



ERROR ANALYSIS IN THE USE OF TENSES IN WRITING RESEARCH RESULT

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Abstract

This research is to investigate: (1) the percentage of error in writing the research result, and (2) the types of error in writing the research result. This research used qualitative approach in analyzing the errors. The result of the research shows that the percentage of misformation is 34.6%, misordering is 15.4%, omission 15.4%, and addition 34.6%. There were four types of error made by the researchers in writing the research result, they were: (1) misformation, (2) misordering, (3) omission, and (4) addition.

Keywords: Error Analysis, Research Result, Writing

INTRODUCTION

The tense which is used in writing the research result is not the same as writing the research proposal. Research proposal writing always uses the future tense such as simple future tense. Research proposal is to explain what the researcher is going to do in the field of the research. Meanwhile, the research result is to explain what the researcher has been done in the field of the research. The tense which is used in the research result writing in past tense such as simple past tense. In response to this case, there are researchers who still used simple present tense and simple future tense in writing the research proposal. Therefore, they had errors in writing the research result and it does not match with the tense that is used in writing the research result.

Previous researchers had conducted the researches in relation to the error analysis in using English language especially in grammar mastery. They analyzed error in the students' descriptive text writing. They also analyzed the use of simple present tense mastery (Hayuni & Oktavia, 2022; Siswoyo, 2016). The researchers wrote error analysis in the use of to be as auxiliary verb (Cahyaningrum, 2014), error analysis in using passive



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voice (Hayuni & Oktavia, 2022; Ratmo, 2017; Sari et al., 2022). Error analysis in making nominal and verbal sentences (Siswoyo, 2025). They analyzed English pronunciation error (Yusriati & Hasibuan, 2019), English pronunciation of low proficiency students (Shak et al., 2016). Besides that, the researchers wrote the analysis of narrative text errors, error in using auxiliary verbs (Tsvetkova, 2017), and error in the use of literary devices in English composition (Salameh, 2021).

Based on the previous researches in error analysis, the current research is to complete the existing previous researches. The objective of the current research is to analyze: (1) the percentage of the error made by the researchers in writing the result of the research, and (2) the types of error made by the researchers in writing the result of the research.

Simple past tense is a tense that is used to express the action happened in the past time (Azar, 2003; Nelson & Greenbaum, 2016; Siswoyo, 2024; Swick, 2010). There are two kinds of the verb forms in the simple past tense which are called regular and irregular verb. Regular verb is the past tense verb form that is added by “ed” at the final of the verb such as the verb opened. The verb “opened” is originally from two morphemes, free morpheme “open” and bound morpheme “ed” (Haspelmath et al., 2012). Meanwhile, the past tense verbs that change their original forms are irregular verb such as the verb “break” becomes “broken”. The various subjects of the simple past tense do not affect to the final verb such as “I sent the letter to my parents in the village” has the same verb form of the third person singular. It can be seen in the example as follows: My little sister sent the letter to our parents in the village. It is not the same as other tenses such as simple present tense. In the simple present tense format, the various subject, especially for singular third person or thing will change the final verb.

Error for human being is usual thing. Every human being has their own error when they express their intention. This expression can be in the form of speaking and writing. Error is as a linguistic item use in a way judged faulty by native speakers. It reflects incomplete linguistic knowledge. Error is noticeable deviations from the adult grammar of a native speaker (Brown, 2014).

There are types of error that can be used to analyze the errors. They are misformation, misordering, addition, and omission. Misformation is the wrong form of the element in the sentences. Addition error is the error which is indicated by the existence of

the unneeded element in the sentences or words. Omission error is the error that is shown by the absence of elements that should appear in the sentences. Misordering error is the error that is characterized by the wrong form of correct ordering the sequence of the language (Dulay et al., 1982). Besides that, there are terms used in classifying errors, they are error of addition, (2) omission, (3) substitution, and (4) permutation (Brown, 2014).

