
AN ERROR ANALYSIS OF SIMPLE PRESENT TENSE USAGE IN SPEAKING EXPLANATION TEXT OF SIXTH SEMESTER ENGLISH DEPARTMENT STUDENTS OF INSTITUT PENDIDIKAN TAPANULI SELATAN (IPTS)

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Abstract : *The purpose of this study were to describe the error and to find the cause of the error made by the sixth semester English department students of Institut Pendidikan Tapanuli Selatan (IPTS) of simple present tense usage in speaking explanation text. This is a qualitative research with 9 students of sixth semester English department student of IPTS as informants. The data were collected through speaking performance that was observed, documented, and interviewed. The documentation was made into the transcript so the writer could analyzed students' errors in grammar and vocabulary in speaking, observation was made to observe the students' errors in fluency and pronunciation in speaking, and interview was to know the cause or factor of the students' errors of simple present tense usage in speaking. The result of this study was most of the sixth semester English department students still got high percentage errors. They did not know clearly the usage of simple present tense and most of them also got problem in speaking. These were grammar, vocabulary, fluency, and pronunciation.*

Keyword : error, simple present tense, speaking, explanation text.

Abstract : Tujuan dari penelitian ini adalah untuk mendeskripsikan kesalahan dan menemukan penyebab dari kesalahan yang dilakukan oleh mahasiswa di Program Studi Pendidikan Bahasa Inggris semester 6 dalam penggunaan *simple present tense* saat berbicara menggunakan *Explanation text*. Penelitian ini adalah sebuah penelitian kualitatif dengan 9 mahasiswa dari program studi pendidikan Bahasa Inggris semester 6. Data yang dikumpulkan melalui penampilan mereka saat berbicara yang diamati, didokumentasikan, dan diwawancarai. Dokumentasi yang diperoleh ditransformasikan menjadi bentuk transkrip untuk menganalisis kesalahan informan dalam penyusunan kalimat dan kosa kata, pengamatan dilakukan untuk mengamati kesalahan yang dilakukan oleh para informan dalam kelancaran berbicara dan pengucapan, dan wawancara dilakukan untuk menemukan penyebab dari kesalahan yang dilakukan oleh para informan. Hasil dari penelitian ini menemukan bahwa masih banyak mahasiswa program studi pendidikan Bahasa Inggris semester 6 yang mendapatkan persentase yang tinggi dalam melakukan kesalahan. Mereka tidak mengetahui dengan jelas penggunaan dari *simple present tense* dan banyak dari mereka juga mendapatkan masalah dalam berbicara. Masalah tersebut adalah penyusunan kalmat, kosa kata, kelancaran berbicara, dan pengucapan.

Keyword : kesalahan, simple present tense, berbicara, explanation text.

I. INTRODUCTION

English as a language that everyone should know because it is an international language. We can find English easily everywhere and anytime. English is familiar to everyone. English has four skills to be mastered. They are speaking, listening, reading, and writing.

In this research, the writer only examines one of the skills. That is speaking. Speaking is a necessary aspect for people. It is because in daily interaction, most of the activities are accomplished by speaking. The writer can say that it is impossible for people not to speak in daily life.

In addition, to share a good information, the speaker needs to use the best tense since there are many tenses in English. It is to make the listener and the speaker has the same perception.

Tense is the form a verb takes to show the time happened. There are three main tenses. They are past tense, present tense, and future tense. But in this research, the writer focus on one of the kinds in present tense which is simple present tense.

Simple present tense is a simple tense that shows the daily activities, habit, or a fact. This tense is used to talk about things in general. We do not only think about now, but it is used to something in general. That's why simple present tense needed to be mastered.

Based on the writer's observation when take the preliminary data, some of students in 6th semester of English Department in IPTS still make some errors in speaking especially in using simple present tense.

In case because speaking has many aspects (grammar, fluency, pronunciation, and vocabulary) to be said the person as good speaker. Simple present tense as well who has huge different in using depends on the subject (singular or plural). They still fail to use them.

A. Theoretical Description

1. Error Analysis

a. The Definition of Error Analysis

In addition, Brown (in Fang 2007:11), “ While an “error” is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner”. It means that an error is marked when a learner/foreign speaker makes the difference with the original structure of the native speaker.

Based on the definition of the expert above, the writer concludes that error is usually happened in foreign speaker/learner that is showed by the deviation of the grammar that used by the native speaker and the foreign speaker.

