An Error Analysis of Using Simple Present Tense in Descriptive Text Written by The Eighth Grade Students of MTs Negeri Kota Sorong

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Abstract

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English is a foreign language in Indonesia, so the students in Indonesia are not far from the error when writing in English. This study aimed to find out the types of error based on surface strategy taxonomy and the sources of errors based on the Norrish's theory those were made by the eighth students of MTs Negeri Kota Sorong. The participants consist of 17 students and an English teacher. The method of this research is qualitative method with descriptive analysis technique, and then the instruments to collect the data were descriptive test assignment and interview. The data analysis used Ellis's procedure and used percentage. The result showed that the highest percentage of error type that made by the students was omission with 66 errors or 42,85%, and then the lowest error types were addition and misordering with 13 errors or 8,44%. It was because the students did not use article, suffix –s/es, and to be. And then, the highest sources of error that was made by the students were Carelessness with 114 errors or 74,02% and the lowest source of error was first language with 18 errors or 11,68%, it was because the students did not pay attention while writing the text.

INTRODUCTION

Writing skill is an ability which, the students develop their writing on the paper or put their ideas on the paper. There are some elements in writing those are grammar, paragraph, organization, and vocabulary. Besides that, writing has some mechanics which are necessary for making good writing, those are capitalization, spelling, cohesion, punctuation, unity, and organization (Nurfiryalianti, 2014). According to Putri writing is a skill in English and important since writing can make us express anything on the paper, writing can help us to remain our ideas after we read some information. She added that writing is complicated because the writer , in this case, is students need to do everything at ones, the students must

product words, sentences, paragraph, and extended compositions all at the same times; words must be spelled, sentences punctuated, and paragraphs unified. So, the students need to make an accuracy paragraph because the information that will be delivered can be easy to understand by the reader (Susanti, 2017). These things are very important to be mastered in supporting writing to be good writing. Considering those elements of writing, there are some problems in making good writing. One of them is the students' difficulty to write based on the formula of grammar.

Grammar is important when the students use it in writing because in academic grammar become one of the scorings, if the students have good grammar, it will impact on their result in academic. And then, if the students leak in their grammar, the students will have a low result in academics. So, grammar is very important when we use it in writing. Grammar is rules of how words and their component parts are combined to make sentences (Magfirah, 2015). Generally, grammar is divided into three parts, those are present, past, and future. Larsen stated that grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints (Ismiyanti, 2018). One kind of grammar is simple present tense, the simple present tense is one of the kind of grammar that refers to an action which occurs in a regular event. Furthermore, the simple present tense is one of tense that is often used by the people. Look at the simple present tense is one kind of tense that is related to English as a foreign language in Indonesia, so it is difficult for students of Indonesia to study and apply an English and do not far from the error.

Learning a foreign language is different from learning one's mother tongue. Hubbard stated that there are three types of language items, where it is introduced to the learners. First, phonological items that cover the sound of the language. Second, lexical items, which discuss frequent repetition and exposure, and adopt memorization strategies when learning the lexical items. Third, structural items which include the rules of constructing sentences (Ismiyanti, 2018). From that theory, we know that the learner who learns the foreign language must be able to know and understand the three of the items. The learner must be combining the items, so they can be easy to learn English, and if the learner does not combine the three of the items that can make the learner difficult to understand the English as a foreign language. From all three items, the third item is related to the writing skill. As we know that the writing skill must produce words, sentences, paragraph, and extended compositions all at the same times, these compositions that make the learner, in this case, is the students difficult to write something in English and it can be an error in write English.

Dulay stated that people can not learn without first systematically committing errors. By making errors, students know the correct and this error can motivate students to learn (Erawati, 2016). In process of learning, most students still make errors and mistakes, so it is important to analyze their errors in using language made by the second language learner. The target of this error analysis is to describe language items that are difficult to

master and the causes of the error. Error analysis is used to detect the students' errors. It is needed because the result of the analysis would give the contribution in attempting to decrease errors done by the students in learning English. I found that there are many students who make errors when writing the sentence in English, it is because they think writing is difficult one in learning English, besides that in the learning process they study some texts. In junior high school, especially at MTs Negeri Kota Sorong, the students are taught to understand the kind of text, where the text is still related to the writing skill, those are procedure text, descriptive text, recount text, narrative text, and report text, where the students are taught based on the grade. One of the quite important and must be mastered by the students is descriptive text. Descriptive text is a text where the students describe something clearly, so the reader can understand the text.

In the learning process, students still make errors and mistakes, so it is important to analyze their errors and diagnose the difficulty of the study in the classroom. Error analysis is used to analyze errors in using language made by second language learners. The aim of this error analysis is to describe language items that are difficult to master and the causes of the errors.

