaches often.
- f. Mrs. Brown has a good time.
- g. They have chicken for dinner.
- h. You still have all the bills to pay.
- i. They have him polishing shoes.
- j. They have him polish shoes.
- k. The man has his hair cut.
- l. The students have the exercise done on time.
- m. I have my coat off.
- n. We have our instruments in the truck.

For the verb have/has that means possess, the have/has can function as an auxiliary, British English, and it can also function as a full verb; thus to form the negative or interrogative needs do/does as the helping verb. To this statement Quirk, R., Greenbaum, S., Leech, G., and Svartvik, J. in their book entitled A Grammar of Contemporary English, also state that :

There is also a transitive lexical verb HAVE which in some uses can be constructed either as an auxiliary, without do-periphrasis, or as a lexical verb with do-periphrasis. In the stative sense of possession HAVE is often, especially in British English, constructed as an auxiliary. American English prefers the do-periphrasis construction :

I { haven't
don't have } any books. 8)

Further Leech, G. and his friends also state that :

There is also the informal HAVE GOT, where HAVE is constructed as an auxiliary, which is frequently preferred especially in British English, as an alternative to HAVE. It is particularly common in negative and interrogative sentences. As a further alternative for expressing negation, we have the negative determiner no :

I have no books.
I haven't got any books. 9)

2. Teaching the Simple Past Tense

Teaching the Simple Past Tense to the learners in order that they will not make further mistakes such as :

*Mother has gone to market yesterday morning.

Such mistakes causes confusion in learning Present Perfect Tense and Simple Past Tense as well. This kind of mistake happens to Indonesian learners learning English because they usually say :

Ibu sudah pergi ke pasar kemarin pagi.

(Mother went to market yesterday morning).

(Mother has gone to market). (see page 31)

(Mother already went to market yesterday morning).

8) Quirk, R., Greenbaum, S., Leech, G., and Svartvik, J.
A Grammar of Contemporary English. London Group
Ltd., London, 1974, page 80

9) Ibid.

It is also very possible that the learners make such errors, because there is a close relationship between the Simple Past Tense and Present Perfect Tense. Therefore, it is necessary to clarify the existence of the regular and irregular verbs and the difference between the time expression used in Simple Past Tense and Present Perfect Tense.

Let us start discussing the past tense of regular verbs. The past tense of regular verbs is formed by adding -ed to the infinitive, for example :

<u>infinitive</u>		<u>past tense</u>
to work	-	worked
to walk	-	walked
to talk	-	talked
to expect	-	expected
to want	-	wanted
to discuss	-	discussed

Regular verbs that end in -e in their infinitive have -d only in their past tense, for example :

<u>infinitive</u>		<u>past tense</u>
to love	-	loved
to live	-	lived
to smile	-	smiled
to arrive	-	arrived
to change	-	changed

When the infinitive of a regular verb ends in a consonant preceded by an accented short vowel, the consonant must be doubled before e of the ending -ed, for example :

<u>infinitive</u>		<u>past tense</u>
to drop	-	dropped
to stop	-	stopped
to clap	-	clapped

<u>infinitive</u>		<u>past tense</u>
to prefer	-	preferred
to admit	-	admitted
to clip	-	clipped
to chop	-	chopped
to control	-	controlled
to slip	-	slipped
to stir	-	stirred

When the infinitive ends in -y preceded by a consonant, the -y becomes -i before -ed is added, for example :

<u>infinitive</u>		<u>past tense</u>
to carry	-	carried
to try	-	tried
to cry	-	cried
to study	-	studied
to reply	-	replied
to marry	-	married
to dry	-	dried

Remember that the following verbs do not change the -y.

<u>infinitive</u>		<u>past tense</u>
to play	-	played
to stay	-	stayed

The past tense of irregular verbs varies considerably. Therefore, we must ask our learners to study the past tense of the irregular verbs by memorizing them. The list of the irregular verbs can be seen in the appendix. (see page 97)

In Simple Past Tense there is no inflection of the verbs: the same form is used for all persons, the first, second, and third person both singular and plural, for example :

- I worked.
- You worked.

