

ANALYSIS OF ENGLISH ERRORS IN WRITING PAST FUTURE PERFECT CONTINUOUS TENSE AT GRADE X OF SMA NEGERI 1 KISARAN

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Abstract

This research examines the typical mistakes made by tenth-grade students at SMA N 1 Kisaran in forming the past future perfect continuous tense in English writing. The study utilizes a descriptive qualitative method by systematically observing and analyzing student writings. The process of data collection included analyzing written assignments and performing error analysis based on Dulay error classification framework. The research classified errors into four primary categories: omissions, additions, substitutions, and ordering mistakes. The findings indicated that omission errors were the most common (35%), followed by addition (21%), misinformation (42%). The results indicate that students face significant challenges with verb tenses. The study emphasizes the importance of focused grammar teaching and practice in using the past future perfect continuous tense accurately. Teachers are encouraged to design more effective learning strategies.

Keywords: Error Analysis, Past Future Perfect Continuous Tense, English Language Education, Qualitative Research

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1. Introduction

Language is used in everyday life and is used to allow people to use language in the form of sound symbols to express their thoughts, ideas, feelings, and intentions to others. English plays an important role in all aspects of national relations with other countries, including diplomacy, society, culture, and education.

Four skills in English are as follows: speaking, listening, reading, writing. However, a lot of students believe that writing is the most difficult part ability. English is not the native language of Indonesia, but because it not only recognizes several types of text in writing, but also the appropriate form of time. Therefore, it still confuses students and makes it difficult to write sentences based on proper grammar and eras. Due to the differences in grammar between Indonesian and English, I don't even understand how it can be used correctly.

Writing is considered a more challenging skill than the other three skills, and is also due to the differences in the rules of the learner's native language and the language of learning. The structure of English is different from Indonesians, and Indonesians do not have the tense change that is similar to that of English. These conditions can cause problems that cause errors in the lighting product.

From interviews with X grade English teachers, all of the teacher's goal is to teach students about the textbook and improve their writing skills. The teacher further stated that she strives to ensure students can complete their assignments correctly. Many students in class X of SMA Negeri 1 Kisaran rely on their teachers to help them with their homework because they have difficulties. They feel dissatisfied and uninterested in writing sentences about complex forms of time (the complete tension of the previous future). Sometimes we have forgotten to use this form of time, and there have been many difficulties that can be seen, for

example, in the formation of future consecutive forms of the past. They were often sentenced to the wrong sentence. For example, "When we arrived he had been eating chicken for two hours," where the correct sentence was "I would have been eating chicken for two hours when we arrived." Students have made mistakes like in the previous example because they don't know about grammar rules. Students do not understand whether to use this complex time format or not, and therefore need to maintain consistency in the time frame. The students still wrote English sentences under Indonesian rules. Formulation of the Study:

- 1) What are errors in Writing Past Future Perfect Continuous Tense that students manufactured by the X grade students of SMA Negeri 1 Kisaran in 2024/2025 School Year of using Past future perfect continuous tense?

The contributions of this research are conveyed to: First, for the teacher. It informs the teacher new information about some kind of student's errors in using past future perfect continuous tense and to improve the teacher's quality in English teaching. Second, is for students. It will give congratulate students for improving their abilities knowledge about using past future perfect continuous tense. Third, this research can be used as one of the resources about the error types and error causes for the writer and as the basic information for further studies by other researcher who interested in English.

2. Literature review

A theoretical framework is a structure that can hold or support the theory of a study. A framework defines and clarifies theoretical theories is explain why the research problem under study exist and also strengthens the study.

There are many previous researches that focus for Analysis of English Error in Writing Past Future Perfect Continuous Tense. The first (Antula, 2016) authored "The Utilization of Present Perfect Tense in English by Learner of Bakti Nusantara Health Vocational School, Gorontalo: An Error Analysis. Dissertation, Department of Cultural Studies, Sam Ratulangi University, Manado". He applied the theory proposed by (Ellis, 1997). The study's discoveries distinguished different botches within the application of the display idealize tense, which were categorized there are omission, addition, misformationn and misordering. At that point, the record was from the understudies composed result around utilizing Past Future Culminate Ceaseless Tense. After collecting the information, the analyst analyzed the information found in subjectively. The result of the examination, the analyst found a few discoveries of the inquire about. Based on the perception the sorts of mistakes made by the understudies on composing past future culminate persistent tense are based on surface procedure scientific categorization which are classified into omission, addition, misformation, and misordering.

