

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings were the answering of problem statements formulated in the first chapter. The researcher collected necessary data of students' by using the instrument test and interview of the research, to answer the first and the second research question: What kinds of students' error in using five basic tenses? And What causes students' errors in using five basic tenses?

This chapter presents and discusses research findings which consist of Error Identification, Description of Errors, and Explanation of Errors. Those are arranged based on the procedural error analysis.

1. The Result of Test

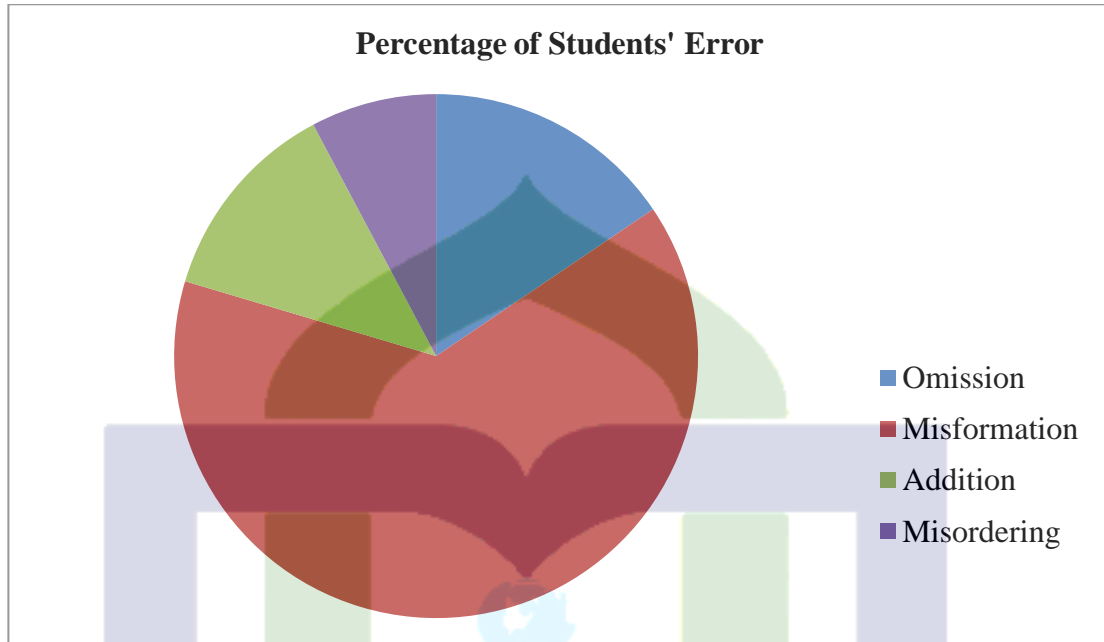
The writer described the common types of errors made by the Second Grade students of SMA Negeri 7 Pinrang in analyzing students' errors of the simple present tense, simple present continuous, present perfect tense, simple future, and simple past tense. The types of errors can be classified and analyzed by using the James' table which consists of (*omission, addition, misformation, and misordering*).

After the writer analyzed the errors, she counted the errors by using the table. The data analysis is done after processing the result. To obtain the data for this research the writer took the data from students' results of tests and interviews. There were 33 students.

Table 4.1 The Result of Errors Made by Students'

No	Name	Error Types				Total Errors
		O	M-F	A	M-O	
1.	ASN	1	0	1	0	2
2.	ANA	2	2	0	0	4
3.	ASN	5	5	1	0	11
4.	AWP	1	0	2	2	5
5.	AU	0	4	0	0	4
6.	ANMS	0	2	1	2	5
7.	AY	0	5	1	1	7
8.	AKA	2	2	0	0	4
9.	CA	0	4	1	1	6
10.	DD	0	5	0	0	5
11.	GD	2	1	0	0	3
12.	HS	0	5	0	1	6
13.	LW	1	8	1	0	10
14.	MS	0	4	1	0	5
15.	MRRR	1	2	1	0	4

