

Error Analysis of Using Simple Present Tense in Students Writing Descriptive Text at the Tenth Graders of SMKN 2 Kudus

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Abstract: The purpose of this study was to identify and describe the factors of student errors in using the simple present tense in writing descriptive text by class X students of SMK N 2 KUDUS. The researcher took 15 respondents from the lowest rank in the class as respondents from the document, and 5 respondents from the descriptive text results who made the most errors as respondents from the interview. The research design is a qualitative design. Data were collected from descriptive texts made by respondents as document analysis and interviews. Then the researcher analyzed and classified the errors in the student's work based on the types of errors according to Dulay (1982) which consisted of four categories, namely Omission, Misformation, addition, and misordering. To find out the factors of student error, the researcher analyzed the results of the respondents' interviews with Carelessness, Translation, and First Language. From the results of the study, the researcher found 45 errors in analyzing the simple present tense in writing descriptive text. The most common types of errors in analyzing are 25 errors in misformation errors, and the percentage is 55.5%. There are 14 mistakes in omission, and the percentage is 31.1%. Addition errors and misordering errors are at least 3 errors, and the percentage is 6.7%. The researcher found factors causing errors in the use of the simple present tense, consisting of carelessness or carelessness 28 errors or 80%, translation 6 errors or 17.1%, and first language at least one error, the percentage is 2.9%.

Key words: Error Analysis, Simple Present Tense, Descriptive

INTRODUCTION

English is the most famous language in the world. In a globalized world, the importance of English cannot be denied or ignored because it is the main language and the most commonly used language everywhere (Marzona, 2022).

In English, four skills must be known, namely speaking, reading, listening, and finally writing. Writing is a difficult skill for students. According to Dutta (2020), writing is the ability to communicate, which is very important in the life of every student. When writing, a person communicates his thoughts and feelings through visible symbols that can be understood not only by himself but also by others. This means that when we write, we can express our feelings and thoughts, moving from words to phrases and sentences to meaningful paragraphs.

Focusing on writing is impossible if students do not make mistakes in writing. Errors can occur in writing sentences or words. For students who are learning, errors in writing are a natural thing. Structures in English sentences are called tenses. Tense is a grammatical structure that students find difficult because there are many kinds of it in English. Students should consider what type of tense to use whenever they want to speak or write. Students should also know the various characteristics of tenses, such as when each one should be used and how to use it in a sentence. Yuliawati (2022) stated that tenses are a form of verb that can

be used to indicate the time of the action or expressed by a verb. In other words, tense requires a sentence pattern, where the verb can change according to the pattern and time.

Most of previous According to Fadilah (2022), errors are rule-based, systematic in nature, based on internal principles, and free from arbitrariness. We can conclude that errors are based on performance, whereas errors are based on capability. Ability is a consistent and systematic deviation that reflects a learner's ability at a particular stage. Interlanguage transfer, interlanguage transfer, learning environment, and communication techniques are the four categories used to classify sources of error in his research (Brown, 1980). The researchers observed two sources of errors in the use of the simple present tense in the descriptive process produced by the students of SMAN 13 Bone: inter-lingual transfer and intra-language transfer. Interlanguage transfer, often known as negative transfer, is a major culprit. This refers to errors resulting from the intervention of the learner's native language.

In this study, the researcher found that errors often occur in the use of simple present tense in making descriptive text sentences. Students have difficulty using the correct simple present tense in descriptive text. So the researcher examines the types of error analysis using the theory of (Dulay et al., 1982) which consists of four types, namely omission errors, additions, misordering, and misformation. Misformation explains that formation errors are characterized by the use of the wrong morpheme or structure. Therefore, the researcher wants to identify and analyze the types of errors in the use of the Simple Present Tense. In learning descriptive, there are many problems. The researcher found a problem and made a statement What are the types of errors and the factors that cause the errors of using simple present tense in students writing descriptive text at tenth graders of SMK N 2 Kudus in the academic year of 2022/2023? The purpose is to identify the student's errors and to describe the factors of student's errors in using simple present tense in writing the descriptive text for a tenth-grade student of SMK N 2 Kudus in the academic year of 2022/2023. This research hopefully was useful for the next researcher who wanted to conduct similar research. The existence of this research was expected to be a reference and input for teachers, as well as to provide more practice and correction regarding simple presents to improve students' writing skills.

RESEARCH METHOD

The research design is a qualitative research. The purpose of using qualitative methods is to find errors made by students in writing descriptive texts that focus on the simple present tense. In this case, the researcher analyzed descriptive text using documents and interviews.

