THE ANALYSIS OF TENSES IN ABSTRACT OF JOURNAL PORTAL GARUDA

SKRIPSI

Submitted in Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

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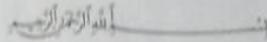
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ABSTRACT

Syahputri. 1802050120. "The Analysis of Tenses in Abstract of Journal Portal Garuda". Skripsi. English Education Program Faculty of Teacher Training and Education. Universitas of Muhammadiyah Sumatera Utara. 2022.

The research deals with The Analysis of Tenses in Abstract of Journal Portal Garuda. This study applied the descriptive analysis. The objectives of this study were to describe what types of verb, auxiliary/modal in the abstract of Journal Portal Garuda, to examine what dominant tense in the abstract of Journal portal Garuda. The data were collected by mean of identified, read, collected, analysis 5 journal. The result of data were types of verb and modal in the abstract of the Journal Portal Garuda. There are 5 tenses contained in the Journal Portal Garuda, the five tenses are present simple tense, past simple tense, present future tense, past future tense, and present perfect tense. The 5 tenses contained in 46 sentences consisting of 23 sentences in the simple present tense, 12 sentences in the simple past tense, 5 sentences in the simple present future tense, 1 sentence in the simple past future tense, and 5 sentences in the simple present perfect tense. The five tenses also have sentences in passive form, The second is about the dominant tense found in the abstract in the Garuda Portal Journal. Based on the finding, the researcher found that the most dominant tense used is the tense in the present form, either in the simple tense, future tense, perfect tense or, the passive form. We can see the present form in the verbs V1 or V1s, the form of To Be Is, are or the simple future modal such as Can, also modal in the simple perfect form such as have.

Keywords: Grammar, Tenses, Journals

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Alhamdulillahi Rabbil Alamin, the researcher would like to praise and express her high gratitude to Allah SWT, may Almighty God, the lord of the Universe who has given blessing and inspiration and who has led her to finish this skripsi. Also, she does not forget to express Shalawat and Salam to the prophet Muhammad SAW who has led Moslem from the darkness to the lightness.

This research by the title "*The Analysis of Grammar (Tenses) in Abstract of Journal Portal Garuda"* is submitted to English Department Faculty of Teacher Training and Education Universitas of Muhammadiyah Sumatera Utara as partial fulfillment of the requirement for the degree of Sarjana Pendidikan.

The researcher realized that this writing would not finish without helping and guidance from the other people, especially for her beloved mother **Juraida**, the strongest and most patient woman on earth that the researcher has ever have ,the most wonderful mother the researcher could ask for, thank you for always praying, struggling, and taking care of the researcher so finally the researcher can reach this stage and her beloved father, **Sugeng**, who always loves, prays in silence, motivates and supports the researcher's heart forever.

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Billahi fi sabilil haq

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Medan, August 2022

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CHAPTER I

INTRODUCTION

A. The Background of The Study

English is an important means of communication between countries. English is a foreign language in Indonesia. Bahasa Indonesia is certainly the easiest language to learn for Indonesian students. However, it is of course difficult for foreigners to use Indonesian as a means of communication. Therefore, as an international language, English facilitates communication among people from all over the world. In Indonesia, English is one of the subjects in schools and higher education. The goal is for each student to be able to master 4 language skills or indicators, including reading, writing, speaking ,and listening (Sari, 2021).

Writing is one of the language competencies this taken into consideration difficult and complex because, in words, characters and symbols, this consists of letters, punctuation, and space are used exchange ideas and ideas written (Siswoyo, 2016). Many people try to learn how to speak and write well. However, learning English takes effort and a long time (Selvi Veronika1, 2019). We learn English language components such as vocabulary, structure, pronunciation, and spelling. The writers find the use of grammar and tenses are difficult. The writers who learn English often make mistakes while learning English, especially when they try to arrange sentences or use tenses while writing. As a result, they write grammatically incorrect sentences (Muhsin, 2016). In English grammar, tense is the most important part and it is undeniable the hardest part of English grammar (Nujaree Sukasame, 2014). The abstract is a succinct summary of a longer work. It is published separately from the main text, so it should stand on it is own and

can be understood without reference to the longer work. A conference abstract is a short written work, usually no more than 200 or 300 words, that provides at least their separate features. Each meeting has been own guidelines on how to prepare abstract (Simkhada P, 2013). In Portal Garuda and also at the Universitas Muhammadiyah Sumatra Utara, there are still some writers or students who still have difficulties in using verb and difficulties in using auxiliary. They also do not know about the use of verbs and auxiliary in tenses which makes researchers interested in analyzing them and makes researchers want to know the opinions of students about learning grammar and in reality, there are still many English students who think that learning grammar, especially tenses is not important because we are needed is only good skills in conversation to build communication.

According to Wallwork, 2011 tenses are used to persuade writer to abstract journals. To find tenses, writer must focus on the verbs that represent the abstract in each sentence. A sentence is a group of words that begins with a capital letter and ends with a period, question mark, or exclamation mark (Sauter, 2000). There are sixteen tenses in English, namely simple present tense, simple past tense, simple present future tense, simple past future tense, simple present perfect tense, simple past perfect tense, simple present continuous tense, simple past continuous tense, simple present future continuous tense, simple past future continuous tense, simple present perfect continuous tense, simple past perfect continuous tense, simple present future perfect tense, simple past future perfect tense, simple present future perfect continuous tense, and simple past future perfect continuous tense (Celce-Murcia, 1999). From the 16 tenses, the researcher

only analyzed the usage of 5 tenses, simple present tense, simple past tense, simple present future tense, simple past future tense, and simple present perfect tense in 5 journals abstract Portal Garuda, Volume 02, No. 01, Desember 2019 ,Vol. 3, No. 2, 2020, Volume 10 No.1, April 2020, Vol.4, No. 2, Juli 2019 and Volume VI Nomor 01, Juli 2021.

Regarding the sixteen tenses in English, (Sue, 2007) pointed out that there are only three commonly used abstract tenses, namely simple present tense, simple past tense, and simple present perfect tense. These three tenses have different functions. The present tense is generally used to describe the content of the paper, the past tense is often used to describe the conclusion in the journal the use of English abstracts from Garuda Portal. They extracted abstract samples from the field of Indonesian languages collected by the Garuda Portal Journal. It consists of 5 abstracts, this is the study of writing. This shows that abstract writing is very important to position yourself in the research community and communicate effectively. The writer also point out that academics and writer should be aware of the relevant rhetorical practices in abstract writing. From these relevant studies, it can be concluded that the abstract has several interesting aspects to analyze. Based on the background and previous studies above, the researcher is interested in research to analyze simple present tense, simple past tenses, simple present future tense, simple past future tense, and simple present perfect tense in using abstract writing in a journal. Then the researcher proposes research entitled: The Analysis of Tenses in Abstract of Journal Portal Garuda.

B. The Identification of Problem

1. The writer or student had difficulties in understanding verb in writing Abstract of Portal Garuda Journal.

2. The writer or student had difficulties in understanding auxiliary in writing Abstract of Portal Garuda Journal.

C. The Scope and Limitation

The scope of this research was focused on the analysis of verb and auxiliary in each Abstract of Portal Garuda, Volume 02, No. 01, Desember 2019 ,Vol. 3, No. 2, 2020, Volume 10 No.1, April 2020, Vol.4, No. 2, Juli 2019 and Volume VI Nomor 01, Juli 2021. The limitations of this research were only centered on the use of simple present tense, simple past tense, simple present future tense, simple past future tense, and simple present perfect tense.

