THE INCORRECT USE OF TENSES IN STUDENTS' JOB TRAINING REPORT

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ABSTRACT

The research aimed at identifying the types of errors, the frequency of types of errors, the sources of errors in using simple present tense and simple past tense in students' job training report. The research was qualitative research. The qualitative method used was content analysis. The data of the research were the errors of simple present tense and simple past tense usage in students 'job training report. While the source of data was students' job training report from grade 12 Animation SMK Negeri 8 Kota Bekasi. The data analysis used the theory from Ellis that there were several steps in analyzing errors which include collecting data samples, identifying data, describing errors, explaining errors and evaluating error (Ellis, 1994). The result showed that the errors in using simple present tense was lower than in using simple past tense. In applying simple present tense, there were twenty-five (34%) errors of auxiliary (be) omission, eighteen (24%) errors of verbs (s/es) omission and thirty-one (41%) errors of verb misinformation. In the usage of simple past tense, there were thirty (33%) errors of auxiliary (be) omission, fifteen (16%) errors of verb (ed/d) omission and forty-seven (51%) errors of verb misinformation. In both cases, the causes were due to intralingual and interlingual errors.

Keywords: Error Analysis, Simple Present Tense, Simple Past Tense, Report

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi jenis kesalahan, frekuensi jenis kesalahan, sumber kesalahan dalam menggunakan simple present tense dan simple past tense dalam laporan praktek kerja siswa. Penelitian ini adalah penelitian kualitatif. Metode kualitatif yang digunakan adalah analisis isi. Data dari penelitian ini adalah kesalahan dari penggunaan simple tense dan past tense dalam laporan praktek kerja siswa. Sedangkan sumber datanya adalah laporan praktek kerja siswa kelas 12 Animasi SMK Negeri 8 Bekasi. Analisis data menggunakan teori dari Ellis bahwa ada beberapa langkah dalam menganalisis kesalahan yang meliputi pengumpulan sampel data, pengidentifikasian data, penggambaran kesalahan, penjelaskan kesalahan dan evaluasi kesalahan (Ellis, 1994). Hasil penelitian menunjukkan bahwa kesalahan dalam penggunakan simple present tense lebih rendah daripada penggunaan simple past tense. Dalam penggunaan simple present tense, ada dua puluh lima (34%) kesalahan penghilangan auxiliary (be), delapan belas (24%) kesalahan penghilangan kata kerja (s/es) dan tiga puluh satu (42%) kesalahan penggunaan bentuk kata kerja. Dalam penggunaan simple past tense, ada tiga puluh (33%) kesalahan penghilangan auxiliary (be), lima belas (16%) kesalahan penghilangan kata kerja (ed/d) dan empat puluh tujuh (51%) kesalahan kesalahan penggunaan bentuk kata kerja. Penyebabnya adalah karena kesalahan intralingual dan interlingual.

Kata Kunci: Analisis Kesalahan, Simple Present Tense, Simple Past Tense, Report

INTRODUCTION

Being able to write a report, that is job training report is one of the basic competences in English language learning for vocational high school students. It is stated that one of the basic competences for grade 12 students is as follows:

Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya di dunia kerja (Kementrian Pendidikan dan Kebudayaan, 2017:82).

In summary, writing job training report is needed to support students before they work in corporations.

According to Knapp and Watkins (2005), the genre of describing is used in many texts such as information reports, literary description, and recount descriptions.In summary, students need the skills of specific grammar namely simple present tense and simple past tense to support writing report. As a type of report, job training report is written based on students' experiences in corporations. After the students complete the job training, they have to report all activities that they have done. To write job training report, intensive practices are needed. The practices include how to arrange phrases, clauses and sentences in the text well and meaningfully.

To express times in report text correctly, tenses are used as tools to keep effective communication. In doing that, students have to decide various aspects of verbs such as stating facts and completed actions. Then, the structures of verbs should be matched with the time. To write report text, Knap and Watkins (2005) describes grammatical features of tenses used are simple present tense and simple past tense. Therefore, the use of two tenses plays an important role in writing job training report.

