

Error Analysis of Simple Present Tense Using in Students' Descriptive Writing

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Abstract. Simple present tense is one of the most complex tense in English. Because of the different pattern between the students' mother tongue and English as the target language, students often make errors in producing sentences. The objective of the research is to find out what type of error which mostly appears when students use Simple Present Tense in descriptive writing. This research is a descriptive qualitative research combined with error analysis methodology using Surface Strategy Taxonomy. The research participants were 50 students of Bina Sarana Informatika University majoring Management. The result of the research showed that the most common errors made by students were misformation errors which happened as much as 54%. The second most common errors which appear in students' descriptive writing were omission errors as much as 24% which number was not much different with addition errors as much as 20%. The least type of error found in students' descriptive writing was misordering error as much as 2%.

Keywords: *Error Analysis, Simple Present Tense, Descriptive Writing*

INTRODUCTION

Writing is an important productive skill that must be mastered by everyone. The quality of someone's language skill can also be seen through their writing. Through writing, someone can express their feelings and ideas.

Writing is viewed as the most complex and hardest language skill among others because the students need to think about everything at once. They should produce words, sentences, paragraphs, and extending compositions at the same time (Pancawati & Dwiastuty, 2021).

According to (Harmer, 2007) writing is a process that the writer is often heavily influenced by constrains of genre, then element have to be present in learning activity. There are some text genres, such as descriptive text, recount text, narrative text, report text, news item text, explanation text, analytical exposition text, hortatory exposition text, procedure text, discussion text, review text, anecdote text, and spoof text. Each of them has different purpose, structure, and tense form.

In education environment, students are frequently asked to write some texts using certain language focus based on the lesson topic. Descriptive text is one of the most commonly genre which should be created by students in each level of education. It reflects the way of looking, smelling, tasting, feeling, and hearing a particular thing (Wishon & Burks, 1980). (Callaghan & Rothery, 1988) explained that descriptive text creates a clear and vivid impression of person, place, or thing. When a writer writes a descriptive text, they use a concrete and detail words. So the readers understand well what the writer is actually telling about. In line with it, (Langan, 2009) also stated that a descriptive writing needs sharp and colorful details because the writer must observe and record specific details that appeal to the readers' senses. Thus, the writer gives the readers a picture in words.

In order to produce a good writing, students should pay a certain amount of commitment, practice, and hardwork (Yuliawati, 2021) because there are some components in writing that must be concerned such as grammar, vocabulary, and mechanics. Grammar is a theory of

language of how language is put together and how it works (Gerot & Peter, 1995).

Tense is a part of grammar that is mostly considered difficult by many students because there are many kinds of it in English. Students have to consider what kind of tense should be used anytime they want to speak or write. They also have to know the various characteristics of tenses such as when each of them should be used and how to use it in a sentence.

Tenses are any of the forms of the verb that may be used to indicate the time of the action or stated expressed by the verb. In other words, the tense requires a sentence pattern, where the verb can change according to its pattern and timing (Hornby, 1957). Moreover, (Nainggolan, 2021) stated that a tense in English is important because all events or actions submitted must match to the time of occurrence.

In descriptive text, Simple Present Tense is dominantly used. Simple Present Tense is used to show actions, events, or states that happen habitually or as a general rule (Reutzel & Schoenberg, 2006). There are some rules that must be followed in creating sentences using Simple Present Tense. Students must know whether the Subject is singular or plural so that they can decide whether or not they have to add suffix after the verb 1. Then students also have to know the suffix should be used (-s or -es). In addition, they also have to understand about the use of 'do' and 'does' in negative and interrogative form.

Regarding that complexity in using simple present tense as well as the different pattern between the students' mother tongue and English as the target language, students have difficulties in acquiring English well so that they often make errors in producing sentences (Yuliawati, Aprillia, & Andayani, 2020). Errors refer to the use of a linguistic item which a fluent or native speaker of a language regards as faulty or incomplete. It includes the misuse of a word, grammatical item, and speech act in away (Richards & Rodgers, 2014).

The errors made by students in language learning process need to analyze so that many researchers used error analysis in their studies. Studying learners' errors may indicate to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively (Dulay, Burt, & Krashen, 1982).

