

## AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT BY NINE GRADERS

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### Abstrak

Penelitian ini dilakukan berdasarkan fenomena yang terjadi di sekolah. Siswa memiliki nilai rendah dalam teks deskriptif mereka. Mereka mengalami kesulitan dalam menulis kalimat menggunakan *simple present tense*. Oleh karena itu, penelitian ini menganalisis kesalahan dalam menggunakan *simple present tense* pada penulisan teks deskriptif yang diproduksi oleh siswa kelas IX. Tujuan penelitian ini adalah untuk mengklasifikasikan beberapa jenis kesalahan yang sering dilakukan oleh siswa, sebagian besar siswa menggunakan *simple present tense* dalam penulisan teks deskriptif di kelas 9. Tipe kesalahan yang dibuat oleh siswa adalah *omission*, *addition*, *misformation*, dan *misordering*. Dari semua tipe tersebut, kesalahan tipe *omission* adalah yang paling mendominasi.

**Kata Kunci:** teks deskriptif, *simple present tense*, analisis kesalahan

### Abstract

*This research was conducted based on the phenomena that occurred at school. Students had low scores in their descriptive texts. They have difficulties in writing sentences using the simple present tense. Therefore, this research discusses the analysis of errors in using the simple present tense in writing descriptive texts that are produced by nine graders. The purpose of this research is to classify several types of errors that are often made by students, most students use the simple present tense in writing descriptive texts in 9<sup>th</sup> grade. The types of grammatical errors made by the students are omission, addition, misformation, and misordering. Among those errors, the most dominant ones are omission.*

**Keywords:** *descriptive text, simple present tense, error analysis*

## INTRODUCTION

English is one of the international languages used in countries throughout the world, including Indonesia. Because English is an important language for communication, it is done for Indonesian education and has the main goal of developing four skills to achieve communicative competence. In Indonesia, English is not only taught at universities, but also in high schools, junior high schools, and elementary schools (Mardiyah, Saun, & Refnaldi, 2014).

English has four skills: speaking, listening, reading and writing. Writing is very important for a student, considering that it is now a modern digital era, so writing activities are now rare. Writing is one of English skills which ought to be mastered by students, but in mastering it, students obtain problems more problems than other skills like using vocabularies, arranging sentence, using grammar, so forth. Writing is considered to the difficult skill to learn, it is supported by Nunan (1991), In writing activities, there are several kinds of writing texts:

narrative texts, descriptive texts, exposition texts, procedural texts, anecdotal texts, report texts and news texts. Descriptive text is an essay that describes the condition of something so that it invites the reader to feel, hear, and see. This study will discuss the simple present tense errors in descriptive texts produced by nine graders.

## THEORETICAL FRAMEWORK

In a description type, the writer tries to analyze and explain an object with a purpose to reveal out its aspects and the nature of their interrelationship vividly. The descriptive text is one types of text that is often learnt by students, it is a text which written by a writer to tell a reader what someone or something is like. The descriptive text reveals human, animal, plant, view, voice, food, inanimate objects so forth by using description of five senses. The purpose of the text is to provide the clear information about the object what the writer describesto the reader. It is supported by Wishon and Burks (1980). In the research, Surface Strategy

Taxonomy is considered to analyze the students' error in writing descriptive text, meanwhile (Dulay, Burt, & Krashen, 1982).

Simple present tense is the one of the sistine basic tenses. According to Azar (2003, p. 2), "in general, the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future".

Nominal simple present tense

Positive	Negative	Introgative
Subject + verb (-s/-es)	Subject + do/does not + verb	Do/does + subject + ?

Verbal simple present tense

Positive	Negative	Introgative
Subject + to be + noun/adj/adv	Subject + to be not + noun/adj/adv	To be + subcject + noun/adj/adv + ?

## METHODS

The researcher used a qualitative technique to analyze the data. The researcher went through the following processes in conducting the analysis: identifying the data, classifying the mistakes depending on the categories of errors encountered, and generating conclusions and recommendations based on the data. To begin, the researcher read and examined each phrase to see if the students correctly employed the simple present tense. The following step is labeling the errors by using some codes based on surface strategy taxonomy, such as omission (o), addition (a), misordering (mo), and misformation (mf).

