

## **ERRORS ANALYSIS OF STUDENTS' DESCRIPTIVE TEXT IN USING SIMPLE PRESENT TENSE AT TENTH GRADE OF SMAN 2 SAMPANG**

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### **Abstract:**

Language is used in daily of life for making interaction with another people in form of sound and symbol, in order that they can express their ideas, thought, feeling, opinion, and intention to other. There are two problem, first what kinds of errors faced by the students of SMAN 2 Sampang in using simple present tense in descriptive text? And the second what are the causes errors made by the students of SMAN 2 Sampang in using simple present tense in descriptive text?. First to describe the kinds of errors faced by the students of SMAN 2 Sampang in using simple present tense in descriptive text. to identify the causes of errors faced by the students of SMAN 2 Sampang in using simple present tense in descriptive text. this research the researcher was designed by using qualitative research method because the researcher only analyzed data collection without any statistic procedure. The data will be gathered from interview and document. the analyzing of the data conduct gather the information that the research obtains form various sources, observation, interview, document analysis. the result above, this study is suggested for the teacher should give more motivation and support to the students to learn English hardly, so the students can be interested and spirit in grammar genre. And for the students should give more attention to the teacher explanation, so they really understand what the teacher explanation.

**Keywords:** *students' descriptive text and simple present tense*

### **INTRODUCTION**

According to Bell (1981:19), Language is forms, sounds, and, letters, combined into larger units such as words, sentences and so forth. It is used in communication between two forms both are orally and written. Language as the interactional function to interact with other social or emotionally. Language is used in daily of life for making interaction with another people in form of sound and symbol, in order that they can express their ideas, thought, feeling, opinion, and intention to other.

English has been used by the people in the world, not only in Eropa country but also Another country used English language. English has many interrelationship with various aspect. It is used as tool to the development of sience, technology, and culture. English has

dominated world communication both are speaking and writing. In Indonesia, English is a foreign language. It means English is the second language for Indonesia.

As Indonesian who learn about foreign language, surely always make mistakes and errors in their english learning process. It is normal for anyone who learns about foreign language wich is different form with his mother tongue. English teachers realize that one of the subject wich difficult is English because the construction of sentences in Indonesia language is different with English language.

There are four basic skills that learned in studying English, those are Listening, Speaking, Reading, and Writing. Writing is one of four English language skills to the expressing of thought, ideas, opinion, and

elling. The education in Indonesia writing skill is very important as other components of language skill that the students should be master. There are many kinds of genre. Those are : narrative, anecdote, description, procedure, recount, hortatory, report, and news item. It is learn how to write well for the student so they can write the genre correctly.

Descriptive text is text wick to describe about significant object. It describe about a particular thing, person, animal, and place. According to Oshima and Hogue (2007:61) descriptive writing appeals to the senses, so it tells how something look, smell, feel, taste, and sound. The general structure of descriptive text is consist of identification and description.

One of the point that has attention in writing descriptive text is using simple present tense. According to Korhn (1971), Simple present tense is tense denoting an action happening in this time. This tense is used to explain something in general. This tense not only explain about something that happen now, but it is used to explain something is true in general. Azar (1989:6) states that the simple present tense is expresses about situation or event that usually, always, and habitually.

The student in the tenth grade of SMAN 2 Sampang still made errors in descriptive text. The student still confused in descriptive text about tense (simple present tense) and the student forgot to use the tense especially simple present tense. For example *She eat rice* the right sentence is *She eats rice*. So, the researcher chooses descriptive text in his research because the students still confused in making descriptive text especially in tense (simple present tense).

### **Review of Error and Mistake**

Error is a common thing that happens in teaching and learning process of language. Hedge (2000:289) stated that the error is an unavoidable part of language learning. In addition, Hedge (2000:289) stated that "error is now seen as reflections of learner's stage of interlanguage developmet". Error is one of the inescapable processes that happen in learning the interlanguage.

### **Types of Error**

There are four types of errors that stated by Dulay, Krashen, and Burt (1982:150). The student often conduct four types of error in making sentence. They are :

#### a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. (Dulay, 1982:155). For example: Nadia President new company.

The right form of the sentence is Nadia is the President of the new company.

#### b. Addition

Addition errors are the opposite of the omission. There are three types of addition errors, they are:

##### 1) Double marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions. For example: He doesn't knows my name.

The marker for tenses is doubled (both of them are simple present tense)

##### 2) Regularization

Regularization is a type of errors which a marker is added to a linguistic item is erroneously. for example: the word of "readed" the correct past tense is "read", not readed.