16.	MRA	0	0	2	0	2
17.	MTF	0	2	1	0	3
18.	MSA	1	3	1	1	6
19.	NN	1	4	0	0	5
20.	NA	0	5	0	0	5
21.	NF	1	7	0	1	9
22.	N	1	2	1	2	6
23.	RAS	3	0	1	0	4
24.	S	0	7	0	1	8
25.	SSA	1	4	1	0	6
26.	SRS	2	1	0	0	3
27.	SA	1	7	1	0	9
28.	WESH	3	8	2	0	13
29.	W	0	3	1	0	4
30.	W	0	5	0	0	5
31.	YS	1	5	2	2	10
32.	MFA	1	6	2	0	9
33.	H	1	9	1	3	14
Total		32	132	26	16	206



From the table and Percentage of students' Error above, it could be known that the total frequency of the type of errors are found in Misformation which consists of 132 errors, next to the Omission in the second error which consists of 32 errors, Addition which consists of 26 errors, and Misordering which consists of 15 errors. The total of errors made by students is 206 errors. Then, those errors were classified into types of errors that would be described, explain, and evaluated by the researcher as the following:

a. Omission

Many students omit a word or grammatical element that is needed is an expression related to grammar. According to the data the researcher found, there were 32 omission errors. The error example of omission would be described and evaluated in the following table.

Table 4.2 The Example of Omission

Error Identification	Error Correction	Error Description
Wahyu always <u>get</u> up early in the morning.	Wahyu always <u>gets</u> up early in the morning.	The sentence shows an habitual action, so the verb should be infinitive and it has “s” for singular noun.
My ambition is to <u>be</u> teacher. I will study hard to get my ambition. I want to be Math teacher.	My ambition is to <u>be a</u> teacher. I will study hard to get my ambition. I want to be Math teacher.	The noun phrase teacher seems to be missing (a) determiner before it, consider adding an article.
My name is Gustap Dwiyanto , I’m a student at SMA NEGERI 7 PINRANG. Here is my daily routine. I always wake up at 6.00 in the morning. I usually have breakfast at 6.30. I order online transportation to <u>university</u> at 8.00. After that, I usually start studying at 8.30.	My name is Gustap Dwiyanto , I’m a student at SMA NEGERI 7 PINRANG. Here is my daily routine. I always wake up at 6.00 in the morning. I usually have breakfast at 6.30. I order online transportation to <u>The university</u> at 8.00. After that, I usually start studying at 8.30.	(The) It seems that article use may be incorrect here.
I will tell you about my	I will tell you about my	The singular countable

<p>daily activity. But it's kinda a boring story. You know... because i'm a student then I have to wake up erlier in the morning, prepare myself for online school at 8 am. Usually the school ended at 11.20 am but sometimes takes more than that... usually after doing all of my <u>task</u> that sometimes i don't understand, I go to my mom's stall to help her in selling</p>	<p>daily activity. But it's kinda a boring story. You know... because i'm a student then I have to wake up erlier in the morning, prepare myself for online school at 8 am. Usually the school ended at 11.20 am but sometimes takes more than that... usually after doing all of my <u>tasks</u> that sometimes i don't understand, I go to my mom's stall to help her in selling</p>	<p>noun task follows the qualifier all of, which requires a plural noun</p>
<p>On school days i usually wake up at 5 am. There were a <u>lot</u> activities i did before studying online during covid-19. First of all i will pray, then clean the room until it is neat. After that i immediately took shower and had breakfast.</p>	<p>On school days i usually wake up at 5 am. There were a <u>lot of</u> activities i did before studying online during covid-19. First of all i will pray, then clean the room until it is neat. After that i immediately took shower and had breakfast.</p>	<p>It appears that you are missing a preposition after a lot.</p>