Based on the result of an interview with the English teacher at MTs Negeri Kota Sorong, it is found that many students still make an error when they write a sentence in English, they are still confused how to put the correct verb-based the subject by added suffix s/es, for example, they write "She read a book every day", it should be "She reads a book every day", another example they write "Sinta go to school", it should be "Sinta goes to school". In another case, the students do not know to use the correct tobe form of the sentence, for example, "Andi and Budi is the students of MTs Negeri Kota Sorong", it should be "Andi and Budi are the students of MTs Negeri Kota Sorong". The teacher also said that the students do not understand clearly about descriptive text where the students are asked to describe a place, animal, person, thing, and so on in the written form, however, they still make an error in writing for example, "My cat have a beautiful color", it should be, "My cat has a beautiful color.

Based on the information above, it is important to discuss error in writing that occurs in school, especially at MTs Negeri Kota Sorong. Because it has a big impact on the students' future. The students will make wrong sentences if the students do not be informed of what kind of error. The students will make the error continuously and there are a lot of errors that the students do. If the problem is not responded immediately and given treatment, then the errors will continue until making a misunderstanding in writing even in speaking. English has become an international language and there are many tourists who come to Indonesia to visit the destinations in Indonesia, we should be able to master English correctly and well. So, the students can face the future confidently through their writing and even speaking.

Based on the description above, it is very important to analyze and categorize the errors made by the students and the students can minimize

their errors. Therefore, in this research, I will take the complete title, where the title is "An Error Analysis of Using Simple Present Tense in Descriptive Text Written by The Eighth Grade Students of MTs Negeri Kota Sorong".

Based on the study that was done by Eka Sasmiasih on her thesis about *"Error Analysis On The Students Writing of Descriptive Text (A Case Study at Second Grade Students of SMP PGRI 2 Ciputat)",* In her study, she used descriptive analysis research and used the procedures of error analysis itself. She took the data from 25 students of SMP PGRI 2 Ciputat, and also she used the interview to get the data. The data showed that the students made an error when the students wrote the descriptive text. The highest kind of the error that was made by the students were a mis-formation error with 32 errors or 53.33%, then the second was omission errors as much as 14 errors or 23.33%, the third was addition error as much as 10 errors or 16.67%, and the lowest error was a misordering error as much as 4 errors or 6.67%. She added that there are the sources of the reason why the students made errors, it consists of the first language with number 31 or 52.54%, then carelessness with number 24 or 40.68%, and the last was translation with number 4 or 6.78%.

The next previous study was done by Siti Nurjanah with the title "The Analysis of Students' Errors in Using Simple Present Tense in Writing Descriptive Text at The Eighth Grade Students of SMP N 12 Purworejo in The academic Year 2016/2017". The subject of this study was the eighth grade students of SMP N 12 Purworejo in the academic year 2016/2017, especially in VIII A where contain of 30 students . The method in her study, she used Qualitative. To collect the data she used test and questionnaire. And then, to analise the data she used descriptive qualitative data analysis. Her study aimed to find out the error type based on the Dulay's theory, where it was divided into omission, addition, misformation, and misordering and also to know the sources of errors she used questionnaire based on Brown's theory. The result showed that the total of the errors type that made by the students as much as 177, where it was divided into misformation as much as 70 errors or 39,54%, omisson 57 errors or 32,21%, misorering 29 errors or 16,39%, and the last was addition with 21 errors or 11,87%. And then, the result of the questionnaire to know the sources of errors that made by the students showed that the students' sources of error divided into context of learning in mean 77,18%, communication strategy in mean 74,9%, intralingual transfer in mean 56,7%, and the last was interlingual transfer in mean 51,87%.

Another study was done by Ihda Atira Muis about *"An Error Analysis of Using Present Tense by The Tenth Grade Students of Senior High School in Writing Descriptive Text at MAN 2 Model Medan"*. This study is related to my study, the difference is the level of the school. The method of her research, she used qualitative, where she used descriptive qualitative research because she wanted to describe the errors made by the tenth grade students of MAN 2 MODEL Medan. In her study, the subject of research contains 36 students and also there are 36 texts. The result of her analysis showed that the highest kind of error that is made by the students was omission as much as 54 or 44,6%, then the second was an addition that

showed there are 30 errors or 24,7%, the third was misformation that showed 28 errors or 23,1%, then the lowest kind of errors that was made by the students was misordering that showed 9 errors or 7,4%. So, the total error was 121 errors that were made by the tenth grade students of MAN 2 MODEL Medan.

Writing

According to Bunyamin and Rahman, writing is a shape of ability improved as means which are produced by the people (Bunyamin & Abd. Rahman, 2018). According to Barnet and Stubbs, writing is a physical act. Physical act means that the activity that is doing by a particular part of the human's body. Rahmania in her thesis, she stated that writing is the way to express the students understanding from what they see and think into sentences and paragraph by correct grammatical rules (Pratiwi, 2019). From her theory about writing, we know that writing is the act of the students to write after understanding what the students think or see into sentences based on the grammatical rule.