2. Speaking

a. Definition of Speaking

Next, Adhikari (2010:1) states, “speaking ability lies at heart of any ELT programme that aims at making students able to communicate in English accurately, fluently and appropriately. It is often the case that learning English as a whole.”

Based on the explanations above, the writer conclude that every English learners need to be concerned in speaking since speaking is the way

of sharing information and also the oral communication which can be responded right away by the others.

b. Indicators of Speaking

1) Grammar

According to Eastwood (2002:vii), “Even though grammar changes more slowly than vocabulary, it is not a set of unalterable rules. There are sometimes disagreements about what is correct English and what is incorrect. 'Incorrect' grammar is often used in informal speech.” It means that, grammar direct the English learners/users direction the suitable place and time for them to use a sentence. It helps English learners/users do the communication well.

Based on the explanations above, grammar is an systematic study of language and give the English learners/users the ways to put the words together to get a specific meaning which is a necessary to communicate.

2) Vocabulary

Next, Zhihong (in Faliyanti 2015:70) says “Words are the basic unit of language from supports it without vocabulary, one cannot communicate to the effectively or express idea”. It means that vocabulary mastery is needed. The list of words and their meanings is to communicate and express someone’s idea in orally or written,

3) Fluency

Nunan (2003:55) says, “fluency is the extent to which speakers use the language quickly and confidently with few hesitations or unnatural pauses, false starts, word searcher, etc.” it means that fluency is about how a speaker deliver the speech orally quickly but in accuracy.

4) Pronunciation

According to Mulatsih (2015:295) states, "Pronunciation is the act of giving the true sounds of letters in words, and the true accents and quantity of syllables. Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. Besides that, pronunciation is the act or result of producing the sounds of speech, such as: articulation stress and intonation, often with reference to some standard of correctness or acceptability." It means that pronunciation who is delivered orally through process so each word get the proper meaning since there are words in English has similar utterance but in different meaning.

Based on the explanations above, it can be concluded that the exact pronunciation makes the communication get the goal. Since there are some words pronounce similar even they are has different meaning. If the speaker pronounce a word wrongly, the listener may be misunderstood.

c. Simple Present Tense

a. Definition of Simple Present Tense

Bernandi (2012:29) says that simple present tense is to tell a incident action that happened in daily life or habitual.

In addition, Widjaja (2002:87) states that simple present tense is used to show the actions which are habitual action, repeated actions, or general truth.

Based on the explanations above, simple present tense is a tense that is used to show the listener/reader an action happened in daily life, habit, repeated action, and a fact.

b. The Formula and Example of Simple Present tense

According to Kurniawan (2010:2), the formula and the example of simple present tense is in the following below :

The formulas :

(+) S + V-1 (s/es) + O + adverb of time

(-) S + do/does + not + V-1 + O + adverb of time

(?) Do/does + S + V-1 + O + adverb of time?

The examples :

(+) You study English at MEC everyday.

(-) You don't study English at MEC everyday.

(?) Do you study English at MEC everyday?

d. Explanation Text

1. Definition of Explanation Text

According to Amarain (2009:22) says, "Explanantion is a text to explain the processes involved in the formations or workings of natural or sociocultural phenomena. Explanation text is to say "why" and "how" of the forming of the phenomena." It means that explanation text is about the process and the reason about the thing happened.

Based on the explanations above, the writer concludes that explanation text is to tell the sequence of events and also the reason something happened.

2. Generic Structure, Language Features, and the Social Fuction of Explanation Text

Amarain (2009:22) states the generic structure, the language features, and the social function of explanation text, as the following:

Generic structure

- General statement : provide a general statement to position of the reader.
- Sequenced explanation : tell a sequenced explanation of why and how something happened.
- Closing

Language Features

- ✓ Featuring generic participant
- ✓ Material and relational processes
- ✓ Action verbs
- ✓ Passive voice
- ✓ Temporal and causal circumstances and conjunctions
- ✓ Non-human participant
- ✓ Conjunction
- ✓ Simple present tense

Social Function

The social function of explanation text is to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

II. METHODOLOGY OF THE RESEARCH

In this research, the writer uses qualitative research. Satori (2009:22) states that qualitative research is a research that emphasizes in the quality or the important thing of something. It can be thing or service.

