

**An Error Analysis of Using Present Tense in Writing Daily Activities
at the 7th Year Students of SMP DINIYAH AL-FALAHIYAH
LAMONGAN**

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Abstract: This research aimed to find out the types of grammatical error. This research used Qualitative method. The subjects of this research was the seventh year students, class A at SMP Diniyah Al-falahiyah Gowa Pomahanjangan Turi Lamongan. This research took only ten students to be the participant which is suggested from the teacher. They were categorized as high enthusiasm in English subject. Students' writings about their daily activities were as the data of this research. The students' error categorized into four types based on Dulay, Burt, and Krashen in Ellis (2008) such Error Omission, Error Addition, Error misformation and Error misordering. But, the result of the study showed that there were three types of error made by students; omission, addition, miss formation. The errors related to omission were 5 errors. While the errors related to Addition were 7 errors. And the errors related to misformation were 2 errors.

Keywords: *Error Analysis, Writing, Present Tense*

A. INTRODUCTION

Learners Writing skill can be hard for students to be mastered because it demands them to express their ideas. They have to understand what they write, and they have to know how to arrange the sentences correctly. Many students have difficulties in using simple present tense especially in writing their daily activities. The students do not know how to write correctly, since they do not understand the grammar when they learn about grammar including simple present tense.

The students have low interest. They need support and encouragement to study it diligently. Many students in school often make errors in writing in English, including in writing daily activities using simple present. This study would like to investigate the errors made by the seventh grade students in using Simple Present in writing texts. This

study conducted in SMP Diniyah AL-falahiyah Lamongan, the seventh grade students still had difficulty in using Simple Present.

Based on such phenomenon, it seems that using simple present is still difficult for some students, especially when they applied the rule in writing. Thus, analyzing the students' errors in using simple present and the implication that contributes to the errors are very important to further formulated the right strategy, method, and material of teaching to meet the real needs of the students.

B. REVIEW OF RELATED THEORY

1. Error Analysis

Brown et al (2007, p. 259) stated that "error analysis is the study of learner's error that can be observed, analyzed, and classified, to reveal something of the system operating within the learner led to surge of study of learner's error". A set of procedure to identify, describe, and explain the students' errors that they made in their speech and writing in studying foreign language. Therefore, based on this definition, this study used error analysis based on the Ellis; theory because this study focused on analyzing and finding the students' common errors in their writing.

2. Types of Error

According to Dulay, et al. (1982) in Ellis (2008, p.56), There are four types of errors, they are;

a. Omission Error

The omission errors refers to "the absence of an item that must appear in a well-form utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others."

For example: I am student. This sentence includes of omission, because omitting of article that is "a" in sentence I am student. It should be I am a student. The article to show that sentence is singular form.

b. Addition Error

The addition errors are opposite of omission, that is present an item that must not appear in a well-formed utterance. There are three types of addition errors, they are: double markings, regularization, and simple addition.

c. Misformation

The characteristic of misformation errors are marked by using the incorrect form of the morpheme or structure. There are three kinds of misformations errors: "Regularization Errors, Archi form, Alternating Form."

d. Misordering

Misordering errors are marked by the wrong placement of a morpheme or group of morpheme in an utterance. For instance: They don't know, if am I a teacher. It should be: They don't know, if I am a teacher. The auxiliary "am" above put before subject, it is false, the correct is auxiliary must be put after subject, because the sentence is not question sentence but positive sentence.

3. Simple Present Tense

According to Cowan (2008, p.357) Simple present is a tense express states and habitual action using the stative verbs. The formula is subject (I, you, we, they) + V1. And subject (she, he, it) + V1 + s, es or ies. It means, when the subject I, you, we and they

the verb that used is should be verb1 or infinitive verb without adding -s, -es or -ies in the end of the verb. And the subject she, he, it the verb that is used should be verb1 that the verb needs to be added by the final -s, -es, or -ies. For example: I watch television every day.

C. RESEARCH METHOD

The goal of this research was to identify the students' common errors in using simple present. Therefore the research used the descriptive qualitative design to analyze the data. In this research, the data were used as the basis to describe the types of errors. And to know the implication of teaching strategies made by the students in their writing.

1. Participants

The subjects of this research were the 7th grade of class A students of SMP Diniyah Al-Falahiyah Turi Lamongan in the academic year 2017/2018. The number of the subjects were 28 students. But the researcher took only 10 students as suggested by the teachers, because the teacher was more aware of his ability possessed by students, the students could be categorized as active students in class. It means students were more interest in English than other students. Because, high enthusiasm can minimize errors that are made by the students.

