

STUDENTS' ERROR IN USING SIMPLE PRESENT TENSE

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Abstract

This research aimed to analyse the errors in using simple present tense. Descriptive qualitative approach was used in this research. The subject of this research was 37 management students of Economic Faculty Muslim Nusantara Al Washliyah University Medan. The data were the students' answer test. This research was analysed by Surface strategy taxonomy proposed by Dulay et al. The results of the research showed that there are four types of students' errors in using simple present tense. These errors are categorized into omissions, additions, misinformation, and misordering. The most errors made by students is omission with 50,61%, and the lowest is misordering with 2,47%.

Keywords: Error Analysis, Simple Present Tense, Types of Error

INTRODUCTION

English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases chances of getting a good job in a multinational company. It's also the language of international communication, the media and the internet, so learning English is important for socializing and entertainment as well as work. In Indonesia, English is as a foreign language, because of that many people feel difficult to use this language. Moreover, English becomes one of the important subject should be taught at school and it's also subject which is learned by students from junior high school up to college level. For students of management at Faculty of economic Muslim Nusantara Al-Washliyah University Medan, it is also one the subjects that should be studied by them in three semesters. Thus, they are required to have master English well.

The students learning English feel difficult to study forms and structure in English because of the lack of knowledge and also the influence of their mother tongue. As Setiyadi (2006) revealed "Language learners whose mother tongue has no tenses tends to have more difficulties in learning a target language which has tense." Students in Indonesia who do not have tenses tend to have difficulty learning English with tenses. This difficulty makes them do mistake in using the target language. Mistakes usually occur consistently and systematically. The students often make mistakes and commit errors while learning English, especially in grammar. Pransisca (1980) cited in Muhsin (2016) says that "Grammar is one of the basic components of any language, which must be learnt by students. Meanwhile, Brown (2001) cited in Siswoyo (2016) argues that grammar competence as a major component has an important position and tenses which are considered as the most difficult skill to learn for Indonesia students. One of the components that has to be learnt and mastered by Indonesia students as the English language learners is tenses. There are sixteen tense in English. Simple present tense is one the English tenses which is made the students confused.

Simple present tense relates to daily activities and general truth. According to Murphy (2015) simple present tense is used to talk about things in general, say something happens all the time, or something is true in general. The characteristic of this tenses can be seen from the function and the form of this tenses. The subject and the verb of this tense should be agreement in the sentence. The students at management Department Economic Faculty Muslim Nusantara Al Washliyah University Medan have to be able to use this tense. They should be mastered this topic, because based on syllabus this topics have to learn in this semester for English subject. In learning English, the students sometimes make mistake or error. Based on researcher's experience, there are many students make error in using simple present tense. For example, in sentence "She cook once a week", from this sentence is icorrect because the subject is third singular person, the verb should be added "s" in the final verb. So the correct sentence becomes "She cooks once a week". Another example is "I am study English". The correct sentence is "I study English". This errors occur because of the lack of comprehension in using this tense. As Brown (2007) says sthat error as noticiable deviation from adult grammar of a native speaker, reflecting the inter-language competence of learner. Error relates to error analysis. Error analysis is as a technique for identifying, classifying, systematically interpreting the unacceptable forms of a language in the production data of someone learning either a second of foreign language (Richards and Schmidt in Napitupulu (2017). Furthermore, Dulay et al cited in Indriani have suggested that the surface structure taxonomy for this error. The surface strategy elements of a language are altered in specific and systematic ways. Among the common error using are omission errors, addition errors, misinformation errors, and misordering errors. From this phenomenon, the researcher interested to do a research about the error analysis in using simple present tense. This research was to find the the errors were made by students management department at Faculty of Economic Muslim Nusanatara Al Washliyah University Medan.

METHOD

The method which is used in this research is descriptive qualitataive method. This study was conducted at Faculty of Economic Muslim Nusantara Al Washliyah University Medan. The location of this reseach is on Jalan Garu II A No.93 Medan, North Sumatera. Based on the syllabus, the students learned English in third, fourth and fifth semester. They learn grammar in third semester. The data were form of the students' answering test. The students have to write types of sentences in the form of simple present tense both in verbal and nominal forms. The data was taken from 37 fourth semester students of Management Department of Economic Faculty Muslim Nusantara Al Washliyah University Medan in the academic year 2019/2020.

In this research, the writer analyzed the data used several steps. The first, make a list of the students' errors in using simple present tense based on their answer. Then, check the sentences that they made while they used simple present tense appropriately, correct or not. Next, classify the students' errors in using simple present tense individually . Lastly, calculate the percentage of the students' errors.

RESULTS AND DISCUSSION

Results

The result of data analysis showed that there were 162 errors in using simple present tense. The data were analysed by using surface strategy taxonomy by Dulay et.al. (1982). This research conducted to analyse students' errors in using simple present tense. The students' errors can be seen in the table 1 below:

Table 1. Frequency of students' error in using simple present tense

NO	Types of Error	Frequency of Error	Percentage
1.	Omission	82	50,61%
2.	Misinformation	56	34,57%
3.	Addition	20	12,35%
4.	Misordering	4	2,47%
	Total	162	100

Discussion

The table shows that the students' errors in using simple present tense are omission with 82 errors, and the percentage is 50,61%. Then, the number of misinformation error is 56, and the percentage is 34,57%. Misordering error is 4 with the percentage is 2,47%. The last is addition error is 20 with percentage 12,35%. From the table, it can be seen that the most error in using simple present tense made by students is omission with 82 errors and the percentage is 50,61%. The smallest errors made by students is misordering with the percentage is 2,47%.