- He worked.
- We worked.
- They worked.
- I ate.
- You ate.
- He ate.
- We ate.
- They ate.

The negative of statements using regular and irregular verbs is formed by did not/didn't and the infinitive without to, for example :

- I did not work.
- You did not work.
- He did not work.
- We did not work.
- They did not work.
- I did not eat.
- You did not eat.
- He did not eat.
- We did not eat.
- They did not eat.

The interrogative of statements using regular and irregular verbs is formed by putting the helping verb did at the beginning of the sentences, preceding the subject, and after the subject must be the verb in the form of infinitive without to and the rest of the sentence follows the verb, for example :

- Did I arrive?
- Did you arrive?
- Did he arrive?
- Did we arrive?
- Did they arrive?

- Did I come?
- Did you come?
- Did he come?
- Did we come?
- Did they come?

If sentences like those stated above are completed with time expressions, the following examples can be used :

- last night
- last week
- last month
- last Thursday
- last year
- last summer
- yesterday
- yesterday morning
- yesterday afternoon
- yesterday evening
- the day before yesterday
- a week ago
- two years ago
- an hour ago

To help the learners master the Simple Past Tense, its form and the agreement with its time expressions, we must give them a lot of practice such as :

1. Change the verbs of the following sentences into past tense, for example : He works here. - He worked here.

They wait for her. - They waited for her.

- a. John walks home.
- b. Mary wants coffee after dinner.
- c. Anto visits his uncle.

- d. Mr. Allen watches television programmes.
- e. We practice football.
- f. They listen to the radio.

2. Add any time expression of past tense to the sentences that you have produced from Practice 1.

3. Change the following statements into interrogatives.

For example : They walked home yesterday.

--- Did they walk home yesterday?

- a. Mr. and Mrs. Allen practised the conversation yesterday.
- b. They studied the lesson in the afternoon.
- c. They learned the new words.
- d. Mrs. Allen wanted fish.
- e. They visited Mr. Miller last night.

4. Change the following sentences into past tense, but remember that the verbs in the following sentences are irregular verbs.

- a. You eat dinner yesterday.
- b. He write a letter last night.
- c. They read a book last week.
- d. Father speak English two days ago.
- e. Those people sleep at ten last night.
- f. She find her purse this morning.

5. Change the sentences you have produced in Practice 4 into interrogative.

6. Change the following sentences into negative.

For example : She watched me yesterday.

--- She did not watch me yesterday.

They got it last night.

--- They did not get it last night.

- a. He arrived at nine o'clock last Sunday.
- b. I studied English last year.

- c. Mary wanted coffee after dinner yesterday evening.
- d. They learned the new words an hour ago.
- e. We talked about the lesson last Thursday.
- f. The students forgot doing their homework last week.
- g. We drank tea this morning.
- h. She wore her new dress two hours ago.
- i. Mother went to market yesterday morning.
- j. They bought a new radio last week.

If we, teachers, give our students a lot of practice, both oral and written, they will get used to making the correct pattern of Simple Past Tense including the verb forms and the agreement with the time expressions.

3. Teaching the Present Perfect Tense

To avoid the students' errors in the form of Present Perfect Tense and the past participle of the verbs and the misuse of the time expression, teachers must also teach them Present Perfect Tense. It is also wise to explain the difference between the Simple Past Tense and the Present Perfect Tense in order that they can use those two tenses correctly.

a. The Form

Present Perfect Tense is formed with the present tense of to have + past participle, for example :

I have worked.

The past participle in regular verbs has exactly the same form as the simple past.

It is important to emphasize that the have in this form is a primary auxiliary verb. We can check whether the students still remember that have has another form (-s form) has or not. It can also be checked when we should

use those two forms. Since have/has in Present Perfect Tense is a primary auxiliary verb, this pattern is different from that of have/has in Simple Present Tense. When have/has is used in Simple Present Tense, we often need do or does to form negative or interrogative, but when have/has is used in Present Perfect Tense, it functions as an auxiliary verb like do or does. Thus, if we want to make the negative form from the statement of Present Perfect Tense, we simply add not after have or has. If we want to make the interrogative form, we just make the inversion of have or has and the subject, for example :

You have understood the explanation.