<p>Then take online lessons, I enjoy the time during the learning activities. <u>Lessons</u> will finish at 11.20 pm. After that I will take a break like lunch, sleeping or playing on the phone, not forgetting to pray dzuhur. Usually in the afternoons I will perform the asar prayer, after which I help my mother cook dinner or wash dishes.</p>	<p>Then take online lessons, I enjoy the time during the learning activities. <u>The Lesson</u> will finish at 11.20 pm. After that I will take a break like lunch, sleeping or playing on the phone, not forgetting to pray dzuhur. Usually in the afternoons I will perform the asar prayer, after which I help my mother cook dinner or wash dishes.</p>	<p>It seems that article use may be incorrect here.</p>
<p>have dinner with my family at 7 o'clock in the evening and after that we have a family time to talk <u>about</u> what we go through that day while waiting for the isha prayer starts. After take isha prayer, i do my skincare routine and then do my homework. And then i make my bed and sleep.</p>	<p>have dinner with my family at 7 o'clock in the evening and after that we have a family time to talk <u>forabout</u> what we go through that day while waiting for the isha prayer starts. After take isha prayer, i do my skincare routine and then do my homework. And then i make my bed and sleep.</p>	<p>It seems that article use may be incorrect here.</p>
<p>i wake and then go to take a bath and wear my uniform and always don't forget to have breakfast before <u>study</u>. I</p>	<p>i wake and then go to take a bath and wear my uniform and always don't forget to have breakfast before <u>The</u></p>	<p>It seems that article use may be incorrect here.</p>

<p>usually finish studying at 11.30 but sometimes it will be sooner than that if the teacher leaves early. While waiting for dzuhur prayer, i usually open social media or play games on my smartphone or if I'm bored with the smartphone i usually play with my brother and we will watch tv until the time for the dhuhur prayer starts.</p>	<p><u>study</u>. I usually finish studying at 11.30 but sometimes it will be sooner than that if the teacher leaves early. While waiting for dzuhur prayer, i usually open social media or play games on my smartphone or if I'm bored with the smartphone i usually play with my brother and we will watch tv until the time for the dhuhur prayer starts.</p>	
<p>I usually wake up in the morning at 5 o'clock and take a fajr prayer and don't forget to recite <u>quran</u>. After that, i go to read the material that will be studied that day. While waiting for the teacher to teach at 8 o'clock in the morning, i usually go back to sleep, well that is one of my bad habits and i'm trying</p>	<p>I usually wake up in the morning at 5 o'clock and take a fajr prayer and don't forget to recite <u>quran</u>. After that, i go to read the material that will be studied that day. While waiting for the teacher to teach at 8 o'clock in the morning, i usually go back to sleep, well that is one of my bad habits and i'm trying</p>	<p>It seems that preposition use may be incorrect here.</p>

to get rid of it.	to get rid of it.	
I really love <u>my</u> family. Cuz for me family is something that is very important and precious. My family consists of five people they are my father, my mother, me and two my younger sisters.	I really love <u>of my</u> family. Cuz for me family is something that is very important and precious. My family consists of five people they are my father, my mother, me and two my younger sisters.	It seems that article use may be incorrect here.
My sister name is Azizah she's a talkative and confident girl. Sometimes she's annoying and often makes me angry. But I still love her so much now She's still Study at Junior High School <u>grade</u> 3rd. (she school in the boarding school)	My sister name is Azizah she's a talkative and confident girl. Sometimes she's annoying and often makes me angry. But I still love her so much now She's still Study at Junior High School <u>ingrade</u> 3rd. (she school in the boarding school)	It seems that article use may be incorrect here.

b. Misformation

In this case, many students use grammatical form which is not correct. According to the data the researcher found, there were 132 Misformation errors. The errors example of Misformation would be described and evaluated in the following table:

