



AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE IN STUDENTS' WRITING DESCRIPTIVE TEXT AT THE EIGHT GRADE OF SMP NEGERI 1 GUNUNGSITOLI SELATAN IN 2020/2021

Nursayani Maru'ao¹, Hidayati Daeli² and Juni Lestari Lafau³

¹*Universitas Nias*

email: nursayanimaruao@unias.ac.id

²*Universitas Nias*

email: hidayatidaeli@unias.ac.id

³*Universitas Nias*

email: junilestari@gmail.com

Abstract: Simple present tense is one of the tenses is tense denoting an action happening in this time. Moreover, descriptive text is one of text types which uses simple present tense. However, based on the observation, the researcher found that the students make errors in using simple present tense in writing a descriptive text. . Corder in Ellis (1994:48) proposes the steps in error analysis research, they are Collecting of a sample of learner language, Identification of error, Description of errors, Explanation of error and Evaluation of errors. The purposes of the research to analyze the dominant of errors and the source of the errors made by the eighth grade of SMP Negeri 1 Gunungsitoli Selatan of using simple present tense in writing descriptive text. The researcher was conducted to the 24 eighth grade students of SMP Negeri 1 Gunungsitoli Selatan by using descriptive qualitative method. The data of the research were documentary of the student's of descriptive text writing and the transcript interview to the students as well as transcript of interview to the English teacher. From the result of the research, it could be seen that the most errors made by students were Omission with the frequency of source was 45 or 49%, Misformation was 34 or 37%, Addition was 13 Or 14% and Misordering was 0 or 0%. Based on the result of the Interviews. It showed that the students error were mostly affected by Intralingual with the frequency of source was 69 or 80%, then followed by Interlingual which was 17 or 20%.

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

1 INTRODUCTION

In English language there are four skill that must be possessed by students, like as: speaking skills, reading skills, listening skills, and finally writing skills. In this day, the ability to communicate is very important in the life of every student. Writing is how

person communicates his or her thoughts and feelings by visible signs, understandable not only for him self but also for all other people. It means that when one writes, she or he can express her or his feelings and thoughts, from words into sentences and sentences into paragraphs which have meaning. Writing activities are

also able to make everyone more professional, if they are able to describe in an organized paper what they feel in life.

how to say it. When they begin to hear, they begin to imitate too. It is clear that listening is very crucial to be taught to the students, because listening is a natural way to develop the students' ability in English as the first step to them also to know English.

While in the description, namely, describing specifically the part, quality, and characteristics of an object to be described. Ideally, on syllabus of the 2013 curriculum of SMP Negeri 1 Gunungsitoli Selatan it was stated that writing is one of the skills that must be taught to students. Core competencies expect students to be able to understand, knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events. Meanwhile, basic competencies expect students to compile very short oral and written descriptive texts. and simple, related to people, animals, and objects, with attention to social functions, text structure, and linguistic elements, correctly and in accordance with the context, text structure and linguistic characteristics, in a narrative text both in written form and to achieve the targets in this syllabus, the school has set Minimum Competence Criteria (MCC), especially grade VIII, which is 70 which must be achieved by students in order to succeed in learning English.

Based on preliminary observation and interviewed on 8th January 2021 with the English language teacher were done in SMP Negeri 1 Gunungsitoli Selatan, the researcher found some problem in using simple present tense in writing descriptive text. In writing descriptive text, some students did not fulfill the requirement in their writing. Focusing on simple present tense, (a) Students did not to understand the form in nominal sentences and verbal sentences, for example *Her name lina* it should be *Her name is lina*, (b) Students did not know how to use e/es, sometimes

students add e/es incorrectly, for example *She like to play* it should be *She likes to play*. The problem occurred since the students still continue learning english, so they still had a lack of knowledge about simple present form and it is common in the teaching learning process based on result of interview with english teacher. Thus, errors of writing during the second language learning process is considered a possible and unavoidable process. Error is systematic problems happened due to incompetence the foreign language learner in learning target language. It was affected by their habits in using of mother language. With the existence of student errors in writing will help teachers find out students' understanding of these lessons. To found out the sources of the student's error, an error analysis was carried out. Errors analysis is very important because the researcher identifies the errors made by students of using simple present tense in writing descriptive text and the factors that influence their errors. According to James (1998:12), errors are a way to test the hypothesis of second language students, explain teachers what needs to be taught, and inform researchers how learning outcomes. It meant that the learners have something developing in their learning process and learners' errors provide evidence that the teacher must have strategies and do something to avoid students to make the same error.

