

# AN ERROR ANALYSIS IN USING SIMPLE PRESENT TENSE IN DESCRIPTIVE WRITING AT SMAN 1 SUMBER MARGA TELANG, BANYUASIN

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## Abstract

This study aimed to identify the types of errors and the most frequent errors in the use of simple present tense in descriptive writing at SMAN 1 Sumber Marga Telang, Banyuasin. This study used the quantitative method. The subjects of this study were X MIPA 1 class students were selected by using the convenience sampling technique. The data were collected using writing task. The data were analyzed and classified based on the taxonomy of surface strategies proposed by Dulay, Burt, and Krashen (1982). The results showed that there were four types of errors: the most frequent error was omission, which indicated that students' difficulty in understanding the use of to be and suffixes s/es in the simple present tense. The frequency of omission errors was 51.72%, followed by misformation errors (18.39%), misordering errors (16.09%), and addition errors (13.79%). Finally, based on the results of this research, the percentage of errors made by students in class X MIPA 1 SMAN 1 Sumber Marga Telang, is still quite high.

**Keywords:** Error Analysis; Simple Present Tense; Descriptive Writing

## INTRODUCTION

There are four skills that must be mastered in English. According to Choudhury (2013), the four language skills include listening, speaking, reading and writing. Writing as one of the components of English learning, has an important role in students' lives. In real life, students can write letters to anyone and anywhere. Moreover, in educational institutions, writing skills will help students convey ideas to respond to assignments from teachers. As a result, students will benefit from improved writing skills as their studies progress. However, the most difficult skill to master is writing, As stated by Widiati et al. (2006), writing is the most difficult skill compared to the other three skills. Writing is a difficult skill because students have to write many words, phrases, and paragraphs at once. based on the current reality that making sentences in English is difficult for Indonesian students to achieve because English has a different structure from Indonesian, learning English is more difficult than learning Indonesian language. Furthermore, regarding structure, of course, it cannot be separated from grammar, and grammar cannot be separated from tenses. One of the five basic tenses in English is the simple present tense. According to Azar (2002), simple present tense expresses events or situations that always exist. The event exists now, in the past, and will probably happen again in the future. In addition, simple present tense is a linguistic element used in descriptive writing. As stated by Wardani et al. (2014) which states that descriptive text has two main structures: 1) Identification and definition: identifies the phenomenon to be described as well as the person still in the picture; 2) Description of features: includes explanations, qualities, focuses on individual items, uses appreciative words and defines processes, uses the present tense, and describes specific people, places, or things.

The preliminary study was conducted by interviewing the students at SMAN 1 Sumber Marga Telang, Banyuasin. When the researcher asked some students and the students answered, "I have learned to make descriptive text," and "I have also learned about simple present tense but sometimes we still make mistakes in using tenses, especially simple present tense, miss" (S&A, Personal Communication, Juli 20th, 2023) . And based on the results of interviews with students, it was found that students still lack understanding of simple present tense, and how to use simple present tense in writing descriptive texts. Therefore, this is what underlies the researcher's interest in knowing about this problem.

The gap between this research and the research of Nitria (2007), Juwitasari (2012), Rahmawati (2012) and Wijaya's research (2015) is that this research will use quantitative methods, using writing task as an instrument that will be used by researchers to collect data, while previous studies used writing test as data collection instrument.

## METHOD

This research was used quantitative methods, which are based on the measurement of quantities or amounts. This applies to phenomena that can be expressed in number or quantity, because cramer (2003) says that data is quantitative in the sense that events, statements or percentages of events can be quantified or stated. While the purpose of this study is to investigate and analyze students' errors in using simple present tense in descriptive writing at sman 1 sumber marga telang, banyuasin. For this research, all students of class x of sman 1 sumber marga telang were the population. In this research, researcher used convenience sampling technique. this sampling technique prioritizes convenience or sampling opportunities, where the convenience of the researcher becomes the sample selection criterion. Population members are selected targets for study purposes who have or meet certain practical criteria, such as geographical proximity, availability at a certain time, ease of access, or willingness to participate. In this research, the researcher has taken the class that has been available as the sample for this study based on the recommendation of the english teacher at sman 1 sumber marga telang, banyuasin. The sample of this research was class x mipa 1 with a total of 30 students, 8 male students and 22 female students.

Table 1. Population

No	Class	Total
1	X MIPA 1	30
2	X MIPA 2	27
3	X IIS 1	21
	Total	78

## RESULTS AND DISCUSSION

### Results

All of the study findings were gathered and examined by the researcher, who then highlighted the things that were designated as errors and divided them into error kinds. The errors were found and categorised using Dulay et. al. (1982) theory. The outcomes of the descriptive writings written by the students are shown in the table below.

