AN ERROR ANALYSIS ON THE USE SIMPLE PRESENT TENSE IN A DESCRIPTIVE TEXT WRITTEN BY THE SEVENTH GRADE STUDENTSOF SMPN 5 KEDIRI IN ACADEMIC YEAR 2014/2015

T H E S I S

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

BY :

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Approved by the Advisors to be proposed to
the English Department Examination Committee of
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Kediri, August 22nd, 2015

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ABSTRACT

Writing is an important skill in language learning for a learner to communicate ideas to people beyond their immediate vicinity. But in fact, the students always make errors in writing, especially in descriptive text. This error usually happen when the students tried to arrange the sentence with a good grammar and another writing components.

This research is aimed to describe the common errors in using simple present tense in a descriptive text written by the seventh grade students of SMPN 5 Kediri and to describe the possible causes of simple present tense errors in a descriptive text written by the seventh grade students SMPN 5 Kediri.

In this research, the researcher used content analysis because it is used to analyze the text.The data were gained through test and questionnaire. Then, the researcher analyzed the students' work and classifying errors based on types of errors. The result of test was calculated and analyzed based on surface strategy taxonomy to get the total of errors and frequency. Furthermore, the researcher gave questionnaire to the students to know the possible causes of error. The questionnaire was based on the four causes of error and the researcher was calculated the total score of each types to get the most possible causes of error.

The finding showed that there are 110 items of erors which occur in students' sentence. It is found that 25 items or 23% errors are omission, 11 items or 10% are addition, 61 items or 55% are malformation, 13 items or 12% are disordering. For the questionnaire, the researcher found the highest point of questionnaire indicates the interlanguage as the greatest error sources that faced by the seventh grade students of SMPN 5 Kediri.

The conclusion based on the research result data, most students were made the descriptive paragraph in the wrong form and they still influenced by their mother tongue in their writing descriptive text. As a suggestion, the teacher should give some writing exercise to the students, especially how to make a sentence in a grammatically correct sentence based on English structure. Also the recomendation to the students, they should study more hardly in forming of possessives pronoun in object and in adding –s/-es to the verbs which the third person singular subject.

Keywords: Error Analysis, Writing Descriptive Text

I. BACKGROUND OF THE RESEARCH

Writing is one media of communication. According to Byrne (1980:24) writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication, so it can be concluded that writing is very important as one media of communication that can help people to have a good socialization, express people idea, feeling, and opinion so that the researcher can have a good interaction with people society. Writing is considered the most difficult skill in language teaching and learning process. As Widiati and Cahyono (2006) state that writing is the most complex skill compared to the other three skills. It requires the students to understand the spelling and punctuation, the sentence structures, the vocabulary, and the paragraph development.

Based on Standard Competence *(Standar Kompetensi)* and Basic Competence *(Kompetensi Dasar)*, the seventh grade students are expected to be able to understand and respond the meaningful written texts in term of functional written text and simple shortessay in the form of descriptive text interact with people in the nearest environment. Based on information obtained from the English teacher at SMPN

5 Kediri, it was found that many students still had difficulties in mastering grammar, especially in mastering Simple Present Tense. Simple Present Tense is important as the basic rule for the students to make and use sentences to communicate in daily life.Based on the information given by the English teacher, the students of this class had low ability in mastering grammar especially simple present tense when they were in elementary school. They could not use the subject-verb agreement and usage; it was known that the ability of the students in using Simple Present Tense was low.It was found that many students often did not understand why some sentences used auxiliaries, is, am, and are instead of auxiliaries do and does. Some students still chose 'My mother is work in the supermarket' instead of saying 'My mother works in supermaket'. All the problems above arose since the students did not understand the right rule of Simple Present Tense.

Students' error in learning a foreign language is a part of learning process. It is impossible for students to learn a foreign language without making mistakes or errors. Because in learning foreign language, making errors is common and acceptable. The writer hopes that this research gives contribution in learning foreign language. From the explanation

above, the researcher is interested in analyzing simple present tense error in writing descriptive text among the seventh grade students in SMPN 5 Kediri in academic year 2014/2015as they get a simple present tense material for the first time. So, there are many errors will be produced by students in making their assignment. The main cause is that foreign language writing is linguistically different in many ways from native language writing. Besides, writing skill also cannot be acquired in a short time. It requires the students to understand the spelling and punctuation, a sentence structures, vocabulary, and paragraph development. Because of that, they still make errors when they have to express or describe something in English, especially about the structure construction. In this case, the strong foundation in grammar is one important aspect that should be comprehended in order to make a well structured writing. Particularly, written language without grammar would be disorganized and causes such problems, like grammatical errors in writing. Thus, students should have grammatical knowledge otherwise they will make errors when they commit activity dealing with grammar as well as in writing process.