Review of literature

Definition of Writing

Gaith (2002: 1) says "writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete." Writing encourages thinking and learning. It motivates communication and makes thought available for reflection when thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Similarly, Kane (2000:17) states:

writing is a complex activity. As you think about a topic you are already beginning to select words and construct sentences, in other words, to draft. As you draft and as you revise, the thinking goes on: you discover new ideas, realize you've gone down a dead-end, discover an implication you hadn't seen before. In other words, writing is complicated, we play two roles during the writing process. We think about what going on and does it is right or not. According Yolanda by gate and guy (2014:53) say that writing is a process of exploring one's thoughts and learning from the act of writing itself from what thoughts are It can be concluded that writing is the activity of making a recording language in a piece of paper or any other area to express the idea and message from the writer including the usage of vocabulary and structure of language. Writing is also created by a particular set of symbols and letters for representing the wordings of a particular language.

Elements of Writing

Haris (2001:306) says that good writing must express good characteristic as follows:

- 1) Content: writing must convey the main idea or an attentive reader should be able to grasp the writer's purpose. The substances of the writing; the idea expressed.
- 2) Form: writing should contain logical or associative connection and transition which clearly express the relationship of the ide described.
- 3) Grammar: writing should adhere to the rules of grammar related to the tenses with the sequence of time, the employment of grammatical forms, and syntactic pattern.
- 4) Style: writing should engage its reader through original insight and precise. The choice of structures and lexical items to give a particular tone or flavor to the writing.

- 5) Mechanic: writing must use good spelling, punctuation, and tidy and clean writing.

Thus, the elements of writing consist of content, form, grammar, style, mechanics. One writer should insert these elements in writing. All these elements may indicate good writing.

Writing Process

To make a good writing, we must use the step. The writing process is the stages a writer goes through in order to produce something in a final written form. According to Harmer (2004: 4) the process of writing has four main stages as follows :

1) Planning

First step in writing is planning, in this section the writer should prepare what they are going to write. This activity can be done by making a mind map or brainstorming.

2) Drafting

Drafting is the first version of a piece of writing. Drafting is the stage where the researcher focuses on writing freely without noticing the grammar, punctuation, or spelling.

3) Editing

The third step is editing or also called as reflecting and revising . At this stage, the writer should review their work by reread the written to check the error ambiguous or confusing sentence.

4) Final Version

After editing the drafts, and making the changes they consider to be necessary, they produce their final version so the written text is ready to publication.

Types of Writing

Huy in Journal (2015:54), classifies the text into nine types, they are: descriptive, recount, narrative, discussion, exposition, news item, report, anecdote, and review. It can be explained as follow:

- 1) Descriptive
It is a type of text, which has specific function to give description about object or thing or people.
- 2) Recount
It is a type of text, which has specific function to inform about the past activity.
- 3) Narrative
It is a type of text to retell activity or past event for narrating problematic and resolution to amuse or entertain and often intended to give morality to the reader.
- 4) Discussion
It is kind of text to package information in the general ideas or options about the phenomenon that occurs in the community from the two point of view.
- 5) Exposition
It is kind of text to argue that something is the case (analytical exposition) and something should be or no (hortatory exposition).
- 6) News item
It informs the readers, listeners or viewers about newsworthy event.
- 7) Report
It is type of text to give information natural or non natural phenomenon or things in the world to add knowledge to the reader.
- 8) Anecdote
The text uses for sharing with other an account of unusual or amusing event.
- 9) Review
It is kind of text to evaluate the quality of books and other works of art.

