THE ERROR ANALYSIS IN USING SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT AT THE EIGHTH GRADE STUDENTS OF SMPN 3 PALU

A THESIS

A thesis submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Tadris Study Program Teacher Training and Tarbiyah Faculty Datokarama State Islmic University (UIN) Palu

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I hereby declare that this thesis entitled " The Error Analysis In Using Simple Present Tense In Descriptive Text At The Eighth Grade Students Of SMPN 3 Palu" has been officially approved as my work and it has not been and will not be submitted in the whole or part to another Datokarama State Islamic University for the award of any other degree. If later, this thesis is found to be fabricated either in whole or in part, I declare that I must comply with the rule and regulations of the university and I must be ready for all the consequences there after due to this misconduct.

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APPROVAL SHEET

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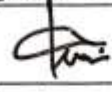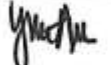**NIP: 19740726 200003 2002**

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Praise is only rendered to Allah SWT, the almighty, for the mercy and strength so that the researcher can finish this thesis entitled: "THE ERROR ANALYSIS IN USING SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT AT THE EIGHTH GRADE STUDENTS OF SMPN 3 PALU." This thesis is written as partial fulfillment of the requirements for Degree of Sarjana Pendidikan (S.Pd) Study Program Of English Tadris Of Teacher Training and Tarbiyah Faculty, Datokarama State Islamic University (UIN) Palu.

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ABSTRACT

Title:	**The Error Analysis in Using Simple Present Tense in Descriptive Text at The Eighth Grade Students of SMPN 3 Palu**
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This research was about error analysis in using simple present tense in descriptive text. This research was conducted at SMP Negeri 3 Palu. The population was students in the eighth grade. The numbers of population were 30 students. In taking the sample, class VIII A was chosen. The researcher selected 10 students to participate in this research.

The aim of this research was to find out the students' error analysis in using simple present tense produced by the second year students of SMPN 3 Palu. The research was conducted at Junior High School 3 Palu, West Palu. Central Sulawesi, Indonesia. The objects of this research were the eighth graders. This is a qualitative research. The writer uses random sampling. There are about 30 students and the writer took 50% as the sample. The errors made by the students were divided into four aspects. (1) Error in Omission is 45%. (2) Error in Addition is 15%. (3) Error in Misinformation is 30%. (4) Error in Misordering is 10%. Relating to those errors there should be preventing efforts by the teachers such as improve their teaching methods and providing lots of examples of English and Indonesian sentences so that the students have greater understanding about difference of those languages.

Keywords:*ErrorAnalysis,SimplePresentTense,DescriptiveText*

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a medium of human communication that represents language with signs and symbols. Writing is one of four skills in English that must be mastered by the students. According Gebhardt and Dawn writing is one of the most important things you do in college. It is an active skill because the students have to involve personally to construct a good paragraph.[1]

Writing skill is the ability to convert thoughts into words, with proper standars and panctuation, grammar and other important aspects of writing. Writing is defined as creating new creative work, such as poems or novels, and complications or volumes of creative work.

Why writing is important for students, because writing can help the students to guide them in education. Everyone knows how important writing is because writing equips us with communication and thinking skills. In writing, usually, the students are expected to be able express many written meanings. They can develop their writing in the forms of genre (or kinds of text) such as descriptive text, narrative text, recount text, new items, etc. It about communicates the point that is important for others. It is not about speaking 1000 words simultanoeously, it about communicates with the reader/listeners one by one.

Of all the English skills, writing is the most difficult challenge for English teachers because students have less experience with written expression.Stimulated

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[1]Gebhardt and Dawn. *"Error Analysis and Child Language Acquisition"* (London: Longman 1979)

by audio-visual materials throughout their lives, students are novices in the discipline of writing.[2]

In learning English, students always face many problems, especially in mastering grammar in writing skill. Grammar is one of the language components that should be learned and mastered by Indonesian students who learn and use English. Grammar iscrucial in writing component that makes language understandable by the language users both in oral and written form. Brown (2001) argues that grammar competence as a major component of communication has an important position and tensis which are considered as the most difficult skill to learn for the Indonesian students.[3]One of the grammar components that has to be learned and mastered by the English language learners is tenses. There are sixteen tenses divisions in English language with their own complexity on specific verb from changes and uses in sentences or utterances.

Grammar knowledge often becomes the obstacles for the learners when writing many genre texts. As a learner, we realize that both our first language and second language bring different styles of rules. These differences make us difficult to find common ground grammatical aspects that are useful for our writing in English.

Simple present tense is one of the English tenses which is usually used by the English language users both in speaking and writing. Simple present tense relates to the daily activities and to talk about the general truth. Simple present

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[2]Sim Monica Ariana.*"Some Thoughts on Writing Skill"*, Journal (University of Oradea, Faculty of Economies,2009)
[3]Brown. *"Principles of Language Learning and Teaching"* (New York: Edition Addition Wesley Longman 2000)

tense is the tense that has specific charachteristics that can be seen from the function and the form of the simple present tense.

