

# **JOURNAL**

## ***ERROR ANALYSIS ON USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT MADE BY THE TENTH GRADE STUDENTS OF SMA N 1 PACE IN ACADEMIC YEAR 2015/2016***



**Oleh :**

**Uswatun Hasanah**

**NPM 12.1.01.08.0156**

**Dibimbingoleh :**

**1. SULISTYANI, M. Pd**

**2. KHOIRIYAH, M. Pd**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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### Yang bertandatangan di bawah ini:

Nama Lengkap : Uswatun Hasanah  
NPM : 12.1.01.08.0156  
Telepon/HP : 085707639289  
Alamat Surel (Email) : [tyanarizky05@gmail.com](mailto:tyanarizky05@gmail.com)  
Judul Artikel : **ERROR ANALYSIS ON USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT MADE BY THE TENTH GRADE STUDENTS OF SMA N 1 PACE**  
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris  
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri  
Alamat Perguruan Tinggi : Jl. KH. Achmad Dahlan No. 76, Kediri

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Pembimbing I  SULISTYANI, M. Pd NIDN.0718017801	Pembimbing II  KHOIRIYAH, M. Pd NIDN. 0710097401	Penulis,  USWATUN HASANAH NPM. 12.1.01.08.0156

# ERROR ANALYSIS ON USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT MADE BY THE TENTH GRADE STUDENTS OF SMA N 1 PACE IN ACADEMIC YEAR 2015/2016

Uswatun Hasanah

12.1.01.08.0156

FKIP – Pendidikan Bahasa Inggris

email : [www.tyanarizky05@gmail.com](mailto:www.tyanarizky05@gmail.com)

Sulistiyani, M. Pd dan Khoiriyah, M. Pd

UNIVERSITAS NUSANTARA PGRI KEDIRI

## ABSTRACT

In learning English, the students always face many problems, especially in mastering writing skill. It is because writing skill is a complicated skill and there are a lot of rules that should be noticed by the students, including the use of tense. In this case, the students still confuse to use simple present tense correctly in writing descriptive text. Therefore, they make many errors in their writing. The aims of this research are : (1) to identify the types of errors do the students make on using simple present tense in descriptive text writing and (2) to describe the sources of errors that the students make on using simple present tense in descriptive text writing. The type of this research is descriptive qualitative research. The instruments of this research are : students' writing task and questionnaire. Students' writing task used to know in what aspect the students make the errors. Meanwhile, the questionnaire used to know the students' sources of errors. The subject of this research is the tenth grade students of SMAN 1 Pace on class X-3. In this research, the researcher used observation and documentation in collecting the data. It means that the researcher played non participant observation by asking the students' learning activities and documentation by analyzing the students' writing task about descriptive text and the questionnaire. From the result of the data analysis, the researcher found that the total number of error was 134 errors which consist of 67 or 50% for omission errors, 14 or 36,57% for addition errors, 49 or 36,57% for misformation errors and 4 or 2,99% for misordering errors. In addition, for the sources of errors, the researcher found that the significant sources of errors was interlingual transfer because there are 32,15% students are strongly agree and 67,86% students agree with the statement that their first language (Indonesian) is still influence them. Based on this result, it can be concluded that the tenth grade students of SMA N 1 Pace make a lot of errors because they are still influence by their mother tongue (Indonesia). Therefore, the researcher suggests that the teacher should give more explanation about simple present tense and how to make a good sentence in English.

**KEYWORDS** :error analysis, simple present tense, descriptive text.

## I. INTRODUCTION

Writing is one of four skills that must be mastered by the students. It is an active skill because the students have to involve personally to construct a good paragraph. They have to notice on some

components, such as vocabulary, spelling, pronunciation and grammar. Therefore, this skill is considered as a complicated skill compared to other three skill.

Actually, the use of grammar is the most difficult thing for the students because it has many rules that should be considered by the students, especially the use of tense which indicates the activities in a certain time. One of the tenses that is learned by the students is simple present tense. Betty (2002:2) explains that in general, simple present expresses the event or situation that exist always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future. It means that simple present tense is used to express general truth, repeated actions and even something that is fixed in the future.

Most of the students never consider the complexity of simple present tense. They confuse to use plural and singular when they write simple present tense. They still influenced by their mother tongue because there is no change of verb in Indonesian. For example, the student writes "*He walk to school everyday*" instead of "*He walks to school everyday*". Therefore, they often make a lot of errors when they write simple present tense.

