


Terbit online pada laman web jurnal : <http://e-journal.sastra-unes.com/index.php/JIPS>

|   |   |   |
|---|---|---|
|  <p><b>Fakultas Sastra</b><br/><b>Universitas Ekasakti</b></p> | <p align="center"><b>JURNAL JIPS</b><br/><b>(Jurnal Ilmiah Pendidikan Scholastic)</b></p> |   |
|   | <p align="center">Vol. 6 No. 1<br/>ISSN : 2579-5449<br/>(media cetak)</p>                 | <p align="center">E-ISSN :<br/>2597-6540<br/>(media online)</p> |

## AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT

**Yessy Marzona**

Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Ekasakti

[yessy.marzona@gmail.com](mailto:yessy.marzona@gmail.com)

### **Abstract**

*The purpose of this research is to analyze of student's errors on the use of simple present tense in Descriptive text based on the problem that students felt confused about using present tense in their writing especially Descriptive text. The method of the research is qualitative descriptive. The subject of this research was eleventh grade students of SMA PERTI PPMTI Padang. The result show that the researcher found four types of errors : omission, addition, misformation, misordering. Then, the researcher found the highest error made by students is misformation with 52 % percentages. This problem influenced by student felt confused to understand simple past because they did not know the meaning and differences between regular verb and irregular verb. Therefore, students claimed if they seldom to practice writing paragraph*

**Keywords:** Error Analysis, Past Tense, Narrative Text

© 2022 Jurnal JIPS

## **I INTRODUCTION**

Globalization era brought the big effect to all level in society and we as a society must be prepare to encounter all of changes in all sector. The sector such as economy, education, technology, etc. Besides, the effect from the changes of globalization is a system that organize society's life. There are many institutions and company use English as their language because English is one of international languages that became standard to create communication in the world. Thus, English is very important to learn. If we want to understand about English language, we must master four skills. They are speaking, listening, reading, and writing.

Moreover, there are many schools in Indonesia applied new system in their school for encounter the global changes. One of system in their school is how to master English well with create English day program or anything method.

Not only system that changed by government, but curriculum of education in Indonesia also suitable with student's necessary and now almost schools in Indonesia use 2013 curriculum. Then, the new curriculum in Indonesia can answer global challenges faced by all of levels society. Therefore, school in Indonesia can create the graduation who reliable and students have a highly competitive to build their country.

According to Khasanah," In the implementation of 2013 curriculum, there are three related dimensions. They cannot be separated. They are planning, teaching learning process, and learning evaluation. The planning will establish the materials will be taught, the media will be chosen, and the methods will be used in teaching learning process. In such away, the evaluation procedures will be used to know the product of teaching learning process and

student's achievement." (2015: 5). So that, teacher just become facilitator for students and give attention in every student's skill. Therefore, teacher have to aware in provide student to master English in four skill that consists speaking, reading, listening, and writing because the four element is very influence in English learning process.

In this research, the researcher focuses to research an error analysis on the use of simple present tense in descriptive text and this research is related with writing skill of students because writing skill is different from other skill in English learning process. Writing is one of four skills in English and important since writing can make us to express anything in a paper, writing can help us to remain our idea after we read information. The most important, we can share the information to other people. Writing requires thinking, and thinking is always complicated and hard. Writing is complicated also because the writer needs to do everything at once. The writer produces words, sentences, paragraphs, and extended compositions all at the same time; words must be spelled, sentences punctuated, and paragraphs unified (Gorell and Laird in Anwar: 2014). Therefore, we need accuracy to make paragraph because the information that we deliver to reader can easy to understand.

Nowdays, there are many writings competition to improve student's skill to write Scientifics work. consequently, teachers are supposed their students to practice write a lot. Not only express idea on the paper but also writing needs well knowledge and hard thinking when students produce words, sentences, paragraph at the same time with good English grammar. For some Indonesian students it is not easy to change the form and the combine the words into sentences. They seem to have a problem in mastering English grammar especially about tenses (Syarif:2014).however, when students write something, they found many difficulties. Then, students the other hand, students didn't know the meaning of words and the function of word. Beside that, they didn't know what the tenses that they want used to make paragraph.