The function of the simple present tense is to show about the daily activities and general truth and to show time table as well. The form of the simple present tense is (S + Infinitive + Object). It supposed by Swan (2000) who said that when we talk about permanent situation, or about things that happen regularly or all the time (not around now), we usually use the simple present. Examples:I go to London about three times a week.[4] From these explanation, it is clear that the simple present tense is the activities or the actions which are done by the subject of all the time. It does not mean in temporary time but whenever and wherever.

Students do not use English as their daily communication and interaction. They only use English language at very limited time and occasion. In using the foreign language, the language users sometimes make any mistake or error. Talking about error, it relates to what is called error analysis.

Error analysis is one of the vital things in language teaching because the language teacher knows the lack of the students as the language learner. From the error made by the students, the language teacher should analyze and identify the error made by the students which is useful for giving feedback in designing the language teaching and learning process.

Errors is the students' signs who have not mastered the English rules, Harmer (2007 : 96) defines that errors are mistakes which they cannot correct

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[4]Swan. *"The Grammatical Structure of english"* (Chicago: University of Chicago Press 2000)

themselves and which, therefore, need explanation. The students will not understand the English rules without making errors first.[5]

Studying the nature of errors enables teachers of foreign languages and researches to have a better understanding of the linguistic area where learners have the most difficulty while writing. Errors are inevetable part of language learning and teaching and error correction is also a very important step in language teaching. Error correction is a real burden for teachers. They should let learners identify and correct their errors themselves as a good technique in avoiding such errors later and have a better understanding of their errors.

The researcher choose this topic because the researcher have been observing in SMPN 3 Palu,the students in the second grade have learnt about Descriptive Text and Simple Present Tense. Another reason is we know that language is instrument of communication, and with tenses we can express our communication so well.

Researcher wants to analyze kinds and factors of errors on the use of simple present tense which is sentences made by the students. This research hopefully can help both teacher and students to make their English mastery better.

B. Research Questions

The researcher focused on the Error Analysis in Using Simple Present Tense by the Eighth Grade Students of Junior High School in Descriptive Text at SMPN 3 Palu.

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[5]Harmer. *"Writing English Language Test"* (London: Longman 2007)

1. What are the types of errors made by the students in the use of simple present tense in descriptive text?

2. What are the causes of errors made by the students in the use of simple present tense in descriptive text?

C. Objective of the Research

Based on the research questions above, there are two objectives the research:

1. To identify the types of errors the students make in using simple present tense.

2. To find out the causes of errors that the studets make in using simple present tense.

D. Significance of the Research

The significance of this research is described in several points below:

1. The result of this research is expected to be able to help students to know their grammatical error in simple present tense.

2. The result of this research is expected to be able to help teachers to find the solution for error analysis in using simple present tense.

E. Scope of the Research

This research focusedon theerrors of the usesimple present tense. The researcherfocused on the students' errors use the test on descriptive text at SMPN 3 Palu. In this research, the students made text about describing themselves by using simple present tense.

F. *Operational Key of Terms*

The researcher used some operational definitions of key terms to explain the meaning of them in this research. The operational definition of the key terms is a follow:

1. Errors In writing learners often make incorrect grammar in their writing, those are called as error and mistake. Learning is fundamentally a process that involves the making of errors and mistakes. According to James in Brown he stated that an error cannot be self-corrected while mistakes can be self-corrected if the deviation is pointed out to the speaker. While mistake refers to a performance error that is either a random guess or a "slip", in that is failure to utilize a known system correctly. While the error is a noticeable deviation from the adult grammar of native speaker, reflect the competence of the learner.[6]

2. Error analysis is an invaluable source of information to teachers. It provides information on students' error which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching.

3. Simple present tense is when the action is happening right now, or when it happens regularly (or unceasingly, which is why it's sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding -s or -es to the end.

4. Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The

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[6]Douglas H. Brown. *"Principles of Language Learning and Teaching" (New York 2005)*

purpose of descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Research Findings

When the researcher reviewed the literature, the researcher has found three studies that relate to his study.

Siswoyo (2016), conducted the research entitled *"Students' Error in Using Simple Present Tense"* In conducting the research he used experimental research design. The result of his research shows that before giving treatment, the researcher was given final examination (basic structure) to the students. And then to analyzing the data of this study, the researcher checked the sentences that the students made wether they used the simple present tense appropriately, correctly or not. Finally, the researcher classified the students' errors in using simple present tense individually and then continued by calculating their percentages of the errors individually.

Uswatun Hasanah (2017),conducted the research entitled *"Errors Analysis on Using Simple Present Tense in Writing Descriptive Text"*. The researcher used observation by giving writing task and also questionnare to know the types and sources of errors and documentation by collecting the students' writing productas approval and taking the pictures of teaching and learning process. The result showed the researcher classified the types of error and mention the sources of errors in simple present tense.

