AN ERROR ANALYSIS OF USING SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT WRITTEN BY THE EIGHTH GRADE STUDENTS OF SMP BINA SATRIA MEDAN

Analisis Kesalahan Penggunaan Simple Present Tense Dalam Teks Deskriptif yang Di Tulis Oleh Siswa Kelas VIII SMP Bina Satria Medan

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Abstract : This research is aimed to find out types of error analysis of using simple present tense in descriptive text written by the eighth grade students of SMP Bina Satria Medan. This research used the qualitative research design. The sample of this research was the eighth grade students of SMP Bina Satria Medan which consisted of 20 students. The result of the data analysis showed that there were the types of errors made by the students on writing descriptive text based on surface strategy taxonomy which are classified into omission, addition, misformation, and misordering. The types of errors made by the students on writing descriptive text were 25% in errors of omission, 22,4% in errors of Addition, 49,2% in errors of Misformation, 3,4 % in errors of Ordering. From this data, it can be said that the misformation error was the highest number of errors made by the students in 49,2%. There were some causes of errors made by students in misformation. Firstly, the students felt confused with tense formula, they still could not distinguish regular and irregular verbs, which are present tense and past tense. Secondly, the students made mistakes in arranging word or confused to select the word sequence in sentence which important to formation writing that meanwhile to arrange the word and group of words in English and Indonesia are different. Thirdly, The students made errors because they didn’t know grammar rule, they were lazy to learn about tense, they couldn’t interpret sentences or paragraph directly and many other reasons. Therefore, it can be stated that source of the errors made by students influenced by interlingual and intralingual transfer(Corder, 2000). Interlingual transfer is errors that are influenced by the interference of users’ mother tongue. The users still apply Indonesian pattern into English when they translate the sentences. Then Intralingual transfer occurs when students get difficulty learn the second language. Three causes of errors in intralingual transfer, namely; errors caused by over-generalization, errors caused by ignorance of rule restriction, and errors caused by incomplete application of rules.

Keywords: Error Analysis, Descriptive Text, Simple Present Tense.

Abstrak : Penelitian ini bertujuan untuk mengetahui jenis analisis kesalahan penggunaan simple present tense dalam teks deskriptif yang ditulis oleh siswa kelas VIII SMP Bina Satria Medan. Penelitian ini menggunakan desain penelitian kualitatif. Sampel penelitian ini adalah siswa kelas VIII SMP Bina Satria Medan yang berjumlah 20 siswa. Hasil analisis data menunjukkan bahwa terdapat jenis-jenis kesalahan yang dilakukan siswa dalam menulis teks deskriptif berdasarkan taksonomi strategi permukaan yang diklasifikasikan menjadi omission, addition, misformation, dan misordering. Jenis kesalahan yang dilakukan siswa dalam menulis teks deskriptif
adalah 25% kesalahan kelalaian/penghilang (Omission), 22,4% kesalahan penambahan (Addition), 49,2% kesalahan bentuk (Misformation), 3,4% kesalahan Penempatan (Misordering). Dari data tersebut dapat dikatakan bahwa kesalahan informasi merupakan jumlah kesalahan tertinggi yang dilakukan oleh siswa sebesar 49,2%. Pada misformation siswa banyak melakukan kesalahan karena merasa bingung dengan formula tense, masih belum bisa membedakan verba regular dan irregular, present tense dan past tense, kesalahan dalam menyusun kata atau bingung memilih urutan kata kalimat yang termasuk formasi penulisan yang mana dasar konsep kata dan kelompok kata dalam bahasa Inggris dan Indonesia berbeda. Mereka melakukan kesalahan karena tidak mengetahui aturan grammar, malas belajar tense, tidak bisa mengartikan kalimat atau paragraf secara langsung dan banyak alasan lainnya. Oleh karena itu dapat dikatakan bahwa sumber utama kesalahan dibuat oleh siswa adalah terletak pada transfer interlingual dan intralingual (Corder, 2000). Transfer interlingual adalah kesalahan yang dipengaruhi oleh gangguan bahasa ibu pengguna. Pengguna masih menerapkan pola bahasa Indonesia ke dalam bahasa Inggris saat menerjemahkan kalimat. Kemudian transfer Intralingual terjadi ketika siswa kesulitan mempelajari bahasa kedua. Ada tiga penyebab kesalahan dalam transfer intralingual yaitu; kesalahan yang disebabkan oleh generalisasi yang berlebihan, kesalahan yang disebabkan oleh ketidaktahtuan tentang batasan aturan, dan kesalahan yang disebabkan oleh penerapan aturan yang tidak lengkap.