There were two types of data in this research. The first data were the types of errors such as omissions, additions, misformations, and misordering as proposed by Dulay (1982) in writing descriptive texts by tenth grade students. The second data was the cause of errors in writing descriptive texts by tenth grade students. The first data source was obtained from the fifteen descriptive texts written by the lowest ranking students in the tenth grade of SMK Negeri 2 Kudus in the academic year of 2022/2023.

In collecting documents in the form of descriptive text using simple present tense. Before conducting the test, the researcher gave working instructions and a brief explanation of the simple present tense and descriptive text. After that the researcher gave 50 minutes to write a descriptive text using the simple present tense. After getting the results of the error analysis, the researcher conducted interviews with 5 students who made the most mistakes. Before conducting the interview, the researcher prepared questions that referred to student errors.

RESULTS AND DISCUSSION

A. Types Of Error Analysis Of Simple Present Tense In Students Writing Descriptive Text

After collecting the data from the text of descriptive text which have been done by the tenth grade of SMK N 2 Kudus. The researcher found some errors made by students in using simple present tense in their writing descriptive text. There were 15 respondents made a descriptive text. The research analyzed the type of errors based on the theory by Dulay et al., (1982) such as Omission, Addition, Misinformation, and Misordering. The result of the types of error analysis are presented in the following tables :

Table Of The Percentage Of The Stundets' Types Of Errors

Below is the frequency of students' types of errors based on the surface taxonomy such as Omision, addition, misformation, and misordering. The result of the finding is presented below:

| STUDENTS | ERRORS CLASSIFICATION | | | |
|------------------------|-----------------------|------------------|-----------------|-----------------|
| | Omission | Misformation | Misordering | Addition |
| Student 1 | - | 1 | - | - |
| Student 2 | - | 2 | - | - |
| Student 3 | - | 1 | - | 1 |
| Student 4 | - | 1 | - | - |
| Student 5 | 1 | 1 | - | - |
| Student 6 | 5 | 1 | - | 2 |
| Student 7 | 1 | 2 | - | - |
| Student 8 | 1 | 1 | - | - |
| Student 9 | 1 | - | 1 | - |
| Student 10 | - | 2 | - | - |
| Student 11 | 2 | 3 | 1 | - |
| Student 12 | 1 | - | - | - |
| Student 13 | 1 | 5 | - | - |
| Student 14 | - | 2 | 1 | - |
| Student 15 | 1 | 3 | - | - |
| Total | 14 Errors | 25 Errors | 3 Errors | 3 Errors |
| Percentage | 31.1% | 55.5% | 6.7% | 6.7% |
| Total of Errors | 45 | | rrors | |

B. Factors that cause errors in analyzing the simple present tense in writing descriptive text

The interview was given to students of SMK Negeri 2 Kudus with a total of 5 students. The interview was conducted with knowing the factor that causes errors in descriptive text. 5 students participated in the interview and responded to the following seven questions:

Table The Result of the Factor that cause the error based on the interview

| No. | Questions | Result |
|-----|--|--|
| 1 | Why do you always use the verb "ing in your sentences? | Most of the students using verb-ing in simple present tense sentences didn't know about the use and the rule of sentence, so the students tend to use verb-ing considering the type of tense. Another written considers verb-ing as a verb that can be spoken about or describes activities of daily life conveyed in a sentence. |
| 2 | Why do you always use verb 2 in the simple present tense? | Most students use two verbs in writing simple present tense sentences because students do not know the rules for using verbs 1 and verb 2 in sentence structure. Other students assume that in constructing sentences they use two verbs in one sentence. students pay less attention to the rules of the verb structure. |
| 3 | Why do you always use aux (do/does) in nominal sentences? | Many students do not understand the use of aux or nominal sentences, so properly the students always make a lot of errors. Other students always use pronouns (do/does) to think they are simpler in meaning, they don't even know the structure or rules of the sentence are wrong. |
| 4 | Why do you use "to be" (is) in the subject (I, You, We, They)? | The students had difficulty in learning about the use of to be (is), they made some errors while using tobe in their sentence |
| 5 | Why do you use the verb (s/es) in the subject (I, You, We, They)? | The students in compiled sentences didn't pay attention to the form of the subject, because students did not understand the correct sentence from structure rules, so it made a carelessness in sentences. |
| 6 | Do you tend to translate your word to your native language, before making a sentence or word | All students used google translate as a language translator when they found it difficult to construct sentences. students realize that their ability in English is still far from good so they don't know how to write something without translating it first. That's why students tend to translate everything using google translate for fear that students will make some mistakes. |

| | | |
|---|--|--|
| 7 | Why is carelessness the cause of your mistakes in writing descriptive text using the simple present tense? | Most students were translating Indonesian into English using google translate, and students do not see whether the sentence structure is correct or not. So that students made careless in writing descriptive text which can cause misunderstanding to the reader |
|---|--|--|

