

## **ERROR ANALYSIS ON THE USE OF FUTURE TENSE IN STUDENTS' WRITING ASSIGNMENT**

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### **Abstract**

Writing is the most difficult and complex skill for second language learners compared to other skills, hence, students need to practice and learn how to write more effectively. Error Analysis can be used to determine how well learners are learning a language. This study aims to identify the types of errors in the use of the future tense on students' writing assignments by the third semester of students at Statistic Study Program 2022-2023 of Universitas Bina Bangsa Serang - Banten. This study observed 11 students and used a qualitative descriptive method. This research found that the students made three different types of errors based on Ellis' theory. The most frequent type of errors that students made were omission errors (24 items or 51%, followed by misformation errors (19 items or 42%) and misordering errors (3 items or 7%). The errors that the students make can be used as feedback by the lecturer to implement remedial teaching activities, give the students extra exercises, and use various strategies that are suitable for the students.

**Keywords:** *Error Analysis; Future tense; Writing Assignment*

### **Introduction**

English is one of the world's official languages. In Indonesia, students, including university students, study English. The English language requires four skills: listening, speaking, reading, and writing. Writing is the most difficult and complex skill for second-language learners to acquire when compared to other skills (Huy 2015). As a result, it requires both the creation and organization of ideas, as well as their translation into intelligible sentences. In other words, writing is a process in which students express their thoughts, emotions, views,

experiences, knowledge, and facts through writing (Rao, 2019). Writing may serve as a communication medium that reflects language through the inscription of signs and symbols (Carlsen, 2013). Students must also practice writing skills (Johns & Wilke, 2018). Grammar can be mastered through good sentence building (Mart, 2013).

In fact, during the learning process, the lecturer or teacher may encounter pupils who make errors due to a lack of knowledge of proper grammar (Mohammad & Hazarika, 2016). In other words, English grammar is structured and used differently than Indonesian structures and patterns (Effendi et al., 2017; Nadirah, Tahir, & Asrifan, 2019). Furthermore, pupils frequently have difficulty employing tenses. The grammar contains tenses (Sukasame et al., 2014). When writing about our activities and occurrences, we must use the correct tense (Bukit, 2020). The future tense is one of several tenses.

The future tense is an activity within the future. The varieties of tense are:

1) will + verb 1

The future tense is used to describe occurrences within the future that you have just decided to do, for predictions, and guarantees. Examples: I think I'll go to the movies next month. The sentence structure is

Positive : Subject + will + verb

*(I/You/We/They/He/She/it will go to the cinema.)*

Negative : Subject + will + not (won't) + verb

*(I/You/We/They/He/She/It won't have time tomorrow.)*

Questions : Will + subject + verb

*(Will I/You/We/They/She/He/It cook noodles?)*

2) To be + going to.

When we have chosen to do something in the future but have not yet made plans to do it, we use "to be going to" to communicate our intention. For illustration, I'm going to buy it later.

Positive : Subject + to be + going to + verb

*(I am going to attend the meeting.)*

Negative : Subject + to be + not + going to + verb

*(He/She isn't going to visit Komodo Island next month.)*

Questions : to be + subject + going to + verb

*(Is he going to the traditional market?)*

3) Intending to, planning to.

Use “to be intending to” and “planning to” besides “to be going” to speak regarding your intention. The concept is the same as to be going to. However, if you are undecided about doing something that you've already determined, you can use to be thinking of ... V-ing. For instance:

*I'm going to visit my uncle this Saturday.*

*They're planning to build the house.*

*She's intending to continue her study next year.*

Although the future tense is the simplest of all tenses, students are generally still confused about how to use it in an essay. Additionally, students often make errors in writing, such as ordering sentences, formatting sentences, adding words, omitting words, and so on.

