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AN ERROR ANALYSIS OF USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT WRITTEN BY STUDENTS OF THE TENTH GRADE AT SMA N 1 GODONG

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Abstract

This final project studied the analysis of the errors made by the students. The background of the study errors made the students. This research focused mainly on the errors finding. The design of the research was descriptive qualitative research. The objectives of the study were (1) to find out the kinds of errors finding, (2) to explore dominant errors findings, (3) to show the students competence producing descriptive text. The object of the research were tenth grade SMA N 1 Gondong. The instruments of the study were the data from the students product. To identify the data of error analysis the researcher used the theory of James Carl (1998). This finding showed us how the errors finding. The dominant types of errors analysis is the omission 42 findings with 42,42% percentage finding from the data. Then, followed by the misinformation that found 32 errors with 32,32%. The 15 errors of addition with the percentage 15,15% findings from the data. The last one is misordering with 10 errors with 10,10%. The summaries may be concluded that there were several finding on the errors analysis. There were omission, addition, misinformation, and misordering.

Keywords: errors analysis, simple present tense, descriptive text

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INTRODUCTION

In education, English has been taught from the kindergarten level up to the university level, but in fact, there are still many people who cannot comprehend English well. People must master four basic skills in English while studying English, namely listening, speaking, reading, and writing skills. These four skills are very important to master for those of you who study or want to master English.

The writing skill becomes the most complicated skill that should be mastered by the people, especially for the students because they should be able to combine and express their feelings or opinion in a well-written form. In learning the English language, writing is one of the language skills that should be learned. (Fitria, 2020) writing means a process of communication that conveys ideas and opinions in a written form which suggests that the writers and the readers should have a similar understanding of what is written.

For some students, writing in English is not easy. When they use the language of writing, they had problems. When they write, they do not know the correct one, then they make errors (Karim et al., 2018). There will be errors because of this, which can be seen in their prose.

The use of simple present tense as part of writing becomes a common situation in the writing especially in the descriptive text product of the students. Most of the students adopt it, and then use it to communicate in their daily activities with their community. Therefore, it becomes a unique condition that needs to be analyzed. There is one way that humans can make their error when they make a text. In this research used the students document paper to know the students error using present tense. Because it is needed to know that the students have been mastered simple present tense, it is very basic knowledge so that the students need to use simple present tense correctly. Then they produced a good text and paper on the next level of their education paper product.

Based on the studies above, the researcher can summarize both of three previous studies only discussed about the type of tense in general. On the other hand, there is no specific disciplines of tenses. In addition, there is no study which conducts a research about descriptive text. Therefore, the object of this study document paper descriptive text by the students. It more specific finding an error analysis of simple present tense.

The errors can occur by using tense in writing paragraphs or composition because tenses are necessary for English texts. Students are often confused about how to use tense when writing a sentence. An unavoidable aspect of language learning is errors typically committed by the second foreign language learner. The learners can improve their skills by making errors and hearing the right forms from the instructor.

The simple present tense is the tense for description, definition and statements of general truth. Aitken (1992:18) explains, the simple present tense is helpful to express actions which are always, repeatedly, or generally true, or actions occur at the moment of speaking (with no reference to past or future). Writing skill is an ability to express an idea, opinion, feeling, or experience that somebody has heard in written form. It can begin from a simple piece of writing to a more advanced level. Descriptive text is when you are describing the way something looks like. More clearly, descriptive writing as present an object, feeling, a place or a person in a way that creates a viscid impression in the reader's mind.

Students' error in learning a foreign language is a part of learning process. It is impossible for students to learn a foreign language without making mistakes or errors. Because in learning foreign language, making errors is common and acceptable. The writer hopes that this research gives contribution in learning foreign language.

To make a good composition, the students must be able to master and apply the structure correctly, especially about tense used. In this case, the tense used is simple present tense. If they cannot do that, of course, errors will arise. Automatically their writing will cause misunderstanding for the readers, because the readers cannot receive the message or expression of their idea well. Most of the students still find problems in using it, because of their limited mastery, especially the differences between regular and irregular verb.

Therefore, according to the explanation above researcher the researcher is interested in performing about errors on the use of simple present tense in descriptive. In terms of grammar, punctuation, and spelling, this study points out the types of error analysis found in the Students' Writing Composition and points out the most dominant form of error analysis found in Error Analysis of Using Simple Present Tense in Written Descriptive Text by students of the Tenth Grade at SMA N 1 Godong.

