

An Error Analysis on The Use of Simple Present Tense in The Descriptive Text Example

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Abstract

This research aims to analyze a mistake in the usage of simple present tense contained in the several descriptive texts which was taken from the British blog course, to find out which errors that are mostly found in the text and to find out how often the use of simple present tense in the text. The data were taken from 10 examples of descriptive texts written in the British blog. The method used by the researchers is descriptive qualitative. From the whole data, the researchers concluded that three types of errors were found in the data, which are omission, addition and misformation. Omission type found in 18 clauses (60%), addition type found in 3 clauses (10%), and misformation type found in 9 clauses (30%). The only type which is not occurred in the data was the misordering type. Meanwhile omission type found as the most dominant error types which occurred in the data. From the results above, it can be concluded that the texts in the blog is good because it has few errors. That means that the texts in the blog are good for use in learning.

Keywords: Error Analysis; Simple Present Tense; Descriptive Text

INTRODUCTION

There are four basic skills in English; reading, listening, speaking and writing. In addition, grammar, pronunciation and vocabulary are also the part of the skills in English that must be mastered to be proficient in English. Harmer (2001:12) stated that grammar is defined as the study of how words in a language can alter their forms and be joined into sentences. While Lado (1997:141) claimed that Grammar is defined as the study of rules that are supposed to inform learners what they should or should not say in order to speak the social educated class's language. Ogu & Ahumaraeze (2016) stated that one of the meanings of the word grammar is the rules guiding the formation of sentences in a language. Several definitions of grammar above told that grammar is important component in learning English. In talk of grammar, there is one material that cannot be separated, that is tenses.

Lyon (1995) cited in Khairunnisah (2018) stated that the word "Tense" is derived from Latin word "Tempus" meaning "Time" Siddiqui (2015) stated that English tenses are tools to help speakers to express time in the language. He added that the concept of English verb tenses is very important in building effective communication. Mastering English tenses is useful for maintaining better effective communication because mastering the twelve basic English tenses will be very helpful in acquiring effective communication skills. The correct use of tenses can help communicate with others clearly and effectively, it is also possible to increase the level of readability of writing by enabling the reader to understand accurately what the writer meant by using English tenses. Sidney Greenbaum (1990) cited in Khairunnisah (2018) defines Tense as grammatical category that is realized as verb inflection. The inflection of the verbs indicates the changing of the Tense. Verb that is positioned as the predicate in a sentence is the key to determine the Tense of the sentence. On the other hand, most linguists stated that there are three

tenses in English; present, past, and future. In this research paper, the researcher focused on the present tense specifically simple present tense.

According to Wijaya (2015), the simple present tense is used to describe, define, and make general remarks. While Aitken (1992:18) stated that The simple present tense is useful for expressing activities that happen frequently, always, or usually, or actions that happen at the time of speaking (with no reference to past or future). According to Malik (2006: 4) cited in Auliya (2017), there are several patterns of simple present tense:

- a. In positive sentences,
The subject “I/you/we/they” + V1 (without s/es) and for the subject “she/he/it” + V1 (with s/es).
Meanwhile in the nominal form, subject I + to be (am), subject you/we/they + to be (are), and subject she/he/it + to be (is).
- b. In negative and interrogative sentences,
The auxiliary (do) for subject “I/you/we/they” and the auxiliary (does) for subject “she/he/it”.
- c. Spelling ‘s’ added on the verb
If followed by the subject “she/he/it” (the singular noun profession, and third person).
- d. Spelling ‘es’ added on the verb
If followed by the verb which the last word is –ss, -sh, -ch, -x, -o.
If followed by subject “she/he/it” (the singular noun profession, and third person).
- e. Spelling ‘ies’ added on the verb
If followed by the verb which the last consonant is ‘y’.
If followed by the subject “she/he/it” (the singular noun profession, and third person).
- f. Spelling ‘y’ changed to be ‘i’. But if denoted by vocal before ‘y’, then directly added by ‘s’.
- g. Verb ‘have’ in positive sentences, if followed by subject “she/he/it” (the singular noun, profession, and third person) changed to be ‘has’.

Based on Curriculum 2013 (the current educational Curriculum in Indonesia), For Junior High School students, there are three types of monologue texts that must be taught. Descriptive, recount, and procedure text are the three types of text. (Depdiknas, Indonesian Educational Department, 2013:70 cited in Muetiah, 2014). In this research the researcher focused on the descriptive text. Wilbur (1966) cited in Nawawi (2011) stated that descriptive writing is to create a clear picture of impression of person, place or object. According to Oshima & Hogue (2007) cited in Karimah (2016), The senses are described in descriptive writing, thus it describes how something appears, feels, smells, tastes, and sounds. Hyland (2004) in Chairana (2007) stated that there are three stages of descriptive text, such (1) Identification; has purpose to define, to classify or generalize about the phenomenon. (2) Aspects; has purpose to describe attributes of each category of the phenomenon. (3) Conclusion; has purpose to sum up the description.

