



An Error Analysis on Using Present Continues Tense

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Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis kesalahan siswa dalam menggunakan present continuous tense. Tujuan khususnya adalah untuk menganalisis persentase kesalahan siswa dan penyebabnya. Dalam menganalisis data, peneliti mengumpulkan data dari tes yang harus diisi siswa, mengidentifikasi kesalahan siswa pada lembar jawaban, mendeskripsikan jenis kesalahan siswa, menghitung dan menganalisisnya. Penelitian ini menggunakan metode penelitian deskriptif kualitatif, yang didalamnya meliputi analisis dan penyajian hasil penelitian dengan cara dideskripsikan pada kesimpulan. Subjek penelitian ini adalah siswa kelas delapan B SMP N 3 Karawang Timur yang berjumlah 40 siswa. Hasil penelitian menunjukkan bahwa terdapat 375 item kesalahan yang dibuat oleh siswa. Ditemukan 56 item atau 14,9% kesalahan berjenis penambahan (*addition*), 79 item atau 21,07% kesalahan berjenis salah formasi (*misformation*), 55 item atau 14,7% kesalahan berjenis salah susun (*misordering*), dan kesalahan paling dominan adalah kesalahan penghilangan (*omission*) dengan frekuensi 185 item atau 49,33%. Penyebab kesalahan didasarkan pada teori John Norris (Carelessness, first language inference, and translacion).

Kata Kunci: Analisis Kesalahan, Present Continuous Tense.

Abstract

The purpose of this study was to analyze the students' error in using present continuous tense. The specific objectives were to analyze the percentage of the students' error and their causes. In analyzing data, the researcher collected the data from the test that must be filled in by the students, identified the students' errors on their answer sheet, described the types of students' errors, counted it and analyzed. This research used the descriptive qualitative as the research method, in which include counted on analyzed and present the result of study by described on concluding it. The subject of this research is eight B grade students of SMP N 3 Karawang Timur, amounting to 40 students. The finding showed that there are 375 items of error made by the students. It is found that 56 items or 14,9% errors are addition, 79 items or 21,07% errors are misformation, 55 items or 14,7% errors are misordering, and the most dominant error was error in omission with the frequency 185 items or 49,33%. The causes of error are based on the theory by John Norris (Carelessness, first language inference, and traslacion).

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Introduction

Language is the communication tool that used by people to express their ideas: thoughts, opinions, feelings, and their intentions to other (Nurjamal, Sumirat, & Darwis, 2011). In the current era of globalization, English is the International Language that used by almost whole country in the world to communication and interaction in various aspects such as technology, business, international cooperation, education and other.

In Indonesia, English is an important and needed foreign language in various aspects, especially education aspect. English is a language that must be learned by the students and taught from elementary school to university level.

In English learning, there are four skills that must be learned by students, namely writing skills, listening skill, reading skill and speaking skill. Beside these four skills, students also must be mastered English components such as grammar, vocabulary, pronunciation etc. Grammar is the rules that say how words are combined, arranged, and changed to show different meaning (Swan, 1980). Students have to master grammar to be able to communicate in English, because grammar is most important part in English language. By learning grammar, we can communicate our message clearly and precisely. Tenses are one of aspect that discussed in grammar.

Tense is a classification system for verbs, indicating, in general of the action: present tense (e.g. the tide rises), Past tense (e.g the tide rose), future tense (e.g. the tide will rise). English like all Germanic language, has only two inflected tenses: present and past (Riley, 1988). Tense is something to express activity that need time relation. Tense is usually defined as relating to the time of an action, event or state. The time of the action is commonly expressed by the verb. With tense, students can know when the time action occurs, and understand the correspondence between the form of the verb and their concept of time.

Tense is not only focused on the time of the situation that is being described, but discusses about form of verb. McCawley says that “tenses are not features by themselves but underlying verb”. Almost all verbs can show the differences between the present, past and the future time by changing in the verb form. From this, it can be also defined as “the time of the action on state expressed by the verb”. (Cawley, 1991)

One of the tenses is present continuous tense. The present continuous tense is used to talk about: action happening now, action in the future took place at in the present. W.Stannard Allen in *Living English Structure* state that “English has three main divisions, past, present and future, expressed by the simple tenses” (Allen, 1987, p. 75). The verb in English influenced by the “time” when it happens or will happen (present, past, future) so, a verb should be related with the time. According to Patricia K. Werner, the present continuous tense is kind of tenses of English which describe activities that ar happening at the momment of speaking, activities that are currently in progress or plans for the future (Werner, 1990). it is formed with the appropriate present form (is, am, are) and the verb ending in – ing. The present continuous tense is construction which is made of subject +auxiliary verb (verb) + main verb (base + ing). It is used to indicate an action that one uses the present continuous tense to talk about: action happening now, action in the future took place at in the present. Betty Schramfer Azar in *Understanding and Using English Grammar* described that “the Present Continuous tense indicates that expresses an activity is in the progress at the moment of speaking.” (Azar, 1989). It began in the recent past is continuing at present. And will probably end at some point in the future. It seems that presentcontiuous tense means an activity or event happen in the progress.