Table 4.3 The Example of Misformation

Error Identification	Error Correction	Error Description
<p>My brother did not <u>drawing</u> a beautiful montain last Sunday.</p> <p>My brother did not <u>drew</u> a beautiful montain last Sunday.</p> <p>My brother did not <u>draws</u> a beautiful montain last Sunday.</p>	<p>My brother did not <u>draw</u> a beautiful montain last Sunday.</p>	<p>The sentence shows a situation in the past. In the negative form of simple past tense, the verb should be bare infinitive “draw”.</p>
<p>Alim is not <u>sent</u> a letter to his friend this morning.</p> <p>Ali is not <u>sends</u> a letter to his friend this morning.</p>	<p>Alim is not <u>sending</u> a letter to his friend this morning.</p>	<p>The sentence shows action in the progress. In the negative form of a simple present continuous tense, the verb should be present participle (ing-form).</p>
<p>Listen, the boys next door <u>sing</u> my favorite song.</p> <p>Listen, the boys next door</p>	<p>Listen, the boys next door <u>are singing</u> my favorite song.</p>	<p>The sentence shows activity in the progress at the moment. The subject</p>

are sing a song my favorite song.		is plural, so the auxiliary verb should be "are".
He <u>come</u> to the party three days ago. He <u>prepare</u> to the party three days ago.	He came to the party three days ago.	The sentence shows a situation in the past. So the verb should be V2 "came".
She <u>passes</u> the English test last week. She was <u>passing</u> the English test last week.	She <u>passed</u> the English test last week.	The sentence shows a situation in the past. So the verb should be V2 "passed".
Arya: Did you <u>visited</u> your sister two days ago? Adam: yes, I did Arya: Did you <u>visiting</u> your sister two days ago? Adam: yes, I did Arya: Did you <u>visits</u> your sister two days ago? Adam: yes, I did	Arya: Did you <u>visit</u> your sister two days ago? Adam: yes, I did	The sentence shows action in the past. In the negative form of simple past tense, the verb should be bare infinitive "visit".
Fatima did not <u>celebrated</u> her birthday last year. Fatima did not <u>celebrates</u> her birthday last year.	Fatima did not <u>celebrate</u> her birthday last year.	The sentence shows a situation in the past. In the negative form of simple past tense, the verb should be bare infinitive "celebrate".
I will <u>came</u> To your party	I will come To your party	The sentence shows a

		situation in the future. The verb should be bare infinitive "come".
Diana will <u>drove</u> a new car tomorrow.	Diana will drive a new car tomorrow.	The sentence shows a situation in the future. The verb should be bare infinitive "Drive".

c. Addition

The addition is a part of errors that should not be required to be used in making a sentence. According to the data the researcher found, there were 26 Addition errors. The errors example of Addition would be described and evaluated in the following table:

Table 4.4 The Example of Addition

Error Identification	Error Correction	Error Description
we will to <u>Learning</u> English next week.	we will to <u>Learn</u> English next week.	The sentence shows action in the future. In the verb should be bare infinitive "Learn".
Arya : Did you <u>visited</u> your sister two days ago? Adam : yes, I did	Arya : Did you <u>visit</u> your sister two days ago? Adam : yes, I did	The sentence shows action in the past. In the negative form of simple past tense, the verb should be bare infinitive "visit".

<p>Arya : Did you <u>visiting</u> your sister two days ago?</p> <p>Adam : yes, I did</p> <p>Arya : Did you <u>visits</u> your sister two days ago?</p> <p>Adam : yes, I did</p>		
<p>They will accompany me <u>Yesterday</u></p>	<p>They will accompany me <u>Tomorrow</u></p>	<p>Should be Tomorrow because time signals simple future tenses.</p>
<p>Two days ago i went to my grandmother's village. Larompong, and i <u>really</u> miss my grandma. When i and my family arrived at there, i run to my grandma and huge her.</p>	<p>Two days ago i went to my grandmother's village. Larompong, and i miss my grandma. When i and my family arrived at there, i run to my grandma and huge her.</p>	<p>It appears that “Really” may be unnecessary in this sentence, consider removing it.</p>
<p>even though we often argue and have different opinions we still love and care for each other. She's still in the 5th grade of elementary school. I really love her don't</p>	<p>even though we often argue and have different opinions we still love and care for each other. She's still in the 5th grade of elementary school. I really love her don't</p>	<p>Consider changing it to the base form.</p>

