Chapter Four

Findings and Discussion

In this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings. Besides, the researcher explains findings and discussion of the research related the error analysis in the use of tenses in speaking among students at LTC of UMY. In addition, it provides the data analysis result from the observation transcription based on the observation.

The Errors in the Use of Tenses in Speaking at LTC UMY

In this finding, the data were classified into two types of error based on the observation transcription. The first error type was about the error of tense types, and the second error type was error classifications. Besides, those two error types were found in students' speaking activity of free conversation class at LTC of UMY. Also, those two error types were the findings of this research. Therefore, the findings were discussed in the following paragraphs briefly.

Error of tense types. The first of error types were found in the use of tenses made by the students in speaking. In the first of tense types, the errors were classified into eight categories of tense usage which occurred in students' speaking. Also, the error sentences in the error of tense types were explained from the most common errors into the least errors. Those errors of tense type are shown in the table 4.

Table 2	
Error of Tense Types Table	
Error of Tense Types	
Problem in the use of simple present tense	Problem in the use of simple past
	Problem in the use of past perfect tense
Problem in the use of simple future tense	Problem in the use of present perfect continuous tense
Problem in the use present continuous tense	Problem in the use of future continuous tense
Problem in the use of present perfect tense	

In addition, there were eight errors of tense types which were found in speaking activity. Therefore, these eight major categories are related to the research question. For more detail explanation, the following points are discussed below.

***Problem in the use of simple present tense*.** Based on the transcription of the observation which had been analyzed, the errors in simple present use were found in the free conversation class especially in pair group presentation session at LTC of UMY. In this research, the students mostly produced the error sentences in simple present tense use in speaking context. By causing of the use of simple present, it is often used in a conversation context of English speaking especially in daily activities. Betty (1989) stated that present tense is a sentence expressing action in present time,

indicating habitual actions, or expressing general truth. The following table showes

the errors made by the students in the use of simple present tenses in speaking.

Besides, for more detailed errors of simple present are shown in the appendix.

Table 3

Problem in the Use of Simple Present Tense Table

Error Sentences of Simple Present	The Correct Sentences	Types of Error
The fried rice **have** sweet taste	The fried rice **has** sweet taste.	Verb
Baubau people **is** also not really friendly	Baubau people **are** also not really friendly.	Auxiliary Verb
We **are agree**	We **agree**.	Overgeneralization
The people **immigration** to Samarinda	The people **migrate** to Samarinda.	Derivation

Based on the table above, the students still committed the errors in the use of

tenses in speaking because they were not aware when using it in a conversation

context. Mostly, the errors were found in the use of simple present sentences

regarding the errors table of simple present sentences above. In addition, the students

did not seem that they had understood about the simple present tense since based on

the table above, it was found many errors sentences made by the students in the use of

simple present in speaking. Besides, the use of simple present still becomes a

problem for non-native English learners as a foreign language because there still includes the differences between the use of the first and the second language (Muftah and Galea, 2013). Also, due to the less understanding in simple present usage, a lot of errors might occur in speaking.

Additionally, this finding was supported by Muftah et al. (2013) who stated that simple present tense is considered to be problematic for English foreign learners, and this difficulty is attributed to the differences between the first and the second language. Besides, Hidayah (2013) mentioned that if the English foreign learners do not understand or have less understanding of simple present even though simple present is the first part of tenses which English learners must know more about it, they still make the errors in speaking. Regarding the problem of simple present table above, the errors of simple present tense usage were the most common errors which the students made in speaking. In addition, the errors in simple present use in speaking occurred in auxiliary verb, verb, overgeneralization, and derivation based on the types of error mentioned on the table above. Hence, the evidence proved that the errors in simple present tense use occurred in speaking based on the finding of the research.

Problem in the use of simple future tense. Simple future tense expresses the action or the activity which will happen in the future time. In addition, simple future tense is used future time signals to sign the use of simple future tense. According to Thomson and Martinet (1986), simple future is used to express the activity happened in the future time and the time signals used in simple future, and those are tomorrow, next (year, month, week), and later. The findings of the research showed the error

sentences in the use of simple future tense made by the students in speaking.

