THE ANALYSIS OF TENSES USED IN A CHILDREN BOOK; THE-NOT-SO-PERFECT PRINCESS-AND-NOT-SO-DREADFUL-DRAGON WRITTEN BY JAYNEEN SANDERS

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Abstract: A grammatical term in English used to show an action has happened, is happening, or about to happen is called tenses. The main tenses in English are past tense, present tense, and future tense. Tenses are used in writings and non-writings. This research was conducted to find out the tenses used in the children book entitled The-Not-So-Perfect Princess-and-Not-So-Dreadful-Dragon written by Jayneen Sanders. This was analyzed using Betty Schrampfer Azar's Theory. The method used in this research was qualitative method. The result showed that there were 66 data that consist of 38 data for past tense, 25 data for present tense, and 3 data for future tense. Past tense was used in narrative meanwhile present tense and future tense were used in directive sentences. The sentences in past tense described the characters and the events. The present tense described what the characters are feeing and stated a fact. Lastly, the future tense described the worries the characters feel.
Keywords: English Grammar, Tenses, Present Tense, Past Tense, Future Tense

Abstrak: Istilah tata Bahasa dalam Bahasa Inggris yang digunakan untuk menunjukkan kejadian yang telah terjadi, sedang terjadi atau akan terjadi disebut tenses. Tenses utama dalam Bahasa Inggris adalah *past tense, present tense, future tense*. Tenses digunakan dalam tulisan maupun verbal. Penelitian ini dilakukan untuk mengetahui tenses yang digunakan dalam sebuah buku anak-anak yang berjudul *The-Not-So-Perfect Princess-and-Not-So-Dreadful-Dragon* oleh Jayneen Sanders. Teori yang digunakan dalam menganalisa data dalam penelitian ini adalah teori dari *Betty Schrampfer Azar*. Metode penelitian yang digunakan adalah metode

INTRODUCTION

Language is one way of communicating and it allows us to share ideas, feelings, and thoughts to others. Also, it influences attitude and behavior. It can be directive, expressive, and informative. Thus, mastering a language is a fundamental skill in societies.

In learning a language, learning the grammar of the language is inevitable. The meaning of grammar itself is a set of principles that must be learned due it helps us more affectively. A set grammatical rules of one language may differ to another languages. Some may think that the grammatical rules of one language is more complex than the grammatical rules of other languages. The grammatical rules of English are no exception. However, it is very important to understand English due to it is an international language. English is recognized as an official language in 67 independent and 27 autonomous countries around the world. Thus, in learning English, without a strong understanding of grammar, students will struggle to construct meaningful sentences and communicate their thoughts effectively during communication. Nevertheless, if we can use the language correctly and clearly, we will feel more comfortable speaking and writing in English.

In Indonesia especially, English has been introduced since nursery or kindergarten. Apparently, parents consider English is an exceptionally important language that they put their children in bilingual or English schools even when they have to pay a big amount of money for the school development fee. Moreover, citied from www.scientificamerican.com, Some researchers from Boston College suggested that

the best age to teach children a language is before the age of 10. Elizabeth Allen added that children may start learning foreign language by the age of 3. This way children can achieve grammatical fluency of a native speaker.

Children use grammar to add nuance and complexity to their ideas. By concentrating on the complexity of language, we can observe grammar in action. Adults or children's words, phrases or sentences are this complex. Grammar gives children the tools they need to understand and express themselves in broader and more complex ways. Children who use longer, more complex sentences or word endings to increase the complexity of their language are better able to convey and understand difficult ideas. Around the age of two, toddlers start putting words together, which is an important stage in their language development. The first step in articulating a longer thought is putting words together. Children can begin to describe their world and improve the communication of their own perspectives beyond labeling and asking questions.

For children who use English as a second language they need to understand that the grammatical rules for English and Bahasa Indonesia are different. For instance, if we say "saya makan mangga." It can be understood that I eat manggo. However, the time I eat the mango is unclear since it lacks of adverbs of time. In Bahasa, if we want to inform the time of the action occurs to the listener, we need to add the adverbs of time; *sekarang, kemarin, besok, lusa*, etc. meanwhile in English, the we can say "I ate mango." to indicate that the action is completed or finished. It happened in the past. It can be known from the verb "ate" which is verb 2 from the verb "eat". Using verb 2 indicates an action that happened in the past. Meanwhile, if we want to inform the listener that the action is still happening, we can say "I am eating mango." The existence of to be "am" and verb "eating" indicates that the action is still happening. In English grammatical rules, this is called Present Continuous Tense. Nonetheless, we can also add adverbs of time namely yesterday, last night, now, tomorrow, etc to emphasize more.