Errors can be caused by the following factors: (1) interlingual error, and (3) intralingual error (Brown, 2014). Interlingual error is the kind of error that comes from the language learners' first language to their second language. It can be in the form of pronunciation and grammar. Meanwhile, the intralingual error is an error that arises within the language learners' target language. The intralingual transfer includes: (1) overgeneralization. It means that the language learners generalize the rule in broad uses such as "I goed to school" after studying the past tense by adding "ed" at the final of the verb. (2) simplification. The language learners use the simpler vocabularies or grammar structures rather than what is required. (3) Incomplete application of certain rules. (4) false concept hypothesized.

RESEARCH METHOD

The current research used the qualitative approach to analyze the researchers' errors in writing the research results for the final project, S1 thesis, as one of the requirements to get the S1 degree. The data of the current research was the words and sentences that were written by the researchers in writing the result of the research. The numbers which were used in this research is not used to analyze the data. These numbers function as the subsidiary data. The participants who involved in the current research were 5 students of English Department who took the S1 thesis course. They are 2 (two) males and 3 (three) females. The data was taken from the students' writing who wrote the S1 thesis. The data was analyzed qualitatively using error analysis theory. The data were gathered from the researchers' writing in writing the research result by reading. The researcher read the students', as the researchers, writing of the research result in detail. The researcher marked the data of error and then classified based on the objective of the research. After the data was collected from the researchers' result research writing, then they were reduced. After the data were gathered, then the data were classified based on the categories fix with the

objective of the research. After all the data were classified, finally they were analyzed based on the error analysis.

FINDING AND DISCUSSION

Finding

Based on the objectives of the research, it can be classified into three categories: (1) the percentage of types of errors made by the researchers in writing the result of the research, (2) types of errors made by the researchers in writing the result of the research. Each of these objectives of the research are displayed in the following explanation.

Table 1 The Data of the Percentage of Error Types Made by the Researchers in Writing the Result of the Research

No	Types of Errors	Total	Percentage
1	Misformation	9	34.6%
2	Misordering	4	15.4%
3	Omission	4	15.4%
4	Addition	9	34.6%
	Total	26	100%

The table 1 above shows percentage of the types of error made by the researchers in writing the research result. The percentage of misformation error is 34.6%. The researchers are still unclear how to make and construct the tense which is used in writing the result of the research. It is important to pay more attention to form the tense used in writing the result of the research. The percentage of misordering is 15.4%. Misordering is how make the order sentential construction correct based on the English grammar. Wrong order will change the meaning of the construction. The percentage of omission 15.4%. The last is the percentage of addition error which was made by the researchers is 34.6%. Meanwhile, another researcher found that omission error is 34.06%, addition 7.25%, substitution 57.97%, and permutation 0.72% (Setiyorini et al., 2020).

Type of Errors Made by the Researchers in Writing the Research Result

The researchers had errors in making the tenses. The following sections are the presentation of the types of error made by the researchers in writing the result of the research.

Misformation Error

The researchers made errors in making the tenses when they wrote the result of the research. Misformation is the type of error that the form of the word, phrase or sentences do not match with the grammatical rules. Misformation errors can be seen in the table 2 below.

Table 2 The Data of Misformation Error Made by the Researchers in Writing the Result of the Research

No	Mis-formation Error	It should be	Explanation
1	The researcher collects the data	The researcher collected the data	The researcher used simple present tense
2	The researcher makes the instrument	The researcher made the instrument	The researcher used simple present tense
3	The researcher will analyze the data	The researcher analyzed the data	The researcher used simple future tense
4	The researcher will attend the teacher	The researcher attended the teacher	The researcher used simple future tense
5	The researcher will observe the class	The researcher observed the class	The researcher used simple future tense
6	The teacher will explain the material	The teacher explained the material	The researcher used simple future tense
7	The students are asked to read the reading text	The students were asked to read the reading text	The researcher used simple present tense
8	The students are given the answer sheet	The students were given the answer sheet	The researcher used simple present tense
9	The researcher uses qualitative approach	The researcher used qualitative approach	The researcher used simple present tense