METHODOLOGY

This research used descriptive qualitative research, because the writer purposes to describe the errors made by tenth grade students of SMA N 1 Godong in writing descriptive text. Qualitative was the technique of analyzing data. According to Cresswell qualitative research was purposed as kinds of research that the results was not got through statistic procedure or another form of arithmetic. In this case, this study aimed to reveal what errors appear most in the learners' descriptive writing and it was conducted in natural condition of learning process in the classroom.

FINDINGS AND DISCUSSION

1. The kinds of error made by the tenth grade students

Based on the study that was conducted at , 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 misinformation. 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.

There are four types that found in this research. The explanation will present as follows:

a. Omission

There are some finding that has been found on the errors made by the students 1 or S1. The errors finding are explained below:

1. Can call me Muzaki => You can call me Muzaki
2. My hobby is play football => my hobby is playing football

3. I am study at SMA => I am studying at SMA
4. Second children for family => I am the second child for my family

Those are the four omission error made by the students 1. Then, the errors made by the students 2 (S2) are below:

1. When I in home => When I am in home
2. He always waiting me => He is always waiting for me
3. He also diligent => He is also diligent
4. He always help his parent => he always helps his parents
5. He like playing => He likes playing

The errors made by the students 3 (S3) are explained below:

1. He always help me => He always helps me
2. When I boring => when I am boring
3. He wants making body healty => He wants making his body healthy
4. I and my friends always playing pubg in the night => My friends and I are always playing PUBG in the night

There is no errors made by S4 in the omission. The next is the errors made by the students (S5) "He use weapon" the right sentence "He uses weapon." The further errors made by S6 "I from paninggaran" it must be "I am from Paninggaran." There are no errors made by the S7 until S9. Then, the errors made by students S10 are below:

1. When in my class => When I am in my class
2. He always give something for students => He always gives something for students

The errors made by S11 "He is always follow" the right sentence "He is always following". Then, the errors made by S12 presented:

1. He also diligent, and humble => He is also diligent and humble
2. He from Cirebon => He is from Cirebon
3. He like eat => He likes eating
4. He very handsome many people like him => He is very handsome, so many people like him.

Here the errors made by S13 are explained bellows:

1. He proplayers football => He is proplayers football
2. He play in Juventus team => He plays in Juventus team

The errors made by S14 are presented:

1. I have dream => I have a dream
2. I always plaing game every night => I am always playing game every night
3. I 16 years old => I am 16 years old
4. This favorite school => This my favorite school

The student errors made by S15 are showed below:

1. I very happy => I am very happy
2. She always give me spirit for life => She always gives me spirit for life

The students errors made by S16 "Al Qur'an give me syafaat" the right sentence is :Al Qur'an gives me syafa'at". Then, the errors made by S18 "Usually jasmine make tea" the right sentence "Usually Jasmine makes a tea".

The student errors made S20 “The student always sleep in the dormitory” the right sentence is “The students always sleep in the dormitory”. Then, the errors made by S21 are showed below:

1. I have friend => I have a friends
2. Reza always sleep => Reza always sleeps

The student errors made by S22 “He become motivation for people” the right sentence is “He becomes motivation for people”. The errors made by S25 “I 17 years old” the right sentence is “I am 17 years old”.

b. Addition

There are some finding that has been found in this research. The further finding will show in the explanation. The errors made by S2 “I am like” the right sentence is “I like”. Then, the errors made by S5 are presented below:

1. He is very like playing game => He very likes playing game
2. He is enter team e-sport from Indonesia => He enters team e-sport from Indonesia
3. He is ever winner in berlind and Dubai => He ever win in Berlin and Dubai
4. He is always winner event => He always win event
5. I am like him => I like him
6. He is like dress up => He likes dress up

The errors made by S6 “You can visiting my house” the right sentence “You can visit my house”. The errors made by S7 “All students must used English” the right sentence is “All Students must use English”. The errors made by S8 “I am study” the right sentence must be in “I study”. The errors made by S9 same with the S8. Then, the errors made by S15 “I am have dream” the right sentence is “I have a dream”. Further errors made by S22 “He is have many knowledge” it must be in form “He have many knowledge”. The last errors made by S23 “The price it is 12.000” the right sentence “The price is 12.000”.

