



An Error Analysis In Learning The Simple Present Tense By The 7th Grade Students Of SMP Swasta Al Washliyah 27 Medan

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ABSTRACT

Simple Present Tense is part of English language grammar that stated in tenses. It expresses action in daily activities and general truth. The purposed of this research is to analyze errors in learning simple present tense. The errors analyzed in this research are: error of omission, addition, misformation and misordering. The method of this research approach is descriptive qualitative. It was conducted at SMP Al washliyah 27 Medan, the sample was taken from 20 students in the 7th grade of their written test. After analyzing and locating the errors from their answer sheets. The researcher found some finding of the research. The types of errors made by the students on learning the simple present tense are based on surface strategy taxonomy which are classified into omission, addition, misformation and misordering. After counting the errors, the researcher found 317 total of errors which consist of 50 errors of omission, 39 error of addition, 132 errors of misformation and 96 errors of misordering. From the data above it can be seen that misformation error was the highest number of error made by the students and following by misordering of error. At SMP Swasta Al Washliyan 27 Medan, the researcher also can find some causes of errors. They are Interference and teacher-induced error. Interference is error that are influenced by the interference of students mother tongue. The students still apply indonesian pattern into English when they translate the sentences. Then, Teacher-induced errors which teacher's teaching method required to be enhance and adequate to make the students have interest in learning English language.

Keyword

Simple Present Tense, Error Analysis, Types of Errors, Causes of Errors.

INTRODUCTION

English language as an international language used worldwide as a tool of communication. There are countries where English language as the second language and also English language as the foreign language. In Indonesia English language is known as the foreign language. The people of Indonesia always use Indonesian language or ethnic language such as Bataknese, Javanese, Acehnese and the other ethnic languages for their daily communication.

Therefore, it is usual for Indonesian students as the English language learners find difficulties in learning English language. However, they are required to learn English language. Most countries teach English to their

people and it becomes one of the languages learn by the people in this world from kindergarten, Elementary, Junior high, and senior high schools, also at university. As we all know, there are 4 English skills need to be mastered by the students namely listening, speaking, writing, and reading.

Apart from these four skills, there are also pronunciation and grammar that need to be mastered by the students in learning English language. Wignell (1994) in Siswoyo (2016) states that "grammar is a theory of a language, of how language is put together and how it works." Brown (2001) in Siswoyo (2016) also states that "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence." Grammar is a part of a language significant components which makes a language can be understood to language users both in speaking and written forms. However, the forms and structural differences between Indonesian language and English language can cause the students as the English language learners make some English grammatical errors.

Error is the students' sign who does not understand in the English rules. According to Harmer (2007) in Fitria (2019) states that "errors are mistakes which they cannot correct themselves and which, therefore need explanation." The students will not understand the English rules without making errors first. It means that the Indonesian students may find difficulties in learning and using the correct English form and correct English structure. Especially in forming and arranging words into correct forms or sentences.

In English language there is one of the grammar components that need to be learned and mastered by the students is tenses. There are sixteen tenses divisions in English language with their own complexity on specific verb form changes and uses in sentences or utterances. But there is a different in Indonesian language which is no specific verb form changes and uses in sentences. In learning English language tenses, Simple present tense is one of the tenses most used in daily communication, daily activities and used to state the events in the present time. Even though the students still have difficulties in learning the simple present tense.

Regarding to all explanation above, the researcher tries to analyze the error of learning the simple present tense by seven grader students in SMP Swasta Alwashliyah 27 Medan. These difficulties can be caused by some factors. First, most students do not understand about the function and form of the simple present tense. Second, the students often make mistakes to put the proper verb in the sentence of the simple present tense. In order to improve students understanding in the learning simple present tense. The students need

in-depth comprehend in learning the simple present tense to minimize these problems.

RESEARCH METHOD

In this session, the researcher used descriptive qualitative method. It was conducted by collecting data which was taken from the natural situation without altering the situation anyway. The qualitative method was chosen because of the research, the researcher did not use comparison and measurement. Miles and Huberman (1984) in Subroto (2015) state, qualitative data is in the form of words and not in the form of numbers.

