

# CHAPTER I

## INTRODUCTION

This chapter presents: (1) background, (2) problem of study, (3) objectives of study, and (4) significance of study.

### 1.1 Background

Language is a very important means of communication in daily human life. Human being uses language, both in written and spoken form, to express their ideas. Amberg and Vause (2009, p. 2) state that language is a foremost means of communication which is communication almost always takes place within social life. It is also used to express opinions, ideas, thoughts and also feelings. It is used to communicate both in written and spoken form. Moreover, Kracht (2008, p. 3) states that languages are sets of signs. Signs combine an exponent (a sequence of letters or sounds) with a meaning. Signs combine a form and a meaning, and they are identical with neither their exponent nor with their meaning.

From all of languages in the world, English is one of language which is spoken by people in almost all of countries in the world. As Subasini and Kokilavani (2013, p. 56) assert that English is overtly most common language all over the world, it is the language of higher administration, superior judiciary, advanced education and diplomacy. Therefore, learning English is very useful for people. As Hidayah (2013, p. 2) states that the mastery of good English is deemed as having an edge and can bring a lot of advantages in many ways. Even nowadays, English has become a particular thing in almost all of aspects such as economic, science, and education. This international language is used not only for communicational purposes but also in the fields of technology, commerce, education and many other aspects of life.

In Indonesia, English becomes the first foreign language that should be learnt by students from junior high school to senior high school level. It is based on the Decree of Education Ministry number 24/2006 about School Based Curriculum and Standard of Content. Therefore, it is no doubt that students in Indonesia should know English since early of school. Even some schools nowadays make English as their second language in teaching and learning process.

Wismono (2013, p. 8) argues that English is very important in Indonesian education because of several reasons. First, as what has been discussed that it has been a compulsory subject in Indonesian education. Second, because all people understand that English is an international language that is used in various fields. Third, people believe that by mastering English, especially being able to speak English fluently, they will have more chance in getting better jobs. Fourth, it has been a general fact that if students can master English well, they will be able to study everywhere; even they will be able to get scholarships easily. There are so many other reasons instead of those all, however, the most influential reasons of why people are so eager to learn English and why it is so important in Indonesian education are those reasons.

In learning English, there are four skills that should be mastered. Choudhury (2013, p. 27) states that the four core language skills are listening, speaking, reading and writing. All of those skills are the basic in mastering English. Reading and listening are passive skills, it means that the students only receive the material. Whereas speaking and writing are active skills, the students will produce something in their learning.

In writing, the students still have hesitancy about grammar. Since grammar is the basic elements of an area of knowledge or skill, or it is a set of prescriptive notions about correct use of a language. As Baleghizadeh and Gordani (2012, p. 162) explain that no matter how well a person has brilliant ideas of writing will be useless if the writer, in this case is the students, lack of maintaining the clarity and avoiding ambiguity due to of grammar. Therefore, being aware of the importance of grammar gives many advantages to the writers. Payne (2011, p. 12) states that the grammar of a language is a dynamic, constantly changing set of habit patterns that allows people to communicate with one another. Moreover, grammar is also an important part of learning English because without mastering grammar, the students will not have good communication in English. Debata (2013, p. 482) argues that grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. Knowledge of grammar helps the student in the correction of mistakes and improvement of written work. Therefore, it can be said that communication failure will happen

if people do not master the grammar because the purpose of communication cannot be reached. So, it is clear that grammar is one of the important aspects that should be learnt by the students.

However, learning grammar is something difficult to the students because in bahasa Indonesia there is no tense which causes the students do some errors in using grammar. Part of the grammar which is considered to be the most difficult to learn by Indonesian students is tenses. In tenses, the learners or the writers should combine some parts of grammar, like subjects, verbs, auxiliary verbs, articles, objects, adjectives, adverbs, and so on. As Muftah and Galea (2013, p. 146) states that in the EFL (English as a foreign language) context, knowledge of grammar, particularly tense, is considered to be the most crucial and difficult part for non-native learners to master properly.

Out of five basic tenses, one of the tenses which is considered to be one of the important tense to be learnt is simple present tense. Simple present tense is an important tense because it is used in daily life whether it is spoken and also written. Azar (2003, p. 4) states that simple present tense expresses events or situations that exists always, usually and habitually. They exist now, have existed in the past, and probably will exist in the future. From these explanations, the mastery of simple present tense is very needed by all people who use English.

However, learning simple present tense is difficult for the students especially for students in Indonesia. As stated before that it is because in bahasa Indonesia there is no tense. Simple present tense has some rules such as the use of suffix *s/es*, the use of *to be* before noun, adjective and adverb while they do not find that rules in their mother tongue. Ginanjar (2015, p. 5) states that learners' mother language is quite different with English. In an Indonesian sentence, the verbs do not change even it happens in the present, past or in the future. This condition often leads the students do some errors in writing and also uttering simple present tense.

Muftah and Galea (2013, p. 146) state that error in language learning and knowledge of grammar has become one of the most important aspect that indicates development of second language learners' inter language system. These difficulties sometimes lead the students doing some errors in using tenses. Ellis (1997, p. 17) explains that error reflects gaps in a learner's knowledge; they occur because the learner does not know what is correct. Moreover, Dulay,

Burt and Krashen (1982, p. 139) state that errors are deviations from some selected norms of mature language performance

Simple present tense is the language feature used in descriptive writing. Descriptive text is a type of text used by the writer when he/she wants to tell how something looks, smells, feels, acts, tastes, sounds. Descriptive text has communicative purpose which is to describe a particular persons, places, and things. The descriptive text has two generic structures; first, identification where the writer introduces the subject which is being described. Second, description is supporting part of the paragraph which describes in detail to assist the reader to see and feel the subject. Descriptive text also has language features which focus on specific participants, adjective and compound adjective, and linking verb. Since the descriptive text uses simple present tense in every sentence, it can be assumed that students' master in simple present tense can improve their quality in descriptive writing.

A preliminary study was conducted at MA Muhammadiyah 1 Palembang, by interviewing the teacher of English on Wednesday, August 3<sup>rd</sup> 2016 to know the most difficult grammar item faced by the students. Then, the teacher answered that the most difficult material was simple present tense. After that, on August 5<sup>th</sup> 2016, the researcher continued the preliminary study by giving the tenth grade students 20 completion test items of simple present tense and they were given about 90 minutes to answer all the questions (Appendix A). It was found that from 27 students, only 7% the students who got 75 as the score and 93% of them were below the standard score (Appendix B). There were varieties of errors found such as the use of to be, suffix s/es, and auxiliary verb. This case leads the curiosity of the researcher to find out the real error about the students' error.

Some previous studies show various result. A study conducted by Nitria in 2007 on students' errors in using simple present tense which was done at the eighth grade students of SMPN 2 Brebes showed that the dominant errors fell on the omission of suffix -s/-es from the verb of third person singular subjects in the students' descriptive texts whose proportion of the errors was 24,65%.

Other research by Juwitasari in 2012 on students' errors in using simple present tense which was done at the eleventh grade of MAN 1 (Model) Bandar Lampung showed the highest frequency of errors made by the students based on surface strategy taxonomy is omission error with 56 items (50.90%) in which revealed that the eleventh grade students still made errors in using simple present tense in writing descriptive text.

Moreover, a research by Wijaya in 2015 on error analysis on the use of simple present tense done by the Seventh Grade SMPN Kediri showed that the percentages of errors were 23% errors of omission, 10% errors are addition, 55% errors are misformation, 12% errors are disordering.

Considering the background above, through descriptive text, the researcher is interested in investigating the students' errors in using simple present tense. Therefore, the researcher entitled the research "An Error Analysis on the Use of Simple Present Tense in Descriptive Writing Made by the Tenth Grade Students of MA Muhammadiyah 1 Palembang".

## **1.2 Problems of the Study**

Based on the background above, the problems in this research are formulated in the following questions:

1. What kind of errors on the use of simple present tense made by the tenth grade students of MA Muhammadiyah 1 Palembang in descriptive writing?
2. What is the dominant error on the use of simple present tense made by the tenth grade students of MA Muhammadiyah 1 Palembang in descriptive writing?

## **1.3 Objectives of the Study**

Based on the problems of study above, the objectives or the aims of the study are:

1. To know the kind of errors on the use of simple present tense made by tenth grade students of MA Muhammadiyah 1 Palembang in descriptive writing.
2. To know the dominant error on the use of simple present tense made by tenth grade students of MA Muhammadiyah 1 Palembang in descriptive writing.

## 1.4 Significance of the Study

The significance of this research are as follow:

### 1. For Teachers of English

After knowing the grammatical errors on the use of simple present tense in writing descriptive text made by the students, it is expected that the teachers can implement or apply the best strategy in teaching simple present tense and writing descriptive text. The teachers can also develop their strategies appropriate in teaching English especially in simple present tense and writing descriptive text.

Furthermore, it is also hoped that this study can help the teacher in solving the problem after knowing the students weakness in learning simple present tense. The result of this study is to give a guideline for the teachers of English to improve students' knowledge of simple present tense. The teachers can anticipate specific problems when they teach common cases of the sentence pattern of simple present tense.

### 2. For Students

By knowing the result of this result, the students are able to know which part of simple present tense that they have most weakness. Furthermore, after knowing their weaknesses, they can learn simple present tense better and finally they can use it in the correct utterance and also writing. It is important for the students to realize their mistakes after they have been given an explanation and then tested with simple test of writing a descriptive text by using simple present tense.

### 3. For the Researcher

This research will add the researcher's knowledge and experience in conducting educational research.

### 4. Other Researchers

This research is expected to be a source of material in conducting similar studies for the further future studies.

## CHAPTER II

### LITERATURE REVIEW

This chapter presents: (1) theoretical description, and (2) previous related study

#### 2.1 Theoretical Description

##### 2.1.1 The Concept of Errors

In order to analyze the errors in the use of simple present tense, it is necessary to make distinction between errors and mistakes. According to Erdogan (2005, p. 263), Mistakes can be self-corrected when attention is called. Whereas, an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected. Brown (2000, p. 217) states that a mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. Meanwhile, error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. In addition, according to Zhang (p. 86), errors probably arise where there are great differences between the learner's mother tongue or any previously acquired language and the language he or she is trying to acquire. Furthermore, Brown (2000, p. 226) explains,

Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rottenly memorized in a drill but improperly contextualized. It means that the sources of errors in context of learning could be the teachers or the materials.

From the definitions above, it can be concluded that error is a systematic and noticeable deviation in learner language from the grammar of a native speaker which results from lack of knowledge of the correct rule. It reflects the interlanguage competence of a learner and consistently made by a learner who is unable to make correction. And mistake is a deviation in learner language which results from the failure to perform learners' competence and to utilize a known system correctly but they are able to correct their fault.

### 2.1.2 The Concept of Error Analysis

In learning and using a foreign language, one of the most inhibiting factors is the fear of making mistakes or errors. The making of errors is a sign that students have not yet mastered the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguist is error analysis. Brown (2000, p. 216) says that error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. Brown's point of view implies that error analysis is useful for the teacher.

Furthermore, According to Sanal (2007, p. 597), error analysis is a study to identify, to describe and systematically to explain the learners' error by using any of the principles and techniques provided by linguistics. It can be said that error analysis as a process based on analysis of the students' errors. Brown (2000, p. 166) says that error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners.

Error analysis will show teachers some problems confronting the students. It is an advantage that error analysis may be tracked down to the importance of students' errors. An analysis of the learner's error gives the teacher evidence of the learner's competence in the foreign language. The teacher will also gain information concerning learner's difficulties at different levels. Such information is important for the planning of courses and the constructions of the teaching materials.

Ellis (1997, p. 15) provides four steps or procedures of analyzing the errors, they are:

1. Identifying Errors

In this step, the researchers have to compare the error sentences with what seem to be the normal or 'correct' sentences in the target language which correspond with them.

2. Describing Errors

This next step is the step where the errors are described and classified into some kinds.

3. Explaining Errors



After the errors are described and classified into some kinds, researchers try to explain how and why a sentence called to be erroneous.

#### 4. Evaluating the errors

This is the last step in analyzing the errors. Where the purpose of error analysis is to help students in learning second language, the evaluation is need to see some errors which more serious than other, then the teacher can pay more attention in that errors.

