

**STUDENTS' TENSES ERRORS IN ACADEMIC WRITING:
A Study at the Second Year Students of English Department,
Faculty of Teacher Training and Education, University of
Mataram, in the Academic Year of 2017/2018**



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STUDENTS' TENSES ERRORS IN ACADEMIC WRITING: A Study at the Second Year Students of English Department, Faculty of Teacher Training and Education, University of Mataram, in the Academic Year of 2017/2018.

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ABSTRACT

This study was aimed to analyze (1) the types of tenses errors in academic writing and (2) the possible sources of those errors made by the student. This study was conducted in the Faculty of Teacher Training and Education (FTTE), University of Mataram. As the population, there were 71 students in the fourth semester of morning class divided into two classes. Class A consisted of 35 students and class B consisted of 36 students. As the sample, it was taken 30 of which (15 students each class) by using qualitative-quantitative method. Data for the study was collected by means of document studies and interpretation of the student's written products. All data analysis for the product was derived from Corder's (1967) methods on error analysis. This method has four steps: (1) collection of sample errors, (2) identification of errors, (3) classification of errors, and (4) description of errors. The types of errors were taken from three categories of errors in tenses, namely simple present tense, present perfect tense, and simple past tense. The result showed that there were 88 errors out of 203 incorrect sentences, found in three types of errors in students' academic writing, namely, subject-verb agreement (30 errors), verb tense (41 errors), and adverb of time (17 errors). Among those errors' types, the highest errors were found in Verb Tense with 47%, then followed by the errors in S-V Agreement with 34% and the errors in Adverb of time as the lowest percentage with 19%. Among those errors, 44 errors or 50% were found in simple present tense, 22 errors or 24% in present perfect tense and 22 errors or 26% in simple past tense. It was also found that there were 115 mistakes in the three types of tense discovered in the respondents' work, derived also from the three categories of mistakes. However, these types of mistakes were not discussed in details regarding to the focus of this research which only investigated the 'erros' in academic writing encountered by the respective students. In addition, it was also found two possible sources of grammatical errors made by the students, namely interlingual and intralingual errors. In the errors, there were 67 causes or 76% caused by intralingual and 21 causes or 24% caused by interlingual.

Key Words: Error, Tenses, Academic Writing

**KESALAHAN TENSES SISWA DALAM PENULISAN KARYA ILMIAH: Studi
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ABSTRAK

Penelitian ini bertujuan untuk menganalisis (1) jenis kesalahan tenses dalam penulisan akademik dan (2) kemungkinan sumber kesalahan yang dibuat oleh siswa. Penelitian ini dilakukan di Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Mataram. Sebagai populasi, ada 71 siswa pada semester keempat kelas pagi dibagi menjadi dua kelas. Kelas A terdiri dari 35 siswa dan kelas B terdiri dari 36 siswa. Sebagai sampel, diambil 30 di antaranya (15 siswa masing-masing kelas) dengan menggunakan metode kualitatif-kuantitatif. Data untuk studi dikumpulkan dengan menggunakan studi dokumen dan interpretasi produk tertulis siswa. Semua analisis data untuk produk berasal dari metode Corder (1967) tentang analisis kesalahan. Metode ini memiliki empat langkah: (1) pengumpulan kesalahan sampel, (2) identifikasi kesalahan, (3) klasifikasi kesalahan, dan (4) deskripsi kesalahan. Jenis-jenis kesalahan diambil dari tiga kategori kesalahan dalam bentuk kata, yaitu present tense sederhana, present perfect tense, dan simple past tense. Hasil penelitian menunjukkan bahwa ada 88 kesalahan dari 203 kalimat yang salah, ditemukan dalam tiga jenis kesalahan dalam penulisan akademik siswa, yaitu, perjanjian subjek-kata kerja (30 kesalahan), verb tense (41 kesalahan), dan adverb of time (17 kesalahan). Di antara jenis kesalahan tersebut, kesalahan tertinggi ditemukan di Verb Tense dengan 47%, kemudian diikuti oleh kesalahan dalam Perjanjian S-V dengan 34% dan kesalahan dalam Adverb of time sebagai persentase terendah dengan 19%. Di antara kesalahan-kesalahan itu, 44 kesalahan atau 50% ditemukan dalam waktu sederhana, 22 kesalahan atau 24% dalam bentuk tegang sempurna saat ini dan 22 kesalahan atau 26% dalam bentuk lampau sederhana. Ditemukan juga bahwa ada 115 kesalahan dalam tiga jenis ketegangan yang ditemukan dalam pekerjaan responden, juga berasal dari tiga kategori kesalahan. Namun, jenis kesalahan ini tidak dibahas secara rinci mengenai fokus penelitian ini yang hanya menyelidiki 'erros' dalam tulisan akademik yang dihadapi oleh siswa yang bersangkutan. Selain itu, juga ditemukan dua kemungkinan sumber kesalahan tenses yang dibuat oleh siswa, yaitu interlingual dan intalingual error. Dalam kesalahan, ada 67 penyebab atau 76% yang disebabkan oleh intralingual dan 21 penyebab atau 24% yang disebabkan oleh interlingual.