Simple present tense

Mahendra stated that simple present tense is important as the basic rule for the students to make and use sentences to communicate daily (Wijaya, 2015). According to Azar, the simple present expresses daily habits or usual activities and general of fact, simply the simple present is used for events or situations that exist always, usually, or habitually in the past, present, and future (Azar, 2003). It means that the simple present is the condition that phenomenon happens right now or explains the habitual action or general truth. In another definition was explained by Rahmania, that simple present tense is a tense that has the main function to locate a situation in the present time.

In another explanation, Suatman stated that simple present tense used to state daily habits and general facts (Suatman, 2016). Daily habits such as "eat, drink, play, cook, and so on". The general fact such as "Sun rises from the east". The simple present tense is often to use by the people in speaking or in writing form.

Based on the all explanation above, it can be concluded that the simple present tense is the sentence that expresses daily habits or usual activities and general of fact that has main function to locate inpresent time. The simple present tense has two kinds of the sentence based on the predicate those are nominal and verbal sentence. And then, this sentence can be written in active and passive sentence.

Error

According to Nababan in Setia, he stated that error is the speaker of the language target subconsciously produces the error so that he/she can not repair it soon. He/she will always make the same errors in oral or written work (Rini, 2014). From that definition, it can be explained that error is made by the student subconsciously, then the students can not repair the

error immediately. So, the students need a process to fix the error. Look at the error is the situation that occurs to the second language learner, so the student needs a process in order to the students can fix the error, and of course, it needs help from the teacher. Based on the explanation about the error, it can be concluded that the error is the situation that happens to the second language learner and it is a process that occurs to the students, then they can not repair it by themselves immediately.

Difference of error and mistake

Error and mistake are different in meaning. According to Brown, 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   (Brown, 2000). Furthermore, Brown state that all people make mistakes, in both native and second language situation. James in Brown also explains that mistakes can be corrected by the people with themselves if the deviation is showed to the speaker, but error can not be corrected by the people with themselves. Edge in Rahmania state that mistake is what a learner can self-correct and error is what a learner can not self-correct. And then, according to Ellis, errors show gaps in learners' knowledge, it happens since the learners do not know which correct is, while mistakes show infrequent gaps in accomplishments, it happens since the learners unable in a precise circumstance to carry out what they know.

Based on the explanation about the error analysis above, it can be concluded that error is different from the mistake. Error is the situation that can not be corrected by the students with themselves immediately, then the mistake is the situation that can be corrected by the students with themselves. The error occurs when the students do not know the grammatical in written form. Then the mistake occurs when the students lack concentration or neglect when writing, but it can be corrected by themselves.

Error analysis

according to Brown, error analysis is the way to observe, analyze, and classify the error that is made by the learner (Brown, 2000). And then, according to Crystal in Nadya, error analysis is a technique for identifying, classifying, and systematically defining the unreceiveble forms that are produced by someone in learning a foreign language, using any of the principles   and   procedures   provided   by   linguistic   (Hayrunnisa, 2019). Another definition was explained by Ali, he stated that error analysis is a type of linguistic analysis that focuses on the errors that are made by learners (Khansir, 2012). And then, Corder in Arief state that error analysis is a procedure that is used by researchers and teachers, which involves collecting samples of the learners' language, identifying the error, describing the errors, classifying the errors based on their nature and causes, and evaluating their seriousness (Muhsin, 2016). Furthermore, Corder stated that there are two functions of error analysis, first is theoretical and the second is practical. The theoretical functions of error analysis is a part of the methodology of investigating the language learning process. And then,

An error analysis of using simple present tense in descriptive text written by the eighth grade students of MTs Negeri Kota Sorong

the practical function of error analysis to guide the remedial action, which has to do to take a correct and unsatisfactory for learner or teacher (Corder, 1981).

Based on the explanations above about error analysis, it can be concluded that the error analysis is a type of linguistic analysis that its function to observe, analyze, and classify the errors that are made by the learners. The error analysis also has the function that was divided into two part, those are theoretical and practical aspects.

Procedure of error analysis

The step to analyze the error is important to the researcher or teacher in describing and deciding the type of error and also correcting the error that is made by the students or language learners. According to Ellis, there are some steps that can be guiding the teacher or researcher in analyzing the errors, those are collecting of samples of learner language, identification of errors, classifying of errors, explanation of the error, and error evaluation (Silalahi, 2014). The explanation below:

- Collecting of sample of learner language means that the researcher or teacher collects the assignment as an instrument such as an essay or text.
- Identification of errors means that after the instrument was collected the researchers or the teachers have to identify the errors by marking the text.
- Classifying errors means that the researchers or the teachers try to decide the type of error and the causes of error.
- Explanation of errors means that the teacher or the researcher describes the position of error and provides a correct answer.
- Error evaluation means it involves a considering of the effect that error has on the person addressed. It also involves assessing the seriousness of each error in order to take principled teaching decisions.