Writing is a long process to arrange ideas into paragraphs. Writing is included in productive skill that is different with other skills. As a productive skill,

Brown (2007) states that writing has micro skills. One of the skills is that using a grammar system, forms and accepted rules in English. Tenses are fundamental forms to arrange sentences. So far, writing exercises have been carried out by students of SMK Negeri 8 Bekasi, that is doing tasks in learning activities. The writing exercise is also inseparable from continuous coaching. Although training and coaching are being done continuously, the writing ability of vocational students is not satisfactory yet. Errors of English structure that are using simple present tense and simple past tense are often made by students because of the influence of various things.

When teachers assess students through writing, there must be found errors. Errors are the inseparable parts of learning (Dulay et al., 1982). Students who learn a second language will definitely make errors in the language learning process. These errors will be analyzed by classifying them, determining the nature, the origin, and the area of the errors.

Research on language errors can be done by measuring the ability to write texts especially writing job training report learned by the students at the vocational level. The writing ability of students needs to be scrutinized so that the input obtained can contribute positively to the improvement of English teaching methods. In addition, the research is needed so that errors made by students become input about the extent to which language learning is carried out.

There are some researches on language errors that have been done. First, the research that was done by Seitova in 2016. The purpose of the research is to identify common errors in compositions and translations written by students. The result showed that there were seven common errors that were committed by students namely pluralization, subject-verb agreement, articles misuse, preposition misuse, spelling, and misuse like + ing form.

Next, the research of errors that was committed by Atmaca in 2016. The purpose of the study was to identify students' errors writing that were found in the examination. The result showed that the error writing included preposition, articles,

verbs, sentence structure, punctuation, gerund, pluralism, and word choice. The error categories were then divided into omission, overuse, and misuse. The participants were also asked to give insight in interview session. The interview session promoted various perspectives for teachers to treat learners' errors.

Third, the research that was done by Xia in 2015. The purpose of the research was to investigate the errors of word classes made by university students in their writings. The result showed that students tend to misuse adjective as noun. The researcher also gave some suggestions that included all inflected forms of the same word class in the textbook. Exercises would be given as the practices to reduce the students' errors.

There are the similarity and difference among the researches. The similarity is that the purposes of the studies are to find out errors found in the students' writings. While the difference is that the first and second research focuses on any error found in students' writings. The third research focuses on analysing the word class errors. The three researchers write some suggestions. Teachers should give more exercises and writing assignments. They also have to provide feedbacks so that students know their weaknesses.

Based on the explanation above, it can be concluded that it is needed to follow up the research on students' errors analysis in writings as there are still a lot of problems and errors committed by students. The research of error analysis in students' writings that had been done was about grammatical features in general and word class, so that the research about error analysis on specific grammatical features namely simple present tense and simple past tense can be done.

This research focuses on the error analysis of using simple present tense and simple past tense in students' job training report. While the purposes are to identify the error analysis on simple present tense and simple past tense the types of errors, the frequency of types of errors, and the causes of errors in using simple present tense and simple past tense in students' job training report. The benefit of this study

is suggesting teachers improve their teaching methods by giving more explanation and exercises. Also, the causes of errors can be avoided.

Why are errors important in language learning process? An expert explains errors are important for some reasons. Corder (1983) explains that errors are important for teachers. Errors are important to know how far the learners' goals have progressed and what remains to them to learn. Secondly, for the researcher, errors provide evidence of how language is learned. Last, for learners, errors are a device used in order to learn. To sum up, errors are important for teachers, learners, and also learners.

METHODOLOGY

The research was qualitative research. The qualitative method used was content analysis technique. Content analysis is a research technique to make inferences that can be copied and valid from the text (or other meaningful matters) to the context of use (Krippendorf, 2004).

