**Error Analysis in Using Simple Present Tense at
Writing Descriptive Text in Eleventh Grade
of MA Aqidah Usymuni Sumenep**

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Abstract

In learning a new language, especially English, the Indonesian students are expected to master in all of English skill and also be able to communicate in English using correct structure, while in spoken or written. In other word, foreign language has different rules with first language which causes the students make some errors in their learning. In writing skill exactly, the students do some error forms in their sentence and it takes place because of some possibilities.

There are two research focuses in this research. The first is what the students' errors in using Simple Present Tense in writing Desriptive Text at the eleventh grade of MA Aqidah Usymuni Terate Pandian Sumenep are, then how do the errors take place in the students' Desriptive Text is the second of research focus. While, it research is conducted on students' eleventh grade of MA Aqidah Usymuni Terate Pandian Sumenep. This research will describe through of qualitative approach with descriptive analysis and cluster random sampling.

In collecting the data, the researcher uses some techniques are test, documentation and interview. Then, after collected the data, the researcher analyzes it through Corder's error analysis steps as follow: collection of samples of learner language, identification of errors, classification of errors, explanation of errors and evaluation of errors.

Actually, learn English is not as easy as learn the own language, since it is foreign language. Therefore, many students make errors when they learn English, especially in writing. They make errors in four category errors are omission (be omission errors, verb omission errors, suffix –s/-es errors and auxiliary do errors), addition (be addition errors, double verb usage error, double be usage errors and time marker usage errors), misinformation (BE form errors, verb usage errors, pronoun usage errors, singular and plural form errors and auxiliary usage errors) and misordering (misplace of word).

Finally, at the end of this research is the conclusion that describe the result of the study and then suggestion is offered to students especially Indonesian students and teacher special for English teacher.

Keywords: Errors analysis, Simple Present Tense, Descriptive.

Introduction

Structure or grammar is one of the basic components of language which must be learnt by students but learning foreign language is different from learning first one. Krashen' finding is that "first language influence appears to be strongest in complex word order and in word-for-word

translations of phrases."[1] For instance, the sentence "*My mother go to market every Sunday*." But actually the case is "*My mother goes to market every week*" since the sentence that they mean is "*ibuku pergi ke pasar tiap minggu*" not "*ibuku pergi ke pasar tiap hari minggu*". Their mother tongue never teaches them about adding suffix in the end of the Verb when the Subject is singular. In their own language there is no difference between singular and plural in the using of verb. Indonesian students learn English as a foreign language. Therefore, English is a new language for them so they will get some difficulties and also need much time to learn and understand it.

The difference structure between Indonesian and English could make students do some grammatical errors. Kellerman states that it is now established beyond doubt that the first language can have a constraining role in the second language in the production of learners - that is to say that perception of differences between first language and second language by learners may effectively prevent transfer of first language's structures."[2] It was proved by many mistakes or errors that made by Indonesian students in their second language acquisition. Klein added A major reason for this relative failure lies in the fact that structural similarities and dissimilarities between two linguistic system and the processing of linguistic means in actual production and comprehension are two quite different.[3] The learner with a given first language background may be difficult to produce a specific second language structure so they do some errors. Irrespective of the type of errors, however, learners are to be seen as actively involved in shaping the 'grammar' they are learning. They 'create' their own rules.[4] Grammatical rules in the target language seem be more difficult than their own language thus caused them applied their own rules in the target language learning.

The difference of Verb form on singular and plural in Indonesian and English language beside it, there are many differences between both languages, one of them is the changing of personal pronoun when they change their function such as I (subject), me (object), my (possessive adjective) and mine (possessive pronoun). In Indonesian language there is no rule for these. It is difficult for Indonesian students to use correct structure in English

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[1] Krashen, S, *Second Language Acquisition and Second Language Learning*, (Pergamon Press: University of Southern California, 1981), p. 65.