2.1 Definition of Writing

Writing is so absorbing and involving that it can make you feel more alive concentrated yet euphoric (morlay, 2007). Writing process has several point to be completed here are the explanation from the experts about the process of writing (Harmer, 2006). Writing is an expressive activity meaning that the learners can express their ideas and knowledge by putting them into written form (Purnamasari et al., 2021) The writing process is a deeply engaging and expressive activity that allows individuals to articulate their thoughts and knowledge in written form. Overall, writing serves not only as a tool for communication but also as a powerful medium for personal expression and creativity.

In essence, writing is a multifaceted activity that fosters creativity, enhances communication skills, and promotes personal growth. It's a journey that invites you to explore your thoughts and share them with the world, making it an invaluable skill in both personal and professional contexts.

2.2 Students Understanding in Writing

In spite of the fact that this shopping list may not seem to supply an case of advanced composing, it all things considered tells us something around the composing prepare that's the stages an essayist goes through in arrange to create something in its last composed frame. This handle may, of course, be influenced by the substance (subject matter) of the composing, the sort of composing (shopping records, letters, essays, reports, or books), and the medium it is composed in (write and paper, computer word records, live chat, etc.). According to (j.Harmer, 2004) that the method has four fundamental components:

1. Planning

When planning, scholars got to think around three fundamental issues. Within the to begin with put they got to consider the reason of their composing since this will impact (among other things) not as it were the sort of content they wish to deliver, but too the dialect they utilize, and the data they select to incorporate. Besides, experienced journalists think of the gathering of people they are composing for, since this will impact not as it were the shape of the composing (how it is laid out, how the passages are organized, etc.), but moreover the choice of dialect - whether, for illustration, it is formal or casual in tone. Thirdly, scholars need to consider the substance structure of the piece - that's, how best to arrangement the facts, ideas, or contentions which they have chosen to include.

2. Drafting

We will allude to the primary form of a chunk of composing as a draft. This to begin with 'go' at a text is frequently done on the suspicion that it'll be corrected afterward. As the composing prepare continues into altering, a number of drafts may be created on the way to the final version.

3. Editing (reflecting and revising)

Once writers have delivered a draft they at that point, as a rule, examined through what they have composed to see where it works and where it doesn't. Maybe the arrange of the data isn't clear. Maybe the way something is composed is equivocal or confounding. They may at that point move passages around or type in an unused presentation. They may utilize a distinctive frame of words for a specific sentence. More talented scholars tend to see at issues of common meaning and generally structure some time recently concentrating on point by point highlights such as person words and linguistic precision. The last mentioned two are, of course, imperative and are frequently managed with afterward within the process.

Reflecting and reexamining are regularly made a difference by other readers (or editors) who comment and make recommendations. Another reader's response to a chunk of writing will offer assistance the author to form fitting corrections.

4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they create their final adaptation. This may see impressively different from both the initial plan and the primary draft, since things have changed within the altering prepare. But the author is presently prepared to send the composed content to its intended audience. We might decide to represent these stages in the following way:

planning→drafting→ editing→ final draft

However, there are two reasons why this diagram is not fully comprehensible. Firstly, this picture does not provide much information about the amount of weight available at each stage. However, it is more important because it shows that the writing process is linear. It also illustrates how most writers produce their work. It doesn't provide much information about the amount of weight available at each stage. However, this information is more important because it shows that the writing process is linear. This information also illustrates how most writers produce their work. The process of the writing process is not A, as shown above, is non-recursive. Linear, as shown above, shows recursive. As a result, writers plan, draft, and edit, but then as a result, repeatedly re-plan, re-draft, and re-edit, writers plan, draft, and edit,

but then repeatedly re-plan, re-draft, and re-edit. Even if they arrive at what they are looking for as a last resort, they tend to stop looking and go back to rethinking, forming ideas, or making decisions.