The participants as the source of data was students' job training report from grade 12 Animation SMK Negeri 8 Kota Bekasi Academic Year 2019/2020.

The data collection used in the research was documentation. The data of the research were taken from the errors of simple present tense and simple past tense usage in students 'job training report.

The data analysis applied the theory from (Ellis, 1994) that there were several steps in analyzing errors which include collecting data samples, identifying data, describing errors, explaining errors and evaluating errors.

The classification of errors is needed to describe the error. Describing these errors is useful for getting conclusions in second language learning and can be utilized in the development of second language learning materials. Dulay et al., (1982) explain that they are grouped into errors based on linguistic categories, surface strategies, comparative analysis, and communicative effects. The purpose of error description is to describe the error categories based on the categories that can be seen and report the results of research. So, the classification of errors made

by students is based on the taxonomy of surface strategies, namely omission, addition, misinformation, and mis ordering.

This taxonomy shows how the surface arrangement changes or deviates. The possibility of students making errors is seen from this taxonomy, namely omission, addition, misinformation (wrong formation), and mis ordering (wrong order) (Dulay et al., 1982).

a. Omission

Omission is marked by omitting elements that should be put in a sentence. This omission can result in non-grammatical sentences and not in accordance with existing rules (Dulay et al., 1982).

b. Addition

Addition is the opposite of omission. Additions are marked with the addition of elements that should not be present in the sentence. Addition occurs because there are students who are too careful in using certain language rules (Dulay et al., 1982).

c. Misinformation

Misinformation is an error in using certain structures or morphemes in a sentence. One formation is also called a mis selection error (Dulay et al., 1982).

c. Mis ordering

This error is marked by the placement of an incorrect morpheme in the sentence (Dulay et al., 1982).

Errors made by students repeatedly need to be reviewed and acted upon to improve further learning by analyzing these errors. According to (Corder in Ellis (1994) there are several steps in analyzing errors which include collecting data samples, identifying data, describing errors, explaining errors and evaluating errors. The explanation as the following:

1. Collection of data samples

At the data collection stage, researchers collect students' language errors for example essays, test papers, or utterances (Corder in Ellis,1994).

2. Identification of errors

Identifying data includes the stage of distinguishing between errors and mistakes. Errors occur because of lack of knowledge while mistakes occur when someone fails to carry out his competence (Corder in Ellis,1994).

3. Description of errors

This stage is the stage of classifying errors in the field of morphology, syntax, or vocabulary. The classification is then operated again into smaller subcategories. The classification of errors in question is to use the surface taxonomy of omission, addition, misinformation, and mis ordering (Corder in Ellis, 1994). So, the stages of describing errors will be the basis for researchers to reveal students' errors in specific groups.

4. Explanation of errors

This stage is an explanation of the cause of the error. The source is divided into three namely:

a. Transfer is an error caused by the use of first language habits in second language learning.

b. Intralingual is the errors that are caused by the second language itself.

c. Unique, namely errors that are not included in the transfer or interlingual (Corder in Ellis, 1994).

Each type of error has a different source. Lott in Ellis (1994) explains that transfer errors are divided into several categories, namely:

a. Overextension of analogy is an error that arises because the learner uses one word incorrectly because it is similar to one word in his first language.

b. Transfer of structure is an error that arises when learners use some of the first language systems, namely phonology, lexical, grammatical, or pragmatic rather than their second language.

c. Interlingual / intralingual, that is, errors that arise when specific differences are not found in the first language.

Whereas Richards in Ellis (1994) explains intralingual errors are divided into several categories, namely:

a. Overgeneralization is when learners make errors in the target language itself.

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b. Ignorance of rule restriction is that the learner does not apply the target language rules.

c. Incomplete application of rules is the learner applies some rules in the target language.

d. False hypothesis concept is when the learner fails to fully understand the different concepts of the target language.

