

**AN ANALYSIS OF THE STUDENTS' ERRORS IN USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMAN 2 BENGKALIS**

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**Abstrak:** Penelitian ini mendeskripsikan kesalahan siswa dalam menggunakan simple present dalam menulis teks deskriptif. Penelitian dilaksanakan pada bulan Juni 2020. Subjek penelitian ini adalah siswa kelas X SMAN 2 Bengkalis, dan objek penelitiannya adalah kesalahan siswa dalam menggunakan simple present tense. Sampel diambil berdasarkan teknik simple random sampling dengan jumlah total 34 siswa. Untuk mengumpulkan data, peneliti menggunakan tes. Tes digunakan untuk mengetahui kesalahan siswa dalam menggunakan simple present tense dalam menulis teks deskriptif. Berdasarkan analisis data peneliti menyimpulkan bahwa total kesalahan penghilangan sebanyak 34 kesalahan atau 27,2%, kesalahan penambahan sebanyak 10 kesalahan atau 8,1%, kesalahan kesalahan pembentukan sebanyak 50 kesalahan atau 40,6%, dan kesalahan kesalahan penyusunan sebanyak 29 kesalahan atau 23,5%. Sumber kesalahan transfer interlingual adalah 29,2% dan transfer intralingual adalah 70,7%. Dari hasil perhitungan data, kesalahan salah formasi merupakan kesalahan yang paling sering dilakukan oleh siswa kelas X SMAN 2 Bengkalis dengan persentase 40,6%. Data tersebut juga menunjukkan bahwa transfer intralingual merupakan sumber utama kesalahan yang dilakukan oleh siswa dengan persentase 70,7%.

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

**Abstract:** This research described the students' errors in using simple present in writing descriptive text. The research was conducted on June 2020. The subject of this research was the tenth grade students at SMAN 2 Bengkalis, and the object of the research were the students' errors in using simple present tense. The sample was taken based on simple random sampling technique with the total number were 34 students. In order to collect the data, the researcher used a test. The test was used to find out the students' errors in using simple present tense in writing descriptive text. Based on the data analysis researcher concluded that the total errors of omission are 34 errors or 27.2%, errors of addition are 10 errors or 8.1%, error of misformation are 50 errors or 40,6%, and errors of misordering are 29 errors or 23.5%. Source of errors interlingual transfer was 29.2% and intralingual transfer was 70.7%. From the calculation of the data, error of misformation was the most frequent errors were made by the tenth grade students of SMAN 2 Bengkalis with the percentage 40.6%. The data also indicate that Intralingual transfer is the major source of the error were made by the students with the percentage 70.7%.

**Keywords:** Errors, Simple Present Tense, Descriptive Text.

### **A. Introduction**

Writing is one way to communicate with other people besides speaking, reading and listening. It is one of the important skills in English. Writing should be done by students in learning English. Some of students get difficulty to write good grammar in sentences. The student of English as a foreign language (EFL) is very difficult to mastering in writing skill. The skill of writing taught by using genre based approach. Students are introduced some genres and taught through the model of reading texts which they taught about the social function, the generic structures, and the language features of the genres. There are many kinds of genres one of them are descriptive text. Descriptive text describes of something such as persons, places, objects or others P.R.Phuket (2015:99). Descriptive text is a text which the writer tries to describe something and the description is used to describe a thing/object, place, or person.

In writing descriptive text, students must be able to master grammar. Lailatul husna (2013:2) states that Grammar is one of the English components of language which must be learned by students . R. Cowan (2008:3) state that Grammar is the set of rules how words and groups of words can be arranged to be a good sentences in a particular language. By mastering grammar, students can build up sentences, can express their ideas for communication and can help students to comprehend what other people say or write. Grammar is one of difficult materials when students study English. In writing skill, the grammar is really needed to be learned, because the mistakes made in writing seem so clear when someone writes it and will be read by the reader. Having knowledge of grammar will help people to comprehend what other people say or write. On the other hand, it is difficult for Indonesian students to use correct structure in English. One of the grammar aspects is tense. In making a sentence in English both of written or spoken, tense is very important role. In English, each sentence always contains a tense. There are many kinds of tenses such as simple present tense, simple past tense, present perfect tense, present progressive tense, etc. Writing descriptive text usually use simple present tense, Ratnah (2013:159).