People communicate in English by using tenses in everything they say. Likewise with writing. Tenses are also applied in many books that use English as the basic language. This study uses a children book entitled The-Not-So-Perfect Princess-and-Not-So-Dreadful-Dragon written by Jayneen. This book was published in 2019. The book won the SILVER Award for Children's Picture Books (early reader) in the Foreword Reviews 2019 Foreword INDIES Book of the Year. The-Not-So-Perfect Princess-and-Not-So-Dreadful-Dragon is a book about a fairy tale about empathy, kindness, diversity, equality, friendship, challenging gender stereotypes and letting kids be whoever they want to be. Jayneen herself is an author from Australia. She is an experienced author, publisher, elementary school teacher, mother of three and an active advocate for body safety, gender equality and respectful relationship education being taught both in homes and in schools. She has had published over 100 stories for children.

Thus, this research aims to analyzed the tenses used in a children book entitled The-Not-So-Perfect Princess-and-Not-So-Dreadful-Dragon written by Jayneen Sanders using qualitative method along with the theory from Betty Schramfper Azhar.

THEORETICAL REVIEW
Language

Language is an arbitrary and conventional system of meaningful and articulate sound symbols (produced by speech tools), which are used as a means of communication by a group of people to evoke feelings and thoughts. According to Santoso (1990, p. 1), language is a series of sounds produced by human speech consciously. Moreover, Keraf in Smarapradhipa (2005, p. 1), language gives two meanings. The first definition states that language is a means of communication between members of society in the form of sound symbols produced by human speech organs. Second, language is a communication system that uses arbitrary vocal symbols (speech sounds).

In other words, according to Hornby (2015, p. 848) Language is a system of communication in verbal and writing that is used by people from certain countries or regions. Language is the use of sound and word systems by humans to communicate with each other. Language has its own way of interpreting with other people. Language flows not only through communication but styles of speaking and writing, sounds of gestures or symbols, words and terms, and vocabulary to use as well.

In conclusion, language is meaningful and articulate sound symbols produced by human speech organs to communicate verbally or in writing used by people in society.

Tenses

The Latin word "tempus", which means "time", is the main source of the English word "tense". According to A.S. Hornby, "don't get confused" when talking about tenses and time. Time refers to universally understood ideas that are separated into past, present, and future. The verb forms or groups of

verb forms used to describe tenses are known as tenses. Tenses can show when an action, activity, or situation is taking place.

In general, tense refers to a period of time related to the time of the situation at the time the utterance or when the utterance occurred. The three main tenses in English are past tense, present tense, and future tense. For example, the situation described in the present tense is associated with concurrent speaking; a situation described in the past related before speaking; and the situations described in the future are associated with those that happened after speaking.

In English, the verb form can be either simple or compound. According to the Oxford Dictionary of English Grammar, some linguists define tense narrowly by form, leaving only two tenses in English: the present tense, which is a lexical verb and is synonymous with the last (other than the -s ending in the third person singular), and the past tense, which in ordinary lexical verbs has an -ed inflection. According to the form, it shows that there are two tenses. The two tenses are present and past. The researcher places three simple tenses according to Betty Schrampfer Azar's book theory, namely past tense, present tense, and future tense.

The Classification of Tenses
Past Tense

The Simple past tense is formed by adding the suffix -ed to the infinitive, which is how most verbs are regular, or it can be irregular, requiring study and memorization in each instance. The simple past tense is used to talk about activities that started and ended in the past, to express the duration of an event that was completed in the past, and to express habitual activities in the past. Differ from simple present tense, no suffixes "-s" or "-es" added. Instead, suffix "-ed" is added to the verbs (Verb I) which belong to regular verbs. As for the irregular verbs, the verbs used is completely different from Verb I. For instance, the word "go" (verb I) becomes "went" (Verb II), the word "sleep" (verb I) becomes "slept" (Verb II), the word "blow" (verb I) becomes "blew" (Verb II). I some cases, the past form of a verb is the same as the basic verb (Verb I) such as the past form of the verb "beat" is also "beat", the past form of the verb "bet" is also "bet", etc. as for the negative and interrogative form of simple past tense, the auxiliary "did" is used followed with "not". Thus, the verb will change into basic verb (verb I). all subjects (I, You, They, We, He, She, It) use the same auxiliary which is "did".

