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Analysis Of Student's Errors In Writing Simple Present Tense At Eighth Grade

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ABSTRAK

Simple present tense adalah salah satu tenses paling kompleks dalam bahasa Inggris. Karena perbedaan pola antara bahasa ibu siswa dan bahasa Inggris sebagai bahasa target, siswa sering membuat kesalahan dalam membuat kalimat. Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan apa yang paling sering muncul ketika siswa menggunakan Simple Present Tense dalam menulis. Penelitian ini merupakan penelitian kualitatif deskriptif yang dipadukan dengan metodologi analisis kesalahan menggunakan Surface Strategy Taxonomy. Partisipan penelitian adalah 30 siswa kelas VIII-A SMP Swasta Muhammadiyah 22 Kisaran. Hasil penelitian menunjukkan bahwa kesalahan yang paling banyak dilakukan siswa adalah kesalahan Omission sebanyak 35,30%. Kesalahan terbanyak kedua yang muncul pada tulisan siswa simple present tense adalah kesalahan penambahan sebanyak 29,41% yang jumlahnya tidak jauh berbeda dengan kesalahan pembentukan sebanyak 23,53%. Jenis kesalahan yang paling sedikit ditemukan pada tulisan simple present tense siswa adalah kesalahan salah susun sebanyak 11,76%.

Kata Kunci: Kesalahan, Simple Present Tense, Tulisan

ABSTRACT

Simple present tense is one of the most complex tense in English. Because of the different pattern between the students' mother tongue and English as the target language, students often make errors in producing sentences. The objective of the research is to find out what type of error which mostly appears when students use Simple Present Tense in writing. This research is a descriptive qualitative research combined with error analysis methodology using Surface Strategy Taxonomy. The research participants were 30 students of VIII-A grade in SMP Swasta Muhammadiyah 22 Kisaran. The result of the research showed that the most common errors made by students were Omission errors which happened as much as 35,30%. The second most common errors which appear in students' writingsimple present tense were addition errors as much as 29,41% which number was not much different with misformation errors as much as 23,53%. The least type of error found in students' writing simple present tense was misordering error as much as 11,76%.

Keywords: Errors, Simple Present Tense, Writing

INTRODUCTION

In English there are 4 skills namely speaking, listening, reading and writing. However, many students think that writing is the most difficult thing to do because of the differences in the structure of English and Indonesian in writing. They are not only wrong in the text but also wrong in the use of tenses. Writing is a way of expressing feeling, opinion in writing form. With the writing process, student learn to write sentences according to the grammar and structure of the language they are learning.

They have to master a large vocabulary to develop ideas or opinion so that they are able to make a correct writing. With a limited vocabulary, some students find it difficult to develop their writing and cannot compose good sentences in their writing. So they feel that writing is a difficult thing to do(Widayanti, 2008).

In addition to mastering vocabulary, writing in English also requires an understanding of grammar. With grammar, the meaning of the sentences we write can be conveyed clearly to the reader. With grammar, the reader will understand the situation that we convey in our sentence. With grammar also readers will more easily understand what we write(Marzona, 2022).

Grammar is the main component in writing. Grammar is the most important part for students to pay more attention to so they can make sentences correctly. Grammar will greatly contribute to a good sentence. Writing without grammar will make the ideas we write not conveyed properly(Sahal, n.d.).

Tenses are forms to show the meaning of the verb according to the time of the action. The simple present tense is one of the tenses that is difficult for students to learn, but the simple present tense is also important to learn, especially in eighth grade of junior high school so that students can express their daily activities with the correct tenses. The simple present tense is a tense that states an activity that is carried out repeatedly, daily activities and states things that are general in nature and tells something. The reserch focuses on the simple present tense because there are still many students who are confused in using the simple present tense and there are still many mistakes students make when writing using the simple present tense.

Based on our experience teaching at Junior High School Swasta Muhammadiyah 22 Kisaran, there are still many students who make mistakes in writing Present Tense sentence. Like they get confused anytime adding “s” or “es” in a verb. For example, they write “She draw many pictures today”. They should added “s” in the verb {draw} because

the sentence has third person singular subject. So the correct sentence would be “ She draws many pictures today”. The error above is one of the types of errors in writing that is in the Surface Strategy Taxonomy theory put forward by Dulay, Burt, and Krashen, namely Omission.

They use verb that do not match the present tense verb. For example, they write “ We are make a mistake”. The correct sentence is “ we make a mistake”. The error above is one of the types of errors in writing that is in the Surface Strategy Taxonomy theory put forward by Dulay, Burt, and Krashen, namely Addition.

The same as the journal Lilik Yuliawati (2019). The results showed that the most errors made by students were misinformation errors which occurred as much as 54%. The second most common error that appears in student descriptive writing is an omission error of 24% which is not much different from the addition error of 20%. The type of error that was found the least in student descriptive writing was misordering as much as 2%(Yuliawati, n.d.).