<u>misunderstanding</u> me!	<u>misunderstand</u> me!	
-----------------------------	--------------------------	--

d. Misordering

This category is relatively uncontroversial. The learners can select the right forms to use in the right context, but they arrange them in the wrong order. According to the data the researcher found, there were 16 misordering errors. The errors example of Misordering would be described and evaluated in the following table:

Table 4.5 The Example of Misordering

Error Identification	Error Correction	Error Description
Alim is not <u>sendt</u> a letter to his friend this morning. Alim is not <u>send</u> a letter to his friend this morning.	Alim is not <u>sending</u> a letter to his friend this morning.	The word sendt is not in the dictionary, that must be " Sending-send"
The students is <u>studi</u> English twice a week	The students is <u>study</u> English twice a week	The word studi is not in the dictionary, that must be " Study".
I have <u>palyed</u> Football.	I have <u>played</u> Football.	There is no word "palyed" in this category misspelling, that must be " Played".

I will tell you about my daily activity. But it's kind a a boring story. You know... because i'm a student then I have to wake up <u>erlier</u> in the morning, prepare myself for online school at 8 am. Usually the school ended at 11.20 am but sometimes takes more than that.	I will tell you about my daily activity. But it's kind a a boring story. You know... because i'm a student then I have to wake up <u>earlier</u> in the morning, prepare myself for online school at 8 am. Usually the school ended at 11.20 am but sometimes takes more than that.	The word "erlier" is not in the dictionary.
on holiday is really fun. <u>me</u> and my friend went to the night market. We enjoy the rides in that place. And the nice thing is I got a special surprise from a friend	on holiday is really fun. <u>I</u> and my friend went to the night market. We enjoy the rides in that place. And the nice thing is I got a special surprise from a friend	It appears you have used the object pronoun "Me" in a subjective position, consider changing it.

The following table shows the types of errors found in using five basic tenses.

Table 4.6 The Total Frequency of the Type of Errors

No	Types of errors	Frequency	Percentage (%)
1	Omission	32	15,53 %
2	Misformation	132	64,07 %
3	Addition	26	12,62 %
4	Misordering	16	7,76 %
Total		206	

From the table above, it could be known that the total frequency of the type of errors was 206 errors. And the table described that the errors in misformation were the most frequent errors in understanding which is committed by the students 132 errors or 64,07 %. and it was followed by Omission which consists of 32 or 15,53 %.then, errors, in Addition, consisted of 26 errors or 12,62 %. Last is errors in misordering, there are 16 or 7,76 %.

After the researcher analyzed the data, it is found that the most common errors made by students are misformation with total percentages of 64,07 %. From the instrument test, the researcher concluded if the students did not pay attention to verbs in tenses. This case happened because students did not know about changing the verb from verb 1 to verb 2 or verb 3. Moreover, the students did not pay attention to regular and irregular verbs in their writing. Besides, the students did not know how to change to be. The common dominant errors made by students are addition with total percentages of 12,62%. This case happened because students add morpheme that should not need to be added in the sentences. Then, part of errors that made by students is omission with total percentages 15,53%. This case happened because students omitted the structure of the sentence that should be written in their sentence. Last,students made errors in misordering with a total percentage of 7,76%. This case happened because students made an incorrect placement in their writing.

Some students claimed if their English teacher seldom gave them a task to create a paragraph. Moreover, students claimed if they did not practice creating paragraphs at home. This problem made students could not update their English vocabulary and they felt confused when they translating their English writing. Then, they did not pay attention to English grammatical and this factor caused students to make misformation error in their writing. Meanwhile, students felt unconfident with their writing and they more comfortable asking their friends if they found difficulties. Besides, their friend gave them a wrong explanation and errors answer. This factor caused the student to add morpheme or another vocabulary that should not write in

their writing and they made an additional error in their writing. Not only this factor students made errors in their writing but also their teacher never used media to explain the material. Moreover, students felt ashamed to ask a question about tenses especially five basic tenses with their English teacher and this factor caused students to make omission errors in their writing. Then, their confusion about using tenses or English grammatical made them wrote a paragraph with incorrect placement. Therefore, students made Misodering errors in their writing.