In addition, it is necessary to discuss error analysis for teaching English as a foreign language. Jabeen (2015, p. 53) asserts that error analysis plays an important role in second and foreign language teaching as well. It helps teachers in understanding the new ways of teaching by giving the feedback on the errors made by the learners. English teachers should know error analysis because it becomes a useful key to understanding the process of foreign language acquisition. They should know how the target language is learnt or acquired and what the best strategy the learners employ in order to master the target language. By conducting a systematic study of error, they may improve their teaching method and attempt to find some answers or solutions to solve some problems faced by their students.

From the definition above, it can be concluded that error analysis is a methodology for investigating learners' competence in acquiring a second language acquisition or a foreign language.

### 2.1.3 Sources of Error

There are four classifications of source of errors according to Brown (2000, p. 223), they are:

#### 1. Interlingual error

Interlingual error is beginning stage of learning second language. It is the negative influence of the mother tongue of learner. In this stage, students are not familiar yet with the use of target language, so they use a previous experience when they learn it. For example: *He handsome* (the students omit the *to be* because in students' mother tongue the sentence *dia tampan* do not need *to be*).

## 2. Intralingual error

Intralingual error is the negative transfer of items within the target language. In this stage, students just learn some of target language, so students apply the structure into a new form and develop it that does not correspond to target language or mother language. For example: *I buyed some fruits* (the students generalized all verbs into regular verb).

## 3. Context learning

In this stage, context refers to the teacher or the textbook. In classroom, the teacher or the textbook can lead the students to make errors. It can be called false concept. For example: The error occurs because of faulty presentation of a structure or a word in a textbook.

## 4. Communication strategies

Communication strategies are related to learning styles. In this stage, students have to use their production strategies for getting the message. But sometimes it can be sources of error. For example: *He is not go to school today* (the students cannot interpret the structure well; the students did not understand that auxiliary verb “is” is used to the sentence in which uses adjective or noun not verb)

### 2.1.4 The Concept of Simple Present Tense

Tense is a systematic structure to describe different forms of verbs that show the time of action. Meanwhile, simple present tense is formed by using the simple form of the verb that is the form which is listed in the dictionary or it is called infinitive without ‘to’. When the third person singular subject is present, an –es or –s ending is added. As Wren and Martin (2000, p. 78) state that a verb that refers to present time is said to be in the present tense.

Based on the explanation above, it can be concluded that simple present tense is formed by using infinitive without ‘to’ and when the third person singular subject is present, a suffix –es or –s is added to the verb. Simple present tense expresses an action or a state of being in the present.

#### a. Pattern of Present Tense of Verb Be

S+ be + a noun or a noun phrase

For example; (+) Maudy Ayunda is a singer

(-) Maudy Ayunda is not a singer

(?) Is Maudy Ayunda a singer?

S + be + adjective or adjective phrase

For example; (+) Michael Jackson is famous

(-) Michael Jackson is not famous

(?) Is Michael Jackson famous?

S + be + adverb or adverbial phrase

For example; (+) Eric is here

(-) Eric is not here

(?) Is Eric here?

In negative statement with the verb *be*, the word *not* is used after the verb *be*. In yes/no question, *be* comes before the subject of the question. In question word, *be* comes before the subject and after the question word. The verb 'be' has different forms after different subjects. The present tense forms of *be* are *am*, *are*, and *is* (construction: 'm, 're, and 's). *Am* is used after the first person singular subject (I); *are* is used after the first person plural subject (we), second person singular and plural subjects (you, you) and the third person plural subjects (they, the boys, cows, etc); *is* is used after the third person singular subject (he, she, it, the boy, a cow, etc).

#### b. Present Tense of Verb

The present tense of verb is formed with simple form of a verb for first person, and third person plural subject except for third person singular subject; the verb ends in *s*, or *es*. In terms of forms, the simple present can be divided into: positive, negative, interrogative, and negative interrogative. The adverbs of frequency or adverbial phrases that are often used in the simple present tense are *always*, *often*, *usually*, *everyday*, *sometime*, *never*, *occasionally*, *seldom*, *twice a week*, etc. For example: I *always* go to school by bus. He *often* goes to bed late.

#### c. Pattern of Present Tense Form of Other Verb

##### 4. Positive Form

I, We, You, They + Verb + Complement. He, She, It, Singular name of people, Noun + Verb + s/es + Complement. For example: I have much money.

## 2. Negative Form

To make the negative sentence in the simple present tense, put *do not* or *does not* after the subject. The pattern is: I, We, You, They + Do not + Verb + Complement. He, She, It, Singular name of people, Noun + Does not + Verb + Complement For example: I do not have much money.

## 3. Interrogative Form

To make the interrogative sentence or yes/no question in the simple present tense, we put *do* or *does* before the subject. The pattern is: Do + I, We, You, They + Verb + Complement? Does + He, She, It, Singular name of people, Noun + Verb + Complement? For example: Do I have much money?

## 4. Negative Interrogative Form

To make the negative interrogative question in the simple present tense, we put *do* or *does* before the subject. The pattern is: Do not + I, We, You, They + Verb + Complement? Does not + He, She, It, Singular name of people, Noun + Verb + Complement? Or Do + I, We, You, They + Not + Verb + Complement?

### **2.1.5 The Concept of Writing**

Writing is one way to communicate with other people besides speaking, reading and listening. The word 'writing' seems to be very simple and easy to understand. However, it cannot be ignored. When a student writes a paragraph, he/she should write not only semantically correct but he/she should also use a correct grammar. Writing is not a spontaneous activity. It is learnt in a formal instruction. According to Harmer (2004, p. 31), writing is a way to produce language and express idea, feeling and opinion. It must be taught formally and deliberately. In addition, it requires some conscious mental efforts; people think of sentences and consider various ways of combining and arranging them.

Moreover, this idea is supported by Nunan (2003, p. 88) who also explains that writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly. The concept of writing has four main elements (Harmer, 2004, p. 4):

1. **Planning:** Before starting to write, writer decides of what they are going to write. For instance, making detailed notes or jotting a few words. Still others may not actually write down any notes because they may do all their planning in their mind.
2. **Drafting:** A draft can be referred to the first version of a piece of writing. It is often done on the assumption that it will be amended later.
3. **Editing:** After writer has produced a draft, they usually read through what she/he has written to see where it works and where it does not. Perhaps the order of the information is not clear, or there is something ambiguity.
4. **Final version:** Final version is the changes writing that writers make after they have edited their draft. It can be different from both the original plan and the first draft because it has changed in the editing process.

Oshima and Hogue (2007, p. 3) also state that there are four main stages in writing process: prewriting, planning, writing and revising draft, and writing the final copy to hand in. They also assert that writing is never complete, it always possible to review and revise, and review and revise again because writing is not simply as the other skill of English.

### **2.1.6 The Concepts of Descriptive text**

Descriptive text is a text to describe a thing, phenomenon, place, or person in specific way. By writing descriptive text the writer should make the readers feel like they really hear, smell, touch, taste, and see what the writer describe. Gerot and Wignell (1994, p. 208) cited in Nitria (2007, p. 22-23) provide the generic structure of descriptive text, they are:

- (1) **Identification :** Identifies phenomenon to be described. For example:

“I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.”

(2) Description: Describes parts, qualities, characteristics. Example:

“My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.”

Then, the significant lexicogrammatical features of descriptive text are focus on specific participants, use of attributive and identifying processes, frequent use of Epithets and classifiers in nominal groups, and use of simple present tense. From the statement above, it is clear that descriptive text uses simple present tense to describe an object.

There are so many rules in simple present tense in arranging words into meaningful utterances or sentences. Therefore, people should pay more attention to the rules in identifying the object's parts, qualities, and characteristics to avoid the readers' confusion. In describing the object, the author may use imaginative language, interesting comparisons, and images that appeal to the senses to make the reader easily form the object being described.

Basically most of the words in descriptive writing are determiners, adjectives, and adverbials. In short, determining words, sentences, structure, and organization is very important to make the audience aware of descriptive writing purpose. Then, Guth (1961, p. 20-23) as cited in Nitria (2007, p. 23-25) gives these three elements below that should be aware of choosing the right words in a descriptive paragraph:

(1) Specific words

The words we use in descriptive writing should be specified because they will make the writer's idea definitely concern with their shape and function for the reader; therefore, it will be more accurate and economical. It will also be easier for the reader to communicate and understand the main point of the story.

(2) Technical terminology

People should use technical terminology when writing it. The first thing that should be considered is readers, because they can be from any level of social status, level of education, and so on. They might also have different way of thinking in perceiving something they do not know before nor even see it. The term should be understood by them correctly to get an obvious interpretation of our writing.

### (3) Figurative language

Figurative expressions make use of the similarities or associations between different things or ideas. There are three kinds of figurative language that are frequently used in writing descriptively. First of all is a *simile* which is defined as a compressed but explicit comparison that commonly uses the word *as* or *like*. Another comparison is *metaphor* which is implicit or implied comparison that uses one thing or quality as the equivalent of another. The third one is *personification*, it gives human qualities to object and ideas; therefore, the object acts like human being. Figurative languages or figures of speech also make writing more concrete and colorful that the readers will be more interested in reading it. Moreover, a creative and skillful writer who is fresh enough in using figures of speech makes his/her reader more easily memorize his/her idea.

#### **2.1.7 Surface Strategy Taxonomy**

Dulay, Burth and Krashen (1982, p. 150) define the surface strategy taxonomy as the highlight the ways surface structure are altered. There are four classifications of errors according in surface strategy taxonomy, they are:

##### 1. Omission Error

Omission error is characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words. For example: *My mother a teacher.*

##### 2. Addition Error

It is the opposite of omission. They are characterized by presence of an item, which must not appear in a well-formed utterance.

There are three types of addition of error:

a. Double Marking

Double marking is described as the failure to delete certain items which are required in some linguistic constructions, but not in other. In other word, double marking is an error where the learner put double marker of tense. For example: *She doesn't goes to school*

b. Regularization

Regularization that fall under the addition category are those in which the marker that is typically added to a linguistics item is erroneously added to exceptional item of the given class that do not take a marker. For example: *friends* for *friend*. *Playing* for *play*.

c. Simple Addition

Simple addition is where the error is not in double marking and regularization. It is usually occurred by adding an article, preposition, personal pronouns and many more.

For example: *how do you do in over there?*

3. Misformation

Misformation error is characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

a. Regularization errors

Regularization occurred under misformation category are those in which regular marker is used on place of an irregular. For example: *The dog eated the chicken*.

b. Archi-forms

Archi-form is defined as the selection of one member of class of form to represent others in the class is a common characteristic of all stages of second language acquisition. For example: *He have 2 sons and 1 daughter*.



c. Alternating forms

Alternating from is an error where the students put the wrong class for the certain class. In case of tense, the students use past tense for a present tense sentence, or the students do not use the right verb for the sentence. For example: *I seen her yesterday.*

4. Misordering error

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance.

Example: *I don't know what is that.*

## 2.2 Previous Related Studies

Some researchers have done the similar research in the past. A research conducted by Nitria in 2007 entitled “Students’ Errors in Using Simple Present Tense in Writing Descriptive texts”, which was done at the eighth grade students of SMPN 2 Brebes showed that the dominant errors fell into the omission of suffix –s/-es from the verb of third person singular subjects in the students’ descriptive texts whose proportions of the errors were 24,65%.

Moreover, a research conducted by Wijaya in 2015 entitled “An Error Analysis on the Use Simple Present Tense in a Descriptive Text Written by the Seventh Grade SMPN Kediri in Academic Year 2014/2015” showed that the percentage of errors were 23% errors were omission, 10% errors were addition, 55% errors were malformation, 12% errors were disordering.

Moreover, a research by Rahmawati in 2012 entitled “Error Analysis on the Use of Simple Present Tense in Paper Assignment of Writing Subject Made by the Fourth Semester Students of English Department at STAIN Salatiga in the Academic Year of 2011/2012” showed that the most dominant error occurred in omission of subject.

