STUDENTS' ERRORS IN WRITING SIMPLE PRESENT TENSE AT COUNSELING DEPARTMENT OF ACHMAD YANI UNIVERSITY

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Abstract

Students' Errors in Writing Simple Present Tense at Counseling Department of Achmad Yani University. The objective of this study is to analyze the students' errors in writing sentences in simple present tense. The scope of the research is focused on one tenses namely simple present tense. Research method was used in this research is descriptive qualitative. Based on the result of the research, the researcher could conclude that most of subject or sample of the research did mistakes in misinformation because they write wrong in grammatical form and made the sentences were incorrect.

Keywords: Students' Errors, Simple Present Tense

INTRODUCTION

Background

The English language course is a compulsory subject for all study programs at the tertiary level. In its implementation, English lecturers have encountered many obstacles, one of which is the mastery of tenses or tenses in English grammar.

According to Kachru (2006: 89), English has spread throughout the world. The distribution is divided into three circles, namely the first circle / inner circle, in which English is used as the native language and as the mother tongue. The outer circle, namely English is used as a second language. As for the expanding circle, that is, English is used as a foreign language and only for certain purposes.

Tenses are part of grammar that shows the time in an event; and indicated by the form of the verb (Greenbaum & Nelson, 1998: 55). Swan (2005: 140) says that tense plays a role in determining an event that occurs in the present, past, or future. There are sixteen tenses in English, one of which is the simple present tense. This tense is used to describe an event or something that happens all the time or repeatedly. Tense can also be used to express general statements about truth and habitual activity (Murphy, 2015: 18). The structure of the simple present tense itself consists of (subject + verb form 1 (-s / - es) + object). As for learning, students in Indonesia still have difficulty learning English. As stated by Warouw (2014), this is due to their diverse cultural backgrounds, thus affecting the use of English, including producing

errors and mistakes. Errors and mistakes are two different things. According to Ellis (2003: 17) an error is an error caused by limited student knowledge and not knowing the real answer. While mistakes are mistakes that occur because students cannot convey their knowledge properly and correctly. Therefore, the authors are interested in analyzing student errors in using the simple present tense in the faculty of teacher training and education, especially for guidance and counseling study programs. To find out the types of mistakes made by students in using the simple present tense, so that the results of the study can be used by students to find out the types of mistakes made and easily understand how to use them properly, so that students can master the English tense properly and correctly.

Statements of the problems
What are the students' mistakes in writing simple present tense ?

Objective of the Research
The objective of the research are to know the students' mistakes in writing simple present sentence and to solve the problems.

METHODHOLOGY

Method of Research
The method of this study is descriptive qualitative because the researcher would like to analysis the students' errors in writing simple present sentences.

Research Location
The location of the research is at faculty of teachers' training and education especially for counseling department.

Data Collection
Researcher gave a test of simple present tense for all of the students and then analyzed the result of the test.

Data Analysis
The data collected were analyzed into 3 types of errors using Ellis's (2003) theory of error analysis. He stated that there were three errors in language learning, as follows: • Omission errors are a type of error when students omit a mandatory part of a sentence. •
Misinformation is a type of error when students use other grammatical forms that do not comply with grammatical terms. •
Misordering is a type of error when students place words in the wrong order or do not comply with the sentence structure rules.

FINDINGS

The First Respondent		
Number	**Questions**	**Students' Error**
1	She ____ her dog everyday	Misinformation
2	I ____ always ____ to the dentist	Misordering
3	When ____ you ____ a shower?	Correct
4	Q : Do you like to sing? A : …	Correct
5	Tom and I ____ together.	Misinformation
6	I ___ breakfast every day at 7 AM	Correct
7	Q : How do you go to school? A : We ____ the bus to school	Correct
8	Q: When do you do your homework? A : …	Misinformation

| 9 | Q : Do you enjoy playing in the park?
A : … | Correct |
| 10 | Q: Does he love his mother?
A : … | Misinformation |

Based on the table above researcher concluded that the first respondent's errors in writing simple present tense is on the misinformation.

The Second Respondent		
Number	Questions	Students' Error
1	She her dog everyday	Correct
2	I always to the dentist	Correct
3	When you a shower?	Correct
4	Q : Do you like to sing? A : …	Correct
5	Tom and I together.	Misinformation
6	I ___ breakfast every day at 7 AM	Correct
7	Q : How do you go to school? A : We the bus to school	Correct
8	Q: When do you do your homework? A : …	Correct
9	Q : Do you enjoy playing in the park? A : …	Correct
10	Q: Does he love his mother? A : …	Correct

Based on the table above researcher concluded that the second respondent's errors in writing simple present tense is on the misinformation.

The Third Respondent		
Number	Questions	Students' Error
1	She her dog everyday	Omission
2	I always to the dentist	Misinformation
3	When you a shower?	Misinformation
4	Q : Do you like to sing? A : …	Correct
5	Tom and I together.	Correct
6	I ___ breakfast every day at 7 AM	Correct
7	Q : How do you go to school? A : We the bus to school	Correct
8	Q: When do you do your homework? A : …	Misinformation
9	Q : Do you enjoy playing in the park? A : …	Misinformation
10	Q: Does he love his mother? A : …	Omission

Based on the table above researcher concluded that the third respondent's errors in writing simple present tense is on the misinformation and one mistake on the omission.

The Fourth Respondent		Students' Error
Number	Questions	Students' Error
1	She her dog everyday	Misinformation
2	I always to the dentist	Correct
3	When you a shower?	Correct
4	Q : Do you like to sing? A : …	Correct
5	Tom and I together.	Correct
6	I ___ breakfast every day at 7 AM	Correct
7	Q : How do you go to school? A : We the bus to school	Misinformation
8	Q: When do you do your homework? A : …	Correct
9	Q : Do you enjoy playing in the park? A : …	Correct
10	Q: Does he love his mother? A : …	Misinformation

Based on the table above researcher concluded that the fourth respondent's errors in writing simple present tense is on the misinformation.

The Fifth Respondent		Students' Error
Number	Questions	Students' Error
1	She her dog everyday	Correct
2	I always to the dentist	Correct
3	When you a shower?	Correct
4	Q : Do you like to sing? A : …	Correct
5	Tom and I together.	Omission
6	I ___ breakfast every day at 7 AM	Correct
7	Q : How do you go to school? A : We the bus to school	Misinformation
8	Q: When do you do your homework? A : …	Correct
9	Q : Do you enjoy playing in the park? A : …	Correct
10	Q: Does he love his mother? A : …	Misinformation

Based on the table above researcher concluded that the fifth respondent's errors in writing simple present tense is on the misinformation.

Conclusion and Suggestion

Based on the findings of the research, the researcher could take the conclusion that the most of the students' mistakes was on the misinformation. So the English lecturer should often give much time to the students to practice the students' skill in writing simple present sentence especially to use grammatical rules for each sentences.

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