---(-) You have not understood the explanation.

(?) Have you understood the explanation?

I have eaten lunch.

---(-) I have not eaten lunch.

(?) Have I eaten lunch?

John has worked hard.

---(-) John has not worked hard.

(?) Has John worked hard?

Remember that when have/has is directly followed by a verb in past participle form, have/has functions as a primary auxiliary. When have/has stands by itself in a sentence, it usually functions as a full verb. Thus, the auxiliary do/does is needed to form negative or interrogative.

The practice :

a. Make the following sentences into negative.

- 1) The dog has died.
- 2) Both have gone.

- 3) They have left us.
 - 4) She has dressed neatly.
 - 5) The mangoes have been ripe.
- b. Make the following sentences into interrogative.
- 1) We have attended the concert.
 - 2) Mr. and Mrs. Sayono have had lunch.
 - 3) The teacher has taught the past tense.
 - 4) He has taken a bath.
 - 5) I have written two letters.
- c. Make the following into negative, but remember that some of the sentences need do or does.
- 1) The postman has sent me a letter.
 - 2) He has lunch at one.
 - 3) John and I have a cold.
 - 4) The child has grown up.
 - 5) You have to study hard.
- d. Make the following into interrogative.
- 1) He has been sleepy.
 - 2) They have a lot of friends.
 - 3) You have your hair cut.
 - 4) My niece has cleaned the floor.
 - 5) She has respected her teachers.
- e. Put the verbs in brackets into the form of Present Perfect tense.
- 1) People (lie) on the grass enjoying the sunshine for an hour.
 - 2) Our guide (lead) us through a series of caves.
 - 3) The industrial revolution (modify) the whole structure of English society.
 - 4) The villagers (thrust) spears into the tiger's stomach.

5) Who (lay) the linoleum?

6) (you, wind) up your watch?

b. Past Participle

In presenting past participle to the learners we must follow the order of presenting the past tense forms. Thus, in teaching past participle, regular verbs must be presented first, earlier than the irregular ones. Since forming the past participle of regular verbs is easier than forming that of irregular ones, therefore many students often overgeneralize the past participle of the irregular verbs by using the rule of forming the past participle of regular verbs.

Dealing with that opinion Royal Skouson in his book entitled Substantive Evidence in Phonology states that :

There is substantive evidence in English for a rule or a set of rules of regular past tense formation. For example, new speakers may first learn that the past tense of go is went, yet later on these speakers may replace this exceptional past tense form by goed. Such a change in the data, that is, the input data contained only the form went and not goed, shows that such speakers have learned that the past tense is based on the present tense form and that some past tense marker is added to the present tense to form the past tense. Some speakers may add the past tense marker directly to went itself to give wented. This type of change would indicate that these speakers have at least realized the regularity that the past tense ends in a past tense marker and may not have yet captured the regularity that the past tense marker is added to the present tense form. 10)

Since in regular verbs the form of past participle is the same as that of past tense, the learners will also make the same mistakes. For example, they may first learn that the past participle of lay is laid, but

10) Skouson, Royal. Substantive evidence in Phonology. University of Texas at Austin, The Hague, Paris, 1975, page 26.

later they may replace this exceptional past participle form by layed. Then they make mistakes such as :

*Who has layed the linoleum?

To solve this problem we must give the list of irregular verbs and a lot of practice to the learners. We ask them to learn the past participle of the irregular verbs by memorizing and besides, we can give a lot of practice that involves the use of past participle of the irregular verbs in the practice. The past tense and the past participle of the irregular verbs are shown in the appendix. (see page 97)

The practice :

a. Fill in the blanks with the past participle of the verb in front of each sentence.

- 1) come They have
- 2) go He has
- 3) leave She has
- 4) begin I have
- 5) eat We have
- 6) drink What have you ?
- 7) meet Has Mary you?
- 8) read The students have not the book.
- 9) lay Who have the mattress?
- 10) wind Have you up your watch?
- 11) thrust The villagers have spears into the tiger's stomach.
- 12) lie People have on the grass enjoying the sunshine for an hour.

b. Put the verbs in brackets into Present Perfect Tense.