FeriRokhyaniThohid (2014) conducted the research entitled *"The Writing Journal Technique to Improve the Writing Fluency of Grade VIII D Students at MTS NegeriKawunganten."* The research was action research.The researcher

obtained the data through three data collecting techniques: interviews, observations, and writing tests. The research was carried out in two cycles, and summarized as follows:

1. The researcher implemented several actions: assigning the students to write journals every day, giving more explanation about grammatical rules and conjunctions, providing various activities that enabled the students to enrich their vocabulary, preparing worksheets, and making use of the LCD projector to present the teaching and learning materials and media. The result of the action implementations was that the students' writing fluency improved.

2. The following actions were implemented: assigning the students to write at least one journal entry per week, giving more explanation about grammatical rules and writing mechanics, providing some vocabulary-enrichment activities, preparing worksheets, and making use of the LCD projector to present the teaching and learning materials and media. The result of the action implementations was that the students' writing fluency improved.

From the three studies above, the researcher can conclude the importance of learning academic simple present tense and error analysis. The researcher as the teacher must know the types of error analysis and the causes of errors, so that the teacher must be smarter in choosing technique to teaching. Therefore, the researcher in this present research, try to identify error analysis in using simple present tense in descriptive text.

B. Literature Review

This part discuss the important concept of the research, they are as the following:

1. Grammar

Grammar is the systematic study and description of language. A set of rules dealing with syntax and word atructure of language. In linguistic, grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. The study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and paragmatics.

Grammar is a set of rules that explores the forms and structures of sentences that can be used in a language. (Gleason and Ratner, 2009: 231-269; Thornbury, 1999). There are two important concepts related to grammar: morphology that studies the formation of words, their structure and relationships between them, and syntax that studies the structure of sentences, relations between sentence units, the internal structure of phrases and relation between them that gives meaning to sentences.[7] Actually, the use of the grammar is the most difficult thing for the students because it has many rules that should be considered by the students.

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[7]Gleasonand Ratner, "*students' grammar mistakes and effective teaching strategies*"(1999)

2. Grammatical Errors

Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. Also called a usage error.

It is also known as: error, usage error, grammar error or mistake, bad grammar. Grammatical errors are usually distinguished from though sometimes confused with factual errors, logical fallacies, misspellings, typographical errors, and faulty punctuation.[8]

3. Error Analysis

Talking about error, it relates to what is called error analysis. Brown (2007) said that error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of study of learners' errors.[9]

Error is not a new problem in learning language. Students can always do or get best mark. However, it is very impossible because error occur in human life. Therefore, student errors' should be understood by the teachers.

4. Tenses

Tenses play a crucial role in the English language. It denotes the time an action takes place, whether sometimes in the past, in the present or will take some

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[8]http://www.thoughtco.com/grammatical-error-usage
[9]Brown. *"Principles of Language Learning and Teaching"* (New York: Edition Addition Wesley Longman 2000)

time in the future. Tenses is the time described by a verb, shown by its grammatical form.

Grammar tenses refer to the state of the verb. The state, or tense, of the verb explains the time of the action. There are three major Tenses in English. These include past, present, and future. Each of these Tenses can explain an event that occurred in the past, and even that occurs in the present, or an even that will occure in the future.[10]

5. Simple Present Tense

Simple present tense is one kind of tenses in English. We use it to talk about activities in general. We use it to say something that are happened all the times or repeatedly and something is true. There are two types in simple present tense, they are:

a. Nominal Sentences is a sentence which does not need a verb. For example: He is a farmer.

b. Verbal sentences is a sentence which need a verb. For example: He goes to school.

Junaida (2011) state the simple present tense is used when we deliver an activity or situation done regularly and general truth.[11]

There are two expressing of habitual action and general truth, both of them are described below.

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[10]https://www.mbarendezvous.com/tense/, (Diakses 19 Juli 2020)
[11]Junaida, *"Teaching Tag Questions in Simple Present TenseTthrough Error Analysis"* (Bandung: 2011)

a. Expressing Habitual Action

We use simple present tense to express an activity which is done regularly.

For examples:

➢ We visit our grand mothers' house two times a week

➢ She finishes my job by myself.

➢ I always get up in the morning.

➢ My sister and I visit our grandparents twice a week.

➢ Elvita eats rice three times a day.

b. Expressing General Truth

Simpe present tense is also used in expressing an event naturally, generally and fact.

For examples:

➢ The world is round.

➢ The earth always goes around the sun.

➢ The stars appear at night.

➢ A week has seven days.

➢ The sun rises in the east.

So, simple present tense has two usages. First, to show habitual actions, it means that spesific actions are done habitually. And to show general truth, the actions of statements cannot be changed.

c. Formation of Simple Present Tense

The simple present tense has a spesific characteristic. This charasteristic can be seen from the form and the use of simple present tense itself. There are two ways in forming simple present tense. First, verb needs either ending –s or –es for third person singular. Second, verb do not need either ending –s or –es for first person singular, second person singular/plural, and third person plural.

$$S + Infinitive$$

Positive Sentences

Positive sentences are statements that show meaning "yes" or showing agreement. It means that the speakers or writer statements have positive. Rhomdony (2008 : 131) expresses the following formula:

Table 2.1

Formula of positive sentences

Subjects	Infinitive Verbs	S/ES
I	✓	-
You	✓	-
They	✓	-
We	✓	-
He	✓	✓
She	✓	✓
It	✓	✓

For examples:

➢ Meydina cooks fried rice everyday.