Types of error

The part of analyzing the error is the classification of the error. One of the ways to classification the error is with surface strategy taxonomy. Where, it is divided into four parts those are omission, addition, misformation, and misordering. The explanation below:

Omission

Omission errors are characteristic by the absence of an item that must appear in a well-formed utterance. In another definition Corder in Thoyyibatul stated that omission is the error of leaving out an item that is required for an utterance to be considered grammatical (Mukarromah, 2017).

Addition

Addition errors are characterized by the presence of an item that must not appear in a well-formed. Another definition was explained by Corder in Thoyyibah, stated that addition is the error of adding an incorrect element in an utterance.

Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors, the learner supplies something, although it is incorrect.

Misordering

Misordering errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance.

Sources of error

The source of error means that the causes of error that makes by the learners or the students. This part discusses the kind of causes or the sources that are made by the learner or the student. According to Norrish in Eka, stated that there are three sources of error, those are carelessness, language interference, and translation (Sasmiasih, 2014). The explanation below:

a. Carelessness

Carelessness is often closely related to a lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest, perhaps the material and/or the style of presentation do not suit him.

First Language Interference

Norrish stated that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn a new habit, the old habit will interfere with the new habit. This cause of the error is called first language interference.

Translation

The translation is one of the causes of errors. This occurs because the students or the learners translate their first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of the error.

Descriptive text

According to Tiur, descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides an image to the reader. Furthermore, description writing clearly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writers' experience (Siburian, 2013). In addition, it can be conclude that descriptive text is the text that gives information to the

readers with portraying a person, place, or thing, so the reader can visualize the topic and enter into the writers, experience.

METHOD

Research method

I used the qualitative method and the I used descriptive analysis to deliver the result of research. According to Sugiyono, the qualitative method is a method in research that is used to research the condition of natural objects, where the researcher is a key of instrument, collecting the data is done with a purposive way, the data analysis with qualitative, and then qualitative research more emphasizing the meaning than the generalization (Sugiono, 2016). To get the data, the students are asked to write the descriptive text on the paper then it collects to me. After that I tried to check the incorrect words the descriptive text and gives back the paper test to the students to know is the incorrect words mistakes or errors. After that I classification the error into four types in surface strategy taxonomy, those are omission, addition, misformation, and misordering. Then, the data is calculating to know the percentage of errors in every type. Finally, I can have a conclusion based on the result of students' total errors. The causes of errors the data were analyzed based on Norrish's theory.

Location of Research

I took the data at MTs Negeri Kota Sorong. Where, this school same with junior high school level. The location of MTs Negeri Kota Sorong is at Basuki Rahmat street km. 7 no. 40, Kel. Remu Selatan, Kec. Sorong Manoi, Sorong, West Papua. MTs Negeri Kota Sorong has three levels of classes start from VII until IX grade, every grade has eight classes. The English course is taught twice in every class, and then the range time is 40 minutes.

Subject of research

The subject of the research I choosed the eighth grade students of MTs Negeri Kota Sorong as the participants. I did not choose all of the eighth grades of MTs Negeri Kota Sorong, but I only choosed one class based on the observation and from the suggestion from the English teacher of MTs Negeri Kota Sorong. Finally, The students in VIII C as the participant who contains 17 students.

Technique of data collection

I collected the data with documentation. Where the documentation in this research was the result of a descriptive writing assignment. The instrument in this research uses writing descriptive text. I collected the paper test and then I checked the writing test and underlines the incorrect words. And then, I asked the students to correct the underlined words and collecting the papers again. After all the data have been collected, I analyzed them. Besides that, this research also uses an in-depth interview technique.

An interview is a re-checking tool and proof of information or information obtained previously. The technique used in qualitative research is an in-depth interview. The in-dept review is a process to get information, where the interviewer and informants conduct question and answer without using guidelines (Pupu, 2009). This interview is used to complete the data by obtaining information about the sources of students making errors in writing descriptive text. I interviewed the students first after I analyzed the paper test descriptive text. Then I interviewed the English teacher about the material descriptive text related to the difficulties that are faced by the students and whether students receive the material well or not.

Technique of data analysis

The data collected will be analyzed by using procedures in doing error analysis. The procedures consist of collecting the sample, identification of error, classification of error, explanation of the error, and evaluation. However, many researchers do not include the fifth step, because it has generally handled as a separate issue, with its own method of inquiry (Ellis, 1994). This step tries to find out what the types of errors that arise and why the errors occur. It means to determine the sources of the errors based on Norrish's theory, besides that I used the interview as supporting the data. After getting the result of the type of errors or causes of error, then I will calculate and drew up in the table of percentage which the formula as follows:

$$P = \frac{f}{n} \times 100\%$$

P = Percentage
f = Frequency of type of error
n = Number of total errors occur

The formula above is only used to support the quality of looking for errors that are most frequently made by the students. After having to count the percentage of errors, I also used the data from interview to analyze sources of students' errors descriptively.

RESULT AND DISCUSSSION

Result of error types

I analyze the data about the students' errors in writing descriptive text on their result of writing assignment. I will make it in table and make the precentage of each type, so that the results are more visible. Here is the recapitulition table of errors.

