Analyzing Students' Writing Grammatical Problem in the Use of Tenses: The Case of Seventh Grade Student Of Junior High School

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Abstract

Grammar is one of the most difficult capabilities found in English. Grammar difficulty will affect other English skills such as reading, speaking, listening, and writing. Tenses belong to one part of grammar. Most students still struggle to use tenses well. Tenses contained in this grammar material need to be studied so that students can distinguish the time of conversation and the meaning of a sentence and how to make a sentence in accordance with the tenses that have been studied. This research was designed in the form of qualitative research, especially in descriptive method. It meant that the researcher would like to investigate the use of tenses (especially past, present, future, continous, and present perfect) and to identify the grammatical errors in using tense (especially past, present, future, continous, and present perfect) in students junior high school of seventh grade with close task.

Introduction

The competency standard of English subjects for junior high school oriented to the essence of language learning, language learning is learning to communicate. Therefore, learning English is directed to improve the ability of students to understand more about its use in writing, reading, listening and communicating.

Grammar is one of the most difficult capabilities found in English. Grammar difficulty will affect other English skills such as reading, speaking, listening, and writing. If the ability of this grammar is good, then another ability is also expected to be good. Tenses belong to one part of grammar. Most students still struggle to use tenses well. Tenses contained in this grammar material need to be studied so that students can distinguish the time of conversation and the meaning of a sentence and how to make a sentence in accordance with the tenses that have been studied.

The need for the necessity of studying these tenses gives inspiration to make sentences well and correctly according to the students' abilities. The basic tenses materials have been taught at the elementary school level in the fifth grade, but the tenses materials are still present tense, present

continous, and present future. The material given is also still in the form of formulas and how to compose the sentence in accordance with the tenses that have been taught.

Tenses competence VII junior high school students who have been their use is the skills gained from the information of teachers, the teacher explains the formula of the use of tenses in a sentence then the teacher gives examples of positive sentences, negative, and interrogative sentences. After that the teacher gives a problem related to the tenses. The ability of grammar tenses is needed to help students understand the meaning of a reading, use of sentences when speaking, and understand how to make sentences well and correctly.

This research will discuss about the grammatical problem analysis of the use of tenses on grade VII students of SMP using model of close task problem. Based on the background, there are two research question to analyze the problem that occur in junior high school students class grade seventh, the research question are : (1) What were the types errors made by the students in using five tenses?, (2) What causes the students made errors in using of five tenses?.

Research about grammar error analysis in junior high school students has been done a lot. A journal "*An Analysis Of*

Grammatical Eror- Dent In Using Simple Of Texts Of Bandar Lampung Model" written by Juwitasari, Raja, and Kadaryanto explain about how to investigate simple present tense was used by students in descriptive text writing and to identify the common error made by students' in using simple present tense in their descriptive text based on surface strategy taxonomy. The method used is qualitative method, especially descriptive method. The subject of this research was the student of class XI A which consisted of 33 student. The result shows that the students used more correct simple present tense than errors. A research written by Rosmawati entittled "*Error Analysis On Transforming Affirmative To Negative And Interrogative Sentences Of Simple Present Tense (A Case Study At The Second Years Of Smp Yapera Ciledug)*" aims to find out some errors made by the students in transforming affirmative simple present sentences into negative and interrogative ones, and identifying the causes of error made by the students. The subject of this research was the second grade of SMP YAPERA Ciledug. This research was conducted in theclass VIII-5, the writer analyzed 20 students. In this research, the writer used a qualitative method in a form of descriptive analysis (percentage) that included observation, collecting the students' test, analyzing, and interpreting the data. The result of the research showed that the highest frequency of error was Verb tense error, there