Therefore, the following table displays the errors in the use of simple future tense in

speaking. Furthermore, the result of simple future errors is presented in the appendix

for more detailed errors.

Table 4

Problem in the Use of Simple Future Tense Table

Error Sentences of Simple Future	The Correct Sentences	Types of Error
It will **burning** the skin.	It will **burn** the skin.	Verb
In Ternate, there **will (-)** around 26 degree Celsius	In Ternate, there **will be** around 26 degree Celsius	Verb
We **will to apologize** about the mistakes	We **will apologize** about the mistakes.	Verb
You **will found** some toilets or the jogging track	You **will find** some toilets or the jogging track.	Overgeneralization

Based on the errors of simple future tense above, the error sentences were

found in incorrect simple future tense form. The students used past verb after modal

auxiliary verb "will" which caused the error in the use of simple future tense. The use

of double verbs in simple future tense also showed the error in the sentences. The

missing verb after modal auxiliary verb "will" and the use of infinitive verb after

modal auxiliary "will" created the errors in the use of simple future. The findings were supported by Garrindo and Romero (2012) who stated that EFL learners sometimes produce the past verbs after the use of modal auxiliary verb "will" in speaking context which will build the incorrect sentences.

Besides, Ratnah (2013) asserted that Indonesian students make the error sentences in speaking especially in the use of infinitive verb after "will", and also, the students omit the verb after "will" in the use of simple future tense. Hence, the errors in the use of simple future were supported in the finding of the research based on the statements mentioned above. In addition, regarding the types of error table above, there were found two types of error in the use of simple future in speaking, and those were existed in overgeneralization and verb.

Problem in the use of present continuous tense. Regarding the use of present continuous tense, it was found the error of present continuous sentences made by the students of IPIREL. Besides, the errors were found in the observation transcription which had been analyzed. Most of the errors in the use of present continuous tense happened in the use of auxiliary verb be (is, am, are) + the present participle (V-ing) which the students did not use to deliver their presentation. Thomson and Martinet (1986) mentioned that the present continuous tense is formed with the present tense of the auxiliary verb be + the present participle.

Based on the analyzing of observation transcription, the students might be confused to use present continuous tense in speaking context because the use of present continuous tense was an action happening at the present and in specific time signal. According to Comrie (1985), present continuous is used to express a

continued or ongoing action at present time, and it expresses an action which is in

progress at the time of speaking and happening now. Hence, the errors in the use of

present continuous tense in speaking were displayed by the following table. Besides,

for more detailed result of present continuous tense, those errors are shown in the

appendix.

Table 5

Problem in the Use of Present Continuous Tense Table

Error Sentences of Present Continuous	The Correct Sentences	Types of Error
We **(-)** talking about the accessibility to the city	We **are** talking about the accessibility to the city.	Auxiliary Verb
They **(-)** working in the oil company	They **are** working in the oil company.	Auxiliary Verb
We **are compare** with Balikapan	We **are comparing** with Balikapan.	Overgeneralization
Most of west Sumatra people **are use** Minang language	Most of west Sumatra people **are using** Minang language.	Overgeneralization

Furthermore, the table above shows that the error sentences in the use of

present continuous tense appeared in free conversation class at LTC of UMY.

Because of the similarity in the use of simple present and present continuous, the

students might be confused to use present continuous tense in speaking context. Also, the use of present continuous time signal was more specific than simple present which could confuse the students.

In addition, the finding was supported by Khazaal (2009) who argued that "the errors which commonly occur are the similarity of simple present and present continuous and the specific time signal use, and those problems can create confusion in the use of present continuous tense" (p. 696). Then, from the statement mentioned above, it proved that the errors in the use of present continuous appeared in speaking based on the finding of the research. Based on the table of problem in the use of present continuous, the types of error were found in auxiliary and overgeneralization, and those were occurred in speaking made by the students.

