STUDENTS’ ERROR ANALYSIS USING PERFECT TENSE

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Abstract
The purpose of this research is to analysis what kinds error in perfect tense made by student in English education study program and to find out the cause of error made by students at English education study program in Muhammadiyah Luwuk University. The method of this research is qualitative-descriptive. This research used two instruments, the first instrument is test and the second instrument is interview. This research used data analysis technique by Miles and Huberman stated that data analysis technique into three parts, those are data reduction, data display and conclusion drawing. The research subject is students in English education study program that already programed the general English structure. The result of the test found four types of error. Those are addition, omission, substitution and miss ordering. And the result of the interview found four causes of error. Those are interlingua transfer, intralingua transfer, context of learning and communication. The highest error is substitution with 110 error and the most cause of error that happened in students English education study program is intralingua transfer.

Key Words: Error Analysis, Tense, Perfect Tense.
Introduction

Every country in the world has a different language to communicate. To connect the communication every country, English is the unifying language of every country. English is one of the international languages in the world. The language components are divided into three parts namely pronunciation, vocabulary, and grammar. Where pronunciation discusses phonology or language sound systems, vocabulary discusses morphology and words which are words or phrases the express a certain concept and have something meaning, and grammar discusses the structure. In Learning English, grammar has a certain level of difficulty and understanding. Many people prefer to learn English directly than learning grammar first, learn spontaneously rather than learn structurally. The reason is that the sentence structure has a provision that only the grammar is based on the rules of using words in a sentence. The use of grammar is more commonly found in scientific papers.

The students who learn English meet several problems, one of them is grammar. Some students think of grammar as a boring subject because many rules should be understood. They try to avoid the grammar because confusing and hard to understand. For some students who have lack knowledge in grammar, they will become confused why the verb of sentences must change, either present, past, or future. When the students are not able to understand grammar, they can make some errors in a sentence, especially in using perfect tense.

Concern with the explanation above, the researcher is interested in analyzing students' errors in using perfect tense. The researcher would like to research "students' error analysis of using perfect tense" in the English Education Study Program of the University of Muhammadiyah Luwuk who already finished the subject of general English structure.

Definition of error analysis

Error analysis is vital for instructors. It helps instructors rectify students' faults and enhance their teaching efficacy by providing information on student errors (Hourani, 2008). The researcher would want to know the sorts of faults students make while utilizing perfect tense. Error analysis records mistakes in learner language. It determines whether they are systematic, and explains their causes.

In this subject, a descriptive rather than prescriptive approach to mistake analysis has been borrowed, which may have transformed the prescriptive drilling of standard forms which still includes much of basic writing materials. Error analysis and error treatment in language training are closely connected. Error analysis analyzes the forms and causes of linguistic errors. The four linguistic levels of errors are pronunciation, grammar, vocabulary, and style.

Definition of tense

As known tense is part of grammar, it means tense is a one of grammar that explained time where the thing happened. Grain in Susanti (2017) tense is a tool that English speakers use to express time in their language. This underlines that tense is important in English because tense describes time when something occurs. Besides, tense shows the position of sentences. It means that tense describes the accident in the sentences already finished or still going on until today.

Based on the definition of tense, the researcher concludes that tense is more like time that describes when the accident happens in a sentence. There are three types of tense, they are called present, past, and future.

Definition of perfect tense

Perfect tense is form of tense that you can use to express what is been done, whether in past, present, or future. Perfect tense is a category of verb tense used to describe completed actions. It covers the past perfect tense, present perfect tense, and
future tense. It is sometimes called complete tense. Perfect tense is formed using a form the auxiliary verb "to have" and past participle.

Research Method

The research method that used is qualitative-descriptive. Qualitative is research that uses calculations that do not use numerical figures. In Wahidmurnis’ article stated qualitative research method is a method used to answer research problems related to data in the form of narratives that originate from interviewing, observing, and documenting activities. Sugiyono (2015) also stated qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observed behavior. In this research more inclined at the level of a strong literature study, but also an analysis of obscure theories of the results of research.

Research subject

Research target investigated by researcher is students of English Education Study Program, that have already finished the subject of general English structure. The researcher used purposive sampling technique to determine the participant, because based on need.

