

ERROR ANALYSIS OF THE STUDENTS IN USING SIMPLE PRESENT TENSE WRITING DESCRIPTIVE TEXT

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ABSTRACT

This research is about Error analysis of using simple present tense made by the students in writing descriptive text at grade II in junior high school Pematangsiantar. The problem is to find out the In this study, the researcher uses qualitative method. The students of grade VIII SMP Negeri 2 Siantar is 20 students taken the subject. The instrument types of error analysis found on the students' writing descriptive text. The researcher asks the students to write descriptive text in using simple present tense. The result of the research is there are four types of error made by the students writing in using simple present tense based description of error, they are: (1) omission (45,23%), (2). error of addition (8,33%), (3). error of misinformation (20,23%), and 4. error of misordering (26,19%). From the results of the analysis, it was found The two errors that have the highest number is omission(45,23%). The conclusion is there are still many students who do not understand how to make sentences using the simple present tense in descriptive text and practice again to using tobe (is, am are) in sentence, use of verb -s/-es and regular and irregular verb. For students, they should learn more again and discuss with their friends in group and practice it.

Keyword: Error, Simple Present tense, Writing, desriptive

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1. INTRODUCTION

According to Wishon and Burks (1998: 379) "descriptive text reproduces the way things look, smell, taste, feel or sound; it may also evoke moods, such as happiness, loneliness, or fear". One of the point which has to be paid attention in writing descriptive text is using present tense. In writing descriptive text, the writer should consider to the structure of present tense. According to Azar (1989:6) "simple present tense expresses events or situations that exist always, usually, and habitually". The use of simple present tense often makes students confused with the complexity, especially for Grade Eight of Junior High School. They usually have some problem in finding out the verb form of simple present tense. They often write (1) "she go to school everyday", instead of "She goes to school everyday". The third singular persons such as he, she and it need suffix -s or -es for the verb. It shows that Indonesian students do not consider that in English there are verbs formed in singular or plural. In this final project, the researcher discuss students English skill in using simple present tense in writing descriptive text. Writing descriptive text should be clearly and concrete. If student has a error in using simple present tense, it means they are not competent yet in making they text and making the readers confused and difficult to understand what the writer means. Some reasearcher shows that there are some types of error are omission, addition, misinformation, and misordering, such as Hasanah (2015), Ima Natria (2006), Helvira Yenita (2016), and Siti Himmatul Auliya (2015). One of the expert suggest that Error is divided into 4 types of error by Dulay (1982:150): 1) Omission errors are characterized by the absence of an item that must appear in a well -formed utterance. 2) Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. 3) Misformation errors are characterized by the use of wrong form of the morpheme or

structure. 4) Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The researcher focused on the fourth type of error by Dulay. Based on phenomena above, the researcher identifies the problem it is the students' difficulty in writing descriptive text and the writer is interested to conduct the research entitled: "Students' Error Analysis On Using Simple Present Tense In Writing Descriptive Text at Grade II in SMP Negeri 2 Siantar"

2. REVIEW OF RELATED LITERATURE

Definition of Writing

Writing is one way to communicate with other people besides speaking, reading, and listening. Writing is one of the language skills which is important in our daily life. Through writing, we can inform something and also tell what we feel. However, we know that writing in a second language is not simply a matter and difficult to learn. Writing is one of the ways to give an idea or message which is formed in writing on a piece of paper or the other. The researcher concludes that writing is making handwriting who write gives a form for everything what he or she thinks and feels. According to Brown (2001:8) as cited in Hayati (2017: 8) "writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization". Cooper (1985:3) as cited in Hayati (2017:9) said, "Writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage." The meaning of writing is not only the way of thinking and learning but also contributes to the personal development. Writing also the most difficult skill when it is learned by foreign language learners. Writing also difficult skill for native speakers and non-native speakers: because writers must be able to write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation and spelling.