The subject of this research was conducted for seventh grade students at SMP Al Washliyah 27 Medan. The researcher took 20 students that had participated to answer the test paper provided by the researcher for the sample of the research. From this such number it was expected there would be detailed explanation what kinds of errors make by the student.

According to Taylor and Bogdan (1984) in Subroto (2015) also stated that qualitative methodologies refer to research procedures which produce descriptive data, people own written or spoken words observable behavior. In this case, the was collected in natural settings, where the students were given the paper test assignments and answer the test at once because this research aims to seek the understanding of the students directly in learning the simple present tense.

In Qualitative researchers also seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is comprehensive picture and depth of understanding rather than a numeric analysis of data. It is in the point of view whereas the students as the perspective of social phenomenon of the human as the participants in the study.

In this research, the data collection was carried out by observation in the form of students' answer of the test paper that will be provided by the researcher as the instrument. The instrument related to the types of verbal and nominal forms in learning the simple present tense. This data collection is to obtain the information needed in order to achieve research objectives and the instruments were tools used to collect the data.

RESEARCH RESULT AND DISCUSSION

Research Findings

Based on the surface strategy taxonomy, Dulay et. al (1982) the kinds of errors are classified into four main categories, Those are: omission errors, addition errors, misformation errors, and misordering errors.

In analyzing the students' test paper answer sheets in learning simple present tense, which the data given were multiple choice tests and essay test. Each type of error that was found was located and marked. After finishing this step, the errors are tabulated. Then, the frequency of each type and the total number of errors were counted.

Based on the analysis, there were some errors in the students' answer sheets in learning simple present tense at SMP Swasta Al Washliyah 27 Medan. The test

consists of 40 items which was divided into two parts. The first part was multiple choices which consist of 20 items and the last part was essays which consist of 20 items. Here is the recapitulation types of errors that made by the student in their answer.

After analyzing the data taken from 20 students and classified the types of errors. It can be found there are many of errors made by the students in answering structure related to simple present tense. There are 317 errors that were made by the students with the classification 50 of omission, 39 of addition, 132 of misformation, and 96 of misordering. After classifying and counting the errors made by the students, next the researcher calculated the total of errors in percentage of each type:

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

It Means:

P = Percentage

F = Frequency of errors occurred

N = Number of case (total of score)

a. errors of omission

$$P = \frac{50}{317} \times 100\% = 15.8\%$$

b. errors of addition

$$P = \frac{39}{317} \times 100\% = 12.3\%$$

c. errors of misformation

$$P = \frac{132}{317} \times 100\% = 41.6\%$$

d. errors of misordering

$$P = \frac{96}{317} \times 100\% = 30.3\%$$

In this research, the researcher focused in analyzing the errors types based on theory of Dulay et. al (1982). From the table II calculation above it can be seen that error of misformation in total of 41.6% is the highest percentage and following for the second part is misordering with in total 30.3%. Those are two types of errors that made by the students which occurred very often.

Analyzing Types of Errors

The researcher analyzed the type of errors In order to obtain further information about the errors that made by the students in their test paper, for examples kind of errors, its correction, and the analysis will be explained in the following which the data were identified and classified into their types of errors on Surface Strategy Taxonomy of Dulay et. al (1982). The theory based on the errors which classified into four types namely: omission, addition, misformation, amd misordering.

a. Error of omission

The data in omission type of error made by the students in their test paper. This type of omission is characterized by the absence of an item that must be appear. there was 50 (15.8%) cases of omission errors and the researcher has been taken some data of errors that made by the students in order to analyze it.

Example of students' Error in Omission

1. Omission of -s / -es after verb.

- a. My father **buy** a new car.
- b. A sheep **graze** in the field.
- c. She **watch** horror movie in the cinema.
- d. Angga **do** not drink milk every morning.

Correction:

- a. My father **buys** a new car.
- b. A sheep **grazes** in the field.
- c. She **watches** horror movie in the cinema.
- d. Angga **does** not drink milk every morning.

Explanation:

From the incorrect sentences above of the students's error, it can be applied that students still have difficulty to differentiate the form of correct verb for the singular person which the verb should be added -s / -es.