Descriptive text uses simple present tense. The rules of writing simple present tense are *to be* (is, am, are), simple present tense used V1, the writer should pay attention the rules of English spelling for the third person added (-s, -es, -ies ). The simple present expresses events or situations that exist always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future, Betty Schramper Azar (1993:3). SMAN 2 Bengkalis is one of Senior High School in Bengkalis. The school is located on Pramuka street. One of the material in the syllabus on SMAN 2 Bengkalis is descriptive text, based on the researcher's observation at SMAN 2 Bengkalis, it is clear that some students are difficult in using good grammar in writing descriptive text. In this case, the researcher is interested to analyze the students' errors in using simple present tense in writing descriptive text because many students have problems there. The students do not understand the use of *to be* (*is, am, are*), the use of auxiliary verb (*have, has*), the students do not understand the use of verb 1, the students do not understand the use of verb for the third singular person such as *he, she, and it* need adding (*s, es, ies*).

C. Garrido (2012:285) stated that the study of errors is important thing since errors permit the description of developmental stages in the acquisition of a second/foreign language. Error analysis is used to analyze the errors that are made by the students. Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. The errors can help the teacher in teaching and learning process because the teacher can observe the reason or why the learners do the errors. Error analysis will show teachers some problems facing by the students. In addition, it is necessary to discuss error analysis for teaching English as a foreign language. English teachers should to know error analysis because it becomes a useful key to understanding the process of foreign language. They should to know how the target language is learnt and what the best strategy the learners done in order to master the target language. After conducting the study of error, the teachers can improve their teaching method and attempt to find some answers or solutions to solve some problems faced by their students.

Heidi Dulay (1982:150) state that there are four types of error named omission, addition, misformation, and misordering. Based on the errors the researcher has formed an error taxonomy for analysis including the following categories and sub-categories: Omission (Omission of Subject, omission of *to be* in the present tense, omission of *-s/ -es* in the verb form), Addition (Addition of subject, addition of *to be* in the simple present tense, addition of preposition), Misformation of using verb past, misordering of word order. Omission is considered to be the absence of an item that should appear in a well-formed utterance. There are some omissions, they are omission of subject, omission of *to be*, omission of *-s/es* in verb and plural form.

Addition is considered to be the presence of an item that should not appear in a well-formed utterance. Dealing with this type of errors, the writer provides the example of sentences which are called addition errors. They are addition of subject, addition of *to be*,

addition of preposition. The next type of error is misformation. it is considered to be the use of the wrong form of the morpheme or structure. This error could affect the different interpretation and confusing meaning, like the sentences below that has been founded by the writer in her study. The last type of error is misordering. It is considered to be the incorrect placement of a morpheme or group of morphemes in an utterance. There are some students' sentences that are indicated as misordering error.

There are four sources of errors they are interlingual transfer, intralingual transfer, context of learning, and communication strategies. Interlingual Transfer is also known as the native language transfer because the errors are caused by the learner's first language like Brown said, "The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference". In this stage, before the second language is familiar with the learner, the native language is the only linguistic system that is mastered by the learner. Because of this fact, it's easier for the teacher to analyze the errors from the learner if the teacher has been familiar with the learner's first language. For example: "*She beautiful*" the correct sentence is "*She is beautiful*", H. Douglas Brown (223-224).

The second source of error is Intralingual transfer. It is the main factor in learning second language. In this stage, the errors come from the partial learning rather than the transfer itself. Intralingual errors occur as a result of learners' attempt to build up the concepts and hypotheses about the target language from their limited experience with it. Learners may commit errors due to this reason in many ways. In the other hand, the error is a result of the learner's concept and hypotheses of the learner in learning the second language. Example: "*A baby crys in the market*" From the example, the learner is doing negative intralingual transfer or overgeneralization. In learning the simple present tense, the students know about the rules of the simple present tense that verb for third person by adding *-s*, *-es* and *-ies* but the students still confuse to use it. The verb *go* doesn't become *crys*, but *cries*. The learners don't know that how to change the verb adding *-s*, *-es* or *-ies*.

The third source of error is context of learning. It is the source of error that comes from the teacher, the situation in the class, and also from the textbook. "Context refers for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning. The teacher or a text book can be one of the sources of errors that made by the learners in the classroom. It is caused by the learner make faulty hypothesis about the language. The learners often make error because of misleading explanation from the teacher, the faulty presentation of the structure in text books, or the concept of item that is memorize by drilling but it is not proper with the other context.