Descriptive Text and generic structure

Wishon and Burks (1980:379) stated that "descriptive writing reproduces the way things look, smell, taste, feel or sound; it may also evoke moods, such as happiness, loneliness, or fear." Callaghan (1988:138) also said that "a descriptive writing creates a clear and vivid impression of person, place, or thing." According to the statements above, the researcher can conclude that a descriptive writing should be concrete and detailed, so the readers know and understand what the writer is telling about. Writing is one way to communicate with other people beside speaking, reading and listening. The word "writing" seems to be very simple and easy to understand. However, it cannot be ignored. When a student writes a paragraph, he or she should write not only semantically correct but he or she should also use a correct grammar. Writing is not a spontaneous activity. It is learned in a formal instruction. The context of this kind of the text is the description of the particular thing, animal, person and the others.

The generic structure of Descriptive text consist of Identification and Description. Gerot and Peter (1994:208) mention that there are two components in the descriptive text:

- (1) Identification : to identifies phenomenon to be described. The identification usually occurs in the first paragraph and to identify the phenomenon.
- (2) Description : describes parts, qualities and characteristics. The description consist of describe of object (place, animal, person, thing, etc)

Descriptive often use 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past Tense if the thing to be described doesn't exist anymore. Description. Gerot and Wignell (1994:208) gave the language features of descriptive text, they are :

- (1) Use of Simple Present Tense
- (2) Focus on specific participants (My mom, My favorite place, My dog, Rina's house, Rina's cat, Borobudur Temple)
- (3) Use of descriptive adjectives (strong muscle, beautiful, famous place)
- (4) Use of detailed Noun Phrase to give information about the subject (a sweet young lady, a clever student)
- (5) Use of figurative language (Her skin is as white as cloud).

Example of Descriptive Text: Panda

(1) Identification:

Have you ever watch the cartoon movie "Kung Fu Panda"? The panda in the movie is described as a fat animal, love-noodle eater, and Kung Fu master. But the Panda that will be described below is not the Panda who can do Kung Fu like in that movie. Pandas are bear-like animal which originally live in center

and western part of China. Pandas have distinguish features that make them different other species of bear.

(2) Description:

Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. Those black marks make Pandas unique and different. Like other species of bear, pandas have a big head, a short tail, rounded ears, and a long muzzle with a big nose.

However, pandas' diet is totally different with other species of bear; in which they prefer bamboos than others. 90% of pandas' diet consists of bamboos. That is why pandas have adapted their body to help them in eating bamboos. Pandas have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need.

(source: Azbahasainggris.com)

Simple Present Tense

Tense is a systematic structure to describe different forms of verbs that showed the time of action. Meanwhile, simple present tense is formed by using simple form of the verb that is the form which as listed in the dictionary or it was called invinitive without 'to'. When the third person singular subject is present, in ending of verb added *-s* or *-es* (cook and suter, 1983:49). According to Brown (19872:263) as cited in Natria (2007:12) stated that "the presesnt tense expresses an action or a state of being in the present". So, from the stated above present tense is our action in present and happening right now. Present tense form of 'to be' is formed with *to be is, am, are* put after the subject of the sentence

Pattern of Present Tense of Verb Be

S + to be (is, am, are) + Noun => Mr.Abdul is a teacher

S + to be (is, am, are) + Adjective => He is busy

S + to be (is, am, are) + Adverb => They are here

In negative statements with the verb be, the word 'not' is used after the verb be. For example: Rina is not a teacher. In yes or no question, be comes before the subject of the question. For example: Is she a teacher?, in question word, be comes before the subject and after the question word. For example: Who is she? The verb 'be' has different subjects forms after different subjects. The present tense forms of be (*is, am and are*). Is used after the third person singular subject (*he, she, it*), am is used after the first person singular subject (*I*), are is used after the first person plural subject (*we*), second person singular and plural subject (*you, you*) and the third person plural subjects (*they*). According Frank (1972:66) as cited in Natria (2007: 18) stated that the simple present tense could be used:

- a. To express a habitual action, with adverbs like usually, always, or often
- b. To state a general truth
- c. To express future action, especially with verbs of movement such as 'come', 'leave', 'stay', or 'arrive'.
- d. In commentaries on games and plays
- e. In exclamations, announcement or demonstration