The data of the errors shown in the table 2 above shows that the researchers had error in forming the tense used in the research result. It is called misformation error. Sample of the sentence number 2, for example, “The students are asked to the reading text” is error. The researcher should write “The students were asked to read the reading text”. The researcher used the simple present tense in telling the specific past event. The simple present tense is used for an action that happens regularly and the general truth. It cannot be used to show the past action and event (Swick, 2010). The researcher has to use the simple past tense to explain the activity happened in the past or before the time of speaking (Nelson & Greenbaum, 2016). It also happened in the rest of the sentences shown in the table 1 from number 2 until number 9.

Misordering Error

The researchers had error in ordering the sentences. It can be seen in the table 3 that follows.

Table 3 The Data of Misordering Errors Made by the Researchers in Writing the Result of the Research

No.	Errors	It should be	Explanation
1	The teacher asked the students late to do the assignment	The teacher asked the late students to do the assignment	The adjective “late” is placed after the students. It should be placed before the word “students”.
2	The teacher asked to write the note the students	The teacher asked the students to write the note	The word “students” is placed at the end of the sentence. It should be placed after the word “asked”.
3	The research instrument valid was given the students	The valid research instrument was given to the students	The adjective “valid” is put after the word “instrument”. It should be placed before “instrument”.
4	The data collected analyzed qualitatively	The collected data was analyzed qualitatively	The word “data” is put before the word “collected”. It should be put before the word “collected”.

Based on the data displayed in the table 3 above, it is clear that the sentences are in correct order. The sentence “The teacher asked the students late to do the assignment” is incorrect. This sentence should be written “The teacher asked the late students to do the assignment”. The adjective “late” should be put before the noun “students”. This adjective is to explain the noun “students” and it is not to explain the verb. It also happens in the sentences number 2-4. Sentence number 2 “The teacher asked to write the note the students” should be written “The teacher asked the students to write the note to the students”. The verb “asked” is transitive verb that needs object. The object of this verb is “the students” and then followed by the infinitive to. Transitive verb needs object to complete the meaning of the sentences (Gelderen, 2010).

Omission Error

Omission error is indicated by the disappearance of the elements or items that have to be appear in the sentences. The data of omission error which was made by the researchers was is displayed in the table 4 as follows.

Table 4 The Data of Omission Error made by the researchers in Writing the Result of the Research

No	Errors	It should be	Explanation
1	The instruments answered by the students freely.	The instruments were answered by the students freely.	The researcher did not add to be “were”.
2	The sample chosen from four schools with the same qualification.	The sample was chosen from four schools with the same qualification.	The researcher did not add the to be “was”
3	The data chosen classified based on the research questions.	The chosen data was classified based on the research questions/ The data which was chosen was classified based on the research	The researcher did not add to be “was” or “which was”.

		questions.	
4	The instrument was not valid was not distributed to the respondents.	The instrument which was not valid was not distributed to the respondents.	The researcher did not add “which”.

From the data available in table 4 above, it can be clear that the researchers had omission error when they wrote the result of the research. Sample number 1 is categorized into omission error. At the sample 1, it is clear that the researcher omitted an item that should exist in the sentence. The sentence “The instruments answered by the students freely”, is not complete structure. Semantically, it is correct but grammatically it is not correct. The passive statement in the simple past tense has to be inserted to be “was” before the verb “answered”. The formula of past tense is to be + verb 2 (Nelson & Greenbaum, 2016; Siswoyo, 2024).

Addition Error

Addition error is characterized by the performance of items or elements that should not appear in the sentences. The data of addition errors made by the researchers can be seen in the table 5 as follows.