D. The Formulation of the Problem

The formulation of problems were:

1. What were the types of verb/modal used in the Abstract of Portal Garuda Journal?

2. What was the dominant tense in the Abstract of Portal Garuda Journal?

E. The Objectives of the Data

1. To describe what types of verb/modal in the Abstract of Portal Garuda Journal.

2. To examine what dominant tense in the Abstract of Portal Garuda Journal.

F. The Significance of the Research

The uses of the research were as follows:

1. Theoretical Contribution

   The finding of this research was expected to be useful for a reference for another researcher who wants to conduct a similar field of research in analysis grammar tenses in the abstract, in terms of grammar in using simple present tense, simple past tense, simple present future tense, simple past future tense, and simple present perfect tense.

2. Practical Contribution

   a. Researcher

   This research was designed by the researcher to be able to boost the researcher's ideas to investigate the analysis grammar tenses in abstract journal. The researcher also can get some knowledge, know types of tenses in writing Abstract Portal Garuda Journal, and know dominant tenses are used in writing Abstract Portal Garuda Journal.

   b. Readers

   This research was designed to show the types of tenses in writing Abstract Portal Garuda Journal. The awareness about the tenses they made can be helpful for the writers to overcome their knowledge about using tenses in writing.

CHAPTER II

LITERATURE REVIEW

A. **Literature Review**

1. **Abstract**

An abstract is a concise summary of a longer paper. It is published separately from the main text, so it is self-contained and can be understood without reference to the longer work. A conference abstract is a short written work, usually no more than 200 or 300 words, containing at least its personal characteristics. Each conference has its own abstract guidelines (Simkhada P, 2013). (Bhatia, 2002) explains the overall use organization of correct and pending research articles in John Flowerdew's summary Rhetorical Movement Summary: Introduction (Purpose), Methods, Findings, and Conclusions. (Lores, 2003) found that RA digests differed from RA in three areas: function, rhetorical structure, and language realization, and many analyses became subtype guides due to the growing interest in digests. (Santos, 2002) divided RA summaries into two levels in addressing text organization research: 1. Capabilities that represent abstracts the macro degree of textual content company. 2. Sentence degree works at the micro stage text analysis. Hyland (2000) proposed a Five-column structure of academic analysis abstract: Introduction, Purpose, Methods, Products, and Conclusions.

2. **Concept of Grammar**

Grammar is one of the very important language components in English learning. It is used for all language skills such as listening, speaking, reading, and writing. If grammar is not studied correctly, the students will find it is difficult to understand a language, whether it is spoken or written (Richard, 1986). Grammar

is "the entire system and structure of a language or language in general, usually consisting of syntax and morphology (including inflections) and sometimes phonetics and semantics" (Oxforddictionaries.com, 2008).

Grammar is defined as identifying various violations of the rules to score those cases. Some positive cases (non-rule violations) are defined to facilitate parsing. Each rule sends a token to the scoring module using the function produce, which writes a character to the module's output buffer. Grammar is based on using single quotes in definitions must quote any token (direct in-out), while rules do not use quotes (Schwarz, 2006). Crystal (2004) says, "Grammar is the structural foundation of our ability to express ourselves. The more we understand how it works, the better we can monitor the meaning and validity of the way we and others use language. It can help improve accuracy and detect ambiguity. "In general, tenses are a part of grammar. Furthermore, the theory of teaching tenses is also inseparable from the theory of teaching grammar (Thornburry, 1999). Tense is being a part of English grammar (Tomakin, 2014).

3. Concept of Tense

a. Definition of Tense

The word tense in English comes from the Latin word *Tempus* which means time or time. So, if we talk about tenses in English, it means we are talking about the time when an event or event occurs (R.Cyssco, 2007). A tense is a form of a verb used to indicate the time, and sometimes the continuation or completeness, of an action to the time of speaking. Tense is a method that we use in English to refer to time past, present, and future. Many languages use tenses to

talk about time. Other languages have no tenses, but of course, they still talk about time, using different methods (Johannes Jefria Gultom, 2014)

b. Types of Tenses

Based on the time and nature of the event tenses are become 16 tenses. They are simple present tense, simple present continuous tense, simple present simple perfect tense, simple present perfect continuous tense, simple past tense, simple past continuous tense, simple past perfect tense, simple past perfect continuous tense, simple present future tense, simple present future continuous tense, simple present future perfect tense, simple present future perfect continuous tense, simple past future tense, simple past future continuous tense, simple past future perfect tense, and simple past future perfect continuous tense (Cyssco, 2007)

Table 1
Types of tense and examples

Tense	Example
Simple Present	We play tennis
Present Continuous	He is looking for his pen
Present Perfect	My brother has finished his homework
Present Perfect Continuous	We have been living in this city for 10 years
Simple Past	We visited him in the hospital yesterday
Past continuous	The children were watching TV
Past Perfect	He had sold the car
Past Perfect Continuous	He had been selling his car
Present Future	You will leave for America next week
Present Future Continuous	We will be leaving for Surabaya
Present Future Perfect	They will have completed the work
Present Future Perfect Continuous	I will have been staying here
Past Future	He would go to school
Past Future Continuous	He would be going to school
Past Future Perfect	I would have gone to school
Past Future Perfect Continuous	I would have been going to school

4. Concept of Present Simple Tense

    a. Definition of Present Simple Tense

The simple present tense is one of the English tenses commonly used by English speakers in speaking and writing. The simple present tense involves everyday activities and talks about general truth (Siswoyo, 2016). We use the present simple to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general (Murphy, 2019). According to Krohn, 1971 "simple present tense is tense denoting an action happening in this time".

    b. The Form of Present Simple Tense

        1. Verbal Sentence

The verbal sentence means the sentence predicated is a verb.

Positive: S+V1(s,es)+Object/Compliment

Examples: Nurses look after patients in hospital

The earth goes around the sun

    She washes the dishes every day

Negative: S+Do/Does+Not+V1+O/C

Examples: I don't come from Canada

    He doesn't go away very often

    We don't like coffee.

Interrogative: Do/Does+S+V1+O/C?

Examples: Does he go away very often?

        Do you come from Canada?

        Do you like English food?

> Questions: W/H +Do/Does+S+V1+O/C?

Examples: Where does he go away?

How do you come from Canada to Indonesia?

Why do you collect stamps?

2. Nominal Sentence (Is, Am, Are)

The nominal sentence means the sentence predicate is not a verb.

> Positive: S+ To be+ ANA

Examples: We are busy this weekend

I am at hospital now

He is from Indonesia

> Negative: S + To be + Not + ANA

Examples: She is not an English student

We are not in Bali

You are not okay

> Interrogative: To be + S + ANA?

Examples: Are you okay?

 Is he from Indonesia?

  Is it a big hotel in the city?

3. Passive Sentence

Passive is a form where the subject of an active verb becomes the subject of the passive verb.

> Present Simple: S+(is, am, are)+V3+by O

Examples: 1. Patients in hospital are looked after by Nurses

2. The sun is gone around by the earth

3. This room is cleaned every day by someone

5. **Concept of Past Simple Tense**

   a. **Definition of Past Simple Tense**

   Past simple tense is used to talk about activities or situations that began and ended in the past *(e.g., yesterday, last night, two days ago, in 1999).* Most simple past verbs are formed by adding –**ed,** some verbs have irregular past forms, the simple past form of **being** are **was** and **were** (Azar, 2003)**.** According to Hornby, 1975 "Simple past tense is to indicate activities or states in the past, without indicating any connection the present."

   b. **The Form of Past Simple Tense**

   1. **Verbal Sentence**

The verbal sentence means the sentence predicated is a verb.

Positive: S+V2+Object/Compliment

Ex: They worked yesterday

   You called me last night

   Somebody cleaned this room yesterday

Negative: S+Did+Not+V1+O/C

Examples: They didn't work yesterday

   I didn't go to the cinema tonight

She didn't watch TV last night

Interrogative: Did+S+V1+O/C?