Error and Mistake

According to (Ellis, 1997: 17) as cited in Fransiskus (2018: 20) stated that "errors reflect gaps in a learners' knowledge; they occur because the learner does not know what is correct". While, mistakes reflect occasional lapses in performance; they occur because, in particular instance, the learner is unable to perform what he or she knows. The definition above shows that mistake is a fault which is made by the learner and he or she can make correction. Meanwhile, error is a fault which is made by the learner, and he or she is unable to make correction. Error analysis is the process to observe, analyze and classify the deviation of the rules of the second language and then to reveal the systems operated by learner. Error analysis is not only about identifying and detecting errors but actually trying to explain why they are made. The categorization of the grammatical errors needs to be developed, according to Dulay (1982:150) classifies the type of errors into four types, they are:

- (1) Omission errors are characterized by the absence of an item that must appear in a well-formed utterance". (Dulay, 1982:155). The learners frequently make errors in nominal sentence by omitting *to be* of the sentence. Example: Marry President new company. The well formed sentence is Marry is the president of the new company.
- (2) Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. Dulay (1982:'156) Three types of addition errors: double marking, regularization and simple addition.

- (3) Misformation errors are characterized by the use of wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. Example: in The dog eated the chicken.
- (4) Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. This type of error can be caused by the word-for word translation of native language surface structure. Example: I don't know what is that. Here, the learner misorders the word "is" and the well-formed sentence is I don't know what that is.

Mistake is different with error. A mistake refers to a performance error that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly (Brown, 2000:165) as cited in Natria (2007: 32) stated a "mistake refers to performance errors that are a random guess or a slip, in that it is failure. Mistakes are caused by hesitation, slips of the tongue". The learner who make mistakes will sometime use one form and sometime the others. These show an inconsistency. For example:

1. If learners produce "he must go" and "he must to go".
2. If the Indonesian learners pronounce the word error "istruction" not instruction".

The Difference Between Error and Mistake

According to Brown (1997:217) as cited in Natria (2006: 30), the differentiates between errors and mistakes. He defines "errors as a systematic mistakes due to lack of language competence, while mistakes refer to performance errors because of a random guess or slip. Error cannot be self-corrected, mistakes can be self-corrected if the deviation is pointed out to the speaker". The mistake is used when sometimes the learners produce the correct or incorrect word both in speaking and writing. Meanwhile, they know the right form. So mistake is what a learner can self-correct; and error is what a learner cannot self-correct, it should be correct by other people. Based on explanation, the researcher concludes that the mistake is different from error. The learners who learn a language will make mistakes. The mistake is the wrong use of language because of lack awareness of the mistake, but the learners can correct it as soon as realizing what they say or write. On other hand, errors are mistakes the student's make due to lack of competence. They are not able to be self-corrected because they do not know the concept and they need help and explanation to correct it.

According to Brown (2006:220) as cited in Auliya (2016:4) says that "error analysis is the study of learner's error that can be observed, analyzed, and classified to tell something that happen within the learners. According to Nunan (2005:31) as cited in Rahmawati (2005:31) states that error analysis is to identify the grammatical errors which they make. This analysis is completely selected for providing feedback of the students and organizing the error. From the definition above, the researcher can conclude that error analysis is a methodology for investigating learners' competence in acquiring a second language acquisition or a foreign language. It describes learners' interlanguage and can be used to identify the possible mistakes or errors that are made by students.

