umjember
KNOWLEDGE, MORALITY, CIVILIZATION
www.unmuhjember.ac.id

INTERNATIONAL
SOCIAL SCIENCES AND HUMANITIES
KNOWLEDGE, MORALITY, CIVILIZATION
http://proceeding.unmuhjember.ac.id

Volume 2, Nomor 1 (2023)

PROCEEDING OF
THE 1 nd INTERNATIONAL CONFERENCE
ON LANGUAGE, TEACHING, AND TECHNOLOGY IN EDUCATION (LATTE)

JEMBER
PROCEEDING SERIES
KNOWLEDGE, MORALITY, CIVILIZATION
http://proceeding.unmuhjember.ac.id

About the Journal

Proceeding title	:	*International Social Sciences and Humanities*
Initials	:	ISSH
Frequency	:	2 issues per year
Prefiks DOI	:	10.47134
Online ISSN	:	2828-5662
Editor In Chief	:	**Siti Nursyamsiyah** | Google | sinta |
Publisher	:	Universitas Muhammadiyah Jember

Aims and Scope

Discover a wide array of proceedings in International Social Sciences and Humanities, with prospective papers from prolific researchers in their respective areas. The research reports enable the demonstration of descriptive studies in current trends in the society and observation reflected through field research that gives contributive impact to the development of humanities studies.

The series covers edited volumes and conference proceedings on several areas. The subject areas covered by the series are:
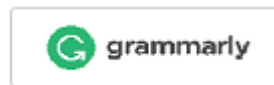
- Psychology
- Philosophy and Behavioral Studies
- Sociology
- Law and Legal Studies
- Economics
- Language and Literature
- History
- Political Studies
- Islamic Studies
- Religion and Cultural Studies
- Art
- Tourism
- Archaeology
- Anthropology
- Inter-cultural studies

- Development
- Geography
- Human Factors and Ergonomics
- Library and Information Sciences
- Safety Research
- Transportation

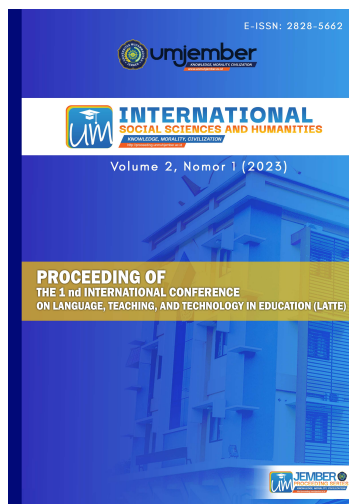*International Social Sciences and Humanities* has been indexed by :

Crossref   Google Scholar

Recommended Tools :

MENDELEY   Crossref Similarity Check *Powered by iThenticate*   grammarly

CURRENT ISSUE

Vol. 2 No. 1 (2023): Proceedings of International Conference On Language, Teaching, And Technology In Education (LATTE)

PUBLISHED: 2023-01-25

Articles

Interpreting Error in The Use of
Simple Present Tense in EFL Students' Writing

Kusnul Hotimah[1], Yeni Mardiyana Devanti[2] and Henri Fatkurochman[3]

[1]Universitas Muhammadiyah Jember; kusnulhotimah411@gmail.com
[2] Universitas Muhammadiyah Jember; yenimardiyana@unmuhjember.ac.id
[3] Universitas Muhammadiyah Jember; henrifatkurochman@unmuhjember.ac.id

Abstract: This study suggests two research questions. First, what types of simple present tense errors made by students in their writing text? Second, what are the errors' causes? This study aimed to describe types of errors and examine the causes of errors in the use of simple present tense in writing text made by eleventh grade students of SMK PGRI 5 Jember. Descriptive qualitative research was used in this study because the data in this study were presented in the form of words rather than numbers, were obtained in a natural context, and were discussed descriptively. The data was compiled using information provided by English teachers and students. This information was gathered from students' writing worksheet, student questionnaires response and the answer of students' interview. Thus, error analysis is performed based on surface strategy taxonomy there are; omission, addition, misformation, and misordering. This study focus on research errors caused by intralingual transfer. The participants of the study were 37 eleventh grade students of OTKP 3 in SMK PGRI 5 Jember. The results showed that there are the most frequent error that were committed by students is omission error, and the causes of students in making error in the use of simple present tense are overgeneralization, ignorance of the rules' restrictions, and false concept hypothesized. It is expected that analyzing students' errors in using simple present tense in writing descriptive text will improve the teacher's teaching strategy and help students overcome their errors, particularly in writing.

