AN ERROR ON STUDENTS' LEARNING IN USING TOBE PRESENT AT ELEMENTARY SCHOOL OF KUTANEGARA 1 KARAWANG.

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ABSTRACT

This study aims to An error analysis on students' learning in using present tense at the first class of SMP Islam Telukjambe. The objective of this research is to find out some errors in form and usage of tobe present. In doing the research, the writer used quantitative method and the technique to collect the data are test, The responden of this research is tense at the first class of SMP Islam Telukjambe.

There are various of error in the form of present tense of nominal sentence in using to be, it can be seen that there are 27 % students who still made error in the form of am, is and are, in this case, the students were still be confused in putting am, is and are in the right sentences especially in singular subject and plural subject; they unaware made mistake in it. for example: The children is student of SMP Islam Telukjambe, this sentence is wrong, the students should put auxiliary to be are not auxiliary to be is because the subject is plural. Second, there are 73 % students who still did error in the form of of present tense of verbal sentence in using verb 1 add s or es positive sentence and putting do or does in negative interrogative sentence.

Key words: Error analysis, learning, present tense

INTRODUCTION

English Language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to speak and to write English property has been one essential benchmark skills in the professional world. Learning English in Junior High Schools are important given other than us a preparation of the globalization process but as the provision of Junior High School students to continue higher education level of the established English teaching as a lesson that must be controlled by students Moreover, in present day, English language becomes the language learnt by people in

every country over the world, such as Indonesia. Teaching English language is known as teaching of foreign language. It could be said that Indonesian language is as the mother tongue language of students; and English language is as the target language studied by the students Grammar should be taught appropriately because it is the basic element of the language and without the proper knowledge of grammar; the learners will find many problems to build up sentences to express their ideas in communication among the people. The students who learn English meet a number of problems, one of them is grammar. Some students think of grammar as rather boring subject when they learn English, they try to avoid the grammar because it is confusing and hard to understand.

LITERATURE REVIEW

Definition of Errors

An error is different from mistake, so we have to be careful to differentiate. According to Brown an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner.

Grammatical Errors

Grammar can be defined as a set of shared assumptions about how language works. The assessment whether the learners have mastered some grammatical points should not be based on their ability to state the rules of grammar, but on their ability to use the grammatical points to share their ideas, emotions, feelings, or observations with other people. Especially in the context of the teaching English in Indonesia, the teaching of grammar should be integrated in the development of knowing about how grammar works is to understand more about how grammar is used and misused. It means that there is a possibility of error occurrence in students learning.

Present tense

The simple present tense can be used to describe something that happens regularly, to give an instruction, to describe something that has been arranged, or to talk about the future after certain conjunctions have been used (such as after, when, before, as soon as, until).

Linguistic Category

This linguistic category taxonomy classifies errors in respect to language coomponent the errors affects. Language component include phonology(pronounciacian), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Many reserchers use the linguistic category taxonomy as a reporting tool, which organizes the errors they have collected. Although some use it as the only classiication scheme offered, many use it to add to the description the errors provided by other taxonomies.

Surface Strategy Taxonomy

A surface strategy taxonomy highlilghts the way surface structures are altered learners may omit necessary items or add unnecessary ones; they may missinform items or miss-order them many researchers have noticed, however that the surface elemennts of a language are altered in specific and systematic ways. It shows the cognitive process that underlined the learner's reconstruction of the language learned. It also makes aware that learners' errors are some logic. They are types of this category, they are:

Omission

the omission errors are characterized by the absence of an item that must appear in well- formed utterance and the content of morphemes (nominal, verbs, adjectives, adverbs) which should be in the correctly expressions.

Example: she a student of SMP Islam Telukjambe –for- she is a student of SMP Islam Telukjambe. TO BE is committed in nominal sentence.

Addition

Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. There are three terms of addition as the following:

Double Marking

An error in which a concept is expressed twice when the language requires its expression only once

e.g: I am get best score for I get best score

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RESEARCH METHOD

The research object

In this purpose of the research, the writer would like to find empirical evidence of errors in learning present tense made by student of at the first class of SMP Islam Telukjambe in using present tense.