Problem in the use of present perfect tense. In the use of present perfect tense, there were only a few errors found on the transcription observation. Besides, the error sentences of present perfect tense occurred in speaking context when the students delivered their presentation. In addition, present perfect tense is used to express the idea or the action happened before now in an unspecified time. Swan (2009) asserted that present perfect describes the idea or the action happened (or never happened) before now in an unspecified time in the past. Consequently, the table 6 shows the error sentences in the use of present perfect tense below.

Table 6

Problem in the Use of Present Perfect Tense Table

Error Sentences of Present Perfect	The Correct Sentences	Types of Error
Have you ever **know** about the dance?	Have you ever **known** about the dance?	Overgeneralization
We've did in this presentation	**We have done** this presentation.	Overgeneralization
My mother **have been give** an alternative way	My mother **has given** an alternative way.	Overgeneralization
Based on the fact in 2012, it **have** stated that Palu is the hottest city in Indonesia.	Based on the fact in 2012, it **has** stated that Palu is the hottest city in Indonesia.	Verb

Moreover, the table above showed that the errors in the use of present perfect tense existed in speaking made by the students in free conversation class. Regarding the errors table of present perfect tense, the students still produced to use ordinary verb (Verb 1) in the use of present perfect after auxiliary "have". Besides, the finding was in line with Murphy (1998) who noted down that the use of present perfect should use have/has + past participle and past participle often ends in –ed (finished/decided) in regular verb but in irregular verbs (lost, done, written etc.).

Additionally, English foreign learners still get confused to use present perfect tense since the use of past participle should be in present perfect form which still make them feel confused to use it especially in oral language (Han & Hong, 2015). In conclusion, it justified that the errors in the use of present perfect tense in speaking occurred in this finding from the statements mentioned above. Also, the types of error in the use of present perfect mostly occurred in overgeneralization made by the students in speaking regarding the types or error table. Besides, the only one error verb was found in the types of error in the use of present perfect tense.

Problem in the use of simple past tense. The use of simple past tense usually adopted past participle in the verb use to show the past tense sentence. Additionally, to use simple past should use time signal of past tense or adverb of time in the past form in order to show the activity or the action happened in the past. Betty (1989) stated that simple past usually indicates that an activity or situation began and ended at a particular time in the past. In addition, Jabbari (2013) argued that the use of time signal in the simple past tense is to support when the action happened since the time signal and the verb are related each other to express an event, action, and the activity. Besides, the error sentences in the use of simple past were found in the transcription observation based on the finding. Therefore, regarding the use of simple past, the following table shows the error sentences of simple past tense.

Table 7

Problem in the Use of Simple Past Tense Table

Error Sentences of Simple Past	The Correct Sentences	Types of Error
I **search** it last night.	I **searched** it last night.	Verb
When I was in Sorong, the weather **is making** me feel warm.	When I was in Sorong, the weather **made** me feel warm.	Verb
In previous time **is** two P.	In previous time, it **was** two P.	Auxiliary
When I was in Bangkok, my mother and my father **were talk** about the cleaner.	When I was in Bangkok, my mother and my father **talked** about the cleaner.	Overgeneralization

The above table shows that the errors in the use of simple past tense made by the students in speaking occurred. The errors were mentioned above because the students still used ordinary verb in the use of simple past tense in speaking. Besides, the finding was in line with Aidaroos (2015) who stated that the problem usually faced by the English learners in the use of simple past is that they still use present tense when telling the past story in a conversation context such as *you **go** to school yesterday*. Aidaroos (2015) maintained that past tense refers an action to the past

without telling anything about the connection with the present moment, and the verb used in the simple past form is past simple (past verbs) without using ordinary verb. Hence, the errors in the use of simple past tense were found in speaking made by the students which were justified by the statements stated above related to the findings. Besides, the errors of simple past were existed in verb, auxiliary verb, and overgeneralization based on the types of error table above. Also, those three types of error occurred in speaking made by the students.

Problem in the use of past perfect tense. In the use of past perfect tense, the error sentences happened in speaking made by the students. Past perfect tense is an activity which happened in the past. Besides, past perfect tense includes the activity which had already happened in the past using past time signals or adverbs of time in the past. Betty (1989) stated that past perfect tense expresses an activity which had happened in the past using the adverbs of time in the past, and past perfect describes an activity that was completed before another activity or time in the past. Accordingly, the errors in the use of past perfect tense are displayed in the following table.