Moreover, tenses are a part of grammar and the function of the tenses is to explain the accident in the story happened. According to Grain (2006), tense is a tool that English speaker

use to express time in their language so you learn to think like a native speaker. Thus, students have to understand the part of tenses in writing paragraph or essay. One of tenses is Simple past, this tenses explain the accident that happened in the past time. Futhermore, simple past used regular and irregular verb or they can using verb be (was, were). According to azar in Wati (2011) " The simple past is used to talk about activities or situations that began and ended in the past.

For Example: Last holiday, me and my family visited yogyakarta to picnic. We arrived Yogya at 5 a.m and we felt very tired at the time. Then, we went to the Hotel for took a bath and prepared our trip. We have planed to visit Borobudur temple as a first place. Moreover, Yogyakarta have a beautiful scenary which made us enjoy to spend our time.

Based on the pre – observation with the English teacher and some students in SMA PERTI PPMTI Padang. It was found that students of eleventh grade felt confused to understand simple present because they did not know the meaning of the words. Although the teachers used interesting media, students still can not distinguish among verb, adjective, and noun. They usually changed adjective to verb form. Thus, they can not distinguish between regular and irregular verb. The English teacher of SMA PERTI PPMTI explain that the learning of grammar especially tense is a bored activities, so students did not want to pay attention when the teacher explain the material. Then, the writing result of students still far from the teacher's expectation because in 2013 curriculum the learning of tenses must integrated with writing or reading activities. The teacher said if the activities of learning tenses just explain the function of the tenses and students make a example, they are still confused. Moreover, the new method in learning tenses is changed but, this method can make students difficult to master tenses especially using simple present in writing descriptive text.

Based on the students of eleventh grade statement they were not confident to answer question or finish their assignments because they thought if English is difficult and they did not know the meaning. In other hand, they did not know about verb, one each them said they did not know verb in Indonesia, so they did not know verb in English as well. The other students said

they were still confused about the differences between regular verb and irregular verb or they did not know the change from verb into verb one or add with s/ es.

Thus, errors analysis is very important because the researcher would to the types of errors done by students of using present tense in writing descriptive text and the factors that influence their errors. Errors is very usual in writing paragraph or essay, so errors analysis is needed by teacher to correct the student's essay. According to Corder in Sompong (2014: 114). "Errors tell teachers how far toward the goal learners have progressed and consequently, what remains for learners to learn. Second, errors provide researchers with evidence on how language is learnt or acquired, what strategies or procedures learners are employing in their discovery of the language. The making of errors is a strategy employed both by children acquiring their mother tongue and by those learning a second language. Errors can be accepted as a kind of learning activity in learners.

Moreover, analyzing grammatical errors that made by students in writing paragraph. According Sompong (2008 : 6) error is unique to

humans, and error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Based on the previous study that used by researcher from Wati (2011), the researcher found that the result from Wati (2011) are almost students cannot make a different between using regular verb and irregular verb. Besides, the researcher also found if students felt writing paragraph in English is very difficult because the students did not find the tenses in Indonesia language while if they write paragraph in English, they have to distinguish every tenses. Then, based on Syarif (2014) the researcher found if the students did not know the form and the usage of simple present. The similarities between the research from some experts and in this study is Error analysis of the use simple present in writing descriptive text but the researcher focuses to analyze the errors based on the surface structure taxonomy by Dulay and Krashen. They are omission, addition, misinformation, and misordering. Therefore, researcher is interested to analyze errors of present tense done by students eleventh grade of writing in descriptive text.