➢ My father goes to field everyday.[12]

Negative Sentences

Negative sentence is used the speaker or writer to show a statement that means 'no' or 'not'. We add *do not* or *does not* between subject and verb in the sentences. Rhomdony (2008 : 133) states the folloeing expression in constructing negative sentence.

Table 2.2

Formula of negative sentences

Subjects	Do not	Does not	Infinitive verbs
I	✓	-	✓
You	✓	-	✓
They	✓	-	✓
We	✓	-	✓
He	-	✓	✓
She	-	✓	✓
It	-	✓	✓

For examples:

➢ Reza and Azmar do not play football.

➢ My sister does not call me.[13]

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[12]Rhomdony. *"Undestanding and Using English Grammar"* (New York: Pearson Education 1999)

[13]Rhomdony. *"Undestanding and Using English Grammar"* (New York: Pearson Education 1999)

Interrogative Sentences

Interrogative sentences are used in questions. Therefore, they are the statements which followed by question words. Rhomdony (2008 : 133) states the following expression in constructing them.

(?) Do/does Infinitive + verb?

(?) Don't/doesn't + Infinitive verb?[14]

For examples:

➢ Do you go to mall?

➢ Does my mother sell her ring?

d. **Function of Simple Present tense**

Simple present tense expresses an action or activity which is done continually or habitual action and general truth. We use this to talk about habits or things that are happened on a regular basic.

6. **Descriptive Text**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

There are many kinds of text which learned by students. One of them is descriptive. Different types of text have distinctive characteristics, depending on what they are made to do. In addition, description enablesthe categorization or classification of an almost infinite range of experiences, observations and

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[14]Rhomdony. *"Undestanding and Using English Grammar"* (New York: Pearson Education 1999)

interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer.

Based on Knapp stated that, structure of descriptive text can be described as:[15]

a. Generic Structure

The generic structure of descriptive text consists of identification and description.

- Identification: Identifies phenomenon to be described.

- Description: Describes part, qualities, characteristics, etc.

b. Grammatical Features of Descriptive

- When describing things from a technical or factual point of view, the present tense that tends is predominantly used; for example, has, eats, sings, lays, swim.

- Although present tense may be used in literary descriptions, it is past tense that tends to dominate; for example, has, was, enjoyed, seemed, sparkled.

- Relational verbs are use when classifying and describing appearance/qualities and pars/functions of phenomena (is, are, have, has). For example:

  My favorite fruit is mango because it is a half of sweat and sour.

  Orange is the most dominant color of my clothes.

- Action verbs are used when describing behaviors. For example:

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[15]Knapp and Meganwatkinss. "Ibid"

A goat has four legs.

It eats grass every day.

- In literary and commonsense description, action verbs are used metaphorically to create effect. For example:

Elisa burned with the spirit.

Betty flooded of orders.

- Mental verbs are used when describing feelings and literary descriptions. For example:

She feels unhappy

He likes singing

- Adjectives are used to add extra information to nouns and maybe technical, everyday or literary, depending on the text. For example:

Apes are mammal. (technical)

It is grey and brown. (everyday)

Adjectives can be used on their own, as above, oe as part of a noun group, as below:

Turtles are covered with a hard, box-like shell. (technical)

He has a cool hairstyle. (everyday)

- Adverbs are used to add extra information to verbs to provide more detailed description. For example:

A lion can run so quickly

He could think clearly

- Adverbial phrases are used in descriptions to add more information about the manner, place or time. For example:

Cats have paws on their legs. (place)

The students only worked diligently just before exam. (time)

7. The types of errors

These Errors belong to the surface strategy taxonomy. Namely, omission, addition, misformation and misordering, defined as follow:

a. Omission

Dulay (1982:154) states that omission is characterized by the absence of an item that must appear in a well-formed utterence. Altough any morpheme or word in a sentence is apotential candidate for omission, some types of morphemes are omitted more than others.[16]

For Example:

Error   : I not happy with you

Correct: I **am** not happy with you

b. Addition

Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterence. It usually occurs in the later stage of second language acquisition when the learner

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[16]Dulay. *"Language Two"* (New York: Oxford University Press 1982)

has already acquired some target language rules. There are three types of addition, these are the explanation:

- Double Marking

Double marking happens when two items rather than one are marked for the same feature.

For Example:

(In Present Tense)

Error   : Deysi does not **goes** there every Sunday

Correct: Deysi does not **go** there every Sunday

- Regularization

A rule typically applies to a class of linguistic items, such as the class of nouns. In addition, errors in which a marker that is typically added to a linguistic item is erroneously added to expectional items of the given class that do not take a marker are called regularization errors. The example of this error can be seen in the term of regular, an irregular forms and construction in a language.

For Example:

Error   : **Drinked**

Correct: **Drank**

There is regularization of regular past, the verb **drink** does not become **drinked**, because **drink** is an irregular verb.

- Simple Addition

Simple addition is a term to express an error in which an addition is not double marking nor regularization.

