THE ANALYSIS ON STUDENTS ERROR IN USING SIMPLE PRESENT TENSE AT SMP N 3 KARANGANYAR

Febriana Sabela Praptika Putri[1]

Dr. Ch. Evy Tri Widyahening., S.S., M.Hum.[2]

Luqman Al Hakim, S.Pd., M.Pd.[3]

English Language Education Teacher Training and Education Faculty

Slamet Riyadi University

Email: Febrianasabela19@gmail.com

Abstract: This research was entitled "The analysis on Students Errors in using Simple Present Tense at SMP N 3 Karanganyar". The objectives of this research were to identify type of error and the dominant error made by students in using Simple Present Tense at SMP N 3 Karanganyar. This research was a qualitative research with the type of error analysis. There were 21 students involved in this research from class VIII A of SMP N 3 Karanganyar. To collect the data the researcher held a writing test of Descriptive Text in order to get the data from the students. After collecting the data, the researcher analyzed the data using data collection, data reduction, data display and drawing conclusion.

The result of this research showed that there were several errors that students made in using simple present tense. There are classified into omission, addition, misformation, misordering. The errors of omission was 14 errors. The errors of Addition was 3 erros. The error that frequently made by students was misformation which was done for 43 errors. The errors of misoerdering was 1 erros.

Keywords: Error Analysis, Simple Present Tense, Misformation

INTRODUCTION

As a People, language is one of the most important and inseparable things in human life. Montgomery & Sutherland (1962) said that language is used by humans to; talk, share information, express their feelings and respond to an idea.

There are many different languages in the world. Each country has its own language. Each language describes the world literally in its own terms by forming a unique way of thinking and expression so that its meaning can only be understood by native speakers born in the community (Herder, quoted in Riley, 2008: 9).

One of them is English which is used almost all over the world. English is often referred to as the language of the world, because it can build and maintain relationships among people around the world (Wark, quoted in Ratminingsih, 2017: 4).

In learning English, people need to learn grammar. Without grammar,

the language becomes disorganized and will cause some communication problems. (Greenbaum & Nelson, 1998: 1).

Tense is a part of grammar that shows the time in an event; and indicated by the form of the verb (Greenbaum & Nelson, 1998: 55).

Swan (2005: 140) says that tense plays a role in determining an event that occurs in the present, past, or future.

There are sixteen tenses in English, one of which is the Simple Present Tense. This tense is used to describe an event or something that happens all the time. The structure of the Simple Present Tense, it is consists of (subject + verb form 1 (-s / - es) + object).

In the teaching and learning process, students in Indonesia still have difficulty learning English. this caused to their different cultural backgrounds, thus affecting the use of English, including errors.

Errors and mistakes are two different things. According to Ellis (2003: 17) an error is an error caused by limited student knowledge and not knowing the real answer. While mistakes is mistakes that occur because students cannot submit knowledge correctly.

Therefore, the researcher are interested in analyzing students errors in using the simple present tense at SMP N 3 Karanganyar in class VIII A. To find out the types of errors made by students in using the simple present tense, so that the results of the study can be used by students to find out the types of errors made and easily understand how to use them correctly, so that students can master the English tense correctly.

RESEARCH METHOD

The research conducted at SMP Negeri 3 Karanganyar. It is located at Jl. Lawu no. 86, Ngarjosari, Popongan, Karanganyar District, Karanganyar Regency, Central Java. The object of the research was the students of class VIII A, which consisted of 21 samples as a source of research information. The researcher collected data by giving them a written test containing simple present tense material with the type of Descriptive text.

The researcher will know the result of the research. Collecting the data must be relevant with the problem of research. According to Creswell (2012:298), the collection procedures in qualitative research involve three basic types and their

strengths and limitations. There are three basic types in collecting the data, they are :

1. Observation

    The researcher observed about the class activied about the teacher role. The English teacher role was a collaborator to collecting the data of the research. The teacher give me explanation about the class situation.

2. Interviews

    In qualitative interviews, the researcher conducts face-to-face interviews with participants or telephone interviews. The researcher gathering a further understanding of some problems in teaching and learning English, the researcher conducted interview with the teacher (Mrs. Noer Pudji Hastuti, S.Pd).

3. Documents

    In the qualitative research, document can be used as a source of data analysis. In this study, the researcher obtained the data in form of written document that collected from the students' paper works to analyze the focus on writing descriptive text. Focus on students' errors of use of the simple present tense based on the students' answer, and then checked the sentences that the students made used the simple present tense correctly. Thus, the researcher collected the students' paper works as a written document.

4. Test

    The researcher was gave the students a task. The task were have three of themes, it can be mentioned as: SMP N 3 Karanganyar; My Family; An English Teacher. The students need to writed in descriptive text, the students submitted their task through their WhatsApp application to their teacher, then the teacher gave the students answered to the researcher.

    The data collected were analyzed into 4 types of errors in language learning, as follows: (1) Omission is a type of error when a students missing a part of a sentence. (2) Addition is a type of error when students adding a part of a sentence. (3) Misinformation is a type of error when students

use other grammatical forms that do not syncorn with grammatical terms. (4) Misordering is a type of error when students place words in the wrong order or do not syncorn with the sentence structure rules.