Table 8

Problem in the Use of Past Perfect Tense Table

Error Sentences of Past Perfect	The Correct Sentences	Types of Error
The areas **have been** tambang, ya the mine at	The areas **had been** the mine at that time.	Auxiliary

that time		
Long time ago, both of the cities **had providing**	Long time ago, both of the cities **had provided.**	Overgeneralization

The table above displayed the errors in the use of past perfect tense made by the students were obtained in this research finding. The errors which the students made were about inappropriate past perfect form. Besides, the students still used auxiliary verb "have" in past perfect form, and still, the students used present participle (Verb –ing) after auxiliary verb "had". The findings were in line with Garrindo and Romero (2012) who mentioned that the use of past perfect tense, the students are confused to use correct auxiliary verb "had", but they use auxiliary verb "have" in past perfect tense. Also, the students do not include past participle after auxiliary verb "had" in past perfect tense sentences in speaking (Aidaroos, 2015). Consequently, based on the statements mentioned above, the errors in the use of past perfect tense were supported in the finding of the research. Additionally, auxiliary and overgeneralization were identified in the types of error mentioned on the table, and those two types of error occurred in the use of past perfect tense in speaking.

Problem in the use of present perfect continuous tense. In the use of present perfect continuous, an error was found an error. The student still made uncomplicated sentence since the use of present perfect continuous still made the student feel confused to use it. Besides, present perfect continuous use the duration of the activity while using present participle to show continuous tense form. Murphy (1998) stated

that the use of present perfect continuous is to indicate the duration of an activity that began in the past, and it still continues to the present using present participle verb to describe the form of present perfect continuous tense. Hence, the following table shows an error in the use of present continuous tense.

Table 9

Problem in the Use of Present Perfect Continuous Tense Table

Error Sentence of Present Perfect continuous	The Correct Sentence	Types of Error
Also, my young brother **have been study** at Islamic boarding school for the last two years.	Also, my young brother **has been studying** at Islamic boarding school for the last two years.	Overgeneralization

Revealed from the error table above, the error was caused by using inappropriate form of present perfect continuous tense in speaking context made by the student. The student tended to use auxiliary verb "have" for all subjects in the use of present perfect continuous tense. That way, the error in the use of present perfect continuous tense happened in speaking context. Moreover, the finding supported Garrindo and Romero (2012) that English learners tend to memorize that they just need to add the ending or suffix-*ing* in forming present participle to express continuing activity or situation as in the present progressive such

as "study + *ing*" without paying more attention to the present perfect progressive tense.

In addition, Jabbari (2013) stated that present perfect progressive not only uses present participle but also it has the auxiliary verb (has/have been), and if the subject is in singular form, the appropriate auxiliary verb is "has", but the auxiliary verb of "have" belongs to plural subject. Thus, from the statements mentioned above, it proved that the error in the use of present perfect continuous happened in speaking made by the student based on the finding of the research. Additionally, the error in the use of present perfect continuous tense was considered as the least error occurred in speaking because the table showed only one error sentence. Moreover, overgeneralization which was produced by the student occurred in the use of present perfect continuous tense based on the types of error table above.

Problem in the use of future continuous tense. Future continuous tense describes the activity that will happen in a progress time in the future. It is usually used present participle verb (Verb –ing) to characterize continuous tense such as future continuous tense. According to Betty (1989), future continuous expresses an activity that will be in progress at a time in the future, and it uses present participle such as "will + be + present participle –ing. Besides, the researcher found the errors in the use of future continuous tense in the research finding. Therefore, the table 10 presents the error sentences in the use of future continuous tense made by the students in speaking below.

