

## **ERROR ANALYSIS ON THE STUDENTS WRITING OF SIMPLE PRESENT TENSE IN A DESCRIPTIVE TEXT**

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### **Abstract**

One of English skills which is important to be mastered by the students' is writing skill. Writing is a creative and expressive process. Students need to explore their ideas and compose into a good text. The objectives of this research is to find out types of error and the most dominant error writing using simple present tenses in a descriptive text made by the seventh grade students of MTs Asih Putera. The research design is qualitative design. The data were gathered from students' test as a document analysis. Then, the researcher analyzed, classifying errors the students' work based on types of errors by Dulay (1982). For calculating the data, the researcher used one formula to know percentages errors. The result of this research, showed that there are 73 items of errors which occur in students' sentence. It is found that 42 items or 57,53% errors are omission, 10 items or 13,70% are addition, 16 items or 21,92% are misformation, and 5 items or 6,85% are disordering. The conclusion based on the research result data, most student were made error in using simple present tense in a descriptive text, especially was ommision errors.

**Keywords:** *Erros, Simple present tense, Writing, Descriptive text*

### **INTRODUCTION**

English is the language of global terms that need to be developed in Indonesia. Therefore in Indonesia, English has an important roles and one of the subjects taught in schools. It could be seen that language has been learned in any levels of education. There are four skills which students must be learned. They are listening, speaking, reading, and writing. Writing is one of productive skill in language learning. Standard competence in junior high school states that the seventh grade students should be able to express written text. Writing aims to tell and to express the feeling to the reader.

Writing is an active written language skill. Harmer (2004, cited in Apsari, 2018) states that writing has always formed part of the syllabus in the teaching English. Through writing, students could express her/his ideas freely without having to face the readers directly. In many school, writing is principally conducted to demonstrate acknowledge of contextualized facts with little awareness of a reader beyond the teacher examiner. Blanchard and Root (1998: 1) in Mundriyah and Parmawati (2016) state that learning to write in a new language is not always easy. According to Harmer, (2007) "writing is a process that the write is often heavily influenced by constrains of genre, then element have to be present in learning activity". Furthermore, Meyers (2005: 2) said that, writing is a way to produce language you do naturally when you speak. When students write, they need to explore their ideas and express their feelings into word, sentence or paragraph. And it needs hard thinking to produce it at the same time.

Writing is usually thought to be the most difficult skill to acquire should only be taught after students have learned the other skills and it also because of the difference between the learners' native language rules and the language being learned. English structure is different from the Indonesian, where Indonesian there is no tense changes as in English. Widiati & Cahyono (2001) stated writing is the most complex skill compared to the other three skills. When writing students must be able to understand about some language components, such as spelling, grammar, vocabulary, and punctuation. So, the students not only need to master vocabularies but also they should master about grammar.

Grammar is the most important aspects which support in writing. It is known that English grammar is different from Indonesia grammar. According to Gerot & Wignell (1995) Grammar is a theory of language, of how language is put together and how it works. In grammar many tenses, simple present tense is one of them. Simple present tense is important as the basic rule for the students to make and use sentences in writing. Simple present tense is used to describe routines or habits. It is also used to express opinions or to make general statements of fact (Werner, 2013). Furthermore, according to Reutzel & Schoenberg (2006) the simple present is used to show actions, events, or states that happen habitually or as a general rule.

There are three forms of English writing such as description, narration and exposition. Description is writing about person, animal, thing or place appear. According to Knapp and Watkins (2005) Descriptive is a type of text aimed to describe particular person, place, thing. So, Descriptive text is a text which presents information about something. The information given in a descriptive text is very general, In fact the students usually do not know about kinds of topic that can be chosen and how to develop them to produce a descriptive text.

