

ANALYSIS OF GRAMMATICAL ERRORS IN USING SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT

Nirmala¹⁾, Jamiluddin²⁾, Mashuri³⁾

^{1,2,3)}English Education Study Program, Faculty of Teacher Training and Education
Tadulako University, Palu

nrmlsm212@gmail.com

ABSTRACT

This research aims to find out the kind of error frequently made by the students in using simple present tense in descriptive text and the source of errors made by the students. This research is qualitative descriptive. The subject was selected by using purposive sampling. The subject of the research was the eighth grade students of SMP Negeri 9 Palu consisting of 30 students. The techniques for collecting the data were tests and questionnaires. The researcher used the technique of analyzing the data from Ellis and Barkhuizen. The steps to analyze the data were collecting data, identification, description, explanation, and evaluation. The result indicates four types of errors namely omission, addition, misformation, and misordering. The most frequent error made by the student was omission and the least frequent error was misordering. The interlingual transfer was the highest gradation of possible source of students' error in using simple present tense.

Key Words: Error Analysis; Simple Present Tense; Descriptive Text.

INTRODUCTION

Grammar is a sentence structure to help with the accuracy of using a language and prevents ambiguity in a sentence. Grammar is a way to organize sentences and create good language (Hirai, Borrego, Garza & Kloock, 2013). In studying grammar, students learn tenses to identify when an event happens or describe a state. One of the tenses that students learn at school is simple present tense. Simple present tense is a form of tense that expresses action in the present time, habitual action, or general truths. Reutzel & Schoen (2006) state that simple present is used to show actions, events, or states that happen habitually or as a general rule. Simple present says that something was true in the past, is true in the present, and will be true in the future (Azar, 1999).

Students usually make errors when learning a second language. Dulay, Burt, and Krashen (1982:138) state that people cannot learn language without making errors. So, it is important to identify the types of errors and the sources of errors made by students in using simple present tense in descriptive text. According to English teacher at school that one of the problems faced by students in studying simple present tense is that they can't arrange verbal sentences and nominal sentences correctly, so students make errors when writing descriptive text.

Mukarto (2007:140) defines descriptive text is a kind of text to describe something. It can describe people, objects, events, or places. Descriptive text using simple present tense, using specific nouns, using detailed noun phrases to give information about the subject, various adjectives functioning to describe, relating verbs to give information about the subject, action verbs, adverbial to give additional information, and figurative language skill (Gerot and Wignell 1994:28).

The objective of teaching Descriptive Text at junior high school based on the curriculum 2013 is compose spoken and written descriptive texts, very short and simple, about people, animals, and things, taking into account the social function, text structure, and linguistic elements, correctly and according to context.

In this research, the researchers focused on error analysis in using simple present tense in descriptive text and the source of grammatical errors. To find out the types of grammatical

errors made by the students in using simple present tense in descriptive text and sources of grammatical errors.

Several studies have been conducted by previous research with error analysis in using simple present tense. The first research was conducted by Siregar (2020) who found out that there are four types of students' errors in using simple present tense. The most error in using simple present tense made by students is omission. The second research was conducted by Salsabila (2021) who found the types and the most dominant errors in writing using simple present tenses in a descriptive text. The most frequent error is misinformation. The third research was conducted by Perlin (2020) who found four types of errors in paragraph writing using simple present tense. The most dominant error made by students is error of misinformation. The fourth research was conducted by Lestari (2020) who found the most frequent error made by students is misinformation.

METHOD

In this research of error analysis, the researchers used a qualitative descriptive approach. Descriptive research is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003). In descriptive research, a population, situation, or phenomenon is accurately and systematically described.

The researchers conducted the research at SMP Negeri 9 Palu. The subject of this research is the eighth grade students of SMP Negeri 9 Palu in the academic year of 2021/2022. The researchers chose the eighth grade students. The researchers take VIII H which consists of 30 students as the sample of this research. The researchers applied purposive sampling.