Keywords: Error Analysis; Simple Present Tense; Writing

INTRODUCTION

Grammar is one of the essential aspects that must be comprehended to make a good writing structure. Harmer [1] defines grammar as a description of the ways in which words can change shape and can be combined into sentences in that language. One of the components that plays an important role is tense. Tenses have been studied starting from the first time learning English subjects at junior and high school especially the simple present tense. Even though the simple present tense has been taught since junior high school, the use of simple present tense often makes students confused with its complexity. They usually make some errors in the use of the verb form of simple present, they have difficulty deciding which one verb that has to add "s" or "es". Further, they also made errors in using "to be" for the subject. These errors indicate that students have not mastered the rules of the language they are learning.

Over the past few years, there have been many studies which investigated the grammatical error on students' writing in various forms of writing. The research was carried out on students of different levels of education [2]. Most of the previous research focus on grammatical errors in general and several specific grammar components, with the way of the analysis using linguistic category taxonomy [3]–[5]. However,

there is relatively few studies analyzed errors in the use of simple present tense in the students' descriptive text using surface strategy taxonomy. This study is dealing with the surface characteristic error. It focuses on specific error and its causes of the students' errors in the use of simple present tense. Thus, it is conducted error analysis based on surface strategy taxonomy, that is errors in the use of -s/-es in the verb form and "to be" for the subject. Due to that relatively few studies mentioned, therefore there is a need for further research to find the cumulative findings. By analyzing students' errors of using simple present in writing descriptive text, it is expected to improve teacher's teaching strategy and overcome the students' error, especially in writing.

METHOD

This section presents the method used in this research. It covers types of research, data of the research, source of data, research area, data collection technique, instrument of the research, technique of analyzing data, and technique of data validity.

Types of the Research

Descriptive qualitative research will be used in this study. According to [6], qualitative research aims to explore phenomenon in the natural settings, and it uses several methods in interpreting, understanding, explaining and bringing meaning to the research problem. This design will be used because the study's data in this research is in the form of words in written language rather than numbers, obtained in a natural context, and discussed descriptively.

Data of the Research

Rather than numbers, qualitative data is collected in the form of words or pictures. The information from English teachers and students will be used to compile the data for this study. This study obtain data in the form of student questionnaires response, the score of students' writing worksheet, and the answer of students' interview.

Source of Data

The only data in this study is a primary data source. The primary data includes students' writing worksheet in the form of guided writing in descriptive text entitled "The Popular Football Player". To complete the writing worksheet, students must fill in the blank with the correct answer. The students will be given 40 minutes of maximal duration to complete it. Moreover, students' questionnaire will be consisted of 10 questions which those questions is mainly aim to find out about the possible cause of the errors. Students' interview also will be primary data in this study. There are five questions that students must answer honestly. This interview was conducted to find out the causes of error in the use of simple present tense. There are 37 participants in this study. They are coming from the XI OTKP 3 of SMK PGRI 5 Jember.

Research Location

The research was conducted in class XI of SMK PGRI 5 Jember which is located in Kencong district, Jember regency, East Java, Indonesia.

Data Collecting Techniques

Documentation, questionnaire, and interview were used to collect the data. Documentation was used to obtain students' writings in the form of guided writing in descriptive text, questionnaires and interview was used to collect data on the causes of errors. The following are the procedures of collecting the data. It started with delivering the initial instructions to students and explaining on how to complete the writing worksheet and questionnaires. Then, prepare the instrument of writing worksheet and hands it over to the students. After they completed the writing worksheet, then collect the results of it. Next, they had to do the last task that was answering to the questionnaire. After the questionnaire sheet was answered by the students, they were interviewed one by one to find out the causes of error in the use of simple present tense. Last but not least, the next procedure was data analysis for writing worksheet, questionnaire, and interview.

