

STUDENTS' ERRORS USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT AT FOURTH SEMESTER OF ENGLISH LANGUAGE STUDY PROGRAM OF KHAIRUN UNIVERSITY

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Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi kesalahan siswa yang paling dominan dan mengetahui jenis kesalahan yang dilakukan pada semester IV Universitas Khairun. Dalam pengumpulan data, peneliti menggunakan instrumen berupa tes. Subjek penelitian ini adalah siswa kelas B semester IV Universitas Khairun yang berjumlah 15 orang. Dalam menganalisis data, peneliti menggunakan metode kualitatif sebagai metode penelitian. Peneliti mengumpulkan data dari produk tulisan siswa kemudian data dianalisis dengan Surface Strategy Taxonomy. Peneliti mengidentifikasi dan mengklasifikasikan jenis-jenis kesalahan dalam penggunaan simple present tense dalam menulis teks deskriptif yang dilakukan siswa, untuk mengetahui kesalahan mana yang paling dominan. Hasil penelitian menunjukkan bahwa total kesalahan siswa adalah 85 kesalahan. Para siswa membuat kesalahan dalam kelalaian 25 (29,41%), 24 penambahan (28,23%), 6 kesalahan urutan (07,14%). Berdasarkan hasil penelitian didapatkan bahwa kesalahan siswa yang paling dominan adalah kesalahan formasi sebanyak 30 item (35,51%).

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

INTRODUCTION

In learning English, learners are expected to be able to master four language skills. There are four skills in English are speaking, listening, reading and writing. The writing is regarded as the most difficult skill than the other three skills and it also because of the difference between the learners' native language rules and the language being learned.

Since English is not the native language of Indonesia and in writing they not only have to recognize some text types but also the tenses that proper on them. For several students, they still have the problem when they try to write the sentences in English because the influence of mother tongue that makes them hard to write it in English structure. Writing is not easy when the Students try to write their feelings and ideas into a sentence and even into a paragraph. It can be stated that to write the ideas based on the correct structure requires the knowledge and the time to develop

it in writing. Furthermore, when they try to write the sentences they have to think of how to properly use the correct grammar continuously in order to build the right writing.

Additionally, grammar will contribute to good writing. It would result in writing could be understood by the reader properly. Grammar is the main part that the students should pay attention more to make them able to write the sentence in a correct way. 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. The reasons why the researcher conducts the research in fourth semester students of English language education study program of Khairun University.

They do not have the problems in speaking English. But, when they try to express their ideas or feelings in writing, some errors will be found there. So, the researcher wants to know their most dominant errors in their writing. The learners should learn something consistently in order to decrease their errors, particularly in writing descriptive text.

Simple present tense is a tense used to express the occasions or circumstances that exist habitually happens. Because related to time and action. So, it is the main tense that the students should know how to use it to express their daily habit. The writer focused on simple present tense because it is the most basic tense that the students should understand and be able to master. Thus, there is a connection between simple present tense and descriptive text.

As we know, the descriptive text that includes in Indonesia curriculum. It is used to describe something such as a place, person, house, etc and also as the text that includes the specific description of the thing or human being. So, the teacher should focus on explaining present tense and let them practice.

In addition, the researcher considers that the students still require more knowledge in applying the simple present tense into their writing, particularly in writing a descriptive text, since many of errors will be found in it. Based on the reasons above, the researcher is interested in conducting a research entitled "Students' Errors in Using Present Tense in Writing Descriptive Text".

1. The Definition of Error

In learning the target language, most learners will make errors. Error is a common thing that happens in the process of teaching and learning a language. (Brown : 2007) "an error is noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner. it means that an error is something that can be seen, it show the learner's ability.

Therefore, the error is one of the inescapable processes that shows the event phase in learning the interlanguage. On the other hand, (Richard : 1984) argues that “knowing error is important to know the process the second language learning and planning of courses both the teacher and the learners because the will give a crucial information or feedback whether the teaching has been successful or not.

2. Types of Errors in Errors Analysis

According to Dulay at al, (1982: 145) surface strategy taxonomy includes errors of omission, addition, misformation, and disordering. Below is the detailed description of each category used in surface strategy taxonomy:

a. Omission

Omission is a type of errors which are “characterized by the absence of an item that must appear in a well-formed utterance” The learner may omit grammatical morphemes in producing a sentence. Grammatical or function words, on the other hand, are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflections (-s, -ed, -ing), the article (a, an, and the), the verb auxiliaries (is, will, can, may) and preposition (in, on, at, under). For example: *She lecturer new college.* (The correct sentence is *She is the lecturer of the new college.*

b. Addition

This error is the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. Example: “*He doesn’t knows my name*”. It should be “*he doesn’t know my name.*”

c. Mis-formation

It is characterized by the use of the wrong form of the morpheme or structure. In formation errors, the learner supplies something although it is not correct. For example: *The tiger catch a goat.* and *The boys is sad.* Those two sentences are not correct. The first sentence should be, *The tiger catches a goat.* The second sentence should be, *The boys are sad.*

d. Misordering

Misordering errors are categorized by the incorrect placement of a morpheme or group of morpheme in an utterance. This kind of errors occurs when learners wrongly place the sequence of words in the sentence. Examples are below:

What you do mean?(*You do mean* is misordering)

What Daddy is doing?(*Daddy is doing* is misordering)

3. Factors of Error

a. Language Transfer

It is the main factor of error for the learners who learn English as a foreign language. Language transfer happens when the learners contrast the linguistic system between a mother tongue and a target language. In this stage, the learners are in the limited proficient knowledge of the foreign language. Thus, when they try to write sentences in English they will transfer the sentence pattern based on their first language (Rustipa: 2011).

b. Intralingual Interference

James (1998) as cited in Affifuddin (2016), intralingual transfer occurs due to the inadequate of learners' competence in English. The learner just apply what they know in English. In that way the learners overgeneralize the use of suffixes for the plural nouns (Affifuddin: 2016).

4. Writing

According to (Westwood: 2008), said that "Written language is perhaps the most difficult of all skills to acquire because it is a development involves the effective coordination of many different cognitive, linguistic and psychomotor processes". In addition, writing is not only the process of thinking the ideas but also the process of composing them into the sentences based on the grammatical correct. Writing is defined as a productive skill used to express the ideas, opinions, etc. in written form.

5. Descriptive Text

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, "feelings such as happiness, fear, loneliness, gloom, and joy". Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion (Wishon and Burks, 1980: 128). This text is used not only to describe the person or thing but also the emotion.

6. Simple Present Tense

According to Werner, et al (2002) stated "Simple present tense often refers to actions or situations that do not change frequently. It is used to describe habits or routines, to express opinions, or to make general statements of fact". It used the main verb, while the adverbs used in this tense such as every day, usually, always, generally, occasionally, etc. In another book (Werner, et al: 2002) also stated that the simple present tense is used for expressing facts, opinions, or actions repeatedly.

RESEARCH METHOD

In this research, the researcher used the qualitative method where the researcher analyzed students' writing to identify the types of errors the students do most in their writing. After that, the researcher stated the number of errors that the students make.

The subjects of this research were students of semester IV Khairun University in the academic year 2020/2021. Researcher took class A which consisted of 15 students as a sample of this research. In this research, the researcher used test instrument. For this test researcher asked students to write descriptive text using simple present tense. The test consists of a maximum 2 paragraphs. From instrument test, the researcher give instrument to respondents and instructions through social media account (WhatsApp), after their finish to write, respondents send their worksheet to the researcher. Then, the researcher analysis students writing.

Technique of Data Analysis

To analysis the data, the researcher applied qualitative method. In doing the analysis, the researcher went through the following steps: identifying the data, classifying the errors based on the types of errors used and drawing the conclusion and suggestion based on the data. Firstly, the researcher read and checked the sentences one by one whether the students used the simple present tense correctly or not. The following step is labeling the errors by using some codes based on surface strategy taxonomy, such as omission (o), addition (a), misordering (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. Then, the researcher summarizes the sentences in the form of table based on the four types of error. Additionally, the researcher also writes the suggested correction in the same table in order to show the correct sentences and to avoid students to do the same errors in the other task. In this way, the researcher know what types of the errors made by students and to identify the most dominant students' errors in using present tense in writing descriptive text by calculating all of the errors in the percentage form. In order to compute the percentage of each error type, the researcher will use a percentage formula as follows (Hadi, 1982):

P: Percentage of error

F: Total of each category
N: Number of total errors occur.

FINDINGS AND DISCUSSION

A. Findings

Based on the study that was conducted at Khairun University, the 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, 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 What types of the errors made by the students' in using simple present tense in writing descriptive text and the second question is the most dominant students' errors in using present tense in writing descriptive text.

1. Omission

Omission is a type of errors which are “characterized by the absence of an item that must appear in a well-formed utterance”.