The writer will conduct this research at IPTS. It is located on Jalan Sutan Moh. Arif, Batang Ayumi Jae, Padangsidempuan Utara. The writer focuses the research in especially English Department. The writer chooses 6th semester English Department students. The writer takes one class to do research, that is class B of 6th semester English Department. But the writer focuses on 9 students. 3 the highest score of grade point average, 3 the middle score of grade point average, and 3 the lowest score of grade point average. The writer chooses the 9 of them is to get the data representative.

In this research, the writer uses analysis methods that is suggested by Miles and Huberman (in Sugiyono 2016:246-253) states that activity in qualitative research done in interactive way and it does until the data is surfeited. There are 3 steps in data analysis. They are data reduction, data display, and conclusion drawing/verification. In the 3 steps that's said before, the writer will use Gass and Selinker (2008: 103) ways (Collect data, Identify error, Classify error, and Quantify error) to reduce, to display, and to conclude the data because this research is focused on error analysis. Referring to the steps of error analysis method above, the data will be analyzed by the writer as follows :

a. Data Reduction

The writer will get many data in the research. So, data reduction is needed to summarize, choose, and focus the data based on the topic of the research.

- Collecting of data
- Identification
- Classification of error

b. Data display

This technique will be done after the data has been collected, identified, and classified. The data will be displayed through quantification the percentage of the students' errors. To quantify the errors students made, the writer uses percentage formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage (kind of errors)

F = Frequency (numbers of error)

N = Number of cases (total frequent / total individual)

c. Conclusion drawing/verification

After doing all the steps above, writer made conclusion based on the data display. So the writer can arrange the sentences briefly and correctly about the data.

Besides the documentary, the writer also do interview. Interview is conversation between the writer and the informant about the information to this research.

III. RESULT AND DISCUSSION

1. The students' error of using simple present tense in speaking explanation text

In order to know the students' error, the writer analyzed that is the way to collect the data to measure the errors of English Department 6 B students of using simple present tense in speaking explanation text, the writer served

2 explanation text and the students would choose one of the texts. The title of the texts are : 1) rainbow, and 2) snow.

The indicator of speaking explanation text are consist by 4 elements. They are : grammar, vocabulary, fluency, and pronunciation. Grammar and vocabulary will be stated in the transcript of the documentation. While fluency and pronunciation will be observed by the writer.

Table 3.1

Each indicators of speaking explanation text

Students' value = grammar (simple present tense)	: 5
Vocabulary	: 5
Fluency	: 5

a. Amelia Suryani Lase

The result of speaking performance

From the writer analyzes, Amelia could be understood but the error was frequent. She was usually confused to use the right grammar, in this case is simple present tense. She usually used two more auxiliary/modal. So the writer gives her 2 points. For the part of vocabulary, Amelia often used the wrong words and used her mother language when speak. The writer gives her 2 point. In the fluency, Amelia sometimes needed to grope for words. She stopped unconditionally and took the time to say words. So, the writer gives her 3 points. Amelia usually got error in pronunciation even for familiar words. The errors was frequent but the accent might be obviously foreign. The writer gives her 3 points.

Based on the explanation above, the writer concludes that Amelia made 50% errors and 50% accurate.

b. Tiana Liza

The result of speaking performance

Tiana's error in grammar was frequent but the speaker could be understood. The writer gives her 2 points. For the vocabulary, Tiana usually used the wrong word so the meaning of the sentence did not appropriate. She also used her mother language many times when she did not know the English word of some words. The writer gives her 2 points. In the fluency, sometimes, Tiana was confidence to speak but she needed to grope some words. So, the writer gives 2 points. For the pronunciation, Tiana rare made error in pronunciation. So the writer gives 3 points.

Based on the explanation above, the writer concludes that Tiana made 55% errors and 45% accurate.

c. Sari Alanur

The result of speaking performance

As the writer analyze, Sari had the problem in grammar as well. She got error in using the auxiliary verb and the right form verb. Sari often used to be before a verb, which the verb is a verb one. So, the writer gives her 2 points. In the vocabulary, she often used Indonesian words. Sometimes, she also used some words that is not appropriate. It could ruin meaning of the sentence. So, the writer gives her 2 points. For the fluency, Sari was quite good but she still gropes for words. So, the writer gives her 3 points. In the pronunciation, Sari's accent was clear but somehow it was a wrong pronunciation. So, the writer gives her 2 points.