c. Misinformation

There are some finding from the data errors made by the students. The first errors made by S1 “My body is fat and hight” the right sentence is “My body are fat and high”. Then, the errors made by S2 are showed below:

1. Galang have a big body => Galang has a big body
2. He friend in every night => His friend in every night

The errors made by S4 “In my class have the strong security” the right sentence “In my class has the strong security”. The errors made by S5 are presented below:

1. He have very many subscribers => He has very many subscriber
2. I am like his -> I like him

The errors made by S6 “My hobby is playing music and have sport” the right sentence is “My hobbies are playing music and have sport”. The errors made by S7 “The build is very big and beautiful” the right sentence “The build are very big and beautiful”. S8 “My hobby is playing game and playing football”. The errors made by S9 “My hobby is playing football and sleeping

The right sentence “My hobbies are playing football and sleeping”. The errors made by S10 “How about him study in the university” the right sentence “How about his study in the university”. Here are the errors made by S11 shows below:

1. He long name => His long name
2. Maghfur is tall man and long hair => Maghfur are tall and long hair
3. Maghfur have brown ayes => Maghfur has brown ayes
4. He hobby is badminton, volley, and jogging => My hobbies are badminton, volley, and jogging

The errors made by S12 are presented below:

1. Zaki have a fat body => Zaki has a fat body
2. He dream is become => his dream is become

The errors made by S13 are showed below:

1. He have handsome face => He has handsome face
2. He also have high body => He also has high body

The errors made by S14 are presented below:

1. My hobby is plaing football and playing game => My hobbies are playing football and playing game
2. Football is fun and healthy => Football are fun and healthy
3. My most favourite game is FF and ML => My most favorite games are FF and ML

Then, the errors made by S16 is “My hobby is play games and sport” the right sentence is “My hobbies are playing games and sport”. The errors made by S17 “My hobby is reciting Al Qur’an and memorizing holy qur’an” the right sentence is “My hobbies are reciting Al Qur’an and memorizing holy qur’an “. The errors made by S18 are presented below:

1. Jasmine usually finded in mountain => Jasmine usually finds in mountain
2. Jasmine have good smell => Jasmine has a good smell

The errors made by S19 are presented below:

1. Chadwich have a best about fight => Chadwich has a best about fight
2. Chadwich have died => Chadwich has died

The student errors made by S21 “He have fat body” the right sentence “He has fat body”. The errors made by S23 “The cover book is my face and my fiends” the right sentence “the cover book are my face and my friends”. The errors made by S24 “The director is Abah and Umi” the right sentence “The director are Abah and Umi”. The errors made by S25 “It is not make me ugly” the right sentence “It doesn’t make me ugly”.

d. Misordering

There are some finding from the data for the “misordering” errors made by the students. The errors made by S1 “My food favorite is rice fried chicken noodle.” The right sentence “My favorite food is fried rice chicken noodle”. The errors made by the S2 “He is best my friend” the right sentence “He is my best friend”. The errors made by S6 “I Want to be musician but I can’t because that very impossible” the right sentence “I want to become musician but I can’t because that very impossible”. The errors made by S8 “My food favorite” the right sentence “My favorite food”. The errors made by S9 is

same with the S8. The errors made by S15 “I want to introduce herself” the right sentence “I want to introduce myself”. The errors made by S16 “I am school in” the right sentence “I am in school”. The errors made by S17 are presented below:

1. I will make a proud my parents => I will make my parents proud
2. He always makes my smile whatever my condition => He always make me smile whatever my condition

Regarding to the data finding above we can see in the table 4.2 below the total finding of the error analysis of simple present tense on the descriptive text. The data show detailed in the following.