Instrument of Data Collection

The instrument used in this research is test and interview. The test contains some question and the questions are about perfect tense. It purposes to find out what kind of errors are made by the students. The second instrument is an interview. The interview was used to collect the data from the students. It contains some questions used purposively to find out the cause of errors.

Data collecting technique

Documentation is a technique of data collecting by gathering and analyzing documents, whether written documents, drawing, and electronic. In the documentation process, the researchers gathered information that has been obtained. This information served as evidence that the researcher has conducted the research.

Data Analysis Technique

Miles and Huberman (1994) stated that the analysis data technique of qualitative research contains three parts. There are reduction, data display, and conclusion drawing.

1. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up filed notes or transcriptions gained from documentation process of research.

2. Data display is resulted from the data reduction. In this step, the data analyzed, classified, and calculated the data.

3. Conclusion drawing is the last step in data analysis technique that is to make conclusion and to report the result of data by description result of analysis.

Findings and Discussion

Research Finding

The main instruments in this research are tests and interview. To answer the research questions about what kinds of errors and what causes of errors made by students of English education study program, the researcher used two research instruments, those are test and interview. The first step, to find out the kinds of errors the researcher gave the test about perfect tense that consist of 25 questions. The question has 3 part those are part A, B, and C. In part A, the participant made a complete sentence in present perfect tense, in part B the participant completed sentence in past perfect tense and the part C the participant rearranged sentence in future perfect tense. Then, the researcher classified the kinds of error and determined their frequency. To calculate the percentage of error, according to Putri (2017) the researcher used the following formula:
P = \frac{F}{N} \times 100\%

P = \text{Percentage}
F = \text{Frequency}
N = \text{Total Number of Error}

The second step is the interview, the interview is to find out the cause of error. The researcher used interview that consist eight questions. The questions of interview answered by students of English Education Study Program. The interviewees are six students of English Study Program. And the questions were based on the theory of Brown who classified the cause of error into four parts. Those are Interlinguas Transfer, Intralingual Transfer, Context of Learning, and Communication Strategy. The students’ answer of interview has made in written text with Q as the Question and A as the Answer.

**Kinds of error**

**Addition**

Addition is the type of error made by the learner compilation using unnecessary parts and making the resulting sentence not grammatical. In this case the student usually make incomplete sentence. This is addition error made by students’ English Education Study Program. Based on the data above, the researcher found the total number of addition error is 20 items. This is the percentage of edition error.

\[
P = \frac{20}{179} \times 100\% 
\]

P = 11.17\%

Based on analysis data of addition error, the researcher found the cause of addition error as follow:

1. Addition “does”
2. Addition “just”
3. Addition “already”
4. Addition conjunction “to”
5. Addition to be “am”

<table>
<thead>
<tr>
<th>No</th>
<th>Error</th>
<th>Explanation</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Marto does not buy a book</td>
<td>Addition “does” that should be unable on the sentence, because this sentence is present perfect tense form</td>
<td>Marto has not bought a book</td>
</tr>
<tr>
<td>2.</td>
<td>Wanto will have clear the food</td>
<td>Addition of “will” that should be unable to put on the sentence, because this sentence is present perfect tense form.</td>
<td>Wanto has nod cleaned the floor</td>
</tr>
<tr>
<td>3.</td>
<td>They just finished watching a movie</td>
<td>Addition of “just” that should unable to put on the sentence.</td>
<td>They have finished watching a movie</td>
</tr>
<tr>
<td>4.</td>
<td>She already has a couple</td>
<td>Addition “already” that should be unable to put on the sentence, because this sentence is</td>
<td>She had bought a couple of shoes</td>
</tr>
</tbody>
</table>
You have to eat this.

Addition of conjunction “to” that should be unable to put on the sentence, because this sentence is present perfect tense.

You have eaten the food.