For example:
(+) I visited my grandma last month. (The verb used in this sentence is "visited" which comes from the verb "visit". Due to the verb visit belongs to regular verbs, suffix "-ed" is added to show that the action happened and finished in the past)
(-) I didn't visit my grandma last month. (The verb "visited" changes into "visit" because the auxiliary "did" is added)
(?) Did you visit your grandma last month? (The verb "visited" changes into "visit" because the auxiliary "did" is added and must be put before the subject)

(+) I left my bag on the bench. (The verb used in this sentence is "left" which comes from the verb "leave". Due to the verb visit belongs to irregular verbs, suffix "-ed" is not added but changed into completely different word to show that the action happened and finished in the past)
(-) I didn't leave my bag on the bench. (The verb "left" changes into "leave" because the auxiliary "did" is added)
(?) Did you leave your bag on the bench? (The verb "left" changes into "leave" because the auxiliary "did" is added and must be put before the subject)

The simple past tense, according to Marcella Frank, shows a definite time. This tense alludes to an action that occurred before the statement was made. This tense often comes with a definite phrase or past like yesterday, last year, two years ago, etc.

Present Tense

The Simple present tense is used to describe conditions or actions that are in progress or happening right now or habitual actions and occurrences. The simple present tense has several functions, such as expressing general truths and expressing habits and habitual actions. It can also be used to indicate a future time. The form of verb used in this tense is Verb I. Suffixes "-s" or "-es" must be added to the verb form if the subjects are He, She, It. Meanwhile, for subjects I, You, We, They, no suffixes are added. As for

the negative and interrogative from, the auxiliaries used in this tense are "do" or "does" add with "not". The auxiliary "do" is used for subjects I, You, We, They, while the auxiliary "does" is used for subjects He, She, It.

For example:
(+) I go to school. (subject "I" goes with the verb "go" without adding "-s" or "-es")
(-) I don't go to school. (subject "I" goes with the auxiliary "do" add with "not")
(?) Do you go to school? (subject "You" goes with the auxiliary "do" and must be put before the subject)

(+) She wants a burger. (subject "She" goes with the verb "wants" which is originally from the verb "want" added with "-s")
(-) She doesn't want a burger. (subject "She" goes with the auxiliary "does" add with "not")
(?) Does she want a burger? (subject "She" goes with the auxiliary "does" and must be put before the subject)

The adverbs for simple present tense are always, usually, seldom, never, sometimes, often, frequently, generally, habitually, occasionally, once, twice. Thrice, etc.

Future Tense

The simple future tense is used to indicate that an action will occur at a certain time in the future. Talking about habits and generalizing the future requires using the simple future. In English, the simple future tense contains two separate tenses: will and be going to. These two forms often denote two very different meanings, despite the fact that they are sometimes used interchangeably. Will and be going to are used for offers and plans respectively. The negative and interrogative form for simple future tense uses the auxiliary "will" or "be going to" added with "not" (for the negative sentence). As for the verbs, the verbs must be in base verb which means verbs without adding "-s", "-es", or "-ed".

For example:
(+) I will fly to New York tomorrow. (The auxiliary "will" be added before the "fly" which is a verb base)
(-) I will not fly to New York tomorrow. (The auxiliary "will" and "not" are added respectively)
(?) Will you fly to New York tomorrow? (The auxiliary "will" be added before the subject and the verb used must be in base form)

The adverbs used in the simple future tense are soon, then, later, next week, next month, tomorrow, the day after tomorrow, etc.

RESEARCH METHOD

The method used in this study is a qualitative research method in which all data is analyzed in the form of words and sentences. Hancock, Ockleford, and Windridge state in their book that qualitative research focuses on description and interpretation and may lead to the development of new theoretical concepts, or the evaluation of organizational processes. This research was conducted to focus on the interpretation of narrative structure in books.

The source of data is taken from a children book entitled The-Not-So-Perfect Princess-and-Not-So-Dreadful-Dragon written by Jayneen. This book was published in 2019. The book won the SILVER Award for Children's Picture Books (early reader) in the Foreword Reviews 2019 Foreword INDIES Book of the Year. The-Not-So-Perfect Princess-and-Not-So-Dreadful-Dragon is a book about a fairy tale about empathy, kindness, diversity, equality, friendship, challenging gender stereotypes and letting kids be whoever they want to be. The data are the sentences that reflects tenses in English. The primary data is from The-Not-So-Perfect Princess-and-Not-So-Dreadful-Dragon book and for the secondary data; the researcher uses some books and e-books that are related to grammatical rules or tenses theory. The data were collected by following some steps. The book was read repeatedly to have a better understanding of the story. Later, the alledgedly data about tenses were underlined and grouped. Next, the data were classified into the types of tenses. The classified data were analized by using the theory proposed by Betty Schramfper Azhar. The conclusion was drawn to summarize the result of the analysis.