2.3 Students Difficulties in Writing

One of students' challenges in composing parody content is utilizing past tense. In composing Past tense some of the time the understudies do not know almost changing verb 2 into verb 1 within the sentence. Linguistic use, parody content uses past tenses such as, basic past. past ceaseless, past idealize. Past tenses employments here since parody is content that comprises of truthful story, it implies the story is from author and tell to the peruser, but commonly and for the most part parody content utilize basic past tense. "Basic past tense communicates an activity which happened at particular time within the past and is presently wrapped up. Basic past tense is utilized to tell a story.

Agreeing to (Erisda, 2017) defines that "Composing isn't an natural conduct and the brain isn't preprogrammed to create composed dialect abilities within the way it shows up to be preprogrammed for verbal dialect procurement. For this reason coordinate instruction in composing is ordinarily required in case issues are to be anticipated.

Agreeing to (Erisda, 2017) composing challenges may in expansive part, be the result of three factors:

1. Need of capability within the content generation skills, that's, visit blunders in spelling, the utilize of upper and lower case, and accentuation.
2. Need of information relating to the subject substance of the script to be composed, and/or of the traditions and characteristics of diverse composing sorts.
3. Need of effective procedures in arranging or reexamining content.

2.4 Error

According (Komala, 2014) Error is normal portion of dialect learning, learning the moment dialect could be a prepare not at all like learning the primary dialect. In this modern framework of dialect, learners will straightforwardly interface with such a modern lexicon, an unused syntactic pattern and an outside articulation which differ from theirs to begin with dialect. It'll continuously happen in spite of the fact that the leading exertion has been done, when they attempt to talk or compose the target dialect, it is inescapable to them to deliver numerous mistakes.

Learning a dialect is in a general sense a handle that includes making botches or mistakes. The botches incorporate lexicon things, syntactic design, and sound designs as well. Mistakes in an outside dialect instructing particularly in English are the cases which are troublesome to maintain a strategic distance from. Jeremy Harmer expressed, "Errors are parts of the students' inter-lingual that's the adaptation of the dialect which an understudy has at any one organize of development". The truth that the understudies make mistakes and these mistakes can be watched and classified driven to a surge of the consider of students' blunders can be analyzed.

Based on the clarification over, the author expect that the understudy may make an mistake when they learnt other dialect. They can't dodge making a mistake. Since they think that there are numerous contrasts linguistic shape and they have a need competence in this remote dialect.

Hubbard states "Errors caused by need of information around the target dialect (English) or by erroneous speculations almost it; and botches caused by brief slips of memory, perplexity, slips of the tongue and so on".

Based on the clarifications over the author concludes that botches are disappointment to utilize dialect since of slip of the tongue, or spelling. The learner effectively rectifies this disappointment since they conceptually get it the dialect framework. On the other hand,

blunders are botches that the understudies make due to need of competence. They are not able to do self-correction since they don't know the concept. The understudies don't know whether they have utilized suitable articulation within the target dialect or not. On the off chance that the understudies still don't get it almost the run the show of language structure. When the understudies compose in English, we'll beyond any doubt discover a few botches and blunders who are made by understudies.

2.5 Differences between Error and Mistake

According to (Komala, 2014) In learning remote dialect not as it were the understudies make mistake but moreover botch. Within the consider of mistake examination, language specialists recognize mistake from botch. Mistake and botch are distinctive. Mistake is off-base response because there is no accurate information regarding the answers in the surrogate cast. On the other hand, a botch refers to an incorrect answer; if the government wants to fix it, they will determine whether the answer is correct or not. For example, if the stuntmen are given freedom, they have the ability to improve the situation, but if they are given difficulties, they don't have the ability to improve the situation until they understand the seriousness of the situation. As a result, we can classify problems into two main categories: "slips" and "attempts." "Slips are problems that can be solved by the substitute administration and, consequently, require clarification, whereas attempts are problems that arise when the substitute administration attempts to solve the problem but fails to do so in an appropriate manner.