Errors is the students' signs who have not mastered the English rules. Harmer (2007:96) defines that errors are mistakes which they cannot correct themselves and which, therefore, need

explanation. The students will not understand the English rules without making errors first. Moreover, Dulay et al. (1982:154) classifies the types of errors into four types, they are: omission, addition, misformation and misordering. Meanwhile, students make the errors because of some sources. According to Brown (2000:223), there are four sources of errors such as : interlingual transfer, intralingual transfer, context of learning and communication strategies.

However, errors that are mostly made by the students should be identified, classified or described which called error analysis. Brown (2004 : 218) defines "error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners." It is aimed to give feedback about the students' types and sources of errors in order that the students and the teacher will get the betterment of English in teaching and learning process. Therefore, the researcher interests to conduct this research based on the research problem : to what extend do the students make the errors in using simple present tense to write descriptive text?

## II. METHOD

This research used descriptive qualitative design in which according to Yin (2003) descriptive research is used to describe an intervention or phenomenon and the real-life context in which it occurred. Here, the researcher wanted to describe the students' error in using simple present tense and also to know the students' sources of making errors in descriptive text writing.

This research was conducted in 4 meetings at SMA N 1 Pace. The participants of this research were X-3 class consisting 28 students.

In collecting the data, the researcher used observation by giving the writing task and also questionnaire to know the students types of errors and also the sources of errors and documentation by collecting the students' writing products as a approval and taking the pictures of teaching and learning process. After the data were got, the researcher analyzed the data by using technique which is applied by Ellis (1997:15), such as :

### 1. Identifying the Error

This is the first step of analyzing the error. In this step, the researcher only focused on the errors in using of simple present tense because it becomes an essential part in writing descriptive text. It means that the use

of *to be* (is, am, are), the use of auxiliary verb (*do, does*) and the use of verb should follow the rules of simple present tense.

### 2. Classifying Error

In this step, the researcher tried to classify the errors that the students made based on each type. The researcher limited the data description based on the descriptive aspects of errors which is called surface strategy taxonomy. They are omission, addition, misformation and misordering. After that, the researcher tried to count the frequency of errors in percentage form based on each type which is called tabulation. To find the percentage of each kind of errors, the writer used the following formula :

$$\frac{\text{Tot. number of each kind of error}}{\text{Tot. number of four kinds of errors}} \times 100\%$$

### 3. Explaining Error

After identifying and classifying, the researcher analyzed the students' sources of errors by checking the questionnaire. The questionnaire is made based on the Brown's theory which consist of 4 sources. They are : interlingual transfer, intralingual transfer, context of learning and communication strategies. Then, the

researcher also present the data analysis in percentage form using this formula :

$$\frac{\text{Achieved Score}}{\text{Maximum Score}} \times 100\%$$

#### 4. Error Evaluation

Error analysis is used to help students learn the second language. Therefore, it is needed to evaluate the errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says. Teachers will want to focus their attention on these

### III. RESULT AND CONCLUSION

#### 1. Error Types and Frequency

In this research, the researcher analyzes the types of errors made the students by using surface strategy taxonomy. The researcher found there are 4 types of errors as Dulay et. al (1982:154) stated , such as :

##### 1) Error of Omission

This error is characterized by the absence of an item, but actually it is really needed in a well-formed writing. For example :

- She always give me motivation.  
It should be : She always gives me motivation
- She multi-talented and very beautiful.

It should be : She is multi-talented and very beautiful.

Based on the example above, it can be concluded that the students often forgot to add s/es in the end of the verb for the third singular subject and to add to be before adjective.

##### 2) Errors of Addition

Error of addition is opposite of omission errors. It is characterized by the presence of an item which must not appear in a well-formed writing. For example :

- I am likes my sister very much.  
It should be : I like my sister very much.
- She is have bad personality.  
It should be : She has bad personality.

From the examples above, it can be known that the students made the errors by putting unnecessary item, whereas it should not be appeared in a sentence.

##### 3) Error of Misformation

This error is characterized by the wrong form of the morpheme or structure. It is caused by putting word in unsuitable word order. For example :

- She always took care of me.  
It should be : She always takes care of me.
- She has hard working  
It should be : She is hard working

From the examples above, it can be concluded that the students still do not understand of the simple present tense rules. They only write the word without notice on the context. Therefore, they sometimes use wrong word.

#### 4) Error of Misordering

This type of error is characterized by the incorrect placement of a morpheme or group of morpheme in a well-formed writing. For example :

- My mother have face oval  
It should be : My mother has an oval face.
- She is name Wahyu Sri W.  
It should be : Her name is Wahyu Sri W.