RESULT AND DISCUSSION

This chapter explains the classification of tenses used in *The-Not-So-Perfect Princess-and-Not-So-Dreadful-Dragon* and then identify the alleged data that are significantly described the tenses namely, past tense, present tense, and future tense. The data collected are 66 data; simple past tense (38 data), simple present tense (25 data), and simple future tense (3 data).

The classification of tenses

a. Past Tense

Simple past tense is used to describe events that happened in the past and also finished in the past. The formula of past tense is S + V II + Object/Complement. Verbs II are divided into two; regular and irregular verbs. For regular verbs, the verbs are added with suffix -ed, while for irregular verbs, the words change completely. As for the negative and interrogative sentences, we use "did" and the verbs change into verb base.

From the data collected, there are 38 data classified into past tense.

Data 1

Princess Petal was not the "perfect" princess. (p. 4)

The beginning of the story, the author introduces the main character who is Princess Petal to the readers; who Princess Petal is. From data 1, no verbs are detected, instead it uses helping verbs or to be. Basic rule in English is when there is no verb, we have to use to be. To be for past tense are "was" for subjects He, She, It, and "were" for subjects I, You, They, We. Thus, for data 1, since the identified subject is Princess Petal who is a girl, the pronoun used is "She" and to be "was" is added followed with "not" since it is a negative sentence.

Data 10

She wasn't quite like a snowflake on a cold winter's day, and certainly wasn't scared of fire-breathing dragons. (pp. 8-9)

Still in the narrative sentence, the author is describing Princess Petal that she is not like a snowflake on a cold winter's day, and certainly isn't scared of fire-breathing dragons. Data 10 is classified into past tense for the use of to be "was" for subject "she" which refers to Princess Petal. As explained previously, to be is used when no verbs are detected. In this data, the word "quite" and "scared" are not verbs but adjectives. Thus, to be "was" must be placed before the adjectives.

Data 16

Being the strongest, loudest and bravest princess in all the land, Princess Petal picked herself up, brushed herself off, and stroke fearlessly towards the crying. (p. 12)

Differs from the previous data where no verbs are detected, in data 16 some verbs are found. They are "picked" from the base verb "pick", "brushed" from the base verb "brush", and "stroke" from the base verb "strike". Thus, no to be is used in the sentence. From the three verbs, 2 verbs are regular verbs (picked and brushed). Hence, suffix -ed is added to the base verbs (pick and brush). On the other hand, one irregular verb is found namely "stroke". The word "stroke" is the verb II for the word "strike". Suffix -ed cannot be added to irregular verbs.

Data 28

Then the not-so-dreadful dragon stretched out his magnificent wings and flew down the mountain path. (p. 26)

After comforting the not-so-dreadful dragon who was sad, Princess Petal asked him to her castle so they can play dress-ups and dance. The not-so-dreadful dragon agrees then asks her to hop on his back so they can fly to the castle. In this narrative, two verbs are found. They are "stretched" which is regular verbs for the use of suffix -ed to the base verb "stretch", the other verb is irregular verb namely "flew" which is the verb II for base verb "fly".

b. Present Tense

While past tense is used to describe events happened and finished in the past, present tense is used to describe events happen at the moment, regularly, facts, and habitually. The verb used for this tense is verb I. The verbs for subject He, She, it must be added with suffix -s or -es. As for subject I, You, They, We, the verbs should not be added with suffix -s and -es. Moreover, if there are no

verbs detected in a sentence, to be "am, is, are" are used followed with the non-verbs. The formula for present tense is S + V I (-s/-es) + Object/Complement.

There are 25 data that are classified as present tense are found.
Data 41
"Everyone thinks dragons are dreadful and mean and unkind," (p. 17)
When Princess Petal is hiking in the forest looking for bears, she meets a dragon who is upset. She asks him what is the matter then he says "Everyone thinks dragons are dreadful and mean and unkind." From this data, the not-so-dreadful dragon states what he is feeling at the moment. It is a fact. Since it is a fact, the present tense is used in this sentence. Since there are no verbs detected but adjectives (dreadful, mean, and unkind) no suffixes are added. Instead, to be "are" is used in the sentence for the subject "dragons" which is plural (more than one dragon due to the use of -s in the end of the word "dragon").

Data 45
"Are you sure you are a princess?" (p. 20)
Princess Petal comforts the not-so-dreadful dragon by telling him what she feels too that people also think she should as perfect as other princesses yet she is different. Then, the not-so-dreadful dragon asks her if she is a real princess. Data 45 shows an event that happens at the moment by using directive sentence. The formula of present tense for interrogative sentence is Do/Does + S + Vbase + Object/Complement or To be + S + non Verbs + Object/Complement + ?. as for data 45, the word "sure" is not a verb but an adjective. Thus, the later formula is implemented in the sentence with the use of to be "are" for subject "You".

