



## An Analysis of Eleventh-Grade Students' Grammatical Mistakes in Using Present Perfect Tense through Communicative Test at SMAN 1 Batipuh

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### Abstract

*This study was aiming at finding out the most mistakes in using present perfect tense and knowing the causes why the students at SMAN 1 Batipuh made mistakes in using present perfect tense. The students grade XI from social class were the population of this study and the samples of were 58 students taken from IPS 2 and IPS 3 classes at SMAN 1 Batipuh. The cluster random sampling technique was used to determine the samples. The mixed method research was used in this study. Then, test and interview guide were used to collect the data of this study. Finally, the findings showed that omission, addition, misformation, and misordering were the four types of mistakes made by the students. From the frequency of each mistake, misformation was the most frequently mistakes produced by the students. It took 51.61% of the total mistakes. Moreover, 24.19% of mistakes fell into omission and 14.51% of mistakes fell into addition; whereas misordering took 9.67%. From the result of interview, these mistakes were conducted because most of the students did not comprehend the formula and the concept of present perfect tense. Then, they were less practice at home and they did not focus while studying. This topic was also less interesting to the students and they were still lacked of the vocabularies to produce the sentence with the right form of present perfect tense. Thus, it can be concluded it is difficult for the students to use the present perfect tense in a communicative test.*

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### A. INTRODUCTION

In Indonesia, the first foreign language taught in all schools is English. It is regarded as the student's primary subject. As a result of its widespread use as a means of international communication, English has come to be regarded as the

world's most important foreign language. English is used not only for job applications, but also for communication with people from other countries. Therefore, the first thing that students should learn is the grammar structure system, because it is fundamental knowledge and plays an important role in understanding the English language. Grammar, as defined by Robert (1954), is a body of generalizations about how people say things. The learner can communicate the message clearly and precisely by learning grammar.

According to some grammarians, there are many variations of tenses in English. It makes it difficult to translate into other languages because the equivalent tenses are not always used in the same way. One of the tenses that English students must learn is present perfect tense. It describes a past event that is still ongoing in the present. It uses past participle or verb 3, which means "has occurred." This verb form is used when telling a past event occurred at unspecified time and the effect can still be felt at the present time (George and Julia, 1980:206). The students' difficulties in using Present Perfect Tense have discussed by Ulvika (2019) and Rizka (2017). The difficulties are related to memorize formulas and irregular verbs and using auxiliary "have/has". Clearly, a lot of tenses in English, low interest in the teaching-learning process, limited English learning facilities or the instructional resources such as grammar books, lack of teacher-student interaction, the unproprie classroom environment, students' laziness, lack of students' concentration in class are the factors causing the difficulties.

Dwi (2006), Baiquni (2016), and Setiawan (2008) conducted additional research on the analysis of mistakes in using the Present Perfect Tense. In Dwi's (2006) research, the writer used Corder's (1981:36) theory of four different categories to analyze the mistakes, and the result was that there are four categories that occurred in the application made by the students; they are mistakes of omission, mistakes of *addition*, mistakes of selection, and mistakes of misordering. According to Baiquni (2016), students struggle with applying time adverbs, irregular verbs, and agreement into simple past tense and present perfect tense. Moreover, it gives a higher impact in differentiating the uses of two tenses: present perfect and simple past tense (Setiawan, 2008).

From the previous studies above, conducting a study entitled "An Analysis of Eleventh-Grade Students' Grammatical Mistakes in Using Present Perfect Tense through Communicative Test at SMAN 1 Batipuh" with the focus on the most grammatical mistakes made by the students and the causes of the mistakes to discover the most mistakes in using present perfect tense and to find out the causes why the students made mistakes in using this type of tense is important.

## **METHOD**

The mixed method research was used in this study. Mixed method design is an approach to investigate combining quantitative and qualitative for collecting data, integrating the two forms data using definite design that may involve theoretical assumptions and frameworks (Creswell, 2013). As a result, this combination makes more complete understanding.

Based on the approach proposed by Creswell above, this present study used

that method for collecting the data of this study. To find out the most common mistakes done by the students in using present perfect tense, a communicative test was used as instrument to collect the quantitative data. To know the causes of students' mistakes in using present perfect tense, an interview was used as instrument to collect the qualitative data.