Examples: Did she work yesterday?

Did they come last night?

Did you take these books?

Questions: W/H+Did+S+V1+O/C?

Examples: What did you buy last week?

How did he come yesterday?

Where did you go on your holiday?

2. Nominal Sentence (Was, Were)

The nominal sentence means the sentence predicate is not a verb.

Positive: S+ To be + ANA + O/C

Examples: I was in class yesterday

You were late for class one hour ago

The man was badly injured in the accident

Negative: S + To be +Not+ ANA + O/C?

Examples: I was not in class yesterday

You were not late for class yesterday

In your kitchen, there was a beautiful large table

Interrogative: To be +S+ANA+O/C?

Examples: Was I in class today?

Were you late for class yesterday?

Was it a serious accident?

3. Passive Sentence

Passive is a form where the subject of an active verb becomes the subject of the passive verb.

Past Simple: S+(Was/Were) +V3+by O

Examples: 1. I was called by them

2. This room was cleaned yesterday by somebody

3. She was liked by everybody

Note : ANA (Adjective, Noun, Adverb)

6. **Concept of Present Future Tense**

a. **Definition of Present Future Tense**

According to Azar, the present future tense is used when an action is promised/ thought to occur in the future. The simple present future tense is also used to express a prediction or wish (Murphy, 2019)

b. **The Form of Present Future Tense**

Positive: S+MF+<u>V1</u>
$\qquad$ Be 5
Negative: S+MF+Not+<u>V1</u>
$\qquad$ Be 5
Interrogative: MF+S+<u>V1</u>
$\qquad$ Be 5

Questions:W/H+MF+S+<u>V1</u>
$\qquad$ Be 5

Examples: 1. They will visit us

They will not visit us

Will they visit us?

When will they visit us?

2. We should be quiet

We should not be quiet

Should we be quiet?

Why should we be quiet?

c. The Form of Present Future Tense in Passive

Present Future: S+MF+Be+V3+by O

Examples: 1. We will be visited by they

2. This problem can be solved by them

3. The new hotel will be opened next year by government

7. Concept of Past Future Tense

a. Definition of Past Future Tense

The past future tense is a verb used to talk about the future from the perspective of the past (Murphy, 2019). This tense can also be used to express an event or action that will be carried out in the future when it was in the past (Frank, 2019).

b. The Form of Past Future Tense

Positive: S+MF+V1
        Be 5
Negative: S+MF+Not+V1
                    Be 5
Interrogative: MF+S+V1
                    Be 5
Questions:W/H+MF+S+V1
                    Be 5

Examples: 1. She could come to the party last week

She couldn't come to the party last week

Could she come to the party last week?

When could she come to the party?

2. I might be at home 2 days ago

I mightn't be at home 2 days ago

Might I be at home 2 days ago?

When might I be at home?

Note: MF (Modal Future)

Present: Will, Can, May, Must, Should.

Past: Would, Could, Might

Be 5: Adjective, Noun, Adverb, V1Ing, V3 .

8. **Concept of Present Perfect Tense**

a. **Definition of Present Perfect Tense**

A present perfect tense is a form of a verb that expresses a situation or action that started in the past and is related to the present. The action may now be finished or still happening. Present perfect tense is a tense of verb used to describe an action that started in the past and continues in the present, performed during a period that has not yet finished (Fithriani, 2010). According to Azar "stated that the present perfect expresses the idea that something happened or never happened before now at an unspecified time in the past".

b. **The Form of Present Perfect Tense**

```
Positive: S+MP+V3
                Been ANA
Negative: S+MP+Not+V3
                    Been ANA
Interrogative: MP+S+V3 ?
                    Been ANA
Questions: W/H+MP+V3?
                    Been ANA
```

Examples : 1. I have cleaned my room

I have not cleaned my room

Have I cleaned my room?

When have I cleaned my room?

2. Barbara has been to Canada

Barbara has not been to Canada

Has Barbara been to Canada?

Who has been to Canada?

Note: MP (Modal Perfect)

Present: Have and Has

B. Relevant Study

1. AN ANALYSIS OF GRAMATICAL ERROR IN THE THESIS ABSTRACT AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF MAKASAR.ABSTRACT (Suci Rahmayani, 2020). Abatract *An Analysis Of Grammatical Error In The Thesis Abstract At English Department Of Muhammadiyah University Of Makassar.* Thesis. English Education Department Faculty Of Teacher Training And Education Muhammadiyah University Of Makassar. Supervised by Nunung Anugrawati and Farisha Andi Baso. This research was a descriptive study. The research aimed to find out the types of grammatical error and causes of error made by English Department students of Muhammadiyah University of Makassar in thesis abstract. The research was conducted in Muhammadiyah University of Makassar. The data was attained by asked copy of students thesis to the English Department's library. The writer took 15 thesis abstract as the subject. He writer found 57 errors in the thesis abstract at English Departments students of Muhammadiyah University of Makassar. This study found that there were four errors types based on the surface strategy taxonomy. The errors were 10 items (20%) of omisson errors, 3 items (5%) for additon error, 4 items (8%) for misordering error, and 34 items (67%) of misformation errors. And also found the causes of grammatical error in thesis abstract made by English Department students of Muhammadiyah University of Makassar there were carelessness, first language interference, and translation. Based on these findings, it can be concluded that the thesis abstract had many errors in misformation error. The authors should be gave more practice in learning more explanation about grammar.

2. VERB TENSE ANALYSIS OF RESEARCH ARTICLE ABSTRACTS IN ASIAN EFL JOURNAL (Nurhayati, S.S., M.Pd.).

Abstract: Salager-Meyer's (1992) study has constructed how medical abstracts are analyzed in terms of verb tense. The goal of the study is to analyze the verb tense of each move. 50 (fifty) research article abstracts of Asian EFL journal published between 2005-2006 were used as the corpus of the study. The writer listed the frequency of move structure based on Hyland's theory; Introduction (Move 1), Purpose (Move 2), Method (Move 3), Results (Move 4) and Conclusion (Move 5). Then, she focused on analyzing the verb tense of each move. This research found that the present simple was frequently used in Move 1, Move 2, Move 4 and Move 5 and the past tense was prominent in Move 3.The present perfect and the future tense were other verb tenses employed in Move 1, Move 4 and Move 5. Interestingly, the use of double tenses was applied such as present simple + present perfect in Move 1; present + past simple in Move 2,3 and 4 ; present + future simple in move 1. The active voice was the most dominant in all moves findings. The result of the research may serve as a complementary guideline for novice writers of similar studies.

3. Analyses of Verb Tense and Voice of Research Article Abstracts in Engineering Journals (**Mahjoobeh Abarghooeinezhad***, **Shahla Simin).**

ABSTRACT This paper seeks to analyze the research article abstracts among native English speakers and non-native (Iranian) speakers in the field of Electronic engineering. The analysis mainly focuses on the rhetorical structure, i.e. the constituent Moves/Sub-Moves. In addition, Verb choices and the voice and tense of the verbs in Move 2 and Move 4 respectively were examined. To this end, 25 published abstracts from each field (a total of 50 abstracts), all appearing

in established, ISI journals, were selected. The model proposed by Santos (1996), composed of 5 moves along AntMover software was employed as a general guideline in order to identify Moves/SubMoves. The results compared and contrasted the dominant move patterns of each field, their unique Move/SubMoves, and the typical voice and tense of verbs employed in Move 4. It was also found that there were some variations between the abstracts written by native English speakers and nonnative speakers of English. It is hoped that with detailed analyses of abstracts, the results of this study may serve as a complement to the guidelines for novice writers to construct a proper research article abstract in electronic engineering.