The last, a research by Juwitasari in 2012 entitled “An Analysis of Grammatical Errors in Using Simple Present Tense in Descriptive Text Writing by Students of MAN 1 (Model) Bandar Lampung” showed that the highest frequency of errors made by the students based on surface strategy taxonomy was omission error with 56 items (50.90%).

This study is entitled “An Error Analysis on the Use of Simple Present Tense in Writing Descriptive Text Made by the Tenth Grade Students of MA Muhammadiyah 1 Palembang”, to

know the errors and also the dominant error on the use of simple present tense. Surface strategy taxonomy is used to analyze the errors.

## CHAPTER III

### METHOD AND PROCEDURES

This chapter presents: (1) research methodology, (2) operational definition, (3) participants, (4) data collection and (5) data analysis.

#### 3.1 Research Design

This study used qualitative research, in which the method to analyze the data was descriptive. This method tries to solve the problem nowadays, which had actual characteristic. Because of this characteristic, the researcher did not use the hypothesis as temporary answered to solve the problem. The work way of descriptive qualitative was collecting the data, arranging the data and interpreting the data. Qualitative research is concerned with description. According to Lambert and Lambert (2012, p. 255), qualitative research was a comprehensive summarization, in everyday terms of specific events experienced by individuals or groups of individual.

Every research has its own method which depends on the aim of the research and the nature of the topic. The researcher classified and identified the students' errors based on the Surface Strategy Taxonomy proposed by Dullay, Burt and Krashen in 1982. The description in this research was about the students' grammatical errors of simple present tense in their descriptive writing. The analysis was based on the data taken from the students' writing product.

#### 3.2 Operational Definition

The title of this study was "An Error Analysis on the Use of Simple Present Tense in Descriptive Writing made by the Tenth Grade Students of MA Muhammadiyah 1 Palembang". To avoid misunderstanding of selected terms between the researcher and the readers of this study, the following terms were defined:

An error referred to the failure of the students where they could not aware that they did the failure. Error analysis referred to an investigation about what types of errors made by the students and how many errors they made. The analysis was based on Surface Strategy Taxonomy proposed by Dulay, Burt and Krashen (1982).

Simple present tense is a tense to explain the habitual action of someone in the past, present and also in the future. Descriptive writing is an activity that describes someone, place, or thing through written sentences.

Simple present tense in descriptive writing referred to the students' activity in writing descriptive text to find out their contribution of simple present tense errors in their writing.

### 3.3 Subject of the Study

#### 3.3.1 Population

According to Fraenkel, Wallen and Hyun (2011, p. 91), population was the larger group to which one hoped to apply the results. Creswell (2012, p. 142) states that population was a group of individuals who had the same characteristic. For example, all teachers would make up the population of teachers, and all high school administrators in a school district would comprise the population of administrators. As these example illustrated, population could be small or large. The population of this study was all of the tenth grade students of MA Muhammadiyah 1 Palembang. Then, population of the study was presented in the table of population as follows:

**TABLE 1**  
**Population of the research**

No	Class	Male	Female
1	X	17	10
TOTAL		27	

*Source: Staff Administration of MA Muhammadiyah 1 Palembang 2016*

#### 3.3.2 Sample

According to Creswell (2012, p. 142) sample was a subgroup of a target population that the researcher planned to study for generalizing about the target population. Fraenkel, Wallen and Hyun (2011, p. 91) state that a sample in a research study was the group on which information was obtained. In this research, the researcher used purposive sampling. The tenth grade students were chosen to be the sample because they had specific characteristic in which they had learn about simple present tense and also descriptive text when they were in junior high

school and they would also learn simple present tense and descriptive text in the second semester. The distribution of the sample could be seen in table:

**TABLE 2**  
**Sample of the Research**

No	Class	Male	Female
1	X	17	10
TOTAL		27	

*Source: Staff administration MA Muhammadiyah 1 Palembang 2016*

### 3.4 Data Collection

In collecting the data, one instrument was applied to elicit students' grammatical errors. The instrument was writing test. The reason why the researcher used writing test as the instrument was that through writing the students could create their sentences naturally and really put their knowledge of structures in their writing.

The students were assigned to write a descriptive text. The instrument was expected in line with the scope and function. The test was used to gather the data accurately on students' writing. In this case the researcher gave a writing test to the students by giving three topics to be chosen, they are: (1) My best friend, (2) My idol, (3) My favorite pet. They had to make a composition in the form of descriptive text writing. The students were assigned to write a descriptive text that should contain approximately 100 - 250 words or around three paragraphs with at least five sentences in each paragraph, in 45 minutes.

### 3.5 Validity of Test

Cresswell (2012, p. 630) states that validity was the development of sound evidence to demonstrate that the intended test interpretation (of the concept or construct that the test is assumed to measure) matches the proposed purpose of the test. This evidence is based on test content, responses processes, internal structure, relations to other variables, and the consequences of testing. In this research, the researcher used construct validity. Cresswell (2012, p. 618) states that construct validity was a determination of the significance, meaning, purpose,

and use of scores from an instrument. The researcher used expert judgment in which the instruments had consulted and validated by three validators. The validators were Manalullaili, M.Ed., Beni Wijaya, M.Pd and deta Desvitasari, M.Pd.

### **3.6 Data Analysis**

After the data was taken, then the errors would be analyzed by using Surface Strategy Taxonomy proposed by Dulay, Burt and Krashen (1982). Then, to find out which the most frequent type of errors is, the percentage of errors was measured.

#### **3.6.1 Analyzing Types of Errors**

Based on Ellis (1997, p. 15), in analyzing the types of errors, the procedures were (1) identifying errors, (2) describing errors, (3) explaining errors and (4) evaluating errors.

##### **1. Identification of Errors**

After the students did their writing test, the errors would be identified by underlining them in order to know the use of simple present tense and the grammatical errors in students' descriptive writing.

##### **2. Description of Errors**

After doing identification of errors, the researcher analyzed the errors and then the researcher classified the use of simple present tense by describing them into a table whether the tense was used in correct forms or errors. After that, each error was classified by using surface strategy taxonomy proposed by Dulay, Burt and Krashen in 1982. After that the researcher asked the raters to crosscheck about the identification and description that was done by the researcher.

In identifying and describing simple present tense errors in students' writing, researcher applied following steps:

- a. Selecting the sentences which contained simple present tense errors in the students' writing, and then circling them.
- b. Rewriting down the error sentences on the table below.
- c. Classifying the errors into the types of the errors based on Surface Strategy Taxonomy by Dulay, Burt and Krashen (1982).

### 3. Explaining the Errors

After the errors were described, the errors were explained in the context of the sources of errors.

### 4. Evaluating the Errors

Then, the errors were evaluated to know which one the errors were considered more serious than other.

#### **3.6.2 Calculating the Percentage of Errors**

After that, the researcher determined and explained the most frequent to the least frequent error type as the result of the errors in using simple present tense in students' descriptive text writing by using percentage, calculating the data and making the percentage in each category. In calculating the data in each error, the researcher used the following formula:

$$P = \frac{n1}{\Sigma N} 100\%$$

P = Percentage of error

n1 = Total of the given error

ΣN = Total of the whole given

By calculating the frequency of error, the researcher could identify the most common errors made by the students.

## CHAPTER IV

### FINDINGS AND INTERPRETATIONS

This chapter discusses: (1) findings of the study and (2) interpretation.

#### 4.1 Findings

The findings of the study were (1) identifications and classifications of error of simple present tense, (2) the percentage of each amount errors of simple present tense.

##### 4.1.1 Identification and Classification of Error of Simple Present Tense

As previously stated in chapter I, this study was aimed at finding the grammatical errors on the use of simple present tense in descriptive writing made by the tenth grade students of MA Muhammadiyah 1 Palembang. After collecting and analyzing the data to know the error sentences, the researcher found that there were a lot of grammatical errors.

There were 120 items of errors found in student's writing. The researcher provided all of those sentences in the table below completed with the error types of each sentences. The errors were classified based on surfaced strategy taxonomy those include four types of errors according to Dulay, Burt, and Krashen in 1982. They were; omission, addition, misformation and misordering. There were 70 errors were found in omission, 12 errors were found in addition, 30 errors were found in misformation and 8 errors were found in misordering. The identified sentences were figured out in following table:

**Table 3**

#### **Identification and Classification of Errors in Simple Present Tense**

No	Type of Error	Identified Sentences
1	Omission	<ol style="list-style-type: none"><li>1. He <i>like</i> speech</li><li>2. He <i>like</i> blue clothes</li><li>3. She <i>live</i> in this town at Radial street</li><li>4. She <i>like</i> cooking fried rice</li><li>5. I very happy to have a friend like her</li><li>6. He <i>stop</i> in Demang Lebar Daun street</li><li>7. He still happy although he has broken heart</li><li>8. He very smart in Arabic lesson</li></ol>



	<ol style="list-style-type: none"><li>9. He from Bogor</li><li>10. He <i>work</i> as a caretaker of the mosque in Nurhalima mosque</li><li>11. I very happy to have a friend like her</li><li>12. He <i>live</i> in Lampung</li><li>13. Her hair bold and long</li><li>14. Her hobbies playing game online and softball</li><li>15. He very handsome</li><li>16. His occupation entrepreneur</li><li>17. He <i>live</i> near my home</li><li>18. He <i>like</i> swimming</li><li>19. His name Maulana</li><li>20. His name Muzaki</li><li>21. They very near</li><li>22. He <i>live</i> at Kolonel Atmo in Palembang city</li><li>23. He from Jakarta city</li><li>24. He and I very near</li><li>25. She always with me</li><li>26. She smart in mathematic</li><li>27. She <i>wear</i> syar'i clothes</li><li>28. He Indian actor</li><li>29. He cool, handsome and rich</li><li>30. He now <i>live</i> in India</li><li>31. Her hobby dance</li><li>32. She <i>live</i> in Aceh</li><li>33. She from Kalimantan</li><li>34. She <i>live</i> in this town Palembang</li><li>35. Her favorite drink tea and coffee</li><li>36. And favorite food pempek, bakso and siamay</li><li>37. She beautiful and like to help people</li><li>38. She always can champion in class</li><li>39. She <i>wear</i> long veil</li><li>40. She <i>like</i> reading Al-Quran</li><li>41. She <i>wear</i> black shoes</li><li>42. She <i>wear</i> grey bag</li><li>43. She <i>care</i> with us</li><li>44. She <i>like</i> singing</li></ol>
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		<p>45. She <i>study</i> mathematic with smart</p> <p>46. She my best friend</p> <p>47. We sister</p> <p>48. She my best friend perfect me</p> <p>49. He from Palembang city</p> <p>50. He live in Plaju</p> <p>51. She very good</p> <p>52. She <i>like</i> reading Al-Quran</p> <p>53. She <i>like</i> eating pempek</p> <p>54. Because she diligent</p> <p>55. She white and tall</p> <p>56. Ayu <i>use</i> hijab</p> <p>57. It like playing ball</p> <p>58. He name Chaterli</p> <p>59. He come from Serang</p> <p>60. Ayu live in the Macan Serunting</p> <p>61. She afraid of ghost</p> <p>62. Maulana still labile</p> <p>63. He very smart speak English</p> <p>64. They handsome boy</p> <p>65. She always happy and smile</p> <p>66. I very happy have a friend like her</p> <p>67. She always teach me</p> <p>68. She often dance and sings</p> <p>69. Hobby dance</p> <p>70. Very much film that played by him</p>
2	Addition	<p>1. I <i>do</i> cannot continue</p> <p>2. It is <i>are</i> cat</p> <p>3. I <i>am</i> like the cat</p> <p>4. We always <i>playing</i> together</p> <p>5. He <i>is</i> like swimming</p> <p>6. He <i>is</i> live near my house</p> <p>7. In Palembang, he <i>is</i> works as caretaker</p> <p>8. He <i>is</i> likes cooking fried rice</p> <p>9. He <i>is</i> has favorite drink is milk and juice</p> <p>10. He <i>is</i> has favorite drink <i>is</i> milk and juice</p>

