TENSES USAGE IN BEAR'S MAGIC MOON STORY BOOK

Retno Budi Astuti
Faculty of Letters and Cultures, Gunadarma University

Abstract: *Grammar is taught to all language learners as one of the components of the English language. This research is conducted to find out the usage of tenses in children's book entitled Bear's Magic Moon written by Suzanne Pinner as children start to learn about language. The tenses theory from Betty Schrampfer Azar is used for the classification of the tenses. The method that is used in this research is qualitative research method. As the result, the researcher found that there are 30 data for the simple present tense, 1 data for the simple past tense, and 4 data for the simple future tense. The simple present tense is used in most of the sentences and the simple past tense are the least used in the sentences of the book.*

Keywords: simple tenses, present tense, past tense, future tense

INTRODUCTION

Learning the English language is harder than we first thought since grammar is a system of rules that needs to be understood. Grammar is taught to all language learners as one of the components of the English language. It is essential to understanding English language. Students who lack a firm understanding of grammar will find it difficult to put together coherent sentences and express themselves clearly in communication tasks. However, if they have good grammar and can use the language correctly and clearly, they will feel more comfortable speaking and writing in English. Grammar should be a prerequisite for speaking English with the students. Grammar is a crucial rule for pupils studying the language. the apparent core of language.

Children use grammar to provide richness and complexity to their ideas. By focusing on the complexity of the language, we can see grammar in action. This is how complicated an adult or child's words, phrases, or sentences are. Grammar provides children with the tools they need to understand and express themselves in larger, more complex ways. Children that utilize longer, more complicated sentences or word endings to increase the complexity of their language are better able to express and comprehend challenging concepts. Around the age of two, toddlers begin to mix words, which is an important step in their language development. The first step in communicating broader ideas is to blend words.

 Harmer states that "grammar is the description of the ways in which words can change their forms and can be combined into sentence in that language". While, Michael Swan says that "grammar is the rules that say how words are combined, arranged, and changed to show different meaning". Grammar addresses one of its facets, namely tense. Tense is a means to express action that requires a temporal component.

The grammars of Indonesian and English differ significantly, particularly when it comes to tense. In Indonesian, the sentence "*saya memasak kue setiap hari Minggu*" show that the activity has become a habit to do in every week. Then, the sentence "*saya sedang memasak kue sekarang*" shows that the activity is in progress. While, the sentence "*saya memasak kue kemarin*" shows that the activity is done on the past time.

Based on those three sentences, the verb remains unchanged even when the three sentences have distinct time indications. Meanwhile, if we translate those sentences into English, the first sentence will be "I bake the cookies every Sunday". The second sentence will be "I am baking the cookies now" and the third sentence will be "I bake the cookies yesterday". It can be seen that in English, there is a shift of verb form in the three statements. Each sentence has a different time indication, which causes the verb to shift. In this instance, someone will probably make a mistake when communicating in English or receiving information if they do not understand how tenses are used in English grammar.

Both written and spoken phrases employ tenses. When speaking English, people use tenses in all of their sentences. The literary works are no different. Numerous works that use English as the primary language also employ tenses. The subject of this research is a children's book called *Bear's Magic Moon*. This book is included in a collection of stories appropriate for young readers as young as three years old. The researcher is looking for information on the simple tenses that are utilized in children's books as they begin to grow and learn language.

Numerous researches have examined how English grammar uses tenses. Two earlier research are cited in this study to support the analysis. The first research is conducted by Nada Rona Amiroh Khozin HS in 2020. The research is entitled *An Analysis of Tenses Used in Finding Nemo Movie Script: The Relevance to 2013 Curriculum for Teaching Tenses to Junior High School Students*. This research aims to find out types of tenses used in Finding Nemo movie script and the relevance to 2013 curriculum for teaching tenses to junior high school students. The 2013 curriculum is used as the standard guideline to determine the sentences' appropriateness. This study was a descriptive qualitative method by employing content analysis technique to analyze the data. The data resources were documented from the script movie and 2013 English curriculum. The findings are presented in the form of the sentences that were analyzed and classified into six types of tenses. These six tenses matched for the curriculum, they were Simple Present Tense, Simple Past Tense, Present Continuous Tense, Past Continuous Tense, Present Perfect Tense, and Present Future Tense. The result indicated there was a high frequency of the tenses in the sentences with total number 96%. This study concluded that Finding Nemo movie script can be used as supporting material by English teachers to teach tenses for junior high school students, particularly Simple Present Tense which is the most used tense in the movie.