Table 5 The Data of Addition Error Made by the Researchers in Writing the Result of the Research

No.	Errors	It should be	Explanation
1	The researcher will asked	The researcher asked	The researcher added “will”
2	The researcher would wrote	The researcher wrote	The researcher added “would”
3	The researcher will goes	The researcher went	The researcher added “will”
4	The teacher will analyzed	The teacher analyzed	The researcher added “will”
5	The students asks	The students asked	The researcher added “s” in the verb “ask”
6	The teacher is asked the students	The teacher asked the students	The researcher added “is”
7	The first examiners	The first examiner	The researcher added “s”
8	The second examiners	The second examiner	The researcher added “s”
9	The third examiners	The third examiner	The researcher added “s”

The displayed data in the table 5 above, revealed that the researchers had addition error in making the words and sentences. They added the items or elements that should not appear in those words and sentences. Like the word “examiners”, the researcher added “s” at the final of that word. It is categorized into addition error because examiner that was meant by the researcher was only one examiner. It is counted as the ordinal number. Ordinal number is not changed into plural noun form although the number is more than one such as the first examiner, the second examiner and so forth. This case is different from the cardinal numbers that always change the form of noun when the number is more than one such is

one examiner, two examiners, three examiners and the like. Therefore, the word should be “the first examiner, the second examiner”.

DISCUSSION

Types of Error Percentage

Based on the finding of this research, it is clear that the researchers had various types of error when they wrote the research result. These types of error are classified into misformation, misordering, addition, and omission. These error types are distributed as follows: misformation errors 34.6%, misordering errors 15.4%, omission errors 15.4%, and addition error 34.6%. Seen from these finding, it can be seen that the researchers had most error in misformation and misordering. Other researchers also had conducted the research in error types. The finding of the previous research in error analysis showed that the writers had error in omission 36.51%, addition 25.40%, misformation 22.22%, and disordering 15.87% (Pasaribu, 2021) .

Types Of Error

Misformation

Misformation error is the type of error than can be seen by the wrong form of the word and sentences forming. The researchers had error in writing research result tenses. They wrote “The researcher will analyze the data”. This sentence in categorized into simple future tense. Simple future tense is to describe the action which will be done in the future. Meanwhile, research result is to report the activities which has been done by the researchers. By this regulation, it is clear that the tenses that is used in research result writing is simple past tense. Simple past tense is to describe the activities which happen in the past (Jespersen, 2006).

Misordering

Misordering error is the type of error that is shown by the wrong order of sentences. The researchers had made this error when they wrote the research result. They did not write the right order in using the tense. It can be seen in the sample of misordering such as “The teacher asked to write the note the students” is not correct pattern. This sample should be written “The teacher asked the students to note”. The verb is transitive verb that needs more than one object, so the order is S + V + O + To Infinitive (Azar, 2003).

Addition

Addition is a type of error that is indicated by the element that should not exist in the sentence construction. The researchers had added some wrong items in writing the research result. It is shown by one of the finding of this research. The sentence construction such as “The teacher will analyzed” is categorized into addition. The researcher added “will” and “analyzed” in writing the research result. The researcher should not add the word “will” in this construction. Therefore, the sentence is “The teacher analyzed”. This is based on pattern of simple past tense that regular verb should be added by “ed” at the final of the verb (Azar, 2003).

Omission

Omission is the characteristics of error by leaving an item that should appear in the sentence construction. Based on the finding of this research, it is found that researchers had left some elements in writing the research result. It can be seen in the sample of data as follows: “The data chosen classified based on the research questions”. This sample should be constructed “The chosen data was classified based on the research questions”. The researcher did not insert the to be “was” before the word “classified”. This construction is categorized into passive voice simple past tense. Therefore the to be has to be added before the verb classified .(Jespersen, 2006; Nelson & Greenbaum, 2016).

CONCLUSION

The students of English Department still had errors in writing the result of the research or the finding of the research. There were classifications of error types made by the students as the researchers in writing the result of the research. Based on the finding of the current research, it was found that the students had misformation errors 34.6%, misordering errors 15.4%, omission errors 15.4%, and addition error 34.6%. This result has implication that the students have to learn more and more in English grammar mastery. Learning grammar needs more practice to make the result better.

The current research was conducted in very limited respondents. The next researchers should conduct the research with more respondents to make the result more comprehensive.

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