Kata Kunci: Kesalahan, Tenses, Penulisan Akademik

1. INTRODUCTION

Language is a system that human beings use to share their feelings or ideas. In a language, there is a set of rules to be followed with the speakers. This set of rules is called grammar, that is an explanation of how the form of words can be changeable and united into sentences in a language (Harmer 2001:12). Grammar organizes the language, so that the meaning of a sentence can be clear and easy to be understood. In using a foreign language, learners cannot avoid making errors which might enrich their knowledge about the language they are learning. Norrish (1983:7) defines error as such a systematic deviation which occurs when the learner has not learned something of the language and gets it wrong constantly, because he or she has not learned the correct form. However, there are some factors that cause the errors such as: carelessness, first language interference, intralingual factor and translation.

On the other hand, academic writing is a particular style of writing; part of conversation based on evidence and differs with disciplines which are closely linked with facts, investigated knowledge and posits ideas or arguments. It is undeniable that academic writing is not only important to master English language but also to be successful in learning other disciplines where English is the medium of instruction. Bjork and Raisanen (1997, p.8) believe that the essence of writing lies on the fact that it is "a thinking tool. It is a tool for language development, for critical thinking... for learning in all disciplines".

The challenges of academic writing are another concern that has been noticeably considered by scholars. Academic writing is not an easy skill to be achieved especially in a foreign language. A research conducted by Bacha (2012) in an EFL context has revealed that teachers find students' academic writing weak. It is also assumed to be specifically difficult for those of "non-Anglicized linguistic and cultural and backgrounds" (Al Fadda, 2012, p. 123); for example, when using English in constructing their essays of Academic Writing class, English students of University of Mataram in the academic year of 2017/2018 might make errors in various aspects of grammar, such as tenses, aspects, word classes, word order, inflections, and

punctuation. This study focuses on the common errors in tenses encountered by EFL learners in their academic writing essays and the reasons that could be behind those errors as shown in the literature review. From the previous discussion, the research questions of this current study will be then stated as follows:

- a. What are the tenses errors in academic writing made by the Second Year Students of English Education Department Faculty of Teacher Training and Education at University of Mataram in the academic year of 2017/2018?
- b. What are the main factors that probably cause those errors?

From the research questions, the purposes of this research study are:

- a. to analyze, classify and describe the errors of tenses in academic writing made by University of Mataram students, English for Education Department, Faculty of Teacher Training and Education.
- b. to find out the causes of the tenses errors in academic writing among English Education Department Students of Faculty of Teacher Training and Education at University of Mataram.

2. REVIEW OF RELATED LITERTURE

a. Academic Writing

Academic writing is a crucial component of language performances. “In both educational and professional settings, it is increasingly important in countries of non-native speakers of English” (Leki, 2001:199). Most university students are required to write a variety genres of writing, including business writing, summaries, internship report, and research proposal. EFL learners often find that writing is a difficult task. One reason is that a good writing requires a text with complexity of syntax and morphology, a wide range of vocabulary, and a good command over conventional forms and over the means of signaling the relation of the texts (Cumming, 2001:3). Regarding to all these details, the foreign language students find English writing is a difficult assignment. It is impossible not to make errors in writing.