		<p>11. She <i>is</i> has ambition to be a teacher</p> <p>12. She <i>is</i> has favorite pet cat</p>
3	Misformation	<p>1. He <i>was</i> cool</p> <p>2. He <i>was</i> the one</p> <p>3. Her house <i>was</i> not so far</p> <p>4. We <i>were</i> like sisters</p> <p>5. He <i>was</i> understanding</p> <p>6. We now seldom <i>met</i> and speak</p> <p>7. I occasionally want to <i>met</i> Henni</p> <p>8. I hope we can <i>met</i> again</p> <p>9. She <i>had</i> been living there for two years</p> <p>10. Yani direct sleeping when she <i>got</i> home</p> <p>11. She always <i>woke</i> up at 9 o'clock</p> <p>12. He <i>was</i> already 18 years old</p> <p>13. Although he <i>was</i> in college</p> <p>14. She <i>was</i> my best friend</p> <p>15. She <i>was</i> Aulia</p> <p>16. He <i>have</i> 2 sons and 1 daughter</p> <p>17. He <i>have</i> many people that amazed with him</p> <p>16. He <i>have</i> sixpack body</p> <p>19. He <i>have</i> fanspage in twitter and instagram</p> <p>20. When I <i>was</i> happy or sad</p> <p>21. Maulana <i>have</i> little brother</p> <p>22. He <i>have</i> hobby playing football</p> <p>23. He <i>have</i> many friends</p> <p>34. She <i>have</i> ambition to be a doctor</p> <p>25. He <i>have</i> favorite food pempek, sate and bakso.</p> <p>26. He <i>have</i> small ear</p> <p>27. The women who car is red is she is mother</p> <p>28. She often dances and singing</p> <p>29. He have a wife name Gauri Khan</p> <p>30. She favorite eat model</p>
4	Misordering	<p>1. He <i>is</i> name Muhammad SAW</p> <p>2. She <i>is</i> name Ayu Trisnawati</p>

	3. She from <i>is</i> Palembang 4. She <i>is</i> name Henni Kurnia 5. He <i>is</i> name Lukman 6. She <i>is</i> name Ulfa Trifiani 7. She school is in the country of SMKN 3 Palembang 8. She is name Anisa Millenia Putri
TOTAL	120 Errors

#### 4.1.2. Percentage of Each Number of Simple Present Tense

From table 3, it could be seen that there were 103 error sentences found in students' descriptive writing. Those 103 errors contributed in each classification of errors and the percentages could be seen in the following explanation.

##### 4.1.2.1 Errors in Omission

There were 70 errors found in omission. From all 70 errors, 38 errors fell in the use of *to be*. These errors showed that students were not able to put *to be* before an adjective. It should be noticed and reflected that most of the students made the errors in the sentence like "*I very happy*" instead of "*I am very happy*", then "*He very smart in Arabic lesson*" instead of "*He is very smart in Arabic lesson*", the in other sentence "*They very near*" instead of "*They are very near*", the sentence "*He very handsome*" instead of "*He is very handsome*" and last "*She smart in mathematic*" instead of "*She is smart in mathematic*".

Furthermore, the students also did not put *to be* before they wrote a noun. It could be seen in the sentence "*His occupation entrepreneur*" instead of "*His occupation is entrepreneur*", other sentence such as "*His name Maulana*" instead of "*His name is Maulana*". Then the students also did the errors in writing gerund. They did not put *to be* in front of gerund such as in the sentence "*Her hobby dancing*" instead of "*Her hobby is dancing*", and then in

other sentence like “*He hobbies playing game online and softball*” instead of “*His hobbies are playing game online and softball*”.

Moreover, the students also did not put *to be* in front of a place as like in the sentence “*He from Bogor*” instead of “*He is from Bogor*”, or in other sentence “*He from Palembang*” instead of “*He is from Palembang*”. These errors showed that the students did not understand about the use of *to be*, especially for adjectives and also nouns.

After that, other 32 omission errors fell in the use of suffix *s/es* at the end of the verb. They could not use the right verb for singular noun. It could be seen in students’ sentence in which they wrote “*like*” instead of “*likes*”, the verb “*live*” instead of “*lives*”, the word “*wear*” instead of “*wears*”, the word “*works*” instead of “*works*”, the word “*stop*” instead of “*stops*”, and many others that could be seen in the table. These errors also explained that students still had difficulties in the use of suffix *s/es* at the end of the verb. All of those omission errors could be seen in the following table:

**Table 4**  
**Omission Errors**

No	Error Sentence	Correct Sentence	Type of Omission
1	He <i>like</i> speech	He <i>likes</i> speech	Suffix <i>s/es</i>
2	He <i>like</i> blue clothes	He <i>likes</i> blue clothes	Suffix <i>s/es</i>
3	She <i>live</i> in this town at Radial street	She <i>lives</i> in this town at Radial street	Suffix <i>s/es</i>
4	She <i>like</i> cooking fried rice	She <i>likes</i> cooking fried rice	Suffix <i>s/es</i>
5	I very happy to have a friend like her	I <i>am</i> very happy to have a friend like her	<i>To be</i>
6	He <i>stop</i> in Demang Lebar Daun street	He <i>stops</i> in Demang Lebar Daun street	Suffix <i>s/es</i>
7	He still happy although he has brokenheart	he <i>is</i> still happy although he has brokenhearted	<i>To be</i>
8	He very smart in Arabic lesson	He <i>is</i> very smart in Arabic lesson	<i>To be</i>
9	He from Bogor city	He <i>is</i> from Bogor	<i>To be</i>
10	He <i>work</i> as a caretaker of	He <i>works</i> as a caretaker of the	Suffix <i>s/es</i>

	the mosque in Nurhalima mosque	mosque in Nurhalima mosque	
11	I very happy to have a friend like her	I <i>am</i> very happy to have a friend like her	<i>To be</i>
12	He live in Lampung	He <i>lives</i> in Lampung	Suffix <i>s/es</i>
13	Her hair bold and long	Her hair <i>is</i> bold and long	<i>To be</i>
14	He hobbies playing game online and softball	His hobbies <i>are</i> playing game online and softball	<i>To be</i>
15	He very handsome	He <i>is</i> very handsome	<i>To be</i>
16	His occupation entrepreneur	His occupation <i>is</i> entrepreneur	<i>To be</i>
17	He live near my home	He <i>lives</i> near my home	Suffix <i>s/es</i>
18	He like swimming	He <i>likes</i> swimming	Suffix <i>s/es</i>
19	His name Maulana	His name <i>is</i> Maulana	<i>To be</i>
20	His name Muzaki	His name <i>is</i> Muzaki	<i>To be</i>
21	They very near	They <i>are</i> very near	<i>To be</i>
22	He live at Kolonel Atmo in Palembang city	He <i>lives</i> at Kolonel Atmo in Palembang	Suffix <i>s/es</i>
23	He from Jakarta city	He <i>is</i> from Jakarta	<i>To be</i>
24	He and I very near	He and I <i>are</i> very near	<i>To be</i>
25	She always with me	She <i>is</i> always with me	<i>To be</i>
26	She smart in mathematic	She <i>is</i> smart in mathematic	<i>To be</i>
27	She wear syar'i clothes	She <i>wears</i> syar'i clothes	Suffix <i>s/es</i>
28	He Indian actor	He <i>is</i> Indian actor	<i>To be</i>
29	He cool, handsome and rich	He <i>is</i> cool, handsome and rich	<i>To be</i>
30	He now live in India	He now <i>lives</i> in India	Suffix <i>s/es</i>
31	Her hobby dance	His hobby <i>is</i> dancing	<i>To be</i>
32	She live in Aceh	She <i>lives</i> in Aceh	Suffix <i>s/es</i>
33	She from Kalimantan	She <i>is</i> from Kalimantan	<i>To be</i>
34	She live in this town Palembang	She <i>lives</i> in Palembang	Suffix <i>s/es</i>
35	Her favorite drink tea and coffee	Her favorite drinks <i>are</i> tea and coffee	<i>To be</i>
36	And favorite food pempek, bakso and siomay	And favorite meals <i>are</i> pempek, bakso and siomay	<i>To be</i>
37	She is beautiful and like to help people	She is beautiful and <i>likes</i> to help people	Suffix <i>s/es</i>
38	She always can champion in	She always can <i>be</i> a champion	<i>To be</i>

	class	in class	
39	She wear long veil	She wears long veil	Suffix <i>s/es</i>
40	She like reading Al-Quran	She likes reading Al-Quran	Suffix <i>s/es</i>
41	She wear black shoes	She wears black shoes	Suffix <i>s/es</i>
42	She wear grey bag	She wears grey bag	Suffix <i>s/es</i>
43	She care with us	She cares for us	Suffix <i>s/es</i>
44	She like singing	She likes singing	Suffix <i>s/es</i>
45	She study mathematic with smart	She studies mathematic smartly	Suffix <i>s/es</i>
46	She my best friend	She <i>is</i> my best friend	<i>To be</i>
47	We sister	We <i>are</i> sisters	<i>To be</i>
48	She my best friend perfect me	She <i>is</i> my perfect best friend	<i>To be</i>
49	He from Palembang city	He <i>is</i> from Palembang	<i>To be</i>
50	He live in Plaju	He Lives in Plaju	Suffix <i>s/es</i>
51	She very good	She <i>is</i> very good	<i>To be</i>
52	She like reading Al-Quran	She likes reading Al-Quran	Suffix <i>s/es</i>
53	She like eating pempek	She likes eating pempek	Suffix <i>s/es</i>
54	Because she diligent	Because she <i>is</i> diligent	<i>To be</i>
55	She white and tall	She <i>is</i> white and tall	<i>To be</i>
56	Ayu use hijab	Ayu wears hijab	Suffix <i>s/es</i>
57	It like playing ball	It likes playing ball	Suffix <i>s/es</i>
58	He name Chaterli	His name <i>is</i> Chaterli	<i>To be</i>
59	He come from Serang	He comes from Serang	Suffix <i>s/es</i>
60	Ayu live in the Macan Serunting	Ayu lives in Macan Serunting	Suffix <i>s/es</i>
61	She afraid of ghost	She <i>is</i> afraid of ghost	<i>To be</i>
62	Maulana still labile	Maulana <i>is</i> still labile	<i>To be</i>
63	He very smart speak English	He <i>is</i> very smart speak English	<i>To be</i>
64	They handsome boy	They <i>are</i> handsome boy	<i>To be</i>
65	She always happy and smile	She <i>is</i> always happy and smiles	<i>To be</i>
66	I very happy have a friend like her	I <i>am</i> very happy have a friend like her	<i>To be</i>
67	She always teach me	She always teaches me	Suffix <i>s/es</i>
68	She often dance and sings	She often dances and sings	Suffix <i>s/es</i>
69	Hobby dance	His hobby <i>is</i> dance	<i>To be</i>

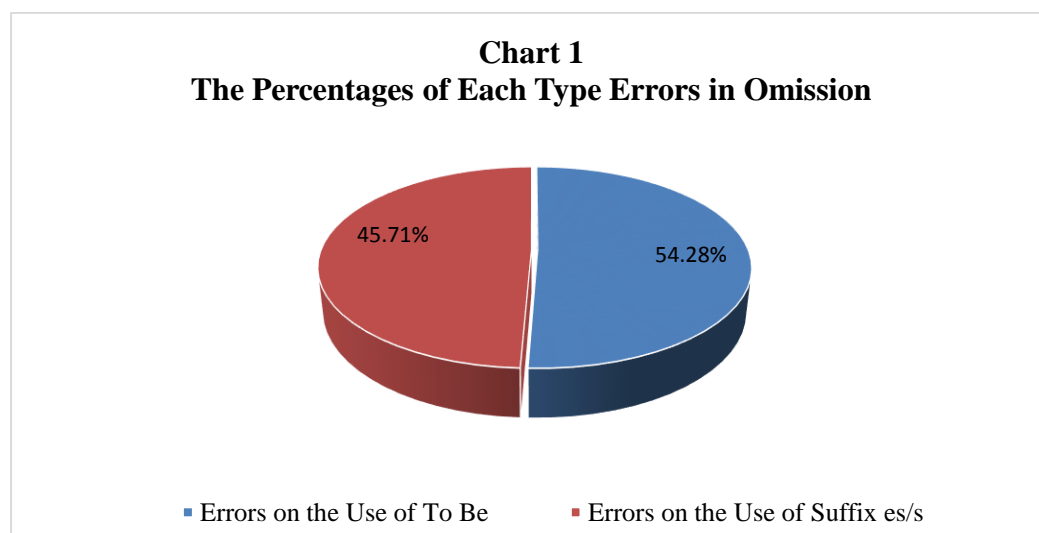
70	Very much film that played by him	<i>There are</i> many films that played by him	<i>To be</i>
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After the errors were classified, then, in order to know the percentage of omission errors, the following formula were used:

$$P = \frac{n1}{\Sigma N} 100\%$$

$$P = \frac{70}{120} 100\% = 58.33\%$$

It could be seen that the percentage of omission errors were 58.33%. After that, to see the percentage in both errors in the use of *to be* and also errors in suffix *s/es*, the same formula were used and the results were 54.28% errors fell into errors in the use of *to be*, and 45.71% were errors in suffix *s/es* at the end of the verb. The percentage of amount identified omission errors could be illustrated in chart below:



#### 4.1.2.2 Errors in Addition

There were 12 errors found in addition. From all of those errors, 11 errors were in double marking where the students added *to be* in the sentences and also used double auxiliary in a sentence, and 1 error where the student put suffix *-ing* at the end of the verb that was called regularization.