Table 1Recapitulation of Error Types

No	Error Types	Number of Students	Frequency of Errors	Percentage of Error
1.	Omission	15	66	$\frac{66}{154} x\ 100\% = 42,85\%$

An error analysis of using simple present tense in descriptive text written by the eighth grade students of MTs Negeri Kota Sorong

2.	Misinformation	9	62	$\frac{62}{154} x\ 100\% = 40,25\%$
3.	Addition	12	13	$\frac{13}{154} x\ 100\% = 8,44\%$
4.	Misordering	6	13	$\frac{13}{154} x\ 100\% = 8,44\%$
Total			154	100 %

Based on the table above, it can be known that omission is the highest percentage of students made errors in writing descriptive text, there are 15 students who made 66 errors or 42,85%. Omission is the word or letter that should be appear in the sentence. The common errors those are made by the students in omission such as missing the to be, article, and missing the suffix –s/-es. The example is in the sentence *"The cow very useful for us"*. The sentence must be added tobe "is", so it should be written *"The cow is very useful for us".* Next, the example of missing suffix is in the sentence *"It consist of four novels"*. The word "consist" must be added "s" in the end of the word, so it should be written *"It consists of four novels"*. Next, the example of missing the article in the sentence *"Butterfly is animal"*. The sentence must be added an article "an" before the word "animal", so it should be written *"Butterfly is an animal"*.

The second highest percentage of error is misinformation. Where, the misinformation is the error that is characterized by use of wrong form of the morphem or structure. There are 9 students made 62 errors or 40,25% in misinformation. From the data, it can be known that the common errors who made by the students in misinformation. The common errors those were made by the students are the use of pronoun and the word choices, such as *"it shape is not big".* The sentence should be repleace the pronoun "it" with possessive pronoun "its", so the sentence shoud be like *"its shape is not big"*. Another example of the use of pronoun in sentence *"Giraffes are animals that are…".* The sentence must be changed the word "that" becomes "those" because the word "those" for plural form, so the sentence shuld be *"Giraffes are animals those are…"*. The next error in misinformation is about the word choice or the students do not choice an appropriate word. The example in sentence *"he has a high nose".* The sentence must be replaced the word "high" becomes "pointed", so the sentence should be *"he has pointed nose"*. Another example in the sentence *"It have eyes"*. The sentence must be replace the word "have" becomes "has", so it shoul be *"it has eyes"*.

The lowest percentage is addition and misordering those have same percentage. Where, addition is the opposite of the omission, the addition is the duble marks of words those should not appear in the sentence. I found there are 13 errors or 8,44% those are made by 12 students. The common error in addition is the doble marks of verb and addition in suffix –s/-es. There is a student who writes *"They are have…"*. The sentence must be eliminated "are", so that it should be written *"They have…"*. Next, the sentence *"Cow is a mamals"*. The sentence must be eliminated the suffix "s" in the word "mamals", it should be written *"Cow is a mamal",* it is because the cow is a singular form.

The next lowest error that made by the students in writing descriptive text is misordering. Misordering is the error where the students write the word or the letter in the wrong place. I found there are 13 errors or 8,44% in misordering those are made by 6 students. The common error is the adjective written after the noun. The example is in the sentence *"Fur color beautiful"*, the word "beautiful" should be written before the word "fur", so that the sentence should be written *"Beutiful fur color"*. An another example is in the sentence *"Cute little animal"*, the word "little" must be placed before the word "cute", so that it should be written *"Little cute animal"*.

Discussion

Based on the findings and analysis above, I found that the students made errors in their descriptive text in surface strategy taxonomy and it is divided into four forms, those are omission, addition, misinformation, and misordering. According to the data, I found the highest percentage that was made by the students is omission, then followed with misinformation, addition and misordering as the lowest percentage. Omission is one kind of error that occur when the students do not write or put the word or letter so that the sentence missing something. The common errors in this kind are the use of article, to be, and suffix –s/-es. For example in the sentence *"It likes people"*, it should be added an article "the" before "people", so it should be *"It likes the people"*. Next example is an error in to be, for example in the sentence *"She very frank"*, the sentence must be written *"She is very frank"*. Next is an error in suffix, for example in the sentence *"The giraffe eat the leaves"*. The word "eat" must be added "s" in the end of the word, so that it should be written *"The giraffe eats the leaves"*. From those examples, it is clearly the students made the errors in omission especially the students do not use article, to be, and suffix. Based on the interview with the students, Suci said that, *"I had learn article, but I forgot because I rarely learn it"* (Ramadhana, 2020). Akmal said that *"I do not know how to put an aritcle in the sentence"* (Akmal, 2020). And then, in using suffix, Fadjril said that, *"I do not know the use of –s/-es because I rarely practice it in writing"* (Ramadhan, 2020). An another student said that *"I do not know about suffix –s/-es"* (Hajrah, 2020). Next, the using of tobe, Thalita said that, *"I translete word by word, so I just focus on translete and do not pay attention on the tobe"* (Putri, 2020).