Instrument of the Research

There are some instruments that will be used in this study, those are writing worksheet, questionnaire sheet, and interview questions.

1) Writing Worksheet

Writing Worksheet is designed to collect students' writing in the form of guided writing in descriptive text, which will subsequently be assessed for errors using the Surface Strategy Taxonomy. Students will be asked to fill in the blank in descriptive text with the correct answer. The titled is "The Popular Football Player" which it consisted 20 blanks which must be filled by students, 10 blanks for the use of "s/es" and 10 blanks for the use of "tobe". The students have 40 minutes of maximum duration to complete the writing worksheet.

2) Questionnaire

The questionnaire will be used aims to find out the possible cause of the errors committed by the students in using simple present tense in the context of fill in the blanks the descriptive text entitled "The Popular Football Player". The type of the questionnaire of this study is a closed question, which consist of 10 questions. This type of questionnaire will be used because closed question allows the students to respond quickly, and also it make the researcher easier to analyze the data and tabulate the results of the questionnaire obtained. Moreover, the researcher will also use Guttman scale. The reason in using this scale is used to get clear, concise and consistent answer. In this type of questionnaire, the students just simply need to respond with "yes" or "no" towards the questionnaires' question.

3) Interview

This study will use semi-structured interview. This kind of interview is used to establish a pleasant and flexible situation in which information on the causes of error committed by the students in using simple present tense. There are five questions that students must answer honestly. Students will be interviewed when they finished the questionnaire. This interview will conducted one by one to the students.

Technique of Data Analysis

Since this study will use several data collection techniques, thus the data analyzing techniques will be differ for each data obtained.

1) Analyzing students' writing

In analyzing students' writing, this study will use technique of analyzing data from Carl James (1998). It consists of five steps, those are error detection, locating error, describing error, classifying error,

and counting error. In counting the errors committed by the students and find out the dominant errors. This study will use the stastical of percentage formula by Sudjiono [7]. The formula is below:

$$P = F/N \times 100$$

Where:

P: Percentage

F: Frequency of errors occurred

N: Number of total errors

2) Analyzing questionnaire

The Guttman scale was used in this study to score students' responses to questionnaire questions. There were two types of responses, each with a different score. Those responses are "Yes" with (scored 1) and "No" with (scored 0). After scoring all the responses, it then analyzed using the formula below to find out the percentage of the students' responses to the questionnaire.

$$P = NS/IS \times 100$$

Where:

P: Percentage

NS: The total of questionnaire score

IS: Ideal of questionnaire score

After having the percentage of the students' response, then go to the last part. That is calculating the average score of each item to obtain the gradation of item scores. The formula used is presented below:

$$Me = \Sigma N/N$$

Where:

Me: Mean (average)

ΣN: Total of score observed

N: The total of items

3) Analyzing the result of students' interview

The data in this study was analyzed using the interactive analysis methodology developed by Miles and Huberman (1984). There are three parts to this analysis: data reduction, data presentation, and verification or conclusion. In this interactive analysis, data was collected while performing a technique in the field, and the operation continued until the desired conclusion was reached. The interactive research pattern is as described in the following:

1. Data Collection

An interview was used to gather information about the causes of students' errors in using the simple present tense. The information was then transcribed. Following that, the students' responses were presented with descriptive data.

2. Data Reduction

Data reduction is the process of selecting, formulating, and focusing all types of information that support the study data gathered or recorded during the data extraction process. The students' responses were summarized based on the study's context and irrelevant information was removed.

3. Data Presentation

The data presentation is a collection of data in the form of a complete description that is organized based on the primary findings from data reduction and presented in a logical, systematic, and simple language.

4. Conclusion

Conclusions can be drawn after the data has been presented. Because this is a descriptive qualitative study, the process must use existing data, and the data must be evaluated using the context provided by the research data. Finally, it can be carried out by repeating the analysis stages, which include analyzing the obtained data and then reducing the data based on field notes and the conclusions that have been developed.