Hikmnisa Bahtiar and Muh. Yusuf Liza also obtained the same data in his journal entitled "An Error Analysis on the Use of Simple Present Tense in Descriptive Text", namely omission and misinformation are the most dominant errors(Bahtiar & Liza, 2022).

The same research conducted by Muh Arief Muhsin (2016) also stated the same thing in his journal that the mistakes students often make in writing simple present tense sentences are misinformation and omission(Muhsin, 2016).

On the other hand, there are several different findings, namely Pensius, Albert Rufinus, Zainal Arifin (2016) wrote in his journal entitled "STUDENTS' ERRORS IN WRITING SENTENCES" that the error that is often made by eighth graders of SMPN 01 Sajingan Besar is misinformation with a percentage of 82%(Rufinus & Arifin, n.d.). .

Likewise, in Arinta Perlin's journal, Dewi Sartika and Ratna Nery also stated different things in their research entitled "AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE IN PARAGRAPH WRITING OF THE SECOND SEMESTER AT ENGLISH LANGUAGE EDUCATION AT ISLAMIC UNIVERSITY OF OGAN KOMERING ILIR KAYUAGUNG " that the most common mistakes made by students are misinformation and addition errors(Naserly, 2020).

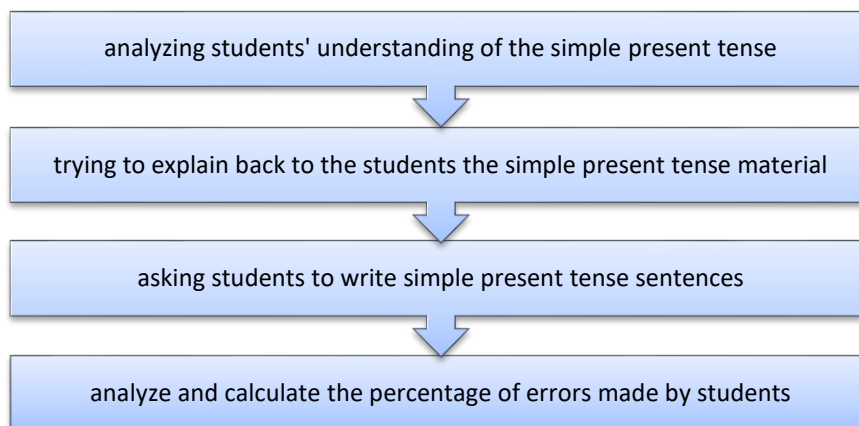
Based on previous findings it can be concluded that many students make misinformation errors in writing simple present tense sentences. Errors occur because students do not learn something repeatedly. Therefore students need to continue learning so that mistakes can be reduced, especially the simple present tense. According to the

surface strategy taxonomy theory put forward by Dulay, Burt, and Krashen, they classify errors into four types, namely: addition, omission, misformation, and misordering.

RESEARCH METHOD

This study uses descriptive qualitative research. It describes the validity of the students. For this reason, there are several steps for data analysis. First, analyzing students' understanding of the simple present tense. Second, trying to explain back to the students the simple present tense material. And third, asking students to write simple present tense sentences. There are 4 errors in writing based on the theory put forward by Dulay, Burt, and Krashen, namely: omission, addition, misordering and misformation. The last step, analyze and calculate the percentage of errors made by students. by carrying out these steps, this research can be concluded and can find errors that students still make (Staf Penagajar pada STAIN Gajah Putih, 2019). Here is the research framework:

Chart 1. The Research Framework



The subjects of this study were five sixth-semester students enrolled in qualitative research courses. This course describes several qualitative studies. one of them is descriptive qualitative research. student test answer sheets were taken as a source of data in this study. It is assumed that it presents good and accurate data. In addition, with the answer sheet it can express students' efforts to understand the material.

The focus of this research is the students' mistakes in writing simple present tense sentences. There are still many students who find it difficult to compose simple present tense sentences. with this research can minimize mistakes made by students. Final, the formulation of the research is what are the students' error in writing simple present tense in class VIII-A at SMP Swasta Muhammadiyah 22 Kisaran in the 2022-2023 Academic Year? And the benefit of this research is the finding mistakes made by students in writing simple present tense sentences, improve students' ability to write simple present tense

sentences and decreasing mistakes made by students in writing simple present tense sentences.

FINDING AND DISCUSSION

FINDING

Based on data found in class VIII A SMP Swasta Muhammadiyah 22 Kisaran, which has a total of 30 students, this study found several mistakes made by students in class VIII A SMP Swasta Muhammadiyah 22 Kisaran by using a test where students are asked to write simple present tense sentences, as follows:

Table 1. The total of student's errors

No	Type of error	Total of error	Percentanges
1	Omission	6 students	35,30%
2	Addition	5 students	29,41%
3	Misodering	2 students	11,76%
4	Misformation	4 students	23,53%
Total		17 students	100%

Beside the table show that of the 30 students in class VIII A SMP Swasta Muhammadiyah 22 Kisaran who made mistakes in writing simple present tense sentences, only 17 errors consisted of omission, addition, misodeing, and misformation

Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Most students make mistakes in adding "S" or "es", omitting to be (is, am, are), while omission was done by 6 errors (35.30%).

