

## ANALYSIS OF STUDENTS' GRAMMATICAL ERROR IN USING PRESENT CONTINUOUS TENSE

A. Septi Nurlela<sup>1\*</sup>, B. Yanuar Dwi Prastyo<sup>1\*\*</sup>, C. Imam Subari<sup>1</sup>

1. Faculty of Teacher Training and Education, Bandar Lampung University

\*Corresponding email: septyc.sasmi@yahoo.com

\*\*Corresponding email: yanuar@ubl.ac.id

---

### Abstract

English is the first foreign language in formal school in Indonesia, it has been taught from kindergarten up to university. However, students still find difficulties in learning process because the language is different, and many English learners fail to learn English as foreign language. English consists of four skills they are listening, speaking, reading, and writing. And it has three components they are pronunciation, vocabulary, and grammar. Based on the writers experience as English teacher, one of the difficulties faced by students is grammar, and it is important for us to learn grammar. Here the students often produce many ungrammatical sentences. This paper is aimed at finding out whether the students make grammatical error in using present continuous tense or not, and to know the types of students' grammatical error in using present continuous tense. The population of the research was the students of SMP Muhammadiyah I Teluk Betung at grade eight that consists of 34 students. Here, the writers used total sampling technique. In collecting the data the writers used translation test by asking the students to translate 10 sentences from Indonesian into English. The research found that the students' errors in using present continuous tense were 91 from 340 sentences. There were 22 omission errors, 20 addition errors, 24 misformation errors, and 25 misordering errors, and the correct sentences were 249. It can be seen that the students' addition errors were the lowest errors and the students' misordering errors were the highest errors.

*Keywords:* Error analysis, grammatical error, students' grammatical error, present continuous tense.

---

### INTRODUCTION

Language is very important for human being because language is used to communicate with other people in social life. Without language, people can not understand what other people are talking about. There are so many languages in the world, one of the language is English.

English is the first foreign language in formal school in Indonesia. However, students still find difficulties in learning process because the language is different, and many English learners fail to learn English as foreign language. One of the difficulties faced by students is grammar, and it is important for us to learn grammar.

English consists of four skills; they are listening, speaking, reading, and writing. And it has three components; they are pronunciation, vocabulary, and grammar. Here, the students often produce many ungrammatical sentences, so English teacher still finds errors made by students. It happens because the students do not know and understand about grammar, the students seldom practice their English.

Based on the preliminary research at SMP Muhammadiyah 1, the writers found that the students are still making some grammatical errors especially in making a sentence. In this research the writer analyzed the students' problem in making sentences especially for present continuous tense. In this research the writers also analyzed what type of grammatical error made by the students.

### REVIEW OF LITERATURE

Error and mistake are being wrong or get a wrong idea about something. Errors are students' wrong utterance or sentence in speaking or writing because they have lack of knowledge of English structure or language rules. Brown (1994:205) states that error is a noticeable deviation from adult grammar of a native speaker, reflecting the inter language competence of the learner.

There are two kinds of errors according to Cored (1980:24) they are systematically and non systematically errors. The first systematic error called “error”, means that wrong condition that learners made without realizing it, they do not know whether it is wrong or not. And the second is nonsystematic error called ‘mistake’ means that the learners have to know the rule in pronouncing words.

Students error give at least three benefits, they are:

1. Errors tell us (the teacher of English) how far the students have progressed to reach the objective.
2. Errors provide evidences of how language is learnt and what strategies the learners are employing.
3. Errors can be used by the students as a learning material.

### **Concept of Error Analysis**

Error analysis is the technique to analyze the students’ error in process learning. Error will give feedback and tell or give information to the language teacher to improve the technique teaching process and the syllabus used. They are also used to provide the information to design the remedial syllabus and program of teaching to know about students’ error.

The students who learn English usually make errors. This idea Brown (1994: 204) human learning is fundamentally a process that involves making mistake. Therefore, it becomes a very good input and will be useful for the writer who will be an English teacher to keep on trying to analyze the problem that would be faced by junior high school students in using structure.

### **Type of Errors**

Dulay (1982:151) states that there are four types of errors based on surface strategy taxonomy, it highlights the ways surface structures are alerted and those are:

Omission Error - Omission error is the type of error that has the character the absence of an item that must appear in well-formed structure.

Addition Error - Addition error is type of error that has character the presence of an item which must not appear in well-formed utterance.

Misformation Error - Misformation errors are characterized by the use of the wrong form of the morpheme or structure.

Misordering Error - These errors are characterized by incorrect placement of a morpheme or a group of morpheme or word in utterance.

### **Concept of Grammar**

Teaching grammar is an important part of language teaching. Grammar or structure is basically one of the elements of language that studied how the sentences are arranged concerning to the verb and relating to the time. Grammar is one of the most important aspects in English. In a language Grammar has function to arrange the sentence and as foundation of speaking and writing. By learning grammar we will learn a foreign language easily. According to Brown (2001:362) grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Grammar tells us how to construct a sentence (word order, verb and noun systems, modifiers, pharases, and clause).