- 1) My sister (buy) a pen for me.
- 2) The children (sleep) well.

- 3) They (find) the answers.
- 4) I (not take) your money.
- 5) We(not get) anything.
- 6) She (not pay) her school-fee.
- 7) (you, understand) my explanation?
- 8) (the car, hit) the dog?
- 9) (the bell, ring)?
- 10) (every body, hear) the news?
- 11) (the two boys, win) the prize?
- 12) They (have) lunch.

c. Time Expressions

Time expressions are also problems for the learners, especially because of the interference with Indonesian.

In Indonesian we can say :

- Ibu sudah pergi ke pasar kemarin pagi.

That sentence is considered to be a good one in Indonesian, whereas in English we cannot say just the translation of that sentence :

*Mother has gone to market yesterday morning.

because there is no concord or agreement between the verb group and its time expression, the verb shows Present Perfect Tense, whereas the time expression shows past tense. In this case it is necessary for the learners to know the theory of Present Perfect Tense and Simple Past Tense and it is also necessary for them to know the relationship between them. Here are the differences and the similarities.

a. The similarities

Both Simple Past Tense and Present Perfect Tense are related to the past time.

b. The Difference

The past tense expresses an action that happened at a specified time in the past, whereas the Present Perfect Tense does not.

It is also stated in the Structure Reference Book I, English for the SLTA published by the Department of Education and Culture that :

The past tense expresses an action which happened in the past. It may tell or ask about something that happened one time in the past or it may tell or ask about something that happened several time or for a long time in the past. 11)

To avoid the confusion in using the time expression between Simple Past Tense and Present Perfect Tense, teachers can tell the learners that if we want to express an action in an unspecified in the past we can use the Present Perfect Tense, but we cannot use any time expression that shows past time, so the sentence

- Ibu sudah pergi ke pasar kemarin pagi.

can be translated into

- Mother has gone to market. (see page 31)

But if we want to use the time expression yesterday morning, we must not use the Present Perfect Tense. We must use that time expression for the Simple Past Tense, thus the sentence above is translated into :

- Mother went to market yesterday morning.

It is also possible for us to translate that sentence without using the time expression :

- Mother went to market.

We can give the learners some more examples of past time expressions used in Simple Past Tense. (see page 82)

11) Departemen P dan K. English for the SLTA, Structure Reference Book I, Jakarta, 1979, page 63.

Further, Thomson, A. J. and Martinet, A. V. in their Book
A Practical English Grammar state that :

The simple past is the tense normally used for the relation of past events.

a. It is used for actions completed in the past at a definite time. It is therefore used :

1) for a past action when the time is given.

- I met him yesterday.

2) or when the time is asked about.

- When did you meet him?

3) or when the action clearly took place at a definite time even though this time is not mentioned.

- The train was ten minutes late.

- I bought this car in Montreal.

- How did you get your present job?

4) Sometimes the time becomes definite as a result of a question and answer in the present perfect.

- Where have you been? I have been to the opera. Did you enjoy it?

b. The simple past tense is used for an action whose time is not given but which :

1) occupied a period of time now terminated, or

2) occurred in a period of time now terminated.

These may be expressed diagrammatically thus :

1) ! _____ !

2) X
 examples of type 1) :

He worked in that bank for four years (but he does not work there now).

She lived in Rome for a long time. (but is not living there now).

examples of type 2)

My mother once saw Queen Victoria.

Did you ever hear Caruso sing? 12)

Thomson and Martinet also explain present perfect tense as follows :

The present perfect tense is used for past actions whose time is not given and not definite.

a. for recent actions when the time is not mentioned :

- I have read the instructions but I don't understand them.

- Have you had breakfast? No, I haven't had it yet.

compare with :

- I read the instructions last night. (time given, so simple past)

- Did you have breakfast at the hotel? (i.e. before you left the hotel - simple past)

12) Thomson, A.J. and Martinet, A.V. A Practical English Grammar. Oxford University Press, 1969, page 101 - 102.