The highest type of error that was made by the eighth grade students at MTs Negeri Kota Sorong was omission, where the omission happen when the students do not write the words or the letters in the sentence that have to write in the sentence. Based on the previous study, especially in the eighth grade level, the researches before found that the highest of error type that made by the students was misinformation, this is because the students used inappropiate words in the sentence. However, in my study I found the different result in the type of error, that is omission. An English teacher at MTs Negeri Kota Sorong also confirmed that the students in eighth grade make errors in simple present tense especially in adding suffix –s/es in the end of the verb 1 when the subject is singular. The teacher's utterance is similar with the definition of omission, where it happens when the learner

missing word or letter in their sentence. So, in my study I found the new result in type of error in eighth grade level at MTs Negeri Kota Sorong.

The second highest percentage is misinformation. Misinformation happened because the students do not know how to use pronoun. Pronoun has been taught by the teacher but the students are still confused how to use it, Rita said that *"I have been taught the pronoun but I still do not really understand in use of pronoun"* (Hijriah, 2020). Moreover, it is same with the Naufal's reason, he said that, *"I know pronoun, but I forgot how to use it"* (Naufal, 2020). According to Azahra, she is confused on how to use the conjunction, so that it can make an error in misordering, she said that *"I am still confused to use the word that, this, those, and these"* (Azahra, 2020). An another student is still confused on how to choose the right word. Ramadhan said that, *"My difficulty in writing is how to choose an appropiate word"* (Ramadhan, 2020). Nasihatun also has same reason with Fadjril in using word, she said that, *"I am confused in using the English word, because one word in Bahasa has many word in English when I translate it"* (Yanti, 2020). Based on the answer of students above, it can be concluded that the students are still confused on how to use an appropriate word in the sentence, so it can make an error, especially in misinformation.

The lowest of error that has the high number of percentage is addition and misinformation. Addition is the error that occurs when the students write the double marks that does not need in the sentence. One of the students write *"They are have a big body"*, it should be eliminated the tobe, so the sentence becomes *"They have a big body"*. From the interview, she said that *"I use 'are' because the subject is 'they' and then I do not know if the word 'have' is a verb"* (Hajrah, 2020).

Next is misordering. Misordering is an error that occur when the students are wrong in placing the word. For example in the phrase *"lab chemistry"*, it should be written *"Chemistry lab"*. Suguanto said that, *"I do not know how to arrange the words in English"* (Sugianto, 2020). Togubu said that, *"I difficult in writing, especially in arranging the word in the sentence"* (Togubu, 2020). From the reason of the students it shows that the students do not know how to arrange the words, so they make an error in misordering.

Based on all of the discussion above, it can be concluded that all of errors made by the students because the students less of practice and still in the process of learning a foreign language or target language in this case is English. The structure of their first language is still carried in the target language, so it can be influenced the target language, and also the student difficult in applying the rules of English structure.

Result of error sources

The data analysis about source of errors in writing descriptive text will be written bellow. I will make it in,percentage, in order to the result are more visible. Here is the recapitulation table's source of error.

Table 2 Recapitulation of Error Sources

No	Error Types	Number of	Frequency	Percentage of Error

		Students	of Errors	
1.	Carelessness	15	114	$\frac{114}{154} x\ 100\% = 74{,}02\%$
2.	Translation	7	22	$\frac{22}{154} x\ 100\% = 14{,}28\%$
3.	First Language	9	18	$\frac{18}{154} x\ 100\% = 11{,}68\%$
	Total		154	100 %

Based on the table above, I found that the highest percentage of source of error is carelessness. According to the data, I also found there are 15 students from 17 students who made carelessness as much as 114 errors or 74,02%. It happened when the students do not write or add the words those were needed in the sentence. The students eliminated the words those should be written in the sentence, and then if the students made that, the sentence will be missing something, and the sentence will be wrong or incorrect. For example, there is a student wrote *"There are eight toilets, four for boys and four for girls".* The sentence should be added an artice "the" before the words "boys" and "girls", so the sentence sould be *"There are eight toilets four for the boys and four for the girls".* An anticle "the" generally used to show the specific aspect of the sentence. This source of error was made by the students, because the students do not careful in writing a sentence. The students also do not know about the use of an article, so they made this source.

The second highest percentage of the source of error that was made by the students is translation. I found that there are 7 students from 17 students those made translation as much as 22 errors or 14,28%. The translation happened when the students translate the word one by one in the dictionary. It is because the students have less of vocabulary, so they looked at the tranlation in the dictionary. For example, there is a student wrote, *"She is hero two I am"*, where in Bahasa, she wanted to write *"Dia adalah pahlawan kedua saya".* In English it should be written *"She is my second hero"*. The student made translation because they do not know the translation of the word.