The next research is conducted by Riza Fadhilah in 2016. The research is entitled *The Analysis of Tenses Used by Dickens in His Novel 'Complete Ghost Stories'*. The research consists of four chapters, the first chapter is an introduction containing the background of the study, problem of the study, scope of the study, purpose of the study and method of the study. The second chapter is the theoretical which contains the theories about Tenses. The third chapter is the data and the analysis which contains of the result of the analyzing tenses derived from novel and found tenses of the most dominant and found many times TO HAVE is used as a verb or as an auxiliary verb in the novel. The result is they are 27 sentences in Simple Present Tense (11.16%), 10 sentences in Present Continuous Tense (4.13%) and 17 sentences in Present Perfect Tense (7.02%). They are 105 sentences in Simple Past Tense (43.39%), 29 sentences in Past Continuous Tense (11.99%) and 23 sentences in Past Perfect Tense (9.50%). And they are 30 sentences in Simple Future Tense (12.40%) and 1 sentence in Future Continuous Tense (0.41%). So, the most dominant of tenses is Simple Past Tense, with total 105 sentences (43.39%). Many times, TO HAVE is 40 data. They are 17 sentences in Present Perfect Tense (40.48%) as an auxiliary verb and 23 sentences as an auxiliary verb and 2 sentences as a verb in Past Perfect Tense (59.52%). The last chapter is the fourth chapter, contains conclusion and suggestion which explain about the result of the analysis obtained from the third chapter and contained on the advice given to readers or other writers who take the same topic.

THEORETICAL REVIEW

The English word "tense" ultimately comes from the Latin word "tempus," which meaning "time." The tense of a verb expresses time. When discussing tense and time, A.S. Hornby asserts that the terms "time" and "tense" "must not be confused." The concept of time, which is divided into the past, present, and future, is one that is widely recognized. Tenses are a type of verb form or set of verb forms that are used to express a relationship in time. Tenses can indicate the state in which an event, activity, or scenario is occurring.

Generally, tense describes the instant in time that is associated with the situation at the moment of speaking or when speaking takes place. Present, past, and future tenses are the three most often used tenses in languages. A situation mentioned in the past is related before speaking, a situation represented in the present tense is related as happening simultaneously with speaking, and a situation described in the future is related as happening after speaking.

Verb tenses in English can be simple or complicated. The Oxford Dictionary of English Grammar states that some linguists define tense narrowly by form, leaving only two tenses in English: the past tense,

which in regular lexical verbs has the -ed inflection, and the present tense, which is a lexical verb and is identical to the last (apart from the -s ending in the third person singular). It implies that there are two tenses based on the form. There are two tenses: past and present. Based on the theory presented in Betty Schrampfer Azar's book, the researcher uses three simple tenses: simple present, simple past, and simple future.

1.1. Simple Present

The present tense is the simplest in English. As it studied the finite verbal group without auxiliaries, continuous action is represented by the simple present tense. The simple present tense can be used to convey a variety of ideas, including universal truths, norms, and routine behaviors. It can also be used to display the time in the future. Only the present tense maintains the distinction between person and number. By appending a "s" or "es" to the form, the third person singular is distinct from other person and number forms. It uses the auxiliary verb "does not" for the third-person singular subject (He, She, It), and "do not" for the subject to create the negative phrase (I, You, We, They).

