# AN ERROR ANALYSIS OF USING SIMPLE PRESENTTENSE IN DESCRIPTIVE TEXT AT THE GRADE VIII MTs MUHAMMADIYAH 22 PADANGSIDIMPUAN

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**Abstrak**

*Analisis Kesalahan Penggunaan Simple Present Tense dalam Teks Deskriptif Siswa Kelas VIII MTs Muhammadiyah 22 Padangsidimpuan ". Tujuan  skripsi ini adalah untuk menganalisa kesalahan siswa dalam penggunaan present tense pada paragraf deskriptif teks berdasarkan masalah yang diteliti, siswa merasa bingung dengan penggunaan present tense yang ada pada deskriptif teks. Skripsi ini metode kualitatif deskriptif . Objek penlitian skripsi ini adalah kelas VIIIA tahun ajaran 2021/2022 di MTs Muhammadiyah 22 Padangsidimpuan. Teknik pengumpulan data dengan menginstruksikan siswa untuk menulis teks deskriptif dengan tema tertentu. Data dianalisis menggunakan metode analisis deskriptif dan diklasifikasikan jenis kesalahan dan penulis memberikan cek di daftar periksa observasi. Dari hasil temuan  di Lapangan peneliti menemukan ada empat jenis kesalahan yaitu : omission, addition, misformation, misodering. Kemudian, peneliti mengkaji dan menyimpulkan bahwa jumlah kesalahan yang tertinggi adalah misformation dengan hasil 37%. Hal ini dikarenakan oleh siswa merasa bingung untuk mentranslate kata  dari  Bahasa Indonesia ke Bahasa Inggris begitupun sebaliknya. Siswa juga tidak mengerti dalam penggunaan dan penempatan to be pada subjek yang dipilih. Siswa juga mengaku mereka jarang praktek untuk membuat paragraf dalam Bahasa Inggris.*
**Kata Kunci:** *Analisa kesalahan, Present Tense, Teks Deskriptif*

**Abstract**

An Error Analysis of Using Simple Present Tense in Descriptive Text at The Grade VIII MTs Muhammadiyah 22 Padangsidimpuan (2018). The purpose of this study is to analyze of student's errors on the use of present tense in Descritpive text based on the problem that students felt confused about using present tense in their writing especially Descriptive text. The method of study is qualitative descriptive. The subject of study writer chose VIII-A class (2021/2022) in MTs Muhammadiyah 22 Padangsidimpuan. Data collection techniques by instructing students to write descriptive text with a given theme. The data were analyzed using descriptive analysis methods and classified the types of errors and the writer gave check in the observation checklist. The result show that the reseacher found four types of errors : omission, addition, misformation, misodering. Then, the writer found the highest error made by students is misformation with 37% percentages. This problem influenced by student felt confused to understand simple present tense because they didn't understand the use and placement of to be on the chosen subject. Therefore, students claimed if they seldom to practice writingparagraph.

**Key Word:** Error Analysis, Present Tense, Descriptive Text

**INTRODUCTION**

English gives a big influence to Indonesia education by adding English lesson as into its curriculum started from elementary level until University. English as international language functions needs to master four basic skills, speaking, listening, reading, and writing. Writing is the most complicated skills both for native and non – native learners. The factor in the difficulty for non – native learners in their English writing is language transfer. Students are influenced by their mother tongue roles when students transfer their ideas to write. Students try to drive the rules behind the data to which students have been exposed about the structure of English.

Indonesia and English have totally different rule in their structure. It is very influence in their process of writing English. Students also learn English, as the second foreign language learners, they also make errors in using the language in spoken or in written. The main cause is not accustomed to use English as their second language. Error may occur in all components of language such as grammar. It can happen because they do not realize students have made a mistake and also, they do not know how to understand about the aspect in the foreign language, actually in grammar, grammars are needed in a text, without grammar we cannot arrange a sentence properly.