were 104 errors or 49.52 %. The writer then classified the errors into *omission, addition, miselection, and misorder*. Between the classifications of error above, the most frequent error was omission that reached 202 errors or 53.58%. A research Written By Komala entittled *"An Analysis Of Students' Errors In Using English Tenses (A Case Study At The Second Grade Students Of SMP YAPERA An-Nurmaniyah, Ciledug)"* Aims To Describe The Students' Errors And Its Causes in Using Simple Present Tense, Simple Present Continuous Tense And Simple Past Tense. The Method That Used By The Writer Is A Qualitative Method In A Form Of Descriptive Analysis (Percentage) That Included Observation, Collecting The Students' Test, Analyzing, And Interpreting The Data. For Collecting The Data The Researcher Used Test As The Instrument. This Research Was Conducted To 28 Students In Class 8.6 Of SMP YAPERA An-Nurmaniyah Ciledug. The Result Of The Research Showed That The Highest Frequency Of Errors Was Simple Past Tense; There Were 73 Errors Or 37.24 %. A research that written by Halim entittled *"An Error Analysis On The Use Present Perfect And Present Perferct Continous Tense : A Case Study At The Third Grade Student Of SMP Muhammadiyyah 17 Ciputat"* aims to analyze the most frequent errors made by the third grade student of SMP Muhammadiyyah 17 Ciputat. The subject of this study consists of 30 students of the third grade junior high school. The method used in this study is descriptive analysis method to describe students's error and analyze the data by using formula. The result shows that student commited error into three types: omission, addition, and misformation. The findings showed that there are 195 errors made by the students.

Review of Related Theories
Grammar

The word 'gramma' meaning 'letter' has come down to us in a path through several languages. In early times, the craft of using letters and constructing messages with the use of symbolic markings was seen to indicate magical powers, causing some early 1 Crystal, D., 1995, The Cambridge encyclopaedia of the English language, Cambridge University Press, Cambridge. grammar – background and histor nd history 5 scholars to be seen as dealers in witchcraft and consequently eyed with suspicion. The word 'glamour', meaning a deceptive charm, derived from the same source. However, in modern usage this word has lost much of its detrimental connotation. (Dykes, Barbara. Grammar For Everyone, p. 9).

The Oxford dictionary written by As Hornby defines grammar as the study of a language rules by which the words may change their forms and or combined into sentences (Hornby, Oxford Advence Learner dictionary, p.17). Then according to Linda and Peter, grammar is a theory of language that describes how it put together and work (Gerot and Wignell, *Making Sense of Functional Grammar.* p. 2). However, Harmer defines the grammar of a language is the description of the ways about words that can change their forms and can be combined into sentences in that language (Harmer, *The Practice of English Language Teaching* Education, 2001. p.12.). Based on these definitions, the writer concludes that grammar is the set of rules that describes how words or group of words can be arranged to form sentences in a particular language. So the grammar of English consists of all the rules that govern the formation of English sentences. Obviously, when we utter some words without using a certain rule, our utterance would be in vain. Then our listeners do not understand what we have said or what the purpose of our utterances. Therefore, grammar guides people how to speak and write in a correct way. In this way, the communication could occur fluently and understandable.

According to Dykes (2007: 5) in her book Grammar for Everyone states that the simplest understanding of grammar is

"grammar is a language to talk about language" or can be interpreted grammar is a language to learn the language. So called because of the grammar we can learn how to communicate with languages that are not separated in relation to studying grammar; starting from the vocabulary and its function, the sentence pattern, the phrase, and its meaning.

According to Leech (1982: 3) in his book English Grammar for Today defines grammar as *"Grammar refers to the mechanism according to which language works when it is used to communicate*." From this understanding we can understand that grammar is a science that studies how a language works to communicate.

(http://www.belajarbahasainggris.us/2012/03/belajar-grammar-bahasa-inggris.html. downloaded 22 April 2018 at 14.04)

grammar is a set of structured rules that govern the order of sentences, phrases, and words in any language. In English grammar there are three basic grammars, namely (1). etymology, (2). orthographi, and (3) Syntax.

1. Etymology, which is the study of the proper preparation of English letters into an English word. In Etymology, English words are grouped into 8 sections or called the Eight Parts of Speech. The eight sections are noun, adjective,

verb, pronoun, adverb, preposition, conjuction, and interjection.

2. Orthography, is a spelling system of a language or picture sounds of language in the form of writing or symbols. Orthographic materials include spelling, capitalization, beheading, and punctuation. The material discussed in orthography, namely:

a. Letter (letter), is a symbol of the sound or in another meaning is mentioned   that letter is a sign of a scratch that is spoken or rung.

b. Word, is a series of letters that make up a meaning, for example: take (get),   year (year).

c. Syllable (syllable), are parts of a word that can be directly pronounced, such as   glass, book, clever. Syllable can be classified into several types, namely   Monosyllable,   Disyllable, Trisyllable, Polysyllable.