[2] E. Kellerman and M. S. Smith, *Cross linguistic Influence in Second Language Acquisition*, (Pergamon: Pergamon Institute of English, 1986), p. 1.

[3] Wolfgang Klein, *Second Language Acquisition,* (British: Cambridge University Press, 1986) p. 25.

[4] R. Ellis, *Second Language Acquisition,* (Oxford: oxford university press, 1997), p. 19.

mostly because those students are influenced by their mother tongue on the acquisition of the new structures. Smith and Kellerman called that as a cross linguistic influence because "it is about the interplay between earlier and later acquired languages."[5] Therefore, the researcher may conclude that some of the Indonesian students' problem in mastering English is that their mother tongue rules still influence them in learning foreign language. Their mother tongue or first language will be a big problem for their second language acquisition that caused them do some errors or mistakes in application new language structure.

Indonesian students have to realize that grammatical rules cannot be ignored when they learn an English language. They are; articles, parts of speech, sentence patterns, tense, etc. Many Indonesian students assume that part of the grammar that is considered to be most difficult to learn for them is tenses. Simple present tense is the one of tense and it is used to express the habitual action with adverb like usually, always or often.[6] The use of simple present tense often makes students confused with its complexity, such as adding suffix "-s, -es and -ies" in singular verb and in plural noun, especially for the eleventh year students of senior high school. They usually have some problems in finding out the verb form of simple present tense. It is evidenced in their daily conversation, when the researcher makes a short dialogue with one of the student. For instance, they often say "*I hate him because he always make me angry*," instead of "*I hate him because he always makes me angry*." The form of verb for singular subject ignored. It shows that Indonesian students do not consider that in English there are verb forms in singular or plural because in Indonesian language we don't have these.

In this research the researcher limits the discussion on student's error in using simple present tense in writing Desriptive Text. This research focused on the eleventh grade of senior high school especially in MA Aqidah Usymuni Terate Pandian Sumenep as the object of study.

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[5] E. Kellerman and M. S. Smith, *Cross linguistic*, p. 2.
[6] Marcella Frank, *Modern English A Practical Reference Guide*, (USA: New York University, 1972), p. 66.

Method

Research Design

The research of this study used a qualitative approach, since it will provide directly about how the researcher with the object of study and this approach hold scientifically, naturally, and without any manipulation. Beside it, the researcher decides to use it because of this research will focus mainly on the explaining of students errors in using simple present tense.

Data sources

In gathering the valid data, researcher takes the data from the students of eleventh grade student of MA Aqidah Usymuni Terate Pandian Sumenep through test, documentation and interview with some informants. Test is used to gather the data of students' errors. The test is taken from the student's writing form. The students instruct to make an essay in the narrative form based on their experience at least 10 sentences. Then, documentation is taken from the result of test/ students' writing task. Beside it, the interview will be done if it is necessary to gather the data of the source of errors or how the errors take place.

1. **Population**

    The researcher uses the students of eleventh grade student of MA Aqidah Usymuni Terate Pandian Sumenep as the population. The choice of the population based on the fact that they have already studied simple present time and have been tough several types of writing especially in narrative form. Thus, based on this consideration, the researcher sure that they have had basic knowledge in using simple present tense and writing a narrative story.

    The total number of the population that used in this study is 123 students and the researcher won't take whole of population to save the time.

2. **Sampling**

    In gathering the data researcher take a sample from the students of eleventh grade students of MA Aqidah Usymuni Terate Pandian Sumenep since the subject is too much, researcher used the cluster random sampling that take some of students in eleventh grade randomly.

    Cluster sampling is more convenient when the population is very large or spread out

over a wide geographic area as long as they have similar characteristics.[7] Furthermore Bloor and Wood added that There are variations to random or systematic sampling … Multi-stage cluster sampling involves the initial sampling of groups of cases (clusters) followed by the selection of cases within each of the selected clusters.[8] The researcher takes the sample that has same characteristic randomly in the population. According to Arikunto "if the number of population is too big to investigate, a researcher can take 10-15% or 20-25% of the population as sample."[9] The researcher takes 10 % from the whole population randomly, thus only 22 students' tasks that will be analyzed.

