An Error Analysis of Using Simple Present Tense in Writing Descriptive Text by Students of The Seventh Grade at SMP N 4 Lahewa Timur

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Abstrak

Simple present tense adalah basic tense yang perlu dikuasai siswa. Siswa yang berbeda memiliki berbagai tingkat kemahiran menulis dengan simple present tense. Selain itu, simple present tense digunakan dalam menulis teks deskriptif. Teks yang menjelaskan ciri-ciri orang, barang, atau lokasi tertentu disebut sebagai teks deskriptif. Dalam penelitian ini, peneliti menggunakan pendekatan kualitatif dan deskriptif sebagai desain penelitian ini. Tujuan utama penelitian ini adalah untuk menganalisis jenis kesalahan yang dilakukan siswa, kesalahan yang paling sering dilakukan, dan sumber kesalahan dalam teks deskriptif mereka yang ditulis dalam simple present tense. Peneliti memilih siswa kelas VII SMP N 4 Lahewa Timur sebagai subjek untuk pengumpulan data, kemudian peneliti memberikan tugas kepada siswa untuk menulis teks deskriptif dalam simple present tense. Peneliti telah menggunakan klasifikasi kesalahan yang disarankan oleh Dulay, Burt, dan Krashen (1982; Ellis dan Barhuizen, 2005) untuk mengidentifikasi data untuk analisis kesalahan. Menurut temuan penelitian, kesalahan penghilangan menyumbang 31 kesalahan, atau 44,92% dari semua kesalahan analisis. Misinformasi adalah yang paling umum berikutnya, menemukan 16 kesalahan dengan tingkat akurasi 23,18%. Empat belas kesalahan peringkasan terjadi, dengan persentase penemuan data sebesar 20,28%. Kesalahan pemesanan terjadi terakhir, dengan delapan kesalahan dengan total 11,59%.

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

Abstract

The simple present tense is the fundamental tense that students need to master. Different students have varying degrees of writing proficiency with the simple present tense. In addition, simple present tense used in writing descriptive texts. Text that explains the traits of a certain person, item, or location is referred to as descriptive text. In this research, the researcher used qualititative and descriptive approach as a design of this study. This study's main goal is to analyze the sorts of mistakes students make, the most frequent mistakes, and the sources of mistakes in their descriptive texts written in the simple present tense. The researcher chose the class VII students of SMP N 4 Lahewa Timur as the subjects for data collection, and the researcher then gave the students the task of writing descriptive texts in the simple present tense. Researchers have employed the classification of mistakes suggested by Dulay, Burt, and Krashen (1982; Ellis and Barhuizen, 2005) to identify the data for error analysis. According to the study's findings, omission errors accounted for 31 errors, or 44.92% of all analysis errors. Misinformation was the next most common, finding 16 errors with a 23.18% accuracy rate. Fourteen summarization errors occurred, with a data discovery percentage of 20.28%. The ordering mistakes occurred last, with eight faults totaling 11.59%.

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

INRODUCTION

English language is the standard international language used to communicate between countries. English plays a very important role in our lives in this globalization era because, by having good English skills, someone can communicate with more people and build a wider network of connections so that business opportunities can be more easily achieved. Additionally, English is closely related to the use of increasingly sophisticated technology and several other aspects of our lives.

As a result, it is crucial that English should be teach to children in schools. According to Niyozofa (2020), learning English is crucial and an increasing number of individuals are opting to acquire English as a second language. In many nations, English is taught as a second language in secondary school. Students should be able to demonstrate proficiency in all areas of English, including speaking, listening, reading, and writing. These are crucial abilities for children who desire to learn English.

Writing skills refer to activities that express ideas, feelings, knowledge, opinions, or experiences in a good written form. According to Fitria (2020), writing refers to a communication process that expresses thoughts and opinions in writing; therefore, both the writer and reader must grasp what is written. For a variety of reasons, some people occasionally find writing in English to be challenging. Thus, their writing contained errors. Making mistakes is a normal and inevitable component of learning English and claims Karim et al. (2018, p. 122).

Students are required to produce various texts in English, including descriptive texts. Descriptive texts were initially introduced in junior high schools, especially in the seventh grade of SMP N 4 Lahewa Timur. This relates to the 2013 curriculum syllabus, which states that students must be able to correctly compose and compose effective descriptive writing, especially for English-related subjects. A descriptive text is a text that provides information about a particular person, place, object, etc. According to Husna et al. (2013), descriptive writing uses six senses (appearance, smell, feeling, action, taste, and sound) to enable the reader or listener to experience what the writer is doing.

All students should be able to correctly use the simple present tense when writing an effective descriptive text. Simple present tense is used to represent everyday actions, habits, general facts, and simple sentences. The verb's simple form, which finishes with a s or es for the third person singular subject, can be used to create the simple present tense (Cook & Suter, 1980). This phrase has been used as a part of the descriptive paragraph.

In the seventh grade, all students were required to write effective descriptive texts in the simple present tense. However, in practice, many students continue to make errors while using the simple present tense to write descriptive texts. Accordingly, utilizing the classification of writing faults proposed by Dulay, Burt, and Krashen (1982 in Ellis and Barhuizen, 2005), the researcher was interested in examining the errors made by students when employing the simple present tense in writing descriptive texts.

METHOD

The descriptive method with a qualitative approach balances the research design. Descriptive analysis focuses on describing a phenomenon about how we think about something, and claims Waliman (2011:10). This research is included in the category of qualitative research because the data collected by the researcher is understood to provide an overview and knowledge about an event experienced by someone or the main problem in the research whose data is explained or interpreted verbally. After that, it is either written in one paragraph or related to the findings that the researcher made while conducting research at the research site. According to Cahtryne and Amanda (2018, p.16), qualitative research is an interpretive strategy that seeks to explain certain meanings.