3. Syntax, is the study of how to compose English words into a proper English sentence and accordingly or it can also be said that the syntax is part of the grammar that learns about the process of forming a sentence.(https://www.ef.co.id/engli

shfirst/englishstudy/tentang-grammar-bahasa-inggris.aspx. downloaded Minggu 22 April 2018 at 13.59).

Tenses

Definition of   Tense The word 'tense' is derived ultimately from the Latin word 'tempus' meaning 'time'. Tense is a form of verb used to indicate the time. In discussing tense and time A.S Hornby states that "the words 'time' and 'tense' must not be confused. The word time stands for a concept with which all mankind is familiar, divided into past, present and future. The word tense stands for a verb form or series of verb forms used to express a time relation. Tenses may indicate wheater an action, activity, or state."

Tense commonly refers to the time of the situation which relates to the situation of utterance or at the moment at the speaking. For example, the commenest tenses found in languages are present, past and future: a situation described in the present tense is related as simultaneous with the moment of speaking (Jhon is singing); the situation described in the past as related prior to the moment of the speaking (Jhon was singing); while the situation described in the future as relates subsequent to the moment of speaking (Jhon will singing). Since tense refers to

the time of the situation which relates to the situation of the utterances, it can be described as 'deictic'. In other words, deictic refers to an interval or period of the time which contains the moment of utterance. It can be expressed by some words: yesterday, now and tomorrow. English verbs have only two simple tenses, the tenses called the simple present (e.g he writes) and the simple past (e.g he wrote). The English tense that would be discussed are simple present, present continous, and past.

Tenses are verb forms that shows time. In absolute tenses, as in english, tensses indicates when the time of assretion, time of completion, or time of evaluation occurs relative to the utterence itself (time of utterence). In relative tenses, on the other hand, tense is relative to some given event.

Tenses can also make finer distinction than simple past-present-future: past tenses for example can cover general past, immediate past, or distant past, with the only difference between them being the distance on the timeline between the temporal references points. Such distinctions are not precise: an event may be described in the remote past because it feels remote to the speaker, not because a set number of days have passed since it happened: it may also be remote because it is eing contrasted with another, more recent, past event. This is similar to other of deixis such as this and that.

The number of tenses in a language may be dispute, because the term tense is often used to represent any combination of tenses proper, aspect, and mood. In many texts the term "tense" may erroneously indicate qualities of uncertainty, frequency, completion, duration, possibility, or whether information derives from experience or hearsay. Tense differs from aspect, which encodes how a situation or action occurs in time rather than when. In many languages, there are grammatical forms wich express several of these meanings.

In absolute tense, as in english, tense indicates when the time of assertion, time of completion, or time of evaluation occurs relative to the utterences itself (time of utterences). In relative tense, on the other hand, tense is relative to some given event. In which language, they are normally usually indicates by a verb or modal verb.

The basic tenses in english are present, past, and future. English also has perfect tenses (present tense, present perfect, past tense, past perferct, and future tense, future perferct) and progressive tenses.

a.   We use the present time if we wish to express what is happening now, today or in the future. We use the verb in the simple present tense or verb-1 or infinitive or stem.

b. We use the past time, if we wish to express what happened in the past time. We use the verb in the simple past tense or verb-2.

c. We e use the futur time if we wish to express what will happen in the future. We use: will + Verb 1 or Will be + Verb

1 +Ing r Will have + Past Participle Verb or Verb-3. (Marinah. PDF)

Research Methodology

This research was designed in the form of qualitative research, especially in descriptive method. The method was intended to describe exactly a phenomenon or problem that researcher had seen. It means that the researcher would like to investigate the use of tense (especially past, present, future, continous, and present perfect) and to identify the grammatical errors in using tense (especially past, present, future, continous, and present perfect) in students junior high school of seventh grade with cloze test. A cloze test (also cloze deletion test) is an exercise, test, or assessment consisting of a portion of language with certain items, words, or signs removed (cloze text), where the participant is asked to replace the missing language item. Cloze tests require the ability to understand context and vocabulary in order to identify the correct language or part of speech that belongs in the deleted passages. This exercise is commonly administered for the assessment of native and second language learning and instruction (https://en.wikipedia.org/wiki/Cloze_test. Example for cloze test:

a.   We_____football every Monday

b.   I_____to English course yesterday

The instruments research is using tests, especially in the collection of research data is a series of questions used to measure skill, knowledge, intelligence, ability, and talent. The test help teacher understand the student and detremine the extent to which the instructional objectives are being echieved, the writer will use test as the instrument to get the data. The data sources are the seventh year

students of Junior High School. The analysis involves, *firstly*, collecting the data of the students test to find out the errors. *The second* step is the identification of student's error in the use of tenses (simple present tense, simple present continuous tense and simple past tense). The next step is the classification of the error. The next step is the explanation of the errors which the errors of tenses are going to be evaluated and found out its sources. The last is the evaluation after description of the errors and explain why the errors happened.