The samples of this study were 58 students from XI IPS 2 and XI IPS 3 classes because they studied present perfect tense. The instruments used in this research were test and interview. The test was used to find out the students' grammatical mistakes in using the present perfect tense while interview was used to get the students' ideas orally. Obviously, interview is very useful to collect qualitative data (Ary et al., 2010:480)

The communicative test was used as the first instrument to collect the data or about the eleventh-grade students' grammatical mistakes in using the Present Perfect Tense. Three topics/situations were assigned to the students. Then, each student conducted a dialogue on the topic chosen by the researcher. Meanwhile, an interview was conducted to gather information about the causes of grammatical mistakes in using the Present Perfect Tense made by eleventh-grade students at SMAN 1 Batipuh.

This study used the steps of mistakes analysis proposed by Gass and Selinker (2018:103). The data were analyzed by using the following steps: identifying grammatical mistakes to reveal errors in students' writing, grouping the data based on the error types, counting the number of grammatical mistakes, analyzing the cause of errors, and reporting the results of the analysis. It calculated the most common types of mistakes and frequently used strategies after classifying the data of students' mistakes. The following formula was used to calculate the data:

$$x = \frac{N}{NT} \times 100\%$$

Where:

X= Percentage of mistakes type

N= the number of a particular type of mistakes

NT= The total number of all types of mistakes

Conclusion was the last step. Clearly, the results of the analysis through test and interview were concluded.

## **RESULTS AND DISCUSSION**

### **Research Finding**

The findings of this study revealed that some mistakes were found in the test of the study. These are the description of types of mistakes based on analysis data by the researcher.

#### **a. Omission**

After analyzing the data, 13 students' test contained omission. Student 31 and

35 did the most committed mistakes with total omission 2 mistakes. The least mistakes of omission are done by 12 students with total omission 1 mistake. Of all of the omission mistakes found, 15 mistakes of omission found in 13 students' test.

b. Addition

After analyzing the data, there were 9 students' test contained addition. This type of mistakes occurred when an unnecessary item is presented in a well sentence. As seen on the table above, each student made the mistakes with the total addition 1 mistake each test. Thus, it was found 9 cases were categorized as addition mistakes which the students' were made in this test. This kind of mistakes is the third highest mistakes that made by the students.

c. Misformation

From the data, it was found that there were 22 students' test contained misformation. This kind of mistakes is the highest mistakes that made by the students. As seen on the table above, student 34 and 35 is done the most committed mistakes in this type, with the total misformation 3 mistakes. The second most committed mistakes of misformation with total mistakes 2 times is made by student 3,6,11,25,33,44 and student 58. Then, 12 students were made the misformation mistakes with total cases 1 times in the test. So, in this research found 32 mistakes after gathering all misformation within the 22 students' test.

d. Misordering

Misordering is the least mistakes type made by the students in this research. There were 5 students' test categorized as misordering mistakes. On the table above, the student 37 made mistakes of misordering with the total cases 2 times in this test. Student 1,14, 33, 37, and 40 made mistakes 1 case in their test. The data showed that misordering is the least mistakes made by the students. There were 6 mistakes of misordering done by the students in this test.

The summary of the data of XI IPS 2 and XI IPS 3 students' mistakes types, frequency and percentage for each mistake are showed in the following table.

**Table 1. The Summary of Mistakes Types, Frequency, and its Percentage**

No	Types Of Mistakes	Frequency	Percentage of Mistakes
1	Omission	15	24.19%
2	Addition	9	14.51%
3	Misformatio n	32	51.61%
4	Misordering	6	9.67%
<b>Total</b>		62	100%

From the result obtained from the test, table 4.6 above shown the data of mistakes types, frequency and also percentage recapitulation. As seen on the calculation and the table above, it can be concluded that there were four types of mistakes found in this research. Those are omission, addition, misformation, and misordering. The first mistake is omission with the total omission is 15 mistakes or 24.19% total cases. The result also shows 9 mistakes of addition or 14.51% total

cases. Next, the most frequent mistakes done by eleventh-grade students of SMAN 1 Batipuh are misformation with the total frequency 32 mistakes or 51.61% in percentage. Lastly, misordering as the lowest case occurred 6 mistakes or 9.67% total cases. Thus, it was found that there were 62 total mistakes committed by the students grade XI in using Present Perfect Tense through communicative test in this research.