Kata Kunci: Analisis Kesalahan, Teks Deskriptif, Simple Present Tense.

1. INTRODUCTION

The Background of the Study

English is one of the foreign languages that taught in Indonesian schools. English is also used as an international language for many countries to strengthen relationship between countries in the world in all fields such as in technology, science, business, and tourism. (Ramelan, 1992: 2-3). In other words, learning English can get various information and knowledge about the world.

To master English, it is needed to know four important skills. These skills are speaking, listening, writing and reading. Among these four skills, writing is the most important skill to be learned. According to Sheridan Baker, “writing is one of the most important skills for students to express their ideas and feelings in a word, words in sentences, sentences are paragraph that have the same coherence. However, many students also consider that writing is very difficult to learn. Students considers grammar and use of tenses are some causes of their difficulty in writing. The students often make mistakes and commit errors while writing, especially when they try to arrange sentences or use tenses. As a result, they write sentences with incorrect grammar. Many kinds of errors arise for students when writing because they do not master English well. They commit errors by not using the rules
of the components and elements of English language (Ramelan, 1992). It means that the students cannot avoid errors when writing.

Besides, Maxine (1986) also argued that you need to consider every component while writing such as the audience, sentences structure, transition, choice of examples. These components also make most of the students in the Junior High School get difficulty in writing. Students get difficulty in writing because they don’t have much practice writing from their teacher. They also have lack of knowledge about grammar and vocabulary. These things cause students to make an error in language learning process, because making error is an inevitable part of language learning process especially writing. Students can’t learn language without first systematically committing error’s (Dulay Heidi, 1982:138). Error also occur because the students don’t know what is correct, it’s reflects gaps in students’ knowledge (Ellis, 1997 :17) . Error occurs because students have the different language system from foreign language system learned and their mother tongue. They usually express the meaning of using vocabulary they have already know. The students also don’t know rules in grammar which can’t be ignored. Even grammar is very important thing in learning process. If students don’t know grammar, the students can’t arrange word and how to put words together in a writing. In short, error is part of English learning process that useful in providing feedback to improve the writing learning process.

To cope this problem, one of strategies used is error analysis. According to Dictionary of Language Teaching and Applied Linguistics (Erdogan, 2005: 263), a student makes a mistake and Error when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. It is needed to make error analysis, so the students can know and evaluate the error of they make in writing.

In this research discussed about An Error Analysis of Using Simple Present Tense In Descriptive Text Written by the Eighth Grade Students of SMP Bina Satria Medan. They made error because they didn’t know grammar rule, they were lazy to learn about tense, they couldn’t interpret sentences or paragraph directly and many other reasons. Then the writer analyzed their error to know the ability of students to write descriptive text using simple present tense. Error analysis can show what students problem have. With error analysis, the teacher can correct important errors that must be corrected, so students can improve their ability about English writing. In other words, using simple present tense often makes students get complexity, or usually they often have problem to decide the suitable verb form in simple present tense.
Simple present tense is a tense used to express activities that routinely done and declare general truth. The simple present tense is used to express a habitual action with adverbs like usually, always, or often (Frank, 1972 : 66). There are two reasons to know students error in the research. Firstly, the writer would like to know dominant factors that cause the Junior High School students’ error in using simple present tense of descriptive text. Secondly, the writer would like to anticipate the errors in writing descriptive text made by the students of junior high school, so that the same errors can be avoided in the future and students can improve their ability in English writing.

The Problems of the Study

Based on the background of the study, there are some following problems:

1. What are the dominant errors made by Eighth Grade students of SMP Bina Satria Medan?
2. How are the students able to write descriptive text on simple present tense?