Based on the examples above, it shows that this type of error is characterized by putting the word in incorrect placement in a sentence.

This research shows that error are still produced by the tenth grade students of SMA N 1 Pace (Table 4.1). The errors were identified and classified based on the types of errors, it was found that the highest percentage of error was in error of omission at 67 or 50% followed by error of misformation at 49 or 36,57%, error of addition at 14 or 10,45% and error of misordering at 4 or 2,99%.

Table 4.1  
Total Frequency for Each Type

Category	Frequency	Percentage
• Error of Omission	67	50%
• Error of Misformation	49	36,57%
• Error of Addition	14	10,45%
• Error of Misordering	4	2,99%

## 2. Sources of Errors.

In this research, the researcher used close – ended questionnaire to find out the sources of errors. In determining the sources of errors, the researcher used Likert scale. Creswell (2012:167) explains that the popular Likert scale (“strongly agree” to “strongly disagree”) illustrates a scale with theoretically equal intervals among responses. It means that the students should choose one of the options that they are strongly agreed or disagree. Here, there are four sources of errors with each options. Then, the students should choose one of options related to them. According to Brown (2000:223), there are 4 sources of error, such as :

### 1) Interlingual Transfer

This source of error is a significant error for all students in learning foreign language. They are still interfered by their mother tongue because there is no change of using verb in Indonesia. They are also still confused when they learn foreign language, so they

translate their first language into target language without notice on any rules of sentence. For example, the student wrote “She always give me motivation” instead of “She always gives me motivation”.

## 2) Intralingual Transfer

This source of error is the negative transfer of item within the target language. It is also the major factor in learning foreign language. In the teaching learning process, they still influence with their experience within the target language itself. Therefore, they will make the errors because they do not understand how to make a good sentence using a proper word or verb. For example, the student wrote “I am likes my sister very much” instead of “I like my sister very much”.

## 3) Context of Learning

Context means the classroom with its teacher and its materials. It is caused by misleading explanation from the teacher, get an improperly structure or word in a textbook, or even because of pattern that was rotely memorized in a drill but improperly contextualized. For example, the student wrote “She has hard working”, instead of “She is hard working”.

## 4) Communication Strategies

This source are defined as a learning style. Learners obviously use production strategies in order to enhance getting their messages accross, but at times these techniques can become a source of errors. For example, the student wrote “My mother have face oval”, instead of “My mother has an oval face”. From this example, it may also happen because the student do not understand what have been taught by the teacher.

These sources of errors were identified and classified based on the sources of errors. The errors that the students made because of several sources which is explained in the following table and description

Table 4.2  
Frequency of Each Source of error

Category	Percentage
• Interlingual Transfer	SS = 32,15% S = 67,86% R = 0% TS = 0% STS = 0%
• Error of Misformation	SS = 19,65% S = 67,86% R = 12,5% TS = 0% STS = 0%
• Error of Addition	SS = 0% S = 25% R = 37,5% TS = 37,5% STS = 0%
• Error of Misordering	SS = 0% S = 67,86% R = 12,5% TS = 23,22%

	STS = 0%
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The data analysis shows that there are 32,15% students are strongly agree and 67,86% students agree that interlingual transfer is the significant sources of their errors. It was proved that the tenth grade students of SMA N 1 Pace are still influence by their mother tongue (Indonesia) because there is no change of verb in their first language.

## CONCLUSION

Based on the research result, it can be concluded that there are four types of errors made by tenth grade students of SMA N 1 Pace in using simple present tense in writing descriptive text which consist of error of omission, addition, misformation and misordering. Furthermore, there are four sources of errors that made by the students which consist of interlingual transfer, intralingual transfer, context of learning and communication strategies.

After comparing the percentage of the frequent error types with other errors made by the tenth grade students of SMA N 1 Pace, it is found that omission errors was the dominant error at 50%. In this case, most of the students omit the use of to be (is, am, are) before adjectives and most of them also forgot to add s/es after the third singular person (she, he, it).

Meanwhile, from those sources of errors, the researcher found that interlingual transfer is the significant source of students' errors. It was proved in the data analysis that there are 32,15% students are strongly agree and 67,86% students agree that interlingual transfer is the significant sources of their errors. The students made their sentence by translating Indonesian into English and the structure of the sentences are the same with Indonesian structure.

With the finding above, the researcher confirms Dulay's theory (1982:155) that types of error from surface strategy taxonomy are omission error, addition error, misformation error and misordering error. Then, the finding also confirms the theory of Brown (2000:223) that interlingual transfer is the significant sources of their errors.

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