Grammar is important because it makes meaning for language. To use a language properly, it is important to know grammar of language and their meanings. Grammars also can be used for analyzing words or sentences based on the form and function. English has broad grammar; including tenses, noun, verb, adjective, adverb, pronoun, articles, and so forth. The use of English grammar is different from other languages. To make a good composition, the students must be able to master and apply the structure correctly, especially about tense used.

There are many reasons why students might make mistakes, whichever kind of mistakes they are. Perhaps - especially in a study session - students haven't quite grasped the new information and so continue to make errors. Students often undergo many kinds of difficulties encompasses choosing the proper words, selecting the tenses, arranging words into a good sentence, developing paragraph or even writing an essay.

Thus, errors analysis is very important because the writer would to the typesof errors done by students of using simple present tense in writing descriptive text and the factors that influence their errors. In this research, the writer focusedto research an error analysis on the use of simple present tense in descriptive textand this study is related with writing skill of students because writing skill is different from other skill in English learning process.

Simple present expressed the event or situation right now and used these following words; always, usually, habitually and have existed in the past, and probably will exist in the future. It means that simple present tense is used to express general truth, repeated actions and even something that is fixed in the

future (Rohmah, 2017:15). It means that simple present tense is one kind of sentences that is used to the express daily activities and general statement. The present tense is used in descriptive text.

The objectives of this research were the writers wanted to find out the dominant types of errors of students in using the Simple Present Tense in writingdescriptive text at the grade VIII MTs Muhammadiyah 22 Padangsidimpuan.

## METHODOLOGY OF THE RESEARCH

This research used descriptive qualitative research, because the writer purposes to describe the errors made by the grade VIII students of MTs Muhammadiyah 22 Padangsidimpuan in writing descriptive text. Qualitative was the technique of analyzing data. In this case, this study has been aimed to reveal what errors appear most in the learners' descriptive writing and it was conductedin natural condition of learning process in the classroom. In contrast, focuses on understanding social phenomena from the perspective of the human participant in the study. The data was collected in natural settings, and the research hass been aimed the generating theory rather than testing theory. Qualitative writers have understood a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal was a holistic picture and depth of understanding rather than a numeric analysis of data.

The participant of this research was Grade VIII MTs Muhammadiyah 22 Padangsidimpuan. In this research, the writer took one class from three classesas the sample. The writer took the simple random sampling technique. Based on (Setiawan, 2005) The sampling unit was chosen randomly for all students without doing any grouping beforehand, thus the chances of each student being selected as the sample were the same. The sample of this research is VIII-A with 23 students in MTs Muhammadiyah 22 Padangsidimpuan. The data used in this study were simple present tense errors found in the descriptive texts written by students of Grade VIII-A MTs Muhammadiyah 22 Padangsidimpuan as the data source.

To collect the data of this study, the writer used a written test. The writer asked the subject to write a descriptive text based on the topic chosen. The writerobserved the writing activities in the class with using observation checklist. Moreover, the writer collected students' writing with using framework in writingdescriptive text but in this activity the writer collaborated with English teacher. After that, the writer gave project to write descriptive text. Afterwards, the writerasked students to write descriptive text and limited the number of sentences in the students' writing with 100 words. The last, the writer asked the students to submit their exercise to the writer and the writer have identified the types of error in their writing. Some steps in collected data used by the writer, as follow:

1. Explained briefly about present tense to the students. 2. Explained briefly about the descriptive text to the students. 3. Instructing the students to write a descriptive text with a theme that has been given. 4. The writer asked the students to write a descriptive text more than 100 words. 5. Collected the works.

