

**ERROR ANALYSIS OF USING SIMPLE PRESENT TENSE IN 8TH GRADERS'
DESCRIPTIVE TEXT**

Analisis Kesalahan Penggunaan Simple Present Tense di Teks Deskriptif Kelas VIII

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Abstrak: Penelitian ini bertujuan mengevaluasi fakta menjadi enam langkah melalui: deteksi kesalahan, menemukan kesalahan, mendeskripsikan kesalahan, mengklasifikasikan kesalahan, menghitung kesalahan, dan menempatkan hasil akhirnya ke dalam tabel. Hal ini dilakukan di SMP di Sukodono, khususnya kelas VIII. Fakta-fakta dengan bantuan penggunaan siswa Kelas VIII untuk dituangkan ke dalam teks deskriptif isi tekstual dengan bantuan penggunaan present tense kemudian karya-karya mereka diakumulasikan dan dianalisis untuk mendapatkan fakta-fakta tersebut sebaik mungkin, agar dapat lebih tinggi dalam menulis konten tekstual deskriptif dengan menggunakan penggunaan present tense. Gaya kesalahan yang ditentukan dalam konten tekstual deskriptif pada tulisan siswa kelas 8 SMP di Sukodono, peneliti dapat menemukan beberapa alasan kesalahan. Mereka adalah saklar interlingual dan intralingual. Peralihan antarbahasa adalah kesalahan yang mungkin terinspirasi dari penggunaan interferensi bahasa ibu penutur. Pelanggan tetap mengamati sampel bahasa Indonesia ke dalam bahasa Inggris saat mereka menerjemahkan kalimat. Kemudian pertukaran intralingual terjadi ketika mahasiswa mendapatkan masalah menganalisis bahasa kedua. Mereka membuat kesalahan karena gangguan bahasa ibu mereka dan pertanyaan logis dan sekarang tidak lagi melakukan latihan bahasa Inggris dengan baik.

Kata Kunci: simple present, analisis kesalahan, teks deskriptif

Abstract: The purpose of this study is evaluation became six steps through: mistakes detection, finding mistakes, describing mistakes, classifying mistakes, counting mistakes, and placing the end result into table. it became carried out in Junior High School in Sukodono, in particular Eighth Grade. The facts with the aid of using college students Eighth Grade to put in writing descriptive textual content with the aid of using the use of gift traumatic then their works became accumulated and analyzed to get the facts as goal as possible, in order that they may be higher

in writing descriptive textual content with the aid of using the use of gift traumatic. Styles of mistakes determined in descriptive textual content in college students writing of the 8th grade of Junior High School in Sukodono, the researcher can discover a few reasons of mistakes. They are interlingual and intralingual switch. Interlingual switch is mistakes which might be inspired with the aid of using the interference of customers " mom tongue. The customers nevertheless observe Indonesian sample into English whilst they translate the sentences. Then Intralingual switch takes place whilst college students get problem analyze the second one language. They made mistakes is due to their mom tongue interference and logical questioning and now no longer doing exercise English well.

Keywords: *simple present, error analysis, descriptive text*

INTRODUCTION

Richards et.al in Sunardi (2002: 43) states that error analysis is a study of the mistakes made by learners of a language as a second language or as a foreign language. Error analysis serves as a source of information for teachers/lecturers. According to (Hackman, 2002) error (error) is the wrong use of words, wrong speech, or grammatical errors caused by incomplete learning. The mistake happened when the learner never learned something (Norrish, 1983). Therefore, learners need to learn something consistently.

In this study, discussing errors in the simple present in descriptive text. Therefore, the learners need to understand how to arrange the language on the correct structure in order to deliver the correct meaning to the reader. Tense is the form that shows the meaning of verb and relates to the time when the action happens and the attitude on it (Allsop, 1989). Simple present tense is one of tenses that most students find difficulties to learn it, but it is also important for them to learn this tense. According to Raymond Murphy (2003: 4) said that "We use the present simple to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general." We use Present Simple to talk about things in general. We use the Simple Present to express something that happens all the time or over and over again, or to state something that is a general truth.

One type of text that uses the present tense is descriptive text. The writer explains

something that is still alive, and this tense is also part of the language features of writing descriptive text (Noprianto, 2017). So there is one the relationship between the present tense and the description. Because of the function the simple present tense not only talks about the general truth, for a general description of people and things. Descriptive, as we know textbooks included in the Indonesian school curriculum. Used to describe things like as text containing specific content such as location, person, house, etc. description of things and people. Especially to reduce errors when writing descriptive text. They made or wrote the wrong statement that they could not do it themselves fixed. Also, an error occurred when the learner was not available the correct language created by the learner based on structural grammar. Insufficient knowledge of the target language. On the other hand, an error occurred learners couldn't do what they already knew or learned, they knew the right elements and were able to make corrections (Muhsin, 2016). Thus, statement of the problem: what mistakes are usually made by junior high school students in writing simple present on descriptive text?