For Example:

Error   : We **can started** the game

Correct: We **can start** the game

There is simple addition in the sentence, the verb used must be verb 1 after a modal.

 c. Misformation

Misformation erros are characterized by the use of the wrong form of the morpheme or structure. According Dulay there are three types of misformations errors, they are:[17]

- Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in **runned** for **run**, **hisself** for **himself**, or **goed** for **go/goes.**

For Example:

Error   : She **rided** her motorcycle

Correct: She **rides** her motorcycle

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[17]Dulay. *"Language Two"* (New York: Oxford University Press 1982)

- Archi Forms

Archi forms are the errors in which the learner select the member of class form to represent others in that class of certain function.

For Example:

Error : **This** pens are yours

Correct: **These** pens are yours

- Alternating Form

Alternating forms are caused by the use of archi-forms that often gives way to the apperiantly fairly free alternation of various members of class with each other.

For Example:

Error : I **wrote** a letter today

Correct: I **write** a letter today

 d. Misordering

These errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance.

For Example:

Errors : I do not know why he happy

Correct: I do not know why **he is happy**

8. The Causes of Error

Norrish classifies causes of error into three types there are carelessness, first language interference, and translation.

a. Carelessness.It is often closely related to lack of motivation. Lack of motivation may be the result of the presentation style of the teacher, which does not suit the students or maybe the materials are not interesting for the students.[18]

b. First language.Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interference the new words. This cause of error is called first language interference.[19]

c. Translation.It is one of the causes of error. This happens because a student translates his first language sentence or Idiomatic expression in to the target language word by word. This is probably the most common cause of error.[20]

The good teachers should concentrate on the technique. It must relate with problems which are faced the students. The writer applies error analysis to solve students' errors because it is one of techniques that propose the teachers especially to the English teachers to make them creatively in finding out the students' error.[21]

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[18]Norrish. *" Language Learning and Their Error"* (London: Macmillan Publisher 1987)
[19]Norrish. *" Language Learning and Their Error"* (London: Macmillan Publisher 1987)
[20]Norrish. *" Language Learning and Their Error"* (London: Macmillan Publisher 1987)
[21]Norrish. *"Language Learning and Their Error"* (London: Macmillan Publisher 1987)

C. *Conceptual Framework*

The main focus of this research was to identify theerror analysis and to find out the causes making in using simple present tense in descriptive text in classroom.

This research focused on seeing the awareness of using present tense on descriptive text. This research used Daulay 1982 theory about types of error in writing. It is known that errors cannot be avoided, it often appears sometimes in learning process. Furthermore, writing is known as one language skill which is not easy to be learned. More exercise is needed by the students to master this skill and make the product becomes easy and understandable.

Conceptual framework is about some theories relating to the identified factors of a research problem. This research was conducted to analyze the students' error analysis in simple present tense and then find out causes in English learning process.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a descriptive qualitative approach. Descriptive qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural condition, uses inductive thinking, and emphasizes understanding the subjects' point of view. Robert and Knopp (2006). Natural means that qualitative research is done in the real setting as a direct source of data. In descriptive qualitative research, the researcer did not build any hypotesis to be proved or disproved.[22]

Qualitative is the technique of analyzing data. According to Strauss and Cobin qualitative research is purposed as kinds of research that the results is not got through statistic procedure or another form of arithmetic. In this case, this study aims to reveal what errors appear most in the learners" descriptive writing and it was conducted in natural condition of learning process in the classroom.[23]In contrast, focused on understanding social phenomena from the perspective of the human participant in this study.

The data are described descriptively based on the research problems, to identify the students' error analysis and to find out the students' causes in using simple present tense.

[22]Robert and Knop. *"Qualitative Research for Education"* (Boston: Pearson Education 2006)
[23]Strauss and Corbin.*"Basic of Qualitative Research Fourth Edition"* (London : 2015)

B. *Subject of the Research*

Population of this research was the second year students of SMPN 3 Palu which includes 1 class. The sample of the study was VIII A 30 students, which consist of 12 males and 18 females. But the researcher only involved 10 students in this research because the English teacher only allowed a few students to participate in this research, due to the pandemic period.

C. *Location and Duration of Research*

The location of this research has taken a place at SMPN 3 Palu. It is one of the Junior High Schools in Palu city which is located on Jl.Kemiri, West Palu. The school has 32 classes. This research has been conducted for 4 weeks.

Table 3.1

Procedure of the research

Time	Activity
First week/03 August	The researcher acquainted and also explain the simple present tense
Second week/10 August	The researcher gave the students practice or try out in using simple present tense in descriptive text
Third week/18 August	The researcher gave test to students to make a descriptive text in using simple present tense
Fourth week/24 August	The researchers analyzed the errors and found the causes

D. *Technique of Data Collection*

To annalyzed the errors in students' descriptive text writing, the researcher took writing task in a paper that was given as the task to the second grade students

of Junior High School. The students' writing tasks were made as indicator of their understanding in using the simple present tense in descriptive text. The steps were as follows:

1. Before the students did the task, the researcher gave explanation and direction about what the students do with the task. The task was used to get information about the simple present tense in writing descriptive text and the errors made by the students in using simple present tense.