5. Evaluation of Errors

Error evaluation includes consideration of the effects of errors on the learner. The effect of the error can be measured by understanding the meaning of learning or the learner's attitude towards the error (Corder in Ellis , 1994).

RESULT AND DISCUSSION

The source of the data was taken from twenty-eight students' job training report. The report was then analysed by referring to the simple present tense and simple past tense. The findings of the research are as follow:

Errors made by students in Using Simple Present Tense

Based on the findings, errors made by the students in using simple present tense were omission of to be, and misinformation of verbs in simple present tense. The result of analysis can be seen in the following table:

Table 1. Errors Made by the Students in Using Simple Present Tense

Characteristics of errors	Types	Frequency	Source
Auxiliary	Omission of be	25 (34%)	Transfer (transfer of L1 structure)
Verb	Omission of s/es	18 (24%)	Intralingual (False concept hypothesized)
Verb	misinformation	31 (42%)	Intralingual (Ignorance of rule restriction

Based on table 1, it can be seen that there are twenty (34%) errors of auxiliary omission, eighteen (24%) errors of verb (s/es) omission and thirty (42%) errors of verb misinformation. The source of verb omission is transfer that is transfer of

structure. Transfer of structure means the error happens because of using some of the first language features. This implies that the students have difficulties to apply the rule of simple present tense correctly. Most students apply the rules where they should not be placed.

The example of error can be seen from the following sentence:

The practices very important for students. (Report 1, paragraph 2, page 1)

From the sentence above, the error happens because of the influence of the first language, that is Bahasa Indonesia. In the structure of the first language, there is not auxiliary verb. In this case, students tend to use the rule of their first language. The correct sentence is that:

The practices are very important for students.

The other verb omission errors are also found in the text. It is the omission of s/es as the sign of simple present tense. Those errors belong to intralingual errors that are subdivided into false concept hypothesized. This happens because students do not comprehend fully the use of simple present tense. The example of error is as the following:

The job training make students learn to practice. (Report 15, paragraph 4, page 1)

From the sentence, it describes that the student doesn't know the distinction of verb with suffixes (s/es) fully and without suffixes (s/es). The correct sentence is that:

The job training makes students learn to practice.

The other errors found are verb misinformation. Those errors belong to intralingual errors that are subdivided into ignorance of rule restrictions. This happens because students don not comprehend fully the rule of simple present tense. The example of the intralingual error is as the following:

The job training was a practice for students to work in companies. (Report 3, paragraph 1, page 1)

From the sentence above, the students make error because he fails to put the sentences in the context of simple present tense. The sentence should be put in simple present tense because it tells a fact. So, the correct sentence should be:

The job training is a practice for students to work in companies.

Errors made by students in Using Simple Past Tense

Based on the findings, errors made by the students in using simple past tense are the omission of auxiliary *be*, omission of verb (-d/ed) and misinformation of verbs in simple present tense.

The result of analysis can be seen in the following table:

Table 2. Errors Made by the Students in Using Simple Past Tense

Characteristics of errors	Types	Frequency	Source
Auxiliary	Omission of be	30 (33%)	Transfer (transfer of L1 structure)
Verb	Omission (ed/d)	15 (16%)	Intralingual (False concept hypothesized)
Verb	misinformation	47 (51%)	Intralingual (Ignorance of rule restriction

Based on table 2, it can be seen that there are thirty (33%) errors of verb omission, fifteen (16%) errors of verb (ed/d) omission and forty-seven (51%) errors of verb misinformation. The source of verb omission is transfer of structure that is transfer of first language structure. Transfer of structure means the error happens because of using some of the first language features. This implies that the students have difficulties to apply the rule of simple present tense correctly. Most students apply the rules where they should not be placed.

The example of error can be seen from the following sentence:

The job training from January 7, 2019 to March 15, 2019. (Report 9, paragraph 5, page 2)

From the sentence above, the error happens because of the influence of the first language, that is Bahasa Indonesia. In the structure of the first language, there is not auxiliary verb. In this case, students tend to use the rule of their first language. The correct sentence is that:

The job training was from January 7, 2019 to March 15, 2019.