C. Conceptual Framework

```
        ┌─────────────────────────┐
        │   The abstract of Journal │
        │      Portal Garuda        │
        └─────────────────────────┘
                    │
            ┌───────────────┐
            │    Grammar     │
            └───────────────┘
           /                 \
  ┌──────────────┐      ┌──────────────┐
  │   Types of    │      │   Dominant    │
  │    Tenses     │      │   of Tenses   │
  └──────────────┘      └──────────────┘
           \                 /
        ┌─────────────────────┐
        │    Verb, Auxiliary   │
        │      and Modal       │
        └─────────────────────┘
```
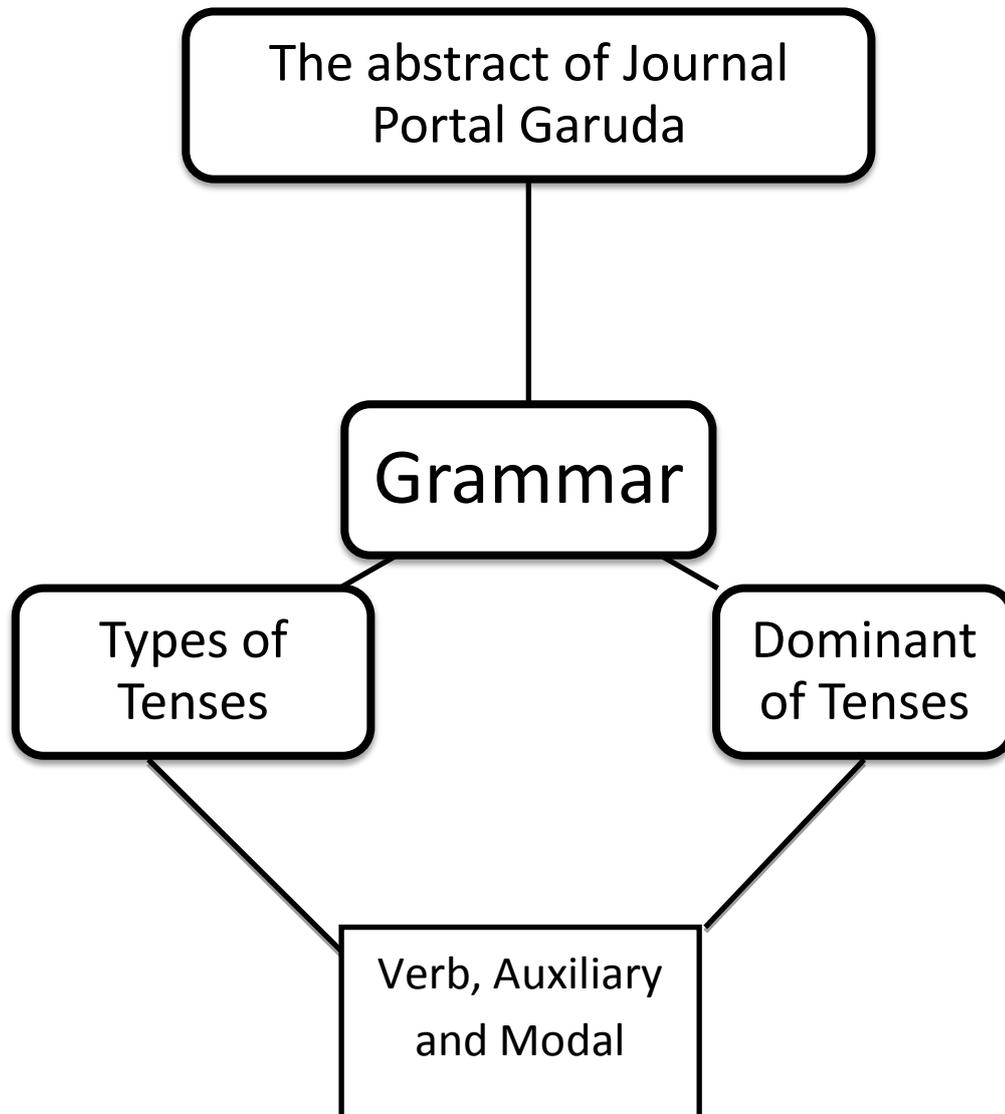
Figure 1: Diagram of Conceptual Framework

The conceptual framework showed the relationship between the constructs of this study. Researchers took 5 abstracts made by authors from the Indonesian Language Department about writing lessons in the Garuda Portal Journal. After getting a copy of the journal abstract, the researcher began to

analyze the types of Verb, Auxiliary and Modal in tenses and determine the most dominant tenses. The researcher made a classification table for the types of verbs, auxiliary and modal from tenses and to classify or analyze the types of verbs, auxiliary and modal found in the abstracts made by the Indonesian Language Department for writing lessons in the Garuda Portal Journal, the researchers analyzed and classified sentences first and also get the opinion from the students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher applied descriptive qualitative research. (Cresswell, 2009) also explains that qualitative research seeks to explore and understand the meaning of individuals or groups to social or human issues also interviews. The research process included emerging questions and procedures, data typically collected from the participant's environment, data analysis constructed inductively from the details of the general question, and the researcher's interpretation of the meaning of the data. Descriptive qualitative analysis was a method designed to describe or provide an overview of a research topic that has been studied using samples or data that had been collected and for which generally accepted conclusions had been reached.

B. The Source of Data

The sources for this research are 5 abstracts Indonesian language of Portal Garuda Journal, this is a study of writing Volume 02, No. 01, Desember 2019 ,Vol. 3, No. 2, 2020, Volume 10 No.1, April 2020, Vol.4, No. 2, Juli 2019 and Volume VI Nomor 01, Juli 2021.

C. Techniques of Collecting Data

In this case, the researcher identified discourse from the journal (Harahap, 2020). Then steps are taken as follows:

1) Researcher identified through journals

2) Researcher read through journals

3) Researcher collected data through journals

4) Researcher analyzed these data to conclude about the problem.

D. Techniques of Data Analysis

In data analysis to obtain conclusions, the form of data analysis technique is descriptive analysis. The descriptive analysis method is an attempt to collect and prepare data, then analyze the data from Journal Portal Garuda, Volume 02, No. 01, Desember 2019 ,Vol. 3, No. 2, 2020, Volume 10 No.1, April 2020, Vol.4, No. 2, Juli 2019 and Volume VI Nomor 01, Juli 2021. Descriptive analysis is data collecting in the form of words, pictures, and not numbers. This is due to the application of qualitative methods. Data analysis techniques used documentation study techniques (Semiawan, 2010).

The data analysis technigues for this research are after analyzing the data, the researcher tabulated the data, what has been collected and then it was tabled as well as classified based on the tenses to be studied, then the data that has been classified and explained by the researcher.

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Description of Data

The data was taken from the five (5) abstracts in Indonesia language with the writing lessons of Journal Portal Garuda. The five (5) journals consist of a study of writing, Volume 02, No. 01, Desember 2019 ,Vol. 3, No. 2, 2020, Volume 10 No.1, April 2020, Vol.4, No. 2, Juli 2019 and Volume VI Nomor 01, Juli 2021. Hyland (2000) proposed a Five-column structure of academic analysis abstract: Introduction, Purpose, Methods, Products, and Conclusions.

First, the researcher analyzed the tenses of (Five) 5 Abstracts Portal Garuda and then used the table for easy analysis of every sentence. This analysis used Murphy (2019) model. The result of the tenses analysis in the abstract were shown in Table 2. After analyzing the abstract tenses, the researcher focuses on the main ones' analysis of the form of the verb in each abstract sentence, the researcher has given the five-column structure of academic analysis abstract. The table below continues verb tense in each sentence.