Table 1 Total Error finding

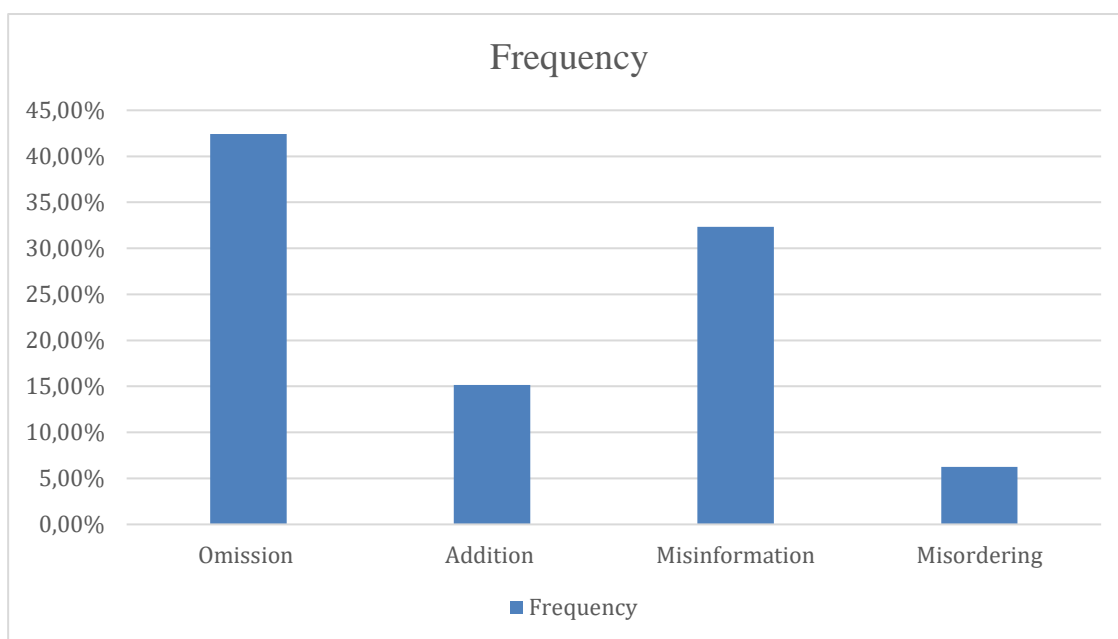
Students	Types of errors			
	Omission	Addition	Misinformation	Misordering
S1	4	-	1	1
S2	5	1	2	1
S3	4	-	-	1
S4	-	-	1	-
S5	1	6	2	-
S6	1	1	1	1
S7	1	1	1	-
S8	-	1	1	1
S9	-	1	1	1
S10	2	-	1	-
S11	1	1	4	-
S12	4	-	2	-
S13	2	-	2	-
S14	4	-	3	-
S15	3	1	-	1
S16	1	-	1	1
S17	1	-	1	2
S18	1	-	2	-
S19	-	-	2	-
S20	1	-	-	-
S21	2	-	1	-
S22	1	1	-	-
S23	-	1	1	-
S24	2	-	1	-
S25	1	-	1	-
Total	42	15	32	10
Percentage	42,42%	15%	32,32%	10%

2. The dominant error made by students in using simple present tense

Based on the data finding on the table 4.2 we can summarize the total of the data. the data showed the total frequency of the data and the percentage of error. The detailed data in the table 4.3 below. From the data we can see the dominant types errors is omission. The omission found the total 42 errors with the percentage 42,42% from the finding. Then, followed by the misinformation that found 32 errors with 32,32%. The 15 errors of addition with the percentage 15,15% findings from the data. The last one is misordering with 10 errors with 10,10%.

Table 2 Frequency of students' errors

No	Types of errors	Frequency of errors (total)	Percentage of errors
1	Omission	42	42,42%
2	Misinformation	32	32,32%
3	Addition	15	15,15%
4	Misoredring	10	10,10%
	Total	99	



Graph 1 The Frequently of the errors findings

3. The Students Competence in Producing Descriptive Text

Regarding to the finding above we can conclude that the students errors made by students categorize based on the total errors made from the students. The total errors were made by S4, S7, S8, S9, S10, S16, S18, S19, S20, S21, S22, S23 with total errors 1-3 it categorizes very good. Then the errors made by S3, S6, S13, S15, S17 with the total errors made by the students 4-5 errors and it categorizes Good. Then for the rest of the students with S2,S11, S12,S14 with the total errors 6-7 errors it categorizes Fair. Then for the last part is the errors made by S2, S5, it is Bad with the total errors 9 errors finding.

CONCLUSION

This discussions from prior chapters are to be summarized to achieved the purpose of the study. The summarizes may be concluded at explained further. The discussions from the prior chapters are to be summarized to achieve the purpose of the study. The summaries may be concluded that there were several finding on the errors analysis. There were omission, addition, misinformation, and misordering. This finding showed us how the errors finding. The dominant types of errors analysis is the omission 42 findings with 42,42% percentage finding from the data. Then, followed by the misinformation that found 32 errors with 32,32%. The 15 errors of addition with the percentage 15,15% findings from the data. The last one is misordering with 10 errors with 10,10%.

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