Findings and discussions

The findings of the research deal with the discussion answer of the problem statement, which aims to determine the students' errors in use of tenses.

Data recapulation of students' error in present tense

Item number	Student	Sentences	Types of error	Error correction and explanation
4	Student 2 Student 3	<u>Is</u> my father k tea every ning?	Misformation	<u>does</u> my father drink tea every morning? The sentence shows an habitual action, he verb should be invinitive verb and it 's" or "does" for singular noun.
	Student 7 Student 9	<u>Are</u> my father ks tea every ning?	Addition	<u>Do</u> my father <u>drinks</u> tea every morning? The sentence used the verb of plural and subject has not added by "s". So the verb should be nitive verb "do".
3	Student 7 Student 6	Alina <u>sing</u> a song y night.	Omition	Alina <u>sings</u> a song every night. The sentence shows an habitual action, he verb should be invinitive verb and it 's" for singular noun.
	Student 3	Alina <u>is sings</u> a every night.	Addition	Alina <u>sings</u> a song every night. The sentence shows an habitual action, he verb should be invinitive verb and it 's" for singular noun. So the verb should sings".

The data above shows that the student has an error in addition, either addition of the or addition of -s for plural subject. In addition there is also a mistake experienced by students is omission, ie students eliminate -s for plural subject. Another type of error is misformation, ie the student gives the present marker, but the marker is incorrect because all the sentence problems are simple present tense using the verb, therefore the sentence does not nullify tobe.

Sources of student misconduct when filling the present tense problem include: the student has not mastered and understood well about the use of "s" or "es" in accordance with the subject of sentence in present tense,

the student also assumes that kebanyaakan sentence require to be so students tend to add to be in the present tense sentence.

Data recapulation of students' error in present continous tense

Item nber	student	Sentences	Types of or	Error correction and lanation
8	Student 1 Student 8	Gina <u>are</u> <u>cooks</u> d rice.	Misformation	Gina <u>is</u> <u>cooking</u> fried . The sentence shows an on in the progress. The ject Gina is singular so iliary verb should be "is".
	Student 2	Gina is <u>cooks</u> d rice	Misformation	Gina is <u>cooks</u> fried rice The sentence shows an on in the progress. The ject Gina is singular so verb should be present ciple or v-ing "cooking".
10	Student 1 Student 7 Student 5	<u>Is</u> Ahmed and making juice just v.	Misformation	<u>Are</u> Ahmed and you at <u>making</u> juice just now. The sentence shows an on in the progress. The ject you and Ahmed are al so auxiliary verb uld be "are".
	Student 3 Student 2	<u>Is</u> Ahmed and ı <u>makes</u> juice just v	Misformation	<u>Are</u> Ahmed and you at <u>making</u> juice just now. The sentence shows an on in the progress. The ject Ahmed and You are al, so auxiliary verb uld be "are" and the verb uld be present paticiple or ıg "cooking".

The data above shows that student errors that often occur in the present continous tense are misformation i.e the student gives a marker for the present

continous but the marker is incorrect or the student has not been able to provide appropriate pronouns for the word Ahmed and You so the students think that the

subject of the sentence is singular and uses tobe "is". Though the subject Ahmed and You shows the plural subject so must use tobe "are".

vice versa. The student has not understood the correct pronoun for the name accompanied by the pronoun, so the students tend to be fixated on the first subject and cause the wrong use of to be.

Sources of mistakes made by students in the present continous include: students do not know well about the present continuous concept like the use to be for plural subjects or In addition students are not familiar with the present participle (V-ing) so that the verb used is also present tense (v1).