The lowest source of error made by the students is first language. Based on the data above, I found that there are 9 students from 17 students made an error in first language as much as 18 error or 11,68%. The students make this source of error because the students are influenced by their first language or their mother tounge. For example, there is a student wrote, *"Fur color beautiful"*, this is rule of Indonesian. However in English it should be written *"Beautiful fur color"* because noun used as a modifier. So, when the students learn the target language, they still bring their habit into the target language. As we know that the English has own structure or word order in wriitng a sentence, then the students still use their first language in the target language based on their first language or mother tongue.

An error analysis of using simple present tense in descriptive text written by the eighth grade students of MTs Negeri Kota Sorong

Discussion

Based on the result and data analysis before, I found the soures of error that made by the eighth grade students of MTs Negeri Kota Sorong based on Norrish's theory. Where Norrish divided the sources of error into three parts, those are carelessness, first language, and translation. The data also shows that the highest percentage of error source made by the students is carelessness, the second is translation, and the lowest is first language. Data analysis shows that the highest percentage of error source that was made by the students is carelessness, especially using of article, double marks, and using of pronoun. It is because the students are not careful when they write the sentence. Beside that, the another factor why the students make the error is about how their learning process in teaching. Based on the result of interviewed with students, the English teacher use white board as a media of learning. Pratidhina said that, *"In the class, our English teacher use white board and the book when teaching us"* (Pratidhina, 2020)*. Another student said that, *"Our English teacher teaches us without a media"* (Azahra, 2020)*. Those reasons in line with the teacher's answer, the English teacher said that,*"I do not use media of learning in the class because I have not found an appropiate media with the students' lesson"* (Sanaky, 2020)*.

The students are also rarely given the writing assignment, that makes the students rarely practice to make good writing based on the English structure in the house. Nasihatun said that, *"Our teacher instructs us to translate the multiple choices as our homework"* (Yanti N. N., 2020). However, the teacher also gives the translate assignment to the students in the class, especially when the students write the descriptive text. The teacher instructed the students to make the descriptive text in Bahasa, and then translate it in English, the teacher said, *"I usually give a translate assignment in the class, I usually instruct the studentst to describe something in Bahasa, and then tranlate it in English, I also can help the students to translate in the class, if I give them this assignment in the house they absolutely use google translate and it can be know fastly"* (Sanaky, 2020)*. Altough the teacher has taught the descriptive text with that method, there is a student that still confused on how to understand the English, Syakila said that, *"I have not understood about English and difficult to understand the English lesson"* (Asyura, 2020)*. A student also difficult on looking for the topic to be written in descriptive text, Pratidhina said that, *"I am difficult on choosing the topic"* (Pratidhina, 2020)*. Because of the students are rarely given the writing assignment the students also forgot how to use pronoun, where the pronoun is used to explain the third person and it is usually used in descriptive text. Naufal said that, *"I know pronoun, but I have forgotten to use it because less of practice"* (Naufal, 2020)*. Nasihatun also has same reason about pronoun, she said that, *"I do not too understand about pronoun, but it has been taught before, I forgot how to use that because less of practice"* (Yanti N. N., 2020)*. Ramadhana said, *"I little understand about pronoun"* (Ramadhana, 2020)*. However, there are some students who do not know about pronoun before, Fadjril said that, *"I do not know about pronoun and the used of it in the sentence"* (Ramadhan, 2020)*. Putri Also said, *"I do not know pronoun"* (Putri T. H., 2020). The same reason was answered by

24

Farhan, he said that, *"I do not know about pronoun"* (Farhan, 2020). All of the students' reason about pronoun is in line with the teacher's answer, the teacher said that, *"I do not teach the students about pronoun deeply, so it can make the studets are still confused to use pronoun"* (Sanaky, 2020). Besides pronoun, the use of article also becomes the problem of the students in writing descriptive text, according to Rita, she said that, *"I have learnt about article, but I forgot how to use that, because I am less of practice"* (Hijriah, 2020). Sugianto has same answer about article, she said that, *"I have not too understood about article"* (Sugianto, 2020). Altought the students are less of practice in the house, but in the class the English teacher gives his best to teach English, such as how to make the students active in the class and how to make the students are not bored in the class. Asyura said that, *"Our teacher always makes us laugh in the learning procees, so we are not bored in the class"* (Asyura, 2020). Pratidhina said that, *"I am never bored when we study English, it is because the teacher is fun"* (Pratidhina, 2020). Beside that the teacher is also assertive. Sugianto said that, *"Our English teacher is assertive when teaching"* (Sugianto, 2020). Different like the other, Togubu has different answer about the teacher, she said that, *"If there are the materials we do not know, then we ask to the teacher, and then the teacher explain it again"* (Togubu, 2020). Those statements in line with the teacher's answer, the teacher said that, *"Because of this is a language lesson, that makes the students get sleepy, I use humoris method to make the students are not bored in the class, but I must adjust that, when I should be fun, and when I should be serious"* (Sanaky, 2020). So the teacher's way to make the learning process is not bored, he used humoris method to teach English.