##### 3) Simple addition

It is addition error that is double marking or regularization. All addition errors is no particular feature, it is use of an item should not appear in well-form utterance. For example: the fishes doesn't live in the water.

That is wrong sentences, there is adds "does" for fishes. The right sentence is " the fishes don't live in the water"

#### c. Misformation

Misformation is the wrong of morpheme or structure. Some of students misform "be" (is, am, are), auxiliary verb (have/has) and object pronoun. In addition, misformstion is using the wrong forms in a sentence. For example: "he have a tall body", the correct sentence is "he has a tall body". She is speak English, the correct sentende is. She speaks English.

#### d. Misordering

Misordering is defined by the placing the incorrect morpheme. Some students felt difficulties to put the noun and adjective in a correct sentence. In addition, it happens due to the differences between the word sequence in English and Indonesia (Saad and Sawalmeh, 2014). For example: he has a hair long and black, the correct sentence is he has a long black hair.

### **RESEARCH METHODOLOGY**

In this research the researcher was designed by using qualitative research method because the researcher only analyzed data collection without any statistic procedure. Maleong (2004:2) stated that qualitative method research is a type of research that does not include calculation or number.

The researcher gave a material about descriptive text before collecting the data. Then, the student's write a text of descriptive text. After that, the researcher look for and classified the student's writing error. The researcher could identify the error and describe the type of error based on grammar, the errors can be class of noun, verb, adverb, adjective, conjunction, and preposition, etc. (James, 1998:104-104).

Qualitative research is a study that primarily on the collection of qualitative data by the purpose to describe, to decode, and to draw a meaning from naturally occurring phenomena that can not be understood numbers. The researcher want to know the student's ability in writing descriptive text at the tenth grade students of SMAN 2 Sampang in academic years 2019/2020.

Arikunto (2002:136) argues that the method of research is the various ways in which researcher in collecting data research. The data will be gathered from interview and document.

#### **Interview**

The interview is a form of data collection which questions were asked by orally and the students' responses were recorded, either clear or summarized (Mc.Milan, 2012:167). Stainback (1998) stated that interviewing provide the researcher a mean to be more understanding of how to participant interpret a situation or phenomenon, than can be achieve through observation alone. Blaxter,

Huges, and Tight (1996:158), there are three kinds of interview:

#### **Observation**

(Melong, 2010:) stated that the observation can be classified into participant observation and non participant observation. The participant observation is an observation where an observation becomes a member of group or organization. While the non participant observation is a procedure in which the observer observes in a natural setting and it is not an actual participant in a particular group or organization.

In this research, the researcher used a participant observation because the researcher involved in the class that the researcher give some question to the students to know the student ability in writing especially in descriptive text.

#### **Document Analysis**

Moleong (2007:39) stated the written documents are source of research which often have important role in qualitative research. The documents that used in the research has many advantages. It functions as evidence for testing and it has characteristic. So, it is appropriate to qualitative research.

According to Arikunto (2006:158) document means everything which is written. In this research, the researcher used a document analysis in the form of the students written descriptive text. Then the researcher analysis the result that has written by the students descriptive text based on grammatical structure of descriptive text.

### **RESEARCH FINDING**

After collecting the data, the researcher found some results of students' errors in using simple present tense in writing descriptive text. The students have some difficulties in writing descriptive text. They are: addition, omission, misformation, and misordering. It could be seen from the students writing result.

### **RESEARCH DISCUSSION**

#### **Additional of article**

1. she also a becomes an indonesia celebrity chef, she always cooks a delicious food

From the example text above, in this case, the participant does not know the use of article

for a singular countable noun. The word "become" is verb. So, it does not need an article. We should write correct is *she also becomes an Indonesia celebrity chef*.

2. Glows in the light of the a moon.

From the descriptive text above, in this case, the participant used two articles. if there are two articles we must take one of the article that wrong in the sentence. So, that msut be take is "a" in the sentence. And the correct sentence is *glows in the light of the moon*.

3. Andika has a sharp nose and he also a has good body.

From the text above, the mistake occur because the student still does not know the used of article that only used for making noun, especially for article "a" that used for singular contable noun. From the incorrect sentence above can be suggested that the correct sentence is *he also has good body*.

4. I hope this doll is not an broken quickly.

From the example of the descriptive text above, the student still understand the used of an article. The article of "a" and "an" only used for singular countable noun. The word of "broken" above is verb, so it does not need an article. And the correct is *I hope this doll is not broken quickly*.