The collecting the data, the researcher analyzed the data using data collection, data reduction, data display and drawing conclusion. Those are will be defined as follows :

a) Data Collection

In this step, the researcher collect the data from interview with English teacher. The researcher collected the data of the class activity through the teacher interview result.

b) Data Reduction

The second step is analyzing the data reduction. Which is data reduction means focusing on important things. In this study, data reduction is about information obtained from interview with English teacher. The researcher was collected the students task from the teacher. The researcher found the students error from the task.

c) Data Display

The data display is a process of technique analyzing data, data display was arrange systematically and easy to understand. Those providing the possibility of make a conclussions. From the processed data, the researcher displays the result of the research in the form a students error table.

d) Drawing Conclusion

The final step in the research process is drawing a conclusion, based on the error analysis. The researcher found about the students were still used Indonesian pattern to write descriptive text, it sync with the answer from the English teacher at interviewed session.

The researcher counts the errors that made by the students. The formulation to count the students error was used formulation according to Corder (1994:48), to get the percentage of errors the formulation can be mention as below:

$$P = \frac{N1}{\Sigma N} \times 100\%$$

Notes :

P   : Percentage of each error

N1   : Total of the given error

ΣN : Total Number of the whole error evaluation

RESULTS

The researcher gave three themes "SMP N 3 Karangayar", "My Family", and "A Teacher". Based on the worksheets of class VIII A students at SMP N 3 Karanganyar, there were errors in the use of the simple present tense that were found using the corder theory (1973: 167), omission errors, addition errors, misinformation, and misordering. Researcher found that the types of errors that made by the students in writing descriptive text, the researcher drew the findings as follows;

a. Theme of "SMP Negeri 3 Karanganyar" was Omission with total errors was 3, Addition with total errors was 0, Misinformation with total errors was 15, and Misordering with total errors was 0. The dominant errors made by students was misformation which was done for 15 errors. The misformation errors found were:

   I. *"There **is** a **lebrary** room, multimedia room,..."*

There are error of "**is**" and "**lebrary**" which is not what the author meant. the correct one are "**are**" "**library**", it is should be:

   *"There **are** a **library** room, a multimedia room,..."*

II. *"My school also has a very **large** mosque and **small"***

There are ambiguous words in the words "**large**" and "**small**", in this case one must mention one of the dimensions of the mosque. it is should be:

   *"My school also has a very **large** mosque"*

b. Theme of "My Family" was Omission with total errors was 8, Addition with total errors was 1, Misinformation with total errors was 8, and Misordering with total errors was 0. The error that frequently made by students was Omission and Misformation which was done for 8 errors. The students errors found were:

   I. Omission

   *"He **....** Farmer."*

In the sentence, we found an error omission to be (am / is / are) used in the simple present tense, so the correct sentence should be as follows:

"He __is a__ Farmer"

II. Misformation

"Next this is my father, __her__ name is Ngadiman. __She__ a Laborer."

There is error of "__her__" which is not what the author meant. the correct one is "__his__". so the correct sentence should be as follows:

"Next this is my father, __his__ name is Ngadiman. __He__ a Laborer."

c. Theme of "An Teacher" was Omission with total errors 3, Addition with total errors was 2, Misinformation with total errors was 20, and Misordering with total errrors was 1. The error that frequently made by students was misformation which was done for 15 errors. The misformation errors found were:

I. *"She __so chubby__ body"*

There is mistake of "__so chubby__" which is not what the author meant. the correct one is "__has curvy__". the correct sentence should be as follows:

"She __has a curvy__ body"

II. *"I like English so that I also like the __theacher__"*

There is mistake of "__theacher__" which is not what the author meant. the correct one is "__teacher__". it is should be:

"I like English so that I also like the __teacher__"

DISCUSSION

From analyzing data, the researcher concluded the total of students' errors in using present tense in writing descriptive text. The students mostly do the erros were at spelling, grammar, and punctuation. The sources of the students error were about spelling, the students still used Indonesian pattern in writing English. The second error is grammar, the students still confused in used verb 1 or verb 2. The last is punctuation,

the students still confused about the used of punctuation.

The researcher found about the students error in writing descriptive text highest errors at mis-formation. The errors was 20 of mis-formation by the students at the entitlete theme "An English Teacher".

Based on the previous study that used by researcher from Siti Nurjanah (2017), the aims of this study were to know whether the students made errors and to find the types of errors, and to know the source of errors made by the eighth grade students' of SMP N 12 Purworejo. Then, based on Ririn Anggraini (2011), she described the most dominant kind of errors made by the first year students of SMPN 2 Banyudono Boyolali in learned grammar and structure, and described the causes of the student's error.

From the research finding, the researcher concluded about the students do error at writing descriptive text were at omission, addition, Mis-formation, mis-ordering. The sources of the data errors were spelling, grammar and punctuation. The dominant students error in using simple present tense

was at mis-formation, because the students still used Indonesian pattern.

CONCLUSION

Based on data analysis, there are types of simple present tense errors that have been classified into 4 types of errors, such as omission, addition, misinformation, and misordering. The types of errors have been classified according to Ellis (2003:17) the following categories of errors:

Theme of "SMP Negeri 3 Karanganyar" was Omission with total errors was 3, Addition with total errors was 0, Misinformation with total errors was 15, and Misordering with total errors was 0.

Theme of "My Family" was Omission with total errors was 8, Addition with total errors was 1, Misinformation with total errors was 8, and Misordering with total errors was 0.

Theme of "An Teacher" was Omission with total errors 3, Addition with total errors was 2, Misinformation with total errors

was 20, and Misordering with total errrors was 1.

Based on the results of the research above, the total errors found in the student worksheets were 61 variations of the sentence, so it can be concluded that students still make errors in learning the simple present tense and the errors most often made by students are errors in the use of forms Misinformation with a total of 43 sentences.

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