There are several variable in this paper, that are simple present tense, descriptive text and error analysis. According to Richard (1990:95) cited in Nurjannah(2017), The use of a linguistic item (e.g., a word, grammatical item, speech act, etc.) in a way that a proficient or native speaker of the language considers to be incorrect or incomplete learning is referred to as an error. Vocabulary (lexical error), pronunciation (phonological error), grammar (syntactic error), misinterpretation of a speaker's purpose or meaning (interpretative error), and creation of the inappropriate communication impact are all examples of errors. Nurjannah (2017) stated that the difference between error and mistake is error refers to competence on systematic, whereas mistake refers to performance, and it is unsystematic. Error analysis is the process of evaluating,

interpreting, and classifying a learner's error in order to provide information on the learning process. Brown (2007: 259) stated that error analysis might cause us to get overly focused on individual languages rather than seeing the language as a whole. According to Ellies (1997: 15-19) cited in Auliya (2017), there are four steps to analyze the learners' error in writing: (1) Identifying the errors, (2) Describing the errors, (3) Explaining the errors, and (4) Evaluating the errors.

Dulay, Burt & Krashen (1982) cited in Sahal (2018) stated that there are four categories of the error sentences in the text namely; omission, addition, misformation and misordering. The details of the errors explanation are as follows:

- a. Omission - The lack of an item or a morpheme that must occur in a well-formed utterance is known as omission.
For example, I want give a lovely kitten. The proper wording is: I want to give a lovely kitten.
- b. Addition - The term "addition" refers to the act of inserting a non-essential component into a phrase. It is indicated in a sentence by using the item that is not required.
E.g. she can to sing a song. => The correct sentence should be: she can sing a song.
- c. Misformation - The usage of the incorrect morpheme or structure is known as misformation. Soetikno (1996) stated that Misformation is when someone uses the incorrect forms in a phrase owing to a misunderstanding of the language.
E.g. she have a tall body. => The correct sentence should be: She has a tall body.
- d. Misordering - The wrong morpheme is used to detect misordering. In this example, some students found it difficult to correctly arrange the adjective and noun.
E.g. she has a hair long and black. => the correct sentence should be: she has a long black hair'.

In the preliminary study, the researcher gave the task to the students to bring examples of descriptive texts they found from the internet. Through this assignment, the researcher found the fact that the majority of students brought examples of descriptive texts from the same website source. After researching, the researcher found the source of the website that students used to get this descriptive example. Based on the facts described above, the researcher is interested in researching more deeply about the website that provides the example of descriptive texts used by students.

In this paper, the researcher focuses on the analysis error contained in several examples of description text found on a blog that provides examples of descriptive text in English. The text used as the research material was taken from the British blog course. British blog course is a blog that provides various examples of any kinds of English texts. This website was chosen as research material because based on a preliminary study, the researcher found that most students used this website to find examples of descriptive texts to be used in the learning process. In addition, this website provides several examples of descriptive text in English and this website also has a high number of visitors or readers and this means that this blog is in great demand by readers.

METHOD

This research used a descriptive qualitative method for collecting the data. Creswell (2009) cited in Rahayu (2020) stated that Qualitative research is a tools for exploring and understanding the problem. Taylor (1984) as cited in Efransyah (2020) stated that Researchers use qualitative approaches to generate concepts, insights, and understandings of the data pattern. Several examples of description text were utilized in this study, which were obtained from a British blog course. In this research, the researcher focused on the analysis error contained in several examples of description text found on a blog that provides examples of

descriptive text in English. The researcher took several steps to get the data. The first is to examine the texts in terms of their schematic structure. The second step is to break each phrase down into clauses. The simple present tense employed in each clauses is then classified. Finally, the researchers counted the number of errors in the texts.

RESULTS AND DISCUSSION

Results

This research was actually completed on 26th February 2021 from the ten examples of descriptive texts found on a blog that provides examples of descriptive text in English. The results of the study are listed in the table below

Table 1. Results of the study

Total text	Total Simple Present Tense	The Correct Use of Simple Present Tense	Total Errors of Simple Present Tense
10	169	139	30
	Percentage:	82%	18%

From the ten examples of descriptive texts, the researcher found 169 total of simple present tense which divided into 139 totals of correct use of simple present tense and 30 total errors of the use of simple present tense. The errors of simple present tense were divided into 4 types of errors, such as omission, addition, misordering and misformation.

After doing research on ten examples of descriptive text, the results above show that there are a few errors in the use of the simple present tense. The researcher assumed that the error is included in the low category because the errors found are not more than 50%. These results indicate that the example of descriptive text written on the website is good and worthy to be used as a learning reference.