Types of Errors

In this study, the researcher analysed the data by applying Surface Strategy Taxonomy from Daulay et al. (1982) cited in Siswoyo (2016). Students' error are classified into omission error, misinformation error, misordering error, and addition error.

Omission error

Omission error is an error when the students miss required components from their sentence. These are errors identified by the absence of an item or morpheme that must appear in a well-formed utterance (Dulay et al, 2982). The students omit components which is necessary for the sentences which is considered grammatically correct. The omission error found in this study were the omission of auxiliary verbs (be), omission of verb inflection (marker -s/-es), and other omission errors.

1. Omission of Auxiliary verbs (to be and to do)

Omission of auxiliary verbs is one kind of omission error made by students as the English language learners. This kind of error is that the students did not add some items that should appear in the sentences. The examples of the omission errors found in this research are "I breakfast", "They not travel a lot" and "She beautiful". For the sentence "I breakfast" is the example of sentence made by the students that is not grammatically correct because the students missed to put the auxiliary verb "am" before noun "breakfast" and this sentence is example of nominal sentence, revised for this sentence should be "I am breakfast". Next, the students also made an error in composing sentence "They not travel a lot". This sentence is grammatically incorrect because the students did not put the auxiliary verb "do" before the word "not" in negative verbal sentence, this sentence should be "They do not travel a lot". The same incorrect composition for the sentence "She beautiful" because the students missed to add auxiliary verb "is" before adjective "beautiful", the correct sentences should be "She is beautiful".

2. Omission of the verb inflection (add -s/-es)

For the other omission error, the students omit the verb inflection (add -s/es) errors in verbal sentence if the subject in the sentence used third person singular (she, he, it). The example of the omission errors are "Steve do his homework", "She do not type the letter", "The man smoke". For the sentence "Steve do his homework" the students did not add "es" at the final letter of the verb "do". Actually, the students have add "es" not "s" because the subject in

that sentences is third person singular “steve” and the final letter of the verb is “o” The revised for this sentence should be “ Steve does his homework”. Then, for the sentence “She do not type the letter” the students forget to add “es” at the final of auxiliary verb “do”. The correct sentences should be “She doesn't type the letter”. The third example is “The man smoke” is incorrect because the students missed to add “s” in the final letter of the verb “smoke”. The revised sentence should be “The man smokes”.

Addition Error

This error characterized by the presence of an item which is unnecessary in the sentence. There are three types of this error, namely double marking, regularization, and simple addition. Addition double marking only was found in this research. Example of this error is “ I am go to campus”. For this sentence, it has two verb “am” and “go” because this sentence has main verb so the auxiliary verb “am” is not included in this sentence. The correct sentence become “I go to campus”. Next example is “ She is do smart”. This sentence is grammatically incorrect because there are double verb. Because this is a nominal sentence, the auxiliary verb “do” is not needed in this sentence. The revised sentence should be “She is smart”.

Misinformation Errors

This errors are marked by the use of wrong morpheme or structure. There are three types of these errors, namely regularization, archy form and alternating form. Misinformation error found in this research regularizations and archy-forms. For the regularizations error, the example of the sentence are “Jane have time”, “They has much money”, and “She don't know”. First example is “ Jane have time”, this sentence is incorrect because the subject of the sentence is third singular person so the correct verb is “has”. The correct sentence should be “Jane has time”. Next, for the sentence “They has much money” this is incorrect one because the subject is not third singular person so the verb changed “have”. The correct sentence should be “They have much money”. For the last example is “She don't know” is incorrect because subject is the third singular person, so the correct auxiliary verb for the subject is “doesn't”. The revised should be “She doesn't know”. Moreover, for the example of archi-forms is “My sistes watches TV everyday”, this sentence is incorrect grammatically. If we see from the form of the sentence, the students tried to add “s” in the final verb “watch”, because the final verbs letter end with “ch”, so the final verb should be added with “es” and the correct sentence becomes “My sister watches TV everyday”.

Misordering Errors

This error characterized by the incorrect placement of morpheme in an utterance. Example for this error is “ They have not do much money”. From this sentence we can see that the students are confused because the use of verb “have”, the correct sentence should be “They don't have much money”.

CONCLUSION

Based on the findings in this research, it was found that the students at Management of Economic Faculty Muslim Nusantara Al – Washliyah Medan make a lots of errors in using simple present tense. They are omission errors, misinformation errors, addition errors, and misordering errors. The data showed that there are 162 errors. The percentage of the errors are omission error with 50,61 %, misinformation error with 34,57, addition error with 12,35 error, and misordering with 2,47 error. The most error made by students' management is omission error with 50,61 %.

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