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## **AN ERROR ANALYSIS OF USING SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT WRITTEN BY THE SEVENTH GRADES STUDENTS OF SMP HUTAMA BEKASI IN THE ACADEMIC YEAR 2017/2018**

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**Abstract** *The seventh grades students have to learn descriptive text. It means that they also have to learn simple present tense as a tense they used in writing descriptive text. But writing is no easy for them. They have some errors in they written especially in taxonomy structure, such as omission, addition, misformation, misordering. Using descriptive text written by the seventh grades students of SMP Hutama Bekasi, as many as 21 students, this study analyzes the types of errors in the use of simple present tense. In this research, researcher uses qualitative method by using descriptive qualitative approach that Researchers find that misformation (48,96%) is the most error which students made in their written. The misformation of alternating form is the dominant error and it shows that students lack of English grammatical mastery especially in selection pronouns.*

**Keywords:** Error Analysis, Simple Present Tense, Descriptive Text

### **INTRODUCTION**

In wider communication, language has taken an important role as an instrument for people to communicate. Language is one of the many systems of signs that humans use to communicate with one another, and since language is systematic, we can ask systematic questions about the different choices that we make when we talk with one another (Deckert and Vickers, 2011). Thus, how the students think and act affected by the words they use to describe things to ourselves and others. That's remind them that anything can be happen in all kinds of situations and that's related to teaching and learning of languages. Languages do not have a relationship between form and meaning, language must be learned cause words and objects would not automatically associate with one another.

Many countries have been using English as a second language or a foreign language. On the other hand, English, in Indonesia, is still considered as a foreign language. English as a foreign language (EFL) is used for non-native English speakers and they don't used English for main of official language. They learn English in order to use it with any other English speakers in the word-when the students might be tourist or business people. English is a very important language in International relations both formally or informally. Therefore, many people use English as a colloquial language. They realized that the people who use English as a colloquial language will be different from people who master the English but do not use English as a colloquial. English is also, of course, a mother tongue, for many people in the world, though, as we shall see, such 'native speakers' are increasingly out-numbered by people who have English as a second or third language and use it for international communication (Harmer, 2007).

The students can say that the art of writing is different from the art of speaking because the art of writing deals with the symbols of the language of writing. According to Finegan (2008), writing is a system of visual symbols representing audible symbols. So, writing is an art of non-verbal communication. Writing can develop social relationship and social expectation because writing is one of the tools in communication. For example, we can feel the situation from information that we received from our friend by e-mail or online chat.

Writing is making a hand writing where the one who write offers a form for everything what the students thinks and what the students feel. Their writing is flow down as water. The students do not need to think what they should write about their feeling. Making a contribution for their written product, trust to their ability and being a thinker. It can be concluded that writing is a process of organizing ideas in which the students are demanded to perform creativity in using the language skills to produce a written.

Pardede and Mustofa (2014) explain that a paragraph of list of characteristics describes a person, place, thing or event by exposing certain characteristics. Based on the explanation, purpose of descriptive text is to describes a particular place, person, thing or event. In addition, a good descriptive is like a 'word picture', the reader can imagine the person, object, or place in his or her mind.

Richards and Schmidt (2010) stated that tense is the relationship between the form of the verb and the action or state it describes. It means that a verb tenses in English to indicate the time to discuss the events happening now, future or tomorrow, and past. Students use simple present tense when they write about their feeling, opinion, relation, repeated actions, an instant action, verbs of reporting, etc.

According to Saville-Troike (2006), errors are thus a sign that the learner is (perhaps unconsciously) exploring the new system rather than just experiencing 'interference' from old habits. The students' errors in writing present students' development in learning grammar rules. Their existence is a very significant indicator to know the progress of every student in learning the target language.

Actually, errors and mistakes are different. Norrish in Hasyim (2002) explain that a mistake is an inconsistent deviation that is sometimes the learner 'gets it right' but sometimes wrong. It means that students can make a mistake because they understand the rule, but they haven't committed the form to memory. All those mistakes are not committed by the native speakers or writers intentionally. The make mistakes because of tiredness, stress, inattentiveness, etc. Mistakes is a deviation caused by student's performance factor. Based on the explanation, mistakes made by native speakers and errors made by non-native speakers.

In learning process, especially in learning how to write in English, the students frequently make some errors. It happens because the limitation of student's knowledge on grammatical sentence in English and vocabulary, ignorance of restriction, less understanding on the English structure and influence of t=mother tongue. It also happens because the students are not interested in English.