**Omission**

Omission is a type of learner compilation error deleting the parts/parts needed for an insurance so that it becomes not grammatical. This case student usually make incomplete sentence that should be able to put on the sentence but some word is missing. This is omission error made by student’ English Education Study Program. Based on the data, the researcher found the total number of omission error is 29 items. This is the percentage of omission error.

\[ P = \frac{29}{179} \times 100\% \]

\[ P = 16.20\% \]

Based on analysis data of omission errors, the researcher found the cause of omission error as follow:

1. Omission the auxiliary verb “have/has” and “had”
2. Omission the question mark “?”
3. Omission the object
4. Omission the negative word “not”
5. Omission the past participle

Here some several sample of students error on omission:

<table>
<thead>
<tr>
<th>No</th>
<th>Error</th>
<th>Explanation</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I got to the school</td>
<td>Omission the auxiliary verb “Have/Has” that should be able to put on the sentence</td>
<td>I have gone to the school</td>
</tr>
<tr>
<td>2</td>
<td>Have nindi bought the food</td>
<td>Omission the question mark “?” that should be able to put on the sentence</td>
<td>Has Nindi bout the food?</td>
</tr>
<tr>
<td>3</td>
<td>She had bought a couple of shoes</td>
<td>Omission the negative word “not” that should be able to put on the sentence, because this sentence is past perfect tense negative form</td>
<td>She had not bought a couple of shoes</td>
</tr>
<tr>
<td>4</td>
<td>She has received the</td>
<td>Omission the object, that should be able to put on the sentence</td>
<td>She has received the pocket</td>
</tr>
<tr>
<td>5</td>
<td>She had new a couple of shoes</td>
<td>Omission the verb past participle, that should be able to put on the sentence</td>
<td>She had bought a new shoes</td>
</tr>
</tbody>
</table>

**Substitution**

Substitution is the use of the first grammatical form into another grammatical form. This is substitution errors made by students’ English Education Study Program. Based on the data, the researcher found the total number of substitution error with 111 items. This is the percentage of substitution error.

\[ P = \frac{111}{179} \times 100\% \]
Based on the analysis data of substitution error, the researcher found the cause of substitution error as follow:
1. Substitution the past participle
2. Substitution the auxiliary verb
3. Substitution the verb

Here some several sample of students error on substitution:

<table>
<thead>
<tr>
<th>No</th>
<th>Error</th>
<th>Explanation</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does Jumrah study at home?</td>
<td>Substitution the verb past participle “study” should be “studied” and the auxiliary verb “does” should be “has”</td>
<td>Has Jumrah studied at home?</td>
</tr>
<tr>
<td>2</td>
<td>He have cleaned the table</td>
<td>Substitution the auxiliary verb “have” should be “has” because the subject is “he”</td>
<td>He has cleaned the table</td>
</tr>
<tr>
<td>3</td>
<td>Have they taking their dinner?</td>
<td>Substitution the verb “taking” should be “taken”</td>
<td>Have they taken their dinner?</td>
</tr>
<tr>
<td>4</td>
<td>She has buy a couple of shoes</td>
<td>Substitution the past participle “buy” should be “bought”</td>
<td>She has bought a couple of shoes</td>
</tr>
<tr>
<td>5</td>
<td>Had they come their dinner?</td>
<td>Substitution the verb “come” should be “finished”</td>
<td>Had they finished their dinner?</td>
</tr>
</tbody>
</table>

**Miss ordering**

Miss ordering is determining words in the wrong order. On this case rarely happen when student make error in sentence. This is miss ordering error made by students’ English Education Study Program. Based on the data, the researcher found the total number of miss ordering with 19 items. This is the percentage of miss ordering error.

\[ P = \frac{19}{179} \times 100\% = 10,61\% \]

Based on the analysis data of miss ordering error, the researcher found the cause of substitution error as follow:
1. Miss ordering the word “not”
2. Miss ordering the auxiliary verb “will”
3. Miss ordering the past participle “have/has”
4. Miss ordering the subject

Here some several sample of students error on miss ordering:

<table>
<thead>
<tr>
<th>No</th>
<th>Error</th>
<th>Explanation</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marto not has buyed</td>
<td>Miss ordering “not” that should be put after “has”</td>
<td>Marto has not bought the</td>
</tr>
<tr>
<td></td>
<td>the book</td>
<td>book</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Wiji have finished her study in this year</td>
<td>Wiji will have finished her study in this year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Miss ordering “will” that should be put before “have”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Have she where will gone?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Miss ordering “where” that should be put on the first word,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Miss ordering “have” should be put after “she”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Miss ordering “will” should be put after “where”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Causes of Error**

**Interlingua Transfer**

Interlingua transfers is the cause of error from transferring knowledge or grammar into the target language. This case can happen when the students learn about target language on the class while learning process mix between the target language and mother language in the terms of pattern, the system and also the rules.