B. Data Analysis

This chapter described the types and classifications of tenses and verb contained in the abstract of the Indonesian Language Department writer for writing lessons in the Journal Portal Garuda. The research data was taken from the abstract of the author of the Indonesian Language Department for writing lessons in the Journal Portal Garuda. In collecting data, this study selected 5 Indonesian language journals about writing. The five (5) journals consist of a study of writing , Volume 02, No. 01, Desember 2019 ,Vol. 3, No. 2, 2020, Volume 10 No.1,

April 2020, Vol.4, No. 2, Juli 2019 and Volume VI Nomor 01, Juli 2021. The researcher identified data that had been classified into five types of tenses. According to Murphy, 2019 ''The five tenses are Present Simple Tense, Past Simple Tense, Present Future Tense, Past Future Tense and Present Perfect Tense''. The use of tenses contained in the abstract on the Journal Portal Garuda.

The purpose of this research identified the used of the types of sentences (tenses and verb) used in the introduction to abstracts in the Journal Portal Garuda for learning to write and also to find out students' understanding of tenses. Based on the results of the data description obtained the results of the analysis could be seen in the following table 2: Analysis of the use of tenses in abstract writing lesson in the Journal Portal Garuda

Table 2
Analysis of the use of tenses in abstract writing lesson in the Journal Portal Garuda

Sentence and Volume of Journal	Tenses	Reason
(Volume 02, No. 01, Desember 2019) One of the important components in education in Indonesia is the mastery of good language	Present Simple	Because the sentence uses To Be (is, to explain the singular subject) and To Be in this sentence is used to describes Noun. The noun from this sentence is **The mastery of good language**
Literary ability includes four aspects, namely: speaking, speaking, reading, and writing.	Present Simple	Because verb in the sentence uses verb1 especially V1s **Includes** from V1 **Include**
Writing is one skill that has a	Present Simple	Because the sentence uses ToBe (is, to explain the singular subject). To

high level of difficulty compared to other skills.		Be in this sentence is used to describes the Noun, noun from this sentence is**one skill that has a high level of difficulty compared to other skills**
Writing requires skill, extensive insight, and strong motivation to be able to help	Present Simple	Because the sentence uses verb1 especially V1s (Requires) from Require
One alternative learning is contextual learning because it uses students' daily experiences as a source in writing description texts.	Present Simple	Because the sentence uses To Be (is, to explain the singular subject). To Be in this sentence used to describes the Noun, noun from this sentence is**contextual learning** also uses V1s **Uses** from V1 **Use**
The sample in this study was grade VII students at Putra Juang Junior High School located in the city of Cianjur.	Past Simple	Because the sentence uses To Be (Was, to explain the singular subject). To Be in this sentence used to describes the Noun, noun from this sentence is **grade VII students at Putra Juang Junior High School**
the results of the research that were contextual application could increase the ability of students to write description texts	Past Simple	Because the sentence uses To Be (Were, to explain the plural subject). To Be in this sentence used to describes the Noun, noun from this sentence is **contextual application could increase the ability of students to write description texts**
This is evidenced by the average value of students in learning to write text improvement description	Passive Present Simple	Because the sentence uses To Be **Is** plus V3 **Evidenced** from V1**Evidence** and the sentence uses **by** is one passive component
At the first meeting the average value of	Present Simple	Because the sentence uses To Be **is** describes the Adjective **60 At the second meeting the average value**

students is 60 At the second meeting the average value of students is 77		**of students is 77**
while at the second meeting 80% of students have reached the KKM	Present Perfect	Because the sentence uses Modal Perfect **Have** plus V3 **Reached** from V1 **Reach**
From the results of the study it can be concluded from more effective research, which is more contextual more suitable for writing descriptive text	Passive Present Future and Present Simple	Because the sentence uses Modal Future **Can** plus To Bo **Be** plus V3 **Concluded** from V1 **Conclude** also uses To Be **Is** to explain more contextual more suitable for writing descriptive text
(Vol. 3, No.2, Desember 2020) Students of the Indonesian Language Education Study Program at the University of Bengkulu have difficulty writing a thesis research proposal	Present Perfect	Because the sentence uses Modal Perfect **Have**
This is proven by not many students who passed on time in semester VIII	Passive Present Simple and Past Simple	Because the sentence uses To Be **Is** plus V3 **Proven** from V1 **Prove** and uses **by** one passive component Also uses V2 **Passed** from V1 Pass
The purpose of this research is to identify and describe	Present Simple	Because the sentence uses V1 Identify and Describe
The method used in this research isdescriptive method	Present Simple and Past Simple	Because the sentence uses To Be **Is** describe Adjective **descriptive method** Also V2 **Used** from V1 Use

The population of this study was all students of semester VII of the Indonesian Language Education Study Program in the 2017/2018 academic year	Past Simple	Because the sentence uses To Be (Was, to explain the singular subject). To Be in this sentence used to describes the Noun, noun from this sentence is **all students of semester VII of the Indonesian Language Education Study Program in the 2017/2018 academic year**
The sample of this research is 80 students who write thesis research proposals	Present Simple	Because the sentence uses To Be (Is, to explain the singular subject). To Be in this sentence used to describes the Noun, noun from this sentence is**80 students who write thesis research proposals**
The data collection techniques were documentation and interview techniques	Past Simple	Because the sentence uses To Be (Were, to explain the plural subject). To Be in this sentence used to describes the Noun, noun from this sentence are**documentation and interview techniques**
Data analysis to analyze quantitative data used the percentage formula, while for qualitative data it was analyzed using the Miles and Huberman analysis model with the steps of data reduction analysis, data display, verification, and conclusions.	Past Simple	Because the sentence uses V2 **Used** from V1 **Use** also To Be **Was**
The results showed that the ability to write thesis research proposals for seventh semester students of the Indonesian	Past Simple	Because the sentence uses V2 **Showed** from V1 **Show** Also uses To Be **Was** to explain Noun Classified as sufficient qualification

Language Education Study Program for the academic year 2017/2018 was classified as sufficient qualification		
The seventh semester students of the Indonesian Language Education Study Program at the University of Bengkulu should be assisted so that they really understand how to compile a thesis research proposal so that they can write a research proposal well and in the end students will be able to complete their thesis quickly and on time.	Passive Past Future and Present Future	Because the sentence uses Modal Future **Should** plush To Be **Be** and V3 **Assisted**from V1 **Assist** Also uses **Can and Will** as Present Modal Future
(Volume 10 No. 1, April 2020) Writing is a process of capturing what is in your thoughts and feelings.	Present Simple	Because the sentence uses To Be (Is, to explain the singular subject). To Be in this sentence used to describes the Noun, noun from this sentence is **a process of capturing what is in your thoughts and feelings**
Problems in writing skills in schools are the way of assessment and curriculum achievement targets which are only measured based on the	Present Simple	Because the sentence uses To Be (Are, to explain the Plural subject). To Be in this sentence used to describes the Noun, noun from this sentence is **the way of assessment and curriculum achievement targets which are only measured based on the results of written tests**

results of written tests		
The subjects in this research were the process of teaching and learning activities between students and teachers/ researchers of Class XII MIPA 1 of SMAN 3 Kota bumi, North Lampung Regency in the Academic Year of 2017/2018, amounting to 34 students	Past Simple	Because the sentence uses To Be (Were, to explain the Plural subject). To Be in this sentence used to describes the Noun, noun from this sentence is **the process of teaching and learning activities between students and teachers/ researchers of Class XII MIPA 1 of SMAN 3 Kota bumi, North Lampung Regency in the Academic Year of 2017/2018, amounting to 34 students**
This is evidenced by the increase in the percentage of Minimum Completeness Criteria that have been determined from the first cycle to the second cycle of 23.69%.	Passive Present Simple and Passive Present Perfect	Because the sentence uses To Be **Is** and V3 **Evidenced** plus **by** as one passive component

Also uses **Have** and To Be **Been** plus V3 **Determined** from V1 **Determine** |
| **(Vol.4, No.2, Juli 2019)**