2. Omission of be (is / am / are)

- a. They ... happy
- b. Rita ... a waitress in the restaurant

Correction:

- a. They **are** happy
- b. Rita **is** a waitress in the restaurant

Explanation:

The error in the sentence above is omission of to be (are, is). This auxiliary usually follows main verb; it cannot stand alone and it is used to add functional

or grammatical meaning to be clause . This auxiliary of the form of be; 'are', 'is', it always follows adjective or noun.

3. Omission of do / does

a. ... Angga drink milk every morning?

Correction :

a. **Does** Angga drink milk every morning.

Explanation:

In simple present tense form of interrogative statement, the form of sentence should begin with the auxiliary verb "do/does". The auxiliary verb do is for the subject (I, we, you, they) and the other plural nouns and the auxiliary verb "does" is for the subject (he, she, it) or the person, noun and thing that refer to one of the pronouns.

b. Error of addition

The data in addition type of error made by the students in their test paper. This type of addition is characterized by the presence of an item which is necessary or mostly not appear in well-formed sentences. There was 39 (12.3%) cases of addition errors and the researcher has been taken some data of errors that made by the students in order to analyze it.

Example of students' error in addition

1. Addition of -s / -es after verb.

a. You **does** not meet Dino

Correction: You do not meet Dino

Explanation:

In simple present tense form of negative statement, the form of sentence which begin with Subject "you" the auxilliary verb used is "do" not "does". The auxiliary verb do is for the subject (I, we, you, they) and the other plural nouns and the auxiliary verb "does" is for the subject (he, she, it) or the person, noun and thing that refer to one of the pronouns.

2. Addition of article

a. They are not a happy

Correction: They are not happy

Explanation:

The error ocured in the student test paper which he add "a" before "happy". The article should be ommitted from the sentence to be a well-formed sentence.

3. Addition of (-s)

a. Does Mita wears glasses?

Correction: Does Mita wear glasses?

Explanation:

In the simple present tense of the form interrogative statement the verb after the Subject singular person should not be added "s". The form of the verb should be written as the first verb which is "wear" not "wears".

c. Error of misformation

The data in misformation type of error made by the students in their test paper. This type of misformation is characterized by the use of incorrect grammatical form in a place to another grammatical form. There was (41.6%) cases of misformation errors and the researcher has been taken some data of errors that made by the students in order to analyze it.

Example of students' error in misformation

1. Misformation of be / linking verb

a. The students **is** very happy to study English because their teacher is a nice person.

Correction: The students **are** very happy to study English because their teacher is a nice person.

Explanation:

This type of misformation error was identified by the improper use of auxiliary/to be (is/am/are). The sentence above is not well-formed sentences because the students do not use appropriate auxiliary/to be (is/ am/ are).

2. Misformation of tense

a. A swan does not give birth, it **laid** eggs

Correction: A swan does not give birth, it **lays** eggs

b. The knife is very sharp. It **cutting** fruits easily

Correction: The knife is very sharp. It cuts fruits easily

Explanation:

The sentences above occurred by the students test paper were incorrect. This errors happen because the students do not know the use of the correct tense of simple present tense in a sentence. The students still confuse in using the correct tense in a sentence or she cannot recognized the form of sentence whether to use tenses of simple present tense, simple past tense or simple continuous tense. Whereas the simple continuous tense should follow by linking verb (is/are/am) after the subject (I/ she/ he/ it).

3. Misformation of vocabulary use / verb "do/does"

a. They **does** not watch a film in the living room

Correction: They **do** not watch a film in the living room

Explanation:

The sentence above identified as misformation of vocabulary use. Misformation error is characterized by the use of incorrect form of morpheme

or structure. The sentence of misformation vocabulary use in term of the use of verb do as for third plural noun.

4. Misformation of subject-verb agreement

a. She **have** time to swim in the afternoon

Correction: She **has** time to swim in the afternoon

Explanation:

Misformation happens in this sentence because there is wrong form of Subject-verb agreement. In the form of simple present tense the verb must be added by -s/-es in the last word of verb. But there is exception in part of verb, such as have. The changing of have is not haves, but has. Thus sentence use the third singular subject "she". So the correct verb in simple present tense must not have but has.

d. Error of misordering

This error is identified by the use of incorrect order in word placement of utterances or written. In this study, the students made 30.3% cases of misordering

in their writing. The researcher had collected the data from the students test paper answer.