Mistakes made by students:

1. Rehan love his friend
2. He go to school today

suggested correction:

1. Rehan loves his friend
2. He goes to school today

Addition

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Adding s or es to verbs whose subject is not the third person singular, adding the auxiliary "do" to nominal interrogative sentences, addition was done

by 5 errors (29.41%).

Mistakes made by students:

1. I studies math every Saturday
2. Don't Udin loves the cat?
3. Do you are not smart?

suggested correction:

1. I study math every Saturday
2. Does Udin love the cat?
3. Are you smart?

Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance (Martha & Situmorang, 2018). . Mistakes in sentence construction, placing adverbs of time after the subject, misordering was done by 2 errors (11.76%).

Mistakes made by students:

1. She is a girl beautiful
2. I everyday play volley ball

suggested correction:

1. She is a beautiful girl
2. I play volley ball everyday

Misformation

This type of error is characterized by the use of the wrong form of the structure, namely morpheme or regularization, archi-formis, and alternating forms (Purba & Sohnata Hutaeruk, 2022). Using wrong tenses in simple present tense sentences. misformation was done by 4 errors (23.53%).

Mistakes made by students:

1. I am taking a bath
2. I haven't taken a shower
3. She runned so fast

suggested correction:

1. I take a bath
2. I don't take a shower
3. She runs so far

So, students who made mistakes in writing simple present tense sentences were as

many as 17 students out of 30 students in class VIII A SMP Swasta Muhammadiyah 22 Kisaran.

DISCUSSION

After analyzing this data collection; students' writing products in making sentences of simple present tense to discuss the result of this study. The purposes of this study were to find out student's errors in writing simple present tense. Beside, the aims of this study were minimized student's errors and to describe the factors causing the students' errors in writing present tense. Thus, first research question was "What are the most dominant errors made by the VIII A grade SMP Swasta Muhammadiyah 22 Kisaran students in writing present tense?". Thus, first discussion would focus on the analysis of student's errors in writing present tense. This stage was to find out the types of error and identified the most dominant students' errors in writing simple present tense based on surface strategy taxonomy (omission, addition, misordering and misformation). In this study, the research analyzed the 30 students in writing products in making sentences simple present tense.

In this part, the research would analysis the student's errors from the students' writing products into four types (omission, addition, misordering and misformation). of all, the mistakes that the students made the most were omissions (35,30%). almost one-fifth of students make omission errors in their simple present tense sentences. next, addition (29,41%), misformation (11,76%) , and misordering (23.53%).

Based on this research, students do less misordering. This research is the same as Isabella FaradilaYanti's thesis journal (2019) which revealed that most of the mistakes students made in using the simple present tense were misformation errors with a total of 98 sentences which were made 683 times. Then followed by omission errors with a total of 44 sentences which were carried out 508 times and misordering with a total of 7 sentences which were carried out 40 times(Patel & Goyena, 2019).

Nurlaili and Juliana (2021) also produced the same findings when analyzing simple present tense errors in descriptive texts for eighth graders of SMP Bina Satria Medan. They found that the dominant errors made by students were misformation with a percentage (49.2%) and followed by Omission errors (25%), addition (22.4%) and misordering (3.4%)(Nurlaili, 2021).

Other similar items by Ihda Atira Muis (2019) resulted that the errors that were often made by tenth graders of MAN 2 Medan Model were 54 errors of Omission and 21

errors of Addition, 24 errors of Misformation and 7 errors of Misordering in analyzing the use of the simple present tense with using Dulay, Burt, and Krashen theory on descriptive text (Amiruddin et al., n.d.).

Based on the findings above, it can be assumed that students' mistakes in writing the simple present tense are more dominant in misformation and omission errors. Where students are more influenced by their mother tongue so as to translate into English which has a different sentence structure so that it makes them difficult to understand the writing of the simple present tense. Besides that students also find it difficult to use the final addition of "s" or "es" to "verbs", the use of auxiliary verbs (to be: is am are) in simple present tense sentences, so students still make many mistakes in adding something that shouldn't be added in simple present tense sentences.

CLOSING

Based on the finding of students' errors in writing present tense. It showed that students made errors are 17 students which consist of 6 students (35,30%) errors of omission, 5 (29,41%) errors of addition, 2 (11,76%) errors of misordering and 4 students (23,53%) errors of misformation. So, the omission was the most dominant students' errors in writing present tense.

After the research conducted interviews, it was found that the causes of students making mistakes in using the simple present tense were due to several things. First, students do not know what the simple past tense is, this student's ignorance is also called (Ignorance), besides that students are also unable (Inability), and finally the cause of students making mistakes in using the simple present tense is temporary lapses of memory. Based on these findings, it is recommended for students to better understand each tense, especially the simple present tense.

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