The Objectives of the Study

This study aims to know an error analysis of simple present tense in descriptive text made by Eighth Grade Students of SMP Bina Satria Medan. In accordance with the problems above, the objectives of the study are:

1. To find out the dominant errors made by Eighth Grade students of SMP Bina Satria Medan.
2. To know and analyze the ability of students in writing descriptive text on simple present tense.

The Scope of the Study

This study focuses on An Error Analysis of Using Simple Present Tense in Descriptive Text Written by The Eighth Grade Students of SMP Bina Satria Medan. The writer hopes the students can improve writing skill by analyzing the error of simple present tense in descriptive text.

The Significances of the Study

The significances of the study are as following:

1. The students can improve their ability about simple present tense and they can write paragraph well.
2. The teacher can improve their ability or knowledge about teaching tense especially on simple present tense and bring the interesting lesson in front of the class to get the students’ attention.

3. For the reader can know how many kind of error on simple present tense in descriptive text made by the eighth grade students of SMP Bina Satria Medan

**Definition of Error**

Error is According to Brown (2000:76) error is noticeable deviation from adult grammar or native speaker reflecting the inter language competence of learner, while mistake refers to a performance factor such as: memory, limitation, spelling fatigue, and emotional strain. Foster (2005:87) states that an error is an individual language user’s deviation from standard language norms in grammar, syntax, pronunciation and punctuation.

**Types of Error**

Dulay (1982 : 138) explains the types of errors into four classification. They are linguistic category, surface strategy taxonomy, comparative analysis, and communicative effect. However, the writer only focuses on surface strategy taxonomy and comparative analysis because those two types of errors give more contributions to this research than other types of error.

**Surface Strategy Taxonomy**

Surface Strategy Taxonomy highlight the ways surface structures are altered. Analyzing errors from a surface strategy perspective holds much promise for writer concern with identifying cognitive processes. it also make aware that learner’s error are some logic. According to Ellis (1997), omission appears when a student leaves a required item for an utterance out of a sentence that he/she constructed. For example, *There is boy over there*. This sentence leaves out the article 'a' which should be added before the word 'boy'. Selection can be done by selecting an incorrect element. Addition is by adding unnecessary elements. Lastly, misordering which can be done by misplacing the item or putting it in the wrong place. This categorization can be exemplified as follows:

**Omission**
Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. (Dulay, 1982:155). Example: It use by us to fulfill daily needs. The well formed sentence is “It is used by us to fulfill daily needs.

Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. Dulay (1982:156) it usually occurs in the letter stage of second language acquisition. Example: It is not just only for life, but also a forest as a lung for earth. Here wrong sentences adds “just”. The well-formed sentence is “It is not only for life, but also a forest as a lung for earth”.

Misformation

Misformation errors are characterized by the use of wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. Example: The dog eated the chicken. a past tense marker was supplied by the learner, it was just not the right one. The well-formed sentences is “The dog ate the chicken”

Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in a utterance. It is occur because students translate word to error from their mother tongue into a foreign language. Example: so, after the school, Phinochio decide to go to the cty. He asked someone the ingredients to bake a cake. during his walk, Phinochio met there a little boy. The placement of adverbial demonstrative “there”. The well-formed sentences is “Phinochio met little boy there”.

Comparative Taxonomy

The classification of comparative taxonomy is based on the comparison between the structure of second language error and certain other types of construction. There are two types of comparative taxonomy: Interlingual Error is an error that takes place due to a particular misuse of a particular rule of the target language. Interlingual error is caused by the interference of the native language. The error identification is traced back by translating the words into the learner’s mother tongue. Example: The man skinny (The skinny man)
Developmental Error

Developmental error are the errors similar to those made by children learning the target language as their first language. Example: I not reading (I am not reading)

Simple Present Tense

Tense is systematic structure to describe different forms of verbs that showed the time of action. According to Krohn (1971), simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general.

Descriptive Text

Descriptive text is a text used to describe a particular thing, a person, an event, and an animal to the readers (Gerot & Wignel, 1994). Furthermore, it is also the text that describes something to make the readers or listeners could feel as the writer’s experience with his or her six senses: looks, smells, feels, acts, tastes, and sounds (Husna et al., 2013).

2. METHODOLOGY OF RESEARCH

Location of the Research

The research was conducted at SMP Swasta Bina Satria Medan in academic year 2019/2020. It is located on Jl. Marelan IX No.1 Kel.Tanah Enam Ratus Kec.Medan Marelan.