The data were collected by giving a written test of descriptive text to the students. Test is exercise used to measure knowledge and ability to understand individual or group (Arikunto, 2013:193). The written test is the main instrument to find out the types of grammatical errors made by students in using simple present tense. The topic described by students about "Myself, My mother, and My father". The students chose a topic they want to describe. To find the source of students error, the researchers used a questionnaire. Questionnaire is a technique of collecting data that is done by giving some questions or statements to respondents (Sugiyono, 2013). The researchers made statements related to sources of error made by students which are, interlingual

transfer and intralingual transfer. The questionnaire in this research was adapted from Nurjannah, (2017). The scoring technique used in this research questionnaire is a Likert scale technique. Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2013:132). The questionnaire consisted of 10 statements. The researchers used the technique of data analysis, according to Ellis & Barkhuizen (2005), which is involving five steps: collection of sample of learner, identification of errors, description of errors, explanation of errors, and error evaluation.

FINDINGS AND DISCUSSION

FINDINGS

This research was focused on the types of errors and the source of errors. The researchers analyzing the result of the test by correcting errors in each writing and analyze student responses based on the questionnaire. The researchers found that there are four types of errors made by students based namely omission, addition, misformation, and misordering. The result of research after analyzed which are presented as the following as the tables below:

Table 1 – The Classification of Students in Writing Descriptive Text

Types of Error				Total Error
Omission	Addition	Misformation	Misordering	
248	43	90	13	394

Based on the data analysis in Table 1, it can be seen that most students made errors of omission with 248 errors on a percentage of 62,94 %. The second highest error is misformation with 90 errors on a percentage of 22,84 %. The third is addition with 43 errors on a percentage of 10,91 % and the last is misordering with 13 errors on a percentage of 3,29 %.

The researchers classified students' errors into four parts based on Dulay's theory: omission, addition, misformation, and misordering. The first type of error that the researchers found was error of omission. Dulay, Burt, and Krashen (1982:154-155) state that omission errors are characterized by the absence of an item that must appear in well-formed utterances. The researchers found two types of omission errors, namely omission of content morphemes and omission of grammatical morphemes. Omission of content morphemes is related to the major

constituents of a sentence such as nouns, verbs, adjectives, and adverbs. Omission of grammatical morphemes includes noun and verb inflections (-s in mother's, the -ed in looked, the -ing in laughing, etc); prepositions (in, on, at, under, etc); conjunction (and, or, but, because, if, although, etc); verb auxiliaries (is, will, can, etc); and articles (Sukmawati, 2016).

The first omission of content morphemes is omission of the subject. For example "*Ø is always patient with is his children*" is not complete. It should be: "***He** is always patient with his children*". This error is taken from sample 3. The second type of omission error is omission of grammatical morphemes. The second omission of content morphemes is omission of possessive adjective. For example "*Ø Hobby play football*" is not complete. It should be "***My** hobby is playing football*". This error is taken from sample 16. Samples 1, 16, and 28 also omit possessive adjectives in the sentence "*Ø pop ice favorite drink*". It should be "***My** favorite drink is Pop ice*". Example of grammatical morphemes is omission of auxiliary verbs. For example "*Religion Ø Islam*" is not complete. It should be "*My religion **is** Islam*".

The second type of error that the researchers found was errors of addition. Dulay et al. (1982:156) errors of addition are characterized by the presence of an item that must not appear in a well-formed utterance. The researchers found the type of error double markings, this error is described as the failure to delete certain items which are required in some linguistic construction but not in others. The first type of double marking error is additional auxiliary. For example "*I'm **is** the 3rd child*" It should be "*I'm the 3rd child*". This error is taken from sample 18. The second type of double marking error is additional article. For example "*My hobby is **a** read*". It should be "*My hobby is reading*". This error is taken from sample 27.

The third type of error that the researchers found was error of misformation. Dulay et al. (1982:158) state that errors of misformation are identified by the use of the wrong morpheme or structure. The researchers found the type of error alternating form, this error is indicated by an error in choosing the right words. The first type of alternating form error is the wrong use of auxiliary verb. For example "*My favorite foods **is** indomie and egg*". It should be "*My favorite foods **are** noodles and egg*". This error is taken from sample 27. The second type of alternating form error is the wrong use of pronoun. For example "***My** like black hair*". It should be : "***I** like black hair*". This error is taken from sample 1.