In most countries, students have faced with the writing problems chronically. Charaudo (2007), in Hourani (2008:53), conducted the study aiming to investigate the strategies and problems in learning English language of Thai university students and reported that a majority of students have a serious problem with writing skill. When comparing with others skills of English that Thai learners have acquired, writing seems to be the unsatisfied. EFL learners have encountered with the language requirement of the new century, the teachers and researchers have currently gained their interest on the study of writing to solve a crisis.

1) Academic Writing Structure

According to Bailey (2011), an academic paper or essay has three distinct sections. Those are the introduction, body and conclusion:

a) Introduction

In the introduction, the common thing must be done is grabbing the reader's attention and identify the thesis of the paper. It can be denoted by starting with several questions, a quote from a famous work or person, some interesting facts or information, and a definition of an important term related to the work.

b) Body

This is the main part of the work and the paragraphs must be clearly written and be arranged in a logical order, like chronologically or in order of importance. Each initial sentence links the preceding paragraph and the whole section flows smoothly. Within each paragraph, the sentences need to flow and refer back to the topic. Cohesion is achieved by repeating important words, using synonyms for the main subject, and using transitional words like: however, such as, therefore, and for example.

c) Conclusion

In the conclusion, re-emphasising the thesis and summary all the main points are proposed in this part. The conclusion consists of one paragraph showing the final conclusion to the reader. It is often the most difficult part of an essay to

write, and many writers feel that they have nothing left to say after having written the paper. Most important, the conclusion should ensure that the reader gets the essay's main point and takes away the intended message.

b. Error

1) The Notion of Errors

According to Dulay and Burt (in Brown, 1994: 205), error is considered as “goofs”. An error is a deviation from the adult grammar of a native speaker which reflects the learner’s inter language competence. It is called competence error when learners make errors because they lack knowledge of the rules of the target language. They will not be able to correct the errors by themselves quickly. They need guidance to correct the errors. They may also make the same errors at the times.

2) Differences between Error and Mistake

It is important to know about mistakes and errors because those terms are technically different. Edge (1989 in Harmer, 2002: 99) suggests that mistakes can be divided into three broad categories: ‘slips’ (that is mistakes which students can correct themselves once the mistake has been pointed out to them), ‘errors’ (mistakes which they cannot correct themselves and which therefore need explanation), and ‘attempts’ (that is when a student tries to say something but does not yet know the correct way of saying it). The statement above means that both of ‘slips’ and ‘attempts’ are mistakes, the different is ‘slips’ can be corrected by the students, but ‘attempts’ the students do not yet know how to say something when they want to say.

According to Ellis (1997:17), mistakes reflects occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what she or he knows while errors reflect gaps in learners’ knowledge that occur because learners do not know what is correct and they are still in the learning process. Mistakes refer to performance errors or

nonsystematic errors which are caused by inattention while errors refer to competence.

3) Sources of Errors

Richards, et al (2002), cited in Iamsiu (2014) mentioned that there are two sources of errors, namely interlingual errors and intralingual errors.

a) Interlingual Errors

Interlingual errors are the errors caused by the interference of native language (mother language) of the learners (Richards, et al, 2002). Interlingual errors here refer to second language errors that reflect native language structure. It reflects native language structure regardless of the internal process or external conditions that spawned them. E.g. *The man skinny*.