## II RESEARCH METHOD

This research was qualitative descriptive method. Thus, the researcher would know types of present tense errors made by students in writing text. According to Polkinghorne (2005: 137), "Qualitative research is inquiry aimed at describing and clarifying human experience as it appears in people's life and researchers using qualitative methods gather data that serve as evidence for their distilled description". It means qualitative is a research design where the researcher presenting the data with using description. Moreover, the purpose of qualitative is to help the researcher found the solution of the phenomenon happened in society with doing investigation to the object research. Based on Sarwono's statement (2006:193)", Qualitative research bring the researcher blend with object research, the purpose of this way is the researcher can understand the phenomenon that they studied." From explanation above we could conclude if the researcher who used qualitative research, they should be objective to give

opinion in their research. Moreover, the researcher should be consistent to give opinion because the result of qualitative is static.

The population of this research was eleventh grade social science students of SMA PERTI PPMTI Padang. They were 21 students at the class. The researcher used total sampling technique to take the sample. So all population were sample.

The instrument of the research is writing test, observation checklist and interview. The researcher using observation checklist to answer research problem about what types of past tense error made by students in writing text. Observation checklist is a tool that used by researcher to give assessment in English learning process. Observation checklist is very useful for the researcher because the researcher can give evaluation the student's writing with classified types of error based on the researcher's plan before.

**Table of Observation Checklist**

| Sentences         | Types of Error |   |   |   | Error | Correction |
|-------------------|----------------|---|---|---|-------|------------|
|                   | O              | A | M | M |       |            |
| <b>Sentence 1</b> |                |   |   |   |       |            |
| <b>Sentence 2</b> |                |   |   |   |       |            |

**Notes**

O = Omission      M = Misordering

A = Addition      M = Misformation

In technique of collecting data, the researcher used interview with English teacher and some students. Then, the researcher observed the writing activities in the class with using observation checklist. Moreover, the researcher collecting student's writing with using framework in writing descriptive text but in this activity the researcher collaborate with English teacher. After, the teacher gave project to write descriptive text based on the kind of descriptive text. Before, the students submitted their

exercise, the teacher asked the students to choose the topic of writing. Then, the teacher asked students to make a draft before they began writing descriptive text. After that, the teacher asked students to write descriptive text based on their draft and the teacher limited the number of sentences in the student's writing with ten until fifteen sentences. The last, the teacher asked student to submit their exercise to the teacher and the researcher identified the types of error in their writing.

To make a conclusion or answer the question of the research, the researcher makes some procedures. First, the researcher analyzed the student's assignment and focused to analyze using present tense with observation checklist. Second, the researcher classified the types of errors and the researcher gave check in the observation checklist column based on student's error. Third, the researcher wrote the error sentences by students in error column. Fourth, the researcher wrote the correction of sentence in correction column. Fifth, the researcher described her analyzed with using qualitative descriptive method and using formula to help answer the research.

**III RESULTS AND DISCUSSION**

To answer research question about types of errors and factors that influence the students in making grammatical error made by eleventh grade of social science. First, the researcher conducted Pre- observation and interviewed English teacher and some students eleventh grade of social science about the student's problem in their writing test especially when they made descriptive paragraph. The result of Pre-Observation, the researcher found if students of eleventh grade of social science felt confused to understand simple present because they did not know the meaning of the words. Although the teachers used interesting media, students still could not distinguish among verb, adjective, and noun. They usually changed adjective to verb form. Thus, they can not distinguish between regular and irregular verb. The English teacher of

SMA PERTI PPMTI explain that the learning of grammar especially tense is a bored activity, so students did not want to pay attention when the teacher explain the material. Then, the writing result of students still far from the teacher's expectation because in 2013 curriculum the learning of tenses must integrated with writing or reading activities. The teacher said if the activities of learning tenses just explain the function of the tenses and students make a example, they are still confused. Moreover, the new method in learning tenses is changed but, this method can make students difficult to master tenses especially using simple present in writing narrative text And the result of interviewed with students of eleventh grade of social science is they were not confident to answer question or finish their assignments because they thought if

English is difficult and they did not know the meaning. In other hand, they did not know about verb, one each them said they did not know verb in Indonesia, so they did not know verb in English as well. The other students said they were still confused about the differences between regular verb and irregular verb or they did not know the change the verb.