When the researcher conducted the research, the researcher asked all the students to participate in the research activity. But from 28 students work, only 10 students whose data was taken by the researcher in according with the name of suggested by the teacher.

2. Instruments

In this research instrument, the writing tasks were used to know the students' errors in using Simple Present in their writing. The students were asked to write about their daily activity when they wake up until they sleep again. They must at least compose 2 paragraphs using the Simple Present Tense.

3. Data Analysis

After getting the data, the researcher did the following steps:

1. Classifying the errors
2. Describing the common problems
3. Describing conclusion

D. FINDINGS

This sub-chapter presented the findings in this study. This section was divided into two: Types of errors and implication of the result of teaching strategies.

1. Types of Error

The presentation of the results of the analysis of the student's writings errors could be seen as follows:

a. **Error of Omission (EO)**

The omission errors were “the absence of an item that must appear in a well- formed utterance. Although any morpheme or word in a sentence was a potential candidate for omission, some types of morphemes were omitted more than others.”

Table 1.1 : The Table of Error of Omission (EO)

Students	Error Sentence	The correct sentence	Types of Error
4	My mother <i>make</i> a breakfast (in sentence number 4)	My mother <i>makes</i> a breakfast	(EO)
8	I not free on weekend (in sentence number 4)	I <i>am</i> not free on weekend	(EO)
9	I not send to my sister go to school (in sentence number 6)	I don’t take my sister to go to school	(EO)
10	today, I sick, so I dont go to school (in sentence number 3)I at home 6 pm (in paragraph 2 and sentence number 6)	today, I am sick, so I don’t go to school I <i>am</i> at home at 6 pm	(EO)
Total Students made the error		4	

From the table, 1 it could be clearly seen that there were 4 students that made errors in omission. The dominant error was about omitting- s/-es in the end of the verb when the subject was in the third singular person, and also the students often eliminated “to be” after subject (subject verb agreement). There were four students who made such errors:

1. (Student 4)

“*My mother make a breakfast*” this sentence contained omission. The omission in this sentence was “make” since the students did not know about the form of singular. The word mother was singular subject, so it should be added by the final-s/-es. The correct sentence should be “*my mother makes a breakfast*”

2. (Student 8)

“*I not free on weekend*”, this sentence was incorrect. It needed a linking verb for there was a complement. This sentence was incorrect because the student did not add “to be” (“am”) after the subject I. In a nominal sentence, a to be (“am, is, are”) must be used after the subject. The correct sentence should be “*I am not free on weekend*”.

3. (student 9)

The student number 9 made incorrect sentence "I not send to my sister go to school". It was incorrect sentence because "*Subject Verb Agreement*", there was no auxiliary "do" in the sentence. The correct sentence was "I don't take my sister to go to school".

4. (student 10)

The incorrect sentence was "I at home 6 pm". This sentence indicated omission error because the student did not add "*to be*" to the form nonverbal of simple present tense. The correct one should be "I am in the home at 6 pm".

Another example of sentence error from the students was "today, I sick, so I not go to school" the sentence was incorrect because "*Subject Verb Agreement*", the sentence less to be "*am*" in the nonverbal sentence. The correct sentence was "today, I am sick, so I don't go to school"

2. Error of Addition (EA)

The addition errors were opposited of omission, which presented an item that might "not appear in a well-formed utterance. There were three types of addition errors, they were: double markings, regularization, and simple addition."

the table 1.2 Error of Addition (EA)

Stud ents	Error Sentence	correct sentence	Types of Error
1.	I <i>reads</i> Al-Qur'an (in sentence number 2)	I <i>read</i> Al-Qur'an	(EA)
2.	I <i>plays</i> football with my friends (in paragraph 2,in first sentence)	I <i>play</i> football with my friends	(EA)
3.	I doesn't <i>sleeps</i> in the bedroom (in paragraph 2,in first sentence) I pray isya" then I <i>astudy</i> (in paragraph 2, in sentence number 3)	I doesn't <i>sleep</i> in the bedroom I pray isya" then I <i>study</i>	(EA)
4.	in the weekend, I <i>plays</i> football (in paragraph 2, in first sentence)	In the weekend, I <i>play</i> football	(EA)
5.	I <i>prays</i> isya" (in paragraph 2, in sentence number 2)	I pray isya"	(EA)
6.	I always take a bath, before am I <i>goes</i> to school	I always take a bath, before I <i>go</i> to school	(EA)
Total Students made the error		6	

From the table 4.2 it could be seen that there were 6 students who made such kind of errors. The errors dealt with the pattern of using correct form of verb in present tense. More specifically they had difficulty in determining whether to add -s/-es on the verb or not. Consequently, they often generalized to add -s/-es on the verbs for all subject, whether singular or plural subjects. The errors that were made by students can be illustrated as follows:

1. (Student 1)

Addition (Double Marking)

“I *reads* Al-Qur’an”, the students added incorrect „-s” as the ending of the word *read*. Actually, adding „-s” on the verb is incorrect because the subject was „I” (first singular person). Such error most probably occurred because they did not know the formula of simple present tense. The correct sentence should be “I **read** Al-Qur’an”

2. (Students 2)

Addition (Double Marking)

“I *plays* football with my friends”, the students added incorrect -s/-es the ending of the word „*play*” actually, adding „-s” on the verb was incorrect because the subject was „I” (first singular person). Such error most probably occurred because they did not know the formula of simple present tense. The correct sentence should be “I **play** football with my friends”.

3. (Student 3)

Addition (Double Marking) and Addition (Simple Addition)

“I *doesn't sleeps* in the bedroom”, the students added incorrect -s/-es the ending of the word “*sleep*” actually, adding ‘-s’ on the verb was incorrect because the subject was „I” (first singular person). Such error most probably occurred because they did not know the formula of simple present tense. The correct sentence should be “I *doesn't sleep* in the bedroom”.

And the similar incorrect sentence was “I *prays isya*”, the students added incorrect -s/-es the ending of the word „*pray*” actually, adding ‘-s’ on the verb was incorrect because the subject was „I” (first singular person). Such error most probably occurred because they did not know the formula of simple present tense. The correct sentence should be “I *pray isya*”

4. (Student 6)

Addition (Double Marking)

“In the weekend, I *plays* football” the students added incorrect -s/-es the ending of the word “*play*” actually, adding ‘-s’ on the verb was incorrect because the subject was „I” (first singular person). Such error most probably occurred because they did not know the formula of simple present tense. The correct sentence should be “in the weekend, I **play** football”.

5. (Student 7)

“I *praysisya*” , the students added incorrect -s/-es the ending of the word „*pray*” actually, adding „-s” on the verb was incorrect because the subject was „I” (first singular person). Such error most probably occurred because they did not know the formula of simple present tense. The correct sentence should be “I **pray isya**”.

6. (Student 9)

The incorrect sentence was “*I always take a bath before I goes to school*”, this sentence contained addition. The addition in this sentence was “goes” because the students did not know about the form of simple present well. Because ‘I’ was categorized as first singular person, so it did

not need to be added by –s/-es after verb. From incorrect sentence above, it should be “*I always take a bath before I go to school*”

3. Error of Misformation (EMf)

The characteristic of misformation errors was used the wrong form of the morpheme or structure. The table below showed the students error in misformation.

Table 1.3 Error of Misformation

Stud ents	Error Sentence	The correct sentence	Types of Error
4.	I <i>readed</i> book in the library (in sentence number 6)	I read book in the library	EMf
5.	he makes her homework(in sentence number 4)	he makes his homework	EMf
Total Students made the error		2	

Secondly, the students’ error type was misformation. Types of the Students’ error

were:

1. (Student 4) Misformation(Regularization Errors)

Incorrect sentence: I *readed* book in the library Correct sentence: I read book in the library

The sentence above was in the past form, but the verb there was false because the word “read” was in form of irregular, it did not in regular form. But the past form of read was also “read” not “readed”.

2. (Student 5)

Misformation (Alternating Form)

Incorrect sentence : *he makes her homework*

The sentence should be : The word “**her**” in that sentence was false, because the possessive adjective that appropriated with “**he**” was “**his**” not “**her**”. The sentence should be ***he makes his homework***.

4. Error of Misordering (EMo)

Misordering errors were identified by the wrong placement of a morpheme or group of morpheme in an utterance. However, after the researcher analyzed the student's writing, the researcher did not find the misordering error in the student's writing. Researcher only found omission errors, addition error and Misformation error. The researcher could conclude this study after conducting an analysis on students’ writing that had been collected.

E. Discussion

There are four categories to classify the errors. They are “linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy” (Dulay, et al. 1982, cited in Ellis, 2008, p.56). In this research, the surface strategy taxonomy was used by researchers to classify the errors. There are four types of errors in surface strategy taxonomy according to Dulay, et al. (1982) cited in Ellis(2008, p.56): “Misformation, Misordering, Omission, and Addition”. This surface strategy taxonomy of error clarified the surface elements of language that were altered in specific and systematic ways where the error always occurs.