There is interlingual error that should be “The man is skinny”. This sentence is caused by interference of native language sentence (Laki-laki itu kurus).

b) Intralingual Errors

According to Richards, et al (2002), intralingual errors occur when learners do not master well the language learned or they lack target language knowledge. It is distinguished into four types:

1. *Overgeneralization*, in which the errors arise when the learner creates a deviant structure on the basis of other structures in the target language.
2. *Ignorance of Rule Restrictions*, in which the errors involve the application of rules to contexts where they do not apply. The learners of the second language do not obey the structure of the target language
3. *Incomplete Application of Rules*, in which the learners’ errors are derived from the faulty comprehension of distinction in the target language involving a failure to fully develop a structure. Some second language (English) learners tend to apply for declarative word order in questions in place of interrogative word order, as in *you are a student?*

4. *False Concept Hypothesized*, in which the errors arise when the learner does not fully comprehend, for example, a distinction “present tense” as in “a teacher is teach today and a teacher teaches today.”

c. Grammar

Amelia (2013), concluded that grammar is an intrinsic meaning maker of a language that rules in arranging a set of words in order to form meanings. It is an essential part of the use of language process, both in spoken and written language. Grammar is the set of rules which determine the way in which units such as words and phrases can be combined in a language. According to Komala (2014:52) “Grammar may be roughly defined as the way a language manipulates and combines words (or bits of word) in order to form longer units of meaning.”

Grammar is a system of language and a science that teaches a learner to speak, to read and to write correctly. It can help the students to learn language more quickly and more efficiently. When the learners understand the grammar (or system) of a language, they can understand many things themselves. English grammar discusses a lot of aspects, such as tense, word order, conditional sentence, modal auxiliary, etc. One of the English grammar in which Indonesian students tend to make error is “tense”. Here the writer will discuss about tense, which is more specifically focused on simple present tense, present perfect tense and simple past tense.

1. Tenses

Tense indicates two main types of information; time relations and aspectual differences whether an action, activity, or state is past, present, or future. There are three tenses which are going to be elaborated, namely:

a) Simple Present Tense

The simple present tense has six functions. The functions are listed as follows:

✚ Expressing general time

e.g., *The sun rises in the east and sets in the west.*

✚ Expressing present time

e.g., *She **seems** to be tired today.*

+ It is used with verbs of saying and telling

e.g., *He says that he cannot come tonight.*

+ Expressing future time

e.g., *The plane **leaves** tomorrow morning.*

+ Summaries of a story plot or historic present

e.g., *The king **addresses** the soldiers and **asks** them to fight bravely for their country.*

+ Stage direction

e.g., *Mary **walks** to the window and **waves** goodbye to her guests.*

In addition, there are some adverbs of time usually used in Simple Present Tense, as follows: *always, usually, seldom, never, sometimes, often, frequently, generally, habitually, occasionally, once, twice, thrice, everyday, etc.*

In addition, the subject-verb in simple present tense should agree one another, for example;

(1) *Mary goes to school everyday*

(2) *They go to school everyday*

The sentence (1) indicates that the subject *Mary* agrees with the verb *go* by adding *-es* at the end of the verb *go* to become *goes*. The rules of adding *-es/s* at the end of the verbs goes with the subject of singular nouns or third singular pronoun, such as *Mary, Mark, school, hospital, etc.* and also third personal pronoun as in *he, she, it*.

Meanwhile, the sentence (2) indicates that the subject *they* agrees with the verb *go* without adding *-es/s* at the end of the verb. The verb in the sentence (2) only goes with the subject of the plural nouns or third plural pronoun.

b) Present Perfect Tense

It expresses indefinite times that begin in the past and extends to the present. This tense is used to represent duration of a single act that ends with the moment

of speaking or shortly before it. It commonly uses with the indefinite time adverbs such as: *never, ever, before, yet, already, since, for, etc.*

E.g., *He **has worked** in the same company for ten years.*

c) **Simple Past Tense**

This tense indicates definite time terminating in the past whether a time word is given or not. This tense has three functions:

✚ It is used to refer to one event completed in the past.

e.g., *I **saw** him last night.*

It is used to refer to repeated events completed in the past and no longer happening.

e.g., *She **studied** music while she **was** in Paris.*

✚ It is used to refer to a duration of an event completed in the past.

e.g., *He **lived** in New York for thirty years and then he **decided** to return to France.*

The adverbs that usually used are *yesterday, two days ago, always, usually, seldom, never, sometimes, often, frequently, generally, habitually, occasionally, once, twice, thrice, etc.*

d. **Previous Studies**

Sawalmeh (2013) analyzed the written work of the students of the preparatory year program in Saudi Arabia. Based on the discussion of the findings and also the examples given, it could be concluded that the Arabic speakers in this study committed 10 common errors such as; verb tense, word order, subject/verb agreement, pronoun, spelling, capitalization, preposition, articles, double negations and sentence fragments.