Procedure of data collection

In collecting the data, the researcher uses some steps as follows:

1. Entering the classroom.
2. Explain the material implicitly (simple present tense and Desriptive Text).
3. Instruct the students to do the test.
4. Collecting the answers of the test.
5. Collecting data from interviewing some students and the teacher deals with the difficulties in using simple present tense.

The last step is data analysis as the urgent step in this research. The function of data analysis is to know the result of the observation. In analyzing error, Corder as quoted by Ellis suggests the following steps to conduct an error analysis research:[10]

No.	Steps	Explanation
1	Collection of samples of learner language	Deciding what samples of learner language to use for the analysis and how to collect these samples.
2	Identification of errors	Identifying the errors by underlying the errors the learner made

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[7] L. R. Gay, *Educational Research: Competencies for Analysis and Application*. (British: Merrill Publishing Company, 1987), p.110.

[8] M. Bloor & Fiona Wood, *Keywords in Qualitative Method,* p. 155.

[9] Arikunto, S., *Prosedur Penelitian: Suatu Pendekatan Praktek*.(Jakarta: PT.Rineka Cipta, 2006), p. 131.

[10] R. Ellis, *Second Language Acquisition*, (Oxford: Oxford University Press, 1997), p.48.

3	Classification of errors	Grouping the errors that have been found and stating the classes of the errors
4	Explanation of errors	Explaining the errors by establishing the source of the errors and analyzing what the errors appear in the students' writing task.
5	Evaluation of errors	Evaluating the errors step involves classifying the errors and drawing conclusion.

Based on the error analysis method above, the research data will be analyzed in some steps:

1. Identification of errors

    In this step, after collected the students' writing task, then the researcher identifies the error that made by students' eleventh grade of MA Aqidah Usymuni Terate Pandian Sumenep as objective as possible.

2. Classification of errors

    Next step is classifying some errors that found in students' writing task based on Dulay's categories, they are;

    1) Omission
    2) Addition
    3) Misinformation
    4) Misordering

3. Explanation of errors

    In this step, the researcher will analyze the errors that made by students' eleventh grade. By analyzing the errors, the researcher knows what are the errors appear and explain the errors' category. Furthermore, the researcher explains how the errors take place or find out the source of errors.

4. Evaluation of errors

    The last step is evaluate the errors and then drawing the conclusion, the researcher will show the brief description of the errors and the source of errors based on what have been analyzed before.

Result and Discussion

After collecting and analyzing the data, the researcher found many errors in student's Desriptive Text. The result will be classified into four categories according to Dulay's surface taxonomy of errors, they are;[11]

1. **Omissions**

   Omission is the absence of an item that must appear in a well-formed utterance. In this case, the researcher finds four subcategories of errors base on the students' writing task.

a. **BE omission errors**

   In simple present tense, like what Purnomo wrote in his book that nominal sentence is a sentence that its predicate is not 'verb' but using 'to be'. [12] While be is needed to express some situation, such as condition, characteristic etc. but some students omit be in their sentence. Like these sentences below:

   a. When my *grandmother still alive.*

   b. But in a hurry because *we almost late.*

   c. Of course, *I sad.*

   Some sentences above are the evidences that they are not competent yet in making good sentence in simple present tense, whereas it is the easy one. Let's check in sentence a, b and c, there is no be in their nominal sentences that express condition. Besides, in next two sentences express characteristic of thing. They also omit be there. Then, the correct sentence is:

   a. When my *grandmother is still alive.*

   b. But in a hurry because *we are almost late.*

   c. Of course, *I am sad.*

b. **Suffix '-s/es omission errors**

   Some of the errors are illustrated as follows:

   a. He *reply* "I wanna your food!"