The other verb omission errors are also found in the text. It is the omission of d/ed as the sign of simple past tense. Those errors belong to intralingual errors that are subdivided into false concept hypothesized. This happens because students do not comprehend fully the use of simple past tense. The example of error is as the following:

The job training start in July 2019. (Report 5, paragraph 4, page 2)

From the sentence, it describes that the student doesn't know the distinction of verb with suffixes (d/ed) fully and without suffixes (d/ed). The correct sentence is that:

The job training started in July 2019.

The other errors found are verb misinformation. Those errors belong to intralingual errors that are subdivided into ignorance of rule restrictions. This happens because students do not comprehend fully the use of simple past tense.

One example of the intralingual error is as the following:

The writer get a lot of valuable knowledge and experience during the job training.
(Report 15, paragraph 1, page 3).

From the sentence above, the students make error to distinguish the function of simple present tense and simple past tense. The sentence should be put in simple present tense because it tells about a fact. So, the correct sentence should be:

The writer got a lot of valuable knowledge and experience during the job training.

Based on the findings, it can be concluded that:

1. From table 1, students have difficulties to understand the concept and application of simple present tense. Transfer error indicates that the influence of students' mother tongue still exists when the students form sentences using auxiliary. The omission errors of verb (s/es) indicate that some students do not fully understand the concept of suffix s/es for singular subjects (he, she, it) in simple present tense. While the misinformation of verb use indicates that the students do not fully understand the application of simple present tense in context. In most cases, students misuse the verbs of simple present tense to tell about past activities.

2. From table 2, many students do not understand the application of simple past tense fully. Transfer errors of auxiliary be omission indicate that the influence of students' mother tongue is still high. The omission errors of verb with suffix

(d/ed) describe the students understand the function of the concept of regular verbs in simple past tense.

While the misinformation errors of verbs indicate the students do not fully comprehend the function of simple past tense in context. Students misuse the verbs of simple past tense to tell about facts.

The result of the research is in line with Seitova (2016) that explains the grammatical errors in students' writing has big percentage. This is due to the fact that writing need process and effort.

To make cohesive sentences in a paragraph, tenses are required. It is correlated to Harmer (2004) that claims writers use tense agreement to make cohesiveness. If the writers do not use the correct tenses, the paragraphs will not hold together. To sum up, tenses are used to make sentences hold together. If the errors of using simple present tense and simple past tense still exist, the message of the text cannot be understood clearly by the readers.

If this research is compared to other researches that are mentioned in the previous explanation, the result is different. This research explains the errors of using simple present tense is lower than the errors of using simple past tense. The causes of errors happened mostly because of intralingual errors even the interlingual errors also cause the errors. Seitova (2016) explains that the grammatical errors have the biggest percentage. The cause of errors is mainly because of the interference of the first language. Next, Atmaca (2016) adds the errors of using preposition are the biggest. The errors are caused by interference (interlingual) and intralingual factors in the area of syntax. Also, in the third research, Xia (2015) describes the errors of using adjective has the biggest number. She also explains that the causes of errors on word classes are because of the interlingual and intralingual factors.

CONCLUSION

Based on the discussion above, there are some conclusions. First, students tend to commit errors in using simple present tense and simple past tense. The

frequency of errors in using simple present tense is lower than simple past tense. Second, the types of errors found in using simple present tense include omission and misinformation. While the types of errors found in using simple past tense include omission and misinformation. Third, the causes of errors in using simple present tense consist of transfer of the first language and false concept hypothesized. While the causes of errors in using simple present tense consist of transfer of the first language and false concept hypothesized. Last, from the research findings, it can be added that errors analysis is a great input that students' understanding of using simple present tense and simple past tense should be improved.

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