Brown stated that the error is a noticeable deviation from adult grammar or

native speakers reflecting their language competence of learner, while mistake refers to a performance factor such as memory, spelling fatigue, and emotional strain. Errors are typically produced by learners who do not yet fully command some institutionalized language system (Brown, 2000). An error relates to students' systematic errors from being capable of reconstructing their knowledge of the language so far (Corder, 1981). Meanwhile, as explained by Dulay, Burt, and Krashen (1982), putting another way, errors deviate from some selected norm of mature language performance. Brown (2001) also acknowledges "error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the students".

Error analysis is an analyzing process of one's error. In this case, it is student's error. There are some experts that purpose different concept of error analysis. S.K Sharma stated that error analysis is a process based on analysis of learner's error with one clear objective: involving a suitable and effective teaching learning strategy and remedial measure necessary in certain clearly marked out areas of the foreign (Sharma, 1982). Ellis explains about an error analysis "Error analysis consists of a set of procedures for identifying, describing and explaining learner errors. Technically errors can occur in both comprehension errors are difficult to detect as it is often impossible to locate the precise linguistic source of an error (Ellis, 2008).

According to some previous research who studied about tenses, with the title "An Error Analysis in Using Present Continuous Tense: A Case Study at The Second Grade Students of Hotel Department of SMKN 4 Mataram Academic Year 2014/2015" by Amy Suryani, "Error Analysis of Simple Present Tense and Present Continuous Tense: A Case Study at Seminary of St. Francis Xavier Tomohon" by Andrey Abrian

Gaspersz (2019). There are many errors and mistakes in learning English tense. Based on the observation and interview result with the English teacher, Present continuous tense as a part of grammar also sometimes make students confused. This is because the lack of students' understanding of English, especially present continuous tense.

Based on the fact above, the researcher will discuss "An Error Analysis on Using Present Continuous Tense for the Second Grade Students B of SMP N 3 Karawang Timur."

The purpose of this study was to analyze the students' error in using present continuous tense. The specific objectives were to analyze the percentages of the students' error and to know the causes the errors made by the students in using present continuous tense. SMP N 3 Karawang Timur was chosen as a place of research because there was still a lack of research related to the topic the writer discussed at the school. The subject of this study was eight B grade student of SMP N 3 Karawang Timur, amounting to 40 students.

Method

The research was conducted at SMP N 3 Karawang Timur. This research was carried on August 15, 2021. The subject of this research is eight grade B students of SMP N 3 Karawang Timur, amounting to 40 students.

This research used the descriptive qualitative as the research method. The qualitative research method, according to Bogdan and Taylor, is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (L.J. Maleong, 2011:4). According to Strauss and Corbin, qualitative research is purposed as kinds of research that the results is not got through statistic procedure or another form of arithmetic (corbin, 2015). In this case, this study aims to reveal what errors appear most in the learners' descriptive writing and it was conducted in natural condition of

learning process in the classroom. So, this is the appropriate method to analyze or explain the error in using present continuous tense made by eighth grade students of SMP N 3 Karawang Timur.

The data in this study was the error made by the eighth grade students of SMP N 3 Karawang Timur. The Data Sources in this study was the present continuous tense test which consisting with 10 item (short answer). And structured interview sheet consist with 10 question.

The researcher conducted some steps as the procedures of the research, the first step was collecting the data from the test that must be filled in by the students. The test was given via Google form. The second step was identifying or analyzing student's error in the use of simple present continuous tense on their answer sheet of the test given. The next step was classifying the errors errors made by the students in using present continuous tense into some categories (omission, addition, misformation, and mis-ordering). Next, the writer analyzing the percentage by counting the errors made by learner, and analyzing the causes of errors that students' made. The reason of errors that students' made by using the structured interview sheet that given to the students.

In analyzing the data, this research used descriptive analysis technique (percentage). And it is also used formula tha purposed by Anas Sudijono (2004:43). In the following formula:

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

P= percentage

F= frequency of error occurred

N= number of cases (total frequent/totel individual)

Results and Discussion

This research was conducting at SMP Negeri 3 Karawang Timur which is located between residential areas. This School is located at Jl. Manunggal VII Desa Rawabagi, palumbonsari. Kec. Karawang Timur.

To get the data, the researcher was given the present continuous tense test which consisting with 10 item which consisted by two instruction. The students have to change the verb into present continuous tense from and change the sentences into present continuous tense positive form, negative form or interrogative form. And structured interview sheet consist with 10 question related to the teaching, learning process and the students' understanding in English learning, especially the students' understanding in present continuous tense. After all the students collect the assignments, the researcher analyzed each students' error in their answer and the errors are tabulated. When the zoom takes place, the teacher asks the students a question and they are just silent, just one or two students respond.