Concept of error Davies and Pearse (2002), state that errors are an integral part of learning (Khansir & Pakdel, 2018; Ridha, 2012) and not evidence of failure to learn. Whereas Brown (2007) expressed that an error is a noticeable deviation from the adult grammar of a native speaker (Irawati, 2015), which reflects the inter-language competence of the learner. Then Muhsin (2016) claimed that error is a fault made by students, and they do not know the correct item. Foreign second language learners frequently make grammatical mistakes.

To differentiate between error and mistake, Ellis (2003) proposes two techniques to distinguish between error and mistake. The first one is to evaluate how consistently students perform. It is a mistake If they alternate between using the right form and the improper form.

(Erdoğan, 2005). However, if they consistently use the incorrect form, that becomes an error. The second method is to have students correct their deviant utterances. The deviations become errors, though, if they can't be fixed.

Ellis (2003) said that language errors are divided into three categories. First, the omission is omitting a word or other grammatical component from a sentence that has a grammar-related expression. It has been demonstrated that grammatical morphemes (e.g., noun and verb inflection, articles, prepositions, and auxiliary verbs). Second, the misformation of the form and the third, misordering, is the placement of words in an incorrect order. The erroneous placement of a morpheme or collection of morphemes in an utterance is a definitional feature of these errors.

When writing essays, students frequently make errors (Abdullah, 2013). The errors that the students make can be used as feedback by the lecturer or teacher (Chandler, 2003) to implement remedial teaching activities (Selvarajan, 2022), and give the students some more exercises (Wiradnyana, Suarnajaya, & Santoso, 2015), various methods that are suitable for students' needs (Tursini, & Dikna, 2022; Poedjiastutie & Oliver, 2017 ) and appropriate strategies for teaching English (Padmadewi, & Artin, 2017) in the future. An analysis is very needed to identify the students' writing errors (Saputra, Arifin & Harida, 2022).

Error analysis attempts to explain students' mistakes in learning a second language by analyzing language errors committed by students. Error analysis is a technique for observing, analyzing, and categorizing errors to discover and disclose the frequency, type, causes, and effects of learners' inadequate language acquisition. Error analysis is a way to investigate errors in second or foreign language acquisition (Jobeen et al., 2015). Error analysis can be used to determine how well learners learn a language (Shin, 2022), how well they understand it, and what difficulties they encounter when trying to achieve a goal. Errors will be minimized by applying error analysis, which will also assist in fostering

students' writing skills.

Several studies on grammatical errors have been conducted. The first study was conducted by Tira Nur Fitria (2018) entitled *Error Analysis Found in Students' Writing Composition of Simple Future Tense*. This study identifies three writing errors that students make while using the simple future tense. Start by checking spelling, grammar, and punctuation. Errors can be found in nouns (21 items or 36,84 %), determiner/article (2 items or 3,51 %), pronouns (1 items or 1,75 %), prepositions (15 items or 26,32 %), and verbs (18 items or 31,58 %).

A previous study was conducted by Tursini & Diknam (2022) on grammatical errors in writing essays Made by the semester students of the English Department of Universitas PGRI Kanjuruhan Malang concluded that they were classified into four categories, including error omission, error addition, misinformation error, and misordering.

The similarities between previous studies and this study were analyzing students' grammatical errors, and the research design used was descriptive qualitative. Despite the differences between those previous studies, this study applied the error analysis theory suggested by Ellis (2003) in *An Error Analysis of Future Tense on Students' Writing Assignments*.

## **Methods**

This study uses a qualitative descriptive method to identify and describe an error analysis of future tense on students' writing assignments. The researchers took the items from the Statistic Study Program students' writing assignment in semester III 2022-2023 and observed 11 students. This research will be conducted based on Ellis' theory.