Errors made by students:

- a. The first error is omission on plural that happens when the users were not understands singular and plural forms. plural form is marked by added by - s/es after countable noun. The researcher found the error in addition of plural in the students' sentence. In this case, **YS** did error of omission of plural. The sentence is *I write some story to my diary*, should be *I write some stories to my diary*, if used (some) for countable noun, then the object must be plural. The word story should be replaced by stories because it is plural form. omission of plural form also did by the other students. They are **MS, MK, NQS, AAK**
- b. The second error is an omission of verb for omission for singular person. The researcher found the error in omission of verb for third singular person in the students' sentence. In this case, **LOAM** did not add 's' or 'es' after using third singular person (she, he, and it). The sentence is *I write some story to my diary*, should be *I write some stories to my diary*.
- c. The third error is an omission of article. The users omitted an article (the/a/an)

that should appear in the sentence. The error happened because the student was not using “a” for general. A/an can be used for general. In this case, MK did error of omission of an article. The sentence should be After that *i take shower*. Before shower should be added by “a” article, because the sentence is categorized of phrasal verb.

- d. The fourth error is omission on prepositions. A preposition is to describe a relationship between words in a sentence. There are several types of preposition, they are: preposition of time (at, on, in, for, and since), preposition of place (at, on, and in), preposition of movement to. Preposition of place at is used for specific address. On is used to designate names of (streets, avenues, etc). In this case, **ALJ** did error of omission of preposition. The sentence is *can learn even though home* should be *can learn even though at home*, **at** used for a specific place.

2. Addition

The errors in addition are occurs because the users add some unnecessary or incorrect elements.

- a. The first error is addition on noun. The researcher found the error in addition of noun in the students’ sentence. In this case, **JAS** did error of addition of noun.
The sentence is I go to the mosque for subuh prayer should be I go to the mosque for subuh pray. The word prayer (noun) should be pray (verb). Addition of noun also did by the other students, they are **ETW, FM, JS**
- b. The second error is addition on *Modal Auxiliary Verb*. The researcher found the error in addition of auxiliary in the students’ sentence. In this case, **MK** did n error of addition of modals auxiliary verb. The sentence is *I will get lunch*, should be *I get lunch*. Thus, they just applied the rules that they had already known in writing the sentences by using present tense. The modals auxiliary verb **will** should be omitted because **will** is more specific to future tense. Addition of *modal auxiliary verb* also did by the other students, they are **TIS, AAK** and **NFR**
- c. The third error is addition on auxiliary verbs. The researcher found the error in addition of auxellary verb in the students’ sentence. In this case, **JAS** did error of addition of auxiliary verbs.. The sentence is *I do is help my mom*. The error belongs to addition error because there are three verbs in the sentence “do”, “is” and "help". In a simple sentence, should be one verb. The sentence above belongs to simple sentence. The correct sentence should be “I help my mom”.

Addition of auxiliary verb also did by the other students, she is **NQS**

- d. The fourth error is addition of Verb. In this case, **HMR** did error of addition of verb. Addition happened when the learners used the unneeded items. The sentence is *I go take a bath*. addition error because there is verb **go** unneeded in the sentence. In a simple sentence, should be one verb. The sentence above Belongs to simple sentence. The correct sentence should be *I take a bath*.

3. Misordering

Mis-ordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Mis-ordering error table showed that student was wrong in arranging the words. The errors in mis-ordering happened because the students put some elements or words in wrong place. The students translated Indonesian language to English word by word. They were influenced by their first language (mother tongue).

4. Misformation

It is characterized by the use of the wrong form of structure. In formation errors, the learner supplies something although it is not correct.

- a. The first error is mis-formation of to be. The error occurs because the use of the wrong form of grammar. In this case, **SJ** did error of mis-formation of to be. The sentence should be *My activities are boring*. The to be **is** should be replaced by **are**. Cause is for singular noun and are for plural noun. The student were still difficult to use the right to be (is, am, and are) based on subject. If they used the plural noun, they had to contribute the appropriate to be on it.
- b. The second error is mis-formation of past tense . The researcher found the error in mis-formation of past tense in the students' sentence. In this case, **IN** did error of mis-formation of past tense. The sentence should be *When i wake up at 8 in the morning*. The past tense **woke** should be replaced by **wake** in simple present tense because in this research, the researcher used simple Present tense in context students writing. Mis-formation of past tense also did by the other students. She is **NFR**,
- c. The third error is mis-formation on auxiliary that occurs because the student tried to apply English rules in the wrong construction or they did not master English grammatical structure. In this case, **AAK** did error of mis- formation of auxiliary. The sentence should be *That's the activities that i did during the pandemic covid 2019*. **Did** should be replaced by **do** in simple present tense. Mis-formation of auxiliary form also did by the other students. They are ETW,

MF, and NFR.

- d. The fourth error is mis-formation on subject that occurs because the use of the wrong form of a structure in the subject. In this case, **ALJ** did error of mis-formation of subject. The sentence should be *i apply to teach my younger*. **Me** should be replaced by **I**. **I** and **Me** are both personal pronouns, but **I** is part of the subject pronoun. That is, it does (verb). Meanwhile, **me** is part of the (object pronoun). Mis-formation of subject also did by the other student. She is **ALJ**.