As matter of fact, the errors on the use simple present tense in descriptive text is so commonly occur to students in Junior High School, for example when they complete descriptive task given in the very beginning lesson of writing class. It happens since they use different rules in the writing systems, so they need considerable amount of time to be able to master the rules of the target language well. This problem needs to be considered seriously, because it will be bad habit for students when making descriptive task later on if there is no more attention early.In an errors analysis, there should be at least two stages of activities that should be carried out. They are identifying and describing errors based on the type of errors.The analysis will focus on four types of errors; they are addition, omission, malformation, and disordering.

According to Corder (1973: 257), errors are breaking the rule, due to a lack of competence such as knowledge of the language, which may or may not be conscious. As they are due to a lack ofcompetence they tend to be not self correctable. Errors in this study refer to the errors on students' paper assignment. On the other hand, according to Dictionary of Language Teaching and Applied Linguistics (Erdogan, 2005: 263), a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is

called.According to Sanal (2007: 597), error analysis is a study to identify, to describe and systematically to explain the learners' errors by using any of the principles and techniques provided by linguistics.

The simple present tense is the tense for description, definition and statements of general truth. Aitken (1992:18) explains, the simple present tense is helpful to express actions which are always, repeatedly, or generally true, or actions occur at the moment of speaking (with no reference to past or future).Writing skill is an ability to express an idea, opinion, feeling, or experience that somebody has heard in written form. It can begin from a simple piece of writing to a more advanced level. Descriptive text is when you are describing the way something looks like. More clearly, descriptive writing as present an object, feeling, a place or a person in a way that creates a viscid impression in the reader's mind.

II. RESEARCH METHODOLOGY

In this research the researcher uses qualitative approach because the researcher only analyzed data collected without any calculations and studies real-world behavior as it occurs in the natural setting as the researcher found. The case that surveyed in this research was about phenomena of English simple present tense errors in writing descriptive text committed by the seventh grade students of SMPN 5 Kediri academic year 2014/2015.

The researcher used a content analysis to explain this research. The researcher used a content analysis because it use to a general set of techniques useful for analyzing and understanding collections of text. Content analysis used to study in the field of education. In this research, researcher wanted to know about errors on the use of simple present tense in descriptive text written by the seventh year students of SMPN 5 Kediri. There are any three definitions about qualitative content analysis, the first is a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (Hsieh & Shannon, 2005, p.1278).

The Second definition is an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification" (Mayring, 2000, p.2). The third is any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings" (Patton, 2002, p.453). These three definitions illustrate that qualitative content analysis emphasizes an integrated view of speech/texts and their

specific contexts. Qualitative content analysis goes beyond merely counting words or extracting objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a particular text. It allows researchers to understand social reality in a subjective but scientific manner. The researcher uses the Content Analysis at least contains an explanation toward the subjects that being observed, toward definition, and also brief explanation from many sources. It is conducted by collecting data in natural classroom situation without altering the situation in anyway. In this case, this study intended to reveal what errors appear most in the learners' descriptive writing.

Based on this view, this type of the study was used to describe the errors those made by the students in writing. In line with the description above, the descriptive qualitative research was used in this research because the researcher tried to describe the errors in the students' writing, especially the types of error and causes of error.

III. RESULT AND CONCLUSION

In this part, the researcher describes some findings about theerror analysis on the use simple present tense in descriptive writing text.The data was about classifying andcategorizing the errors. In this research, the researcher focused on description the error of simple present tense which was used by the students in their writing descriptive text. The researcher used the description to the descriptive aspects of error basaed on the Surface Taxonomy by Dulay. Dulay gives emphasis items or add necessary ones. They may misform an item or misorder them. Those errors in the form of ommission, addition, malformation, and disordering.

The analysis is done though some steps, they are identifying the error then classifying the errors based on the four types of error, and the last step is describing the errors. There is no calculating and statistical data in this research.As stated before, this research tried to answer the following question: What are common errors in using simple present tense in a descriptive text written by the seventh grade students of SMPN 5 Kediri in academic year 2014/2015.The researcher would like to tableased the scores of the students in order to know the common errors that the students made. In the table below, the researcher would like to describe the most frequency of error.

Table 4.2

Total Frequency of Error

Types of Error	Errors of Omission	Error of Addition	Error of Malformation	Error of Disordering	Total
Total	25	11	61	13	110

The researcher uses the following formula:

$$\frac{\text{Frequency of each type of error items}}{\text{Total frequency of four types of error items}} \times 100\%$$

The table showed that the amounts of errors that students made in making present tense are 110. The amount of omission is 25 or 23%. The type of errors most frequently students made in making present tense is malformation, the amount in malformation is 61or 55%. The type of errors least frequently students made in making present tense is addition. The amount in addition is 11 or 10%.The amount of disordering is 13 or 12%.

About 23% students made error in omission, it means they leave out an item that required for an utterance to be considered grammatical. About 10% students made errors in addition, it means they failure to delete certain items which are required in some linguistic construction, but not in others. Almost all of the students made errors in malformation about 55%, it means the students didn't understand the function of present tense, they use one grammatical form in place of another grammatical form. And 12% the students do disordering it means they put the word in an utterance in the wrong order.