Example of students' error in misordering

1. Misordering of verb be (is/am/are)

Negative sentence in Nominal statement

a. Snakes not are poisonous

Correction: Snakes are not poisonous

Explanation:

This error happens because the students still do not know the pattern of verb be in negative sentence that the verb be should be placed before the word "not" which identify a negative sentence.

2. Misordering of "do/does"

Negative sentence in verbal statement

a. Does not Rita play tennis

Correction: Rita does not play tennis

Explanation:

This error is characterized by the incorrect placement of verb "does+not" for negative statement which it should be written after the third singular subject "she" (Rita).

b. **Does** Dino **not** meet you

Correction: Dino **does not** meet you

Explanation:

This error is also characterized by the incorrect placement of verb “does+not” for negative sentence. In this sentence students may seem confuse to whether write for interrogative statement or negative statement for verbal sentence, because if in interrogative statement word “not” should be omitted and added question mark (?) at the end of the sentence.

3. Misordering of adverb

a. Angga does not every morning drink milk.

Correction: Angga does not drink milk every morning.

Explanation:

This error happens because the student do not know how to place an adverb in a sentence. In this case, the students do not know the position of adverb " every morning" that should be placed at the end of the sentence to show the particular time of activity happened.

Analyzing The Causes Of Errors

The researcher obtained the data of error causes from the students questionnaire. In addition to the students' answer sheets in English language learning related to the simple present tense. The questionnaire session was given to the students that had been provided by the researcher to find personal reason point of view of the students on the chosen topic which is simple present tense. The list of questions evaluated and conferred the results of errors identified in frequency and percentages. The researcher applied Richards' causes of error. These include interference, overgeneralization, error in performance, markers of transitional competence, communication and assimilation strategy, and error-induced teacher.

In the questionnaire instrument, students were instructed to checklist the answer that closes to their condition in learning language process. Here is the recapitulation of the students answer based on the questionnaire.

Table 1. Recapitulation On The Students Questionnaire

NO.	QUESTION	CHOICES		TOTAL
		YES	NO	
1	Do your mother tongue interfere to the English language?	15	5	20
2	Do you think you recognize some English grammar, but difficult to express them correctly in writing?	12	8	20
3	Do you feel shy to speak or making English sentences in front of your classmates in the	13	7	20

	classroom?			
4	Do you think it is important to learn English language by making errors?	11	9	20
5	Do you give effort to practice writing English language regardless of the correct English grammar?	8	12	20
6	Do your English teacher give you clear explanation related the simple present tense?	7	13	20

After counting the data of questionnaire taken from 20 students and the researcher calculated the data by using analysis statistic descriptive by using the formula:

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

It Means:

P = Percentage

F = Frequency of answer

N = Number of individual

The purpose of data processing above is to give detail explanation to make it easier to analyzing data from the questionnaire. Below is the tabulation data in percentage from the questionnaire and the detail explanation from the table.

Table 2. Students' Answer Result On The Questionnaire

NO	QUESTION	CHOICES		TOTAL
		YES	NO	
1	Do your mother tongue interfere to the English language?	75%	25%	100%
2	Do you think you recognize some English grammar, but difficult to express them correctly in writing?	60%	40%	100%
3	Do you feel shy to speak or making English sentences in front of your classmates in the classroom?	65%	35%	100%
4	Do you think it is important to learn English language by making errors?	55%	45%	100%
5	Do you give effort to practice writing English language regardless of the correct English grammar?	60%	40%	100%
6	Do your English teacher give you clear explanation	30%	70%	100%

	related the simple present tense?			
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From the result of the questionnaire above, the first question was aimed to explore the transition of students' mother tongue to English language. The answer found from the question no. 1, was 75 per cent of learners believe that the same grammar was used to translate their language into the target language. Interference is the cause of this problem. Question no. 2, 60 per cent of learners have intention to write properly according to grammar of English language, but in fact it is not possible for them to do so. It is found in the overgeneralization process. Question no. 3, 65 per cent of learners may experience problems while practicing due to this less participation in writing of English language. It causes mistake in performance. Question no. 4, 55 per cent of learners conveyed their view that they often made errors in writing in English language. Markers of transitional competence were included. Question no. 5, 60 per cent was aimed to explore whether learners were practicing writing regardless of the form in the correct grammar.