Note possible answers to questions in the present perfect tense :

- Have you seen my stamps? Yes, I have / No, I haven't.
Yes, I saw them on your desk a minute ago.
- Have you had breakfast? Yes, I have / No, I haven't had it yet.
Yes, I had it at seven o'clock.
Yes, I had it with Mary (time implied).

- b. It can also be used for actions which occurred further back in the past, provided the connection with the present is still maintained, that is that the action could be repeated in the present.

'I have seen wolves in that forest' implies that it is still possible to see them, and 'John Smith has written a number of short stories' implies that John Smith is still alive and can write more.

If however the forest has been cut down and John Smith is dead we would say, 'I saw wolves in that forest once/several times' or 'I used to see wolves here' and 'John Smith wrote a number of short stories'.

Note also that when we use the present perfect in this way we are not necessarily thinking of any one particular action (the action may have occurred several times) or of the exact time when the action was performed. If we are thinking of one particular action, performed at a particular time we are more likely to use the simple past.

- c. It can be used with lately, recently, yet :

- There have been a lot of changes recently.
- * He hasn't finished yet.

or with a word or phrase denoting an incomplete period of time e.g. today/this week/month/year.

It is chiefly used in this way in the interrogative or negative and conveys the idea that the action happened (or didn't happen) at some undefined time within the mentioned period :

Have you seen him today? (=at any time today).

No, I haven't seen him this week (=at any time during this week).

But the affirmative is possible :

We have had a lot of storms this winter. (=at various times during the winter).

I have been very busy lately.

When the present perfect is used in this way there is no clear idea of when within the period the action happened or of how many times. If there is a clear idea of when it happened we use the simple past :

He went back to work this morning. They arrived today.

Note that the present perfect can be used with this morning only up to about one o'clock, because after that this morning becomes a completed period and actions occurring in it are put into the simple past :

(at 11 a.m.) He has rung up three times this morning already.

(at 2 p.m.) He rang up three times this morning.

Similarly this afternoon could be used with the present perfect only up to about 5 p.m.

The present perfect can be used with the time expression :

a. for an action beginning in the past and still continuing :

- He has been in the army for two years. (he is still in the army).
- I have smoked since I left school (I still smoke)
- He has lived here all his life (he still lives here).
- I have never seen an armadillo.
- I have always written with my left hand.

This type of action might be expressed by a diagram thus :

!-----!

Compare the above sentences with :

He was in the army for two years. (he is not in the army now)

I smoked for six months. (and then stopped smoking).

He lived here all his life. (presumably he is now dead).

In each of the last three examples we are dealing with a completed period of time !-----!, so the simple past is used.

b. However the present perfect can sometimes be used for an action which began in the past and are finishing at the moment of speaking. It is chiefly used in this way with the verb be and with negative verbs :

(on meeting someone) I haven't seen you for ages (but I see you now).

This room hasn't been cleaned for months (we are cleaning it now).

It has been very cold lately but it's beginning to get a bit warmer.

This type of action could be expressed by diagram thus : !-----!

FOR and SINCE

for and since used with the present perfect tense
for is used with a period of time :

- for six days
- for a long time

for used with the simple past tense denotes a terminated period of time :

We lived there for ten years (but we don't live there now).

for used with the present perfect denotes a period of time extending into the present :

We have lived in London for ten years and still live there).

for can sometimes be omitted :

We have been here an hour.

Since is used with a point in time and means 'from that point to the time of speaking'. It is always used with a perfect tense :
She has been here since six o'clock (and is still here)
since can never be omitted.

Note that there is a rather confusing difference between last and the last. We say 'I have been here since last week (month, year & C)', but 'I have been here for the last week'.

In the first sentence 'last week' means a point in time about seven days ago. In the second sentence 'the last week' means the period of seven days that have just finished. 13)

By explaining or showing the above excerpts, the writer is sure that he has helped the learners understand past tense and present perfect tense well and thus, they can differentiate between the two tenses and further they can use each of the tenses exactly.

So far the writer thinks that all the major problems or difficulties have been solved. The other minor problems such as the errors in diction : dinner, breakfast, evening, instead of lunch can be solved by telling them the correct word. The wrong time expressions such as morning yesterday, last morning, instead of yesterday morning can also be solved by telling them the correct expression and giving some more examples on those.