2. In order to made an effective and guide analysis, the students of VIII A required to write a descriptive text based on the topics that has been given. The topic was interesting, a story about themselves.

3. The students have been asked to write based on the generic structure and language feature of descriptive text that they have learned in the previous learning.

4. After finishing their writing, their works have been submitted to the teacher. Then the researcher asked permission to the teacher to copy their works by photocopying. Their writing have been analyzed by the researcher in order to knew the error types and error causes that they have been produced in the next step.

E. *Instrument of the Research*

The researcher collected the data by giving a writing task to students. The test instrument was descriptive text writing task.Togot the details about students' error in writing descriptive text, writing test wasemployed by the researcher in the form of. So, the instrument from collecting the data was writing test. Descriptive

text is a text which says what a person or a thing is like. Its purpose was to describe and reveal a particular person, place, or thing. According Kane (2000:352) description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Why the researcher used descriptive text in this research because in JuniorHighSchools also studying about descriptive text, so that the researcher chosen the descriptive text has been used in a test to fond the students' error in using simple present tense.

The researcher gave a writing task for the students in form of descriptive text telling themselves. The students has been given a chance to wrote their story in 45 minutes on a paper. The students can open dictionary to find out the difficult words. Then the students made a descriptive text writing in simple present tense. They must arranged the descriptive text into 3 paragraphs.After the students submitted the task, the researcher analyzed the errors.

F. Technique of Data Analysis

The data was analyzed by the researcher. The are following steps: collection of a sample of learner language, identification, description, explanation, and evaluation of errors.[24]

The data analysis has been started after all students' descriptive text writing collected. The second step in analyzing students' error and identify the

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[24]Rod Ellis. "*the study of second language acquisition*" (Oxford: University press 1994)

errors. The third step has described the errors made according to the Dulay's Surface Strategy Taxonomy.

Surface strategy taxonomy highlights the ways surface structures are altered: learners may *ommit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them. Analyzing errors from a surface strategy taxonomy prespective holds much promise for researchers concerning identifying cognitive processes that underlie the learner's reconstruction of the new language. It also makes us aware that learners' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language.

After analyzing, the researcher corrected the students' worksheet of descriptive text. Finally, the researcher knew about the students understanding of descriptive text and their difficulties or their weaknesses in making descriptive text.

a. Error Detection

It is a stage which the errors are detect, so the researcher becomes aware of its presence.

b. Locating Error

The researcher locates the errors, but error location is not always so straightforward. Not all errors are easily localizable in this way. Some are diffused throughout the sentence or larger unit of the text that contains.

c. Describing Error

The grammar use for describing them most be the most comprehensive we have, and the one capable of maximum delicacy of descriptive detail.

d. Classifying Error

The errors are classified based on the errors classification.

e. Counting Error

The last stage is counting error that the researcher counts the errors make by the students.

The result of qualitative data, to get the percentage of errors, the data is calculating which the formulation as follows:

$$P \frac{F}{N} \ X \ 100$$

Where:

P = Percentage

F = Frequency of errors occurred

N = Number of case (total frequent/total individu)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of research in SMPN 3 Palu. It describes two parts of the research, those are; research finding and discussion. Research finding reported all the data that obtained and discussion represented the result.

A. Finding of the Research

Based on the surface strategy taxonomy, the kinds of errors are classified into four main catagories, namely: omission errors, addition errors, misformation errors, and misordering errors.

1. Identification of Error

The data of this research was the students' descriptive text writing that was produced by VIII A students on the eighth grades of SMPN 3 Palu. Those descriptive text writing were produced as the daily assignment taken in the class. After writing the descriptive text, then the students gave their assignment to the teacher at that time. After all the tasks submitted to the teacher, the researcher asked the data of writing assignment and ask permission to the English teacher to make the copies of those sources of data.

Those copies then would be identified whether it contained error or not. The first step of identifying errors was underlined the errors word or sentence and added the note below the word or sentence by the types of error: Omission, Addition, Misinformation, and Misordering.

Errors found in the students' writing were very huge and complicated. They were different in their type, kind, and source where errors came. Those errors also came from different students. This the researcher used coding for those data. The coding of those data made the researcher easier analyzed the errors on the second step, the description of error.

2. Data Description

After collecting the data from the test which have been done by eighth grade students of SMPN 3 Palu, the researcher found some error that made by the students. To know error of the students writing the researcher identify and classify into 4 types. Here are the data of the student error which are using in writing text.