In double marking errors, the students wrote “*It is are cat*” instead of “*It is a cat*”, then they wrote “*I am like the cat*” instead of “*I like the cat*”, next in other sentence “*He is live near*



*my house*” instead of “*He lives near my house*”, or in other sentence “*He is likes cooking fried rice*” instead of “*He likes cooking fried rice*” and so on. Other example was the students put double auxiliary in one sentence. It could be seen in a sentence like “*I do cannot continue*” instead of “*I cannot continue*”.

The last error was in adding suffix *-ing* that was called regularization as in a sentence “*We always playing together*” instead of “*We always play together*”. All the Addition errors could be seen in the following table:

**Table 5**  
**Addition Errors**

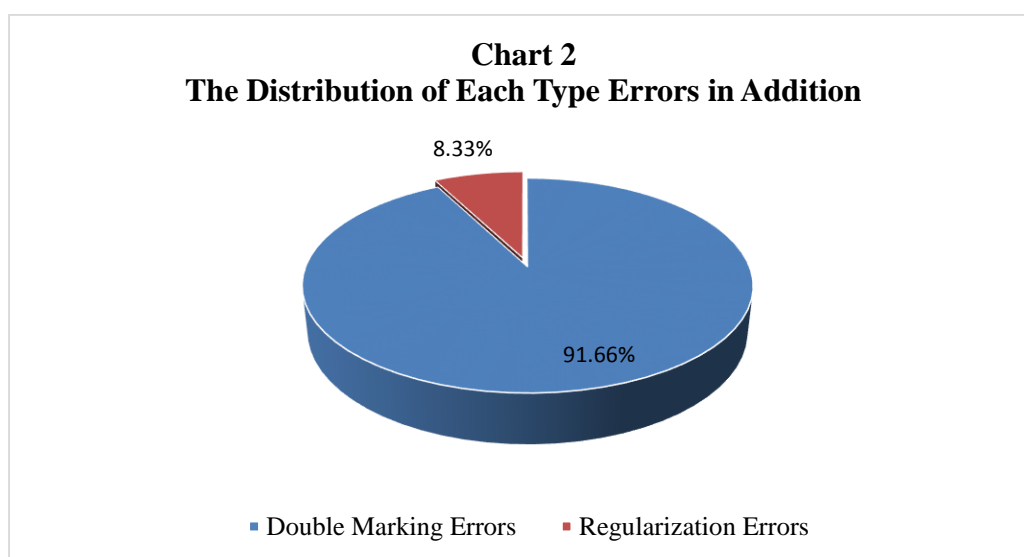
No	Error sentence	Correct sentence	Type of Addition
1	<i>I do cannot continue</i>	<i>I cannot continue</i>	Double Marking
2	<i>It is are cat</i>	<i>It is cat</i>	Double Marking
3	<i>I am like the cat</i>	<i>I like the cat</i>	Double Marking
4	<i>We always playing together</i>	<i>We always play together</i>	Regularization
5	<i>He is like swimming</i>	<i>He likes swimming</i>	Double Marking
6	<i>He is live near my house</i>	<i>He lives near my house</i>	Double Marking
7	<i>In Palembang, he is works as caretaker</i>	<i>In Palembang, he works as caretaker</i>	Double Marking
8	<i>He is likes cooking fried rice</i>	<i>He likes cooking fried rice</i>	Double Marking
9	<i>He is has favorite drink is milk and juice</i>	<i>He has favorite drinks, milk and juice</i>	Double Marking
10	<i>He is has favorite drink is milk and juice</i>	<i>He has favorite drinks, milk and juice</i>	Double Marking
11	<i>She is has ambition to be a teacher</i>	<i>She has ambition to be a teacher</i>	Double Marking
12	<i>She is has favorite pet cat</i>	<i>She has favorite pet, a cat</i>	Double Marking

After that, in order to know the percentage of errors, the following formula was used to count the amount of errors in addition:

$$P = \frac{n1}{\Sigma N} 100\%$$

$$P = \frac{12}{103} 100\% = 11.65\%$$

As mentioned above, based on surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982), addition errors were divided into simple addition, regularization and double marking. In this research, it was found that the percentage of double marking was 91.66%, and regularization error was 8.33% and there was no error found in simple addition. The percentage of amount identified addition errors could be illustrated in chart below:



#### 4.1.2.3 Errors in Misformation

The errors in misformation category were found in 30 sentences. From all of those sentences, 14 errors were in archi-form errors on the use of auxiliary verb, and other 16 were in alternating form errors on the use of verb.

In 14 archi-form errors of auxiliary verb, the students did not put the right auxiliary *have* which is appropriate to the subject. They generalized the auxiliary *have* whether for plural and singular. For example, they wrote “*He have fanspage in Twitter and Instagram*” instead of “*He has a fanspage in Twitter and Instagram*”, other sentence like “*He have many people that amazed with him*” instead of “*He has many people who are amazed to him*”, the sentence “*Maulana have little brother*” instead of “*Maulana has a little brother*” and so on. These errors showed that the students still had weakness in the use of auxiliary verb especially *have* and *has*.

Other 16 alternating form errors were in the verb. The students cannot put the right verb in the sentence which was appropriate to the tense. Most of them put past tense instead of the sentence of simple present tense. The errors were like “*He was cool*” instead of “*He is cool*”, the sentence “*We were like sisters*” instead of “*We are like sisters*”, next other sentence such as “*We now seldom met and speak*” instead of “*We now seldom meet and speak*”, the other sentence “*Yani direct sleeping when she got home*” instead of “*Yani directly sleeps when she gets home*”, and so on. All of those errors could be seen completely in the following table:

**Table 6**  
**Misformation Errors**

No	Error sentence	Correct sentence	Type of misformation
1	He <i>was</i> cool	He <i>is</i> cool	Alternating form
2	He <i>was</i> the one	He <i>is</i> the one	Alternating form
3	Her house <i>was</i> not so far	Her house <i>is</i> not so far	Alternating form
4	We <i>were</i> like sisters	We <i>are</i> like sisters	Alternating form
5	He <i>was</i> understanding	He <i>is</i> understanding	Alternating form
6	We now seldom <i>met</i> and speak	We now seldom <i>meet</i> and speak	Alternating form
7	I occasionally want to <i>met</i> Henni	I occasionally want to <i>meet</i> Henni	Alternating form
8	I hope we can <i>met</i> again	I hope we can <i>meet</i> again	Alternating form
9	She <i>had</i> been living there for two years	She <i>has</i> been living there for two years	Alternating form
10	Yani direct sleeping when she <i>got</i> home	Yani directly sleeps when she <i>gets</i> home	Alternating form
11	She always <i>woke</i> up at 9 o'clock	She always <i>wakes</i> up at 9 o'clock	Alternating form
12	He <i>was</i> already 18 years old	He <i>is</i> already 18 years old	Alternating form
13	Although he <i>was</i> in college	Although he <i>is</i> in college	Alternating form
14	She <i>was</i> my best friend	She <i>is</i> my best friend	Alternating form

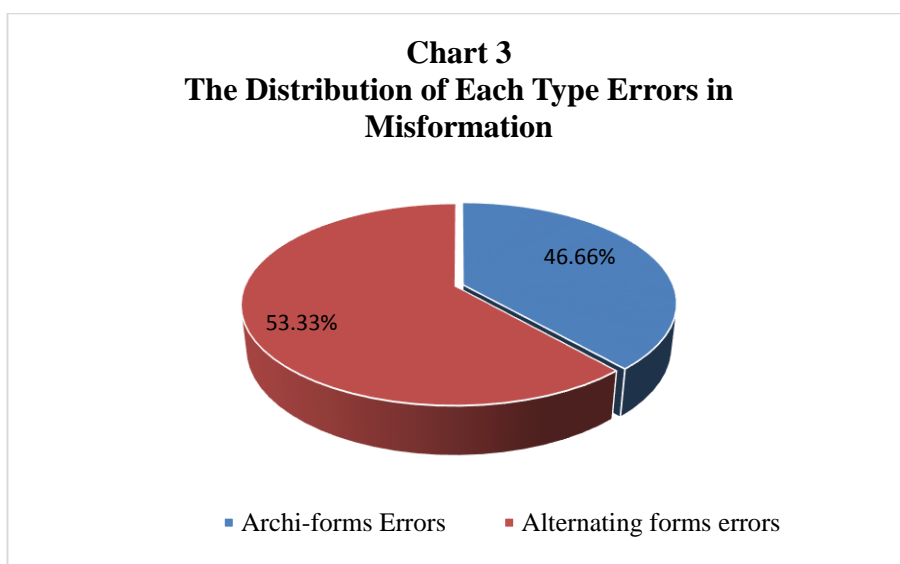
4			
1 5	She <i>was</i> Aulia	She <i>is</i> Aulia	Alternating form
1 6	He <i>have</i> 2 sons and 1 daughter	He <i>has</i> 2 sons and 1 daughter	Archi-from
1 7	He <i>have</i> many people that amazed with him	He <i>has</i> many people who are amazed to him	Archi-from
1 8	He <i>have</i> sixpack body	He <i>has</i> sixpack body	Archi-from
1 9	He <i>have</i> fanspage in twitter and instagram	He <i>has</i> fanspage in twitter and instagram	Archi-from
2 0	When I <i>was</i> happy or sad	When I <i>am</i> happy or sad	Alternating form
2 1	Maulana <i>have</i> little brother	Maulana <i>has</i> a little brother	Archi-from
2 2	He <i>have</i> hobby playing football	He <i>has</i> a hobby, playing football	Archi-from
2 3	He <i>have</i> many friends	He <i>has</i> many friends	Archi-from
2 4	She <i>have</i> ambition to be a doctor	She <i>has</i> ambition to be a doctor	Archi-from
2 5	She <i>have</i> favorite food pempek, sate and bakso.	She <i>has</i> favorite meals pempek, sate and bakso.	Archi-from
2 6	He <i>have</i> small ear	He <i>has</i> small ear	Archi-from
2 7	The women who car is red is she is mother	The woman who has the red car <i>is</i> his mother	Archi-form
2 8	She often dances and singing	She often dances and <i>sings</i>	Archi-form
2 9	He have a wife name Gauri Khan	He <i>has</i> a wife name Gauri Khan	Archi-form
3 0	She favorite eat model	She <i>likes</i> to eat model	Archi-form

After that, in order to know the percentage of misformation errors, the following formula was used to count the amount of errors:

$$P = \frac{n1}{\Sigma N} 100\%$$

$$P = \frac{30}{120} 100\% = 25\%$$

There were three kinds of misformation errors based on surface strategy taxonomy. They were regularization errors, archi-forms errors and alternating forms errors. From all of those errors, archi-form errors on the use auxiliary verb was 46.66%, alternating form errors on the use of verb was 53.33% and there was no regularization error found in students' descriptive writing. The amount of the percentage could be seen in the following chart:



#### 4.1.1.3 Errors in Misordering

The errors of misordering found in students' sentence were 8 errors. All of the errors were in the similar sentence and the errors were in the wrong placement of the word, such as "He is name Muhammad SAW" instead of "His name is Muhammad SAW", then "She is name Ayu Trisnawati" instead of "Her name is Ayu Trisnawati", also in the sentence "She from is Palembang" instead of "She is from Palembang" and so on. The errors completely could be seen in the following table:

**Table 7**

**Misordering Errors**

No	Errors sentences	Correct sentences
1	He <i>is</i> name Muhammad SAW	His name <i>is</i> Muhammad SAW
2	She <i>is</i> name Ayu Trisnawati	Her name <i>is</i> Ayu Trisnawati
3	She from <i>is</i> Palembang	She <i>is</i> from Palembang
4	She <i>is</i> name Henni Kurnia	Her name <i>is</i> Henni Kurnia
5	He <i>is</i> name Lukman	His name <i>is</i> Lukman
6	She <i>is</i> name Ulfa Trifiani	Her name <i>is</i> Ulfa Trifiani

After that, in order to know the percentage of misordering errors, the following formula was used to count the amount of errors:

$$P = \frac{n1}{\Sigma N} 100\%$$

$$P = \frac{8}{120} 100\% = 6.66\%$$

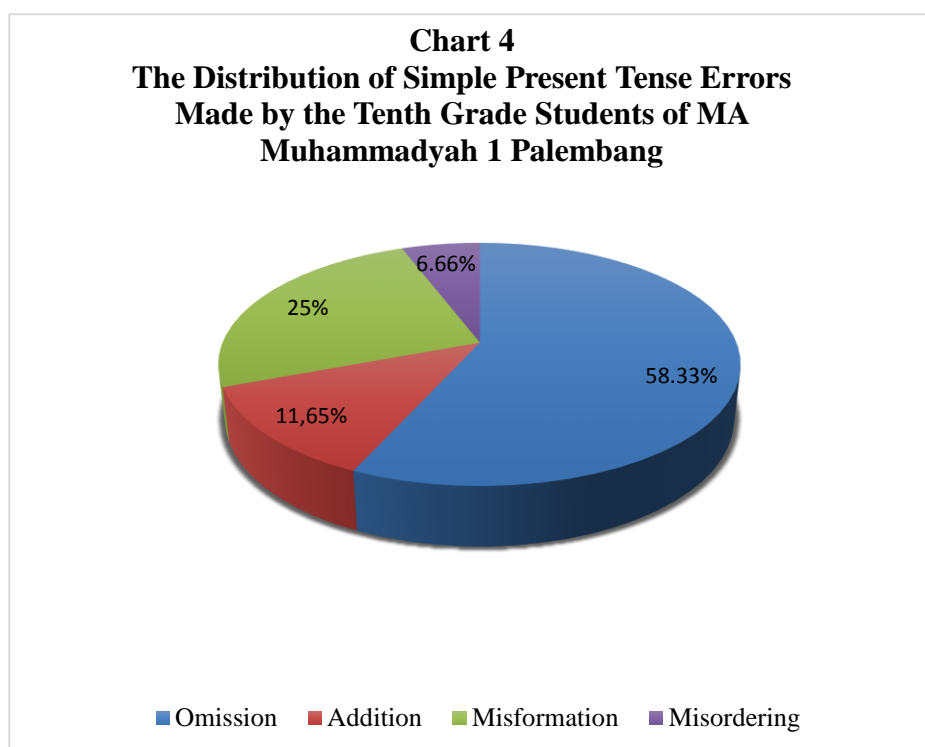
It could be seen that the percentage of misordering error was 6.66%. Misordering contributed the fewest errors in simple present tense done by students.

#### **4.1.3 Simple Present Tense Errors in Students' Descriptive Writing**

Based on the finding of the study, it could be said that the simple present tense errors that occurred in students' writing were: 1) Omission (58.33%), (2) Misformation (25%), (3) Addition (11.65%), and the last (4) Misordering (6.66%).

Furthermore, in omission errors, 38 errors fell in the use of *to be* (54.28%), and other 32 omission errors fell in the use of suffix *s/es* at the end of the verb (45.71%). Then, from all of misformation errors, 14 errors were in archi-forms errors on the use auxiliary verb (46.66%), other 16 were in alternating form errors on the use of verb (53.33%), and there was no error found in regularization error. In addition errors, 11 errors were in double marking (91.66%), and 1 error was in regularization (8.33%) and there was no errors found in simple addition. And the

last were 6 in misordering (6.66%). The whole percentage of simple present tense errors could be seen in the chart below:



#### 4.2 Interpretations

Based on the findings above, this research revealed that the most frequent category or the most dominant error of simple present tense contributed by the students were omission with the frequency 58.33%. In omission, the most frequent errors occurred in the use of *to be* (54.28%), this result showed that the students face some difficulties in using *to be* and it also implied that the students did not understand yet about the use of *to be*. The students did not put *to be* for some speeches such as noun, adjectives, and also adverb. Furthermore, other 45.71% where the students did not put suffix *-es/s* at the end of the verb.

The findings of this study seem to support the findings of the previous studies, in a way that the omission errors occurred most frequently, as the research conducted by Nitria in 2007 which was done at the eighth grade students of SMPN 2 Brebes which showed that the most dominant errors lies on the omission of suffix *-s/-es* from the verb of third person singular subjects in the students' descriptive texts whose proportions of the errors were 24.65%. It showed that the students still found it difficult to pay attention to the existence of a particular

rule applied in English that was the use of suffix *-s/-es* for verb of third person singular subject in simple present tense especially in descriptive text.

Furthermore, this finding was also similar with a research conducted by Juwitasari in 2012 which was done at the eleventh grade of MAN 1 (Model) Bandar Lampung in which showed that the highest frequency of errors made by the students based on surface strategy taxonomy was omission error with 56 items (50.90%). The errors of omission showed the students had lack of knowledge in simple present tense and it became a serious problem to them since they were in Senior High school in which they should master the simple present tense when they were in junior high school level.

This finding was in line with Dulay et al., (1982, p. 155) who stated that errors of omission come with the abundance number of occurrence frequency. This condition could be because of ignorance of the target language structure rules. The students might already knew and intended to express certain idea and meaning, but because of their ignorance of or neglecting the target language structure rules, they might omit certain item that might appear in a well formed sentence. Even though any morpheme or word in a sentence was a potential candidate to be omitted, language learners omitted grammatical morphemes much more frequently.

Generally, it could be concluded that there were some characteristics of the occurrence of simple present tense errors in this study based on the finding; the students omitted an item that should appear in a sentence, the students added an item that should not appear in a sentence, the students used a wrong form in a sentence and the students put the word in wrong placement. The possible sources of the occurrence of simple present tense errors based on theory from Brown (2000) in this study would be elaborated in the following:

First, in omission errors, the students omitted an item that should appear in a sentence, it might be caused by interlingual transfer, it could be interpreted that it occurred because of the influence of mother tongue of the students (Brown, 2000, p. 224). For example in the sentence: *they very near*. The students omitted the auxiliary *to be* because in students' mother tongue, the sentence *mereka sangat dekat* did not need auxiliary *to be*. Moreover in the sentence *we sister*, the students did not put auxiliary *to be* before the noun *sister*. Furthermore in the sentence *He*



*like swimming* that should be *He likes swimming*, they did not need suffix *s/es* in their mother tongue.

These omission errors were actually similar with the errors done by the Fourth Semester Students of English Department at STAIN Salatiga in Rahmawati's research in 2012 such as in a sentence *you different with other*, the students omitted *are* in the sentence. Also in the sentence *it make you look wonderful* instead of *it makes you look wonderful*. These errors could be assumed that the students did not put suffix *s/es* or used *to be* in the sentence because there were no any addition suffix *s/es* and also *to be* in their mother tongue. It was supported by Dulay, Burt, and Krashen (1982, p. 97) who defined that interference as the automatic transfer due to habit of surface structure of the first language onto the surface of the target language. The definition interference seemed similar to interlingual transfer.

Second, in misformation, the students used a wrong form in a sentence. The possible source of the error was communication strategies, where it was related to students' learning style or the students' way to get the message (Brown, 2000, p. 277). For example in the sentence *she have many friends*. It indicated that the students did not get the production strategies in interpreting the rule of the sentence form. The students thought that auxiliary *have* was for both singular and also plural. The students failed in interpreting that auxiliary *have* was for plural, while for singular, the correct auxiliary was *has*. The similar source of error also found in Rahmawati's research in 2012 where the students wrote *the funny body have feathers* instead of *the funny body has feathers*. She found that one of the sources of error was communication strategies, she declared that the students claimed that the lecturer taught them with inappropriate method. It made them bored while the learning-teaching activity was in progress and the made students did not have motivation to know more about English.

After that, in addition errors, the students added an item that should not appear in a sentence, it might be caused by intralingual transfer, where the students just learned some of target language, so students apply the structure for all forms. For example in the sentence: *he is like swimming*. The students just learned that after subject, they had to put *to be*, but they did not know that *to be* is just used for adjective, noun, and adverb, not verb. The phenomenon was also

called false analogy, where the students assumed wrongly that B behaved like A (James, 1998, p. 185), the students knew that after subject, there was *to be* (A), therefore the students assumed that the *he is like swimming* (B) instead of *he likes swimming*. These error were also similar with the research of Rahmawati in 2012, for example in the sentence *handphone is make me happy and not make me feel alone*, instead of *handphone makes me happy and does not make me feel alone*. Moreover, the same error was found in Juwitasari's research in 2012 where the students added *to be* in their sentences when it had been there the verb in it. For instance, *he is usually becomes a keeper, because he is fat* instead of *he usually becomes a keeper, because he is fat*.

Last, in misordering errors where the students used wrong placement in the sentence, for instance *she from is Palembang*, instead of *she is from Palembang*. or in the sentence *he is name Muhammad SAW* instead of *his name is Muhammad SAW*. These errors were also similar with Juwitasari in 2012 where the students wrote *I very love him because he is my only one brother little*, instead of *I love him very much because he is my only one little brother*. The students still committed misordering errors because they might be influenced by Indonesian structure where they placed the morpheme based on the order of Indonesian structure. This might be caused by interlingual transfer. It could be interpreted that it occurred because of the influence of mother tongue of the students (Brown, 2000, p. 224).

Thus, from those interpretations it could be interpreted that the students still had many problems in mastering simple present tense. Dulay et al. (1982, p. 155) state that omission errors were found in a greater abundance and crossed a greater variety of morphemes during the early stage of second language acquisition. In intermediate stage, when learners have been exposed to more of the language, misformation, misordering and also addition or overused of grammatical morphemes were more likely occurred. While in this research, the tenth grade students was in intermediate students because they had passed Junior high school where they were in early stage. This fact showed that the students' ability in simple present tense were even still in early stage. The teacher should more pay attention to the students to give more understanding and comprehension about simple present tense.

From all the discussion above, it could be concluded that the tenth grade students of MA Muhammadiyah 1 Palembang contributed the simple present tense errors mostly in omission. It occurred because of their difficulties in using *to be* and the use of suffix *es/s*. In addition, errors in misformation, addition and also misordering were also found in students' writing. Those all types of errors occurred might be caused of there were some characteristics of the target language which could not be comprehended and understood easily by the students because of the differences between first language and target language. The students were expected to learn more consistently in order to make them comprehend the simple present tense.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions and (2) suggestions

In this chapter, the researcher offered some suggestions which hopefully can be useful and helpful for teachers and also the students in teaching and learning English.

#### 5.1 Conclusions

From this research, there were some important information that had been collected from the tenth grade students of MA Muhammadiyah 1 Palembang in their descriptive writing in term of simple present tense errors by using classification of Surface Strategy Taxonomy proposed by Dulay, Burth and Krashen in 1982. Based on the findings and interpretations in the previous chapter, the researcher concluded that:

Firstly, the tenth grade students of MA Muhammadiyah 1 Palembang as the participants contributed all types of errors (omission, misformation, addition, and misordering). The omission errors that occurred in students' composition were in *to be* and suffix *es/s*. After that, in misformation errors the students did the errors in archi-forms errors on the use auxiliary verb and alternating form errors on the use of verb, and there was no regularization error found in this category. Then, the addition errors done by the students were in double marking and regularization, whereas there was no simple present tense error done by the students. Meanwhile, in misordering the students' errors were in the wrong placement of the word.