The researchers applied several steps to analyze the items for this study, 1) The researchers used a written assignment regarding plans for 5 years, 10 years, and 15 years from now. The researchers gave students

a writing task and instructs them to write based on the same given topic. 2). The researchers gathered and analyzed the students' writing assignments once they have completed them. Each statement that uses the simple future tense is listed on the table, along with a notation about whether the information is accurate or not. If the items are incorrect, a brief explanation and a correction will be provided. 3). By understanding and selecting the errors that usually occur in the students' writing tasks, the items are detected and categorized. 4). The items are analyzed and the incorrect sentences of simple future tense are corrected based on the correct grammar of the simple future tense formula. After the analysis procedure is complete, the items interpretation and conclusion can be created. 5). To determine the students' errors in their writing tasks, the items are calculated using statistical methods. The following is how the statistical formula is applied:

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

Note:

P = percentage

F = frequency

N = number of sample which is observed (Sudijono: 2010).

### **Findings and Discussions**

From the instrument of the research, the writer found some errors that the students made in the future tense writing assignment. After collecting the items, the writer identified all errors in the students' writing. The common students' errors in putting article a/an, verb, and so on.

Based on the student's writing assignment results, it could be seen that all students made three types of errors: omission, misformation, and misordering in their writing assignments by using the future tense below.

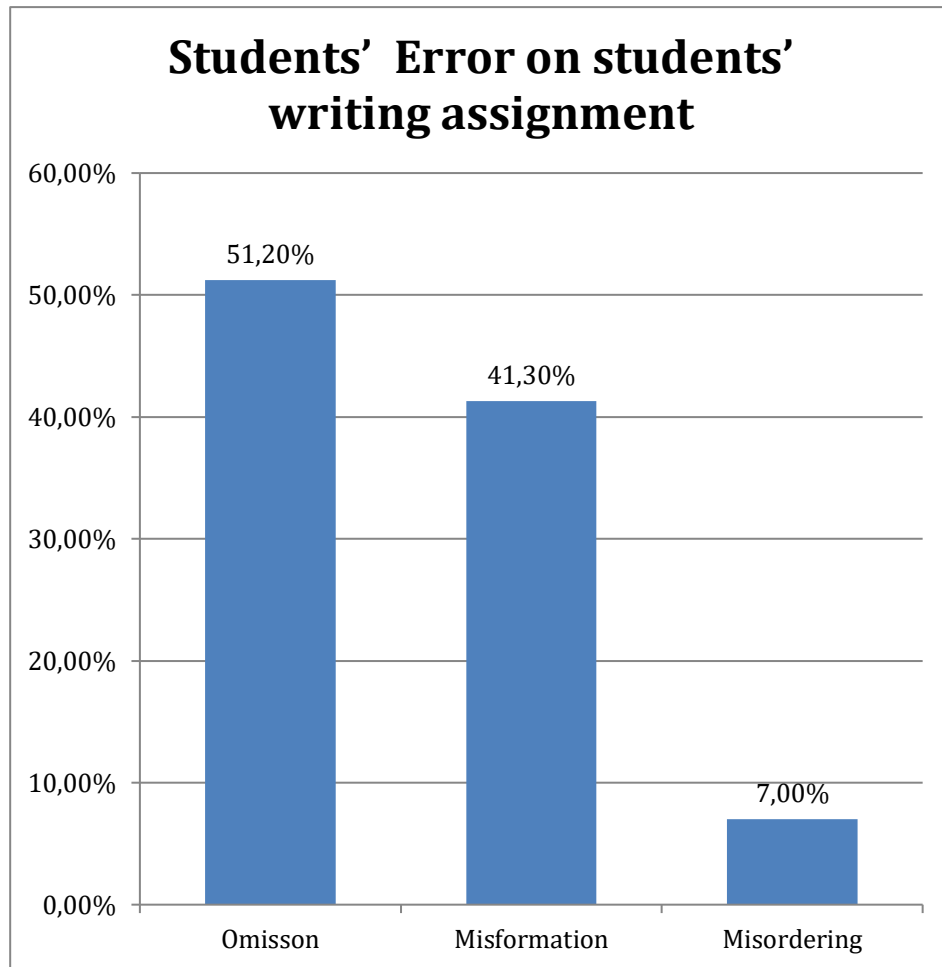


Figure 1. distribution of error source based on Ellis theory

Based on the distribution of students' errors on the students' writing assignment above, it could be concluded that the students produced errors in the three types of errors: omission, misformation, and misordering. It showed that 11 students made omission errors that was 24 errors or 51%, 19 errors or 42% for misformation, and 3 errors or 7% for misordering errors.