THEORETICAL REVIEW

Ellis as cited in Krisnawati (2013) said that error reflects the gaps in the learners' knowledge of language; it occurs because the learners do not know what the correct item is. So, the error in this study is the wrong written product that the students do not understand yet the item, whether right or wrong, and they are not able to correct it by themselves. Error analysis, a branch of applied linguistics, emerged in the sixties to demonstrate that learner errors were not only because of the learners' native language but also the reflected some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as the basic process of second language learning as what behavioristic theory suggested.

Simple Present Tense is part of grammar that stated in tenses. It uses to express daily activities. Writer must use simple present they will write about their activities.

For example, "He walks to school every day". They must use verb 1 when explain it. It will make their writing clearly. Murphy stated that the present simple to talk about things in general. It is used to say that something happens all the time or repeatedly, or that something is true in general. It means that it is used to talk about our routine activities. The behavior that is repeated regularly and tends to occur subconsciously. All of the activities that always happen. In our time must be written in simple present tense. Meanwhile, according to Michel Swan (2005: 448) said "When we talk about permanent situations, or about things that happen regularly or all the time (not just around now), we usually use the simple present tense". When we talk about situations that are permanent, or about things that happen regularly or all the time (not just now), we usually use the simple present.

Pattern of Present Tense of Verb Be

S+ be + a noun or a noun phrase

Ex: Madona is a singer.

S + be + adjective or adjective phrase

Ex: Michael Jackson is famous.

Pattern of Present Tense Form of Other Verb

a) Positive Form

I, We, You, They + Verb + Complement

He, She, It, Singular name of people, Noun + Verb + s/es + Complement

Ex: We read a newspaper everyday

b) Negative Form

To make the negative sentence in the simple present tense, we put do not or does not after the subject. The pattern is:

I, We, You, They + Do not + Verb + Complement

He, She, It, Singular name of people, Noun + Does not +Verb +

Complement

Ex: I do not have much money

c) Interrogative Form

To make the interrogative sentence or yes/no question in the simple present tense, we put *do* or *does* before the subject. The pattern is:

Do + You + Verb + Complement?

Does + He, She, It, Singular name of people, Noun + Verb + Complement?

Ex: Do we read a newspaper every day?

Descriptive text is the text that describes something to make the readers or listeners can feel as what the writer experienced with his or her six senses; looks, smells, feels, acts, tastes, and sounds (Husna et al., 2013). In addition, the descriptive text used to describe something in detail to make the reader could imagine or visualize the description of writing (Harmentita & Tiarina, 2013).

In writing a descriptive text, students have to write the text by using the structure and grammar precisely and make the reader be able to imagine what the writer described. In brief, descriptive text in this thesis is the text which shows the students' ability to describe the people or things in detailed by using the simple present tense. So, the students must be able to describe something or someone in the written product.

RESEARCH METHOD

Technique of Data Collection

This study took data collection techniques in the form of interviews:

1. Asking permission from the principal
2. Once allowed we can go to class
3. Distribute test sheets or worksheets
4. Collection of worksheets

5. Analyze

Technique of Data Analysis

The researcher used a qualitative technique to analyse the data. The researcher went through the following processes in conducting the analysis: identifying the data, classifying the mistakes depending on the categories of errors encountered, and generating conclusions and recommendations based on the data. To begin, the researcher read and examined each phrase to see if the students correctly employed the simple present tense. The following step is labelling the errors by using some codes based on surface strategy taxonomy, such as omission (o), addition (a), disordering (mo), and misformation (mf).

Then, the researcher classified and counted the errors from students' writing products into four types which based on surface taxonomy strategy; omission, addition, misordering and misformation. Then, the researcher listed the number of errors in the form of table. Moreover, the researcher provided the table as well as based on those four the errors' types. The researcher then creates a table based on the four sorts of errors to summarize the phrases. Furthermore, the In order to demonstrate the proper answer, the researcher writes the proposed adjustment in the same table. to prevent pupils from repeating the same mistakes in the next task The researcher will be able to do so in this fashion.to be aware of the many sorts of errors that students make, as well as to recognize the most common errors produced by pupils by estimating the frequency of mistakes in utilizing present tense in writing descriptive text

RESULT AND DISCUSSION

Finding

Based on the study that was conducted at Junior High School in Sukodono researcher found some results of students' errors in using present tense in writing descriptive text. After collecting and identifying the data, the researcher explained them in detail. First,

the researcher identified and then classified the errors into four types; omission, addition, misordering and misformation. Next, these errors were analyzed and summarized in the form of table. The total of errors was presented in the form of table in order to answer the first research question about the most dominant students' errors in using present tense in writing descriptive text.