Research Design

The research used descriptive qualitative method. Maleong (2004:2) states that descriptive qualitative research is a kind of research method without any statistic procedure. As stated by Bodgan and Taylor in Moleong (2004:3) qualitative methodology is as a research procedure that describe data such as written words or spoken words from people or activities that can be observed.

The data in this research was obtained from the students’ writing test. First, the writer reviewed the use of simple present tense which aimed to recall the students’ memories about simple present tense. Second, after doing some review, the writer showed the students the picture. Then thirdly, they were asked to write a descriptive paragraph about that picture. The paragraph should consist of 2 to 10 sentences. The time giving thirty minutes. Finally, all of the writing products analysis.
In short, qualitative research is a study which relies primarily on the collection of qualitative data with the purpose to describe, to decode, and to draw meaning from naturally occurring phenomena that cannot be understood numbers. Thus, the writer wants to know an Error Analysis of Using Simple Present Tense in Descriptive Text Written by the Eight Grade Students of SMP Swasta Bina Satria Medan.

Subject of the Study

The subject of the study was the eighth grade students at SMP Swasta Bina Satria Medan in academic year 2019/2020.

Technique of Data Collection

For the test, the writer asked the students to write a descriptive text related to the topic given by the writer. After the writer getting the data, the writer analyzed the data using Surface Strategy Taxonomy proposed by Dulay et al. (1982). Surface strategy taxonomy categorized errors into errors of omission, addition, misformations, and misordering. Surface strategy taxonomy highlights the way surface structures are altered: learners may omit necessary items or add unnecessary items, they may misformation items misordering them (Dulay et al., 1982).

Technique of Data Analysis

In this study, the writer analyzed the data by using qualitative methods. Furthermore, the whole data in this research will be described in a descriptive way from Students’ writing Products. The writer analyzed the data from students’ writing products based on surface strategy taxonomy, which will identify and classify the errors into omission, addition, misordering and misformation (Dulay et al., 1982).

In this study, the procedures of data analysis are as follows:

1. The writer asked students to make a descriptive text with the President picture. Then, the writer collects the students’ writing.
2. The writer read the students’ writing. Then, the writer identified and classify the types of grammatical errors of present tense based Dulay et al., theory (the errors into omission, addition, misordering and misformation)
3. Then, the writer calculated the all of the errors made by grade eighth of junior high school. The writer used the following formula which was adapted from Healey (2010: 30) to calculate the result from data tabulation:
X = \frac{f \times 100}{n}

Notes:
X = the percentage of the students’ lexical errors of each component
f = the number of errors of each component
n = the total number of errors made by the students

4. FINDINGS AND DISCUSSION

Data
The data were obtained from the result of students’ tests of eighth grade students of SMP Bina Satria Medan. This observation was carried out to know the students’ ability in writing descriptive text using simple present tense. To know the result of the test by students, the writer made a table of students’ error in writing descriptive text based on the surface strategy taxonomy, the kinds of errors are classified into four main categories, namely: omission errors, addition errors, misformation errors, and misordering errors. (Dulay, 1982: 138).

Observation
This observation was carried out to know the students’ ability in writing descriptive text using simple present tense. Based on the surface strategy taxonomy, the kinds of errors were made by the students of SMP Bina Satria Medan classified into four main categories, namely: omission errors, addition errors, misformation errors, and misordering errors. The scores of error obtained by each aspect made by students were omission errors in 29 (25%). Students made so much error in misinformation. Addition errors in 26 (22.4%). Students made errors in addition were caused students feel confused with formulas of tenses, and then sometimes when they confused to make sentence in writing text, they add the word that which must not appear. Misformation errors in 57 (49.2%), Students made errors in Misformation were caused Students’ still were not distinguish which were regular verb and irregular, which are present tense and past tense, and which were subject and object and make error of selection. And these were the highest errors. And Ordering errors in 4 (3.4%), Students made errors in Ordering were caused by Students made mistakes in arranging the word or confused to select the word sequence in sentence which formation writing that
whereas to arrange the word and group of word in English and Indonesia are different. But the error rated of ordering were lower. From this data, its could be said that the misformation errors were the highest number of errors made by the eighth grade students of SMP Bina Satria in 49.2%.