6. Analyzed the errors based on students' writing product.

**Table 1: Observation Checklist**

| Students | Types of Error | | | | Error | Correction |
|---|---|---|---|---|---|---|
| | O | A | MI | MO | | |
| Sentence1 | | | | | | |
| Sentence2 | | | | | | |

Note:
O : Omission          MI : Misinformation
A : Addition          MO: Misordering

To made a conclusion or answered the question of the research, the writer made some procedures. First, the writer analyzed the student's assignment and focused to analyzed used simple present tense with observation checklist. Second, the writer classified the types of errors and the writer gave check in the observation checklist column based on student's error. Third, the writer wrote the error sentences by students in error column. Fourth, the writer wrote the correction of sentence in correction column. Fifth, the reseracher gave explanation about the students' error. Sixth, the writer described her analyzed with using qualitative descriptive method and using formula to help answer the research. Based on Anwar, (2014:48) The formula and the table to recapitulation types of students errors as follow:

**Table 2: Recapitulation Table**

| Students | Types of error | | | |
|---|---|---|---|---|
| | Omission | Addition | Misinformation | Misordering |
| Students1 | | | | |
| Students2 | | | | |
| Etc | | | | |
| Total | | | | |
| | | | | |

The Formula :

$$P = \frac{F}{N} \times 100\%$$

Where:
P = Percentage
F = Frequency of errors occurred (Students' score)N =
Number of case (Students)

**DISCUSSION**

1. Types of Error of Using Simple Present Tense
   After the writer analyzed the student's worksheet, then the writer recapitulated the data from the analysis of the student's work. The following was a table of student data recapitulation results:

**Table 3: Recapitulation Data**

| Data | Types of Error | | | |
|------|---------|----------|----------------|-------------|
| | Omission | Addition | Misinformation | Misordering |
| Student1 | 2 | 1 | 0 | 0 |
| Student2 | 0 | 1 | 3 | 1 |
| Student3 | 6 | 0 | 2 | 0 |
| Student4 | 2 | 1 | 2 | 0 |
| Student5 | 0 | 1 | 7 | 1 |
| Student6 | 0 | 1 | 2 | 0 |
| Student7 | 0 | 0 | 1 | 0 |
| Student8 | 1 | 0 | 3 | 6 |
| Student9 | 4 | 1 | 3 | 3 |
| Student10 | 2 | 0 | 3 | 1 |
| Student11 | 0 | 0 | 0 | 0 |
| Student12 | 0 | 0 | 2 | 0 |
| Student13 | 1 | 0 | 1 | 0 |
| Student14 | 0 | 0 | 0 | 0 |
| Student15 | 5 | 0 | 2 | 0 |
| Student16 | 8 | 0 | 2 | 2 |
| Student17 | 0 | 1 | 1 | 2 |
| Student18 | 4 | 2 | 0 | 0 |
| Student19 | 1 | 0 | 1 | 1 |
| Student20 | 3 | 1 | 4 | 4 |
| Student21 | 2 | 1 | 7 | 3 |
| Student22 | 0 | 0 | 2 | 0 |
| Student23 | 2 | 1 | 2 | 0 |
| **Total** | **43** | **12** | **50** | **24** |
| **TOTAL** | **129** | | | |

Based on the student error data recapitulation table, the total number of studen errors can be seen in the following table

**Table 4: Types of Error in Descriptive Text Made by the Students**

| No | Types of Error | Total of Error |
|----|----------------|----------------|
| 1 | Error of Omission | 43 |
| 2 | Error of Addition | 12 |
| 3 | Error of misinfomration | 50 |
| 4 | Error of Misordering | 24 |
| **Total** | | **129** |

The graph below presents the highest to lowest error rates that are mostly madeby students:

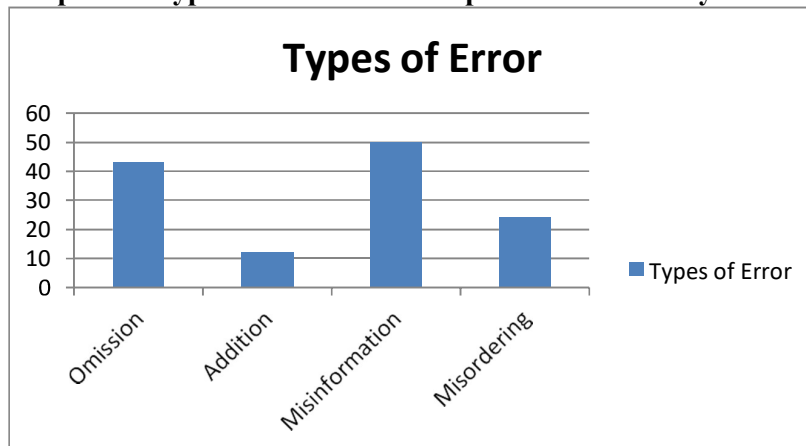**Graphic 1: Types of Error in Descriptive Text Made by the Students**



Table 4 showed total errors of the Grade VIII-A MTs Muhammadiyah 22 Padangsidimpuan made in their descriptive text focused on the use of simple present tense. According to the data, 129 errors were found by the writer. They were 43 errors of omission, 12 errors of addition, 50 errors of misformation and 24 errors of misordering.

The results of the analysis, the writers found that there were still many students who were confused about the use of the simple present tense and how to wrote descriptive text. Errors of omission in student's task mostly happened because the students often omit the s/es at the end of the verb for the third singular subject and omit "to be" before the adjective. For errors of addition, the students made the errors by putting unnecessary items, whereas it should not be appeared in a sentence, for example they made two "to be" in a sentence. For errors of misinformation, there were 50 errors were found. It happened because students still didn't understand the rules of the simple present tense. They didn't know the correct "to be" placement. The last was errors of misordering, it can be seen that this type of error is characterized by the wrong placement of words in a sentence.

2. The Dominant Types of Error in Using Simple Present Tense

After the writer recapitulated the data on the students' worksheet, then the writer calculated the percentage of students' errors in using the simple present tense in writing descriptive text. Based on Anwar, (2014) The formula types of students errors as follow:

Formula:

$$P = \frac{F}{N} \times 100\%$$

Where:
P = Percentage
F = Frequency of errors occurred (Students' score)N = Number of case

**Percentages of Student's Error**
**a.     Omission**

$$P = \frac{43}{129} \times 100\% \qquad = 33\%$$

**b.      Addition**

$$P = \frac{12}{129} \times 100\% \qquad = 9\%$$

**c.      Misinformation**

$$P = \frac{50}{129} \times 100\% \qquad = 39\%$$

**d.      Misordering**

$$P = \frac{24}{129} \times 100\% \qquad = 19\%$$

From the formula for the type of student error, the percentage of student errorscan be seen in the following table:

**Table 5: Percentage of Students' Error**

| No | Types of Error | Percentage |
|----|----------------|------------|
| 1 | Error of Omission | 33% |
| 2 | Error of Addition | 9% |
| 3 | Error of Misinformation | 39% |
| 4 | Error of Misordering | 19% |
| **Total** | | **100%** |

The graph below presents the highest to lowest error rates that are mostly madeby students:
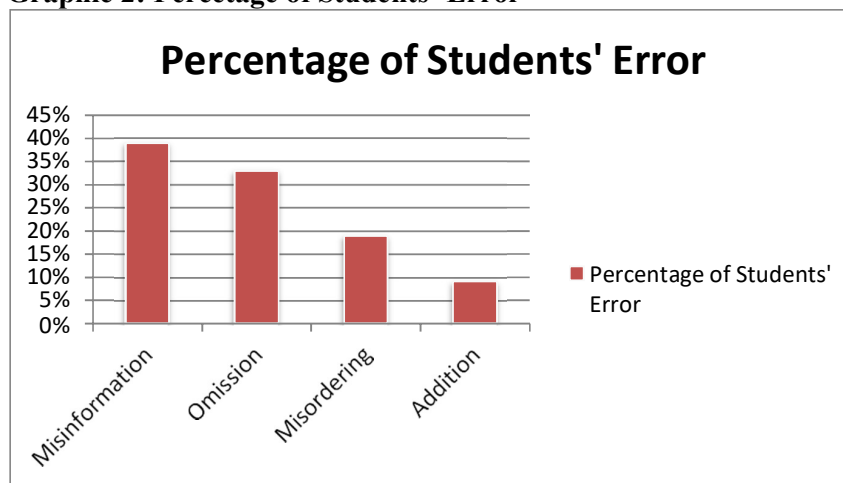
**Graphic 2: Percetage of Students' Error**