Technique of Data Verification

Data triangulation, according to [8], is a data verification technique that employs a hypothesis or a source. Furthermore, Ary [9] claims that combining multiple data sources is advantageous. This study will use data triangulation to determine whether the data collected by one technique or instrument matches the data collected by another procedure or instrument. According to [8], triangulation techniques are classified into four types: data source triangulation, methodology triangulation, investigator triangulation, and theoretical triangulation. The source triangulation approach was used in this study to assess data validity and cross-check the respondent. Several data sets were compared in order to examine the observation and documentation findings.

RESULTS AND DISCUSSION

Types of Error

After analyzing the students' answer of the task, it was discovered that three types of errors were made by the students. The errors were omission, addition, and misformation. The table below shows the total number of each error as well as the percentage.

Table 1 The percentage of errors

NO	Types of Errors	Frequency	Percentage
1	The Errors of Omission	157	45.77%
2	The Errors of Addition	85	24.78%
3	The Errors of Misformation	101	29.45%
4	The Errors of Misordering	0	0.00%

From the table above, it shows that the most frequent error that were committed by the students was omission errors (157 errors or 45.77%). The next frequent error is misformation error (101 errors or 29.45%). Next, the addition error ranks third from the highest number of errors (85 errors or 24.78%). Lastly, the least error among those 4 errors is misordering error (0 error or 0.00%).

Causes of error

The Questionnaire

A questionnaire was also distributed to the students in order to collect information about the cause of errors. The questionnaire were 10 statements that needed to be answered. These questions were designed based on intralingual transfer cause. The percentage of each cause is shown in the table below.

Table 2 The percentage of questionnaire statement

Causes of Error	Percentage
Ignorance of the rules' restrictions	28.38%
False concept hypothesized	35.13%
Overgeneralization	78.38%
Incomplete application of rules	0.00%

From the table above, it shows that the most frequent cause was overgeneralization cause with a percentage of 78.38%. In this research, overgeneralization occurs when students generalize the rules for using "s/es" in simple present tense. Next, the false concept hypothesized with a percentage of 35.13%. False concept hypothesized happen when students misuse or misform the grammatical elements. The next frequent cause is ignorance of the rules' restrictions with a percentage of 28.38%. This cause occurs when students do not know the rules in simple present tense. Lastly, the least cause among those 4 causes is incomplete application of rules with a percentage of 0.00%. Incomplete application of rules happened when students is unable to add or present necessary items in a sentence. None of incomplete application of rules cause was found in the students' response.

The Interview

The interview with the eleventh grade of OTKP 3 students were conducted after students finished working on writing worksheet and questionnaire. The interview administered to the students to obtain data about the source of errors in the use of simple present tense, especially in Intralingual Transfer. There were 5 questions in the interview that are needed to be answered by students.

The first question in the interview was about the simple present tense material, whether the simple present tense material had been taught or not in the eleventh grade OTKP 3 in SMK PGRI 5 Jember. There are the examples of students' answers in this question (see the appendix on interview transcript of students). The first example is from a student with initial "NA", the answer was "Done, Miss". The other example is from a student with initial "O", with the answer "It is already taught Miss". From the students' answers, it means that they had been taught the simple present tense material. And also, student answers in this interview question are in accordance with the student responses in the questionnaire.

The second question relates to the difficulties faced by eleventh grade OTKP 3 in SMK PGRI 5 Jember in making simple present tense sentences. In this question, students' answers are varied. There are the examples of students' answers in this question (see the appendix on interview transcript of students). The first example is from a student with initial "UF", with the answer "Did not understand English". The other answer from student with initial "O" is "Confused in using the simple present tense and its placement". There were also two students who answered that they have not difficulties in making simple present tense sentence, even though those who answered that were fewer than those who answered that there were difficulties. That difficulties faced by these students can be seen from the many errors that they make in the writing worksheet.

The third question relates to the use of "s/es" in the simple present tense. In this question, students' answers also varied. Student with initial "O" answered with "The use of "s/es" was used to determine the number or amount". Student with initial "M", with the answer "The use of "es" is used for verbs ending in ch, o, sh, ss, x, and y in the third person singular, while the use of "s" is used for verbs except ending in ch, o,

sh, ss, x, and y in the third person singular". However, only a few answered correctly, not as many as answered incorrectly. This is in accordance with the number of errors in the use of s/es in the writing worksheet and questionnaire.