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[11]R. ellis, *The Study of Second Languauge Acquisition,* p. 56.
[12]WahyuPurnomo, *English Grammar & Everyday Conversation* (Surabaya: Amelia, 2005), p.30.

b.   My mother *invite* me to go home.

c.   My cousin *pay* it.

Here some students did errors in adding suffix '-s/-es/-ies' for singular subject. in the simple present tense the pattern for positive sentence with singular subject, the verb has to add '-s/-es/ies'.[13]Then the sentences should have been:

a.   He *replies* "I wanna your food!"

b.   My mother *invites*me to go home.

c.   My cousin *pays* it.

c. Verb omission errors

Some students omit the verb in their sentence, thus it causes the reader confuses enough. We found these errors in the following sentences:

a.   When we by boat.

b.   Then I permission to go home.

The students miss some verbs. But actually the case is "subject + first form of verb".[14] Thus, students should do their sentence as below:

a.   When we *go* by boat.

b.   Then I *ask* permission to go home.

d. Auxiliary do omission errors

According to Praninkas, the negative and interrogative verbal sentence needs the auxiliary do[15]. In other hand, some students omit the auxiliary do in their negative or interrogative sentences, sometime they fail to use the suitable auxiliary in a sentence, like what have they done here:

a.   But*, you know?*

b.   And *you know?*

Some students did errors in omission auxiliary do. It proves in two sentences above. They absence of auxiliary in their sentence, So, they should do the sentence carefully like these sentence below:

a.   But, *do you* know?

b.   And *do you* know?

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[13] Cook and Suter,*The Scope of Grammar,* p. 49.
[14]JD. Murthy, *Contemporary English Grammar for scholars and students* (New Delhi: Book Palace, 2003), p. 144.
[15] J. Praninskas, *Rapid Review of English Grammar*(New Jersey: Prentice-hall, Inc, 1957) , p. 22

2. Addition

a. BE addition errors

Purnomo stated that verbal sentence is a sentence that its predicate is verb.[16] Then verbal sentence in simple present doesn't need be before or after verb.

a.   At 21.00 pm, I _am_ with friend go to Lombeng beach.

b.   We _are_go on food to the Lombeng beach.

The student used the simple form of be and last sentence they use past form of be in their sentence. These sentences should have been:

a.   At 21.00 pm, I with friend go to Lombeng beach.

b.   We go on food to the Lombeng beach.

b. Double verb usages errors

Some students still ignore the rule how to put two verbs together in their sentence. They make the sentence as easy as they want. So that, it produces some errors, like some sentences below:

a.   We _go_ to Asta Tinggi by _go_ on food.

b.   We study about history of Indonesian with _use see_ much architecture.

In these sentences show that students present two verbs in their sentence. Whereas, Murthy and Purnomo show the right formation for the positive simple sentence in their each book, the simple sentence form is "S + Verb I + O".[17]Well, the sentence should have been:

a.   We _go_ to Asta Tinggi on food.

b.   We study about history of Indonesian with _seeing_ much architecture.

c. Double be usage errors

In this case, some students are still confused with the usage of each be in simple present tense. Be that they use in their sentence is wrong and there are more than one be in a sentence. Some errors are illustrated in sentences below:

a. They _are is_ take picture.

b. Over there I _am feeling_ so happy.

In two sentences above are found double be. First sentence show that student is still confused with the usage of each be. Whereas, Purnomo explained clearly that ***Am*** is used when the subject I, ***Are*** is used when the subject You, They, We and ***Is*** is used when the subject she, he, it

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[16]WahyuPurnomo, *English Grammar & Everyday Conversation* (Surabaya: Amelia, 2005), p.31.
[17]JD. Murthy, *Contemporary English Grammar*, p. 144.

etc.[18]In the last sentence, the student ignored the linking verb which its present in her sentence as be, but she put be before linking verb. Though be is the most common linking verb in modern English.[19] Then, the sentences should have been:

a.   They *are* take picture.

b.   Over there I *am/ feel* so happy.