Second, the researcher collaborated with English teacher to observe English teaching activities in eleventh grade of social science students. The researcher tried to monitor from English teacher opened the class, explained the material, and gave students test about descriptive text. The researcher found if English teacher did not use slide to explain the material at the time. Furthermore, English teacher explained descriptive text very fast. So, there were some students felt confused about the material and the researcher found only some students understood about descriptive test. The researcher also found the students who sat down in the backseat and in the corner, the did not pay attention teacher explanation. When the teacher did feedback about the material, there were four students that came forward to answer English teacher's questions and two of them answered with incorrect verb. Not only the phenomena but others student did not want asking question about descriptive text. Therefore, the teacher assumed if they had understood. Then, the English teacher teacher gave writing test about descriptive text who has been prepared by English teacher and the researcher to the students.

After student's writing test done, the English teacher gave the result of students writing to the researcher and the researcher analyzed the student's test with observation checklist. Observation checklist was an instrument who used by the researcher for identified what types of errors that made by eleventh grade students of social science based Dulay's theory (1982), they are Omission, Addition, Misformation, Misodering. Then, the reseacher found some errors that made by students in four parts of types errors. This is some examples of errors and more analyzed.

#### **Omission:**

*The gnome cry and than a Prince revive Snow White.*

This sentences omission because student ommited "when" as a conjunction, the sentence

above could be used past continuous, so the sentence need conjunction "when" and student also ommited "was" after subject.

- *Goat died and the wolf very Happy because he full.*

This sentences omission because student ommited "was" before happy and "Had" before subject "he".

#### **Addition :**

*The goat meet the wolf than Goat running from the wolf.*

This sentences addition because student added phrase or morpheme which should not be added. In this case, student added "Than" that should be deleted.

*The dove so quickly put off a Leaf from a tree.*

"So" in the sentence above should be deleted

#### **Misformation:**

*Once upon a time, live a bunch of animal.*

This sentence that made by student had wrong structure "live" student should write "Lived" because verb 2 should add *d* or *ed*.

*They are Mouse deer, elephant, and others.*

This sentence that made by student had wrong structure "are" student should write "were" because tobe in past tense should be changed.

#### **Misodering:**

He see a house with garden in the back yard with cucumber

This sentence misodering because student wrote incorect places of sentences and student sould using "Frigtening animal". He saw a house with cucumber garden in the back yard of house.

After the researcher analyzed the data, it is found that the most common errors made by



students is misinformation with total percentages 52 %. From observation checklist data, the researcher concluded if the students did not pay attention verb in past tense. This case happened because students did not know about changing of verb from verb 1 to verb 2. Moreover, the students did not pay attention regular and irregular verb in their writing. Besides, the students did not know how to change to be in the past tense. The common dominant errors that made by students is addition with total percentages 22%. This case happened because students add morpheme that should not need to be added in the sentences. Then, part of errors that made by students is omission with total percentages 21%. This case happened because students omitted structure of sentence that should be write in their sentence. The last, students made errors in misodering part. This case happened because students made incorrect placement in their writing.

The result of student's opinion in Pre-Observation are related with student's writing. There were students claimed if their English teacher seldom gave them task to create paragraph. Moreover, students claimed if they did not practice to create paragraph at home. This problem made students could not update their English vocabulary and they felt confused when they translating their English writing. Then, they did not pay attention English grammatical and this factor caused students made mis formation error in their writing. Meanwhile, students felt unconfident with their writing and they more comfortable to ask their friend if they found difficulties. Besides, their friend gave them wrong explanation and errors answer. This factor caused student add morpheme or others vocabulary which should not write in their writing and they made addition error in their writing. Not only this factor students made errors in their writing but also their teacher never used media to explain material. Moreover, students felt ashamed to ask question about tenses especially past tense with their English teacher and this factor caused students made omission error in their writing. Then, their confusion about using tenses or English grammatical made them wrote Narrative text paragraph with incorrect placement. Therefore, students made Misodering error in their writing.