13) Ibid. page 105 - 106.

CONCLUSION AND SUGGESTION

After discussing and analyzing the students' errors the writer concludes that most errors made by them are caused by :

1. intralingual interference, that is, interference caused by the target language itself. The interference here mainly lies on :
 - a. overgeneralization
 - b. ignorance of rule restrictions
2. language transfer, that is, errors caused by the influence of the mother tongue in producing sentences or expressions in the target language.

In solving the errors the writer suggests that teachers of English should teach Present Perfect Tense through some steps as follows :

1. teach Simple Present Tense including its forms in positive, negative and interrogative. This time the verb have must become the center of teaching, since later it will be necessary in forming the verb group in Present Perfect Tense.
2. teach Simple Past Tense including its forms in positive, negative and interrogative, and its time expressions. This time regular verbs must be taught first and the irregular ones later. In presenting the regular verbs the spelling rules must also be emphasized.
3. teach Present Perfect Tense including also its forms in negative, positive and interrogative, and the time expressions, the relationship between this tense

and the previous tenses including the differences and the similarities. It is also important to show the students the list of irregular verbs.

Dealing with the errors caused by the language transfer teachers can explain the differences between the two languages. In addition to the teaching steps above teachers must give a lot of practice in written forms or orally in order to help the learners get used to using the certain points.

APPENDIX

IRREGULAR VERBS

Note: Words underlined are older forms.

<u>Infinitive</u>	<u>Past tense</u>	<u>Past participle</u>
abide	abode, abided	abode, abided
arise	arose	arisen
awake	awoke	awaked, awoke
backbite	backbit	backbitten, backbit
backslide	backslid	backslid, backslidden
be (am, <u>art</u> , is, are)	was, <u>wast</u> , <u>wert</u> , were	been
bear	bore, <u>bare</u>	borne, born
beat	beat	beaten
become	became	become
befall	befell	befallen
beget	begot, <u>begat</u>	begotten
begin	began	begun
behold	beheld	beheld
bend	bent	bent, bended
bereave	bereaved, bereft	bereaved, bereft
beseech	besought	besought
beset	beset	beset
bespeak	bespoke	bespoken, bespoke
bestride	bestrode	bestriden, bestrid, bestrode
bet	bet, betted	bet, betted
betake	betook	betaken
bethink	bethought	bethought
<u>bid</u>	bade, bid	bidden, bid
bide	bode, bided	bided
bind	bound	bound
bite	bit	bitten, bit
bleed	bled	bled
blend	blended, blent	blended, blent
bless	blessed, blest	blessed, blest
blow	blew	blown
break	broke	broken, <u>broke</u>
breed	bred	bred
bring	brought	brought
broadcast	broadcast, broadcasted	broadcast, broadcasted
browbeat	browbeat	browbeaten
build	built	built
burn	burnt, burned	burnt, burned

<u>Infinitive</u>	<u>Past Tense</u>	<u>Past Participle</u>
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
chide	chid	chidden, chid
choose	chose	chosen
cleave	clove, cleft	cloven, cleft
cling	clung	clung
clothe	clothed, <u>clad</u>	clothed, <u>clad</u>
come	came	come
cost	cost	cost
creep	crept	crept
crow	crowed, <u>crew</u>	crowed
cut	cut	cut
dare	dared, durst	dared
deal	dealt	dealt
dig	dug, <u>digged</u>	dug, <u>digged</u>
do	did	done
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
dwell	dwelt	dwelt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbear	forbore	forborne
forbid	forbade, forbad	forbidden
forecast	forecast, forecasted	forecast, forecasted
forego	forewent	foregone
foreknow	foreknew	foreknown
foresee	foresaw	foreseen
foretell	foretold	foretold
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
forswear	forswore	forsworn