The last source of error is communication strategies. It was defined and related to learning style. Learners must have their own strategies in language learning to enhance their message across, but these techniques can be the source of errors. A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication. Communication strategies caused by the learners' learning techniques. The purposes of the research are to get information about the types of errors made by the students in using simple present tense in writing descriptive text at the tenth grade of SMAN 2 Bengkulu and to find out information about the sources of errors made by the students in using simple present tense in writing descriptive text at SMAN 2 Bengkulu.

## **B. Research Methodology**

The design of this research was descriptive. Descriptive research is a research trying to express the problems existing now based on the data. It has one variable that is simple present in writing descriptive text. It analyzed the errors made by the students of the tenth grade at SMAN 2 Bengkulu. This research was conducted on June 2020. The location of the research was at SMAN 2 Bengkulu. The population of this research is the students at the tenth grade of SMAN 2 Bengkulu in academic year of 2019/2020. The students are divided into 7 classes. The number of the tenth grade of SMAN 2 Bengkulu is 225 students. The researcher takes the

sample by using simple random sampling, if the total population are more than 100 students, the sample can be taken between 10-15% or 20-25% or more. In this research, the researcher takes 15% from the total population. the number of sample are 34. To determine the 5 chosen people from each class, the researcher use a lottery. The researcher make paper with small pieces, write one number for one paper. The paper is rolled, shaken, then taken. The selected number will be matched with the student's absence number and as a result, it was chosen as the sample. The researcher used test to collect the data. The researcher collect the data from the students' writing products in use simple present tense in writing descriptive text and investigate them whether the students use correct simple present tense or false, and identify the students' error. The source of data is test In analyzing students' error in using simple present tense in writing descriptive text at the tenth grade of SMAN 2 Bengkalis, the writer will analyzed the data by making a list of students' error, then the researcher checked the sentences that were be made by the students and to see whether they used the simple present tense correctly or not when they were writing. The writer analyzed the data by classifying the students' errors and then the writer calculated their percentages of errors by the total number of the simple present tense. To calculate the errors, the researcher used the formula by Annas Sudjono, percentage of errors as follows:

$$P = f/N \times 100\%$$

Where :

P = Percentage of error

f = Frequency of error made by the students

N = Total number of error

### C. Result and Discussion

#### Types of errors made by the students when they use simple present tense in writing descriptive text at the tenth grade of SMAN 2 Bengkalis.

As the calculation above, the researcher describes the examples and causes why the error occurs as follow:

$$\text{The Error of Omission} = \frac{34}{123} \times 100\% = 27.2\%$$

$$\text{The Error of Addition} = \frac{10}{123} \times 100\% = 8.1\%$$

$$\text{The Error of Misformation} = \frac{50}{123} \times 100\% = 40.6\%$$

$$\text{The Error of Misordering} = \frac{29}{123} \times 100\% = 23.5\%$$

#### Source of errors made by the students when they use simple present tense in writing descriptive text at the tenth grade of SMAN 2 Bengkalis.

a. **Interlingual Transfer** :  $\frac{36}{123} \times 100\% = 29.2\%$

b. **Intralingual Transfer** :  $\frac{87}{123} \times 100\% = 70.7\%$

c. **Context of Learning** : 0 %

d. **Communication Strategies** : 0 %

Based on the calculation above, it can be concluded that the total errors of *omission* are 34 errors or 27.2%, errors of *addition* are 10 errors or 8.1%, error of *misformation* are 50 errors or 40.6%, and errors of *misordering* are 29 errors or 23.5%. From the calculation of the data, *error of misformation* is the most frequent errors that done by the tenth grade students of SMAN 2 Bengkalis with the percentage 40.6%. Moreover, it is followed by *error of omission* with percentage 27.2%, *error of misordering* with percentage 23.5%, and *error of addition* with percentage 8.1%. After identifying the data, the writer analyzed the errors and classified

them based on the Surface Taxonomy Categories to know whether these errors involve in omission, addition, misformation, or misordering.

**The Error of Omission.** There are 34 errors that made by the students with 16 errors are made in omission of subject, 2 errors in omission of to be, and 16 errors in omission of -s/ -es in the verb form. Many students made errors in forming the right utterance. It is caused by student left out “subject” and the grammatical morphemes are more complex, for example in using tenses, the learner should be aware of the addition of the ending of the verb form (-s, -es) correctly. For example: 1) *Has long nails*, While he should write, *It has long nails*. 2) *She can jumps high and fast*, While she should write, *She can jump high and fast*.

**The Error of Addition.** There are 10 errors in addition that made by the students with 4 errors are made in addition subject, 3 errors in addition to be, and 3 errors in grammatical. In this type, the students add some items that shouldn't appear. The student knew about the using of verb1 but they add *to be* which is not needed in the sentence. The students add *to be* before the verb, and it is not needed. The students know that they should use *simple present tense* form in their writing, but they do not know when they should add *to be* in the sentence. The example is: 1) *He is have very long and heavy fur*, while she should write, *He has very long and heavy fur*. 2) *He is really like to playing ball*, while he should write, *He really likes playing ball*

**The Error of Misformation.** In the error of misformation, the researcher found 50 errors with 2 errors in incorrect form of had, 13 errors in incorrect form of was, 10 errors in incorrect form of have, and 25 errors in misformation grammatical. It is the most frequent error that made by the students. For example, the students use “was”, “have”, in their writing, instead of “is”, and “has”. For Example: 1) *My cat was very unique and smart*, instead of *My cat is very unique and smart*. 2) *He have very beautiful eyes*, instead of *He has very beautiful eyes*.

**The Error of Misordering.** There are 98 errors that made by the students with 21 errors are made in personal pronoun, 5 errors in incorrectly order the word and 3 errors in wrong order of pattern Simple Present Tense. The students made the incorrect placement of a morpheme or group of morphemes in a utterance. Example: 1) In the first sentence the writer uses the subject pronoun “*He*” and the next sentence, the writer is not consistent he writes “*Her cheeks full of food*” instead of *His cheek is full of food*. 2) *He likes to run around* instead of *she likes to run around*.

Source of errors made by the students when they use simple present tense in writing descriptive text at the tenth grade of SMAN 2Bengkalis.

**Table 1**  
**The Recapitulation of Source of Error, Frequency, and its Percentage**

No	Source of Error	Frequency of Error	Percentage
1	Interlingual transfer	36	29.2%
2	Intralingual transfer	87	70.7%
3	Context of learning	0	0%
4	Communication strategies	0	0%

Based on the calculation above, it can be concluded that the total error of interlingual transfer are 36 or 29.2% and intralingual transfer are 87 or 70.7%. From the calculation of the data, intralingual transfer the most frequent source of errors that done by the tenth grade students of SMAN 2 Bengkalis with the percentage 70.7%. Analyzed errors based on the differences between native language and English, and the target language system itself (intralingual).

**Interlingual Transfer.** This error is caused by the influence of their native language. The student translated the *native language* into English directly. For example, Students wrote “*it has 2 eyes, 1 nose and 2 ears*” while they should write “*it has eyes, nose and ears*”. This happened because the pattern of language which is their mother tongue and English are totally different. These errors occurred because the students had not clearly understood of the

structure of the sentence. The source of this error is from the interlingual transfer. It happens because are still influenced by their mother tongue.

**Intralingual Transfer.** Negative intralingual transfer or overgeneralization is done by the learner because the learner overgenerates the rules in wrong concept. The example is the students overgeneralized in using posesiveadjective in their writing. For example, they wrote, “*his body is fat*”, instead of “*her body is fat*”. The source of this error is intralingual transfer because they overgenerates the rules in wrong concept.

#### **D. Conclusion**

Based on the explanation and the description in the previous chapter, the researcher concluded that: 1) The types of error that were made by the students of the tenth grade of SMAN 2 Bengkalis in their English writing from the highest percentage to the lowest were error of misformation by percentage 40.6%, error of omission with percentage 27.2%, error of misordering by percentage 23.5%, and error of addition by percentage 8.1%. 2) The sources of error that were made by the students of the tenth grade of SMAN 2 Bengkalis in their English writing from the highest percentage to the lowest were interlingual transfer by percentage 29.2% and intralingual transfer with percentage 70.7%. Intralingual transfer is the major source of the error.

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