This study aims to describe aspects of knowledge in literary writing teaching materials in Indonesian language teacher books SMA / MA class X, XI, XII with a qualitative descriptive approach to document analysis. | Present Simple | Because the sentence uses V1 especially V1s **Aims** from V1 additing S |
| The data sources | Present Simple | Because the sentence uses To Be **Are** |

used in this study are Indonesian language teacher books SMA / MA class X, XI, XII 2013 Curriculum		to explain the Plural subject. To Be in this sentence used to describes the Noun, noun from this sentence is **Indonesian language teacher books SMA / MA class X, XI, XII 2013 Curriculum**
The technique of data collection is done through reading and recording techniques using instruments that have been validated in the form of document analysis guides	Passive Present Simple and Passive Present Perfect	Because sentence uses To Be **Is** and V3 **Done** from V1 **Do** Also uses Modal Perfect **Have** and To Be **Been** Followed by V3 **Validated** from V1 **Vallidate**
The results showed that aspects of factual, conceptual, and procedural knowledge were fulfilled in the Indonesian language teacher books SMA / MA class X, XI, XII	Past Simple and Passive Past Simple	Because sentence uses V2 **Showed** from V1 **Show** Also uses To Be **Were** to explain fulfilled in the Indonesian language teacher books SMA / MA class X, XI, XII
(Volume VI Nomor 01, Juni 2021) This research aims to determine the implementation of evaluation in Indonesian learning online for writing poetry at fourth grade SD Negeri 3 Baturagung	Present Simple	Because sentence uses V1 especially V1s **Aims** from V1 **Aim** additing S
This study uses qualitative method with data collection techniques like observation,	Present Simple	Because sentence uses V1 especially V1s **Uses** from V1 **Use** additing S

interviews, and documentation		
The data sources are teachers, parents and students	Present Simple	Because the sentence uses To Be (Are, to explain the Plural subject). To Be in this sentence used to describes the Noun, noun from this sentence is **teachers, parents and students**
Since the Covid-19 pandemic hit, learning activities at SD Negeri 3 Baturagung was carried out by WhatsApp application	Passive Past Simple	Because sentence uses To Be **Was** and V3 **Carried out** from V1 **Carry out**
The results showed that the evaluation model is portofolio-based evaluation.	Present Simple	Because sentence uses To Be **Is** describes the Noun **portofolio-based evaluation** also uses V2 **Showed** from V1 **Show**
In this implementation, there are several problems like limited availability of electronic devices, unstable signals and limited use of the WhatsApp application	Present Simple	Because sentence uses To Be **Are** describes the Adjective **several problems like limited availability of electronic devices, unstable signals and limited use of the WhatsApp application**
The resolutions is if students do not have cellphones, they can ask their relatives to help for send their assignments	Present Perfect and Present Future	Because sentence uses V1 **Have** but in negative form and additing **Do+Not** Also uses **Can** as Modal Future
Students can write down the evaluation at assignment book, then collect it to school once a week	Present Future	Because sentence uses Modal Future **Can** and V1 **Write**
If students not	Present Future	Because sentence uses Modal Future

understand the material, other students can share structured examples steps to work according to the guidelines that given by their teacher		**Can** followed by V1 **Share**

The table told that the most common tenses used when writing abstracts in the Journal Portal Garuda were the present tense, including simple, future, perfect, and passive form. In this study, the author found that the tenses commonly used were the same. These tenses appear in most of the sentences. In general, the contents of the author's summary of the Journal Portal Garuda focuses on teaching Indonesian writing, the content was clear and easy to understand but sometimes we need to think to understand the meaning of the sentences, but there are some sentences that are not written in full. While there are some flaws in the spelling of the sentences, this made readers make their own assumptions about the content. This error did change the general understanding and abstract meaning.

In addition to identifying, classifying, and analyzing tenses and verbs, the researcher also provides an explanation of the tenses. The explanation was also given the basic word so that the reader can also know the initial changes of the word. So from the analysis data we know how many tenses and verbs use in the Abstract of Journal Portal Garuda and the most dominant tenses. The same goes for the use of tenses in abstracts interesting because of the verb's popularity nervous because the aspects are different. Most common tenses and aspects come up with a brief summary. Others were present future, past future and complete the

gift. Now just tend to continue common themes in the region and also refers to previous research and the present perfect refers to the previous studies were average. Past tense more likely to be used for specific research purposes subjects in previous and past studies information used study. Future tense anticipate or predict. Follower quotes describe the spread of verbs discover the tense. Based on the results of the calculation of the data obtained the number of sentences from the results of the analysis could be seen in the following table 3:

Table 3
The Calculation Data of Abstract in Journal Portal Garuda

	Tenses	Number of Tenses
	Present Simple Tense	23 sentences
	Past Simple Tense	12 sentences
	Present Simple Future Tense	5 sentences
	Past Simple Future Tense	1 sentence
	Present Simple Perfect Tense	5 sentences
Total	**5 tenses**	**46 sentences**

The calculating data of abstract from table 2 the researcher found 46 sentences of 5 tenses in the abstract of Journal Portal Garuda, from 46 tenses the researcher found verbs, auxiliary and modal used in abstract, it could see from the table 4:

Table 4
The Verb, Auxiliary and Modal in Abstract

	Verb
Present	V1,V1s
Past	V2 and V3
Auxiliary	Is, Are, Was, Were, Be, Been
Modal Future	Can, Will, Should
Modal Perfect	Have
Total	**14**

From the 46 sentences the researcher 14 verbs including V1,V1s, V2, V3, Is, Are, Was, Were, Be, Been, Can, Will, Should, and Have.

Table 5
The calculation passive tenses of abstract in Journal Portal Garuda

	Passive Present Simple Tense	4 sentences
	Passive Past Simple Tense	2 Sentences
	Passive Present Future Tense	1 sentence
	Passive Past Future Tense	1 sentence
	Passive Present Perfect Tense	2 sentences
Total	**5 Passive Tenses**	**10 sentences**

The calculated passive tenses in abstract forms in the Journal Portal Garuda, based on table 2 the researcher found 10 forms of passive sentences, which could be seen in Table 5.

After analyzing the data, Tenses of the passive voice appears in the abstract. The tenses were almost uniformly distributed among them are 23 simple present sentences, 12 simple present sentences, 5 simple present sentences, 1 simple present sentence and 5 simple simple present perfect sentences. Research method used in this study, the current the tense was the most commonly used tense. In addition, past and present tense nervousness, along with switching to passive voice. There were 10 passive voice sentences in total, including 4 present passive voice sentences, 2 present passive voice sentences, 1 present future passive voice sentence, 1 present passive voice sentence and 2 present perfect passive voice sentences . Reasons may be explained that the topic also actively participate in writing abstracts passive role when receiving treat. The largest proportion of tenses used in the abstract in the Journal Portal Garuda were the simple present tense with 23 sentences.

C. Finding

Finding the results of the study, there were 2 formulations of the problem in this study and the discussion only focuses on that. In the previous chapter, the

purpose of this study was to determine the types of tenses, the most dominant tenses used in writing abstracts of the Journal Portal Garuda. Researcher analyzed and classified the types of tenses in the abstract in the Journal Portal Garuda the types of tenses found in the abstract are based on the Murphy, 2019 the researcher finding:

1. Types of verb and modal in the abstract of the Journal Portal Garuda. There were 5 tenses contained in the Journal Portal Garuda, the five tenses were present simple tense, past simple tense, present future tense, past future tense, and present perfect tense. From the data obtained, there are 46 sentences consisting of 23 sentences in the simple present tense, 12 sentences in the simple past tense, 5 sentences in the simple present future tense, 1 sentence in the simple past future tense, and 5 sentences in the simple present perfect tense. The five tenses also have sentences in passive form, all these sentences use different verbs and modals, From the data we found that the abstract used verbs V1,V1s, V2, and V3, Auxiliary is, are, was, were, been, and be, also used modal simple future Can, Will, and Should, and modal simple perfect Have.