The pattern of simple present sentence is as follows:
1. Affirmative sentence:
   a. **Subject + Verb 1 (s/es) + Object/Complement**
   Example: The school begins at 7 o'clock.
   b. **Subject + Verb be (am/is/are) + Object/Complement**
   Example: My father is a fireman.
2. Negative sentence:
   a. **Subject + Auxiliary verb (do/does) + Not + Verb 1 + Object/Complement**
   Example: The school does not begin at 7 o'clock.
   b. **Subject + Verb be (am/is/are) + Not + Object/Complement**
   Example: My father is not a fireman.
3. Interrogative sentence:
   a. **Auxiliary verb (do/does) + Subject + Verb 1 + Object/Complement**
   Example: Does the school begin at 7 o'clock?
   b. **Verb be (are, am, is) + Subject + Object/Complement**
   Example: Is my father a fireman?

1.2. Past Tense

Meanwhile, the simple past tense is formed by adding the suffix -ed to the infinitive form, which is how most verbs are regular, although it can be irregular, requiring learning and memory in each case. According to Marcella Frank, the simple past tense conveys definite time. It refers to actions that occurred previous to the assertion being stated. It is usually used with a phrase or a specific past, such as yesterday, last year, two years ago, etc. The simple past tense is used to discuss activities that began and finished in the past, to show the duration of a past occurrence, and to describe habitual behaviors.

The pattern of simple past sentence is:
1. Affirmative sentence:
   a. **Subject + Verb 2 + Object/Complement**
   Example: Suzy bought the dress last week.
   b. **Subject + Verb be (Was/were) + Object/Complement**
   We were at the cinema last night.
2. Negative sentence:
   a. **Subject + Auxiliary Verb (did) + Not + V 1 + Object/Complement**
   Example: Suzy did not buy the dress last week.
   b. **Subject + Verb be (was/were) + Not + Object/Complement**
   Example: We were not at the cinema last night.
3. Interrogative sentence:
   a. **Auxiliary Verb (did) + Subject + Verb 1 + Object/Complement**
   Example: Did Suzy buy the dress last week?
   b. **Verb be (was/were) + Subject + Object/Complement**
   Example: Were we at the cinema last night?

1.3. Future Tense

Furthermore, the simple future tense is employed to express that an action will take place at a specific future period. Speaking about future practices and generalizations necessitates using the simple future. The verb tense is similar to the simple past in some ways. In English, the simple future verb has two distinct tenses: *will* and *be going to*. Even though they can sometimes be used interchangeably, the two forms frequently signify two completely different meanings. *Will* and *be going to* are used to describe offers and plans, respectively.

The pattern of the simple future sentence is as follows:
1. Affirmative sentence:
   Subject + Will + Base form verb + Object/Complement
   Example: She will send the letter tomorrow.
2. Negative sentence:
   Subject + Will + Not + Base form verb + Object/Complement
   Example: She will not send the letter tomorrow.
3. Interrogative sentence:
   Will + Subject + Base form verb + Object/Complement
   Example: Will she send the letter tomorrow?

RESEARCH METHOD

The method utilized in this study is qualitative research, in which all data is examined in the form of words and sentences. In their book, Hancock, Ockleford, and Windridge noted that qualitative research focuses on description and interpretation, which may lead to the development of new theoretical notions or the evaluation of an organizational process. The purpose of this research is to interpret the novel's narrative structure.

This research's results came from a children's book entitled *Bear's Magic Moon*. This book was written by Suzanne Pinner and was published in 2016 by Igloo Books Ltd. in Cottage Farm, Sywell. Igloo Books Ltd. produced this book as a part of a box set called *My Little Library of Bedtime Stories*.

The researcher utilizes a documentation technique to obtain data from the narration. According to Glenn A. Bowen's article, documentation analysis is a process that involves reviewing both printed and electronic documents. According to Arikunto, there are data collection equipment that researchers employ to make their research more methodical and easier to do. The sentences from the book's story serve as the research instrument in this study.

In collecting the data, the researcher reads the children's book entitled *Bear's Magic Moon*. After that, the researcher identifies the tenses in the sentences of the story in the book. Then, the researcher categorizes the data into the kinds of tenses according to the theory. While, in analyzing the data, the researcher classifies the data into the kinds of tenses according to the theory. Next step, the researcher analyzes the data by referring to the theory. Finally, the researcher draws conclusion.