The findings showed that in class VII SMP Diniyah Al-Falahiyah Lamongan still made some errors in their writing. The total number of errors was 14. It was derived from 4 types of error. The researcher found that the students made “omission error, addition error and misformation error”. The students did not make a misordering error. And from the analysis, the researcher found that an addition error was the most dominant types of error, it was 7 from the total of errors. Next, the dominant errors of addition error was Addition -s/-es in the simple present tense, it was 6. It indicated that the students had difficulties in these areas because the researcher selected the most active and proficient students in English according with the advice given by teachers at the school. After knowing these errors, it would be known that what lesson that was most likely difficult for the students.

One of the students’ errors in constructing simple present sentences that can be classified as omission was “My mother *make* a breakfast”. The sentence omitted the suffix -s in “make”. Because “*mother*” was singular third person, so it needed -s / -es after verb. Therefore the correct form of the sentence was “*my mother makes a breakfast*”.

The students’ errors in building simple present sentences that could be categorized as addition was “I reads al-qur’an.” The sentence added ‘-s’ after the word “read”. A suffix ‘-s’ should not be used because the subject was “I” (singular first person). The correct sentence should be “I read Al-Qur’an”.

The error related to the the construction of simple present sentences that could be seen as misformation error was “*I readed book in the library*” The sentence above was in the past form, the verb was false because the word “read” in irregular form was not in regular form. But the past form of the word “read” was also “read” instead of “readed”. The correct

sentence was “*I read book in the library*” and then, the students did not make error sentence in misordering category. The highest number of errors that was identified was omission of “*to be*” after the subject.

The Implication of the Analysis on Teaching Simple Present

This study provided information about the student’s errors in using simple present tense for their daily activity by the seventh grade students at SMP Diniyah Al-Falahiyah Lamongan in their writing. It could be seen clearly that the students who made the error with typical errors such as Omission error, Addition error, and Misformation error; such as Subject Verb Agreement, missing „to be” and the pattern of simple present tense. It could be seen from the students’ writing.

To overcome the subject verb agreement errors in adding-s/-es, the teacher should conducted more drills in adding of s/ es. Then, the teacher should focus on improving the students’ knowledge about the English structures sentences by giving

more examples about the use of s/es. There are some usage of using – s / -es in Simple Present Tense, those are: 1). The usage of the s/es suffixes in the Simple Present Tense sentence which described the singular third person (she, he, it) with the function followed by the verb, e.g. : He eats some apple for lunch. 2). The usage of the s/es suffixes in noun indicated that the noun was plural (plural irregular), the usage of the suffix s/es in the noun was independent of the subject, if the subject was singular, there was an additional –s/ -es after verb. For example: He buys some books. The examples of other teaching materials that could be used to teach missing -s / -es were: “*my mother make a breakfast*”, the correct sentence should be “*my mother makes a breakfast*”, the word ‘*make*’ must be added -s / es because of my mother is a Singular Subject.

Based on the students’ error in missing „to be”, the teacher should emphasized the explanation, so the teacher must added the capacity in explaining the use of „to be”, and the explanation should be clearer. So the students were able to understand the useful of ‘to be’, and theplacement of „to be”, for the examples of teaching materials that could be used to teachsimple present tense in verbal structure didn’t need the use of to be, ‘to be’ was used in the nominal sentence form.

Nominal sentence was a sentence that the predicate was not in the verb form. In Indonesian for example the phrases were "he is angry" "I am a doctor". Angry and a doctor were the example of predicate. In the compilers, we used “be” like is, am, are, was, and were as auxiliary verbs. The use of “is, am, are, was, were”. The used of “is, am, are, was, were”, were also strongly influenced by the subject in the sentence, the example

was “is” used for a single subject and “are” used for more than one subject. For example is: -She ***is really pretty girl***, - I ***am a doctor***, -***We are a student***.

And then, from the third error that the students did not understand the pattern of simple present tense. Some students still made errors. Therefore, the teachers should develop the learning media, such as in the example of grammar teaching simple present tense, the teacher should provide a formula of simple present tense.

Errors that arise from the hypothesis and correction could be seen as an evidence of the learning process. Learners made a constant test of their hypothesis and they changed, completed and improved the rules. Therefore, the process of analyzing and correcting the errors that appeared could be taken as a strategy to build the correct sentences in simple present.

F. Conclusion

According to the last chapter, the result of descriptive qualitative showed that the seventh grade students of SMP Diniyah Al-falaiyah Lamongan had made errors in using simple present tense. Their error was proven by the value of their writing. The total number of errors was 14, and the researcher found that “addition” error was the dominant type of error. The total of addition error was 7.

In conclusion, the result of the analysis, it could be seen clearly that the result of seventh grade students still had difficulties in these areas because the researcher selected the most active and proficient students in English.

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