<u>Infinitive</u>	<u>Past Tense</u>	<u>Past Participle</u>
freeze	froze	frozen
gainsay	gainsaid	gainsaid
get	got	got, (USA gotten)
gild	gilded, gilt	gilded
gird	girded, girt	girded, girt
give	gave	given
go	went	gone
grave	graved	graven, graved
grind	ground	ground
grow	grew	grown
hamstring	hamstringed, hamstrung	hamstringed, hamstrung
hang	hung, hanged	hung, hanged
have (<u>hast</u> , has)	had, <u>hadst</u>	had
hear	heard	heard
heave	heaved, hove	heaved, hove
hew	hewed	hewed, hewn
hide	hid	hidden, hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
inlay	inlaid	inlaid
keep	kept	kept
kneel	knelt	knelt
knit	knitted, knit	knitted, knit
know	knew	known
lade	laded	laden
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
learn	learned, learnt	learned, learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted, lit	light, lit
lose	lost	lost
make	made	made
mean	meant	meant

<u>Infinitive</u>	<u>Past Tense</u>	<u>Past Participle</u>
meet	met	met
melt	melted	melted, molten
misgive	misgave	misgiven
mislay	mislaid	mislaid
mislead	misled	misled
mistake	mistook	mistaken
misunderstand	misunderstood	misunderstood
mow	mowed	mown
outbid	outbade, outbid	outbidden, outbid
outdo	outdid	outdone
outgo	outwent	outgone
outgrow	outgrew	outgrown
outride	outrode	outridden
outrun	outran	outrun
outshine	outshone	outshone
outspread	outspread	outspread
outwear	outwore	outworn
overbear	overbore	overborne
overcast	overcast	overcast
overcome	overcame	overcome
overdo	overdid	overdone
overdraw	overdrew	overdrawn
overeat	overate	overeaten
overfeed	overfed	overfed
overgrow	overgrew	overgrown
overhang	overhung	overhung
overhear	overheard	overheard
overlay	overlaid	overlaid
overleap	overleapt, overleaped	overleapt, overleaped
overlie	overlay	overlain
override	overrode	overridden
overrun	overran	overrun
oversee	oversaw	overseen
overset	overset	overset
overshoot	overshot	overshot
oversleep	overslept	overslept
overspread	overspread	overspread
overtake	overtook	overtaken
overthrow	overthrew	overthrown



InfinitivePast TensePast Participle

overwork	overworked	overworked, overwrought
partake	partook	partaken
pay	paid	paid
put	put	put
read	read (red)	read (red)
rebuild	rebuilt	rebuilt
recast	recast	recast
relay	relaid	relaid
rend	rent	rent
repay	repaid	repaid
reset	reset	reset
retell	retold	retold
rid	ridden, rid	rid, ridden
ride	rode	ridden
ring	rang, rung	rung
rise	rose	risen
rive	rived	riven, rived
run	ran	run
saw	sawed	sawed, sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn, sewed
shake	shook	shaken
shear	sheared, <u>shore</u>	shorn, sheared
shed	shed	shed
shine	shone	shone
shoe	shod	shod
shoot	shot	shot
show	showed	shown, showed
shred	shredded, <u>shred</u>	shredded, <u>shred</u>
shrink	shrank, shrunk	shrunk, shrunk
shrive	shrove, shrived	shriven, shrived
shut	shut	shut
sing	sang, <u>sung</u>	sung
sink	sank, <u>sunk</u>	sunk, sunken

<u>Infinitive</u>	<u>Past Tense</u>	<u>Past Participle</u>
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid, slidden
sling	slung	slung
slink	slunk	slunk
slit	slit	slit
smell	smelt, smelled	smelt, smelled
smite	smote, <u>smit</u>	smitten, <u>smit</u>
sow	sowed	sown, sowed
speak	spoke, <u>spake</u>	spoken
speed	sped, speeded	sped, speeded
spell	spelt, spelled	spelt, spelled
spend	spent	spent
spill	spilt, spilled	spilt, spilled
spin	spun, span	spun
spit	spat, <u>spit</u>	spat, <u>spit</u>
split	split	split
spoil	spoilt, spoiled	spoilt, spoiled
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
stave	stove, stave	stove, staved
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank, stunk	stunk
strew	strewed	strewn, strewed
stide	strode	stridden, strid
strike	struck	struck, stricken
string	strung	strung
strive	strove	striven
sunburn	sunburned, sunburnt	sunburned, sunburnt
swear	swore, <u>sware</u>	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn