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Based the surface strategy ontaxonomy (Dulay, 1982), the kinds of errors are classified into four main categories, namely: omission, addition, misformation and misordering.

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-form utterance. It means that there is a sentence in which there is one of its aspects (word) or more is omitted.

2. Addition

Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. (1982:156). Learners usually have already acquired target language rules, and they often too faithful to use certain rules, which causes errors.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme. It

means that one or more of the sentence's aspect has the wrong formation. It can be caused by rule regularization.

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group morpheme in an utterance. It means that the sentence structure is ordered incorrectly.

Below is the table of errors frequency and error percentage of present continuous tense that made by the students:

Table 1

No.	Error Types	Error Frequency	Error Percentage
1.	Omission	185	49,33%
2.	Addition	56	14,9%
3.	Misformation	79	21,07%
4.	Misordering	55	14,7%
5.	Omission	185	49,33%
Total			
Total		375	100%

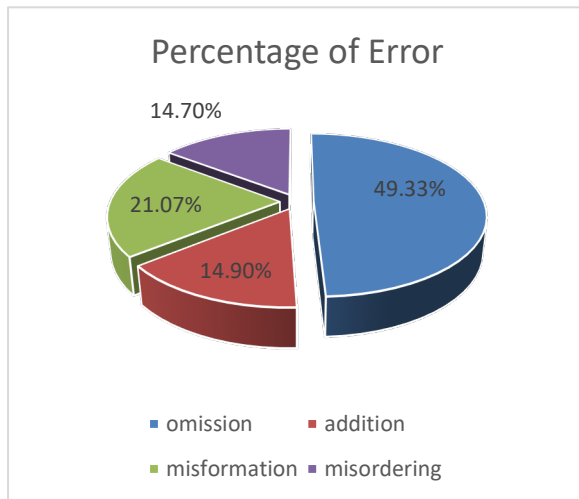


Figure 1. The Percentage of Students' Error in Present Continuous Tens

The Cause of students' Error

Based on the structured interview sheet given to the students, the possible factors that may cause the students' error are: the mother tongue, lack of motivation, lack of grammatical knowledge and lack of vocabulary mastery. Most of the students had difficult to understanding the material given and never re-check their study result. In this case, the researcher concluded the cause of students' errors as classified based on the theory by John Norrish (Norrish, 1987):

Carelessness

It is often closely related to lack of motivation. Many teachers will admit that is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

First language

Norrish states that learning a language (a mother tongue or foreign language) is matter of habit formation. When someone tries to learn new habits the old ones will interference the new ones. This cause of error is called first language interference.

Translation

It is one of cause of error. This happens because a students translates his first language sentance or idiomatic expression into the target language word by word. This probably the most common cause of error.

Below is the table of structure interview result with the students:

Table 2
Structure Interview Result

No.	Questions	Yes	No
1.	Apakah anda menyukai pelajaran bahasa inggris?	35	5
2.	Ketika guru menjelaskan pelajaran bahasa Inggris, apakah anda memerhatikannya?	36	4
3.	Apakah anda kesulitan dalam memahami pelajaran bahasa Inggris?	27	13
4.	Apakah anda mengerti ketika guru anda berbicara dalam bahasa Inggris?	10	30
5.	Apakah guru anda membantu / membimbing jika anda mengalami kesulitan saat belajar bahasa Inggris?	31	9
6.	Apakah guru anda sering memberikan latihan setela pelajaran bahasa Inggris?	33	7
7.	Apakah anda sering mempelajari kembali pelajaran bahasa Inggris setelah pembelajaran di sekolah selesai?	5	35
8.	Apakah bahasa Inggris anda dipengaruhi oleh bahasa pertama anda? (bahasa Indonesia/bahasa daerah?)	38	2
9.	Apakah anda memahami materi pembelajaran Present Continuous Tense?	24	16
10.	Apakah anda memperhatikan grammar saat berbicara / menulis dalam bahasa Inggris?	4	36

Conclusion

Based on the surface strategy taxonomy, there are 375 items of error made by the students. It is found that 56 items or 14,9% errors are addition, 79 items or 21,07% errors are misformation, 55 items or 14,7% errors are misordering, and the most dominant error was error in omission with the frequency 185 items or 49,33%. And the causes of students' errors were fine in the John Norrish theory: carelessness, first language inference and translation.

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Author's Profile

Nurcholis Pramudiana was born in Karawang on August 14th, 1996, is the second son from 4 siblings. Completing his education at SDN Plawad V in 2008, SMP N 1 Karawang Timur in 2011, SMA Bina Negara in 2014, he continued her undergraduate studies at the English Language Education Departement Panca Sakti Bekasi University.