The total of students' errors in using present tense in writing descriptive text. As was presented in the table, most of students omitted the important items in the sentences. Most of them did not use to be (is, am, and are), auxiliary verb, the article (a, an, and the), etc. Thus, the highest error was misformation, which they made 30 errors (35.71%). Meanwhile, the students made 25 (29.76%) errors of omission, 23 (27.38%) errors of addition, and 6 (07.14%) errors of misordering. Therefore, a number of errors were 84 errors in using present tense in writing descriptive text.

B. Discussion

According to Dulay, Burt, and Krashen (1982: 146-189), there are four categories to classify errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. The researcher used surface strategy taxonomy to classify errors in this research. There are four types of errors in surface strategy taxonomy such as misformation, addition, omission, and mis- ordering. After analyzing the data collection; students' writing products in using present tense in writing descriptive text. The purposes of this study were to find out the answer of the research questions. Furthermore, the aims of this study were to identify the most dominant errors in using present tense in writing descriptive text. Thus, first research question was "What are the most dominant errors made by the students in using present tense in writing descriptive text?". Thus, first discussion would focus on the analysis of students' writing products in using present tense in writing descriptive text.

This stage was to find out the types of error and identified the most dominant students' errors in using present tense in writing descriptive text based on surface strategy taxonomy (omission, addition, misordering and misformation). In this study, the researcher analyzed the 15 students' writing products in using present tense in writing descriptive text. Thus, the most dominant students' errors in using present tense in writing descriptive text were misformation. In this research was found 30 (35.71%) errors of misformation, these errors appeared since the students were misplaced grammar in using some forms in English. It occurred because the

students still confused about the use of subject would influence to be (is, am, and are) and the verb that they used such as auxiliary verb. The students were difficult to use the right form of to be (is, am, and are) and auxiliary verb based on the subject. This study was found 30 misformation of 15 students. Hence these errors appeared since the students were misunderstanding in using some forms in English.

The second error type was Omission, identified based on the result from the students' writing products, most of students did not use suffix s or es when they used third person singular and plural nouns, students also did not contribute the article (a, an, and the), phrases, words and letters. These errors happened because students were lack of the vocabularies of phrasal verb, adjective, and noun. Thus, the most dominant students' errors in using present tense in writing descriptive text were omission. In this research was found 25 (29.76%) errors of omission.

The third error type was addition, where the students used the unwanted items in the sentence. This type occurred since the learners had obtained several rules in English. Thus, this study was found 23 (27,36%) errors of addition. These errors happened because of the inadequate knowledge of the English rules.

Furthermore, the four error type was misordering. It was defined as the incorrect placement of the words. In misordering, it happened due to the differences between the word sequence in English and Indonesian. Based on the result of the students' writing products, there were 6 (07.14%) errors of misordering. Some of them wrote in English, but they used the Indonesian word order. Meant, the students were still familiar with the Indonesian word order.

In conclusion, based on analyzing the 15 students' writing products in using present tense in writing descriptive text, the researcher found several errors that were made by the fourth semester of Khairun University. Thus, after analyzing and calculating the errors were found 30 (35.71%) misformation, 25 (29,76%) omission, 23 (27.38%) addition, 6 and (07,14%) misordering. According to the result, the total of all errors in this study which classified the errors into four categories (misformation, addition, omission, and misordering) were 84 errors. In this section, the research question had been answered through the result of students' writing products. Thus, the most dominant errors in using present tense in writing descriptive text made by the fourth semester er of Khairun University was misformation, which were found 30 (35,71 %) items.

CONCLUSION

Based on the research finding and discussion, the researcher can draw conclusion that the fourth semester of Khairun University does some errors in using simple present tense in writing descriptive text. It is shown by the students' error in their writing. students made a total of 84 errors which consist of 30 (35.71%) errors of misformation, 25 (29.76%) errors of omission, 23 (27.38%) errors of addition and 6 (07.14%) errors of misordering. Thus, the misformation was the most dominant students' errors in using present tense in writing descriptive text.

There are reasons why users make errors. First, they are sometimes misplace the tenses in the context of their writing. Second, students' errors made refer to not only about English grammar but also.

English vocabulary and hence these errors appeared since the students were misunderstanding in using some forms in English. Third, they lack understanding of English sentence patterns which are quite different from Indonesian sentence patterns. The grammar rules of Indonesian languages are different from English. The students still made errors in writing because they forgot the rules. Some of them did not know which words they should use to create a good sentence and they were still influenced by their habits when making sentences using their native language (Indonesian).

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