Table of the percentage of The Stundets' cause of errors

Below is the frequency of the students' cause of errors based theory on Norrish's (1987) cause consists of three categories: carelessness, interference from the first language, and translation. The result of the finding is presented below:

| STUDENTS | CAUSE OF ERRORS | | |
|------------------------|------------------|----------------|-----------------|
| | Carelessness | First Language | Translation |
| Student 1 | 6 | - | 1 |
| Student 2 | 5 | 1 | 1 |
| Student 3 | 5 | - | 2 |
| Student 4 | 6 | - | 1 |
| Student 5 | 6 | - | 1 |
| Total | 28 Errors | 1 Error | 6 Errors |
| Percentage | 80% | 2.9% | 17.1% |
| Total of Errors | 35 Errors | | |

DISCUSSION

A. Types of Error Analysis of Simple Present Tense in Students Writing Descriptive Text

From data collection, the researcher collected 45 errors. Based on these errors, the researcher focused on analyzing the simple present tense based on surface strategy taxonomy. There were many papers of errors in the analysis of simple present in descriptive text with the code students written as S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15.

In this research, the researcher would classify the errors in the students' writing produce omission, misformation, and misordering according to the theory of Dulay et al., (1982).

From Table 4.2, the researcher found the errors of omission. The omission was defined as the absence of a component that is genuinely necessary for a well-written piece of writing (Hasanah, 2017). The researcher found 14 errors in the students' errors. The percentage of omission was 31.1%. In this research, students miss some required elements. Students omitted the item that should appear in the sentence. Out of 14 errors, there were errors of 1 subject, 8 verbs, 3 nouns, and 2 articles. First, errors with nouns, the students omitted the necessary noun in committed sentences by Students 7 (S7), following example :

- *"I have two best **friend**"* (incorrect)
- *"I have two best **friends**"* (correct)

So, in the noun need added -s, the correct one was *"I have two best friends"*.

The errors were misformation errors. According to H. Siregar & Zuriani, (2020), The incorrect morpheme or structural form is what distinguishes these errors. It results from using words in the wrong order. Errors can occur in singular nouns, plural nouns, subjects, object prepositions, verbs, or word spelling. The following examples: From the errors, the researcher found that most errors occurred in misformation. Sentence produced by students. for example

- *"He **lovers** French friends"* (wrong sentence)
- *"He **loves** French friends"* (correct sentence)

Committed by students S3

The error in the sentence was found in the verb "lovers" because students made word errors in verbs and information errors. Inside the sentence, said that he loves french fries. So, the correct sentence was *"He loves french fries"*.

Addition errors. The opposite of omission errors was an addition error. It may be identified by the existence of anything that should not be in a well-written document (H. Siregar & Zuriani, 2020). The researcher found 3 errors in student errors. Which has a negligence percentage of 6.7%. In this study, students experienced missing several important elements needed, from 3 errors students had omitted items that should have appeared in sentences. Students remove necessary nouns in sentences made by students, for example :

- *"His response was very **pleasant**"*, in this sentence is wrong.
- *"His response was **pleasant**"*, the correct sentence

Committed by students S3

So, in the word pleasant there was the addition of n which should not be in the word element. So, the correct one was "His response was pleasant".

The researcher found some errors in the text in Misordering. According to Vera et al., (2019), the wrong placement of a morpheme or collection of morphemes in a piece of well-formed literature is what distinguishes this sort of error. In this study, the researchers found 3 errors in student errors. These errors have a negligence percentage of 6.7%. In this study, students experienced missing important parts needed, there were 3 errors from students who had omitted items that should have appeared in the sentence. There were several omissions of items made by students, resulting in inaccuracies in the arrangement of words in sentences. For example :

- *My friend name **I mean** is Adi* (incorrect sentence)
- *My friend' name is Adi* (correct sentence)

Committed by students S14

The sentence above shows, there was a word error that should not be used in the sentence. The word that needs to be removed was *I mean*. so that it becomes the correct sentence, "*My friends name is Adi*".

From the data above, all errors were 45 errors. The most type of error in analyzing the simple present tense in writing descriptive text were 25 errors in the misformation errors, a percentage was 55.5%. the omission errors were 14 errors, and the percentage was 31.1%. the least errors in the addition and misordering errors were 3 errors, the percentage were 6,7%.