However, there are still errors in using the simple present tense in several sentences. So it cannot be said to be very good and worthy of being used as a reference for learning, because out of a total of 169 Simple Present Tenses, there are found 30 errors sentences in the text. Below is clearly explained their error which has been classified according to the taxonomy of surface strategy

Table 2. Percentage of Each Type of Errors

No.	Types of Processes	Total Errors	Percentages
1.	Omission	18	60 %
2.	Addition	3	10 %
3.	Misformation	9	30 %
4.	Misordering	0	0 %
	Total	30	100%

From the table 2 it can be seen that the most errors found in the texts was omission which found 60% in the entire texts. The second most common errors type was misformation which found 30%. The only errors type that is not found is the whole text is misordering type. While the addition type found 10% in the texts.

Discussion

The researcher evaluated the findings of the preceding data as follows:

1. Omission

The researcher discovered 18 mistakes omission type from 169 totals of simple present tense, which is the most types of errors identified in the texts. The researcher chose the following cases of omission to analyze:

Data 1

Written Sentence	<i>I live in small house</i>
The sentence should be	<i>I live in (a) small house</i>

The clause above includes omission, because there is the absence of an item that must appear in a well-formed utterance. There should be an article “a” before “small house” because small house is a singular countable thing and starts with a consonant, then the article "a" should be added before the word small house to limit the meaning of the noun.

Data 2

Written Sentence	<i>Indeed it is small house</i>
The sentence should be	<i>Indeed it is (a) small house</i>

The clause above includes omission, because there is the absence of an item that must appear in a well-formed utterance. There should be an article before “small house” because small house is a singular countable thing and starts with a consonant, then the article "a" should be added before the word small house to limit the meaning of the noun.

Data 3

Written Sentence	<i>I want be so smart as she is</i>
The sentence should be	<i>I want (to) be so smart as she is</i>

The clause above includes omission, because there is the absence of an item that must appear in a well-formed utterance.

2. Misformation

The researcher discovered 9 errors misformation type from 169 totals of simple present tense, which is the second most common type of error identified in the texts. The researcher chose the following misinformation cases to analyze:

Data 4

Written Sentence	<i>She usually play online games</i>
The sentence should be	<i>She usually play(s) online games</i>

The clause above includes misformation, because there is the use of wrong morpheme or structure. There should be an “s/es” after the verb with the subject “she/he/it” because it is a formula from the subject "she/he/it" to add e/es after the verb or action.

Data 5

Written Sentence	<i>She love being in the Church</i>
The sentence should be	<i>She love(s) being in the Church</i>

The clause above includes misformation, because there is the use of wrong morpheme or structure. There should be an “s/es” after the verb with the subject “she/he/it” because it is a formula from the subject "she/he/it" to add e/es after the verb or action.

Data 6

Written Sentence	<i>She like her house to be clean and organized</i>
The sentence should be	<i>She like(s) her house to be clean and organized.</i>

The clause above includes misformation, because there is the use of wrong morpheme or structure. There should be an “s/es” after the verb with the subject “she/he/it” because it is a formula from the subject "she/he/it" to add e/es after the verb or action.

2. Addition

The researchers discovered 3 error addition kinds from 169 totals of simple present tense, which are the sorts of errors observed in the texts. They chose the following addition instances to analyze:

Data 7

Written Sentence	<i>My best partners</i>
The sentence should be	<i>My best partner</i>

The clause above includes addition, because there is an unnecessary item because partner with “s” behind them have a plural meaning.

CONCLUSION

Based on the findings and discussion, the researchers determined that three sorts of mistakes were discovered in the data: omission, addition, and misformation. Omission type found in 18 clauses (60%), addition type found in 3 clauses (10%), and misformation type found in 9 clauses (30%). The only type that did not appear in the data was misordering. Meanwhile, the omission type was discovered to be the most prevalent error type that occurred in the data. It can be concluded that the error is included in the low category because the errors found are not more than 50%. These results indicate that the example of descriptive text written on the website is good and worthy to be used as a learning reference.

However, because errors are still found in terms of the simple present tense, the researcher concludes for teachers who will take text samples from the internet to pay more attention to grammar so that students will not be confused and wrong.

ACKNOWLEDGMENTS

The researcher would like to express his gratitude to his supervisor as much as possible for her attention, contribution, and assistance in creating this paper. Furthermore, The researcher would to express his heartfelt gratitude to my loving parents for their prayers, guidance, support, time, and attention in writing this paper. The researcher also want to thank all of his friends in the English Education Department for their advice and prayers in order to finish this paper. Finally, The researcher would to thank everyone who has created articles, research, or books related to this topic so that the researcher can utilize them as a source while assembling his writings. The researcher wrote this article with limitations as a student of the English Department of Education, but the researcher hope this article can be used as a positive contribution to anyone who reads it.

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