Table 2. Kinds of Error in Descriptive Text Made by students

No	Kinds of Error	Number of Error
1	Error of Omission	45
2	Error of Addition	12
3	Error of Misformation	16
4	Error of Misordering	14
	Total	87

Tabel 2 displays the overall errors committed by students at SMAN 1 Sumber Marga Telang in writing descriptive text in the simple present tense. Based on the statistics above, students made 87 errors such as 45 omission errors, 12 addition errors, 16 misformation errors, and 14 misordering errors.

The results of the classified data, which are based on the theory of Dulay, et.all. (1982), found four types of errors, namely: omission errors, addition errors, misformation errors, misordering errors. To obtain the percentage of errors, the researchers used the formula from Fraenkel, et.all. (2012) as follows.

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

Where :

P = percentage

F = frequency of errors on each item

N = total number of errors

The results of the analysis of each type of error show the following percentage.

Table 3. The Percentage of Errors made by student's

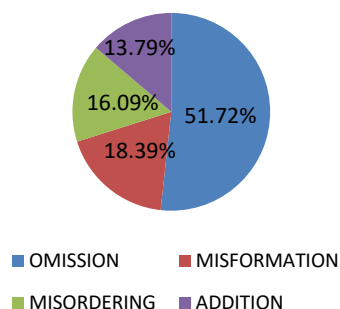
No	Types of Error	Total of error	
		In number	In percentage
1	Omission	45	51,72%
2	Addition	12	13,79%
3	Misformation	16	18,39%
4	Misordering	14	16,09%
	Total	87	100%

Based on the table above, it can be explained that students make errors. First, there are 45 omission errors or 51.72%, which consist of 27 or 60% errors in "s/es suffix" and 18 or 40% errors in "to be". Second, there are 12 or 13.79% errors in addition, which consist of 11 or 92% errors in "double marking" and 1 or 8% errors in "regularization". Third, there are also 16 or 18.39% errors in misformation, consisting of 7 or 43.75% errors in archi-form and 9 or 56.25% errors in alternating form. And the last is misordering, which is found as many as 14 errors or 16.09% in misordering on verbs, pronouns, and to be. Based on the results of the study, it is concluded that the researcher found 4 different types of errors, including omission errors (45 or 51.72%), addition (12 or 13.79%), misformation (16 or 18.39%), and finally misordering (14 or 16.09%).

## Discussion

From the results of the study it can be concluded that the types of errors made by students consist of 4 namely, omission errors 51.72%, addition errors 13.79%, misinformation 18.39%, misordering 16.09%. In addition, this study can be concluded that based on the results of this study, omission errors are the most dominant errors made by students at SMAN 1 Sumber Marga Telang.

**The Percentage of Errors made by student's**



Furthermore, it can be seen that there are four types of errors found in writing descriptive text using the simple present tense made by students of class X MIPA 1 SMAN 1 Sumber Marga Telang. Based on the percentage graph above, it can be seen that omissions have the highest percentage of errors 51.72% with findings of 45 errors in the omission category. This finding is supported by the findings of Nitria (2007) and Juwitasari (2012) who also found omissions to be the most frequently error made by students. In addition, based on the graph above, it can also be seen that misinformation is the errors that is often made by students after omission errors with a percentage of 18.39% with the finding of 16 errors in the misinformation category. This finding is supported by the results of Wijaya (2015) who found that misinformation is the error most often made by students.

Finally, it is also shown that after misinformation errors, another error made by students is misordering. It has an error percentage of 16.09% which is a smaller percentage than misinformation with findings of 14 errors in the misordering category. For the lowest percentage among the other three errors is addition error which has a percentage of 13.79% with findings of 12 errors. This finding is supported by Wijaya (2015) who also found that misordering and addition are the two types of errors that are most rarely made because they have findings with the lowest percentage.

## CONCLUSION

This study aimed to identify the types of errors and the most frequent errors in the use of simple present tense in descriptive writing at SMAN 1 Sumber Marga Telang, Banyuasin. From this study, important information was successfully based on the findings and discussion in the previous chapter, the researcher concluded that: First, class X MIPA 1 students of SMAN 1 Sumber Marga Telang as participants contributed all types of errors (omission, misinformation, addition, and misordering error). The omission error occurs in the use of to be and suffix -s/-es. After that, for misinformation error, students made error in the use of archi- forms and alternating forms or other forms errors were found in this category. Then, in misordering error students' made errors in the wrong placement of words. While the addition error made by students were double marking and regularization.

Secondly, this study revealed that the most dominant error was omission, which shows that students have difficulty in understanding the use of to be and also use the – suffix s/es in the simple present tense. The frequency of omission errors are: 1) Omission (51,72%), (2) misinformation errors (18,39% (3) misordering errors (16,09%) and finally (4) addition errors (13,79%).

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