The collecting data

Sugiyono (2013, p.148) stated that instrument is a device that used to measure the natural and social phenomena are observed. In order to collect data, the researcher will use a test. Testing is an important part of teaching and learning process.

The data collection method in this study was to use essay tests and questionnaires given to the all population.
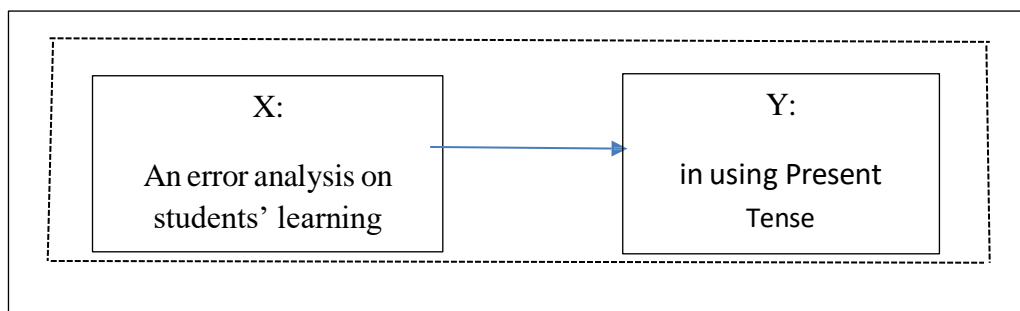
The analyzing data

The analyzing data that is used by the writer in this research is descriptive analysis technique (percentage), which is described in the table percentage. In this table percentage she used the formula:

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

Framework

The framework of thought in this study can be described as follows:

Figure 1.1 Framework Chart

RESULTS AND DISCUSSION

In this part, the writer is going to provide description about instrument of data used in this study. The data are English test result about An error analysis on students' learning in using present tense. he gave the test to the fifty students of at the first class of SMP Islam Telukjambe. Kind and percentage of error in Present Tense :

No	Kind of Error	Percentage of Error
1	The form of present tense (nominal sentence of using to be)	27 %
2	The form of present tense (verbal sentence of using verb)	73 %

Table 1.2

The table above shows that there are various of error in the form of present tense of nominal sentence in using to be, it can be seen that there are 27 % students who still made error in the form of am, is and are, in this case, the students were still be confused in putting am, is and are in the right sentences especially in singular subject and plural subject; they unaware made mistake in it. for example: The children is student of SMP Islam Telukjambe, this sentence is wrong, the students should put auxiliary to be are not auxiliary to be is because the subject is plural. Second, there are 73 % students who still did error in the form of of present tense of verbal sentence in using verb 1 add s or es positive sentence and putting do or does in negative interrogative sentence.

CONCLUSION

Based on the data described in the previous chapter, the writer could draw a conclusion that the most students made error in the form of present tense in nominal sentence there are 27 % error made by the students in the form of am, is and are in the present tense. there are 73 % error made by the students in the form of of present tense of verbal sentence in using verb 1 usage s or es after the verb 1 and putting do or does in negative interrogative sentence. According to the writer, the students made many errors in the form of present tense of verbal sentence in using verb 1 in putting s or es after the verb 1 in positive sentence because of the students' lack of training.

SUGGESTION

Based on the conclusion above, the writer would like to serve some suggestions for teacher and students they are:

1. The students have to pay attention when the teacher explanation about in the form of present tense in nominal sentence of to be am.
2. The students have to pay attention when the teacher explanation about in the form of present tense in nominal sentence of to be is.
3. The students have to pay attention when the teacher explanation about in the form of present tense in nominal sentence of to be are.
4. The students have to pay attention when the teacher explanation about in the form of present tense of verbal sentence in using verb 1 in putting s after the verb 1 in positive sentence.
5. The students have to pay attention when the teacher explanation about in the form of present tense of verbal sentence in using verb 1 in putting es after the verb 1 in positive sentence.
6. The students have to do more exercise, so that, they can distinguish between do or does in negative and interrogative sentence.
7. The teacher should give detail and clear explanation to the students about the form and usage of nominal sentence and verbal sentence.

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