THE ERROR ANALYSIS IN USING TENSES MADE BY STUDENTS IN ENGLISH TEACHING AND LEARNING PROCESS

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Abstract

We can find term "Error Analysis" in language. These errors could make misunderstanding of English sentence meaning. Tense is a rule when we want to explain our activities and events in written text. As we are academic students, we must have full understanding about tenses, because if we don't do it, there is much miscommunication that we got. But students don't have full understanding about this problem. They assume tense as a big burden. It is a real phenomenon that the researcher found. The goal of this researchwas the students' progress and every student's level in understanding tenses. The method of this research used quantitative method. Kinds of errors made by second grade students of Health Information Management in using tenses are omission 50% (omission of simple present tense 50%). The percentage errors of using tenses are simple present 50%, simple past 35% and simple future tense 15%. Students should pay attention seriously in learning tenses because tenses are part of grammar.

Keywords: *Error Analysis, Tenses, Grammar.*

1. Introduction

The most important means of communication for human being is language because it is used to express ideas, senses, thoughts, information and etc. Language is communication tool such as sound and symbol that produces from human being. According to Rizka (2017) that the existence of language in society cannot be separated from culture as product of human culture. Human communicate by producing sounds or the combination of words which represent the object ideas and emotions of human thoughts. A good communication between someone and others can be achieved if they are able to use the language perfectly. Otherwise, if the language, they are using is not understood by the listeners and speakers, of course, the communication used cannot reach the goal. It will be happend in teaching and learning processes, without a language this process cannot be reached well.

English is one of international language. In Indonesia, students study English, even though university students. There are many books, mass media, reference books and other forms of communication written in English. It makes Indonesia government decided English as a formal subject. There are probable mistakes and errors in studying second language (L2). Tense is a rule when we want to explain our activities and events in written text. Tense is a part of grammar. As we are academic students, we must have full understanding about tenses, because if we don't do it, there is much miscommunication that we got. But students don't have full understanding about this problem. They assume tense as a big burden.

We can find term "Error Analysis" in language. These errors could be very precious sources for teaching; the research that used the students' errors in writing as resources to teach students. In linguistics, according to J. Richard et al., (2002), an error is the use of a word, speech act or grammatical items in such a way it seems imperfect and significant of an incomplete learning (184). It is considered by Norrish (1983, p. 7) as a systematic deviation that happens when a learner has not learnt something, and consistently gets it wrong. However, the attempts made to put the error into context have always gone hand in hand with either language learning and second-language acquisition processes, Hendrickson (1987:357) mentioned that errors are 'signals' that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well-structured competence in the target language.

Based on the previous study that used by researcher from Wati (2011), the researcher found that the result from Wati (2011) are almost students cannot make a different between using regular verb and irregular verb. Besides, the researcher also found if students felt writing paragraph in English is very difficult because the students did not find the tenses in Indonesia language while if they write paragraph in English, they have to distinguish every tense.

Researcher is an English lecturer, she always finds the fact that students always make errors in using tenses. Based on the above explanation, the researcher is very interesting in doing research on errors analysis in using tenses. The researcher wants to found out both students' progress and level in understanding tenses so that the English teaching and learning process run well.

2. Literature Review
2.1 Formal Semantic

Formal semantic is an approach might be formalized that usually used for a family of denotation theories which use logic in semantic analysis. This approach elaborates the use of truth, truth condition and logic. It is reviewed that he strategy of borrowing from logic the notion of truth and the formalism of propositional logic to characterize semantic relations like entailment.

Formal semantic discuss an important philosophical between representational and denotation approaches to meaning. When communicating with others and in the

internal reasoning people use language to describe, or model, facts and situation. From this perspective, understanding the meaning of an utterance is being able to match it with the situation it describes.

Formal semantics employ the adjustment theory of truth. Speakers must be aware for an utterance and situation match up or correspond. Therefore, knowing the meaning of an English sentence like it's raining in Belfast involves understanding what situation in the world this sentence would correspond to, or fit. A successful match is called true; unsuccessful match is false

2.2 Tenses in Formal Semantics

There are further information intentional categories discussed in formal semantic related to the speaker's view of time. In denotation terms, the speaker's ability to view prepositions as timeless and eternal as in sentences like All men are mortal, or as fixed in relation to the time of utterance, or some other point identified in the metaphorical flow of time, clearly has truth conditional implications. Take for example the sentences below:

a. Selvyane gives book to Boy (Simple Present Tense)
b. Selvyane gave book to Boy (Simple Past Tense)
c. Selvyane will give book to Boy (Simple Future Tense)

These sentences might differ in truth value when the speakers have a mistake in using the tenses. It can be made listeners' misunderstanding in giving the meaning of the speaker's intention, because there is a difference between the meaning in present tense, in past tense, and in the future tense. Present tense indicates the truth and habitual action, past tense indicates the past time, meanwhile simple future tense indicates future time. So, the use of tense influenced the listeners in giving the meaning.

2.3 Error and Error Analysis

Harse, Woodword and Burke (2000) eloquently express the view that errors are inherent is the process of language learning itself: "the openness of language leads to both creativity and error. That the process which leads to creativity is also the process which leads to error is something we must accept; but clearly, since we cannot have one without the other, then we cannot ignore, confine or fail to appreciate or to encourage this process."