The analysis types of errors on students writing descriptive text can be seen from this table below:

Table 4.1

Students' error classification in omission

Error Classification	Initials	Identification of Error	Correction	Cause of Error
Omission	ADR	I fourteen years old	I am fourteen years old	Carelessness
		I studies at SMPN 3 Palu	I study at SMPN 3 Palu	Carelessness
	AFF	We shopping	We go shopping	Translation
		She live on Jl. Jamur	She lives on Jl. Jamur	Carelessness
	SAH	In the morning we breakfast	In the morning we have breakfast	First language

		To take a bath and breakfast together	To take a bath and have breakfast together	First language
	ADL	I have two sister	I have two sisters	Carelessness
		My hobby is swimming and drawing	My hobbies are swimming and drawing	Carelessness
	IME	My friend asked	My friend asks	Carelessness

Table 4.2

Students' error classification in addition

Error Classification	Initials	Identification of Error	Correction	Cause of Error
Addition	IME	I have five brothers and one sisters	I have five brothers and one sister	Carelessness
	SAL	We are enjoy	We enjoy	Carelessness
		We are play	We play	Carelessness

Table 4.3

Students' error classification in misinformation

Error Classification	Initials	Identification of Error	Correction	Cause of Error
Misinformation	VIN	I eat the breakfast	I have breakfast	Translation
		We had fun	We having fun	Carelessness
	ALF	I was very happy	I am very happy	Carelessness
	AMA	Which was located	Which is located	Translation

	MUH	I went to	I go to	Translation
		It made me fun	It makes me fun	Translation

Table 4.4

Students' error classification in misordering

Error Classification	Initials	Identification of Error	Correction	Cause of Error
Misordering	ALF	I more take picture	I take more pictures	Carelessness
	AMA	Many souvenir shop in there	There are many souvenir shops	First language

Table 4.5

Recapitulation of the students' types of errors

Students	Omission	Addition	Misinformation	Misordering
Student 1	2	-	-	-
Student 2	2	-	-	-
Student 3	2	-	-	-
Student 4	2	-	-	-
Student 5	-	-	2	-
Student 6	-	-	1	1
Student 7	-	-	1	1
Student 8	1	1	-	-
Student 9	-	2	-	-
Student 10	-	-	**2**	-
Total	**9**	**3**	**6**	**2**

Percentage of students' error:

a. Omission

P = $\frac{9}{20}$ x 100% = 45%

b. Addition

P = $\frac{3}{20}$ x 100% = 15%

c. Misinformation

P = $\frac{6}{20}$ x 100% = 30%

d. Misordering

P = $\frac{2}{20}$ x 100% = 10%

Based on the table on the students' it can be stated that:

1. Total errors of omission are 9 errors on percentages 45%.

2. Total errors of addition are 3 errors on percentages 15%

3. Total errors of misinformation are 6 errors on percentages 30%.

4. Total errors of misordering are 2 errors on percentages 10%.

3. Causes of Error

The answer from "what causes of errors?" According to Norrish, "he classifies three causes of error into three types those are carelessness, first language and translation."[25]

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[25]Norrish. " *Language Learning and Their Error"* (London: Macmillan Publisher 1987)

From the test result, it was found that carelessness is by far the most popular cause of all. Norish (1983) mention that carelessness is very related to motivation, it means that the students was not check their writing whether it is correct or incorrect. The cause of error of the students in Carelessness with the total error is 12 error or 16%. It happened because carelessness that doing by the students in writing descriptive text a word to be make the sentences. Where students made errors in writing a few words that were needed to make a sentence. The students eliminated the words that should be in a sentence, which is the word should have been there in the sentence, but the students that eliminated the word. Because in a sentence, if there is a missing word, so that the word will be lost the consonant, it is wrong. In this error, it is usually very influenced on the spelling errors. Where usually, if students are wrong in writing a word, the spelling also become wrong. This error was the caused by the carelessness of the student, or can be said the student was not careful in writing a word in a sentence. On the other hand, factors which became the source of the reason why the students make error in using simple present tense in writing descriptive text is the style of presentation the teachers in teaching, the teachers in teaching in the classroom is too stressful and too rigid, boring, unattractive way of teaching, and a little fierce. So the students feel fear when the teacher has begun to enter the classroom to begin the lesson. The teachers in teaching is too boring, which only focused on textbooks, no a kind of game that motivates students learning, students felt the way teacher teach less interesting and less stressful. So the students feel bored and they do not like the English lesson. So students also have to pay attention when

their teachers teach in the classroom. So, if their teacher at any time carelessness when teaching, student can also reminiscent to the teacher.

The most second popular cause of all is first language. Norish (1983) stated that language whether it is a mother tongue or a foreign language was a matter of habit formation. It can be described that first language occurred when the target language is not used for daily communication especially in writing. There are 2 students made cause of error in First Language with the total error is 3 error or 15%. It happened because the students were still influenced by their mother tongue in writing descriptive text. Where they think the words that they write to be made in that sentence is correct. Where the formation and structure of the word in English and Indonesian it's different. Where, the students were influenced by their mother language in writing descriptive text. They used English in Indonesian rule. As we know, English and Indonesian have some differences. One of them is in Indonesian, adjective come after a noun that it modifies, but it is different in English, which adjective come before a noun that it modifies. And students were still influenced by their ideas, where they assume that the words they choose is right and appropriate to be made in sentence descriptive text. The students should be able a right word for modification in the sentence, so that the meaning of the sentence is clear.