Here, the writer interpreted the errors based on their types:

1. Percentage of students,, errors based on the frequency of the types of errors

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

A. Omission: $\frac{32}{206} \times 100\% = 15,53\%$

B. Misformation : $\frac{132}{206} \times 100\% = 64,07\%$

C. Addition : $\frac{26}{206} \times 100\% = 12, 62\%$

D. Misordering : $\frac{16}{206} \times 100\% = 7,76$

2. **The Result of Interview**

Regarding the causes of students' errors, there are some categories of errors as the writer had discussed in chapter II. The writer explains about causes of error described in the table below:

Table 4.7 The Result of causes Made by Students'

No	Causes of error		
	Nama	Context of learning	Communicative strategies
1	ASN	√	√
2	ANA		√

3	ASN		
4	AWP	√	
5	AU	√	
6	ANMS		
7	AY		
8	AKA		
9	CA		
10	DD	√	
11	GD	√	
12	HS		√
13	L		√
14	MS		
15	MRRR		
16	MRA		
17	MTF		
18	MSA	√	√
19	NN		
20	NA	√	
21	NF	√	

22	N	√	
23	RAS	√	
24	S		
25	SSA		
26	SRS		
27	SA	√	√
28	WESH	√	
29	W		
30	W		
31	YS		√
32	MFA		
33	H		√
Total		12	8

Due to Table 4.7, there were 8 causes or 17.02% caused by communicative strategies .the students process the new language data in their mind and produce rules for its production, so they often do the overgeneralization or communicative strategies, the students might express the meaning of the sentence in an unsuitable way or misunderstanding toward the new language or target language. the students might be influenced by their mother tongue in terms of pattern, systems, or rules. Last was 12 causes or 25,53% caused by the context of learning.

B. Discussion

1. Types of Errors Made Students'

This research aimed to find out students' errors in using five basic tenses in SMAN 7 Pinrang at the Second grade students of MIPA 1. Therefore, the writer analyzed the students' errors to know the students' difficulties. Then, the writer found that the students difficult in the rules of tenses. Especially in the use of the verb, they did not know when the verb was added by 's', "ed" and 'ing'. They also did not know the use of to be in tenses. Then, most of them were still confused to distinguish between regular verbs and irregular verbs.

Duley et al, divide error into four types namely omission, addition, misformation, and misordering.¹ In this research, the writer found out the students of SMAN 7 Pinrang, especially in MIPA 1 made errors in using five basic tenses such as simple present tense, present continuous tense, present perfect tense, simple future tense, and present perfect continuous tense in short answer and write 1 paragraph. The students made errors categorized 32 or 15,53% in omission, 26 or 12,62% in addition, 132 or 64,07% in misformation and 16 or 7,76% in misordering.

For omission errors, most of the students tend to omit "s/es" in the verb and omitting "did/does" as to be in negative sentences of the simple present tense, Meanwhile, in present continuous tenses, they omitted "am, is, areas to be" in the sentences. Then in the present perfect tense, they omitted "have/has as to be" and the adding of "ed" in the regular verb. Furthermore, in the present perfect continuous tense, they omitted "has/have" and "been as to be" in the sentences.

For addition errors, most students added "ing" in the verb and "s" in negative sentences of simple present tense. While in present continuous tense they added "s" in the verb that has added "ing". Then, in the present perfect tense, they added "ing" in the verb and "s" in "V3". Then in the present perfect continuous tense,

¹ Duley, (1982). *Language Two*. Oxford University Press, New York, America

they added "s" in the verb, which has added "ing" and "have". Meanwhile, it has been added by "has".