In this study, researcher used surface strategy taxonomy to analyze the kinds of errors on the use simple present tense in descriptive texts written by seventh students of junior high school. The errors will be classified into 4 types, omission, addition, misformation, and misordering. And add blend error as the category of surface strategy taxonomy.

Based on the circumstances above, the researcher would like to conduct the research with the title "An Error Analysis of Using Simple Present Tense in Descriptive Text Written by the Seventh Grade Students of SMP Hutama Bekasi".

## METHOD

The sample was selected by purposive sampling. The researcher decided, the seventh grades students as the sample in this research. They have studied about descriptive text and the language features of descriptive text in this semester. Writing descriptive text is certainly something that is still hot to be discussed with them. This research used qualitative method by using descriptive qualitative approach to analyze kinds of simple present tense errors in descriptive text written by seventh grade students in SMP Hutama Bekasi. This method can describe the phenomena associated with how the student's ability in writing descriptive text.

In collecting data, researcher give a review about writing descriptive text and asked the students to write a descriptive text with one following topics in 1 hour. The researcher analyzed the errors of the student's writing and classified the errors based on the surface taxonomy strategy by James (2013) such as omission, addition, misformation, misordering and blend. This research will describe the classification of error based in the types of error in the simple present structure by using table and descriptive analysis with short explanation, presented with table number of errors and percentage that described in the form of bars.

## RESULTS AND DISCUSSION

Based on data collected by researcher, after data was analyzed, the researcher concluded the researcher findings and the researcher found a lot of grammatical errors of using simple present tense in descriptive text written by seventh grade students of SMP Hutama Bekasi. The types of error made by the students are showed by recapitulation type of errors table and pie chart as follows:

| No.          | Types of Errors                         | Frequency of Errors |
|--------------|-----------------------------------------|---------------------|
| 1.           | <b>Omission</b>                         |                     |
|              | ✓ Omission of subject                   | 3                   |
|              | ✓ Omission of preposition               | 3                   |
|              | ✓ Omission of article                   | 0                   |
|              | ✓ Omission of auxiliary verb            | 5                   |
|              | ✓ Omission of -s/-es in the verb form   | 12                  |
|              | ✓ Omission of -s/-es in the plural form | 4                   |
| <b>TOTAL</b> |                                         | <b>27</b>           |
|              |                                         |                     |
| 2.           | <b>Addition</b>                         |                     |
|              | ✓ Double Marking                        | 1                   |
|              | ✓ Regularization                        | 0                   |
|              | ✓ Simple addition                       | 5                   |
| <b>TOTAL</b> |                                         | <b>6</b>            |
|              |                                         |                     |
| 3.           | <b>Misformation</b>                     |                     |
|              | ✓ Regularization                        | 1                   |
|              | ✓ Archi-forms                           | 15                  |
|              | ✓ Alternating forms                     | 31                  |
| <b>TOTAL</b> |                                         | <b>47</b>           |
|              |                                         |                     |

|              |                      |           |
|--------------|----------------------|-----------|
| 4.           | <b>Misordering</b>   | 4         |
| <b>TOTAL</b> |                      | <b>4</b>  |
| 5.           | <b>Blend</b>         |           |
|              | ✓ Preposition choice | 1         |
|              | ✓ Article choice     | 1         |
|              | ✓ Diction            | 1         |
|              | ✓ Misspelling        | 9         |
| <b>TOTAL</b> |                      | <b>12</b> |