#### **Additional of plural**

1. He has a long tails and big body.

From the text above, the word of "tails" is wrong, because the noun of that word is singular form, so we do not need add "s" after the word of "tail". The correct one is "*he has a long tail*".

2. she has got brown skins.

From the net example of descriptive text above, the word of "skins" is wrong, because the noun of that word is singular form, so we do not need add "s" after the word of "skin". The correct is "*she has got brown skin*".

3. He has a long tails and big body.

From the example of descriptive text above, the word of "tails" is wrong, because the noun of that word is singular form, so we do not need add "s" after the word of "tail". The correct is "*he has a long tail*".

4. he has a long tails, he likes to play with it, he also always try to catch his

tall, sometimes I also like to hold him in my hand, when I hold him like that he will fall.

From the text above, the word of "tails" is wrong, because the noun of that word is singular form, so we do not need add "s" after the word of "tail". The correct one is "*he has a long tail*".

5. he is eat fish and drink milk.

From the example text above, the word "school" is wrong because the that word is singular form. So we do not need add "s" after the word of "school". And it should be *it plays with me when i come back from school*.

#### **Additional of auxiliary**

1. he is eat fish and drinks milk.

From the text above, the error occur because the participant does not follow the rules. The student think that all type of sentence use auxiliary after subject. The tobe "is" should be eliminated from that sentence to be correct form. The correct is *he eats fish and drink milk*.

2. I am use it everyday.

From the text above, this error occur because the participant does not follow the rules. The participant consider that all type of sentence must use auxiliary after subject. Especially subject "I" that followed by "am". After subject "I" not need "am" if the verb before. And should be *I use it everyday*.

#### **Omission of article**

1.    cat kills rats,

From the example of descriptive text above, the word of "cat" is countable noun. Thi error occurs because the participant still do not know about the use of an article wether define and indefinet article. From the incorrect above, it can be suggested that the correct one is *the cat kills rats*.

2. He is    university student.

From the text above, this error occur because in the blank space there is an article. This error occur because the participant does not know the use of the article. The correct one is *he is a university student*.

#### **Omission of plural**

1. In the garden there are some flower

From the xample of the text above, the participant do not know the form of plural form. If it is the plural noun, it can be added by *-s / -es* after noun. a single form without additional of *-s / -es*, if using *are* the form should be plural, and using *is* the form should be singular. So, From the correct one is *there are some flowers*.

2. he has long ear\_ and a short tail.

From the descriptive text above, the participant do not know the form of plural. If it is the plural noun, it can be added by *-s / -es* after noun. a single form without additional of *-s / -es*,if using *are* the form should be plural, and using *is*. the form should be singular. From the correct one is *He also has cute red big eyes*

3. Cats are different color\_.

From the xample of the text above, the participant do not know the form of plural form. If it is the plural noun, it can be added by *-s / -es* after noun. a single form without additional of *-s / -es*, if using *are* the form should be plural, and using *is* the form should be singular. From the correct one is *Cats are different colors*.

#### **Omission of be**

1. She \_ a unique woman

From the text above, this auxiliary usually accompanies main verb, it can not stand alone and it is used to add functional or grammatical meaning of the clause. This auxiliary of the form of bo “ *is* “. It always accompanies adjective or noun. the correct is *she is a unique woman*

2. his hair \_ white,

From the example of the descriptive text above, the error above is omission of be (*is*). This error occur because the student does not know the used of be. The correct one is *his hair is white*.

3. her skins \_ white,

From the example of the descriptive text above, the error above is omission of be (*is*). This error occur because the student does not know the used of be. The correct one is *his hair is white*.

4. He \_ really playful,

From the text above the sentence need s linking verb because there is a compliment. This error occur because

the participant does not master in English grammatical structure yet, especially about linking ver / to be. It can be *he is really playful*.

5.I like Panda because they \_ cute.

From the example of the descriptive text above, the error above is omission of be (*is*). This error occur because the student does not know the used of be. The correct one is *I like Panda because they are cute*.

#### **Misformation errors of auxiliary**

1. **It's** eyes and ears are very cute

From the example text above is not well formed, because the participant do not use appropriate auxiliary / to be and verb in the sentences. The well formed is *it has eyes and ears are very cute*.

2. **It's** two cameras located on the back side and on the front side.

From the example text above is not well formed, because the participant does not use appropriate auxiliary / to be and verb in the sentences. The well formed is *it two cameras located on the back side and on the front side*.