2. METHOD

In the research, the researcher conducted the descriptive qualitative method. According to Moleong (2017:11), descriptive qualitative research is a type of research that does not include calculation or number. The descriptive qualitative method employs a technique of seeking, collecting and analyzing data. The qualitative method as a research procedure that procedures the descriptive data such as written words or

spoken words from people or activities that can be observed.

In addition, Tavakoli (2012:160) states, “the descriptive research attempts to looks at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constitute their various fields of inquiry”. The main point of descriptive qualitative research is to describe, explain, and interpret the objects in accordance with reality. In summary, descriptive qualitative research is a study that 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. A qualitative research deals with a kind of research which does not use statistic procedures in analyze the data. In a qualitative research, the researcher tended to prior in accurate explanation to analyze and present what have been found. In other words, qualitative is a research design where the researcher collected and presents the data with using description and accurate explanation. The procedures of descriptive qualitative were collecting data, arranging data and interpreting the data. In conducting the research, the researcher conducted some procedures to obtain the result as follows:

- a. The researchers asked permission to the principal of SMP Negeri 1 Gunungsitoli Selatan to do the research.
- b. The researchers decided the informant and number of the informant of research.
- c. The researchers conducted Pre observation and Interview.
- d. The researchers made a schedule and cooperation with the English teacher of SMPN 1 Gunungsitoli Selatan to collect documentation of the students’ writing .
- e. After collecting the data or documentation, the researchers analyzed the students’ dominant error

in writing descriptive and validated by validators.

- f. The researchers formulated the question used in structured interviews in obtaining the sources of error based on the students' dominant errors and validated by validators three times after analyzing students' work.
- g. The researchers conducted structured interviews with English teacher and students to get information about the source of errors
- h. The researchers analyzed and classified the source of error based on answer from interview and validated by validators.
- i. The researchers checked the validity of the research.
- j. The researchers took the conclusion and interpretations the research
- k. The researchers reported the research findings.

3. FINDING AND DISCUSSION

Regarding to the focuses of the research that had been stated by the researcher in chapter 1 on page 5 namely the dominant of the students' error and the source of the students' error especially in use simple present tense in writing descriptive text had been successfully found and answered by the research findings. Based on the analyze of research findings, the researcher had classified the types of the students' error, they were omission type as the most error made by the students in using simple present tense where the frequency of error was 45 or 49 %, misinformation with the frequency of error was 34 or 37 %, addition with the frequency of error was 13 or 14 % and misordering with the frequency of error was 0 or 0%. Beside that, to find the source of such errors, the researcher also had classified the students' answers of transcript interview . It was found that intralingual source was the most source of students'

error with the frequency was 69 or 80%, interlingual with the frequency was 17 or 20%, context of learning with the frequency was 0 or 0% and communicative strategies with the frequency was 0 or 0%. In sum, the students' error could not be separated with the effort of learning second language.

4. CONCLUSION

Dealing with the result of the research from the documentary of students' descriptive writing and interview, it can be concluded that the students of VIII of SMP Negeri 1 Gunungsitoli Selatan still committed errors in using simple present tense in writing descriptive text. The research findings that the research carry out indicate that the type of error that mainly made by the students is Omission with the frequency of error is 45 or 49 %, Misinformation with the frequency of error is 34 or 37 %, Addition with the frequency of error is 13 or 14 %, and Misordering with the frequency of error is 0 or 0%.

The research findings also indicate that the major source of error made by the students in using simple present tense is Intralingual with the frequency of source is 69 or 80%, This source is effected by the less understanding and comprehension of the students about simple present tense. The Second source is Interlingual with the frequency of source is 17 or 20%. This source is effected by the interference of the students' first language, Indonesia language. The third source is context of learning with the frequency of source is 0 or 0%. This source is effected by the less explanation from the English Teacher. And the fourth is Communication Strategies with the frequency of source is 0 or 0%. This source is effected by the students' learning techniques.

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