Moreover, especially for misformation errors, most of the students made wrong in the verb they added "es". Furthermore, they also used "V3" in the sentences, while it should use "V1+s/es". Then, in the present continuous tense, they added "ed".

Then, in the present perfect tense, they added "ed" in irregular verb and added "s" in the verb. Then, in the present perfect continuous tense, the students used "being" not "been". Furthermore, for misordering errors, most of the students did not give their attention to the punctuation ".", they arranged the sentences without seeing the marker of the sentences, and also a misspelling verb.

Error analysis is a tool to help the researcher checked the grammatical error that made by students especially using tenses in made a paragraph text and made a sentence.

From the result of the research above, it could be known that the total frequency of the type of errors was 206 errors. And the table described that the errors in misformation were the most frequent errors in understanding which is committed by the students 132 errors or 64,07 %. and it was followed by Omission which consists of 32 or 15,53 %. then, errors, in Addition, consisted of 26 errors or 12,62 %. Last is errors in misordering, there are 16 or 7,76 %.

Based on the previous study that used by a researcher from Wati (2011), the researcher found that the result from Wati (2011) An error analysis is important to describe what kinds of error that students made because every student have different mistake when they made a paragraph and how students could learn from their mistake as an English teacher Error analysis is important to correct their method when they taught. Then, based on Syarif (2014) the researcher found Error analysis is the process of language learning for analyzing, observing, interpreting, and classifying learner's errors to give us an indication in the learning process especially in past continuous.

Moreover, the researcher found the dominant errors in Wati (2011) are omission and misordering with percentages of 28,9%. Then, the dominant errors after the omission are misformation and the last in addition. This research's finding from Wati (2011) is different from this finding because the dominant errors are misformation were the most frequent errors in understanding which is committed by the students 132 errors or 64,07 %, and it was followed by Omission which consists of 32 or 15,53 %. then, errors, in Addition, consisted of 26 errors or 12,62 %. Last is errors in misordering, there are 16 or 7,76 %. Types errors Previous research with my research was the same, which differed only because in the previous study there were only 3 types of errors, namely omission, misformation, and addition, while in my research there were 4 types of student error, namely misformation, omission, addition and misordering. And also the type of error that appeared the most in previous studies with my research was different, in previous studies, the most error that appeared was an omission, while my research with the most errors was misformation.

Meanwhile, the researcher found the dominant errors in Syarif (2014) is misformation with %. The researcher's finding between researcher and Syarif (2014) is the same but the highest error after misformation is omission. The possible factor error is the level class that is used as an object is different. Syarif (2014) used first grades as an object and the researcher used the second grades as an object.

2. Causes of Errors

The result of interviewed with students of XI MIPA 1 is they were not confident to answer question or finish their assignments because they thought if English is difficult and they did not know the meaning. In other hand, they did not know about verb, one each them said they did not know verb in Indonesia, so they did not know verb in English as well. The other students said they were still

confused about the differences between regular verb and irregular verb or they did not know the change from verb one to verb two.

There were 8 causes or 17.02% caused by communicative strategies, and 12 causes or 25.53% caused by the context of learning.

According to Hourani, the cause of error in English writing is language transfer because we need process between SL (source language) to Tl (Target language), this factor caused students to need more understanding. Besides, mother tongue could influence students' writing. From this theory, we can conclude of understanding the English language and practice every day is necessary to avoid errors in using the English language. According to Hourani "Error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching".²

The correlation between the result of the researchers finding and the previous study, there were discussed the importance of error analysis are this method could help English teacher found the next media or technique to teach writing and help students if they found difficulties in the made paragraph. This theory is supposed by the previous study that described error analysis had an important role to find a solution by the teacher about what they to do next in explaining the material especially in made sentences and writing paragraphs for the students of error analysis could be used material correction of their task. Therefore, if they got writing tasks, they did not make the same mistake.

²Hourani, Y.(2008.) *An Analysis of The Common Grammatical Errors In The English Writing Made By Secondary Male Students In The Eastern* (Dissertation, Institute of Education British University, Dubai).