Table 10

Problem in the Use of Future Continuous Tense

Error Sentences of Future Continuous	The Correct Sentences	Types of Error
We **will (-) presenting** about the comparison between Balikpapan and Subang	We **will be presenting** about the comparison between Balikpapan and Subang.	Verb

Based on the errors table above, the students made the errors in the use incorrect form of future continuous tense. The students did not use present participle after the use of "will be" in future continuous tense sentences. Besides, the students did not include "be" after modal auxiliary verb "will" since the use of "be" should be included in the use of future continuous tense. The findings were in line with Rai (2012) stated that English learners sometimes do not use present participle in future progressive tense especially after the use of "will + be", and the use of future progressive tense should be followed by the use of "be" since the students still do not use "be" in making future progressive sentence. Therefore, the errors in the use of future continuous tense were supported in the finding of the research based on the statements mentioned above. Also, the error in the use of future continuous tense was also considered as the least error occurred in speaking because the table showed only

one error sentence. Accordingly, the error sentences of future continuous were only found in verb regarding the types of table above.

Error classification. In the second type of error, the errors were categorized into four classifications. Those error classifications were omission, addition, misformation, and misordering. Those errors occurred in free conversation class at LTC of UMY made by the students. Thus, each point of error classification discussed in the following points briefly which were able to answer the research question. Moreover, the error sentences in error classifications were discussed from the most common errors into the least errors in the following explanation.

Misformation. The result of observational transcription which had been analyzed showed the error sentences made by the students in speaking. In error classification, the errors occurred in misformation sentences which revealed the incorrect sentences in speaking. Additionally, misformation describes the wrong form of grammatical structure in the utterance. Ellis (2003) asserted that misformation is the use of the wrong form in the morpheme or structure for example, *the dog **ated** the chicken*. Then, the misformation sentences made by the students in speaking are displayed in table below. Additionally, for more detailed misformation sentences, those sentences are mentioned in the appendix.

Table 11

Misformation in Sentences Table

Misformation Sentences	The Correct Sentences	Types of Error
You **eaten** and taste the food	You **eat** and taste the food	Verb

from Subang…..	from Subang.	
She **don't know** too,	She **doesn't know** too.	Auxiliary Verb
We will **explained** about the weather	We will **explain** about the weather.	Overgeneralization
The people **immigration** to samarinda	The people **migrate** to samarinda.	Derivation

The table 11 above displays the misformation sentences in speaking made by the students. Based on the table of misformation sentences, most of the students made the error sentences in the use of wrong grammatical structure. Misformation sentences made by the students were the use of wrong verbs. The findings were supported by Saad and Sawalmeh (2014) who stated that misformation in the use of incorrect verbs still become the problem for EFL learners to make correct sentences, and EFL learners are confused to choose the correct verbs in the sentence making. In addition, lack of grammar mastery is also the problem for EFL learners to produce correct sentences in speaking (Ratnah, 2013). From the table of misformation sentences, the errors of misformation sentences were the most common errors made by the students. The types of error which were found in misformation sentences occurred in auxiliary verb, verb, overgeneralization, and derivation. Hence, the evidence proved that misformation sentences happened in speaking based on the finding of the research supported by the statements mentioned above.

Omission. Regarding to the analysis of transcription, the students made the errors in making sentences especially in speaking context. The error sentences made by the students in speaking were found in the omission sentences. Besides, omission describes a word that is omitted in the use of complete sentence. According to Ellis (2003), omission is the absence of an item that usually will appear in a well-formed utterance. The errors of omission sentences made by the students are presented in the table 12. Furthermore, the errors in omission sentences are displayed in the appendix for more detailed information.

Table 12

Omission in Sentences Table

Omission Sentences	The Correct Sentences	Types of Error
It **(-)** really **not** really easy	It **is not** really easy.	Auxiliary Verb
Why **(-)** we say like that?	Why **do** we say like that?	Auxiliary Verb
In Makasaar, the weather will **(-)** around 28 degree Celsius.	In Makasaar, the weather will **be** around 28 degree Celsius.	Verb
We will **(-)** presenting about the comparison between Balikpapan and Subang	We will **be** presenting about the comparison between Balikpapan and Subang.	Verb