**Intralingua Transfer**

Intralingua transfer is the cause an error due to the lack of language competency learned in the target language. This case can happen when the students misunderstood in the terms of target language such as in grammatically, phonology and etc. This is the question of interview to students’ English education study program that based on the intralingua transfer.

**Context of Learning**

Context of learning is the cause of error that done by the student because of the teacher's explanation error. This case can happen when the students misunderstanding about the teacher’s explanation in the manual, structure or words.

**Communication Strategy**

Communication strategy is the last cause of error, because sometime when the teacher already do the learning style but the students can not relate with the technique of learning so it can be a source of error

**Discussion**

**Kinds of error**

Based on the theory of Lennon that mention the kinds of error into four parts, those are addition, omission, substitution, and miss ordering. The researcher collected the data from gave the test to the students in English Education Study Program and analyzed the data, the researcher found four kinds of error. Those are addition, omission, substitution and miss ordering. The sample of this research is ten students in English Education Study Program that already programed the General English Structure. This research found the total number of error with 179 item. Addition with 20 items, omission with 29 items, substitution with 111 items and miss ordering with 19 items. And the most error that found in students’ answer is substitution.

**Cause of error**

Based on the theory of Brown that mentions the causes of error into four parts, those are interlingua transfer, intralingua transfer, context of learning, and communication strategy. The researcher collected the data from interview the students in English
Education Study Program and analyzed the data, the researcher found causes of error. Those are interlingua transfer, intralingua transfer, context of learning and communication strategy. The sample of this research is six students in English Education Study Program that already programmed the General English Structure. In interlingua transfer there are six students answer that they tried mix between English and their mother tongue. In intralingua transfer there are five students answer that grammar is difficult. In context of learning there are two students answered that sometime they cannot understand from explanation of lecturer and they not directly understand with the explanation. In the communication strategy there two students answered that they not related with the technique of lecturer in learning process.

Based on the explanation above, This research found the most cause of error that happened in students’ English Education Study Program is interlingua transfer. This research has proved that theory of Brown related with this research. And this research agreed with theory of Brown, that mention there are four kind of error. those are interlingua transfer, intralingua transfer, context of learning, and communication strategy.

**Conclusion**

**Kinds of Error**

Based on the analysis of the data, the researcher concluded that there were commons of error made by student of English education study program in using perfect tense. They are in form of Addition, Omission, Substitution, and Miss ordering. The total numbers of errors committed by ten students of English Education Study Program in test are 179 item of errors. The frequency and percentage of students’ error in using perfect tense are Addition with 20 items or 11,17%, Omission with 29 items or 16,20%, Substitution with 110 items or 62,01%, and Miss ordering with 19 items or 10,61%. The result of this research is Substitution error is the highest error of this research.

**Cause of Error**

Based on the analysis of the data interview, the researcher found the cause of error in using perfect tense are interlingua transfer, intralingua transfer, context of learning and communication strategy. The result of data interview is that interlingua transfer is the most cause of error that happened in using perfect tense.

**Suggestion**

From the conclusion above, the researcher tried to give some suggestions as follows:

1. The teacher should explain more and clearly about the material especially in perfect tense and should give more examples of kinds of perfect tense form. So the students will not get misunderstood and error to make perfect tense form. In addition, the teacher should prepare more attractive methods and technique in teaching proses.
2. Students must pay attention when the teacher explain the material, especially in perfect tense. If the students not able to understand about the material, the students should to ask the teacher. So the teacher can gives more detail explanation about the material.
3. The other researchers can do research with same object in different perspective in other grammatical pattern of English, because of many students still have lack of grammar. The researcher recommends to other researchers to do the researcher with another grammatical pattern.

**Reference**

Abushihab, I. (2014). *An Analysis of Grammatical Errors in Writing Made by Turkish Learners of English as a Foreign Language*. Received: July 6, 2014 Accepted: July 25, 2014 Published: August 22, 2014. doi: 10.5296/ijl.v6i4.6190. URL: http://dx.doi.org/10.5296/ijl.v6i4.6190