Omission

After analyzing the students' writing products based on surface strategy taxonomy. In their writing products, the researcher found 7 errors of omission. Most of them did not add 's' or 'es' after using third singular person (she, he, and it), did not contribute the articles (a, an and the) before using noun, and did not use to be (is, am, and are) before adjective, etc. Moreover, the 56 errors of omission (see appendix IV), the examples: Errors made by students:

- a. The teacher always teach in my class

Suggested corrections:

- a. The teacher always teaches in my class

Addition

After analyzing the 5 students' writing test, the researcher found 7 errors of addition. The sample of sentences are:

Students' Errors:

- a) I am is the most beautiful

Suggested Correction:

- a) I am the most beautiful

Misordering

In misordering, researcher found e errors. The sample of the sentence is:
Students' Errors:

- a) She has a short hair, her hair is black

Suggested correction:

- a) She has a short and black hair

These errors occurred because they were being translated words from Indonesian to English patterns. That means they were silent familiar with their first language structure.

Misformation

After the researcher identifying and classifying the errors based on surface strategy taxonomy, the researcher found 2 students' errors in the three examples of misformation:

- a) I can be with he forever

Suggested Correction:

- a) I can be with him forever

Based on the above example, a malformation error occurred when learners are (is, am, are), pronouns, auxiliary verbs (is, am, are) Or have). Most students still struggle with existing rights (is, am and are) related to the topic and difficult to distinguish subject and object pronoun. If you use the plural, contribute an appropriate to be it.

No	Types of Error	Total of Error	Percentages (F/N)x100%
1.	Omission	7	39%
2.	Addition	7	39%
3.	Misformation	2	11%
4.	Misordering	2	11%
Total		18	100%

The table above shows the total number of mistakes students made using the present tense. The tense when writing an explanation. Mostly as shown in the table The students omitted important elements of the text. Most did (Is, am, are), auxiliary verbs (have and has), articles (a, and) etc. Therefore, the biggest mistake was the omission they made. Students made 7 (39%) errors in omission also, 7 (39%) errors in addition, misformation 2 (11%) errors. And also 2(11%) errors in misordering. Therefore, a number

of errors were 18 errors in using present tense in writing descriptive text.

Discussion

After analyzing the data collection; student writing products in needed a description of the present tense and a questionnaire discuss the results of this study. The purpose of this study is answer research questions. In addition, the purpose of this study was to:

Identify the most dominant errors and explain the factors that cause students if use the present tense when writing a descriptive text, you will get an error. So the first study, the question was, "What is the most common mistake a sophomore makes?" Who are the students who use the present tense when writing explanations? So the first discussion when using the present tense, focus on the analysis of student writing test. Write a descriptive text. In this phase, you need to identify and identify the type of error. The most common mistake students make when using the present tense when writing explanations text based on surface strategy classification (omission, addition, misinformation, and misordering). In this study, researcher analyzed the texts of 5 students. A product that uses the present tense when writing descriptive text.

CONCLUSION

Based on the findings and discussions in the previous chapter, the researcher concluded the type of errors are usually made by the eighth-grade students of Junior High School in Sukodono of using simple present tense in writing descriptive text, and the cause of errors made by the tenth-grade students of Junior High School in Sukodono of using simple present tense in writing descriptive text.

The conclusions are as follows the type of errors is usually made by the Eighth-grade students of Junior High School in Sukodono of using simple present tense in writing descriptive text Based on the description, it can be concluded that the Eight grade of Junior High School in Sukodono still made the errors when the students were asked to a

descriptive text about animal. The types of errors made by the students on writing descriptive text are based on surface strategy taxonomy which are classified into omission, addition, misformation, and misordering. After counting the errors, the researcher found 18 total of errors. 7 errors of omission, 7 errors of addition, 2 errors of misformation and 2 errors or of misordering. From the data above, it can be seen that omission and addition error was the highest number of errors made by the students. Misformation error and misordering is low.

The cause of errors made by the Eight Grade Junior High School in Sukodono, of using simple present tense in writing descriptive text. After analyzing each types of errors found in descriptive text in students writing of the Eighth grade of Junior High School in Sukodono, the researcher can find some causes of errors. They are interlingual and intralingual transfer. Interlingual transfer is errors that are influenced by the interference of users' mother tongue. The users still apply Indonesian pattern into English when they translate the sentences. Then intralingual transfer occurs when students get difficulty learn the second language. There are three causes of errors in intralingual transfer, namely; errors caused by overgeneralization, errors caused by ignorance of rule restriction, and errors caused by incomplete application of rules.

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