B. Factors that cause errors in analyzing the simple present tense in writing descriptive text

Causes of Errors According to Norrish (1987) divides the causes of errors into three categories: carelessness, distraction from the first language, and translation. Below the results of the interview explain the three categories of sources of error:

a. Carelessness

To find out the causes of errors, researchers used interviews to obtain data on the causes of errors. The interview was conducted by taking a participant test totaling 5 people from the best students in the class. Based on the findings obtained by the researcher from the interviews, it can be seen that most of the students said that carelessness was the main factor causing errors in analyzing the simple present. Of these results, there are 28 errors or 80% in carelessness.

Most students who use verb-ing in simple present tense sentences do not know the usage and sentence rules, so students tend to use verb-ing to remember the type of tenses. This is based on the answers from student 4 who said that "*they don't know the rules in tenses so they tend to use verb-ing without considering the type of tenses*". Other written undergraduates consider verb-ing as a verb that can be pronounced or describes activities of daily life conveyed in a sentence.

Carelessness can occur in several aspects of students' writing. This can happen to students who use verb 2 in the simple present tense. Based on the answers from student 1 who said that "*I often use v2 in simple present tense sentences because I describe my activities at a certain time*". Verb 2 shows a verb with a lighted time so that the time signal does not apply in the simple present tense in writing descriptive text. In addition, other factors cause why students to make errors in using past verbs in writing descriptive texts that "*Students already know which ones are verb 1 and which are verb 2, so they only use them based on their feelings*". So that students do not understand the material given by the teacher regarding verb 1 and verb 2. It can be concluded that carelessness can be taken from several sides of students in writing such as the use of inappropriate verbs, auxiliary, and to be.

This finding is in line with previous research (Hasyim, 2002). Those researchers revealed that Carelessness is often closely related to a lack of motivation. Many teachers admitted that it is not always the student's fault if he loses interest, perhaps the material and/or presentation style does not suit him.

b. First Language

Most students make errors in their first language with an error of 1 or a frequency of 2.9%. This was the lowest error frequency because students were still influenced by their mother tongue in writing descriptive texts using the simple present tense. Where they think the words they wrote to make in the sentence are true. They were still influenced by their habits when making sentences using their mother tongue (Indonesian), where they think that the formation of the words they write to make in the sentence is correct. Meanwhile, the formation and

structure of adjectives in English and Indonesian are very different. Where students are still influenced by their mother tongue in writing descriptive texts using the simple present tense. Some of them still make mistakes in using the simple present tense. Students are still influenced by their ideas, and they think that the words they choose are appropriate and appropriate to be made in descriptive text sentences. Where students put inaccurate adjectives to be modified into a sentence. Where in making sentences in descriptive text, one must determine the word that is late following the specified theme. Even though the meaning of the words is the same, students must make the correct sentence structure to make it easier for the reader to interpret the meaning of the sentence, so that the meaning of the sentence was clear.

c. Translation

The last error rate was translation, with a total of 6 errors or a frequency of 17.1%. From the results of student interviews, several students translated their first language sentences into English word for word. The students are still influenced by their mother tongue in writing descriptive texts using the simple present tense. Some of them still make mistakes in using good and correct sentences according to English rules, students use the simple present tense structure in Indonesian rules. So that students still like to be confused or upside down in placing subjects, verbs, adjectives, and nouns in making sentences. According to students in making sentences in English and Indonesian, the formation and structure of sentences are the same, but very different. As we know, the answer of student 3 is "Students rely on Google translate as a translator and after finding the results of the translation, students immediately write without seeing whether the verb is correct or not" The rules contained in the simple present tense are often ignored by students so students cannot modify properly and correctly. Most of the students use Google Translate, don't understand about the topic that they have learned, and sometimes the teaching method used by their teacher is not something students like, that's why students just do the work or assignment without giving so much attention. This finding supported previous research (Suhono, 2017). Those researchers revealed that These errors happened because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.

CONCLUSION

After analyzing the students from the writing a descriptive text and interview, the research found that the types of errors of using simple present tense in students writing descriptive text at tenth graders of SMK N 2 Kudus, which consists from the type of errors committed by the students are Ommision, Addition, Misformation, and misordering. And then the source of the factors that cause the errors of using simple present tense in students writing, consists are Carelessness, First Language, and Translation.

The types of errors of using simple present tense in students writing descriptive text at tenth graders of SMK N 2 Kudus are Misformation Errors (25 errors or 55.5%), the omission errors (14 errors, or 31.1%). the least errors in the addition (3 errors, or 6.7%) and misordering errors (3 errors, or 6,7%).

The factor of cause errors using simple present tanse, consists Carelessness are 28 errors or 80%, Translation are 6 errors or 17.1%. The least, translation are one errors, the percantage is 2.9%.

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