#### **Misformation of tense**

1. He **is** also has oval face,

From the text above, this error happens because the participant does not master in English grammatical structure well. she always tend to use linking verb after subject in verbal sentence, especially subject “*he*” in the sentence above, the correct one is *he also has oval face*.

2. He **is** also has cute red big eyes.

From the text above, this error happens because the participant does not master in English grammatical structure well. She still confused in using main verb. she always tend to use linking verb after subject in verbal sentence, especially subject “*he*” in the sentence above, the correct one is *he also has cute red big eyes*.

3. He **is** look very cute adorable. Belo weigh around 5 kg. his body is fat and his fur is also very thick.

From the example of descriptive text above, this error happens because the participant does not knpw the use of main verb and linking verb or she can not differentite between main verb and linking verb. The correct one is *he looks very cute adorable*.

### **Misordering Errors of modifier**

#### 1. It has cute face and **soft very**.

From the text above, this error because the student does not know how to place an adjective, in this case the student do not know the position of adjective “soft” that should be palced after “very”. It should be *it has cute face and very soft*.

#### 2. there **some are** feathers that grow on the nose,

From the example of the descriptive text above, this error because the student does not know how to place an adjective, in this case the student do not know the position of the word “some” that should be palced after “are”. It should be *there are some feathers that grow on the nose*.

#### 3. this animal **four has** feets very much and thick fur, often used to make coats.

From the example of the descriptive text above, this error because the student does not know how to place an adjective, in this case the student do not know the position of the word “four” that should be *palced* after “has”. It should be *this animal has four feets*.

### **The Causes of Student’s Writing Descriptive text Errors**

There are three causes that faced by the participants. The first is the students do not like the material of English. The second is the students are lazy to study English because they are not understand the material of English.

#### **The students do not like the material of English**

The student who difficulty in writing descriptive text because they do not like the material of English.

##### 1. Siti Annisah

From the interview with the student, Annisah feel difficult in writing descriptive text. She did not know in making descriptive text because she did not kno the used of verb and she feel confused in English. She said that she do not like the material of English. She think that the English is difficult and confused.

From the result of recording an interview with the student name is Annisah, she do not like the material of English.

The researcher: berdasarkan deskriptif teks yang kamu tulis, menurut kamu sulit tidak? (*based on your result writing descriptive text, it difficult or not?*)

Annisah : iya mas, sulit banget mas (*yes, it so difficult*)

The researcher: apa yang membuat kamu sulit dalam membuat teks deskriptif? (*What is the causes that make you difficult in making descriptive text?*)

Annisah : aku gak tau cara bikin teks deskriptif mas, ga tau kata kerjanya bentuk ke berapa, terus membingungkan juga. (*I did not know how to make descriptive text, and the using of verbal, and make me confused.*)

The researcher: apa penyebabnya kok sampai kesulitan dalam membuat teks deskriptif? (*what is the causes that you fe;t difficult in making descriptive text?*)

Annisah : aku gak suka sama pelajaran bahasa inggris mas, karna bahasa inggris itu satu kata bisa punya banyak arti, dan juga membingungkan. (*I do not like with English lesson, because the English is one word has more meaning and so confused.*)

#### **The students are lazy to study English**

The student that difficulty in writing descriptive text because the students are lazy to study English.

Moh Rangga Prasetyo

From the interview with the student, Rangga felt difficult in writing descriptive text. He said that he feel difficult how to make descriptive text and he did not know the uses of verb that will be used in sentence. He have difficulty because he is lazy to study English.

From the result of recording an interview with the student name is Rangga, he is lazy to study English.

The researcher: berdasarkan deskriptif teks yang kamu tulis, menurut kamu sulit tidak? (*base on descriptive*

- text that you wrote, it difficult or not?)
- Rangga : gak gampang mas, susah. (it not easy, difficult.)
- The researcher: apa yang membuat kamu sulit dalam membuat teks deskriptif? (what is that make you difficult in making descriptive text?)
- Rangga : saya gak tau cara bikin teks deskriptif mas, bingung sama kata kerja yang akan di gunakan. (I did not know how to make descriptive text, and confused with the uses of verb.)
- The researcher: apa sih penyebabnya kok sampai gitu, kan sudah di jelasin? (what is the causes, it have been explained by your teacher right?)
- Rangga : iya mas, tapi saya males banget belajar bahasa inggris jadi lupa semua. (yeah, but I am lazy to study English so, I forget all of the material.)

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