The articulation over implies that both of 'slips' and 'attempts' are botches, the distinctive is 'slips' can be rectified by the understudies, but 'attempts' the understudies don't however know how to say something when they need to say.

2.6 Types of Error

The error is something that happens when the person making the mistake knows where they went wrong or made a mistake. According to (Dulay, 1982) by looking at the errors students make when learning a new language, this approach can help researchers figure out how the brain helps students put together new language skills. It also helps us see that students' mistakes happen because they are trying out different ways to use the new rules to say what they want in the target language.

According to (Dulay, 1982) under this taxonomy, errors consist of four types: omission, addition, misformation, and misordering.

1. Omission

One type of error is called omission, which means that something necessary for the correct structure is missing from the utterance. For example: "his name John."

The student did not include the verb auxiliary "is" in this sentence. It should read "his name is John."

2. Addition

An addition error is one where an additional item appears. It is the opposite of errors that fail to include something. This usually happens when students rely too much on specific rules and make mistakes. As an example, "The mans are swimming."

The man does not require the "s" that is added to the noun. The correct way to say it is "The men are swimming." There are at least three types of errors in addition: double marking, regularization, and simple addition.

3. Misformation

Misformation is making mistakes in how a structure or morpheme is shaped. In this error, the student gives an answer, but it is still wrong. For illustration. "He eaten as well quick."

It ought to be "He ate as well quick." There are three categories of misformation blunder, in this case, to be specific regularization, archi-forms, and substituting shapes.

4. Misordering

Misordering is characterized by the erroneous arrangement of a morpheme or gather of morphemes in an articulation. It happens when towards to to begin with and moment dialect learning in developments that have as of now been procured. For case, "I don't know what is mom cooking." The right sentence is "I don't know what mother is cooking."

2.7 Definition of Error Analysis

The purpose of error investigation is to identify, categorize, and illustrate the problems people face when writing from an English speech, as well as to gather information about the problems people often face when writing or speaking English. Agreeing to (Br sitepu, 2022) states that "Mistake examination is a fundamental source of data to the instructors." It gives data on students' mistakes which in turn makes a difference instructors to rectify students' mistakes conjointly moves forward the viability of their instructing. It implies that, mistake examination is exceptionally critical since the think about will analyze the students' mistakes in composing English. Concurring (Riska, 2012) emphasizes, "Blunder examination bargains with the learners. Concurring to Corder in (Silva, 2023) states that "To begin with, mistakes tell instructors how faraway toward the objective learners have advanced and thus, what remains for learners to memorize. Moment, mistakes give analysts with prove on how dialect is learnt or procured, what techniques or methods learners are utilizing in their revelation of the dialect. The making of mistakes could be a procedure utilized both by children procuring their mother tongue and by those learning a moment dialect. Blunders can be acknowledged as a kind of learning action in learners".

Based on the specialists explanations of blunders examination over, this ponder can conclude that blunder investigation is exceptionally imperative to learnt by the understudies since in this cases the understudies can know how many kinds of mistakes who have they worn out composing English content and what ought to they repair for their composing following. This ponder will analyze the students' blunders in composing parody content of using basic past tense.

(Norris, 1983) also divides the reasons for mistake into three categories:

1. Neglect

Negligence is frequently linked to a lack of drive. Many teachers acknowledge that a student may lose interest for reasons other than his own behavior. It may be that the curriculum and/or presentation style are not a good fit for him.

2. Primary language.

Language acquisition, whether native or foreign, is a matter of habit development. Old habits will get in the way of someone attempting to acquire new ones. First language interference is what causes this error.

3. Translation.

Error can result from translation. This is a result of a student using the target language to literally translate his first language phrase or idiom. The mistake is likely caused by this. According to (Richards, 1971) there are errors in four categories.

1. Overgeneralization

Typically, this involves creating different structures, such as "he can sing. "In this example, the simple entity learner generalizes the third- person program Singular". Students do not realize that if a sentence is introduced in the simple present by an auxiliary verb , the final "S" is no longer necessary.