3.   Misinformation

a.   BE form errors

Some students did errors in this case, they tend to consider that be can use in all sentences in simple present and they think all kinds of be can use in all subjects. Some sentences below:

a.   If we *be* lost, we must look for water source.

b.   The own car *was* really in angry.

In two beginning sentence, the student put the wrong form of be for their sentence. It relates to Fitikides's explanation that the verb "TO BE" for Simple Present Tense is I **am**, you **are**, he (she, it) **is**, we, you, they **are**.[20] So, they should do sentence as well as possible as below:

a.   If we *are* lost, we must look for water source.

b.   The own car *is* angry so much.

b.   Verb usage errors

The student failed to use the correct verb in a sentence suitable on the subject, situation or form of sentence. Some of the errors are illustrated as follows:

a.   We sing song on the road while *dances.*

b.   We *goes* to my grandma's house by pedicab.

While, these sentences are the evidence that students fail in using correct verb. In sentence a and b, they add the suffix '-s/-es/-ies' after the plural subject.Then the sentences should have been:

a.   We sing song on the road while *dance.*

b.   We *go* to my grandma's house by pedicab.

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[18]WahyuPurnomo, *English Grammar*, p. 30.
[19] Paul Robert, *Understanding Grammar*, p. 115.
[20] T. J.Fitikides, *Common Mistake in English* (Jakarta Barat: BinapuraAksara, 1990), p. 58.

c. Pronoun usage errors

Pronoun is the urgent part of the sentence. When the student failed to use the correct pronoun, it means the student did the false sentence. Like the following sentences:

a.   Nature among *our* that accompany our journey.

b.   And *me* just prepare to bring my little doll.

For the first sentence, student fail to use the right pronoun, the student use genitive pronoun of 'we' in her sentence, the student should use the objective pronoun of 'we'. On the contrary, the next sentence use the objective pronoun of 'I', the student should use the nominative pronoun of 'I' in their sentence. Their sentence should do in the correct one, like these sentences below:

a.   Nature among *us* that accompany our journey.

b.   And *I* just prepare to bring my little doll.

4.   Misordering

a.   Misplaced word errors

Many students are difficult in choosing the right diction and order the better one for their sentence. The student make sentence in English as they make it in their own language than they translate it into English one by one, thus the sentences are queer enough. Some of the errors are illustrated as follows:

a.   I have planning to eat *salad fruit* together.

b.   Then we take a rest and *eat foodstuffs each*.

Some sentences above are evidence that they write in English are not competence yet. They fail to use make good sentence and they are too honest. In sentence a and b they choose a word as like as they want without care to understanding of reader, they make the English word from their mother tongue' word order. The sentences should have been:

a.   I have planning to eat *fruit salad* together.

b.   Then we take a rest and *eat our each foodstuffs*.

Conclusion and Suggestion

Some student's sentences errors above occur are caused by many sources. It could be from their knowledge of English as the second language acquisition that strongly different with their mother tongue. the researcher found that many students do errors in misinformation. It's mean that the student still difficult to apply and use the rule of English well.

In learning English language, students should to comprehend four skills; speaking, listening, reading and writing. In speaking, students learn to express their idea orally, but by writing the student learn how to express their idea in written form. Writing is measured in terms of the ability to write and arrange English sentences.

In writing English, student should master in many skills that support the writing skill itself, such as mastering in grammar, rich of new vocabularies, and skillful in arrange the sentences into good paragraph. But, many students face difficulties in their learning and do some errors in their sentence.

The main objectives of this research are to analyze the student's errors in dealing with simple present tense in narrative writing made by the student's eleventh grade of MA Aqidah Usymuni Terate Pandian Sumenep.

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