Based on the explanation above, the writer concludes that Sari made 55% errors and 45% accurate.

d. Suci R. Siregar

The result of speaking performance

From the analyzing by the writer, Suci could not use the simple present tense well. We can see at the transcript, she did not use the right pattern in the sentence but sometimes, she could make the right sentence as the right formula. So, the writer gives 3 points. In the vocabulary, she still used her first language in arranging a sentence. She also used the same words many times. So, the writer gives her 2 points. For the fluency, she could tell the text but needed to grope some words. So, she often made the higher intonation in last of some words' syllable. So the writer gives her 2. In the pronunciation, the writer found that her accent is intelligible but somehow these were not the right pronunciation. So the writer gives her 2 points.

Based on the explanation above, the writer concludes that Suci made 55% errors and 45% accurate.

e. Suki M. Waruwu

The result of the speaking performance

From the writer's analysis, in the grammar, Suki was good to use the nominal sentence but lack in the verbal sentence in simple present tense. So, the writer gives her 3 points. For the vocabulary, she often used her first language. Sometimes, she needed to grope some words to make a sentence. So, the writer gives her 3 points. In the fluency, Suki often could speak without groping the words. So, the writer gives her 3 points. For the

pronunciation, she can pronounce the words. She rarely made the error in pronunciation. So, the writer gives her 4 points.

Based on the explanation above, the writer concludes that Suki made 35% errors and 65% accurate.

f. Tresia Panggabean

The result of the speaking performance

Based on the writer's analysis, Tresia is frequently made errors in grammar. She could not arrange the sentence correctly. So, the writer gives her 2 points. In the vocabulary, Tresia often put the wrong word in a sentence. She also used her first language to construct a sentence while speaking English. So, the writer gives her 2 points. For the fluency, Tresia groped some words for making a sentence. But, it could handle with confidence. So, the writer gives her 2 points. In the pronunciation, Tresia's pronunciation rarely interfere with understanding. Her accent may be obviously foreigner. So, the writer gives her 3 point.

Based on the explanation above, the writer concludes that Tresia made 55% errors and 45% accurate.

g. Mita Riski Ritonga

The result of the speaking performance

Based on the writer analysis, Mita could use the language accurately in normal level. She made some errors but it was rare. So, the writer gives her 4 points. For the vocabulary, Mita was mean about what she wanted to say. She rarely had to grope for the words. Even, sometimes, he used her first language word in a sentence. So, the writer gives her 3 points. In the fluency, the writer found that Mita can speak fluently in normal level. She

was slow and careful to speak but the fluency is quite good. So, the writer gives her 4 points. For the pronunciation, Mita often pronounced the words with her mother tongue accent. But, it still could be understood. So, the writer gives her 2 points.

Based on the explanation above, the writer concludes that Mita made 35% errors and 65% accurate.

h. Novita M. Aritonang

The result of the speaking performance

Based on the writer's analysis, Novita was good to arrange the nominal sentence in simple present tense but she got trouble when it came to the verbal sentence. So, the writer gives her 3. In the vocabulary, Novita still used her first language sometimes but she rarely had to grope the words. So, the writer gives her 3 points. For the fluency, Novita got the same problem as Mita. She spoke quite slow. It was like she spoke fluently in the normal level. So, the writer gives her 4 points. In the pronunciation, Novita is quite good in pronouncing the words. She also rarely got errors. So, the writer gives her 4 points.

Based on the explanation above, the writer concludes that Novita made 30% errors and 70% accurate.