Table 1.1 Recapitulation Type of Errors

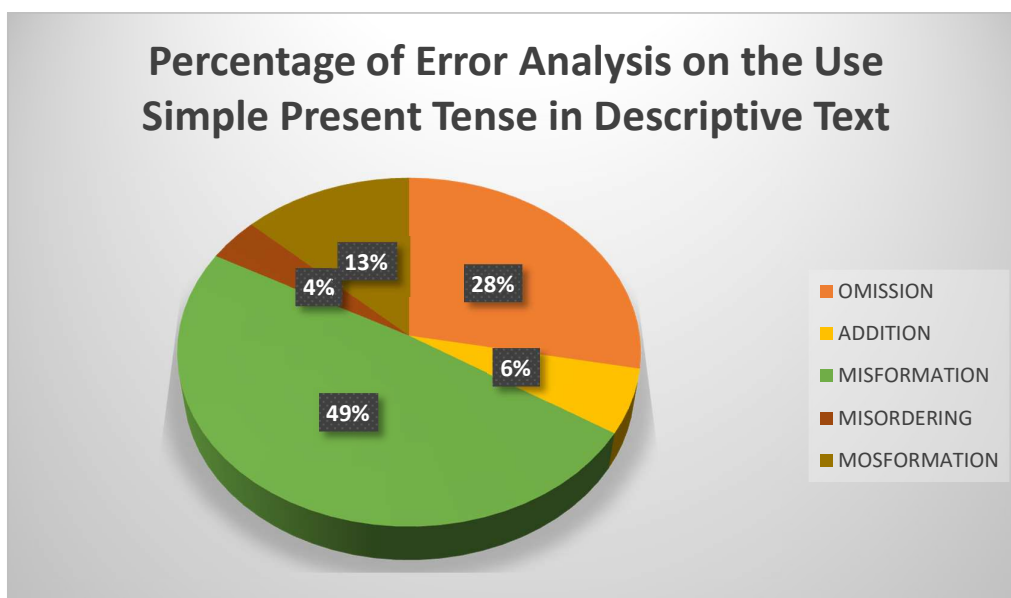


Chart 1.1 Percentage of Error Analysis

Based on the data information and data description above, the result of error analysis of using simple present tense in descriptive text written by seventh grade students that were classified based on the surface strategy taxonomy by James (2013) are:

1. Omission

The table shows that 27 errors or 28,13 % from Total Frequency of Errors in omission. Researcher interprets that the reason of omission in descriptive text written by seventh grade students is interlingual transfer or interference by first language. Students ignored or omitted even some elements in their essays, such as omitted -s/es in verb form and plural form or auxiliary verb. As James (2013) stated, a high omission rate leads to a truncated IL with features similar to those found in pidgin languages, and is typical of untutored learners in the early stages of learning.

2. Addition

By the error calculation of addition percentage is 6,25 % or 6 errors. Researcher interprets that addition in descriptive text written by seventh grade students of SMP Hutama Bekasi occurs due to lack of grammatical mastery. James (2013) stated, this manifestation of

error, Dulay, Burt, and Krashen suggest, is the result of all-too-faithful use of certain rules.

3. Misformation

There are 48,96 % or 47 error in misformation. Type of this errors have been the mostly found in student's essays. Researcher interprets that misformation occurs due to lack of vocabulary and grammatical mastery. It's also happened cause interference of mother tongue or first language. As James (2013) states that, "it is not, no more than that is a 'misformation' of this. What the learner who produced this error has done is not miss-form but miss-select, and these should be called miss-selection errors".

4. Misordering

This error is the least frequency errors that made by seventh grade students of SMP Hutama Bekasi in their descriptive text. The total errors are 4 or in percentage is 4,16 %. Researcher interprets that the students already understand about the pattern of word order in English writing. However, they still made errors. The error caused they carelessness in understanding the materials then they do translation word by word. James (2013) stated, as Dulay, Burt, and Krashen observe, misordering is often the results of learners relying on carrying out word-for-word translation of native language surface structures.

5. Blend

Figures error of blend is equal 12,5 % or 12 errors that have been made by the seventh grades students of SMP Hutama Bekasi. This error caused by lack of vocabulary like blends of misspelling or preposition choices. James (2013) states that the speaker does not know that the two parts cannot be combined, at least not in the way he combines them. Ignorance is the problem.

## CONCLUSSION

The researcher concluded that is quite a lot of error on the use simple present tense in descriptive text written by seventh grade students of SMP Hutama Bekasi. The seventh grades students of SMP Hutama Bekasi wrote two hundred and thirty-eight (238) sentences of descriptive text with the number of errors are ninety-one (91) sentences or 38,24 %. Researcher found that ninety-six (96) of grammatical errors from the sentences. The number of errors show that writing descriptive text is not easy. Lack of English grammatical mastery, interference student's first language (mother tongue) till carelessness to learning English are the factors that influence the student's on writing descriptive text. The errors happened on descriptive text written by seventh grades students in this research are misformation of alternating forms (31 errors), misformation of archi-forms (15 errors), omission of -s/es in the verb forms (12 errors) and blend of misspelling (9 errors). As a suggestion, teacher can pay more attention in productive skills of students such as writing by increasing the intensity of practice in making essays, be a good motivator, create a comfortable and interesting learning environment to improve student's ability in writing essay, especially using simple present tense in descriptive text.

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