## DISCUSSION

After the researcher observed the English learning Process between English teacher and student eleventh grade of social science, the researcher collected the data and gave conclusion if students eleventh grade of social science almost entirely made Errors mistake in their writing especially made descriptive text. This problem was found by the researcher based on the result of errors analyzed with observation checklist. There were many factors that influenced errors in their writing. Based on collecting data was conducted by the researcher, students felt confused when they translated between Indonesia to English or rather. Not only that, students could not about English structural especially using tenses when they wrote descriptive text. so, they did not pay attention about tenses in their writing. Moreover, factors were influenced by the English teacher could occur for the example the English teacher did not use media to explain descriptive text material and some students did not pay attention with teacher's explanation and many more causes of errors that have been described by the researcher with questionnaire. Therefore, Error analysis is important because this method could help English teacher found the next media or technique to teach writing and help students if they found difficulties in made paragraph.

Error analysis is tool to help the researcher checked the grammatical error that made by students especially using tenses in narrative text.

Based on the previous study that used by reseacher from Wati (2011), the researcher found that the result from Wati (2011) An error analysis is important to describe what kinds of error that students made because every students have different mistake when they made a paragraph and how students could learn from their mistake as a English teacher Error analysis is important to correct their method when they taught .Then, based on Syarif (2014) the researcher found Error analysis is the process of language learning for analyzing, observing, interpreting and classifying learner's error to give us indication in learning pocess especially in past continuous.

Moreover, the reseacher found the dominant errors in Wati (2011) are omission and misodering with percentages 28,9%. Then, the

dominant errors after omission is misformation and the last is addition. This research's finding from Wati (2011) is different with this finding because the dominant errors is misformation. This problem was influenced by different factor between reseacher's finding and Wati's finding, the dominant errors in Wati (2011) was influenced by English teacher did not aware with error that made student in their writing and he/she did not check their student's writing. Moreover, the object of Wati's research is student of ninth grades. English teacher in Wati's reseach just focused in student's exam strategy and the did not explain more about tenses. This factor caused student in Wati (2011) made omission and misodering.

Meanwhile, the researcher found the dominant errors in Syarif (2014) is misformation with 58%. The researcher's finding between reseacher and Syarif (2014) is same but the highest error after misformation is omission. The possible factor error are the level class that used as a object is different. Syarif (2014) used tenth grades as a object. Therefore, the factor that made errors is different with this reseach finding. Syarif (2014) found if factor that made students error are they used present tense as language feaute in Narrative text. This error is very fatal if there is no solution from the English teacher and students.

According to Hourani (2008:42) "causes of error in English writing is language transfer

because we need process between SL (source language) to Tl (Target language), this factor caused students need more understanding. Besides, mother tounge could influenced student's writing". From this theory we can conclude of understanding English language and practice everyday is necessary to avoid error in using English language. According to Hourani (2008:18) "Error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching".

The correlation between result of reseacher's finding and previous study, there were discused the importance of error analysis are this method could help English teacher found the next media or technique to teach writing and help students if they found difficulties in made paragraph. This theory is supposed by the previous study that describbed about error analysis had important role to find a solution by the teacher about what they to do next in explaining the material especially writing paragraphs and for the students of error analysis could be used material correction of their task. Therefore, if tthey got writing taks, they did not make same mistake.

#### IV CONCLUSION

Based on the collecting data and discussion in the previous chapter, the researcher conclude that students of eleventh grade of social science made errors in their writing. From the collecting data and the result of researcher's analysis descriptive text was made by students, most of them made a error in simple present and past continuous structure. They did not pay attention about changing of verb and add s/es. this statement was supported by the data which showed 52% students made errors in misformation part. Then, students also made errors in others type of errors. They are such as 22% students made errors in addition parts, 21% omission, 4,8 % Misodering. From the data, we could know that students VIII F had a problem

about using tenses in narrative text. They were confused if using tenses was applied in paragraph.