Alfiyani (2012) analyzed the grammatical errors the written work of the second semester students of English department of Yogyakarta state university. Based on the analysis of the grammatical errors, there were found four types of errors; omission error, mis-formation error, addition error, and mis-ordering

errors. As for the sources of errors, four types of errors affected the occurrence of students' errors; developmental error, ambiguous error, interlingual error, and unique error.

Related to this research, Amelia (2013) also conducted an analysis of grammatical errors in academic writing. From the analysis, it is found that there are two hundred thirty eight (238) errors found in one hundred twenty two (122) error sentences concerning Tense and Aspect, Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, and Determiner. The most common error found is 46,6% in using verb. Furthermore, those two hundred thirty eight (238) errors are classified based on the factors causing errors according to the theory of Norris. As the result, there are: twenty nine (29) errors caused by carelessness, one hundred sixty three (163) errors caused by first language interference, and forty six (46) errors caused by translation.

3. RESEARCH METHOD

3.1 Research Approach and Design

This research was adopted from qualitative-quantitative approach to facilitate the gathering of information and data in assisting study goals achievement.

3.2 Participants

The participants is comprised of English of the Second Year students of Morning Class, English for Education Department, Faculty of Teacher Training and Education, University of Mataram students during the academic year of 2017/2018. There are two classes of morning class, class A consists of 35 students and class B consists of 36 students. So the total participants of this research consists of 71 students.

3.3 Sampling Process and Subjects

Here, the sampling process was done by using random sampling and the researcher took 30 students randomly as the total samples. From class A, it was taken

15 random students and the rest 15 respondents was taken from class B. They were currently taking English Academic Writing Course.

3.4 Data Collection

Data relevant for the study is collected by means of document studies and interpretation of the student's written products. The data procedure is started with collecting the students' work of academic writing which have been collected and corrected by the lecturer who takes a full responsibility in teaching academic writing course. After collecting the suitable amount of data one sample class, the researcher who is collaborated with the academic writing course lecturer, analyze and investigate the certain points of the students' work as well as identifying the weaknesses and also the strengths points of the work.

3.5 Data Analysis

All data analysis for the product is derived from Corder's (1967) method on error analysis. This method has four steps: (1) collection of sample errors, (2) identification of errors, (3) classification of errors, and (4) description of errors. Then it is used to identify the correct and also the incorrect points of the work.

4. FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 Errors and Mistakes Classification

After administrating and analyzing the 30 pieces of the representative respondents, it was found that there were 203 wrong sentences structure in the three tenses aspects (Simple Present Tense, Present Perfect Tenses and Simple Past Tense) encountered by the respective students. All of these wrong sentences then categorized into two main domains, namely, error and mistake. Above all the wrong sentences, there were 88 of which were classified as error and the rest 115 wrong sentences were categorized as mistakes.

The clear distinction between errors and mistakes were then denoted and explained in the examples of students' sentences below:

- ✚ Internet gives people broader ideas about the world which they have never known and never seen before. From the internet they can know more and also have much more knowledge about the other part of the world. However, **internet do not always give** advantages for people especially for students. For some reason or another, **internet bring** more disadvantages than benefits for them. There are some reasons why internet bring more disadvantages than benefits ² students... because they will think that **internet has provide** it all for them. It is not a good thing since it will make their. . . . (Student's sentences)
- ✚ However, the Grammar-Translation Method **do not** provide any such practice to the learner of a language. No class time is allocated to allow language learners to produce their own sentences and little time is spent on oral practice. It rather **attempt** to teach language through rules and not by use. Researchers in linguistics **have prove** that to speak any language, whether native or foreign entirely by rule is quite impossible. Language learning **mean** acquiring certain skills, which can be learnt through practice and not by just memorizing rules. Grammar-Translation Method is also the method that I apply to teach my student
- ✚ ts since I think this is the most appropriate method to be used to teach them. However, sometimes my students are boring for the same activities that we **has done**... (Student's sentences)