This issue has shown for the result of communication and assimilation strategy which has been part of cause. The final issue which was no. 6, 70 per cent related to teacher-induced error is the cause of this problem. In this issue learners were convinced that teaching methods require to be enhanced and adequate instruction and teaching methods can assist to enhance their writing and speaking abilities.

Table 3. Students' Result Causes Of Errors Based On The Questionnaire

NO.	CATEGORY	QUESTION	PERCENTAGE
1	Interference	1	75%
2	Overgeneralization	2	60%
3	Performance Error	3	65%
4	Markers of Transitional competence	4	55%
5	Strategy of Communication and Assimilation	5	60%
6	Teacher-induced Error	6	70%

According to the assessment table 3 above, it can be seen that the most commonly performed cause was Interference error, subsequently followed by teacher-induced error, performance error, overgeneralization, strategy of communication and assimilation, and markers of transitional competence.

The result of the information above has shown and discussed that this source of error could be motivated by the error in interference of mother tongue. The students had trouble learning between English language as the foreign language and the first language in the classroom due to the interference of the mother tongue. The distinct system of both languages make learning more difficult to create a fresh language, when the students did not comprehend the material and they did not ask the teacher.

Meanwhile, the teacher gave them inadequate explanation of the content. In addition, learners seldom do exercise how to create good sentences based on the structure of English grammar. The cause of teacher-induced mistake with a proportion of 70 per cent has shown that the teacher did not apply the suitable technique to the teaching and learning process.

Discussion

The main goals of this research are to evaluate students' mistakes in learning with simple present tense for the seventh grade students of SMP Swasta Al Washliyah 27 Medan. Referring to the explanation of the previous data analysis, every types of errors occurred in students' answer sheets which of the errors made by the students were occurred namely omission, addition, misformation, and misordering.

In addition, the researcher also provided the students' answer result on the questionnaire to find reason related to their personal position in learning English language. This is to have clear point of view in their learning process because learning English language especially related to grammar which will effect to their writing skill regarding to convey information accurately, effectively, and appropriately in writing product. Grammatically correct in writing product is necessary although teaching and learning process cannot be free from error mistake.

There are four types of errors in surface strategy taxonomy according to Dulay et. al (1982) in Subroto (2015) such as Omission, Addition, Misformation, and Misordering. This surface strategy taxonomy of error clarifies the surface elements of language that altered in specific and systematic ways where the error always occurs. There are some reasons why students make errors. First, students are not well trained in making English sentence. Second, they will not understand the use of the English sentence patterns where they are quite different from Indonesian language pattern. Finally, Interference of mother tongue to the target language learning also influence in their learning process.

The finding shows that the seventh grade students at SMP Swasta Al Washliyah 27 Medan, still make some errors in their learning with simple present tense. The total number of case is 317. It is obtained from 4 types of

error, namely error of omission with 15.8%, error of addition with 12.3%, error of misordering with 30.3%, and the researcher finds that error in misinformation is dominant type of error that is 41.6% from the total errors.

CONCLUSION

Based in data analysis on the finding of this research, it can be drawn conclusion that students' still lack of ability in learning the simple present tense. The researcher found some finding of the research which based on surface strategy taxonomy which are classified into omission, addition, misinformation and misordering. The total of errors is 317, which consist of 50 errors of omission, 39 error of addition, 132 errors of misinformation and 96 errors of misordering. Furthermore, some causes of errors made by the students namely: Interference and teacher-induced error. Interference is error that influenced by the interference of students mother tongue. The students still apply indonesian pattern into English when they translate the sentences. Then, Teacher-induced errors which teacher's teaching method required to be enhance and adequate to make the students have interest in learning English language.

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