Error analysis can be conducted by using Surface Strategy Taxonomy proposed by (Dulay et al., 1982) which highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.

Some researchers have done some studies about the errors made by students when they use Simple Present Tense in writing process. The result of the study conducted by (Lestari, 2020) showed that students made the most error in misformation by 39,39%. Whereas, the most rarely made errors is addition error with a total of 6,07%. It is also found that 56,89% error of misformation, 15,51% error of addition, 13,79% error of misordering made by the students (Perlin, Sartika, & Nery, 2020).

Having seen that such problem also occurs in almost all level of education, researcher was interested to conduct study about the errors of Simple Present Tense using in students' descriptive writing. It is held to know students' understanding about Simple Present Tense and the most common type of errors appear in their writing.

METHOD

This research is a descriptive research combined with error analysis methodology. (Atmowardoyo, 2018) explained that studies about learners' errors in their language production are actually descriptive in nature. However, since the studies are specific in their steps of analysis, they are commonly categorized as error analysis.

The research participants were 50 students of Bina Sarana Informatika University majoring Management. They were taken from class 64.1B.04 and 64.1C.04. The researcher randomly chose 25 students from each class.

The researcher collected the data to investigate the accuracy of Simple Present Tense using by asking the students to write a descriptive text. They are asked to choose one of the

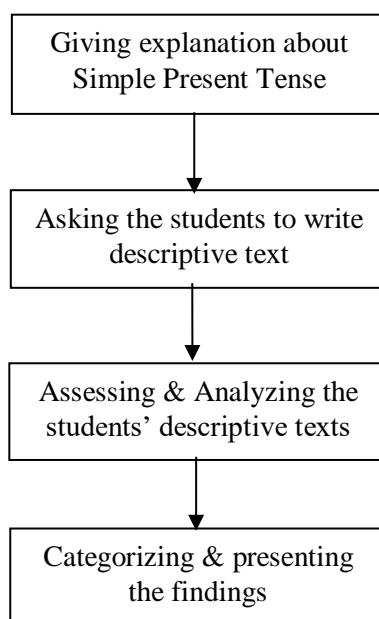
given topics i.e My Favorite Place, My Favorite Singer, and My Favorite Thing.

The researcher asked the students to write a descriptive text in order to investigate the types of errors students made in using Simple Present Tense. In this case, the researcher used error analysis using surface strategy taxonomy. The steps in error analysis include data collection, identification of errors, and classification of errors.

The errors are categorized into omission, addition, misformation, and misordering errors. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. Misformation errors belong the use of the wrong form of the morpheme or structure. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance (Dulay et al., 1982).

Figure 1. Research Design

The research design is described as follow:



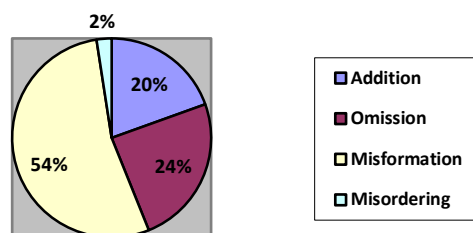
RESULTS AND DISCUSSION

The errors of articles found in students' writing were analyzed using Surface Strategy Taxonomy. Having analyzed the data, the following results are found:

Table 1. Types of Simple Present Tense Errors Made by Students

Types of errors	Frequency
Addition	8
Omission	10
Misformation	22
Misordering	1
Total of Errors	41

The percentage of each type of errors which appears in the students' descriptive writing can be seen clearly in the following chart.

Figure 2. Percentage of Article Errors made by Students

The most common errors made by students are misformation errors which appeared as much as 54% of students' errors in using Simple Present Tense.