The fourth type of error that the researchers found was error of misordering. Dulay et al. (1982:158) define "misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance". For example "*My mother he is a **woman strong***". It should be "*My mother is a **strong woman***". This error is taken from sample 5.

2. Sources of Error

The researchers analyze the source of error based on Erdogan's theory (2005:265) that the learner's error comes from several possible general sources: interlingual transfer, and intralingual transfer. Intralingual is when the students make ungrammatical structures since they do not have enough knowledge of their target language (Sari, 2018:193). Interlingual is when learners of a foreign language make errors in the target language by the effect of their mother tongue (Richard, 1974:173). The questionnaire consists of 10 statements. Items 1-4 are about interlingual transfer and items 5-10 are about intralingual transfer. The researchers used a likert scale to analyze the data. After scoring the student's responses, the researchers tried to find the percentage of each statement.

From 100% sources of interlingual transfer errors, 82% of students are affected by interlingual transfer. This is seen based on the results of student questionnaires. There are 88.33% of students' parents who do not teach the use of English at home, especially simple present tense. There are 90% of students do not use English at home. There are 90.83% of students do not use English in conversation with neighbors and friends. There are 59.16% of students are influenced by Indonesian when learning the simple present tense.

From 100% sources of intralingual transfer errors, 63,18% of students are affected by intralingual transfer. This is seen based on the results of student questionnaires. There are 68.33% of students have difficulty learning the simple present tense in English. There are 73.3% of students do not know the simple present tense formula in English. There are 68.33% of students do not understand the use of simple present tense in English. There are 48.3% of students when encounter difficulties in understanding the simple present tense, the teacher does not explain again. There are 56.67% of students are not happy to learn simple present tense in English. There are 64.16% of students who do not learn the simple present in the form of nominal sentences and verbal sentences.

The highest gradation of possible source of students' error in using simple present tense is interlingual transfer with a mean of 82 %, and intralingual transfer is the lowest gradation with a mean of 63,18 %.

DISCUSSION

From the research and the analysis that the researchers conducted, the research found out that the eighth grade students of SMP Negeri 9 Palu made the following types of error: 1). omission with 248 errors (62,94 %). 2). addition with 43 errors (10,91%). 3). misformation with 90 errors (22,84%). 4). misordering with 13 errors (3,29 %). The most errors made by the students are omission and the least errors made by students are misordering, The findings of the most and the least error that the researchers found supports the previous research by Siregar (2020). She stated that the most error in using simple present tense made by students is omission with the percentage is 50,61%. The smallest errors made by students is misordering with the percentage is 2,47%.

From 100% sources of interlingual transfer errors, 82% of students are affected by interlingual transfer. From 100% sources of intralingual transfer errors, 63,18% of students are affected by intralingual transfer. The highest gradation of possible source of students' error in using simple present tense is interlingual transfer. Interlingual transfer happened because students are still interfered by the effect of their mother tongue (Richard, 1974:173). Either positively or negatively, a speaker's mother tongue would affect their second language acquisition (Erarslan & Hol, 2014). Researchers found interlingual transfer as the highest gradation of possible source of student's errors supported by the previous research by Ridha, (2012). She stated in English essay writing of the EFL Iraqi college students and it is found that most of the students' errors can be due to the L1 transfer. Most of the learners rely on their mother tongue in expressing their ideas.

CONCLUSION

Based on the research result, the researchers found four types of errors made by the eighth grade students of SMPN 9 Palu in using simple present tense in writing descriptive text. The types of errors are omission with 248 errors on a percentage of 62,94%, addition with 43 errors on a percentage of 10,91%, misformation with 90 errors on a percentage of 22,84 %, and

misordering with 13 errors on a percentage of 3,29%. The most frequent error made by the student is omission and the least frequent error is misordering.

The researchers found two sources of students' errors in using simple present tense in writing descriptive. Interlingual transfer is the highest gradation of possible source of students' error in using simple present tense.

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