The table above shows that the omission sentences occurred in speaking made by the students in free conversation class. Based on the table of omission sentences, the students still made incomplete sentences such as the use of incomplete verbs. The

incomplete sentences used by the students in speaking were the auxiliary verbs such as is, am, are, be, and do. However, the findings were supported by Na (2012) who stated that EFL learners sometimes produce omission words to make the sentences in spoken, and the omission words occur in the use of verb which is influenced from their first language. In addition, Murphy (1998) stated that auxiliary verb is a helping verb functioned to explain the main verb in making a complete sentence, and the auxiliary verbs are have, has, do, does, and be (is, am, are, was, were). In conclusion, it justified that the omission sentences made by the students occurred in this finding supported by the statements mentioned above. Besides, auxiliary verb and verb were found in the types of error which were displayed on the table above. Also, those types of error occurred in speaking made by the students.

Addition. Based on the transcription of the observation which had been analyzed, the error sentences occurred in speaking made by the students. The errors were found in addition sentences which make incorrect sentences in speaking context. Moreover, addition is the presence of an item in a sentence which should not be included in order to avoid form the use of two verbs in one sentence. Ellis (2003) maintained "addition means that the presence of an item that must not appear in well-formed utterances" (p. 56). Therefore, the following table shows the addition sentences made by the students in speaking which were occurred in speaking. Besides, for more detailed errors in addition sentences, those addition sentences are shown in the appendix.

Table 13

Addition in Sentences Table

Addition Sentences	The Correct Sentences	Types of Error
We **are** agree	We **agree.**	Overgeneralization
And she doesn't **cleaned** it.	She doesn't **clean** it.	Overgeneralization
You visit**s** Balikpapan	You **visit** Balikpapan.	Verb
Baubau **is** still has a bit public transportation	Baubau still **has** a bit public transportation.	Verb

Revealed from the table above, the addition verbs appeared in this finding. Most of the students produced double verb or the use of over verbs (two verbs) in a sentence which were about the use of additional verbs. In addition, the use of additional verb in sentence making showed that the students had lack of grammar mastery. The finding was in line with Ratnah (2013) who noted that EFL learners sometimes use additional verbs in producing a sentence due to lack of grammar mastery which is turned not to be able to create correct sentences. Accordingly, the evidence proved that the addition in sentences occurred in speaking based on the finding of the research. Thus, the errors of addition sentences were mostly existed in overgeneralization and verb made by the students, and those are mentioned on table 13 above.

Misordering. Based on the transcription of the observation which had been analyzed, there were two error sentences found in speaking made by the students. The

errors were discovered in misordering sentences which tended to the incorrect

sentences which should be in correct placement of morpheme. Besides, misordering

explains the wrong placement of morpheme in spoken. Ellis (2003) said "misordering

is the incorrect placement of a morpheme or group of morpheme in the utterance" (p.

56). Consequently, the following table shows misordering sentences made by the

students in speaking which were occurred in speaking.

Table 14

Misordering in Sentences Table

Misordering sentences	The Correct Sentences	Types of Error
They **not do** that.	They **do not** do that.	Auxiliary Verb
Why Balikpapan is hotter than Subang?	**Why is Balikpapan** hotter than Subang?	Auxiliary Verb

Regarding the table above, misordering verbs occurred in this finding. The

students made wrong placement of verbs in the sentences in speaking as seen in table

14 above. Furthermore, students produced the incorrect sentences because they

tended to have lack of grammar mastery which was turned not to be able to produce

correct placement of verbs. The findings were in line with Saad and Sawalmeh (2014)

who stated that EFL learners still make inappropriate or wrong placement of verb in

sentence making which appeared the incorrect sentence in spoken since they are still

influenced from lack of grammar mastery. Elturky (2012) mentioned that to have lack

of grammar mastery is a problem faced by English learners because by having lack of

grammar mastery, it will be closer to have incorrect sentences in spoken. Therefore, the evidence proved that the misordering sentences occurred in speaking based on the finding of the research supported by the statements mentioned above. Likewise, based on the table of misordering sentences, the errors took the part to be the least, and only two sentences occured in speaking. Also, the types of error which occurred in misordering sentences were identified in auxiliary verb made by the students in speaking.