The students were still made errors when write descriptive text. It is normal for anyone who learns the second language which is different from his mother tongue. Error is systematic and different grades make different errors English teachers realize that English is one of the difficult subjects because the construction of sentences in English is different from Indonesian language. Dulay et al., (1982: 138) said "Errors are the flawed side of learner speech or writing". While while Corder (1991) defined "error is a systematic deviation made by learners who have not yet mastered the rules of the L2". It can be seen error is part of foreign language learning process and no one can learn language without his/her first making error. Beside that, the error which learners made is because their lack of comprehending the second language.

The classification is very important to explain the error analysis. According to Dulay et al. (1982: 150) there are four descriptive taxonomies to analyze errors, namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

### **Types of error**

Surface strategy taxonomy focuses on the ways that learner may omit essential items or add inessential ones; learner may misform item or disorder them. This classification of errors into four parts:

#### **1. Omission**

Omission errors are characterized by the absence of an item that must appear in a well – formed utterance. For example, in the sentence Marry president new company.

The well formed sentence is *Marry is the president of the new company*. As we know that morphemes or word can be distinguished into two classes: content word and grammatical words. Content words are those that carry the bulk of referential meaning of a sentences. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence.

## 2. Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. It is usually ocured in the later stages of second language learning, when the learner has already acquired some target language rules. There are three types of addition errors :

- a. double marking, for example : He doesn't knows my name
- b. regularization, for example : the verb *eat* does not become *eated*, but *ate*
- c. simple addition, for example : the fishes doesn't live in the water

## 3. Misformation

Misformation error are characterized by the use of wrong form of the morpheme or structure. It is ocured when the learner supplies something although it is incorrect. They are three types of misformation errors :

- a. Regularizations, for example : *runned* for *ran*.
- b. Archi-form, for example : *that cats* it should be *those cats*.
- c. Alternating forms, for example : *her* for *she*.

## 4. Misordering

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. For example, *what Daddy is doing?* It should be *what is Daddy doing?*

In this research the researcher classified of error based on surface strategy taxonomy proposed Dulay et al., (1982). This research had the aim to found out what types of errors and what are the most dominant errors made by the seventh grade students in using present tense in a descriptive text. Researchers conduct this research under title "*Error analysis on the students writing of simple present tenses in a descriptive text*".

## METHOD

The method uses in this research is qualitative method to analyze the students' error writing of simple present tense which are commonly made. The analysis involves, firtsly, collecting the data of the students test to find out the errors. The second is identification of student's error in the use of simple present tense. The third is classification of the error based on surface strategy taxonomy. Dulay et al (1982: 150) divided errors into the following categories: (1) ommision, (2) addition, (3) misformation, and (4) misordering. the next step is the explanation of the errors which the errors of simple present tense are going to be evaluated and found out its sources. The last is the evaluation after description of the errors and explain why the errors happened. To find out percentage categories of students' writing simple present tense in a descriptive text, the researcher used the formula :

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

Notice :

P= Percentage

F= Frequency of errors

N= Number of cases (Total word)

The researcher used a random sampling technique to get the representative data. By the purposive sampling technique, the researcher only took 12 students in seventh grade of MTs Asih Putera. The instrument of the research is test. The test is an essay writing test. So that the students need to make a paragraph base on the picture.

## RESULTS AND DISCUSSION

### Results

In this results, the research that was conducted at MTs Asih Putera, the researcher identified and classified the errors found in the use of simple present tense in the text written by the students into four types of error : omission, addition, misordering and misformation the errors. The researcher presented the identification of errors in the form of table below:

**Table 1** The frequency and Percentage of Students' errors

No	Students'	Types of Error				Total Errors	Total of Words	Percentage (%)
		OM	AD	MF	MO			
1	Student 1	2	1			3	40	7,50%
2	Student 2	4	1			5	43	11,63%
3	Student 3	3		2		5	35	14,29%
4	Student 4	2	2	1		5	58	8,62%
5	Student 5	5				5	39	12,82%
6	Student 6	1	1	1		3	47	6,38%
7	Student 7	3	1	1		5	51	9,80%
8	Student 8	5			3	8	50	16,00%
9	Student 9	2	2	1	1	6	45	13,33%
10	Student 10	5		3	1	9	41	21,95%
11	Student 11	3	1	4		8	42	19,05%
12	Student 12	7	1	3		11	36	30,56%
	Total	42	10	16	5	73	527	

From the data above, is showed the errors of the student from each type of errors. The students made 42 omission error, 10 addition error, 16 misformation error, and 5 misordering error from 73 total number of error by 12 students of the seventh grade MTs Asih Putera in their simple present tense.