In addition, the result of the interview showed that there were 15 students who did not understand with present perfect tense related to its form and use because it was difficult for them in using the regular and irregular verb. Besides that, it was difficult for them to determine whether the subject is singular or plural. Five students stated that they are doubt because of many tenses in English. Then, there are 4 students answered that they are less practice and review at home, and 4 other students have a problem in using this type of tense due to lacking of vocabularies and feeling afraid to being wrong. Lastly, 1 student stated that they did not focus while studying because the topic is not interesting become the factor that made him done the mistake in using present perfect tense.

## **Discussion**

Based on the findings above, it is known that it is difficult for the students to use Present Perfect Tense. There were four types of mistakes found in the students'. The theory from Dulay, Burt, and Krashen (1982:154) was used to analyze the mistakes found in this study.

They define four types of mistakes: omission, addition, misformation, and misordering. The absence of an element that must be presented in a well sentence refers to omission. The addition is the opposite of the omission. The incorrect form of an element used in a well sentence refers to misformation. Misordering, on the other hand, is the incorrect placement of sequence items or words.

Of all the types of mistakes found, the highest frequent mistakes committed by the students were misformation consisting of 32 mistakes or 51.61% total cases. Similarly, the study conducted by Yulian (2016) had the same result. His studies found that mistakes of misformation is the most frequent mistakes made by the first-grade students of MA Nurul Iman Cipageran with 54 of total mistakes or 65.8% in percentage. Meanwhile, the studies conducted by Putri (2013), Ervindo (2014), Ulfa et.al (2014), and Belo (2017) showed that the highest frequent mistakes found were omission with 47.05%, 30.12%, 57%, and 41.06% total cases. From the result of the test, the reason of the mistakes was the students used the wrong forms of the morpheme or word; moreover the students did not give attention to grammatical rules. The theory by Dulay (1982:138) stated that Misformation mistakes happen consciously. Even though it is incorrect, something is supplied by the students.

On the other hand, the lowest frequent mistakes made by the students were misordering consisting of 6 mistakes or 9.67%. This finding was supported by the studies conducted by Putri (2013), Azizah et.al (2014), Wahyuni (2016), and Belo (2017). The studies showed that the lowest mistakes found were misordering with percentages: 2.35%, 1%, 6.1%, and 14.60%. Thus, it is known that the students

grade XI at SMAN 1 Batipuh still did many grammatical mistakes in using present perfect tense. They were still confused even though they have studied the present perfect tense.

Furthermore, the mistakes found, however, appear because of many factors causing the mistakes, specifically related to present perfect tense. Parrot (2010:162) asserted that students frequently face problems in using present perfect tense in well sentences than in comprehending this tense. Not only that, in distinguishing the meaning of different tenses, they found difficulties. It is supported by Khaljoo (2013:56-57) that lacking of interest and motivation, lacking of focus, and difficulty to understand and comprehend certain material, especially tense topics; as the topic always existing from the elementary to high school are the difficulties in learning English for students. According to Murphy (1985:26) the two main difficulties in learning present perfect tense are understanding the form (either the regular or irregular verb of past participle/V3 and either singular or plural subject and using the tense. This theory supported the result of this research in which the students had difficulties in determining the singular and plural subject and either use the regular or irregular verb. This is similar to the previous study by Siti Bayinah (2013:32) that the mistakes are caused by they faced difficulty in determining the regular and irregular verbs. Thus, some of them tended to use regular patterns; by adding – *ed*, instead of irregular patterns. The existing theory also proved that some other factors cause students' grammatical mistakes in using this type of tense based on the interview result; those are English is less favoured learning material for the students, especially about tenses topic, they are lack of vocabulary, less of practice and review at home, fear to be wrong and they had a problem in using to be(has/have).

## CONCLUSION

Based on the findings and discussion above, it is known that the students made four types of mistakes. The types of mistakes that were made by the students from the highest percentage to the lowest are the mistakes of misformation, omission, addition, and ordering. The highest mistake was misformation with percentage (51.61%), while the lowest mistake was misordering with percentage (9.67%). Furthermore, many factors contributing to the students' mistakes in using the present perfect tense were lacking of English vocabulary mastery and difficulties in using to be (has/have) of the Present Perfect Tense and forming the verb forms (regular and irregular verbs).

From the findings of the research, some suggestions are offered. *First*, it is hoped that the teacher helps gain the students' grammatical understanding by providing detailed and clear explanations of the present perfect tense related to its form and use. *Second*, students must give serious attention when the teacher explains this topic, and they must be able to memorize the regular and irregular verbs. *Third*, it is hoped that other researchers will conduct more in-depth mistakes analysis research to determine the best way to solve students' mistakes.

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