Data 61
"Really! Just because you think someone is something, does not mean they actually are. Everyone thinks princesses should be quiet and delicate and perfect. Well, I'm not! I'm brave and strong and loud. And I'm smart and I'm funny. I'm many different things. And I'm perfect just the way I am." (p. 34)
From this data, it is clearly identified as present tense. There are verbs namely, think and mean. The non verbs are something, quiet, delicate, perfect, brave, strong, loud, smart, funny, and different. As for the subject "You", the verb "think" is not added with -s/-es. The auxiliary "does" is used for subject "It". To be "am" is added for the subject "I" when no verbs are found in the sentence. The use of present tense in data 61 implies facts to what Princess Petal feels.

c. Future Tense
    If we want to indicate an event that will happen in the future, the simple future tense is used. The future tense sentences can be formed by adding be going to and will. Importantly, auxiliaries are followed with Verb base which means no suffixes such as -s, -es, -ed, etc.

    Data 64
    "You'll start a landslide." (p. 24)
    As stated previously, the sentence identified as future tense uses the auxiliary such as will and be going to. For data 64, the auxiliary "will" be used. It means that the event has not happened yet; it will possibly happen in the future.

    Data 65
    "Get the dragon out of here. It will gobble us up and burn down the castle!" (p. 31)
    When Princess Petal brings the not-so-dreadful dragon to the castle, the king and queen are scared then they hide from him. The king says "Get the dragon out of here. It will gobble us up and burn down the castle!" obviously, it makes the not-so-dreadful dragon sad. What the king said has not happened yet. In facts, they are fine; the dragon does not gobble them up. What the king said is something that possibly happens in the future. It can be known from the use of auxiliary "will" in "It will gobble us up and burn down the castle!". Thus, this data is classified into future tense.

    Data 66
    "And he is not dreadful and he is not scary, and he will not gobble you up and burn down the castle. My friend is kind and gentle, and he likes dress-ups and sparkly things." (p. 33)

As a good friend she is, she stands for the dragon for all the accusations made by the king and the queen. She tells them what the dragon actually is. He is not like what the king and the queen think about. He is not scary at all. And she promises them that the dragon will not gobble them up. Here, Princess Petal promises something that might happen in the future. Data 66 uses auxiliary "will" added with "not" to indicate a negative sentence. Also, the auxiliary will must be followed verb base and in data 66 the auxiliary "will" be followed with verb base "gobble". It means the verb is not added with suffixes such as -s, -es, ed, etc.

CONCLUSION AND SUGGESTION

After conducting research about the analysis of tenses in a children book: The-Not-So-Perfect Princess-and-Not-So-Dreadful-Dragon written by Jayneen Sanders, 66 data are found. The data is classified into 3 categories, namely, past tense (38 data), present tense (25 data), and future tense (3 data).

The simple past tense used in the book is mostly found in narrative sentences where the author describes the characters or events in the story. Simple past tense is commonly used in a fairy tale book. The-Not-So-Perfect Princess-and-Not-So-Dreadful-Dragon is no exception. The past tense found in the sentences use verbs which are identified by adding -ed for regular verbs or change the word into completely different word for irregular verbs. Also, they use to be such as "was" for the non-verbs.

The simple present tense found in this research are 25 data. Almost all directive sentences in the book are classified into present tense. The use of verbs with suffixes -s and -es are found in many sentences. To be "is", "am", "are" are also found in the data when there are no verbs detected. The use of simple present tense in this book is to describe feelings or facts such as what is found in data 41 and data 61 where the not-so-dreadful dragon says "Everyone thinks dragons are dreadful and mean and unkind while Princess Petal says "Really! Just because you think someone is something, does not mean they actually are. Everyone thinks princesses should be quiet and delicate and perfect. Well, I'm not! I'm brave and strong and loud. And I'm smart and I'm funny. I'm many different things. And I'm perfect just the way I am."

As for the future tense, the are 3 data found. All the data use an auxiliary "will" to indicate an event that possibly happen in the future or has not happened yet. The auxiliary is followed by verb base such as, start and gobble without adding suffixes -s, -es, -ed, etc. The future tense used in the story indicates that the event might or might not happen in the future. It is merely worries that the characters feel. Apparently, this implies the theory from Betty Schrampfher Azar.

In this research, the researchers discuss the tenses used in a children book: The-Not-So-Perfect Princess-and-Not-So-Dreadful-Dragon. For further researchers, study more deeply about tenses which is not explained in this research to understand more deeply the tenses exist in the book.

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