In analyzed the composition, each type of error that was found underlined and marked. After finished this steps, the errors were tabulated. Then, the frequency of each type and the total numbers of errors were counted. Based on the analysis, there were some errors in the student’s composition of descriptive text at eight grade students of SMP Bina Satria Medan. The followed table was the recapitulate of error classification which were made by students of SMP Bina Satria Medan.

**Table 1. Classification of Students’ Errors in Writing Descriptive Text**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ initial</th>
<th>Classification of Error</th>
<th>Total Error</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Omission</td>
<td>Addition</td>
</tr>
<tr>
<td>1</td>
<td>AR</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>AA</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>BHI</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>DR</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>DP</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>GR</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>MD</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>MR</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>MF</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>NDP</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>QYN</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>RNP</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>RIS</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>PS</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>UA</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>WPS</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>YA</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>19</td>
<td>YIR</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>


Table 2. Percentage of Errors

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$\frac{29}{116} \times 100 = 25%$</td>
</tr>
<tr>
<td>2</td>
<td>$\frac{26}{116} \times 100 = 22.4%$</td>
</tr>
<tr>
<td>3</td>
<td>$\frac{57}{116} \times 100 = 49.2%$</td>
</tr>
<tr>
<td>4</td>
<td>$\frac{4}{116} \times 100 = 3.4%$</td>
</tr>
</tbody>
</table>

The explanation about the percentage of errors are:

1. 25% indicates Omission
2. 22.4% indicates Addition
3. 49.2% indicates Misformation
4. 3.4% indicates Misordering

4. CONCLUSION AND SUGGESTION

Conclusion
Based on the findings and discussions in the previous chapter, the researcher concluded the type of errors are usually made by the eighth grade students of SMP Bina Satria Medan in writing descriptive text, and the causes of errors made by the eighth grade students of SMP Bina Satria Medan of using simple present tense in writing descriptive text. The conclusions are as follows:

1. The types of errors were usually made by eighth grade students of SMP Bina Satria Medan of using simple present tense in writing descriptive text based on the surface strategy taxonomy were Omission errors in 29 (25%), Addition errors in 26 (22.4%), Misformation errors in 57 (49.2%), and Ordering errors in 4 (3.4%). The most dominant Error in this research was Misformation errors in 57 (49.2%). The researcher believed that whole error which had been made by the students were the ignorance of grammatical rules.

2. The causes of errors made by the eighth grade students of SMP Bina Satria Medan of using simple present tense in writing descriptive text: In addition, students’ felt confused with formulas of tenses, and then sometimes when they made of sentence in writing text, they add the word that which must not apppear. In this case, there were 26 errors (22.4%). And in omission, students made error and this is the second error rate which 29 error under error of misformation (25%). Students’ still were not distinguish which were regular verb and irreguler, which were present tense and past tense, and which were subject and object and made error of selection. And these ware the highest error rated there were 57 errors, cause of this case lack vocabulary knowledge students’ (49.2%). Sometimes, students made mistakes in drafting the word or confused to select the word sequence sentence which include formation writing that werease to draft the word and group of word in English and Indonesia is different. But the errors rated of ordering was lower, there were 4 errors (3.4%). The highest error occured on Selection reach to 49.4% whereas the lowest error rate was Ordering which 3.4%. In this case, they dominant find the problem vocabulary knowledge.

3. After the researcher analyzed, the result showed that eighth grade students of SMP Bina Satria Medan was able to write descriptive text on simple present tense, but they had limited vocabulary and grammatical knowledge. Next time the students can improve their knowledge ability by learning and practising.

Suggestions
Based on the conclusions above, this research has some suggestions to the readers especially teachers and parents who have important role in teaching children as follow:

1. To students’ parents to invite your children to tutoring in the English practice, it make your children’s ability can improve, and can understand about grammar.

2. English teacher in the school to improve the students ability about tenses. Take the students used to English language everytime.

3. Students of junior high school to diligent to learn about English. Open your dictionary to improve your vocabulary.

4. The reader, you can improve your ability especially on simple present tense. you can understanding types of error and make the paragraph well.

REFERENCES