Data recapulation of students' error in past tense

Item nber	student	Sentences	Types of or	Error correction and lanation
16	Student 1 Student 2 Student 4 Student 9 Student 8 Student 7 Student 6	Mr. Wahyu ng to the office	Misformation	Mr. Wahyu went to the ce The sentence shows a ation in the past. So the verb should be past se "went".
18	Student 1 Student 2 Student 7 Student 8	Ramza, Razan, Ranji are study ether last night.	Addition e and formation	Ramza, Razan, and Ranji lied together last night The sentence shows a ation in the past. So the verb should be past se "studied".
19	Student 1 Student 3 Student 5 Student 7 Student 6	Doctor does check the ents twice terday	Misformation	Doctor did not check the ents twice yesterday. The sentence shows a ation in the past. So the verb should be past se "did"

The data above shows that student errors that often occur in past tense are misformation and addition. This type of misformation occurs because students give past tense markers using past participle but students do not know past participle form so students use verbs they know. This type of addition to student error occurs because students sometimes add tobe to the sentences that have been provided. As we know that the formula of past tense is only subject plus past participle or past tense, so if students add tobe in the sentence it will make double marking.

Sources of errors made by students on past tense include: students do not know and understand well about the present tense, past tense, and past participle, causing students wrong in the use of past tense verbs. In other way, in English there are regular and irregular verbs that make confuse the students about verb changes.

Data recapulation of students' error in present perfect tense

Item nber	student	Sentences	Types of or	Error correction and lanation
11	Student 6 Student 7 Student 3	Carmen and I e see two bird	Omission misformation	Carmen and I have saw birds The sentence shows a ation in the past and still tinous until now. So the b should be V3 "saw"
12	Student 9	My Uncle has me a modern op last new r	Misformation	My Uncle has bought me odern laptop last new year. The sentence shows a ation in the past and still tinous until now. So the b should be V3 "bought"
13	Student 1	Mr. Jennifer e read a lot of els since she a teenager	Misformation	Mr. Jennifer has read a lot novels since she was a ager. The sentence shows a ation in the past and still tinous until now and the ject is singular so the iliary verb should be "has"
15	Student 3 Student 4 Student 8 Student 9	Rina and Rani not cook in the hen	Misformation	Rina and Rani have not ked in the kitchen. The sentence shows a ation in the past and still tinous until now and the ject is pliral so the iliary verb should be "have"

The data above shows that the type on error experienced by students is omission errors, and misformation. This omission type error occurs because the student omits the word "s" in the word two bird, supposedly if the plural subject must be added with "s". the word two bird, supposedly if the plural subject then must be added with "s". Misformation type errors occur because students provide past tense markers using

past pasrticiple, but students have not beenpast tense, and past participle.

able to distinguish between present tense,

Sources of errors made by students inpast participle in present perfect sentences. In the present perfect tense include: students doaddition, students are also confused with not know and understand well about thehave and has as to be present perferct. present tense, past tense, and past participle, causing students wrong in the use of verbs

Data recapulation of students' error in future tense

Item nber	student	Sentences	Types of r	Error correction and lanation
22	Student 4 Student 5 Student 9	I will <u>buys</u> the ra foods in ter	Addition	I will <u>buy</u> the extra foods vinter. The sentence shows an on in the future. After iliary verb will must be so the verb must be "buy"
25	Student 3 Student 4 Student 9	Ari will <u>taking</u> bok on the table	Addition	Ari will <u>take</u> a book on table. The sentence shows an on in the future. After iliary verb will must be so the verb must be te"

The data above shows that the type of student error that occurs in a simple future tense is an additon. This type of addition to student error occurs because students assume that simple future tense is the same as present tense so students add "s" or "-ing" to the verb. As we know that after will have to be verb bare without any additions. Of the five tenses above, simple future are the tenses of the least percentage of error.

This happens because students tend to understand sentences that do not change when the subject is different. In contrast to the past perfect that the largest percentage of errors, this happens because students are not too aware about present tense, past tense, and past participle. In addition, students are not too understanding about irregular and regular verb, so students tend to use verbs as they can.

Conclusion

Conclusion for this research shows that the type of error that existed in seventh grade junior high school student is omission, addition, and misformation. The cause of tense errors in seventh grade junior high school students is due to the students not yet knowing the use to be appropriate to the subject, students also do not really understand the regular form and irregular verb, besides the students know the use of present tense, past tense, and past participle on the appropriate tenses. sometimes students are fooled by the existence of two names that are considered only as a name so to be used will also be less precise.

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