After the researcher conducted research and also analyzed the data, the researcher gave suggestion for English teacher, students, and others researcher because English learning activities should able to make students comfortable and enjoy while studying. Not only that, there was a creative teacher in organizing the classroom activities. This purpose of the research that teachers and students work together in learning activities and also find solutions together if there were students who have difficulty in learning English, especially about using tenses. Moreover, this research was

expected all element could work together to minimize the occurrence of errors by the students in writing paragraphs especially using tenses. Then, error analysis could become solution help English teacher found the next media or technique to teach writing and help students if

they found difficulties in made paragraph. Error analysis is tool to help the researcher checked the grammatical error that made by students especially using tenses in narrative text. Therefore, the researcher would give solution for English teacher, students, and other researchers.



## Bibliography

- [1] Abdullah, A. (2013). Error Analysis on The Use of The SimpleTense and The Simple Past Tense in Writing Essays Among TESL College Students. International Journal Education and Research, Vol. 1. Retrieved from: <http://www.ijern.com/journal/December-2013/29.pdf>. Accessed on November, 20<sup>th</sup> 2016.
- [2] Alawi, A. (2011). Improving Students' Ability in Writing Descriptive Text Using Clustering Technique (Thesis, Universitas Negeri Islam Syarif Hidayatullah, Jakarta). Retrieved from: <http://repository.uinjkt.ac.id/dspace/bitstream/.../FIKRI%20FAUZI%20ALAWI-FITK> Accessed on December, 12<sup>th</sup> 2016
- [3] Anwar, S. (2014). An Error Analysis On The Use of Simple Past In Students Narrative Writing (Thesis, State Islamic University Syarif Hidayatullah, Jakarta). Retrieved from: <http://repository.uinjkt.ac.id/.../Saipul%20Anwar%20108014000076>, Accessed on November, 13<sup>th</sup> 2016.
- [4] Asmiyah, S. 2011. First Step In Paragraph. Putra Media Nusantara. Surabaya.
- [5] Bone, (2000). Checklist For Everything. Teaching Learning Company, USA
- [6] Dulay, (1982). Language Two. Oxford University Press, New York, America
- [7] Hourani, Y. (2008.) An Analysis of The Common Grammatical Errors In The English Writing Made By Secondary Male Students In The Eastern (Disertation, Institute of Education British University, Dubai). Retrieved from <http://bpace.buid.ac.ae/bitstream/1234/25/1/20050055.pdf>. Accessed on November, 22<sup>th</sup> 2016.
- [8] Khasanah. (2015). The Implementation of 2013 Curriculum By The English Teacher And Its Barries (Thesis, Universitas Negeri Islam Walisongo, Semarang ). Retrieved from <http://eprints.walisongo.ac.id/view/year/2015.default.html> , Accessed on November, 15<sup>th</sup> 2016
- [9] Mcmanon. 2006. Time and Tenses. The Handbook of English Linguistics. Oxford
- [10] Nana. Kumpulan Cerita Narrative. Retrieved from <http://brechonana.blogspot.com/2014/11/contoh-narrative-text-legend-bahasa.html>, Accessed on November, 26<sup>th</sup> 2016
- [11] Sompong, M. (2014). *Error Analysis. Journal of Language Institute*, Vol.16, No.2, pp.109-127, Retrieved from <http://tujournals.tu.ac.th/thammasatreview/detailart.aspx?ArticleID>, Accessed on November, 26<sup>th</sup> 2016
- [12] Syarif, R. (2014). *An Error Analysis On Students Simple Past Mastery In Their Text (Thesis, State Islamic University Syarif Hidayatullah, Jakarta)*. Retrieved from <http://repository.uinjkt.ac.id/dspace/handle/123456789/25366>, Accessed on November, 14<sup>th</sup> 2016
- [13] Wati, H. (2011). *Error Analysis In The Students Writing Narrative Paragraph At MTSN Panjajaran (Thesis, State Islamic University Syarif Hidayatullah, Jakarta)*. Retrieved from <http://repository.uinjkt.ac.id/dspace/.../HERL INAWATI-FITK.pdf>, Accessed on September, 19<sup>th</sup> 2016
- [14] Writing. Accessed on 16 December 2016. Retrieved from: <https://en.wikipedia.org/wiki/Writing>, Accessed on september, 20<sup>th</sup> 2016