No	Error source based on Ellis Theory		
	Types of errors	Freq uency	Percenta ge
1	Omission	24	51%

2	Misformation	19	42%
3	Misordering	3	7%
	Total	46	100

Table 1 Error source based on Ellis Theory

From the items above, the majority of students made errors in misformation, which had a total frequency of 24 errors (or 51%) and was by far the most common error made by students misordering had the lowest frequency of errors made by students. It demonstrated that the overall frequency was 3 or 7%. It happened because the students were still confused and had difficulties using the future tense in their writing assignments. From the students' writing assignment, the writer found that some students made errors not only one error in a sentence but also made two or more errors.

1. Omission

The students made some errors in the omission error because they forgot to put some items in the sentences, such as an article, to be, the form of a verb, subject, and so on. For instance

a. *I'm planning to Turkey with my parents and family*

The sentence shows the omission error of the verb that was made by the student. They should put a verb, the appropriate one that must be used is "go" which is a verb that is used after "to". Therefore, the correct sentence is *"I'm planning to go to Turkey with my parents."*

b. *I'm planning to civil servant.*

The sentence demonstrates the student's mistake of omitting a verb auxiliary. They should insert the auxiliary verb "be," and the article "a". The correct one to use is "be" which is an auxiliary verb used in nominal form. They should also insert the letter "a" before the vocal sound to indicate the singular form. Therefore, "I'm planning to be a civil servant" is the proper phrase.

c. *I planning to have a happy life with family.*

The sentence shows the students' omission error of verb auxiliary.



After the singular “I,” the auxiliary word "am" should be used. As a result, it reads *"I am planning to have a happy life with family."*

2. Misformation

In the research, the students made mistakes and errors in using future tense in writing assignments. The students were still confused and had difficulties using the future tense. For example, after the word "to" or "will", we should put verb one in future tense, and also put plural noun if we find an amount of number, and so on.

a. *I'm going to marry a success person.*

This sentence shows a verb regularization or misformation error. The word “married” should be “marry.” Due to this, verb 1 should come after going to. “I’m going to marry a successful person” is the perfect phrase.

b. *I'm going to have two child.*

The sentence shows the misformation error of the noun that had been made by the student. They should put nouns, the appropriate one that must be used is "children ". Therefore, "I'm going to have two children." Is then a proper phrase.

3. Misordering

As known, the incorrect placement of a morpheme or group of morpheme/word in an utterance or a sentence such as subject, object, adverb, noun, verb, and conjunction placement errors. For instance:

a. *I'm intending to open a business snack.*

There was incorrect ordering, the words a business snack” should become “a snack business”, and so the correct sentence is “I’m intending to open a snack business.”

b. *I am planning to make happy my family*

The phrase "make happy my family" should have been ordered, "make my family happy". Therefore, the proper phrase is "I am planning to make my family happy."

## Conclusion

According to Ellis' theory, it can be concluded that students make three different types of errors when writing assignments in the future tense: 24 omission errors, 19 misinformation errors, and 3 misordering errors.

The researchers encourage students to pay attention carefully because tenses are part of grammar after learning of several errors committed by students. To enhance the students' knowledge, the lecturer or teacher should implement a remedial teaching program to increase students' knowledge. The lecturer or teacher focuses more on students' difficulties, particularly when it comes to creating English sentences, and then makes an analysis of the writing for students. For the following researchers can conduct analyses of future tense about sociolinguistics.

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