Larsen and Freeman (2003:12) said too that

1. Grammar is an area of knowledge
2. When we say something is grammatical, we mean that it is accurate.
3. Grammar has to do with rules
4. Grammar is arbitrary
5. One good thing about grammar is that there is always one right answer.
6. Grammar has to do with word order within sentences and structures, such as word endings or morphology.
7. Grammar is acquired naturally; it does not have to be taught
8. Grammar structures are required in a set order, one after another.
9. All aspects of grammar are learned in the same way
10. Learner will eventually bring their performance into sligement with the target language; error correction or feedback is unnecessary.

From the opinion above, it can be said that grammar is very important in learning english because grammar is system of unit and pattern of language and it is a basic tool in english. And without grammar we can not make good sentences, because for making good sentences we need grammars rule.

According to Harmer (2004:12) Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.

Beside that, Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of anything, for all teaching are ultimately a matter of getting to grips with meaning. (David Crystal,"In Word and Deed",TES Teacher, April 30,2004).

## METHODOLOGY

The method that we used in this research is descriptive qualitative method. And the research variable is the students' grammatical error in using present continuous tense. The operational definition of variable is the students' grammatical error in using present continuous tense is any error made by the students' in using present continuous tense. The population of this research is the second grade students at SMP Muhammadiyah 1 Teluk Betung 2012 with total number of students 34. In this research 34 students as the sample. And to take the sample the writer used total sampling technique. To collect the data the writer used translation test by asking the students' to translate 10 sentences in Bahasa Indonesia into English. The writer used observation to get information about the condition of teaching learning process of the students' by observing the class. and also documentation It is used to know the condition of the students and the teacher. Documentation is used to complete the data for this research, which is taken from SMP Muhammadiyah 1 Teluk Batung. To ensure the validity of test the writer used content validity. It means that the test items were designed based on the current English curriculum of SMP.

## RESULT AND DISCUSSION

In this research, I made 10 questions or sentences for 34 students of SMP Muhammadiyah 1 Telukbetung and I used translation test by asking the students to translate 10 sentences in Bahasa Indonesia into English by using present continuous tense. Based on the result of the research, the students' errors in using present continuous tense were 91 sentences. There were 22 omission errors made by the students, 20 addition errors made by the students, 24 misformation errors made by the students, and 25 misordering errors made by the students, and the correct sentences were 249. It can be seen that the students' misordering errors were the lowest errors and the students' misformation errors were the highest errors. It means that misformation errors were done by many students of SMP Muhammadiyah 1 Telukbetung, in other words, the students often do wrong from the structure and the students' tenses mastery still low. To solve these errors problems, the students need more practices in grammar and the teacher also must give much attention, especially in teaching grammar.

### The Data of Students' Errors

From 34 students' errors I found that

1. Omissions were 22 made by students.
2. Additions were 20 made by students.
3. Misformations were 24 made by students
4. Misorderings were 25 made by students.

In this research it can be seen that the students' misordering errors were the lowest errors and misformation errors were the highest errors. It means that misformation errors were done by many students of SMP Muhammadiyah 1 Telukbetung, in other words, the students often do wrong from the structure and the students' tenses mastery still low. To solve these errors problems, the students need more practices in grammar

and the teacher also must give much attention, especially in teaching grammar. It would be advantages if the English teacher keeps on trying to analyze the problem which is difficult for the students especially in students' errors, it is very good input to help them in learning english, especially in using present continuous tense. I found the conclusion about the students' errors in using present continuous tense such as there were some errors and type of errors like omission, addition, misformation, and misordering in using present continuous tense. The following table shows the students' grammatical error in using present continuous tense.

The formula for percentage of omission errors (Po), percentage of addition errors (Pa), percentage of misinformation errors (Pm), and percentage of misordering errors (Pd) in implementing sentences using the correct function as follow:

$$Po = \frac{T1}{GT} \times 100\%$$

$$Pa = \frac{T2}{GT} \times 100\%$$

$$Pm = \frac{T3}{GT} \times 100\%$$

$$Pd = \frac{T4}{GT} \times 100\%$$

The Percentage of Students' Error

$$Po = \frac{22}{340} \times 100\% = 06.47\%$$

$$Pa = \frac{20}{340} \times 100\% = 05.88\%$$

$$Pm = \frac{24}{340} \times 100\% = 07.05\%$$

$$Pd = \frac{25}{340} \times 100\% = 07.35\%$$

## DISCUSSION

In this research, we prepared 10 questions or sentences for 34 students of SMP Muhammadiyah 1 Telukbetung and we used translation test by asking the students to translate 10 sentences from Indonesian into English by using present continuous tense. Based on the result of the research, the students' errors in using present continuous tense were 91 sentences. There were 22 omission errors made by the students, 20 addition errors made by the students, 24 misinformation errors made by the students, and 25 misordering errors made by the students, and the correct sentences were 249. It can be seen that the students' misordering errors were the lowest errors and the students' misinformation errors were the highest errors. It means that misinformation errors were done by many students of SMP Muhammadiyah 1 Telukbetung, in other words, the students often do wrong from the structure and the students' tenses mastery still low. To solve these errors problems, the students need more practices in grammar and the teacher also must give much attention, especially in teaching grammar.