**Table 2** Table Percentage of Students' Errors

No	Types of Error	Total Errors	Percentage (%)
1	Omission	42	57,53%
2	Addition	10	13,70%
3	Misformation	16	21,92%
4	Misordering	5	6,85%
	<b>Total</b>	73	100%

From the calculation above showed the total of students' error 73 from 12 students in using simple present tense in writing a descriptive text. The dominant error was omission, which they made 43 errors (57,53%). Meanwhile, the students made 10 (13,70%) error of addition, 16 (21,92%) error of misformation, 5 (6,85%) error of misordering.

## Discussion

Based on the data we can know from the 12 written products of the seventh grade students, there were 73 errors found were analyzed using the surface strategy taxonomy proposed by Dulay et al., (1982) all of the student made all type error. They will be discussed as follow :

### 1. Omission Errors

After analyzing the data, the researcher found the students made 57,53% omission error. Here the students made omission errors where the students in their writing leaving out to be (am, is, are) before adjective, etc. Most of them did not add 's' or 'es' after using third singular person, did not contribute the article (a, an, and the) before using noun. And leaving out preposition. For examples :

Errors made by students:

- a) He wear white shirt
- b) He funny
- c) He works Krusty Krab

Suggested correction:

- a) He wears white shirt
- b) He is funny
- c) He works at the Krusty Krab

### 2. Addition Errors

After analyzing the students also made 13,70% of addition error. In the case the students write additional words that should be left put in a sentence. The students add auxiliary verb 'is' or 'has', verb inflection 's/es' or 'd' and noun. They do not need to add. For examples :

Errors made by students:

- a) He is has very unique
- b) He has a bestfriends
- c) Spongebob is yellow colors

Suggested correction:

- a) He is very unique
- b) He has a besfriends
- c) Spongebob is yellow

### 3. Misformation Errors

The students also made 21,92% of misformation error. The students have some difficulties in comparing between singular and plural. they also used wrong form of pronoun and auxiliary verb 'has/have/'. For example :

Errors made by students:

- a) It has two eyes
- b) He have a pet snail
- c) He bestfriend is patrick

Suggested correction:

- a) He has two eyes
- b) He has a pet snail
- c) His bestfriend is patrick

#### **4. Misordering Errors**

And the last, the student made 6,85% of misordering error. The students did the incorrect placement of word. For example :

Errors made by students:

- a) Spongebob lives in a house pineapple
- b) He wears shirt white
- c) He also wears tie red

Suggested correction:

- a) Spongebob lives in a pineapple house
- b) He waers white shirt
- c) He also wears red tie

From the result, the researcher found that the students are weak on grammar rules, arranging words, and english vocabulary. The data show that error of omission is the most frequent error made by seventh grade students of MTs Asih Putera with 42 of total error or 57,53 %.

#### **CONCLUSION**

In this research, The result from the analysis showed that the type of errors happened by seventh grade of MTs Asih Putera in making simple present tense in descriptive text can be divided into errors of omission, errors of addition, errors of misformation, and errors of misordering. In the 12 students' writing found there were 73 errors. The error of omission was the type of error with the highest frequency there were 47,05 %. The second most frequently occurring error was misformation error 45,88 % . the third highest frequency was addition error 4,70 %. The type of errors that occur least frequently was the misordering error 2,35%. From the 12 students' writing product the students made four types of error. So, we can know the error of omission were dominant there were 47,05% because the omission error with the highest frequency from the analysis errors using the simple present tense in writing a descriptive text.

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