Secondly, this research revealed that the most dominant errors simple present tense done by the students were in omission. Omissions errors indicated that the students faced some difficulties in comprehending the use of *to be* and also the suffix *es/s* in simple present tense. The frequency of omission errors were: 1) Omission (58.33%), (2) Misformation (25%), (3) Addition (11.65%), and the last (4) Misordering (6.66%).

## 5.2 Suggestions

Based on the findings from this research, the researcher would like to give some suggestions to the teachers of English, the students and also the other researchers, they are:

1. For the teachers of English, it was expected to make correction and give further and clear explanations toward students' errors during learning process in learning simple present tense. The teacher should give the students more comprehension in writing and also uttering using simple present tense. The teacher might really focus on the use of *to be* and also suffix *es/s* since the finding of this research showed that the students did those kinds of errors mostly.
2. For the students, it was expected to practice more in using simple present tense especially in the use of *to be* and also suffix *es/s*. The students might do more exercise for making sure their comprehension in simple present tense. Moreover, it would be better for the students to implemented or used simple present tense in their daily conversation with their friends. It could improve the students' knowledge and also their skills in simple present tense because they could make a correction each other.
3. For the other researchers, in order to improve teaching and learning process at senior high schools in Palembang, the researcher hoped that there would be researches focusing on the analysis on factors affecting the students' weaknesses in simple present tense.

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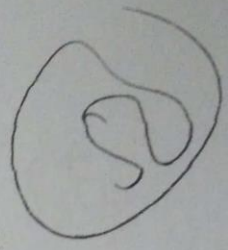
# APPENDICES

**APPENDIX B: Students' score in preliminary study**

No	Student	Score
1	Ahmad Junaidi	
2	Ahmad Maulana Siddiq	50
3	Andi Wiradinata	35
4	Anggun Oktariani	40
5	Arip Saputra	40
6	Bayu Saputra	35
7	Chandra Febriansyah	75
8	Dandi Saputra	50
9	Dina Meirisa	55
10	Eno Pratama	50
11	Fajeriansyah	45
12	Kamelia	50
13	Ladi tandika	50
14	Maryani	55
15	Mgs. Andre Suryansyah	75
16	Muhammad Aldi	45
17	Muhammad Rifki Hidayat	35
18	Muhammad Rizal Kurniawan	35
19	Nuraini Salsabilah	55
20	Nurjannah Afriliyanti	30
21	Putri Anggraini	40
22	Reinaldi Okta Ariansyah	50
23	Salik	45
24	Wanti Yuliani	55
25	Yoshe Desfitriane	40
26	M. Rizki Fauzan	50
27	Keni Alkairi	40

Answer the questions below!

1. What is your name? my name is Putri ↗
2. What is your father's name? my name is ANSORI ↗
3. What is his occupation? ?
4. What is your mother's name? my name is Yustika ↗
5. What is her occupation? Ibu Ruman bangga ↗
6. Where do you live? I live at JL. Ki Gedeng Suro ↗
7. How old are you? Five been ↗
8. Why do you choose MA Muhammadiyah 1 Palembang as your school? koana saya ingin bisa membaca dan menghafal al-quran
9. When do you learn English for the first time? yesterday ↗
10. What is your hobby? my hobby read ↗



Fill in the blank below with the correct patterns of simple present tense based on the verb in the bracket!

1. He can't afford that ring. It (cost) costing too much. ↗
2. I (look) looking around the class to find my pen. ↗
3. There is a book on my desk. But it (belong, not) not to me. ↗
4. Alana (own, not) not an umbrella. But she has a waterproof hat in her bag. ↗
5. Dennis is fixing the roof of his house, and he (need) needed some help. Can you help ↗  
him? going
6. We (go) went to library on Sunday because we have some task which should be submitted on Monday. ↗
7. My friends and I (be) been very busy preparing for dance competition tomorrow. ↗
8. Can you (help) help me to wash these clothes? ↗
9. They (build) building a new house. ↗
10. If you (have) haven a problem, you should share it to your mother. ↗

## My Best Friend

I have best friend. She is name Ayu Trisna Wati. She is my childhood friend. Today Ayu school is in the country SMK N 3 Palembang. Ayu use the hijab.

Ayu is very good friend. Ayu live in the Macan Serunting. His house was not so far from my house. We often play together. We were like sisters.

She is very beautiful. But she has ~~an~~ allergy. She is allergy to with a shrimp. She eats a shrimp, she will tickle. Ayu is a great best friend in this word.

2. I have a friend. His name is Yash. She is a movie critic. But she has many friends and she likes singing.

- I go to school everyday together. She can't stop crying.

(She is afraid) of ghosts, she has a new phase. The women whose car is red is a very famous

- She studies mathematics with smart.

When she came to school in 2000, she had been living there for two years. I am direct sleeping when she get home. She always wake up at 4 o'clock. She always watches the news at 6 AM.

APPENDIX G: Validation of instrument by 3 validators

LEVEL OF APPROPRIATENESS OF WRITING TEST

Name of Expert : Beni Wijaya  
Occupation : English

Institution : UIN Raden Fatah  
Date : 24 October 2016

Information: The writing test will be conducted for the tenth grade students of MA Muhammadiyah 1 Palembang who have learned about simple present tense at Junior High School. The students asked to write a descriptive text to see their error in using simple present tense.

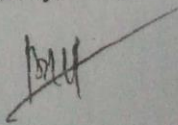
The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Items					Categorization
		1	2	3	4	5	
1	Instruction				✓		
2	Topics :				✓		
	1. My idol						
	2. My favorite pet				✓		
3	3. My best friend				✓		
	Time Allocation				✓		
Comment:							

Palembang, 24 - 10 - 2016  
Validated by,

  
Beni Wijaya, S.Pd., M.Pd.

## LEVEL OF APPROPRIATENESS OF WRITING TEST

Name of Expert : Deta Desvitasari, M.Pd. Institution : PBI UIN Raden Fatah  
 Occupation : English Lecturer Date : Oct 27, 2016

Information: The writing test will be conducted for the tenth grade students of MA Muhammadiyah 1 Palembang who have learned about simple present tense at Junior High School. The students asked to write a descriptive text to see their error in using simple present tense.

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Items					Categorization
		1	2	3	4	5	
1	Instruction				✓		
2	Topics :				✓		
	1. My idol						
	2. My favorite pet						
	3. My best friend				✓		
3	Time Allocation						

Comment: Content is also appropriate for ten graders.  
 - Revise as suggested, then it is ok.

Palembang, 27 Oktober 2016  
 Validated by

*[Signature]*  
 Deta Desvitasari, M.Pd.

1	<b>Categorization</b>
2	Very Inappropriate
3	Inappropriate
4	Moderate
5	Appropriate
	Very Appropriate

Direction: For each of the items below, please indicate the extent of appropriateness by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness Writing Items			
		1	2	3	4
1	Instruction				✓
2	Topics :				
	1. My idol				
	2. My favorite pet				
	3. My best friend				✓
3	Time Allocation				

**Comment:**



## RATER CONSULTATION FORM

## 1. Simple Present Tense Error Classification

This study aimed to find out the grammatical errors on the use of simple present tense in descriptive writing made by the tenth grade students of Muhammadiyah 1 Palembang. This research uses error classification proposed by Dulay, Burt, and Krashen (1982). There are four classifications, they are:

## 1. Omission

Omission error is characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words.

Example: My mother a teacher.

## 2. Addition

It is the opposite of Omission. They are characterized by presence of an item, which must not appear in a well-formed utterance.

There are types of addition of error:

- a. Double Marking : She doesn't goes to school
- b. Regularization : Bought for bought , childs for children
- c. Simple Addition : The fishes doesn't live in the water

## 3. Misformation

Misformation error is characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

- a. Regularization errors: The dog eated the chicken.
- b. Archi-forms: I see her yesterday. Her dance with my brother.
- c. Alternating forms: I seen her yesterday.

## 4. Misordering

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance. Example: I don't know what is that.

## II. Identified Sentences

There are 111 items of errors found in student's writing. The researcher provides all of those sentences in the table below complete with the error types of each sentences. The errors are classified based on surfaced strategy taxonomy those include four types of errors according to Dulay, Burt, and Krashen in 1982. They are; omission, addition, misformation and misordering. There are 59 errors were found in omission, 12 errors are found in addition, 31 errors are found in misformation and 6 errors are found in misordering.

Table I  
Omission error

No	Error Sentence	Correct Sentence	Right (✓) or Wrong (x)
1	He <i>like</i> speech	He <i>likes</i> speech	✓
2	He <i>like</i> blue clothes	He <i>likes</i> blue clothes	✓
3	She <i>live</i> in this town at radial street	She <i>lives</i> in this town at radial street	✓
4	She <i>like</i> cooking fried rice	She <i>likes</i> cooking fried rice	✓
5	I very happy to have a friend like her	I <i>am</i> very happy to have a friend like her	✓
6	He <i>stop</i> in demang lebar daun street	He <i>stops</i> in demang lebar daun street	✓
7	He still happy although he has brokenheart	he <i>is</i> still happy although he has brokenheart <sup>ed</sup>	✓
8	He very smart in Arabic lesson	He <i>is</i> very smart in Arabic lesson	✓
9	He from Bogor city	He <i>is</i> from Bogor city	✓
10	He <i>work</i> as a caretaker of the mosque in Nurhalima mosque	He <i>works</i> as a caretaker of the mosque in Nurhalima mosque	✓
11	I very happy to have a friend like her	I <i>am</i> very happy to have a friend like her	✓
12	He live in Lampung	He <i>lives</i> in Lampung	✓
13	Her hair bold and long	Her hair <i>is</i> bold and long	✓
14	Her hobbies playing game online and softball	Her hobbies <i>are</i> playing game online and softball	✓
15	He very handsome	He <i>is</i> very handsome	✓
16	His occupation entrepreneur	His occupation <i>is</i> entrepreneur	✓
17	He live near my home	He <i>lives</i> near my home	✓
18	He like swimming	He <i>likes</i> swimming	✓

20	His name Muzaki	His name <i>is</i> Muzaki	✓
21	They very near	They <i>are</i> very near	✓
22	He live at Kolonel Atmo in Palembang city	He <i>lives</i> at Kolonel Atmo in Palembang city	✓
23	He from Jakarta city	He <i>is</i> from Jakarta city	✓
24	He and I very near	He and I <i>are</i> very near	✓
25	She always with me	She <i>is</i> always with me	✓
26	She smart in mathematic	She <i>is</i> smart in mathematic	✓
27	She wear syar'i clothes	She <i>wears</i> syar'i clothes	✓
28	He Indian actor	He <i>is</i> Indian actor	✓
29	He cool, handsome and rich	He <i>is</i> cool, handsome and rich	✓
30	He now live in India city	He now <i>lives</i>	✓
31	Her hobby dance	Her hobby <i>is</i> dancing	✓
32	She live in aceh	She <i>lives</i> in aceh	✓
33	She from Kalimantan	She <i>is</i> from Kalimantan	✓
34	She live in this town Palembang	She <i>lives</i> in <del>this town</del> Palembang	✓
35	Her favorite drink tea and coffee	Her favorite drinks <i>are</i> tea and coffee	
36	And favorite food pempek, bakso and siomay	And favorite food <i>are</i> pempek, bakso and siomay	
37	She is beautiful and like to help people	She is beautiful and <i>likes</i> to help people	✓
38	She always can champion in class	She always can be a champion in class	✓
39	She wear long veil	She <i>wears</i> long veil	✓
40	She like reading Al-Quran	She <i>likes</i> reading Al-Quran	✓
41	She wear black shoes	She <i>wears</i> black shoes	✓
42	She wear grey bag	She <i>wears</i> grey bag	✓
43	She care with us	She <i>is</i> care with us	
44	She like singing	She <i>likes</i> singing	✓
45	She study mathematic with smart	She <i>studies</i> mathematic smartly	✓
46	She my best friend	She <i>is</i> my best friend	✓
47	We sister	We <i>are</i> sister	✓
48	She my best friend perfect me	She <i>is</i> my perfect best friend <del>for me</del>	✓
49	He from Palembang city	He <i>is</i> from Palembang city	✓
50	He live in Plaju	He <i>is</i> live in Plaju	
51	She very good	She <i>is</i> very good	✓
52	She like reading Al-Quran	She <i>likes</i> reading Al-Quran	✓
53	She like eating pempek	She <i>likes</i> eating pempek	✓
54	Because she diligent	Because she <i>is</i> diligent	✓