2. The researcher found about the dominant tenses contained in the abstract in the Garuda portal journal. Based on the findings, the researcher found that the most dominant tense used is the tense in the present form, either in the simple, future, perfect form and also in the passive form. The largest proportion of tenses used in the abstract in the Journal Portal Garuda were the simple present tense with 23 sentences.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The researcher analyzed and classified the types of tenses in the abstract in the Journal Portal Garuda, the types of tenses found in the abstract were based on murphy and the conclusion from the researcher were:

1. Types of verb and modal in the abstract of the Journal Portal Garuda. There are 5 tenses contained in the Journal Portal Garuda, the five tenses were present simple tense, past simple tense, present future tense, past future tense, and present perfect tense. The 5 tenses contained in 46 sentences consisting of 23 sentences in the simple present tense, 12 sentences in the simple past tense, 5 sentences in the simple present future tense, 1 sentence in the simple past future tense, and 5 sentences in the simple present perfect tense. The five tenses also have sentences in passive form. All these sentences use different verbs and modals, From the data we found that the abstract used verbs V1,V1s, V2, and V3, Auxiliary is, are, was, were, been, and be, also used modal simple future Can, Will, and Should, and modal simple perfect Have.

2. The second was about the dominant tense found in the abstract in the Garuda Portal Journal. Based on the finding, the researcher found that the most dominant tense used was the tense in the present form, The largest proportion of tenses used in the abstract in the Journal Portal Garuda were the simple present tense with 23 sentences, either in the simple tense, future tense, perfect tense or, the passive form.

B. Suggestions

The researcher suggested for:

1. Teacher

For teacher this research was useful, namely as a way to improve or teach students in understanding Grammar, especially in the use of tenses, understanding tenses was not only useful in writing but also useful in speaking. Know how to write a good abstract in terms of language and abstract writing rules. For lectures, researchers hope to provide information and play a bigger role in the teaching and learning process, especially in English.

2. Reader or Student

For reader or student to learn more about grammar, especially tenses and how to use them, didn't ever think that learning grammar was not important.

3. Researcher

Finally, further researcher were advised to further explore research findings related to this issue. In addition, researcher hope that the results of this study could inspire further researcher to conduct other research related to tenses analysis to enrich existing research.
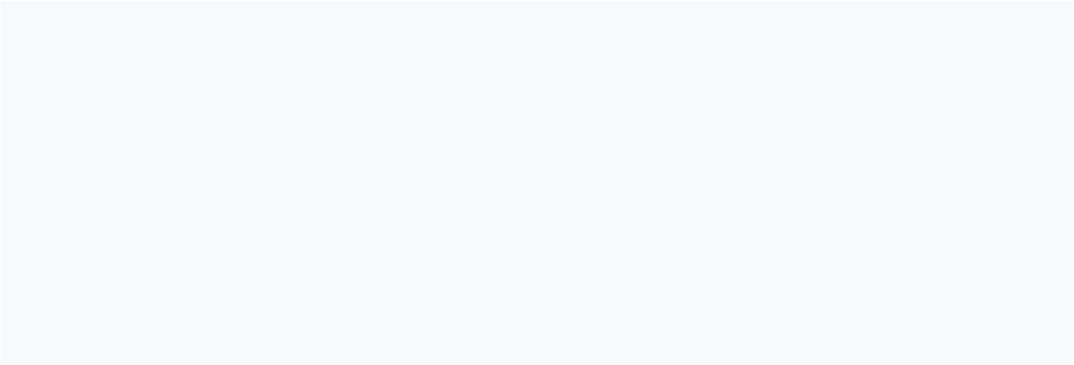
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APPENDIXS

Appendix A   Instrument Journal Portal Garuda

1. Abstract Volume 02, No. 01, Desember 2019

One of the important components in education in Indonesia is the mastery of good language, Indonesian language plays an important role for education in Indonesia because it is the official language in all fields. Literary ability includes four aspects, namely: speaking, speaking, reading, and writing. Writing is one skill that has a high level of difficulty compared to other skills. Writing requires skill, extensive insight, and strong motivation to be able to help, one of the learning materials for writing in junior high school is about writing descriptive text. One alternative learning is to use contextual learning because it uses students' daily experiences as a source in writing description texts. The sample in this study was grade VII students at Putra Juang Junior High School located in the city of Cianjur, the results of the research that were refuted related to contextual application could increase the ability of students to write description texts. This is evidenced by the average value of students in learning to write text improvement description. At the first meeting the average value of students is 60 At the second meeting the average value of students is 77. while at the first meeting only 30% of the 40 students are eligible to reach the KKM, while at the second meeting 80% of students have reached the KKM. From the results of the study it can be concluded from more effective research, which is more contextual more suitable for writing descriptive text.

2. Abstract Vol. 3, No. 2, Desember 2020

Students of the Indonesian Language Education Study Program at the University of Bengkulu have difficulty writing a thesis research proposal. This is proven by not many students who passed on time in semester VIII. The purpose of this research is to identify and describe: (1) the ability of students in writing thesis research proposals and (2) the difficulties faced by students in writing thesis research proposals. The method used in this research is descriptive method. The population of this study was all students of semester VII of the Indonesian Language Education Study Program in the 2017/2018 academic year. The sample of this research is 80 students who write thesis research proposals. The data collection techniques were documentation and interview techniques. Data analysis to analyze quantitative data used the percentage formula, while for qualitative data it was analyzed using the Miles and Huberman analysis model with the steps of data reduction analysis, data display, verification, and conclusions. The results showed that the ability to write thesis research proposals for seventh semester students of the Indonesian Language Education Study Program for the academic year 2017/2018 was classified as sufficient qualification. Then, students experience difficulties in compiling proposals in writing problems and problem formulations, writing theoretical foundations and literature reviews, determining research methods, data collection techniques and arranging instruments as well as testing, assessment rubrics, and research data analysis. The seventh semester students of the Indonesian Language Education Study Program at the University of Bengkulu should be assisted so that they really understand how to compile a thesis research proposal so that they can write a research proposal well and in the end students will be able to complete their thesis quickly and on time.

3. Volume 10 No. 1, April 2020

Writing is a process of capturing what is in your thoughts and feelings. Problems in writing skills in schools are the way of assessment and curriculum achievement targets which are only measured based on the results of written tests. The subjects in this research were the process of teaching and learning activities between students and teachers/ researchers of Class XII MIPA 1 of SMAN 3 Kotabumi, North Lampung Regency in the Academic Year of 2017/2018, amounting to 34 students. After conducting research and analyzing research data, the researchers concluded that the use of journal writing skills as an authentic assessment material in Indonesian Language Subjects Class XII MIPA 1 SMA Negeri 3 Kotabumi can improve student learning outcomes.This is evidenced by the increase in the percentage of Minimum Completeness Criteria that have been determined from the first cycle to the second cycle of 23.69%.

4. Vol. 4, No. 2, Juli 2019

This study aims to describe aspects of knowledge in literary writing teaching materials in Indonesian language teacher books SMA / MA class X, XI, XII with a qualitative descriptive approach to document analysis.The data sources used in this study are Indonesian language teacher books SMA / MA class X, XI, XII 2013 Curriculum. The technique of data collection is **(are)** done through reading and recording techniques using instruments that have been validated in the form of document analysis guides. The results showed that aspects of factual, conceptual, and procedural knowledge were fulfilled in the Indonesian language teacher books SMA / MA class X, XI, XII with details: (1) based on literary teaching material aspects of knowledge in class X and XI, more conceptual knowledge aspects dominating rather than factual and procedural knowledge, (2) based on literary teaching material aspects of knowledge in class XII, aspects of procedural knowledge dominate more than factual and conceptual knowledge.