Then, the researcher classified and counted the errors from students' writing products into four types which based on surface taxonomy strategy; omission, addition, misordering and misformation. Then, the researcher listed the number of errors in the form of table. Moreover, the researcher provided the table as well as based on those four the errors' types. The researcher then creates a table based on the four sorts of errors to summarize the phrases. Furthermore, the In order to demonstrate the proper answer, the researcher writes the proposed adjustment in the same table. to prevent pupils from repeating the same

mistakes in the next task The researcher will be able to do so in this fashion.to be aware of the many sorts of errors that students make, as well as to recognize the most common errors produced by pupils by estimating the frequency of mistakes in utilizing present tense in writing descriptive text

## FINDING

In this research, the researcher analyses 2 data about descriptive text related to the research questions of the research. 2 data itself consist of two topics of descriptive text. It is about favorite person and place. The types of error are analyzed using Meilia and Sulistyawati's theory which consists of four types of errors. After analyzing all of the data that is found in the student's writing, the researcher determines the source of errors, the researcher gives initial name to explain the identity of the writer.

### Common Types of Grammatical Errors Made by the Students

The researcher found some types of error. Those types of error are omission of error, misformation error and misordering error. The classification of error is explained below.

#### Omission

The researcher found that in writing the story about a person, the students made grammatical errors in Omission, it can be seen below:

**"also keep advise me"**

**"she wear a veil"**

**"start from appetizer, main course until the dessert"**

**(Text 1 My Mother)**

The first is omission error in first story. Omission errors are described as the absence of an item that must appear in a well- formed utterance. The student translated it word by word and it becomes: "Also keep advise me". This sentence is grammatically incorrect because there is no subject in the sentence. The correct sentence should be "She also advises me" or "she also keeps advising me". In the first correction, the verb is followed by suffix- s because it is based on subject -verb agreement. Here is an example of error of omission of suffix-s, "she wear a veil". The sentence is incorrect because the student ignores the rule of subject- verb agreement. In

this sentence, the subject pronoun is indicated with she (singular). Verb which follows third person singular should be added by suffix s/es. The correct sentence should be “she wears a veil”.

**“It located at Lapangan”.**

**“The building height around 132 meters”**

**“for a long time, Monas be the tallest building in Jakarta”**

**(Text 2 Monumen Nasional)**

“It located at Lapangan”. Actually, in Bahasa Indonesia student wants to say “Dia terletak di Lapangan”. This sentence should be in the form of passive sentence and it needs be in front of past participle verb. Besides, conjunction and has some functions such as, connecting two or more noun, adjective in the sentence. It also can be used to connect two sentences as additional information but, each of sentences should have a subject. Therefore, the correct sentence should be, “It is located at Lapangan”. The researcher also found omission of be in descriptive text. Here is an example of omission of be, “The building height around 132 meters”. Sentence should has a subject, verb and object or it can use be as verb. It means the second sentence which is related by conjunction also need subject. The correct sentence should be, “The building height is around 132 meters”. Other example error found in the sentence, “for a long time, Monas be the tallest building in Jakarta”. The error is caused by using of be. The student does not explain be in detail form. It has to use is because the student writing context is simple present form. Here is the correct sentence, “Monas is the tallest building in Jakarta for a long time”.

### **Addition**

The researcher found that in writing the story the students made grammatical errors in addition, it can be seen below: “Monas builded in Jakarta, the capital of Indonesia”(Teks 2 Monumen Nasional). The last addition error is found in this sentence and it is called as regularization error. Here is the example, “Monas builded in Jakarta, the capital of Indonesia”. The verb builded is incorrect. Regularization error occurs when learners use regular marker in place of an irregular one. The verb build in the form of past participle should be changed into built, it is not appropriate to add -ed. The sentence is

in the form of passive sentence and it needs be in front of verb. The correct sentence should be,