Error analysis will find out person's ability about language and obtain information on common difficulties in language learning, especially in English teaching and learning processes. Brown (1987:170) suggests that it is important to make a distinction of errors and mistakes in order to achieve a proper analysis of L2 learner's errors.

Gustilo and Magno (2012, p.98) classify that the steps of analyzing the errors, they are:

a. Identifying Errors

In this step, we have to compare the error sentence (the researcher mentions it as "original sentence") with what seem to be normal or "correct sentence" in target language which correspond with them (the researcher mentions it as "reconstruction")

b. Describing Errors

This next step, the errors are described and classified into kinds. This step can be done by several ways. According to Rod Ellis, the way to classify errors is:

1. Omission

Omission is the error of leaving out an item that is required for an utterance to be considered grammatical. For example:

> She buy book (original)
> She buys book (reconstruction)

These sentences leave out an item that is required to be considered grammatical. In order to get correct sentence, it should be she buys book because she is third singular subject that must be followed by the word which is added by inflectional –s or –es.

2. Misinformation

Misinformation is the error of using one grammatical form. For example:

> I invite my friend last week (original)
> I invited my friend last week (reconstructed)

These sentences contain misinformation in using the verb.

3. Overgeneralization

Overgeneralization is the error of using over grammatical form. For example:

> I goed to school two days ago (original)
> I went to school two days ago (reconstruction)

2.4 English Tenses

Tenses are used in every sentence. The importance of tenses can be seen from their frequency of use (Dang, 2010). Tenses often appear in students' writing, speaking, listening and also reading activity. It is impossible that students do not meet tenses in students' academic activity or daily activity. Students need tenses to make a simple sentence for their communication. Hence, students will always encounter tenses.

If someone wants to talk about tense, he or she may not escape grammar because tense is a part of structure. The major challenges in teaching students how to use the tenses of English is not so much having the students learn the uses of each individual tense but getting students sensitized to the differences between and among the tense. Tense means time.

Tenses make communication to be clear. Tenses are part of grammar which indicates time when situation proceeds place and detects a situation time (Manokaran, Ramalingan& Adriana, 2013). By using tenses, there will be a clear communication

because there is a good division of time. It is also avoid misunderstanding in communication.

2.5.1 Simple Present Tense

Azar (1993:2) says that simple present tense expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past and probably will exist in the future.

Werner (2007:15) states that the usual time of the simple present tense is extended present. The tense is used in these ways: to describe habits, to make general statements of fact and to express opinions. For example: *The moon goes around the earth.*

2.5.2 Simple Past Tense

Azar (1993:24) says that Simple Past Tense indicates an activity or situation began and ended at a particular time in the past. For example: *Idea went to Japan.*

2.5.3 Simple Future Tense

Werner (2007:17) says that simple future tense and be going to are used for several specific meanings. She explains that will is often to express the future in written. In spoken English, it is frequently used with predictions, promises, offers and requests, while be going to is also used in conversational English. It often involves actions that have been planned before the moment of speaking. Both will and be going to are followed by the simple of a verb. For example: *She will go to hospital; She is going to go to hospital.*

3. Research Method

The method of this research used quantitative method. The researcher designed a questionnaire for the second grade Health Information Management students. They prepared a set of tests consisting of 12 items filling in the blanks. The test consists of three tenses and each tense has 3 questions. The students are asked to answer the questions in 15 minutes. The research is held at Deli Husada Deli Tua Health Institute in 2019.

The populations of this research were 10 students. The researcher takes a sample by using purposive sample because there are 33 students in the second grade of Health Information Management. The researcher prefers choosing the students who got the first rank up to 10 ranks that tends to make fewer errors than others. In order to collect their data, researcher gave a test. Data is collected by written method. The researcher used the theory of Rod Ellis in analyzing their data and applies grammar or theory of English structure which deal with the use of simple present tense, simple past tense, and simple future tense that they have learnt. The steps of analysis are:

1. Identifying errors, in this step, researcher have to compare the error sentence

(original sentence) with what seem to be normal or "correct sentence" in target language which correspond with them (reconstruction); and

2. Describing errors is the step where the errors are described and classified into three kinds such as omission, misinformation and overgeneralization

After analyzing the errors sentences, the researcher identifies the percentage of errors made by the students. To identify the errors, the researcher used Bungin's theory (2005:172),

$$N = Fx/N \times 100\%$$

Note:
Fx : The amount of each kind of errors
N : The total amount of errors

4. Results and Discussion
4.1 Data

Table 1. The data to be analyzed

No	Tenses	Total Incorrect Sentences
1	Simple Present	10
2	Simple Past	7
3	Simple Future	3

The researcher designed a questionnaire for the Health Information Management students who were more diligent students than the other. She gave a set of questions consisting 12 items. The test consisted of three tenses and each tense has 3 questions. In conclusion, there were 20 correct answers which are expected from each tense. So, the total of data sources was 60 of three tenses. From the 60 sentences which are being analyzed, there were correct and incorrect sentences. There were 20 incorrect sentences becoming data which must be analyzed.