Based on the first example, the underlined parts of the sentences indicated the correct sentences structure made by the students. At the early first paragraph, the students depicted their ideas in a correct way related to simple present tense rule, however, the next sentences that they used denoted an incorrect use of the analysed tenses rules as it could be seen from the bold instances above. In sum, these students' sentences were then categorized as 'mistakes' regarding the occurrence of the incorrect sentences were not in the entire essay.

Meanwhile, on the second example, all of the bold sentences were classified as error in the focused tenses as the students committed them through the entire essay. The classification of errors and mistakes was derived from Ellis (1997:17), who stated that mistakes reflects occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what she or he knows while errors reflect gaps in learners' knowledge that occur because learners do not know what is correct and they are still in the learning process. It was also supported by Edge (1989 in Harmer, 2002: 99) suggests that mistakes can be divided into three broad categories: 'slips' (that is mistakes which students can correct themselves once the mistake has been pointed out to them), 'errors' (mistakes which they cannot correct themselves and which therefore need explanation) while mistakes refer to performance errors or nonsystematic errors which are caused by inattention while errors refer to competence.

4.1.2 Types of Tenses Errors

Table 4.1: Frequency of Error Category

No.	Category of Errors	Types of Errors			Frequency of Errors
		Subject-Verb Agreement	Verb Tense	Adverb of Time	
1	Simple Present Tense	22	16	6	44
2	Present Perfect Tense	7	9	5	21
3	Simple Past Tense	0	16	7	23
Total		28	29	41	88

4.1.3 Sources of Grammatical Errors

Table 4.3: Sources of Grammatical Errors

Types of Errors	Simple Present Tense		Perfect Tense		Past Tense	
	Interlingual	Intralingual	Interlingual	Intralingual	Interlingual	Intralingual
S-V AGR	3	19	1	6	0	0
Verb Tense	6	10	2	7	5	11
Adverb	2	4	0	5	2	5

4.2 Discussion

To make this research clear, the researcher had to describe and explained some errors made by the students. This was a crucial part of this research in order to know the error categories (including the types of errors) and sources of errors on students' tense in academic writing. This was also associated with some theories already discussed in chapter 2. Categories of errors are described as follows:

4.2.1 Incorrect Use of Simple Present Tense

Based on the data, here some examples of students' errors in using Simple Present Tense:

- ✚ *President **attempt** to decrease the poverty percentage by*
- ✚ *All of the prime minister **do not attends** the annual summit. . . .*
- ✚ *The sun rises in the East **early tomorror**.*

Komala (2014:18) stating that “the distinction for person and number is the third singular person has ‘s’ or ‘es’ to the form used in other singular person (name of person) and number. To form the negative sentence it has auxiliary verb ‘does not’ for the third person singular subject (He, She, It), and ‘do not’ for the subject (I, You,

We, They). For the verb **to be**, do not use an auxiliary verb, even for questions and negatives”. Additionally, the third sentence, in its adverb of time, is conceptually wrong regarding to present tense rules. The sentence specifically express a general truth yet it used a future tense adverb of time (early tomorrow). So that the three sentences above are incorrect and should be written as follows:

✚ *President **attempts** to decrease the poverty percentage by*

✚ *All of the prime minister from each country **do not attend**the annual summit ..*

✚ *The sun rises in the East **early morning**.*

4.2.2 Incorrect Use of Present Perfect Tense

Based on the data constructed by the students, there are two types of Tenses which have not been correctly used and applied in the student’s writing: For example:

✚ *All students **has** come on time in attending the class but*

✚ *I am wondering how the student in that country **were busy** to open book.*

✚ *Jokowi has led Indonesian government ... **three years**.*

Three sentences in the preceding excerpts contain errors in application of two types of tenses. Sentence (1) shows the error indicated by the use of ‘has’ in the auxiliary verb. It was wrong related to the S-V Agreement rules in which the subject ‘all students’ should use ‘have’ as its auxiliary verb. While second sentence represented by the phrase ‘were busy’. For this example, the student should have applied the rule of Present Perfect Tense which takes the form of verb “to have + a past participle” which should make up the correct phrase of ‘has opened’. Putting sentence (2) into the context of report writing, the student wrote the phrase as describing that the students were too busy to open books. Sentence (3) showed the error in using adverb of time. Instead of using ‘three years’, the learned should have written ‘for the last three years’.