Table 5 showed the percentage of error made by the students in their descriptive text. The highest number of error was error of misinformation with 39% of total errors. The first below of the highest number was error of omission with 33% of total errors. The second below of the highest number was error of misordering with 19% of total errors. Then, the lowest number of error was errorof addition with 9% of total errors.

After the writer analyzed the data, it was found that the most common errorsmade by students was misformation with total percentages 39%. From  the

observation checklist data, the writer concluded that students did'nt pay attentionto the use of to be. This happened because students didn't know about changes "to be" in each subject.

## THE CONCLUSION AND SUGGESTION

### Conclusion

Based on the collected data and discussion  in the previous chapter, the writer conclude that students of VIII-A made errors in their writing. From the collected data and the result of writer's analysis Descriptive text was made by students, most of them made a error in simple present tense structure. They did not pay attention to the changes in the verb and to be in the present tense, this statement is supported by data which shows 39% of students made mistakes in the misinformation part.

Based on the result of data analysis the third grade student's MTs Muhammadiyah 22 Padangsidimpuan it can be concluded such as the following:

1. The students made four types of error in writing descriptive text. They are omission 50 errors with percentage 39%, Addition 12 errors with percentage9%, misinformation 43 errors with percentage 33%, and misordering 24 errors with percentage 19%.
2. The dominant error is misinformation 50 errors with percentage 39% followed by omission 43 errors with percentage 33%, misordering 24 errors with percentage 19% and addition 12 errors with percentage 9%.

### Suggestion

Suggestions After the writer conducted research and also analyzed the data, the writer gave suggestion for Head master, English teacher, students, and otherswriter because English learning activities should able to make students comfortable and enjoy while studying.

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 writer checked the grammatical error that made by students especially using tenses in Descriptive text. Therefore, the writer would give solution for Head master, English teacher, students, and other writers.

1. For the Headmaster The writer hopes that the principal can encourage teachers to teach with the syllabus and lesson plans that are already available, so that teaching and learning can run properly and properly. The writer also hopes that the principal can pay more attention to writers who want to research the school.
2. For English Teacher The writer hopes that this research study can improve the teacher's ability to help students in teaching writing in the class. Besidesthat, the English teacher is able to use the interesting media like using English diary to improve the students' ability in writing. After, the teacher read this study they more careful to check using grammar that made by students. Therefore, teacher can found new method to teach grammar not only simple present tense. Then, teacher can guide the students to make

descriptive text with correct tenses. Moreover, the English teacher should explain more about tenses and changing of verb and to be in tenses strutural.Then, teacher should motivate students to practice writing and asking the teacher if he finds it difficult. Writers also hope that teachers can increase students' interest in writing paragraphs and increase students' creativity in writing paragraphs.

3. For the Students This research can be used to help students in writing. It means student can practice to make descriptive text. If students often practice to make descriptive paragraphs everyday by describing things that are around students or at home, students will get used to write with less mistakes. Besides, students are more careful to use their tenses in their descriptive text. The writer also hopes that students will be more active in asking questions if there are difficulties. Writers also hope that students can behave a little better towards writers who come to their class. So that writersdo not find it difficult to collect data and the time given can be used as well as possible.

4. For the Writer This research could be used references in next research about types errors based on others expert and different text. The purpose is this research could supported other research and found solution to solve errors that made by students in Indonesia.

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