The least reason for causing errors was translation. Norish (1983) states, Translation word by word of idiomatic expression in the learners' first language can produce classic howlers. In this cause, the students tried to translate common expression in their first language to the target language. It happened when

students did not know exact translation of the expression they wanted to write. There are 4 students made cause of error in Translation with the total error is 5 error or 25%. It happened because the students translate their first language sentence to the English language word by word. The students were still influenced by their mother language in writing descriptive text. The students think in making a sentence in English and Indonesian, its same formation and sentence structure, but it is different. It could be said the students translate the Indonesian language into English directly.

Table 4.6

Recapitulation of the students' cause of errors

Students	Carelessness	First language	Translation
Student 1	2	-	-
Student 2	1	-	1
Student 3	-	2	-
Student 4	2	-	-
Student 5	1	-	1
Student 6	2	-	-
Student 7	-	1	1
Student 8	2	-	-
Student 9	2	-	-
Student 10	-	-	2
Total	**12**	**3**	**5**

Peecentages cause of errors:

a. Carelessness

$$P = \frac{12}{20} \times 100\% = 60\%$$

b. First language

$$P = \frac{3}{20} \times 100\% = 15\%$$

c. Translation

$$P= \frac{5}{20} \text{ x } 100\% = 25\%$$

Based on the table students' cause of error it can be stated:

1. Total error of carelessness are 12 on percentages 60%

2. Total error of first language are 3 on percentages 15%

3. Total error of translation are 5 on percentages 25%

B. *Discussion*

From the explanation on the previous data analysis, every types of errors occurred in students' writing. Errors which were occured namely omission, addition, misinformation, and the last one wasmisordering.

The goal of writing language is to convey information accurately, effectively, and appropriately. Writing product is necessary to be grammatically correct. Teaching and learning process cannot be free from error mistake. Based on the phenomena, there are some problems in students' writing skill, especially in writing composition. Although, the students must take writing subject, in fact there are still many students who have difficulties in writing composition.

From the cause of error above, the researcher found three causes which was carelessness, first language, and translation. The errors occur because students did it like the following factors: first, the students carelessness in make

and writing the descriptive paragraph-sentence. Second, students are still influenced by their native language (Indonesian), sp that, in making a sentence, word order is like upside down. Third, the students add a few words that do not need to be place in the sentence. Fourth, students eliminate word that should exist or that needed in the sentence.

However, this study has big possibility in causing the invalid data exist. But this problem can be avoid because students give different topics so the texts are their original hand writing. Then the amount of students', texts depend on the students' creativity, meaning that students who are creative and active in writing has a big possibility to make more errors.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the study's results that has been discussed in previous chapter and also suggestions for English teacher, students and other researchers.

A. Conclusion

Based on the findings and discussions in the previous chapter, the researcher concluded the type of errors are usually made by the eighth grade students of SMPN 3 Palu in using simple present tense in writing descriptive text, and the cause of errors made by the eighth grade students of SMPN 3 Palu of using simple present tense in writing descriptive text.

After analyzing the students' writing test and interview, the researcher found that the commonest errors made by the students of eighth grade of SMPN 3 Palu which consists from types of error committed by the students are: omission, addition, misinformation, and misordering. And then the source of the reasons why the students make error in writing text, consists are carelessness, first language, and translation. The types of error made by the eighth grade students of SMPN 3 Palu are omission (9 errors or 45%), addition (3 errors or 15%), misinformation (6 errors or 30%) and misordering (2 errors or 10%). The reasons why the students made error in writing are carelessness (12 or 60%), first language (3 or 15%), and translation (5 or 25%).

B. *Suggestion*

The researcher finds that there were still some errors made by the students in using simple present tense. Therefore, he wants to give suggestions as follows:

1. To the English teachers

After knowing the area which the students often make the errors in writing descriptive text using simple present tense, the teacher should pay more attention to the writing teaching and learning process and also stress on the material in which difficult for students. They my use a new method in teaching learning process.

2. To the students

Since there are still so many errors made by the students in the use of simple present tense in writing descriptive text, they should pay more attention to it. The students should learn harder and do exercises related to use simple present tense in writing descriptive text. It is also important for them to know their own errors because by knowing their own errors, they will not make similar errors.

3. To the other researcher

Since this research is far from being perfect, it is hoped that the other researcher can discuss and analyzed the students' error deeply. Meanwhile, hopefully, this research will be able to be a kind of reference for them to make further researches in concerning error analysis with deeper analysis and shaper results.

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Appendix I

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TEST
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Name :

Class :

Descriptive Text about myself

Example:

My name is AriniSetiawati and people call me Rini. I was born in Surakarta 12 January 2006 and I am 15 years old. My hobby is writing, because I like to write many poems, stories, and anything. I wish become a writer. I want to tell you about my big family.

My family consists of father, mother, one older sister, one younger sister, and two younger brothers. My father works in the market as seller wood, and my mother works in the home as house-wife. And then my older sister, my older sister already married and she has one boy. Her boy in pre elementary school now. And then my younger sister, my younger sister studies in elementary school. And then my younger brother, my younger brother which one studies in elementary school too.

I love my family so much. I think that all. Thank you very much for your attention and see you.

Appendix II

<div align="center">

DOCUMENTATION

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Appearance of the school

Sharing Session with the English teacher

Process Of Research