The fourth question relates to the use of "tobe" in the simple present tense. In this question, students' answers varied. Student with initial "O", answered "The use tobe is depends on the subject". The other answer from student initial "M", with the answer "Tobe is used after the subject, there are three kinds of "tobe" namely am, is, are, "am" is used for subject "I", "is" is used for the subject "he, she, it", and "are" is used for the subject "you, we, they". In this question, almost half of the students answered correctly. It can be seen from the number of errors in tobe usage which are less than errors in the use of s/es in the verb form.

The fifth question relates to students' understanding of the simple present tense. Here, the interviewer gave the wrong simple present tense sentence. Then students asked whether the sentence are true or false. If the student answers incorrectly, then the interviewer ask how the sentence should be. From here, it known how students understand in the simple present tense. In this fifth question, there are only two answers, there are some answered correctly, and some answered incorrectly.

The overall data in the form of interview with the students of eleventh grade OTKP 3 in SMK PGRI 5 Jember showed that students did not understand the simple present tense, even though they have been taught about the material. They are confused in using the form of the verb in the simple present tense, such as which verb to add the "s/es" suffix, students are confused in differentiating the use of "s/es" in the simple present tense.

CONCLUSION

Based on the research results and discussion in the previous chapter, the eleventh-grade students of OTKP 3 in SMK PGRI 5 Jember made several errors in the use of simple present tense in their writing text. It can be concluded from results of the research and the discussion that the types of error in using simple present tense are errors of omission, errors of addition, and error of misformation. Based on these types of errors, the causes of student errors are caused by overgeneralization, ignorance of the rules' restrictions, and false concept hypothesized.

REFERENCES

[1]   J. Harmer, *The Practice of English Language Teaching*. London and New York: Longman Publisher, 2007.

[2]   I. Abushihab, "An Analysis of Grammatical Errors in Writing Made by Turkish Learners of English as a Foreign Language," *Int. J. Linguist.*, vol. 6, no. 4, p. 213, Aug. 2014, doi: 10.5296/ijl.v6i4.6190.

[3]   L. M. Alfiyani, "An analysis of grammatical errors in writing among the second semester students of English department of Yogyakarta State University in the academic year of 2011/2012," Universitas Negeri Yogyakarta, 2013.

[4]   S. Sadiah and S. A. Royani, "AN ANALYSIS OF GRAMMATICAL ERRORS IN STUDENTS' WRITING DESCRIPTIVE TEXT," *Proj. Prof. J. English Educ.*, vol. 2, no. 6, pp. 764–770, 2019.

[5]   W. Wennyta, "An Analysis of Grammatical Errors Present in Final Project Proposals Made by Eng-lish Study Program Students of Batanghari University Jambi," Batanghari University, 2016.

[6]   B. J. Schreiber and K. Asner-Self, *Educational Research*. USA: John Wiley & Sons, 2011.

[7]   A. Sudjiono, *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada, 2008.

[8]   L. J. Moleong, *Metodologi Penelitian Kualitatif*. Bandung: Penerbit PT Remaja Rosdakarya Off-set, 2007.

[9]   D. Ary, *Introduction to Research in Education*. Belmont, CA: Wadsworth Publisher, 2010.

Kampus Biru — UM JEMBER

Kampus Merdeka — INDONESIA JAYA

LATTE — Blended Edition
LANGUAGE, TEACHING, AND TECHNOLOGY IN EDUCATION

CERTIFICATE OF APPRECIATION

No: 832/II.3.AU/FKIP/F/2022

This is to certify that

Yeni Mardiyana Devanti

For participating in the International Virtual Conference on Language, Teaching, and Technology in Education (LATTE) *Blended Edition* 2022, organized by English Language Education Program, Universitas Muhammadiyah Jember on June 24-25, 2022

Dean
Faculty of Teacher Training and Education

Dr. Kukuh Munandar, M.Kes.
NIP.19641114 199103 1 003