## CONCLUSION

In this research it can be seen that the students' misordering errors were the lowest errors and misinformation errors were the highest errors. It means that misinformation errors were done by many students of SMP Muhammadiyah 1 Telukbetung, in other words, the students often make mistakes from the structure and the students' tenses mastery still low. To solve these errors problems, the students need more practices in grammar and the teacher also must give much attention, especially in teaching grammar. It would be advantages if the English teacher keeps on trying to analyze the problem which is difficult for the students especially in students' errors, it is very good input to help them in learning english, especially in using present continuous tense. I found the conclusion about the students' errors in using present continuous tense such as there were some errors and type of errors like omission, addition, misinformation, and misordering in using present continuous tense.

## REFERENCES

- [1] Ambarini Yuke Hilma, Rd, 2010, *Ringkasan dan Bank Soal*, Margahayu Permai: Bandung.
- [2] Business Dictionary, "DataAnalysis", <http://www.businessdictionary.com/definition/data-analysis.html>.
- [3] Brown, h, dauglas. 1980. *principles of language and teaching*. Prentice hall,ltd : London
- [4] Brown, h, dauglas. 1994. *principles of language learning and teaching*. Prentice hall regents: united states
- [5] Brown, H, Dauglas. 2001. *teaching by principles*. A person education company: addison wesley longman. Inc.
- [6] Brown, H Douglass, 2004, *Principle of Learning and Teaching*, New Jersey: Prentice Hall Regents.
- [7] Cored, 1980, *the kinds of errors*.longman : England
- [8] Corder, S. PIT. 1981. *Error Analysis in Interlanguage*. Oxford University Press: New York
- [9] Dulay, Heidi et al. 1992. *Language Two*. Oxford University Press: Newyork
- [10] Harmer, jeremy. 2004. *the principle of english language teaching*. Malaysia.
- [11] Hornsby, 1985, *Oxford Advance Learners Dictionary*, Oxford University Press.
- [12] Larsen, Diane and Freeman. 2003. *Teaching Language From Grammar To Grammaring*. Heinell : Boston
- [13] Manulang, Didimus I, 2012, *Program Cerdas Kuasai 16 Tenses*, Kelompok Karisma: Tangerang Selatan.
- [14] Oxford University Press, 2000, *Oxford Learner's Pocket Dictionary*, Worldwide: New York.
- [15] River,Wilga, 1980, *Teaching Foreign Language Skills*, The University of Chicago and London Topan Company : Chicago
- [16] Setiadi, Bambang, 2006, *Teaching English as a Foreign Language*, Graham Ilmu: Yogyakarta.
- [17] Slinker, Lary. 1992. *Rediscovering Language*. Longman Group UK Limited, ESSEX
- [18] Sudjarwo, H, 2002, *Metodologi Penelitian Sosial*, Maandar Maju: Bandung.
- [19] Summerhill, W,R, and Taylor, C.L, 1992, *Selecting a Data Collection Technique*, Florida Cooperative Extension Service, University of Florida.
- [20] Trochim, William, M,K, 2006, "All Rights Reserved" <http://www.socialresearchmethods.net/kb/variable.php>
- [21] Wasito, Hermawan. 1992. *Pengantar Metodologi Penelitian*. Jakarta: PT Gramedia Pustaka Utama.
- [22] Wikipedia, The free encyclopedia, "Pronunciation", <http://en.wikipedia.org/wiki/Pronunciation>
- [23] Wikipedia, 2012, "Vocabulary", <http://en.wikipedia.org/wiki/Vocabulary>
- [24] Wikipedia, 2008, "Encyclopedia", [http://en.wikipedia.org/wiki/Teaching\\_English\\_as\\_a\\_foreign\\_language](http://en.wikipedia.org/wiki/Teaching_English_as_a_foreign_language).
- [25] Wikipedia, "The FreeEncyclopedia" <http://en.wikipedia.org/wiki/Population>
- [26] Wikipedia, "The Free Encyclopedia", [http://en.wikipedia.org/wiki/Data\\_analysis](http://en.wikipedia.org/wiki/Data_analysis)
- [27] Wood,L, 1983, *Communicative Language Teaching*, Cambridge London.