In this part of the chapter, the researcher gives the explanation of interpretation and discussion based on the data description above. It is explained in the same way as the data description. The interpretation and discussion are described based on the research result data. By describing and classifying learners' errors, the teacher can know how far the learners have learned or understood the lesson and what items remain for them. Therefore, it is clear that an errors analysis is needed in the process of language learning. The explanations as follow:

1. Common Error

Basically the common errors in using simple present tense in a descriptive text written by the seventh grade students is divided into a number of aspects or types of error. From the omission aspect, the data shows that students have a lot

of error in descriptive writing using simple present tense especially in omission aspect. It means that the students still omit the content words and function words, the letters are more frequently. From this finding, the researcher can say that they have not good enough to understand phrase or sentence form. This finding is in line with Purwanti (2013) which found her students made a lot of errors in omission, because her students omit of several items based on her own subcategories. It means that the same result between this study and the other proved that many students still made error in this aspect.

The second aspect is Addition, from the data result of this aspect shows that this aspect reached the fewest total number of error. From this result of the data, researcher can say that the minority of students made error characterized by the presence of an item, which does not appear in a well-formed utterance. This finding is also in line with Purwanti (2013) which on her research she said that the addition aspect is reached the lowest of total number in her data calculation. It is clear that the researcher found few of students have made error in

addition aspect in their writing descriptive text using simple present tense based on this similarity of this study and others.

The third type of error is Malformation, based on the data results that gotten by the researcher from seventh grade students of SMPN 5 Kediri is shows that this aspect reached the highest of total number in calculation of error that made by students. It can be said that almost all of students use the wrong form or morpheme of structure. This may be opposite with omission error. While in omission error, the item is not supplied at all. In the malformation errors the learner supplies something, although it is incorrect. This finding is in contrast with the study was conducted by Yosi Putri which on her study she conclude that the highest frequency of error is in omission aspect. In this research, the omission aspect is reached the second highest frequency of error, the researcher assumed that malformation error is the most type of error that was made by students in their writing descriptive text using simple present tense.

The last aspect is Disordering, which characterized by

the incorrect placement of one or more elements in a phrase or sentence. The errors may be made by L1 and L2 learners when they have acquired certain simple patterns. This taxonomy is used because it is expected to give much promise to the researcher for identifying cognitive process that underlies the learner's construction of the language. The result of data in this research shows that this aspect is reached the second lowest frequency of error. It means that the researcher found only few students who made error in disordering. This finding is in line with the study was conducted by Yosi Putri which on her study she conclude that disordering error is makes up very little compared to the others. It means that almost all of the students understand about placement of one or more elements in a phrase or sentence, especially in their writing descriptive text using simple present tense.

In conclusion, almost all of the types of error were made by students. But, they were classified into some degrees based on the frequency of errors. The highest frequency is reached by malformation error, the second is reached by omission error, the third is disordering, and the fewest is

addition error. It can be concluded that malformation is dominant error made by the seventh grade students on the use simple present tense in descriptive writing. It is in line with previous study were conducted by Purwanti (2013) which found that malformation is become the highest error were made by the students.

2. Possible Causes

The first of possible causes of error is interlanguage error. This cause of errors can be called errors by negative transfer.For example, any Indonesian writer learning English may write "Ahmad dan Fatma menikah" in his mother tongue, and he may transfer his old habit to the target language. The result would be Ahmad married with Fatma, which is not acceptable in English.It is in line with Richards (1974)states if the learners of a foreign language make mistakes in the target language by effect of his mother tongue that is called as interlanguage. From the research result data shows that the mother tongue as the greatest error sources that faced by the seventh grade students of SMPN 5 Kediri. Almost all of the respondents answered that they are influenced of Indonesian language when they made

descriptive paragraph use simple present tense.

The second of possible causes of error is intralanguage error. Students may make mistakes in the target language, since they do not know the target language very well, they have difficulties in using it.For example, the students attempt to use two tense markers at the same time in one sentence since they have not mastered the language yet. When they write "He is comes here", it is because the singularity of the third person requires "is" in present continuous, and "-s" at the end of a verb in simple present tense.It is in line with Erdogan (2005) states if intralanguage errors result from faulty learning of the target language. Intralanguage error is divided into two questions in questionnaire form that made by researcher. The first question reached 89 of total score and the second question reached 84 of total score. It means that intralanguage error can be counted into the possible causes of error.

The third of possible causes of error is context of learning. Most students often make error because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but improperly contextualized. Based on the research result data, the researcher can be conclude that this aspect cannot counted it into the category of possible causes of error because of the total score of each questions in context of learning aspect cannot reached the minimum or a half of criterion total score 100. The last possible causes of error is communication strategies. Communication strategies were defined and related to learning styles. The learners to get a message across to the hearer consciously use communication strategies. From the research result data, the researcher assumed that the aspect of communication strategies cannot be counted into the most sources of error in seventh grade students' writing.

Finally, the possible causes of error was dominated by interlanguage error because their mother tongue mostly strong to influence them in their writing descriptive text using simple present tense.

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