55	She white and tall	She <i>is</i> white and tall	
56	Ayu use hijab	Ayu <i>wears</i> hijab	✓
57	It fike playing ball	It <i>likes</i> playing ball	✓
58	He name chaterli	His name <i>is</i> chaterli	✓
59	He come from Serang	He <i>comes</i> from Serang	✓

Table 2

Addition error

No	Error sentence	Correct sentence	Right (✓) or Wrong (x)
1	I <i>do</i> cannot continue	I cannot continue	✓
2	It is <i>are</i> cat	It is cat	✓
3	I <i>am</i> like the cat	I like the cat	✓
4	We always <i>playing</i> together	We always play together	✓
5	He <i>is</i> like swimming	He likes swimming	✓
6	He <i>is</i> live near my house	He lives near my house	✓
7	In Palembang, he <i>is</i> works as caretaker	In Palembang, he works as caretaker	✓
8	He <i>is</i> likes cooking fried rice	He likes cooking fried rice	✓
9	He <i>is</i> has favorite drink is milk and juice	He has favorite drink milk and juice	✓
10	He <i>is</i> has favorite drink <i>is</i> milk and juice	He has favorite drink milk and juice	✓
11	She <i>is</i> has ambition to be a teacher	She has ambition to be a teacher	✓
12	She <i>is</i> has favorite pet cat	She has favorite pet cat	✓

Table 3

Misformation

No	Error sentence	Correct sentence	Right (✓) or Wrong (x)
1	He <i>was</i> cool	He <i>is</i> cool	✓
2	He <i>was</i> the one	He <i>is</i> the one	✓
3	Her house <i>was</i> not so far	Her house <i>is</i> not so far	✓
4	We <i>were</i> like sisters	We <i>are</i> like sisters	✓

5	He <i>was</i> understanding	He <i>is</i> understanding	✓
6	We now seldom <i>met</i> and speak	We now seldom <i>meet</i> and speak	✓
7	I occasionally want to <i>met</i> Henmi	I occasionally want to <i>meet</i> Henmi	✓
8	I hope we can <i>met</i> again	I hope we can <i>meet</i> again	✓
9	She <i>came</i> to Solo in 2000	She <i>comes</i> to solo in 2000	
10	She <i>had</i> been living there for two years	She <i>has</i> been living there for two years	✓
11	Yani direct sleeping when she <i>got</i> home	Yani direct <del>sleeping</del> <sup>is</sup> sleeping when she <i>gets</i> home	
12	She <i>always woke up</i> at 9 o'clock	She <i>always wakes up</i> at 9 o'clock	✓
13	He <i>was</i> already 18 years old	He <i>is</i> already 18 years old	✓
14	We both <i>became</i> members of scout at the school	We both <i>become</i> members of scout at the school	
15	I <i>became</i> leader and he is co leader	I <i>become</i> leader and he is co leader	
16	Although he <i>was</i> in college	Although he <i>is</i> in college	✓
17	She <i>was</i> my best friend	She <i>is</i> my best friend	✓
18	She <i>was</i> Aulia	She <i>is</i> Aulia	✓
19	I <i>was</i> very sad to lose her	I <i>am</i> very sad to lose her	
20	We <i>were</i> always together in both joy and sorrow	We <i>are</i> always together in both joy and sorrow	✓
21	He <i>have</i> 2 sons and 1 daughter	He <i>has</i> 2 sons and 1 daughter	
22	He <i>have</i> many people that amazed with him	He <i>has</i> many people <sup>who</sup> that <i>are</i> amazed <sup>is</sup> with him	
23	He <i>have</i> sixpack body	He <i>has</i> sixpack body	✓
24	He <i>have</i> fanspage in twitter and instagram	He <i>has</i> fanspage in twitter and instagram	✓
25	When I <i>was</i> happy or sad	When I <i>am</i> happy or sad	✓
26	Maulana <i>have</i> little brother	Maulana <i>has</i> little brother	✓
27	He <i>have</i> hobby plaing football	He <i>has</i> hobby, <sup>is</sup> playng football	✓
28	He <i>have</i> many friends	He <i>has</i> many friends	✓
29	She <i>have</i> ambition to be a doctor	She <i>has</i> ambition to be a doctor	✓
30	She <i>have</i> favorite food pempek, sate and bakso.	She <i>has</i> favorite <sup>meal</sup> food, pempek, sate and bakso.	✓
31	He <i>have</i> small ear	He <i>has</i> small ear	✓

Table 4

Misordering

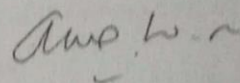
No	Errors sentences	Correct sentences	Right (✓) or Wrong (x)
1	He is name Muhammad SAW	His name is Muhammad SAW	<del>✓</del>
2	She is name Ayu Trisnawati	Her name is Ayu Trisnawati	✓
3	She from is Palembang	She is from Palembang	✓
4	She is name Henni Kurnia	Her name is Henni Kurnia	✓
5	He is name Lukman	Her name is Lukman	✓
6	She is name Ulfa Trifiani	Her name is Ulfa Trifiani	✓

Rater's comment:

Please pay attention to the context of the text. If it refers to the past, it should use past tense, therefore some corpora should be eliminated from the data. Also pay attention to some correct sentences which are actually still wrong.

Palembang, 16 December 2016

Rater



Amalia Hasanah, M.Pd

# **DOCUMENTATIONS**

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
REPUBLIK INDONESIA

## I J A Z A H

**SEKOLAH MENENGAH ATAS**  
**PROGRAM : ILMU PENGETAHUAN ALAM**  
TAHUN PELAJARAN 2011/2012

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas .....  
*Negeri 1 Selupu Rejang, Rejang Lebong* menerangkan bahwa:

nama	<b>TUTY HENDRIYANI</b>
tempat dan tanggal lahir	<i>Sumber Bening, 11 Juni 1994</i>
nama orang tua	<b>JADIL</b>
nomor induk	<b>9947599595</b>
nomor peserta	<b>3-12-26-03-009-030-3</b>

## LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Sekolah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.

*Rejang Lebong, 26 Mei* 2012

Kepala Sekolah,



**SWANDI MUBRIANTO, MM**

NIP. **19681231993031006**





UNIVERSITAS ISLAM NEGERI  
RADEN FATAH PALEMBANG  
LANGUAGE CENTRE  
JLN. PROF.ZAINAL ABIDIN FIKRI KM 3.5  
PALEMBANG TELP : 0711 354668 psw 147

### TOEFL PREDICTION SCORE

SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
46	52	48	487

### TOEFL PREDICTION TEST

FULL NAME

TUTY HENDRIYANI

SEX M / F	DATE OF BIRTH DD / MM / YY	TEST DATE DD / MM / YY
F	11 / 06 / 1994	21 / 02 / 2017

21022017

Drs. HERIZAL, MA  
TOEFL Tester

The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre  
This score is valid for six months.



...  
RADE  
B A  
S ISL  
RA  
M B  
SLAM  
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M B  
SLAM  
RADE  
B A



KULIAH KERJA NYATA (KKN) TEMATIK POSDAYA BERBASIS MASJID  
ANGKATAN KE 66 TAHUN 2016 UIN RADEN FATAH PALEMBANG

# Sertifikat

Nomor : Un.09/8.0/PP.00/2226/2016

Diberikan Kepada:

Nama : Tuty Hendriyani

Tempat / Tgl. lahir : Sumber Bening, 11 Juni 1994

NIM / Jurusan / Fak : 12250146 / PBI / Tarbiyah dan Keguruan

Telah Melaksanakan Program Kuliah Kerja Nyata Angkatan 66 Tematik Posdaya Berbasis Masjid  
Dari Tanggal 02 Februari s/d 17 Maret 2016 Di :

Desa : Genting

Kecamatan : Tj. Sakti PUMU

Kabupaten : Lahat

Lulus dengan nilai : A

Kepadanya Diberikan Hak Sesuai Dengan Peraturan  
Palembang, 30 Mei 2016

Ketua



Ris'an Rusli, MA  
199203 1 003

Palembang : 14-2-17  
Nomor : Un.09/8.0/PP.00/2226/2016

Fotocopy / scan  
Rusli  
Palembang



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KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG  
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Prof. KH. Zainal Abidin Fikri Telp. (0711) 354668 Kode Pos : 30126 Palembang

# SERTIFIKAT

Nomor : In.03/8.0/PP.00/2930/2014

Diberikan kepada

Nama : Tuty Hendriyani  
NIM : 12250140  
Jurusan : PENDIDIKAN BAHASA INGGRIS

Dinyatakan Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA)  
yang diselenggarakan oleh Fakultas Tarbiyah dan Keguruan

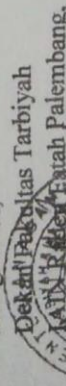
Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqasyah  
Berdasarkan SK Rektor No. : In.03/1.1/Kp.07.6/266/2014

Palembang, 18 Juni 2014

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# Ampera 2012

(Acara Mahasiswa Perkenalan Akademik 2012)



## Sertifikat

No. /Pan-Pel/AMPERA/IAIN RF/IX/2012

Diberikan Kepada:

Tuty Hendriani

SEBAGAI PESERTA DALAM KEGIATAN  
ACARA MAHASISWA PERKENALAN AKADEMIK (AMPERA 2012)  
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG

*"Mewujudkan Kepemimpinan Muda Yang Transendensi dan Humanisasi  
Untuk Indonesia yang lebih baik"*

04-06 September 2012

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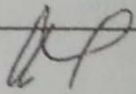
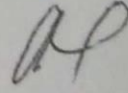
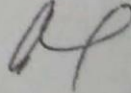

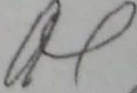
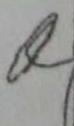
*Hardono Ciputra*

Hardono Ciputra  
NIM: 10140008



### THESIS CONSULTATION CARD

**E** : Tuty Hendriyani  
**DENT NUMBER** : 12250146  
**ULTY** : Tarbiyah dan Keguruan  
**ISOR I** : M. Holandiyah, M.Pd.  
**SIS TITLE** : An Error Analysis on the Use of Simple Present Tense  
in Descriptive Writing Made by Tenth Grade Students  
of MA Muhammadiyah I Palembang.

Date	Aspect Consulted	Comment	Signature
	Chapter I	Revise	
	chapter I	ok	
	Chapter II	Revise	
	Chapter II	ok	
	Chapter III	Revise	
	Chapter III	ok.	

23/12	IV	Revise some minor mistake!	AP
24/12	IV	ok. Continue the next step.	AP
1/2	V	Revise as suggest	AP
	V	ok. register for Managers soon	AP

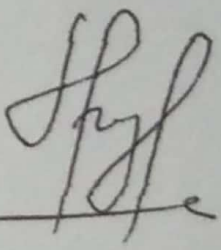
Palembang, 2016

Advisor I

*M. Holandyah*

M. Holandyah, M. Pd.

NIP.197405072011011001

Aspect Consulted	Comment	Signature
<p>Title</p> <p>Chapter 1 Background</p> <p>Significance of the Study</p> <p>Chapter 2</p> <p>Chapter 3</p>	<p>ok</p> <ul style="list-style-type: none"> <li>• Check the thesis writing format, revise the margin</li> <li>• Write more theories on the importance of grammar</li> <li>• Write on the exact problems encountered by Indonesian students when they learn grammar</li> <li>• Write / find out Indonesian students grammar mastery</li> <li>• Specify them. Revise as suggested</li> </ul> <p>Revise the numbering system</p> <p>Find the original source, not cited in ...</p> <p>Show the result of Rahmawati's study</p> <p>Revise the operational definition</p> <ul style="list-style-type: none"> <li>• Write all of the population</li> <li>• Consider the sampling method, and provide scientific reasons</li> </ul>	



1.

Abstract  
References

OE  
OE  
Proceed to Management

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