Twenty 7th graders make up the sample for this study. The researcher's goal was to identify the types and frequency of mistakes made by seventh-graders at SMP N 4 Lahewa Timur when writing descriptive texts in the simple present tense. Surface Strategy Taxonomy, a classification of errors developed by Dulay, Burt, and Krashen (1982 in Ellis

and Barkhuizen, 2005), was used in this instance. This includes addition, omission, misformation, and misordering faults among the other four categories.

Finally, the researcher came to a conclusion based on the results of the students' errors. Calculate the percentage of the frequency for each type of error using the following formula:

$$P = \frac{f}{\sum n} \times 100$$

In which:
P : each type of error percentage
f : Each type of error frequency
∑n : Each type error total number.

Therefore, based on the findings of the students' writing, these faults are described in depth in this study. In this study, researchers have a tendency to give precise justifications for how they analyze and display the data based on the research that has been conducted.

RESULT AND DISCUSSION

According to the research, there were some mistakes made by seventh graders when using the present tense to write descriptive essays. In this study, four categories were identified.
The table below shows the findings of the data analysis.

Students	Types of Errors			
	Omission	Addition	Misordering	Misinformation
S1	4	0	1	1
S2	5	1	1	1
S3	4	0	0	0
S4	0	0	0	1
S5	1	6	0	1
S6	1	1	1	1
S7	0	1	0	1
S8	0	1	1	0
S9	1	1	1	1
S10	1	0	0	1
S11	1	0	0	0
S12	4	0	0	0
S13	2	0	0	2
S14	2	0	0	2
S15	1	1	1	1
S16	1	0	0	1
S17	1	1	0	0
S18	1	0	1	0
S19	0	1	0	1
S20	1	0	1	1
Total	31	14	8	16
Percentage	44,92 %	20,28 %	11, 59%	23,18 %

Based on the student error table, the researcher developed the most common mistakes students made when using the simple present tense, as well as the order in which they occurred. The table below illustrates this.

No.	Types of errors	Frequency of errors	Percentage of errors
1.	Omission	31	44,92 %
2.	Misinformation	16	23,18 %
3.	Addition	14	20,28 %
4.	Misordering	8	11,59 %
	Total	69	

Based on the findings of the data in table above, it can be described:

Omission

According to omission theory, mistakes occur when the learner uses incomplete sentences, or when the sentence components that should be supplied are omitted. The analysis of the students' descriptive text showed that there were 16 students had ever made error in omission with the total error was 31 on percentage 44, 92 %   Most   Grade   7 students made omission errors. Most students made mistakes omitting subjects, verbs to be, -s and -es endings, prepositions, auxiliary verbs to be, to do and to have, and other articles. An example of a sentence is "Can call me Putri". Subject "You" should be used at the beginning of the sentence. Another example is "She taller than me". It has to add to be "is" after the subject, and the right sentence is "She is taller than me."

The researcher states that the error is caused by the students' lack of vocabulary knowledge; therefore, sometimes they do not include it or even replace it with the wrong morpheme.

Misinformation

The second most common error made by the students was misinformation. Fourteen students had ever made errors, with a total frequency error of 16 on percentage 23,18 %. The use of inappropriate words is a sign of a misformation.

As the example "My hobby are dancing" the sentences its wrong because the addition of to be "are" is not appropriate. Students should be use to be "is" so the right answer is "My hobby is dancing." The next example "Fitri have a small body" the sentence should be "Fitri has a small body". These errors occurred because of the lack of students in forming sentences, especially simple present tense, and the lack of inappropriate use of auxiliary verbs, such as to be.

Addition

Addition mistakes were the third most frequent mistakes made by students. Nine students made mistakes, totaling 14 errors (20,28%. The opposite of omission errors is the addition error. A well-formed utterance should not contain an item that is not present.

For example, the student wrote "I am learn". Using "am" is inappropriate. The correct answer is "I learn" because "to be"   is not used for the sentence. The researcher discovered that the students wrote extraneous words that should not appear in a decent simple present tense, which is why this mistake occurred: the students did not grasp how to build the simple present tense.

Misordering

The fewest errors made by the students were misordering, with a total of 8 errors of 11,59 %. The erroneous placement of a morpheme or collection of morphemes in an utterance is a hallmark of errors in the misordering. This occurred because of the students' incorrect placement of certain components or words. Misordering refers to sentences that contain correctly typed words, but are put in the wrong order.

The example of this error is "She is best my friend" the student have error to arrange the word in a good sentence. The right answer is "She is my best friend". The next example is "My drink favorite is milk tea", it should be "My favorite drink is milk tea".

CONCLUSION

This study intends to show the grammatical mistakes that students make in their descriptive text written in the simple present tense, as well as the most common mistakes and their sources. The investigation was carried out according to Ellis and Barkhuizen's hypothesis of error sources and Dulay's taxonomy of surface tactics of fault categories.

According to the previously examined statistics, omissions accounted for 31 or 44, or 92% of the errors produced by the seventh-grade students at SMP Negeri 4 Lahewa Timur when writing descriptive texts in the simple present tense. Then came the disinformation, which had 16 errors with a rate of 23.18%, 14 addition errors with a percentage of 20.28%, and misordering, which had 8 errors with a percentage of 11.59%.

These mistakes occurred as a result of the students' poor understanding of how to build basic present tense and vocabulary.

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