RESULT AND DISCUSSION

After categorizing the data, the researcher discovered that the storybook used three simple tenses. The whole data is as follows:

Table 4.1 Total Data

No	Tense	Total Data
1.	Simple Present Tense	30
2.	Simple Past Tense	1
3.	Simple Future Tense	4

For the next step, the researcher will give the explanation of the analysis of the data. For the simple present tense, the data found in the book are as follows:

Table 4.2 Data for Simple Present Tense

No	Sentence	Page
1.	Little Polar Bear's home is cold and snowy.	1
2.	The icebergs glimmer, the water sparkles, and Little Polar Bear plays with her friends all day long.	1
3.	She loves rolling in the crisp, white snow until her fur sparkles.	3

4.	She loves diving into the blue, swirly water and chasing fish.	3
5.	There's just one thing that Little Polar Bear doesn't like.	3
6.	The night is very- very dark!	4
7.	All the polar bears are gathering to welcome the full moon.	5
8.	Tonight is a very special night.	5
9.	"Come with me, Little Polar Bear," says Daddy.	5
10.	But Little Polar Bear is so scared of the dark that Daddy goes to welcome the new moon by himself.	6
11.	"I'm just not brave enough."	7
12.	Big tears roll down her nose and plop onto the ice.	7
13.	Then, she hears a heavy paw-step, scrunching in the snow.	8
14.	Little Polar Bear is very scared.	8
15.	But, it's only the Wise Old Bear!	9
16.	"Don't cry, Little Polar Bear," he says.	9
17.	"There's nothing to be afraid of. Come outside and you will see something wonderful."	9
18.	Little Polar Bear shivers and shakes, but she goes outside with the Wise Old Bear.	9
19.	Little Polar Bear is frightened.	9
20.	But slowly.. slowly.. slowly.. she looks up.	10
21.	The round moon is full and bright.	11
22.	"It's so beautiful," whispers Little Polar Bear.	11
23.	"The moon and the stars are your friends," saya the Wise Old Bear.	12
24.	"You can tell them all your secrets.."	12
25.	Little Polar Bear runs to meet Daddy.	13
26.	"You're here!" he says.	13
27.	They jump and dive and play in the water.	13
28.	They sing and dance in the moonlight.	14
29.	Daddy gives Little Polar Bear a big bear hug.	15
30.	"..Do you know what that makes you, Little Polar Bear?"	15

There are 30 data found for the simple present tense. Data number 10 will be taken as the first data to be analyzed. The sentence says *But Little Polar Bear is so scared of the dark that Daddy goes to welcome the new moon by himself*. In that sentence, we can see that the verbs used are in Verb 1 which are obviously used in simple present tense in grammar. There are two independent clauses in the sentence, which are *But Little Polar Bear is so scared of the dark* and *Daddy goes to welcome the new moon by himself*. Those two independent clauses are connected by *that*. In the first independent clause *But Little Polar Bear is so scared of the dark*, the verb used is an auxiliary verb be *is*. The verb be *is* is used for any singular thing and the subject of the sentence is *But Little Polar Bear*. The singular subject has an agreement with the verb be *is* used in the sentence. From the usage of *is*, the clause uses simple present tense. As for the second independent clause *Daddy goes to welcome the new moon by himself*, it can be seen that the subject is *Daddy* and followed by the verb *goes*. Daddy is a singular subject, so the right verb to use is *goes*. The suffix *-es* is added to the simple verb *go* to make it grammatically correct to use as the verb 1 for the subject *Daddy*. The verbs in simple present tense should be added suffix *-es* if the subjects of the sentence are in singular forms.

The next data taken to be analyzed is data number 20. The sentence is *But slowly.. slowly.. slowly.. she looks up*. In that sentence, the subject is in the middle of the sentence, which is *she*. The verb directly follows the subject, which is *looks*. The subject *she* and the verb *looks* have come to an agreement to each other. She is a singular subject. The simple verb *look* is added by the suffix *-s* to make it into Verb 1 used in simple present tense. All singular subjects must grammatically agree with the Verb 1 used as the verbs to make it a proper sentence in simple present tense.