2. Incomplete application of the rules

This can happen when students need to answer questions from the teacher immediately, and also when students do not fully apply the rules due to the stimulus sentence.

3. Suspicious fake concept

The accepted false concept is due to insufficient gradient of object learning. The shape is "that". "This can be interpreted as a marker of disturbance in the past tense, where "was" is the appropriate marker of the present tense.

4. Ignorance of standard limitations

The inability to observe the limitations of existing structures, because they are closely related to the deviant generalization of structures, is the use of rules for contexts in which they do not apply. For example, "Dion is the biggest of his friends." Examples are types of generalization and transmission, as learners use previously acquired rules for new situations.

2.8 Tense

Tenses are one set of formulas that a verb has to indicate time (and sometimes also continuation or completion) of an action in connection with the time of pronunciation with the translation of time. Some grammar experts tenses as a shift in the verb—a change in meaning obtained by changing the form of the verb, For example, the past tense of the word "win" is "wins". In this case, English only has two tenses, namely the present and the past. However, for everyday use — especially for those who learn a foreign language—this strict definition of tense is not very useful. More extensive use of the word [tense] is another form of information about time and aspect.

2.9 Past Future Perfect Continuous Tense

Past Future Idealize Ceaseless Tense may be a verb that depicts an occasion or work that has been or is still being wiped out the past and has no association with the show.

In essence, the past future perfect continuous tense is an critical device in English that's utilized to describe an activity that's anticipated to have taken put up to a certain point in time within the past. Concurring to (Halim, 2014), this tense is viable in story settings, permitting speakers to reflect on the desires and results of circumstances that did not happen. (Pinker, 2002) emphasizes that this tense enhances speakers' capacity to examine elective substances and their suggestions, whereas (Daulay, 2023) proposes that this tense is especially valuable in passing on speculative circumstances including the expected length of an activity. By and large, all three specialists concur that the past future perfect continuous tense gives profundity and subtlety to communication, particularly within the setting of supposition and reflection on the past.

The time of an occasion or work within the Past Future Perfect Continuous Tense is more often than not known and quantifiable, for how long, from what time to what time, from what day to what day, and this is often one of the contrasts between this tense and long-term Culminate Nonstop Tense.

2.10 Pattern of Past Future Perfect Continuous Tense

The Past Future Perfect Continuous Tense formula is made by using Auxiliary Verb and present participle (V1+ Ing).

Sentence Type	Pattern of Past Future Perfect Continuous Tense	Example
Positive	S + would/should + have + been + Verb ing	I would have been standing here
Negative	S + would/should + have + not + been + Verb ing	He would have not been living in this city
Interrogative	Would/should + S + have + been + Verb ing	Would they have been running?

3. Research method

According to (Creswell, 2007) this study used a qualitative approach. Qualitative research is a type of educational research in which the researcher focuses on participant data; analyzes broad and general questions; collects data consisting primarily of participant texts; describes and analyzes these texts to identify themes; and conducts research with subjective and biased methods. Qualitative analysis in education involves gathering participants' perspectives through broad questions and collecting primarily textual data. The researcher analyzes this data for themes, conducting the inquiry in a subjective manner. And according (Strauss, 1998) Qualitative analysis, which is a type of research that is not derived from statistical analysis or other types of research. According (Crowther & Lauesen, 2017) Qualitative work is expressed in simple language, while quantitative work is expressed in statistical models and numbers.

In summary, qualitative analysis serves as a vital tool for educators and researchers seeking to understand the complexities of human behaviour and social interactions. By prioritizing the voices of participants and employing a subjective lens, qualitative research provides insights that are often missed in quantitative analyses. As noted by Crowther and Lauesen (2017), while qualitative work is articulated in natural language, quantitative research relies on numerical data and statistical models. This fundamental difference highlights the complementary nature of both research methodologies, each offering unique contributions to the field of education and beyond.