4.2.3 Incorrect Use of Past Tense

The following sentences show more the errors made by students in their writing which was selected randomly.

✚ *The country that **has** internet (was) different in terms of the technology use. Most of them **does** not have access to internet. People from north America **is already develop**... (Student's version)*

✚ *The country **with** internet is different in terms of the technology usage. Most of them do not have access to internet. People from North America already **developed**... (Correct Version)*

Referring to the excerpt given, words are the verbs which the student did not change using the correct grammatical form. The student should have written as shown in the second example. However, they faced difficulty in selecting the appropriate verbs to be used in writing. For example, the student wrote 'The country that has internet' should be rewritten as 'The country with internet'.

✚ *Leicester City won the Premiere League title **since 2015/2016 season**.*

The sentence above was the example of incorrect use of adverb of time in Past Tense. Instead of using 'since 2015/2016 season', the student should use 'in 2015/2016 season' caused of the event which was done and finished in that specific time. Additionally, the writer did not explain the false concept of S-V Agreement in Past Tense which its existence is none.

In addition, after analyzing all of the chosen subjects work, it is concluded that above all of the mis-use of written language constructed by the students were not fully categorized as error. Regarding to the mentioned distinction between 'error and mistakes' that had been deeply discussed in theoretical framework, some of whom not only made errors but also produced mistakes in their academic paper. Otherwise, different from errors, all of those mistakes were not going to be put, explained and even elaborated in the research findings and discussion related to the research questions and the theories focused in chapter 2 which fully concerned only in students' errors. Though these mistakes were inserted and deeply elaborated in the

appendix. Mistakes discussions were also explained based on the category of which as well as their correction.

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the error analysis, it was concluded that there were 88 errors found in three types of errors in students' academic writing, namely, subject-verb agreement (30 errors), verb tense (41 errors), and adverb of time (17 errors). These types of errors were taken from three categories of errors in tenses, namely simple present tense, present perfect tense and simple past tense. Among those errors' types, the highest errors were found in Verb Tense with 47%, then followed by the errors in S-V Agreement with 34% and the errors in Adverb of time as the lowest percentage with 19%. Among those errors, it was categorized that 44 errors or 50% were found in simple present tense, 22 errors or 24% in present perfect tense and 23 errors or 26% in simple past tense.

Last but not least, among all of the representative samples, some of whom also omitted mistakes in their work. It was found that there were 115 mistakes in the three types of tense discovered in the respondents' work, derived also from the three categories of mistakes. However, these types of mistakes were not going to be discussed in details regarding to the focus of this research which only investigated the 'errors' in academic writing encountered by the respective students.

In addition, it was also found two sources of grammatical errors made by the students, namely interlingual and intralingual errors. There were 67 causes or 76% caused by intralingual and 21 causes or 24% caused by interlingual.

5.2 Suggestion

1. To the Teacher

Making an error is a common problem in the learning process, and that the teachers should keep monitoring their students' development by giving an

evaluation. By understanding the students' errors, they were able to create new teaching techniques in the second language teaching.

2. To the Students

The students should be active and keep asking about something they did not know instead of feeling afraid of making an error. They also have to read, learn, and practice a lot of words or structure in order that they were able to be easily recognized and avoid the errors continuously.

3. To the Further Researchers

Since errors had become a serious attention for every researcher, this study needed further research to find it more useful for the teachers, students, and other researchers. Thus, the further researchers were expected to do further research more deeply on the learners' errors.

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