Data number 30 will be taken as the last data to be analyzed in the simple present tense category. The data says *"..Do you know what that makes you, Little Polar Bear?"*. The sentence is an interrogative sentence since it is in a question form. The auxiliary verb used in the sentence is *do* which is in the front of the sentence. Auxiliary verb *do/does* is typical to be used in interrogative sentences which uses simple present tense based on who the subject is. The subject of the sentence is *you*, so it grammatically agrees with the auxiliary *do* used in the sentence. The verb used in the sentence is *know*. The verb *know* here is in the simple form because the sentence has an auxiliary verb *do*. So, the auxiliary verb, subject, and main verb agree to each other in the sentence that make them valid to be categorized into the simple present tense

Meanwhile, for the simple past tense, the data found are as follows:

Table 4.3 Datum for Simple Past Tense

No	Sentence	Page
1.	"You did something even though you were scared.."	15

There is only 1 datum found for the simple past tense, which is in the sentence *"You did something even though you were scared.."*. There are two clauses in the sentence which are connected by the subordinating conjunction *even though*. The first clause is *You did something* and the second clause is *you were scared*.

On the first clause, the word *You* is acting as the subject of the clause. It is followed by the word *did* as the verb of the clause. The word *did* is the past form for the verb *do*. Since the clause is using the past form of the verb, it is clear that the clause is in the simple past tense.

Then, as for the second clause *you were scared*, this clause must have the same tense as the previous clause to form a proper grammar. As it can be seen, the subject of the clause is *you*, and it is followed by the word were as the verb of the clause. The verb *were* is in the form of verb *be* in past form (was/were). Verb *be* can also function as the verb of the sentence. The verb *were* also has an agreement with the subject *you*. So, the second clause is also classified as using simple past tense.

Furthermore, for the simple future tense, the data are as shown on the table below:

Table 4.4 Data for Simple Future Tense

No	Sentence	Page
1.	"It will be great fun."	5
2.	"We will sing songs, we will dance until the sun rises over the icebergs. We will dive in the water, chase the sleepy seals, and the Wise Old Bear will tell us about his adventures."	6
3.	"I'll never be able to welcome the new moon," says Little Polar Bear.	7
4.	"..and they will watch over you too."	12

For the simple future tense, there are 4 data found in the story book. All data are in the form of direct speech spoken by the character in the book.

Data number 3 will be taken as the first data to be analysed. The sentence is *"I'll never be able to welcome the new moon,"*. The sentence is started by the word *I'll* which stands for *I will*. The word *will* is the key on simple present tense. The verb usen in the sentence is *be* which is the basic form of Verb *be*. This sentence uses the basic form of verb *be* because there is a modal *will*. Any sentence that is containing any kinds of modal must use the basic form of verb, both for action verbs and *be* verbs. Thus, the sentence is obviously categorized into using simple future tense.

The next data will be taken from the data number 4 which is *"..and they will watch over you too."*. The clause is in the form of direct speech. It is started by the word *and* as the conjunction to connect the clause with the previous one. After that, it is followed by the word *they* as the subject of the clause. The modal *will* comes after the subject which indicates that the clause is using the simple future tense. Any clause or sentence which contains will is categorized as using future tense. The verb used in the clause is *watch*. The verb *watch* must be in the basic form so that it will be valid to be used in the clause using simple future tense. If it is in the form of Verb 1, then it must be *watch* or *watches* depending on who the subject is and the basic form of the verb is *watch*. So, it is clear that the clause can be classified as using the simple future tense as it has fulfilled the main keys of the tense, which is *they* as the subject, *will* as the modal, and *watch* as the basic form of the verb.

CONCLUSION

After classifying and analyzing the data, the three simple tenses are found and used in the story book entitled *Bear's Magic Moon*. The researcher found 30 data for the simple present tense, 1 datum for the simple past tense, and 4 data for the simple future tense. It can be seen that the simple present tense is used in most of the sentences and the simple past tense are the least used in the sentence of the book.

This research discusses about the simple tenses used in the children's book entitled *Bear's Magic Moon*. Other topics are suggested for further researchers to analyze, such as continuous and perfect tenses or other topics aside from tenses according to grammar theory. The researcher hopes the recommendations will help other researchers to find other interesting topics.

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