4.2 The Data Analysis
4.2.1. Kinds of Errors in Using Tenses

In this section, the researcher wants to analyze the errors made by Health Information Management students.

1. Errors of Using Simple Present Tense

Table 2. Omission of Inflectional –*es*

No	Original	Reconstruction
1.	Health Information Management student **study** every afternoon	Health Information Management student **studies** every afternoon

From the original sentence, we can see that students do not use inflectional –*es* in the verb *study*. Grammatically, because Health Information Management Student is singular subject, the verb must be added by inflectional –*s* or –*es*. If a word ends in –*y* and if there is a consonant before –*y*, we drop –*y* and add -*ies*. The error in this sentence is called Omission because the students omit the inflectional –*ies* to verb study.

2. Errors of Using Simple Past Tense

Table 3. Misinformation and Overgeneralization (Error in Using Verb)

No	Original	Reconstruction
1.	The lecturer **loses** his book last week	The lecturer **lost** his book last week
2.	The lecturer **losed** his book last week	

The table shows that there are two types of original sentences. First, students use simple present tense instead of using simple past tense. They are not able to recognize the time signal; *last week* showing the activity happened in the past time. Meanwhile, the second is incorrect because the students generalize all past verb by adding –*ed*. Normally, *lose* is irregular verb. The correct form is *lose-lost-lost*. So in order to get correct sentence, we have to use lost after subject. The first error is misinformation while the second is overgeneralization.

3. Errors of Using Simple Future Tense

Table 4. Misinformation (Errors in Using Verbs)

No	Original	Reconstruction
1.	We probably **will got** our salary	
2.	We probably **will getting** our salary	We probably **will get** our salary
3.	We probably **will gets** our salary	

All original sentences also become grammatically incorrect because this sentence normally uses simple future tense; we know this by understanding the usage of future tense such as to state a prediction about something in the future. We use verbs such as *think, hope, believe, know* and *be sure* in the sentence with *will*. In order to get grammatical correct form, we must use the word get after will because auxiliary *will* must be followed by infinitive. The errors are called misinformation.

**Table 5. The Student's Errors in Omission (OM), Misinformation (MI)
and Overgeneralization (OG) of Simple Present Tense, Simple Past Tense
and Simple Future Tense**

NO	Student's Initial Name	Simple Present Tense			Simple Past Tense			Simple Future Tense		
		- Health Information Management student **studies** every afternoon			- The lecturer **loses** his book last week - The lecturer **losed** his book last week			- We probably **will got** our salary - We probably **will getting** our salary - We probably **will gets** our salary		
		Describing Errors								
		OM	MI	OG	OM	MI	OG	OM	MI	OG
1.	AMZ	1								
2	DPS	1					1			
3	ES	1					1		1	
4	MMH	1				1			1	
5	IB	1								
6	RAE	1					1			
7	HU	1					1		1	
8	MAP	1					1			
9	NIZ	1								
10	RF	1					1			
Total = 20		**10**				**1**	**6**		**3**	

Note:
Simple present tense   : 10 error sentences
Simple past tense   : 7 error sentences
Simple future tense   : 3 error sentences
Omission   : 10
Misinformation   : 4
Overgeneralization   : 6

4.2.2 The Percentage of Errors in Using Tense

Having finished analyzing, the researcher makes three tables as the indicator of the percentage of the errors.

Table 6. The Percentage of Errors in Using Tenses

No	Error of Tenses	Frequency	Percentage (%)
1	Simple Present Tense	10	50%
2	Simple Past Tense	7	35%
3	Simple Future Tense	3	15%

The table 6 presents data on the rate of frequency errors made by first grade students of Health Information Management in using three tenses. It will be noticed that the rate of frequency of errors in using Simple present tense is considerably higher than the other two tenses –Simple future and Simple past.

Errors in using present tense have nominal of 50% from frequency of 10. So, we can conclude that the students are still lack knowledge dramatically about the grammatical of simple present tense.

Table 7. Kinds of Errors

No	Kinds of Errors	Frequency	Percentage (%)
1	Misinformation	4	20%
2	Omission	10	50%
3	Overgeneralization	6	30%
	Total	**20**	**100%**

The table 7 shows that the most kind of error made by first grade students of Health Information Management is the omission error omission of which nominal is 50%. In conclusion, the students tend to use one grammatical form in leaving out an item of correct grammatical form.

5. Conclusions

Having finished writing the first to the parts, the researcher comes to draw the conclusion of the analysis. Kinds of errors made by first grade students of Health Information Management in using tenses are omission 50% (omission of simple present tense 50%). The percentage errors of using tenses are simple present 50%, simple past 35% and simple future tense 15%.

The students should pay attention seriously in learning tenses because tenses are part of grammar. Mastering tenses is very important because if we don't use appropriate tenses, it can make misunderstanding or misconception particularly in written language.

The researcher hopes all lecturers should have an integral approach in teaching students in the class. In addition, the lecturers should be selective in indicating the errors, try to find solution and give a free remedial teaching to the students who make errors.

Acknowledgements

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