**AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE
AT THE FIRST GRADE STUDENTS OF SMP MUHAMMADIYAH 1 GOMBONG IN THE ACADEMIC YEAR 2012/2013**

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**Abstract**

 The aims of this research are to know the kinds of errors made by the students in using simple present tense and the causes of those errors. The sample is the first grade students of SMP Muhammadiyah 1 Gombong in the academic year 2012/2013 class VII A which consists of 25 students. The researcher uses completing test which consists of 20 items as the instrument. There are some steps in collecting the data, such as: explain the material briefly, preparing the worksheets, giving the test, collecting the students’ answer in the worksheets and analyzing the result. The result shows that the mean is 57, 8. It is included in fair level and the category is C. Then, the kinds of error which are found: omission (47,4%), addition (13,27%) consists of two kinds; double markings (2,37%) and simple addition (10,9%), misformation (35,06) consists of two kinds; alternating (28,43%) and archi-form (6,63%), and misordering (4,27%). Meanwhile, the students’ errors are caused by intralingual errors which consists of overgeneralization, ignorance of rule of restriction, incomplete application of rules and false concepts hypothesized and the interlingual errors are caused by false description.

Keywords: error analysis, simple present tense, grammar, error

1. **Background of the Study**

As we know, English is the most important language in the world. It is the international language (Patel and Praveen, 2008:6). Many students say that learning English is difficult. One of the difficulties of it is grammar mastery. Grammar is an important thing to support the four language skills, which consist of reading, writing, speaking and listening. The grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer (Harmer, 2007:12). So, we need grammar to support our competence in English.

In grammar, there are many rules that are used, for example tenses. Tenses itself have many kinds namely simple present tense, simple past tense, simple perfect tense, etc. According to Azar (2002:2), simple present tense expresses events or situations that always exist now, have existed in the past and will exist in the future. It is frequently used in our daily communication. Simple present tense is also learned by the first students of junior high school. It is something new for them.

 Many students have low knowledge about tenses especially simple present tense. In teaching learning process, they get difficulties and problems, for examples omission of suffix –s/-es, wrong form of modal auxiliary, wrong form of sentence, wrong form of be, etc. They can make errors when learning English grammar.

This thesis is designed to know the students errors in English grammar especially simple present tense. The researcher chooses surface strategy taxonomy to analyze the errors of the students. A surface strategy taxonomy itself has four types namely omission, addition, misformation and misordering (Dulay, 1982:189). The researcher hopes the students can solve their errors and they are motivated to learn English.

1. **Research Methods**

The design of this research is descriptive quantitative. The researcher uses statistical to calculate the mean and percentage of the students’ error and non-statistical to describe the cause of error. The sampling technique that is used is purposive sampling. In collecting the data, the researcher uses completion form which consists of 20 items. To get the data, the researcher conducts research on Monday, 20th May, 2013 in SMP Muhammadiyah 1 Gombong.

1. **Discussion**

Table 1. Frequency of the students’ score

|  |  |  |  |
| --- | --- | --- | --- |
| No | Score | Frequency | Total |
| 1 | 30 | 3 | 90 |
| 2 | 40 | 1 | 40 |
| 3 | 50 | 6 | 300 |
| 4 | 55 | 5 | 275 |
| 5 | 60 | 1 | 60 |
| 6 | 65 | 1 | 65 |
| 7 | 70 | 2 | 140 |
| 8 | 75 | 3 | 225 |
| 9 | 80 | 1 | 80 |
| 10 | 85 | 2 | 170 |
| Total |  | 25 | 1445 |

The mean can be calculated by the following formula of Nunan (2008:28):

$$\overbar{X} = \frac{∑xi}{N}$$

$$\overbar{X} = \frac{1445}{25}$$

$$\overbar{X} = 57,8$$

According to the interpretation of the score of the students’ ability by Arikunto (2007:245), the mean above is included in fair level and the category is C.

Table 2. Percentage of errors based on their types

|  |  |  |  |
| --- | --- | --- | --- |
| No | Types of Errors | Total | Percentage |
| 1 | Omission | 100 | 47,4% |
| 2 | Addition1. Double Markings
2. Simple Addition
 | 28523 | 13,27%2,37%10,9% |
| 3 | Misformation1. Alternating
2. Archi-form
 | 746014 | 35,06%28,43% 6,63% |
| 4 | Misordering | 9 |  4,27% |

According to the table, the researcher concludes that the most errors of the students are omission (47, 4%).

Meanwhile, the students’ errors are caused by intralingual errors and interlingual errors. The intralingual errors are divided into overgeneralization, ignorance of rule of restriction, incomplete application of rules and false concepts hypothesized. Overgeneralization occurs by adding auxiliary *does* and suffixs *–s* in negative sentence. Ignorance of rule of restrictions occur because wrong form of auxiliary and fail to use *not* in the negative sentence. Incomplete application of rules occurs by omission of auxiliary and suffix *–s*/*-es* and false concept hypothesized occurs because fail to distinguish singular and plural form and the use of to be and auxiliary. Then, interlingual error is caused by false description of to be and auxiliary. It happens because in a certain target language element is not found in the native language. It is marked by be and auxiliary do not exist in the students’ mother tongue.

1. **Conclussion**

Based on the analysis, the researcher finds the mean is 57,8. It shows that the first grade students of SMP Muhammadiyah 1 Gombong in the academic year 2012/2013 have fair ability in mastering simple present tense. In this case, the highest of error is omission with the total number of the error is 100 and the percentage is 47,4 %. The students’ errors are caused by intralingual errors and interlingual errors. The intralingual errors are divided into overgeneralization, ignorance of rule of restriction, incomplete application of rules and false concepts hypothesized and the interlingual errors are caused by false description.

 As the suggestions based on the result, the teacher should give more explanation and practice to increase the students’ ability of grammatical rules in English especially in simple present tense. Then, the students should do more practice and do the exercise by themselves, so they can measure their own ability to increase their ability of grammatical rules in English especially in present simple tense

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