Based on the students' and the teacher's statement above, I found that there are many reasons why the students make an error sources in carelessnes, it is because the students have not understood on how to make or decide an appropriate pronoun in the sentence and also the students still confused on the use of article. The teacher has did the best in the learning process, but maybe because of teacher's negligence, so the teacher teaches the lesson was not too deeply, it is known based on the teacher's answer before about pronoun. Besides pronoun, an article also becomes cause of error in carelessness, because the students forgot to put it in the sentence.

The second highest of error source that was made by the eight grade students of MTs Negeri Kota Sorong is translation. It is because the students translate the word by word. The translation source also happen when the students do not know on how to arrange the word, so they just translate based on their first language. Akmal said that, *"My difficulty is on how to translate Bahasa into English"* (Akmal, 2020). Togubu said, *"My difficulty is on how to arrange the word"* (Togubu M. I., 2020). Putri also has same reason, she said that, *"It is so difficult in arrange the word"* (Putri T. H., 2020). Farhan also has similar answer, he said that, *"I am difficult in translating the word and arranging the words"* (Farhan, 2020). Besides in translating the word, the students also do not pay attention on the kind of words, such as noun, verb, and adjective. So the students can make the source of error in translation, the teacher said that, *"if the students pay attention on verb, noun, and adjective, the students will not make an error*

and they can arrange the words correctly" (Sanaky, 2020). From that statement the teacher also explain that, when make a phrase, especially noun phrase, we have to know about the kind of the word first, after we know, the next step is arrange the word with the adjective is written first then the noun is located in the end of the phrase.

The lowest error source that was made by the eighth grade students of MTs Negeri Kota Sorong is fisrt language. The first language of error source happened when the students use their first language to the target language in this case is English. Where, the structure in Bahasa and English is different, but they still use the that. Because in the Norrish's theory, she said that the the the the new habit is interferenced by the old habit. From the Norrish's theory we can know that the student still use their first language in the target language, and it actually happen with the students. Because of that, the students are difficult on choosing an appropriate word, Ramadhan said that, *"I am difficult on choosing the word"* (Ramadhan, 2020). Azizah also has similar reason, she said that, *"I am difficult on looking for an appropriate word"* (Azizah, 2020). Ramadhana also has a difficulty on choosing the word, she said that *"I am difficult on choosing the word"* (Ramadhana, 2020). And then, those reasons are in line with the teacher's statement, the teacher said, *"The students are difficult to choose an appropriate word, that is because the students still use non-formal word to be written in the sentence that the meaning is inappropriate"* (Sanaky, 2020). The teacher also gave more information about that, the teacher said *"the students use their first language so, it can make the students write the word with inappropriate word, for example when the student want to write ayam bakar in English, the students write chicken fire, the correct is the chicken roasted".* The cause of that is, the students are less of vocabularies. The teacher said that, *"one of my difficulty in teaching is the students are less of vacabularies".*

Based on the discussion above, the students made sources of error based on Norrish's theory, that is divided into three parts, those are carelessness, translation, and first language. As a learner, the students must imporve their knowledge or understanding continously and practice in writing, especially writing in the descriptive text form. Altoght, the students have difficulties in writing, however they like to write. According to Hijriah, she said that, *"I like to write in English, but in writing English I must pay attention on the aspects. Because it is different with Bahasa, beside that I can add my vocabulary through write English"* (Hijriah, 2020). An another student said that, *"I like to write, because with writing I also can read the lesson"* (Azahra, 2020). Ramadhan said that, *"I like to write, so my written can be better than before. Besides that writing English can help me, so I do not forget if there is a new formula"* (Ramadhan, 2020). And then, Naufal said that, *"I like to write, because if I forgot the lesson, I can read my written"* (Naufal, 2020).[1] Based on the students' answers above, we know that the students actually like to write, although they have difficulties when writing, they try their best in writing, because by making an error the students students know the correct and the error can motivate students to learn.

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[1] Muh. Naufal, *interview,* Sorong, 24 July 2020

CONCLUSION

The result of the types of error showed that the student made the error types into four types as much as 154 errors, those are divided into omission, misinformation, addition and misordering. The highest error made by the students is omission as much as 66 errors or 42,85%. Next is misinformation as much as 62 errors or 40,25%. And then, the lowest errors are addition and misordering, where addition has 13 errors or 8,44% and misordering has 13 errors or 8,44% those were made by the students. Based on the highest number of error type, the students make the error because the students do not put an article, the suffix –s/es, and missing the to be.

The sources of error were made by the eighth grade students of MTs Negeri Kota Sorong were carelessness, translation, and first language. The highest number is carelssness with 114 errors or 74,02%. Next translation with the total of error is 22 errors or 14,28%. And the lowest is first language with the total of error is 18 errors or 11,68%. Based on the highest number of error source, it can be known that the students make the source because the students are less on writing practice and the students are still confused on how to use article and pronoun in the sentence.

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