<u>Infinitive</u>	<u>Past Tense</u>	<u>Past participle</u>
think	thought	thought
thrive	throve, thrived	thriven, thrived
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden, trod
unbend	unbent	unbent
unbind	unbound	unbound
underbid	underbid	underbidden, underbid
undergo	underwent	undergone
undersell	undersold	undersold
understand	understood	understood
undertake	undertook	undertaken
underwrite	underwrote	underwritten
undo	undid	undone
upset	upset	upset
wake	woke, waked	waked, woken, woke
waylay	waylaid	waylaid
wear	wore	worn
weave	wove	woven, wove
wed	wedded	wedded, wed
weep	wept	wept
win	won	won
wind	winded, wound	winded, wound
withdraw	withdrew	withdrawn
withhold	withheld	withheld
withstand	withstood	withstood
work	worked, <u>wrought</u>	worked, <u>wrought</u>
wring	wrung	wrung
write	wrote, <u>writ</u>	written, <u>writ</u> 14)

14) Hornby, A.S., Gatenby, E.V., Wakefield, H. The Advanced Learner's Dictionary of Current English. Second Edition, Oxford University Press, London, 1963, page 1171 - 1175.

B I B L I O G R A P H Y

1. Brotosudirdjo, Marietta, Sr., o.s.v. English Tenses and Verb Group. A Thesis Presented to the Department of English Sanata Dharma Teachers' Training Institute, Yogyakarta, February 8, 1973.
2. Curme, George, O. English Grammar. The principles and Practice of English Grammar Applied to Present-Day Usage. Barnes & Noble, New York, 1966.
3. Departemen P dan K. Structure Reference Book I, English for the SLTA, Jakarta, 1979.
4. Hornby, A.S., Gatenby, E.V., and Wakefield, H. The Advanced Learners' Dictionary of Current English Second Edition, Oxford University Press, 1963.
5. Juniarti, Trifena. Teaching Tenses to Indonesian Students. A Thesis, IKIP Sanata Dharma, Yogyakarta, 1979.
6. Keraf, Gorys, Dr. Tatabahasa Indonesia untuk Sekolah Lanjutan Tingkat Atas. Cetakan VII, Nusa Indah, Arnoldus, Ende - Flores, 1980.
7. Krohn, Robert. English Sentence Structure. University of Michigan Press, Ann Arbor, 1971.
8. Lado, Robert and Fries, C.C. English Pattern Practice. University of Michigan Press, Ann Arbor, 1977.
9. Lado, Robert. Language Teaching. A scientific Approach. McGraw Hill, Inc., New York, 1964.
10. Nation, I.S.P. Language Teaching Techniques. IKIP Yogyakarta, 1974.

11. Quirk, R., Greenbaum, S., Leech, G., and Svartvik, J.
A Grammar of Contemporary English. London Group
Limited, London, 1979.
12. Richards, Jack C. Error Analysis. Longman Group Limited,
London, 1974.
13. Skouson, Royal. Substantive Evidence in Phonology. Uni -
versity of Texas at Austin, Mouten and Co. N.V.,
The Hague Paris, 1975.
14. Thomson, A.J. and Martinet, A.V. A Practical English
Grammar. Oxford University Press, Oxford, 1976.
15. English Teaching Forum. Volume X, Number 6 ,
November - December, 1972.



EPILOGUE

"..... no one can really teach anyone
anything : the learners must do the learning"

E.V. PULLIAS and J.D. YOUNG,
A Teacher is Many Things, 1968,
page 41.

"You must love your students. Or you must love
the subject you are teaching. It's best if
you can love them both."

RICHARD VIA, English through
Drama, in Current Trends in
Language Teaching by Forum
Staff, Forum XII - 1, 1974. *)

*) taken from An Introductory Reader to METHODS of Teaching
English in Indonesia by J. BISMOKO, IKIP Sanata Dharma
Yogyakarta, page 144.