3.1 Technique of Data Collection

First, In the process of collecting data for this research is asking permission to the principal to allow data collection at the school. Second, conducting interviews with English teachers regarding students' difficulties in using Past Future Perfect Continuous Tense. Third, conducting this research in class X of SMA Negeri 1 Kisaran, students were asked to write sentences using the Past Future Perfect Continuous Tense. After they finished writing, the students' writings were collected.

This research was around analysing of students' mistake in sentence writing. It was comes from the student's work and after the results of the work was analyzed through the following steps.

1. Gathering information based on student work the results of student work
2. Based on the results of student's work, this research will analyze the problems that students do in the Past Future Perfect Continuous Tense.
3. Identify the results of student work by classifying the problems faced by students, student work by classifying the problems faced by students.
4. Count all the errors that students make.
5. Observe the error rate for each type of error, and ask about the use of this formula.

$$P = \frac{F}{N} \times 100\%$$

P: Percentage error

F: Total number of errors

N: Total number of sentence numbers of sentences

4. Result and Discussion

This research was conducted at Grade X SMA NEGERI 1 Kisaran on Saturday 14th of the June 2025 which is located on Jl. Madong Lubis. Kelurahan Selawan.

No	Types of Errors	Total of Errors	Percentage
1	Omission	10	35%
2	Addition	6	21%
3	Misformation	12	42%
4	Misordering	-	-
TOTAL		28	98%

Among the results, this consider found the sorts of blunder made by the understudies; 35% in mistake of omission, 21% in mistake of addition, 42% in mistake of misformation. The common blunders made by the understudies are blunder of misformation. The understudies composed deficient or ungrammatical sentences. Most of the understudies made blunders in selecting the proper to be or verb to total the sentences. They overlooked to utilize auxiliary would have been and time signal in the past future perfect continuous tense.

Based on the information examination of the investigate discoveries, the result can be seen that the foremost common blunder is misformation mistake with 28 blunders or 42%. This consider concludes that the utilize of past shapes is primary perspective that causes this sort of blunder. The understudies did not pay consideration of these viewpoints when they made the works.

The second common mistake which is committed by the understudies is addition with 6 blunders or 21%. The understudies made the mistakes since they frequently include a few unused words that might not display within the sentence. A few of them regularly compose "and, a, an" within the sentence. Since of that, the educator must clarify to the understudies around additional word in composing English.

The third common blunder which is committed by the understudies is omission with 10 blunders or 35%. The understudies committed this blunder since the understudies exclude a word or time signal that ought to be display in adjust developments in Past Future Perfect Continuous Tense. They frequently disregard to include the auxiliary within the sentence. Hence, the instructor ought to donate more clarification almost how to compose a redress sentence in writing past future perfect continuous tense.

There were numerous components that influnced mistakes in their composing. Based on collecting information was conducted by the think about, the understudies felt confounded when they interpreted between Indonesia to English or maybe. Not as it were that, understudies may not around English basic particularly utilizing tenses. So, the understudies did not pay consideration approximately tenses in their writing. In addition, variables was affected by the English educator may happen for the illustration the English educator did not utilize curiously way to clarify and a few understudies did not pay attention with teacher's clarification and numerous more causes of mistakes that have been portrayed by the think about. Hence, Blunder examination is vital since this strategy may offer assistance English educator to discover the blunders who had made by the understudies. This consider made a difference to educate composing and offer assistance understudies on the off chance that they found challenges in made sentences.

5. Conclusion

After reviewing this research entitled "Analysis English Errors in Writing Past Future Perfect Continuous Tense at Grade X of SMA Negeri 1 Kisaran", this study can convey some conclusions as follow:

- a) There are four types of error that occurs on the use of past future perfect continuous tense in written sentences by the Grade X of SMA Negeri 1 Kisaran. There are error of

omission, error of addition, error of misformation and error of misordering. Based on the research finding in chapter four, it shows that the students made enough many errors.

- b) The most common mistake made by students is misformation. There are a total of 12 mistakes of this type. Word formation errors relate to the incorrect use of morphemes or structures. Most students forget to add “s” at the end of the sentences.

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