Table 2. Misformation Errors

No.	Error Identification	Correction
1	She is having small eyes.	She has small eyes.
2	She was forty eight years old.	She is forty eight years old.
3	She is a very special woman who always gave me support.	She is a very special woman who always gives me support.
4	He was tall.	He is tall.
5	He had brown skin color.	He has brown skin color.
6	He always sleeping .	He always sleeps .
7	He always disturbing me.	He always disturbs me.
8	He was able to motivate and encourage me.	He is able to motivate and encourage me.
9	She always loved her husband.	She always loves her husband.
10	He don't have a single album.	He doesn't have a single album.
11	His group have the first album.	His group has the first album.
12	He have experience being MC on Inkigayo.	He has experience being MC on Inkigayo.
13	He have a dream.	He has a dream.
14	She had a cute face.	She has a cute face.
15	He often visited my house.	He often visits my house.
16	My age gap with Winwin was quite far.	My age gap with Winwin is quite far.
17	They has twelve member.	They have twelve member.
18	His shoulders is so wide.	His shoulders are so wide.
19	Her sons is Rafathar Malik Ahmad and Rayyanza Malik Ahmad.	Her sons are Rafathar Malik Ahmad and Rayyanza Malik Ahmad.
20	This fat women is in front of the background.	This fat woman is in front of the background.
21	Her eyes is black.	Her eyes are black.
22	She has short. It'a about 155 cm.	She is short. It'a about 155 cm.

Students were still confused with the use of verb have/has/had in sentences. It can be seen from the errors when they produced sentences using incorrect form of verb 'have' as

shown in error number 1, 5, 11, 12, 13, 14, and 17. Besides, students also made some errors in using 'is/was' as shown in error number 2, 4, 8, and 16. The lack of knowledge about singular and plural noun also happened when they used the word 'is' instead of 'are' in front of plural noun as shown in error number 18, 19, and 21.

Omission errors contributed 24% of the errors made by students when they wrote a descriptive text using Simple Present Tense.

Table 3. Omission Errors

No.	Error Identification	Correction
1	I really obsessed with him.	I am really obsessed with him.
2	He also hyperactive at night.	He is also hyperactive at night.
3	He never give up.	He never gives up.
4	He always put on a cheerful face.	He always puts on a cheerful face.
5	He want his group become popular.	He wants his group become popular.
6	He want to entertain everyone.	He wants to entertain everyone.
7	His voice also really beautiful.	His voice is also really beautiful.
8	His face like a baby.	His face is like a baby.
9	Everyone call her Trinity.	Everyone calls her Trinity.
10	Everyone like her.	Everyone likes her.

The most omission errors appeared when students didn't add suffix '-s' after the Verb 1 as shown in error number 3, 4, 5, 6, 9, and 10. Besides some errors also occurred when students didn't use To Be (am/ is/ are) in nominal sentences such as in error number 1, 2, 7, and 8.

As much as 20% of the errors which appeared in students' writing were categorized as addition errors.

Table 4. Addition Errors

No.	Error Identification	Correction
1	He's the first leaders .	He's the first leader .
2	The second leaders is Park Jihoon.	The second leader is Park Jihoon.
3	He is likes to make some songs with Hamada Asani.	He likes to make some songs with Hamada Asani.
4	He is has chubby cheeks.	He has chubby cheeks.
5	He is has a flexible body.	He has a flexible body.
6	He is has big eyes.	He has big eyes.
7	Christiano Ronaldo he is a football player.	Christiano Ronaldo is a football player. / He is a football player.
8	She her skin is white.	Her skin is white.

Addition errors in number 1 and 2 reflected the lack of students' knowledge about singular and plural noun, while errors number 3, 4, 5, and 6 reflected the lack of students' knowledge about the use of To Be in Simple Present Tense. Meanwhile, students made errors in

sentences number 7 and 8 by using double Subject.

The least type of errors which appeared in students' writing is misordering error as much as 2% of the total errors. The following sentence is misordering error of Simple Present Tense in students' descriptive writing:

Table 5. Misordering Errors

No.	Error Identification	Correction
1	She every week goes shopping.	She goes shopping every week .

The above misordering error occurred when students put the adverb of frequency in the incorrect position.

CONCLUSION

The research findings showed that the most common errors made by students were misformation errors which happened as much as 54%. The second most common errors which appeared in students' descriptive writing were omission errors as much as 24% which number was not much different with addition errors as much as 20%. The least type of error found in students' descriptive writing was misordering error as much as 2%. The complexity of Simple Present Tense as well as the different pattern between Bahasa Indonesia as the students' mother tongue and English as the target language caused students making errors in producing sentences.

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