i. Nurtianna

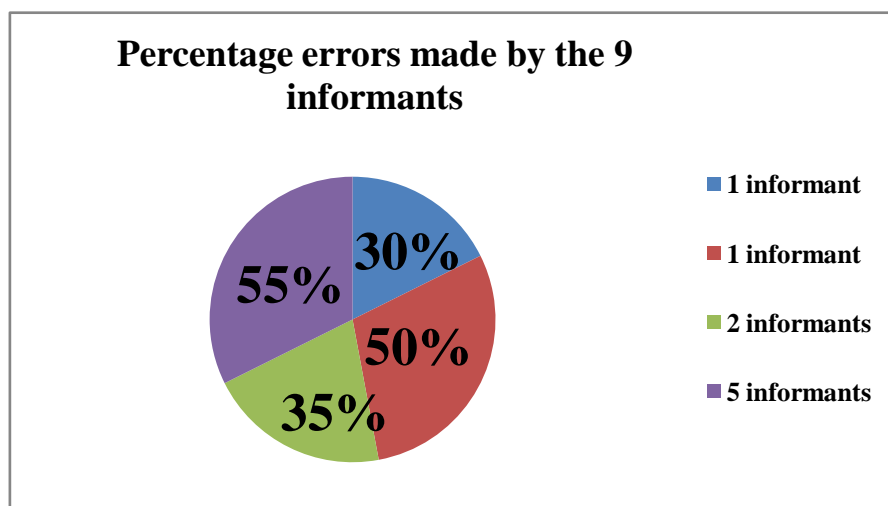
The result of the speaking performance

Based on the writer's analysis, Nuartianna was not able to differentiate to construct the verbal and the nominal sentence is simple present tense. So, the writer gives her 2 points. For the vocabulary, Nurtianna rarely used her first language while speaking as her friends did. She also used various

of the words. So, the writer gives her 3 points. In the fluency, when Nurtianna spoke, it can be handle with confidence. But, she also groped the words while speaking. So, the writer gives her 2 points. For the pronunciation, Nurtianna's pronunciation could be understood. But, the accent was disturbed by her mother tongue. So, the writer gives her 2 points.

Based on the explanation above, the writer concludes that Nurtianna made 55% errors and 45% accurate.

So, the writer displays the percentages of error made by the informants through the diagram below :



2. The reason or the factor that make sixth semester English Department students get errors of using simple present tense in speaking explanation text.

a. Amelia Suryani Lase

Based on the interview with Amelia that the writer taken at IPTS, Amelia talked about her opinion about explanation text, simple present tense, and speaking. Amelia does not understand about explanation text but she does

a little in simple present tense but sometimes she gets confused to use it especially when speaking. She gets nervous easily so she just focus to what she would like to tell to the audience without thinking about grammar.

b. Tiana Liza

Based on the interview with Riana that was taken at IPTS, Riana told about her thought of explanation text, simple present tense, and speaking. Riana does not understand about simple present tense. She also needs to apply the lesson in the daily life. So, the learning can reach its goal.

c. Sari Alanur

Sari does not understand about simple present tense. She also gets some problem to speak especially using the simple present tense in speaking.

d. Suci Ramadani Siregar

Suci does not really understand about simple present tense. She needs to pay attention of grammar usage especially using simple present tense.

e. Suki Waruwu

Suki does not really understand simple present tense. She gets problem in using simple present tense especially in speaking because she is easy to feel afraid when speak in front of people.

f. Thresia Agatha Panggabean

Tresia does not understand enough about simple present tense. It is because her grammar is not really good. Moreover, she gets nervous

while speaking so she is not able to use simple present tense especially in speaking.

g. Mita Riskianti Ritonga

Mita is good at simple present tense. She just gets problem in speaking because she is less of self-confidence, afraid to fault, shy to speak in front of people, and also confused when using the tense.

h. Novita Mayasari Aritonang

Novita does not understand about simple present tense. She also gets some problem of using simple present tense in speaking. She gets nervous while speaking and her grammar is also lack.

i. Nurtianna

Nurtianna does not know the simple present tense. That becomes a basic problem so she can not use simple present tense in speaking.

IV. CONCLUSION

These are the conclusions of the research, as the following :

1. The ability of the sixth semester English Department students of using simple present tense in speaking are still low. It is showed by the result of the research.
2. Five of 9 informants get up to 55% in error.
3. Three of the informants got low percentage in error that is 35% and only one of them who get 30%.
4. Most of the participants could not use simple present tense in speaking because they did not know the definition, function, formula of simple

present tense. So, they could not arrange the right sentence while speaking.

5. Most of them are nervous easily when speaking. They afraid to be false when speaking and low of self-confidence.
6. Beside the grammar error, the less of vocabulary fluency, and pronunciation were also the other factor so most of them could not speak properly.

A. Implication of the Research

Based on the data findings, simple present tense and speaking ability need to be concerned. From the result of the research, it can be seen that the students' error is high. The lecturer and the students can evaluate the ability of the students. The students need more practice in speaking and using simple present tense in their daily life. Simple present tense is not only a material that is learnt in the college but also need to apply in the daily life so, the goal of the lesson can be reach.

B. Suggestion

Based on the conclusion of the research, the writer would like to give some suggestions. They are as the following :

1. For the sixth semester English Department students, learning is not only in the class but also outside. More practicing especially using simple present tense in speaking in daily life is needed. Moreover as English Department students, we need to mastered the skill and the material.
2. For other writers, this research will be useful as a source of other research that are related.

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