3. RESEARCH METHODOLOGY

This research used qualitative research. According to Creswell (2014:4) states that qualitative research is a research for exploring and understand the meaning individuals or groups describe to a social or human problem. The researcher choose qualitative research method because it is relevant for the researcher making interpretations of the meaning of the data. By using the method, the researcher able to analyze the students' error in writing descriptive text on using simple present tense. The students write descriptive text to describe things, human, animals and others. Then, the researcher analyze it to type of error based on Dulay, such as omission, addition, misinformation, and misordering. So that, the analysis is based on the data taken from the student's writing. The subject of this research are students at grade II students of SMP N 2 Siantar. Pematang Simalungun, Kec. Siantar, Kab. Simalungun, Prov. North Sumatera. The researcher analyzed 15 students in one class as a sample of the research. In this research, the object of research is the students' error analysis in using simple present tense in writing descriptive text at II grade in SMP N 2 Siantar and focus on analyzing the type of error. The technique of collecting data is writing task. The researcher uses guided writing task to collect the data. The researcher explain a little bit about writing text, generic structure and language features of descriptive text. The researcher ask students to make writing text that had explained by the researcher before. Then the researcher collect the data from the students' works. After collecting the data, the researcher analyzes the data. To analyze the data, the researcher uses descriptive qualitative to analyze data. The data of this research were analyze by using several steps. (1) The researcher collected the data of students, (2) The researcher

identify the error according to Dulay's theory, (3) The researcher analyze the type of error are made by students by Dulay's Theory, (4) The researcher make the tabulate and total number of errors are counted by students writing, (5) The last step is to find out the most of type of error made by students writing

4. RESEARCH FINDINGS

Identifying Error and types pf errors

From the data of students writing, the researcher identifying the error based on the description of errors from the students writing result. They are four types of error: omission, addition, misinformation and misordering (by Dulay, 1982). From the students' writing result, it could be seen that the students made four types of error. After collecting the students writing, the researcher analyze the students result and give the explanations about the error of students made each sentence that students writing. the grade eight in students of SMP NEGERI 2 Siantar make some errors in their compositions. The errors are classified based on types of error (omission, addition, misinformation and misordering). The distribution of those errors is presented in table 4.1:

Table 1. The Number Errors Based on Type of Errors

No	Type of Errors	Number of Errors
1	Omission	38
2	Misinformation	17
3	Addition	7
4	Misordering	22
Total		84

After knowing the total number of error made by the students, the researche wants to know the dominan error, it can be got from make percentage of error. It needs a formula to count the error: $P = \frac{n}{N} \times 100\%$ (Sudjono 2004:2005)

Notes: P = Percentage of error; n = Number of error; N = Total of error

Percentage error of Omission $P = \frac{38}{84} \times 100\% = 45,23\%$

Percentage error of Addition $P = \frac{7}{84} \times 100\% = 8,33\%$

Percentage error of Misinformation $P = \frac{17}{84} \times 100\% = 20,23\%$

Percentage error of Misordering $P = \frac{22}{84} \times 100\% = 26,19\%$

As has been stated above that the total number of errors are 84, these errors are found in the twenty pieces of students compositions. From the calculate above, is known that the most of type of errors in making descriptive text is omission (45,23%). In order to know exactly about the description of errors that are done by each student in this composition, it can be seen in the table 2.

Table 2. The Students' Number of Error

Students' Number	Number of Errors
1	1
2	7
3	10
4	4
5	7
6	2
7	0
8	7
9	5
10	6
11	3
12	4
13	3
14	4
15	3
16	4
17	3
18	2

19	3
20	6
Total	84

By looking at the table above, it can be known that the number of errors done by the students is quite different.

Research Finding

After analyzing the data from the students writing in using simple present tense, the researcher finds:

1. There are four types of error made by students writing in using simple present tense based on description of error. They are : error of omission, error of addition, error of misformation and error of misordering.
2. From the data the researcher finds 16 error of omission, 4 error of additon, 13 error of misinformation, and 16 error of misordering. And the dominant error is error of omission and misordering.
3. The causes of error:

From the analysis of the stuydents errors in using simple present tense in descriptive text, I found the errors are caused by interlingual errors. Interlingual errors are those by interference of the learners' mother tongue. Almost of the students get faulty in producing sentence because of interlingual error. For Indonesian students, they just translate Indonesian into English without knowing the grammatical structure first. The researcher only finds two types of error. They are overgeneralization and ignorance of rule restrictions.