**“Monas is built in Jakarta, the capital of Indonesia”**

**“They are play with family”**

**“we can see almost the whole of Jakarta city and many beautiful view in there”**

**(Teks 2 Monumen Nasioanl)**

Here is an example of addition of preposition. Student wants to write this sentence in English, “mereka bermain dengan keluarga”. Then, he translates into English, “they are play with family”. The meaning of are (adalah) is clear and it does not need put in there. The correct sentence becomes, “they play with family”. This source of error is also intralingual transfer. It is indicated when student fails to delete unimportant item which is not needed in the sentence “we can see almost the whole of Jakarta city and many beautiful view in there”. The meaning of there (disana) is clear and it does not need preposition in. The correct sentence becomes, “We can see almost the whole of Jakarta city and many beautiful views there”. This source of error is also intralingual transfer. It is indicated when student fails to delete unimportant item which is not needed in the sentence.

### **Misformation**

The researcher found that in writing the story the students made grammatical errors in misformation, it can be seen below :

**“I’m proud to have a mother like her”**

**“Her eyes is brown”**

**(Teks 1 My Motr)**

The example of error sentence is, “I’m proud to have a mother like her”. Some adjectives and verbs in English have its own pattern if it is combined with preposition. It means we cannot combine preposition with verbs and adjectives as we want. The sentence above is incorrect because the student tries to combine adjective with inappropriate preposition. The correct preposition can be combined with proud should be of. Here is the correct sentence, **“I’m proud of having mother like her”.**  
**“Her eyes is brown”.**

Is should be changed into are because my eyes indicate plural noun. It is called as Archi-form because the student substitutes auxiliary verb of

plural noun to the auxiliary verb of singular noun. The correct sentence should be,

**“Her eyes are brown”**

**“There are still many people come to Monas to watch and memories the history of Indonesian people’s”**

**(Teks 2 Monumen Nasional )**

Misformation error found in this sentence, “There are still many people come to Monas to watch and memories the history of Indonesian people’s”. The function of conjunction and in this sentence is to connect verb and verb. While, memories is a noun form and it should be changed into “remember” (verb form). The apostrophe-s also should be eliminated because Indonesian people has shown possessive noun. The correct sentence should be, “There are still many people come to Monas to watch and remember the struggle of Indonesian people”

### **Misordering**

The researcher found that in writing the story the students made grammatical errors in misordering, it can be seen below:

**“She is very lonely, patient, funny and a good housewife”**

**(Teks 1 My Mother)**

Here is an example of misordering error, “She is very lonely, patient, funny and a good housewife”. The article “a” should be put in front of the first adjective. Then, lonely is incorrect adjective to put in the sentence because the meaning is awkward. The correct sentence becomes

**“She is a very lonely, patient, funny and good housewife”.**

**The source of this error type is communication strategies “Monument Nasional is one of monument that has the value of history for Indonesia”**

**(Teks 2 Monumen Nasional)**

The last error is misordering. This sentence has incorrect placement item and addition of preposition. For making effective sentence, we have to diminish the use of inappropriate preposition. The example of misordering can be seen in this sentence, “Monument Nasional is one of monument that has the value of history for Indonesia”. Preposition of can be changed by arranging the correct noun phrase such as, the value of history becomes historical value. The

correct sentence should be “Monument Nasional is one of monument that has historical value for Indonesia”.

### **DISCUSSION**

Based on the research finding, the researcher found some data which showed that errors in constructing descriptive text were still performed by ninth grade students. many students of the study still made errors in constructing a written descriptive text. In this research, the researcher has read presented and analyzed five data from ninth grade students which contain grammatical errors. Then, the researcher discusses the whole data to answer the research problem. Those research problems are the types of error found in the descriptive text made by ninth grade students. The researchers found four types of error in the descriptive texts written by ninth grade students. Those types of error are omission, addition, misformation, and misordering.

### **CONCLUSION**

The finding indicated that the common types of grammatical errors made by the students at ninth grade were omission error occurs because student omits some important items that must appear in the sentence, addition error occurs because student gets failure to omit unimportant item in sentence, misformation error occurs because students use be and verb together in simple present sentence and misordering error occurs because students make the sentence has incorrect placement item and addition of preposition. And the dominant errors made by the students is Omission error because from two data itself consist of two topics of descriptive text students always make mistake in Omission error. It was possibly caused by carelessness of the students. The carelessness was often closely related to lack of motivation.

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