AN ERROR ANALYSIS OF THE USE SIMPLE PRESENT TENSE IN EFL STUDENTS' DESCRIPTIVE TEXT

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Abstract

This study suggests two research questions. First, what types of simple present tense errors made by students in their writing text. Second, what are the errors' causes. This study aimed to describe types of errors and explain the causes of errors in the use of simple present tense in writing text made by eleventh grade students of SMK PGRI 5 Jember. Descriptive qualitative research was used in this study because the data in this study were presented in the form of words rather than numbers, were obtained in a natural context, and were discussed descriptively. This study obtain data in the form of students' writing worksheet, student questionnaires response and the answer of students' interview. The participants of the study were 37 eleventh grade students of OTKP 3 in SMK PGRI 5 Jember. The results showed that the eleventh grade students of OTKP 3 in SMK PGRI 5 Jember made several errors in the use of simple present tense in their writing text. The types of error in using simple present tense are errors of omission, errors of addition, and error of misformation. Based on these types of errors, the causes of student errors are caused by overgeneralization, ignorance of the rules' restrictions, and false concept hypothesized. It can be conclude from the results and the discussion that the most frequent error that were committed by students is omission error, and the most frequent causes of students in making error in the use of simple present tense is overgeneralization.

Key Word: Errors Types, Errors Causes, Simple Present Tense.

Grammar is one of the essential aspects that must be comprehended to make a good writing structure. In other words, students have to know a set of rules to follow which is called grammar. In particular, writing without following rules will make sentences disorganized and cause such problems.

One of the components that plays an important role is tense. We use tense whenever we communicate and express ideas both orally and in writing. There are several tenses that are taught to students. For instance, simple present tense, simple past tense, simple future tense, present perfect tense, present continuous tense, etc. Tenses have been studied starting from the first time learning English subjects at junior and high school especially the simple present tense.

Even though the simple present tense has been taught since junior high school, the use of simple present tense often makes students confused with its complexity. They usually make some errors in the use of the verb form of simple present, they have difficulty deciding which one verb that has to add "s" or "es". Further, they also made errors in using "to be" for the subject. These errors indicate that students have not mastered the rules of the language they are learning.

Over the past few years, there have been many studies which investigated the grammatical error on students' writing in various forms of writing. The research was carried out on students of different levels of education (Abushihab, 2014). Most of the previous research focus on grammatical errors in general and several specific grammar components, with the way of the analysis using linguistic category taxonomy (Alfiyani, 2013; Sadiah & Royani, 2019; Wennyta, 2016). However, there is relatively few studies analyzed errors in the use of simple present tense in the students' writing text using surface strategy taxonomy. This strategy is a type of errors which are dealing with the surface characteristic error. The researcher will use the surface strategy taxonomy because by analyzing the types of error based on the surface strategy taxonomy, some advantages can be obtained. Due to that relatively few studies mentioned, therefore there is a need for further research to find the cumulative findings.

From the description above, this study is conducted to describe errors commited by students and its causes in their writing. Thus, this study conducted error analysis based on surface strategy taxonomy, they are omission, addition, misinformation, and misordering. By analyzing students' errors of using simple present in writing text, it is expected to improve teacher's teaching strategy and overcome the students' error, especially in writing.

Method

Descriptive qualitative research used in this study. This design used because the study's data in this research is in the form of words in written language rather than numbers, obtained in a natural context, and discussed descriptively.

The instruments that used in this study are writing task, questionnaire, and interview. Writing Task is designed to collect students' writing in the form of guided writing in descriptive text, which subsequently be assessed for errors using the Surface Strategy Taxonomy. The questionnaire and interview aims to find out the possible cause of the errors committed by the students in using simple present tense.

To collect the data, the researcher ask the students to complete the writing task and answering the questionnaire. After that, they interviewed one by one to find out the causes of error in the use of simple present tense.

This study used several data collection techniques, thus the data

analyzing techniques differ for each data obtained. In analyzing students' writing, this study used technique of analyzing data from Carl James (1998). In counting the errors committed by the students and find out the dominant errors, this study used the stastical of percentage formula by Sudjiono (2008). In scoring the response of the students toward the questionnaire questions, this study use Guttman scale. There are two kinds of responses with different scores. The interview was analyzed using Miles and Huberman's (1984) interactive analysis methodology. This analysis has three parts: data reduction, data presentation, and verification or conclusion.

Result and Discussion

Table 1: The percentage of errors

NO	Types of Errors	Frequency	Percentage
1	The Errors of Omission	157	45.77%
2	The Errors of Addition	85	24.78%
3	The Errors of Misformation	101	29.45%
4	The Errors of Misordering	0	0.00%

From the table above, it shows that the most frequent error that were committed by the students was omission errors (157 errors or 45.77%). The next frequent error is misformation error (101 errors or 29.45%). Next, the addition error ranks third from the highest number of errors (85 errors or 24.78%). Lastly, the least error among those 4 errors is misordering error (0 error or 0.00%). Further information and explanation of those four errors are presented below.

Table 2: The percentage causes of error

Causes of Error	Percentage
Ignorance of the rules' restrictions	28.38%
False concept hypothesized	35.13%
Overgeneralization	78.38%
Incomplete application of rules	0.00%

From the table above, it shows that the most frequent cause was overgeneralization cause with a percentage of 78.38%. In this research, overgeneralization occurs when students generalize the rules for using "s/es" in simple present tense. Next, the false concept hypothesized with a percentage of 35.13%. False concept hypothesized happen when students misuse or misform the grammatical elements. The next frequent cause is ignorance of the rules' restrictions with a percentage of 28.38%. This cause occurs when students do not know the rules in simple present tense. Lastly, the least cause among those 4 causes is incomplete application of rules with a percentage of 0.00%. Incomplete application of rules happen when students is unable to add or present necessary items in a sentence. None of incomplete application of rules cause was found in the students' response.

The overall data in the form of interview with the students of eleventh grade OTKP 3 in SMK PGRI 5 Jember showed that students did not understand the simple present tense, even though they have been taught about the material. They are confused in using the form of the verb in the simple present tense, such

as which verb to add the "s/es" suffix, students are confused in differentiating the use of "s/es" in the simple present tense.

Conclusion

Based on the research results and discussion in the previous chapter, the eleventh grade students of OTKP 3 in SMK PGRI 5 Jember made several errors in the use of simple present tense in their writing text. It can be concluded from results of the research and the discussion that the types of error in using simple present tense were errors of omission, errors of addition, and error of misformation. The most frequent error that were committed by the eleventh grade of OTKP 3 in SMK PGRI 5 Jember was errors of omission. Based on these types of error, the causes of students' errors in the use of simple present tense are overgeneralization, ignorance of the rules' restrictions, and false concept hypothesized. The most error that committed by students was errors in the use of "s/es". This kind of error caused by the overgeneralization.

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