1). Over generalization: This error arises when the learner creates a deviant structure on the basis of the other structure in the target language. It generally involves the creation of one deviant structure in place of target structure. This error occurs because the students are confused with the meaning of the words. They are influenced by the Indonesian sentences. For example(69) "i am in home", they should not put 'in" in the sentence. The sentence becomes, " i am at home'.

2). Ignorance of rule restriction:The example of ignorance of rule trestriktion are as follow:

a). She also like__ eating fish; b). They eats grass; c). Frog like__ jumping

The errors happen because the students do not know grammatical rule in English of simple present tense. The students tend to add "-s" in the word "like and eats". The form of simple present tense is S + V1 + -S/ -ES + O. Whether suffix -S/ -ES is used based on the subject in a sentence. In this case, the subject "They, We, I, You" must be added -S/-ES after verb. Therefore, the students fail to apply the rule of simple present tense.

Discussion and interpretation

The goal of writing language is to convey information accurately, effectively, and appropriately. Writing product is necessary to be grammatically correct. Teaching and learning process cannot be free from error mistake. Based on the phenomena, there are some problems in students' writing skill, especially in writing composition. Although, the students must take writing subject, in fact there are still many students who have difficulties in writing composition.

There are four types of errors according to Dulay, Burt, and Krashen, such as Misformation, Misordering, Omission, and Addition. There are some reasons why the students make errors. First, they are not well trained in making English sentence. Second, they will have not understood the use of the English sentence patterns where they don't know the different of Indonesian pattern. The finding shows that the ten students of eight grade at SMPN 2 Siantar still make error in their composition. The total number of error is 49 errors. The researcher finds that error of omission and error of misordering are the dominant error (16 errors). After the researcher analysis the data and finds the research finding, the researcher interprets that the students still make many errors in using simple present tense in writing descriptive text, such as:

1. the students still make the error for the use of the third singular person for the verb -s/-es.
2. the students still make the error for the use of to be (is, am , are).
3. the students still use verb-ing in using simple present tense.
4. the students are still confused where are verb 1, 2 ,3 or the use regular or irregular verb.

5. CONCLUSIONS AND SUGGESTIONS

Based on the findings and discussions in the previous chapter, the researcher concluded the type of errors are usually made by the eight grade students of SMPN 2 Siantar of using simple present tense in writing descriptive text, and the cause of errors made by the eight grade students of SMPN 2 Siantar of using simple present tense in writing descriptive text. The conclusions are as follows: (1) the type of errors are usually made by ten student in eight grade of SMPN 2 Siantar of using simple present tense in writing descriptive text. (2) The concluded that the twenty student at eight grade of SMPN 2 Siantar still made the error on writing descriptive text. The type of errors made by the students based on grammatical error according to Dulay (1982), which are classified into four, they are error of omission, addition, misinformation and misordering. After counting the errors, the researcher found 84 total of errors consisting of 38 error of omission (45,23%), 7 errors of addition (8,33%), 17 errors of misinformation (20,23%) and 22 errors of misordering (26,19%). From the data above, it can be seen that error of omission () is the highest number of errors made by students. (3) The causes of errors made by ten students at eight grade of SMPN 2 Siantar of using simple present tense in writing descriptive text. After analyzing each type of errors found in descriptive text in students writing, the researcher can find some causes of errors. It is interlingual transfer. Interlingual transfer is errors that are influenced by the interference of users' mother tongue. The users still apply Indonesian pattern into English when they translate the sentences. Then Intralingual transfer occurs when students get difficulty learn the second language.

Referring to the research finding, the researcher would like to give suggestion for the teacher and the students as follows: (1). The teacher should explain more clearly about the using of simple present tense in writing descriptive text and should apply the teaching technique and method by providing further explanation and relevant examples, (2) The teacher should guide the students to recognize their own errors by invite the students to do self-correction and know the error made by them self, so that they are able to do better in the future, (3) the students should practice about the use of verb -s/ -es, verb 1, 2, 3, (4) The students should do workgroup for each other and discuss it so that they can learn more about the material.

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