5. Volume VI Nomor 01, Juni 2021

This research aims to determine the implementation of evaluation in Indonesian learning online for writing poetry at fourth grade SD Negeri 3 Baturagung. This study uses qualitative method with data collection techniques like observation, interviews, and documentation. The data sources are teachers, parents and students. Since the Covid-19 pandemic hit, learning activities at SD Negeri 3 Baturagung was carried out by WhatsApp application. The results showed that the evaluation model is portofolio-based evaluation. In this implementation, there are several problems like limited availability of electronic devices, unstable signals and limited use of the WhatsApp application. The resolutions is if students do not have cellphones, they can ask their relatives to help for send their assignments. Students can write down the evaluation at assignment book, then collect it to school once a week. If students not understand the material, other students can share structured examples steps to work according to the guidelines that given by their teacher.
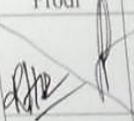
Appendix B   **K1**

MAJELIS PENDIDIKAN TINGGI
VERSITAS MUHAMMADIYAH SUMATERA UTARA
AKULTAS KEGURUAN DAN ILMU PENDIDIKAN
l. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http:/www. fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Syahputri
NPM   : 1802050120
Program Studi   : Pendidikan Bahasa Inggris
IPK Kumulatif   : 3.52   IPK = 3.52

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	The Analysis of Grammar (Tenses) in Abstract of Journal Portal Garuda	
	Figurative Language on Palang Pintu Berbalas Pantun Suku Betawi Wedding Ceremony	
	The Analysis of Students' Difficulties in Using Preposition "Because" and "Because of"	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Februari 2022
Hormat Pemohon,

Syahputri

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix C   **K2**

MAJELIS PENDIDIKAN TINGGI
VERSITAS MUHAMMADIYAH SUMATERA UTARA
AKULTAS KEGURUAN DAN ILMU PENDIDIKAN
l. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Kepada Yth :   Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Syahputri
NPM   : 1802050120
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

THE ANALYSIS OF GRAMMAR (TENSES) IN ABSTRACT OF JOURNAL PORTAL GARUDA

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Rita Harisma, S.Pd., M.Pd

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan,   Februari 2022
Hormat Pemohon,

Syahputri

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix D   **K3**

Nomor   : 386 /II.3-AU/UMSU-02/F/2022
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
                 Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa   : Syahputri
NPM   : 1802050120
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : The Analysis of Grammar (Tenses) in Abstract of Journal Portal Garuda.

Dosen Pembimbing : Rita Harisma, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 11 Februari 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 10 Rajab   1443 H
       11 Februari 2022 M

Dekan

Dra. Hj. Syamsuyurnita, M.Pd
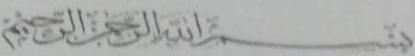NIP 19670604 199303 2 002

Dibuat rangkap 4 (empat)
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan
   WAJIB MENGKUTI SEMINAR

Appendix E   **Berita Acara Bimbingan Proposal**

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Mahasiswa	: Syahputri
NPM	: 1802050120
Judul Proposal	: The Analysis of Grammar (Tenses) in Abstract of Journal Portal Garuda

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
25 Februari 2022	Chapter I : Background of the Study , Identification of the Problem	
1 Maret 2022	Chapter I : Scope and Limitation, Formulation Of the Problem	
7 Maret 2022	Chapter I : Objectives of The Study, Significances of the Study	
11 Maret 2022	Chapter II : Riview of Concept of Grammar, Concept Of Tenses	
16 Maret 2022	Chapter II : Riview of Data (Added Abstract of Portal Garuda Journal)	
24 Maret 2022	References	
5 April 2022	Chapter III : Research Design, Subject of the Study	
9 April 2022	Chapter III : The Technique Of Collecting Data	
11 April 2022	Chapter III : Technique Of Analyzing Data	

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Pirman Ginting S.Pd., M.Hum

Medan, 14 April 2022
Dosen Pembimbing
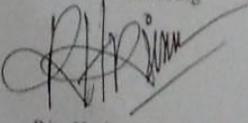
Rita Harisma, S.Pd., M.Hum

Appendix F   **Berita Acara Seminar Proposal**

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini   Selasa   Tanggal 26 April Tahun   2022   diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama   : Syahputri
N P M   : 1802050120
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Analysis of Grammar (Tenses) in Abstract of Journal Portal Garuda

NO	MASUKAN / SARAN
BAB I	Revise the Formulation of the Proble
BAB II	
BAB III	Source of Date ?
LAINNYA	References
KESIMPULAN	( ) Disetujui ( ) Ditolak (✓) Disetujui Dengan Adanya Perbaikan
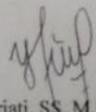
Medan, 26 April 2022

Dosen Pembahas   Dosen Pembimbing

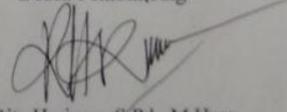Yusriati, SS, M.Hum   Rita Harisma, S.Pd., M.Hum

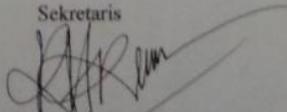PANITIA PELAKSANA

Ketua   Sekretaris

Pirman Ginting, S.Pd., M.Hum   Rita Harisma, S.Pd., M.Hum

Appendix G   **Lembar Pengesahan Proposal**

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JL Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website :http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id
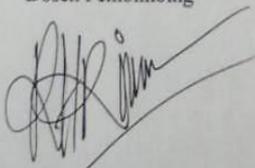
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

NamaLengkap	: Syahputri
NPM	: 1802050120
Program Studi	: Pendidikan Bahasa Inggris
JudulSkripsi	: The Analysis Of Grammar (Tenses) In Abstract Of Journal Portal Garuda

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh
Ketua Program Studi

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

Rita Harisma, S.Pd., M.Hum

Appendix H   **Surat Perubahan Judul**

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

Kepada Yth : Bapak/Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal   : **PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan dibawah ini :

Nama Mahasiswa   : Syahputri
N P M   : 1802050120
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan Permohonan perubahan judul skripsi, sebagai tercantum dibawah ini dengan judul sebagai berikut:

        The Analysis Grammar (Tenses) in Abstract of Journal Portal Garuda
Menjadi :

The Analysis Tenses in Abstract of Journal Portal Garuda
Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan Kesediaan Bapak/Ibu saya ucapkan terima kasih.
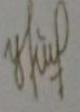
Ketua Progra Studi   Medan,   Agustus 2022
Pendidikan Bahasa Inggris   Hormat Pemohon
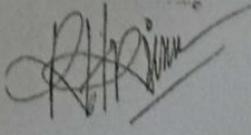
Pirman Ginting, S.Pd, M.Hum   Syahputri

Diketahui Oleh :

Dosen Pembahas   Dosen Pembimbing

Yusriati, S.S., M.Hum   Rita Harisma, S.Pd.,M. Hum

Appendix I   **Curriculum Vitae**

CURRICULUM VITAE

1. Personal Information

Name : Syahputri

SIN : 182050120

Place/Date of Birth : Penjemuran,14 Oktober 2000

Sex : Female

Religion : Islam

Nationality : Indonesian

Adress : Dusun 1 Silau Rakyat

Department of : English Education

2. Parents' Information

Father : Sugeng

Mother : Juraida

Adress : Dusun 1 Silau Rakyat

3. Education

2006 - 2012 : SD Negeri 102028 Sei Parit

2012 – 2015: SMP Negeri 4 Satu Atap

2015 – 2018 : SMA Negeri 1 Sei Rampah

2018 – 2022 : An active of English Departmen, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara