



THE ANALYSIS OF STUDENTS' ERROR IN USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT AT THE EIGHT GRADE STUDENTS OF MTsN 2 DELI SERDANG

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Abstract

The objective of this research is to identify the types of error in using simple present tense in writing descriptive that made by eight grade students of MTsN 2 Deli Serdang, to identify the cause of students make error in using simple present tense in writing descriptive text at MTsN 2

Deli Sedang. This research is qualitative research. The object of research was the eight grade students of MTsN 2 Deli Serdang. The technique of colleting the data are test and questionnaire. The researcher use the technique of analyzing the data from James and Brown. The total of result from students' errors are 49 errors. Then, the students make error in omission are 21 students' (42,85%), addition 11 students' (22,44%), misformation 15 students' (30,61%), and misordering 2 students' (4,08%). For result of questionnaire the students' get cause from context of learning, so to minimize he error outcome in simple present tense, the researcher suggest that the teacher should give the explanation how to write a descriptive text to be a good sentence and also give more examples to the students because more example can make the students understand about writing descriptive text.

Keywords : *descriptive tex, writing, students, present tense*

INTRODUCTION

Human as a social beings need to interact with other in society both in oral and written. In order to be able to interact with other social creatures, humans need a tool which called by language. Language is the essential thing in the entire of human life. They can express their feeling, ideas, intention, and etc. Without language, human beings are not be able to interact and cooperate and get along with another. Its exactly that language is important. Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentence this combination to that of ideas into thoughts.¹ English is stacking to develop a knowledge and skills through a basic skills like listening, speaking, reading and writing.

Harmer stated that we use language in terms of four skills; reading, writing, speaking and listening. English taught at Junior High School for 3 years that goal to improve and develop oral communication and communication in writing as there are four competence which includes like listening, speaking, reading, and writing. Fourth competence is obtained by the students through the activity of their way shows or deliver the ideas to other logically.

One aspect of language teaching and learning process is writing skill. Writing is an activity of expressing messages, ideas and information in witten form. It can be said that writing is an activity of producing written products or as the writers or learners' effort to transfer their thoughts into words in a witten form. Graham; Kurt and Atay in Rahmah Fithrianis' Jurnal (2018), said that writing is one of skills that is considered to have an esential significance in second

language (L2) learning because it serves as both a tool for communication and a" . means of learning, thinking, and organizing knowledge or ideas.⁶ Based on the explanation above, writing is one of activity to deliver a message in writing using certain rules so that the message can be understood by the readers.

Simple present tense is one of the English tenses which is usually used by the English language users both in speaking and writing. Simple present tense usually associated with daily activities that are often done and generally occur frequently. Simple present tense has characteristics such as the form of sentences used which have subject and verb or predicate. The purpose of this tense is to show the daily activities that are carried out by everyone. The form of simple present tense is subject + infinitive + object (S + Verb I + Object). In order

to develop a coherent text, backed by the use of appropriate cohesion markers, learners also need to know grammar in accordance with the type of text. In English class, there are several types of text that are descriptive text, procedure text, and recount text, should be known that by students to the Junior High School based Curriculum 2013. In descriptive text, learners are required to be able to understand and master the descriptive text, especially for those who have been in eighth grade students. Descriptive text is one of the Minister of Education and Culture of the Basic Framework and Curriculum Structure of Junior High School/MTs.

According to Siti Nurjanah on her research, the students in Junior High School in Purworejo, she found that many students make errors in grammar, especially in using simple present tense in writing descriptive text. Not only make the mistake in using simple present tense in writing descriptive text but also the students lowest ability in using simple present tense especially is using subject- verb agreement, adverb and usage. Many students often did not understand why some sentence used auxiliaries, is, am, are instead of auxiliaries do and does.

The research conducted in MTsN 2 Deli Serdang is one of school that already implemented curriculum 2013 in the academic year of 2020/2021. Some students in that school like to English subject but the other students don't like to English subject. They said that English is the difficult subject and they also cannot understand well about the English. Some students still make errors in grammar, especially in simple present tense in writing descriptive text. They don't know how to use the form of simple present tense, they get the difficulties when their using the verb I, and then their make mistake in using words and punctuation in writing descriptive text when using present tense. For all the problems, some students are still confused to make the descriptive text.

Ideally, for students junior high school should know about the tense and how to use it, because tense in the basic of English grammar. So based on the explanation above, the researcher wants to conduct a research entitled " An Analysis of Students' Error in Using Present Tense in Writing Descriptive Text at Eighth grade students of MTsN 2 Deli Serdang. So the researcher wants to investigate what are the types of errors made by eighth grade students in using present tense in writing descriptive text and what are the cause of errors made by eighth grade students in using present tense in writing descriptive text.

The result of this study must be useful, first for researcher, this research can provide information about students' errors in using present tense in writing descriptive text of the eight grade at MTsN 2 Deli Serdang. Second, the teachers of English know how the students' errors in using present tense in writing descriptive text, the researcher hopes that this research will be inspiring for English teacher to give correction and more exercise about students' errors in using present tense in writing descriptive text.

RESEARCH METHOD

In this research, the researcher use the descriptive qualitative research. A descriptive qualitative method is a research that describes systematically a situation or area from interest factually and accurately¹⁰. In other meaning, the qualitative research has the nature setting as a direct source and data, so the key of instrument is researcher.

Based on the statement above, for this research the researcher only focus on types and cause of errors that made by students' in the classroom. The researcher will analyzing the students' writing test in descriptive text and gives questionnaires to know the their error in writing and cause of of the students' error.

The source of data is the important things in this research it is included population and sample. Population is all of subject for this research is the Eight grade students at MTsN 2 Deli Serdang in Academic Year 2019/2020, because based on the background research there is a tendency of students difficulties in using simple present tense in writing descriptive text.

There are eleven classes of eight grade students in MTsN 2 Deli Serdang such as VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, VIII-8, VIII-9, VIII- 10, VIII-11 and the researcher only choosing one class, that is VIII-5 class. In that class there are 34 students with the 16 male students and 18 female students. But when the research, the researcher only take 20 students because some of students didn't come to school. It was occurred Pandemi COVID-19, the students also cannot stay long in their class. They have 30 minnute in their class just to collect their exercise. The researcher was choosen this class because this class in English subject has studied about descriptive text.

In this research, the researcher collected the data by using writing test in descriptive text and give questionnaires as the instrument for collect the data. Test is a method or means to conduct investigations that to use problem, questions or other tasks. According to

Arikunto, test is a questions or exercise used to measure the knowledge and ability to understand for individual or grup¹¹. For collecting the data, there are several steps to carried by the researcher as follows, First, the researcher come to school to ask the principle's permission who has the authority to allow the researcher conducted the research. After getting the permission the researcher was allowed the English teacher to discussion how to arrange the time of this research. Second, the research di the research I class VIII-5 and the researcher gave the first instruction about how to do the writing test. Next, the researcher preparing the instrument and give it for them. The writing test about describing her parents "mother or father" (descriptive text). Next, the researcher collect students' writing test. Then, the researcher analyzed their writing test to find the errors made by students based on Heidi Dulay about classification of errors. Then, the researcher calculated the total errors by drawing it up in a table base on the classification of errors then the researcher made the result of total errors into percentages and charts. The last step was the researcher made conclusion. For the second test, the researcher used questionnaire to ask students' understanding regarding to wiritng test in descriptive text. The quetionnaires is about SS, S, TS, STS.

According Creswell, analyzing qualitative data requires understanding how to make sense of text and image so that the researcher can form answers to their research question. There are six steps in analyzing and interpreting qualitative data. They are preparing and organizing the data, exploring and coding the database, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the finding. Those steps are not always taken in sequence, but they represent preparing and organizing the data for analysis.

To analyze the data, the researcher used the techniques according to Carl James¹³ in his book *Error in Language Learning and Use: Exploring Error Analysis*. He explains that there are five procedures identification of errors such as error detection, locating error, describing error, classifying error, and counting error. So to get the percentage of errors, the data is calculated by the formulation

Where:

P= Percentage

F= frequency of errors ocured

N= number of cases (total frequent/total individual)

Here are the steps that the writer will use in analyzing the data from questionnaire there are :

1. Checking the students' responses
2. Tabulating the data (skala likert, SS, S, TS, STS)
3. Calculating the data (Calculating for percentage of students' responses and calculating the average gradation of students):

III. FINDINGS AND DISCUSSION Findings

From the data collection there were 49 errors from 20 students written works. The aim of the test is to know the students error in using simple present tense in writing descriptive text. The researcher has indentified the students' error and also has calculated the number of each error. The researcher classified the students error in four aspects there are omission, addition, misformation, and misordering.

Omission

Students made error in omission which the error is 21. Some of the example of the omission that has done by students are :

- 1). "He very tall like menara apel". It should be, "He **is** very tall like menara apel". Based on the example, the sentence can be seen omission of grammatical morpheme "**is**".
- 2). "She always cook something delicious for me". It should be, "She **is** always cook something for me". Based on the example, the sentence can be seen omission of grammatical morpheme "**is**".
- 3). "My mother is short, brownish skinned". It should be, "My mother is short, brownish **skin**". Based on the example, the sentence can be seen omission of content morpheme "**skin**".
- 4). "My mother was a special woman in my life". It should be, "My mother **is** a special woman in my life". Based on the example, the sentence can be seen omission of grammatical morpheme "**is**".

Addition

Students made error in addition which the error is 11. Some of the example of the addition that has done by students are :

1) "My **mother's** is tall". It should be, "My mother is tall". Based on the example, the sentence can be seen simple addition "mother's". In this sentence adding "s" it should be mother.

2) "My mother's job is **as** a housewife". It should be, "My mother's job is a housewife". Based on the example, the sentence can be seen simple addition "**as**".

3) "He works **as** an entrepreneur". It should be, "He works an entrepreneur".

Based on the example, the sentence can be seen simple addition "**as**".

Misformation

Students made error in misformation which the error is 15. Some of the example of the misformation that has done by students are

1) "**My father has a friendly nature and easy to smile**". It should be, "My father is a friendly nature and easy to smile". Based on the example, the sentence can be seen misformation alternating form. In this sentence using present perfect tense "has", it should be simple present tense (nominal sentence) "**is**".

2) "**My mother name is Haslinda**". It should be, "My mother's name is Haslinda". Based on the example, the sentence can be seen misformation archi form.

Misordering

Students made error in misordering which the error is 2. Some of the example of misordering that has done by students are :

1) "**My father is name Edi Syahputra**". It should be, "My father's name is Edi Syahputra". Based on the example, the sentence can be seen misordering.

2) "**He is 167 cm tall**". It should be, "He is tall 167 cm". Based on the example, the sentence can be seen misordering.

The researcher make the result of calculation into table and converting into percentage. Not only in the table the researcher also make the percentages of students' errors are converted into a pie chart. The pie chart covers the highest until the lowest rank as follows :

Omission Addition Misformation

Misorderin

From the pie chart, the analysis types of error existed in descriptive text that as written by eight grade students at MTsN 2 Deli Serdang. After analyzing all of the descriptive text, the

researcher findings of this study is types of error were omission (21 error or 42,85%), addition (11 error or 22,44%), misinformation (15 error or 30,61%), misordering (2 error or 4,08%). For answer the question result of data analysis showed that the dominant of error in writing descriptive text is Omission.

In this part, the researcher gives questionnaire to know the sources of students' error. There are fifteen statements in the questionnaire. According to Brown, there are four sources of error, there are interlingual transfer, intralingual transfer, context of learning and communication strategy. From the data the researcher make 15 statement and every statement has different questions, so to calculate the data the researcher calculate every students responses (SS, S, TS, STS) by 20 students so total can be 20 point every statement.

In part, the researcher will be analyze one by one of the students questionnaires based on the table of gradation of students responses. First student with initial AS, in his questionnaire the researcher found his choice in TS (disagree) in interlingual transfer its mean that he never using English language in his daily activity. Then, in intralingual transfer his dominant choice is S (agree) its mean that he is like to study tense especially in simple present tense because in can be seen at his test of writing test of descriptive text, he is put tobe with right. Next, in intralingual transfer his dominant choice is S (agree) its mean that, the teacher didn't make the false concept when her teaching in the class, so the students can receive it clearly. The last, in communication strategies his dominant choice is S (agree) its mean that the teacher was successful in her teaching present tense.

Second student with initial A, in his questionnaire he choose SS (strongly agree) in interlingual transfer, intralingual transfer and context learning its mean that he using the English language language in daily activity. Then, he use the simple present tense little bit correctly because it can be seen in his writing test of descriptive text and the teacher not make the false concept when her teaching simple present tense. Next, for communiation strategies his choice is S (agree) it means that his communication of production strategies fo getting message is clearly.

Third student with initial EZH, in her questionnaire she choose SS (strongly agree) in interlingual transfer, intralingual transfer, context learning and communication strategies its mean that she using the English language in her daily activities. Then, she use the simple present tense little bit correctly because it can be seen in her wiritng descriptive text, she put the context and grammatical morpheme with the right. Next, in communication strategies she can use her production strategies for getting the message for her teacher.

Based on the explanation above, it can be seen that the highest gradation that possible cause made of students' error in using simple present tense in writing descriptive text is context of learning with mean 88,73%. For the second gradation is communication strategy with mean 82,46%. Then, the third gradation is intralingual transfer with mean 80,07%. And the last gradation is interlingual transfer with mean 70,37%.

Context learning become a highest possible factor, my be in the classroom the teacher or textbook can lead the students to make error it can be said "false concept". Its caused occurred because there are some error in the teachers explanation or textbook in presentation. So, the teacher should be improve teaching learning to get the satisfactory of the result. The communication strategy become the second possible factor. It can possible that in the classroom, the students uses their production strategies to getting the message that it possible make students errors.

Discussion

This study was conducted by applying a qualitative research. For collecting data the researcher uses two instrument that are the test and questionnaire. The researcher would like to discuss about findings of students' error in their writing descriptive text and their most dominant in writing descriptive text by 20 participats of students in the eight grade students at MTsN 2 Deli Serdang. Based on the result from this data there have 4 students' error such as error of omission, addition, misformation, and misordering.

First, the error of omission occurred when the students didn't complete of writing sentences. Second, for error in addition occurred when the students add the words that shouldn't be in sentence. Third, in error of misformation when the students' make incorrect placement of morpheme or group of morpheme.

Based on the result from this data, it was found that the most of dominant error made by students in writing descriptive text is omission. The writer analyzed each of sentence in descriptive text and classified the error based on strategy. Based on the table 4.2, it can be show that the first rank in students error is omission with 21 error on percentage 42,85%, the second rank is misformation with 15 error on percentage 30,61%, the third rank is addition with 11 error on percentage 22,44%, and the last rank is misordering with 2 error on percentage 4,08%.

Based on the table above, it can be seen that the highest gradation that possible cause made of students' error in using simple present tense in writing descriptive text is context

of learning with mean 88,73%. For the second gradation is communication strategy with mean 82,46%. Then, the third gradation is intralingual transfer with mean 80,07%. And the last gradation is interlingual transfer with mean 70,37%. This is the things that should do by students is learning from the error. Context learning become a highest possible factor, my be in the classroom the teacher or textbook can lead the students to make error it can be said "false concept". Its caused occurred because there are some error in the teachers explanation or textbook in presentation. The students can write good sentence by doing a process of learning from error because it is true that error made by students to learn.

Generally, for the students' error in using simple present tense in writing descriptive text because from the complexity of grammar especially in present tense and also lack of vocabulary. The sentences made by students are often too long and make confusing. Then, the meaning is also unclear and they should be able make appropriate sentences in comprehending paragraph in their writing descriptive text. However, it is natural if they still make errors.

CONCLUSION AND SUGGESTION

Conclusion

There are four types of error that has made by students' in this study such as omission, addition, misformation and misordering. After the researcher analyzing the students' error in writing descriptive text so the researcher has found some results there are, students have error in writing descriptive text such as omission, addition, misformation and misordering. The result of students written showed that the students' errors in writing descriptive text there are, 42,85% students get the error in omission, 22,44% students get the error in addition, 30,61% students get the error in misformation, and 4,08% students get error in misordering. So based on the result, the most dominant of error in writing descriptive text is omission. The possible factor from students' error is context learning. Therefore, it can be called that students' error made refer to not only about English grammar but also English vocabulary. It means, the error are made not only from students but also from teacher or other learners.

Suggestion

From the conclusion above, the researcher want to tries to give some suggestion, first, suggestion for teacher, the teacher should give the explanation how to write a descriptive text to be a good sentences and give more examples to the students, more examples can make the students understand about writing descriptive text. Therefore, the students understand about writing descriptive text clearly and can make good descriptive text. The teacher should give attention and motivation in their English writing. Second is suggestion for the students, the students should learn and practice more in English writing to develop their ability. The students should ask the teacher about particular aspects in descriptive text that they do not understand.

Finally for this thesis, since this research is far from being perfect, it is hoped for the other researcher can discuss analyzed the students' error deeply. Therefore, hopefully this research will be able to be a kind of references for the other researchers to make further researchers in concerning error analysis with deeper analysis and results.

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