



**ERROR ANALYSIS OF SIMPLE PRESENT TENSE USED BY THE EIGHTH
GRADE STUDENTS' WRITING DESCRIPTIVE TEXT
OF SMPN 2 PAPAR KEDIRI IN ACADEMIC YEAR 2015-2016**

T H E S I S

Presented as a Partial Fulfillment of the Requirements to Obtain
the sarjana Degree of Education (S.Pd) of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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**ENGLISH DEPARTMENT
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**Approval by the Advisor to be proposed to
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Kediri, August 11th, 2016

The Advisors,

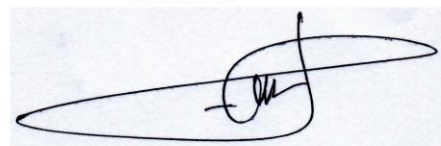
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ABSTRACT

English is a foreign language has different form from the Indonesian language. Because it's difference, when the students learn English, they often make mistakes and even errors especially in writing. Usually they do not master the English structure well. In fact, making error learning English is a natural process and it can show the students competence in English.

The research is used to identify and describe the types of errors made by the students on using simple present tense in writing descriptive text. Besides that, the writer wants to know the frequency of each error made by the students.

The research design that used in this research is descriptive research. The population of this study was the eighth year students of SMPN 2 Papar Kediri in class 8-B that consist of 32 students. In this research, the instruments used was writing test.

The result of the analysis shows that: (1) the errors in descriptive writing made by the eighth year of SMPN 2 Papar Kediri it was found that there were 103 occurrences of all errors. In terms of each type of errors of omission 20,38 %. Errors of addition 21,35 %. Errors of misordering 28,15 %. Errors of misinformation 33,98 %. (2) the writer tries to find out causes of errors. The causes of errors are the interference of mother tongue, the weakness of mastery of the target language, vocabulary problem and the composition of writing such as grammatical and sentence structure, (3) The students were not being able to distinguish the differences of the use of article, addition of suffix, singular, plural and the use of pronoun in their writing composition.

Based on this research conclusion, it is that : (1) The teacher should give more knowledge and interest to the students on teaching simple present tense. (2) the teacher should give their students the technique of writing in a grammatically order.

Keywords: errors, simple present tense, writing, descriptive text.

I. BACKGROUND OF THE RESEARCH

Writing is one media of communication. Writing is a process of delivering ideas through written text of translating what is on mind through written language. It presents the sounds of language through visual symbols. 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 a skill which must be taught and practiced. Writing skill firstly is begun by using language expressively and imaginatively like writing diary or letters to friends and then the writer can practice to be more critical in writing until they are produce good writing. Actually, writing needs well knowledge and hard thinking when the students produce words, sentences, paragraph at the same time with good English grammatical. English grammar is more complicated than Indonesian grammar.

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 2 Papar 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.

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 2 Papar Kediri in academic year 2015/2016 as 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 of competence 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 vivid impression in the reader's mind.

II. RESEARCH METHODOLOGY

In this research, the researcher uses quantitative approach and simple formula to find the kinds of errors and the most of errors the students made. There is free variable, because there was one variable. The variable was not influence or influence by other variable.

The researcher conducted in SMPN 2 Papar and took the eighth grade in SMPN 2 Papar Kediri in academic year 2015-2016 as the population of this research. The researcher choose the eighth class represent of the population by using simple present tense.

To gain the data, the researcher set a test of writing. The researcher analyzed the data using descriptive quantitative. The data analyzed is classified into:

1. Identification of errors
2. Classification of errors
3. Tabulation

2015-2016. And what errors are most frequently in simple present tense of the eighth grade in SMPN 2 Papar kediri academic year 2015-2016

Table 4.2

The Percentage of Errors

N o	Types of errors	Numb er of errors	percent age
1	Omission	21	20,38 %
2	Addition	22	21,35 %
3	Misorderi ng	29	28,15 %
4	Misformat ion	35	33,98 %

III. RESEACH FINDINGS AND CONCLUSION

In this part, the researcher describes some findings ababout errors analysis on the use simple present tense in descriptive writing text. The data was about classifying the errors. In this research focused on description the error of simple present tense which was used by the students in their writing descriptive text. The reseacher used the description to the descriptive aspect of error based on the surface taxonomy.those errors in the form of omission, addition, misformation and misordering.

The analysis is done some steps, they are identifying the error then classifying the errors based on the four types of errors and the last step calculating the data. As stated before, this research tried to answer the following question: what kind errors made simple present tense of the eighth grade in writing descriptive text n SMPN 2 Papar Kediri academic year

The most frequent error from the perspective of the grammatical error was in present tense. Some students had acknowledged that the rules of simple present tense is using to be form; is, am, are – verb base or attaching ending –s/-es to its verb. The presence of verb in every sentence is important as it has been stated by De Capua (2008:121) that the verb as the heart of a sentence. However, students often have problem in this area. They often omitted item in verb that should be applied in well structure sentences, for example, “The bad smell cause air pollution”. This

sentence is grammatically incorrect because it misses the ending –s. This kind of error can be assumed that some were not aware the rules well; when they should use verb base, add ending –s or –es, they can not differentiate its subject whether it is singular that requires singular form of verb or plural. Another assumption is Indonesian rarely attaches or changes the form of verb whether it is showing an activity in the past, present, or in the future. Therefore they did the same way without adding or changing the verb. This error is followed by the error in antecedent and noun and pronoun.

The error of omission got the highest frequent from the point of surface taxonomy followed by error of misinformation, addition and misordering. This error is characterized by deleting items that should be applied in a well structure of sentences. Ellis and

Barkhuizen (2005:61) defined error of omission as deleting some part or form that should be appear in a well formed sentence, i.e. omission of copula be in the sentence My brothers very handsome. Students often omits plural form, pronoun, verb, ending –s or –es, and antecedent. Moreover, Ellis and Barkhuizen (2005:61) established four

principal of errors of how learners commit to do errors.

The first is called omission which the learners delete some part or form that should appear in a well formed utterance or sentence. In contrary with omission, addition, the second kind of errors, is errors in which the learners add unnecessary part of form that should be appear in a well formed utterance or sentence. The next is called misinformation. This kind of error is characterized by using the wrong form of the morpheme of structure, for example do they be happy, or using me as both subject and object pronoun. The last error is misordering which is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance or in sentence as in „He fights all the time his brother“ that should be „He fights his brother all the time“. The researcher’s finding is in line with the previous experts’ theory that students in SMPN 2 Papar Kediri, Indonesia, also tend to commit those four kinds of errors.

Another previous research showed different findings from what the researcher found. Barzegar (2013:322) , who conducted a research of Persian students in the Simin Institute in Ramsar, Iran – classified process of error into four;

omission, addition, substitution, and permutation. Besides analyzing and evaluating the errors based on process of errors, he also analyzed the errors based on its linguistic taxonomy; orthographic, phonological, lexico-semantic, and syntactico-morphological errors – and sources of errors; interlingual, intralingual and developmental, and transfer of training. She found that the majority of errors made by the students involved syntactic morphological errors in the Descriptive errors, substitution in the Process of errors, and Intralingual errors in the Source of errors. Meanwhile, based on the finding, the researcher found that students SMPN 2 Papar Kediri, Indonesia, made the highest frequent of errors in omission in the surface taxonomy or process of errors which represent 33, 98 % of the total errors. It is followed by the errors of misinformation, addition, and misordering.

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