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**GRAMMATICAL ERROR ANALYSIS OF USING SIMPLE PRESENT TENSE IN
WRITING DESCRIPTIVE TEXT BY SEVENTH GRADE STUDENTS**

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Abstract

Simple present tense is a tense that should be mastered correctly by seventh grade students of SMP Muhammadiyah 10. Simple present tense is used in daily activities when using English. Descriptive text is text that is used to describe something, such as an object, animal or person. In addition, descriptive text is one of the texts that uses the simple present tense. The purpose of this study was to determine the types of errors made by students and the dominant errors in the use of the simple present tense when writing descriptive texts. The method used in this research is qualitative method. This method is used because the data is processed by technique data analysis. The population of data is from all seventh grade students of SMP Muhammadiyah 10, which consists of 45 students from two different classes. After being identified, there are 37 student's exercise results which will then be analyzed. In collecting data, the researcher used the results of students' writing in using the simple present tense when writing descriptive texts. From the results, it can be seen that omission errors is 46.90%, addition errors is 16.04%, misformation errors is 27.16%, and misordering errors is 9.90%. It can be concluded that the dominant error in the use of the simple present tense in writing descriptive texts is omission with 38 errors or 46.90%.

Keywords: Error, Simple Present Tense, and Descriptive Text.

Abstrak

Simple present tense adalah tenses yang harus dikuasai dengan benar oleh siswa kelas tujuh smp muhammadiyah 10, karena *simple present tense* digunakan dalam kegiatan sehari-hari ketika menggunakan bahasa inggris. Teks deskriptif merupakan teks yang digunakan untuk mendeskripsikan sesuatu, seperti benda, hewan atau orang. Selain itu, teks deskriptif merupakan

salah satu teks yang menggunakan *simple present tense*. Tujuan penelitian ini yaitu untuk mengetahui tipe *error* yang dilakukan siswa serta *dominant error* dalam penggunaan *simple present tense* ketika proses menulis teks deskriptif. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Metode ini digunakan karena data diproses dengan teknik analisis data. Populasi data yaitu dari semua siswa kelas tujuh smp muhammadiyah 10 yang terdiri dari 45 siswa dari dua kelas yang berbeda, dan setelah diidentifikasi terdapat 37 hasil latihan kerja siswa yang selanjutnya akan dianalisis. Dalam pengumpulan data, peneliti menggunakan hasil penulisan siswa dalam menggunakan *simple present tense* ketika menulis teks deskriptif. Dari hasil dapat dilihat bahwa *error* pada *omission* yaitu 46,90%, *error* pada *addition* 16,04%, *error* pada *misformation* 27,16% dan *error* pada *misordering* adalah 9,90%. Dapat disimpulkan bahwa *dominant error* pada penggunaan *simple present tense* dalam penulisan teks deskriptif yaitu *omission* dengan 38 kesalahan atau 46,90%.

Kata kunci: Error, Simple Present Tense, dan Teks Deskriptif.

INTRODUCTION

Grammar is a description of language and the way in which units such as words and phrases are combined to produce sentences in the given language, according to Richards, Platt, and Weber in Nunan (2005) This interpretation demonstrates the significance of grammar in the construction of sentences, including for students. But grammar rules are still a difficult problem for students or learners learning English. According to Kane (2000), descriptive text is a meaningful text describing experiences related to the looks, such as sounds, and tastes. Most descriptive texts are about visual experiences, but actually experiences other than the sense of sight, we can also use them to create descriptive texts. Descriptive text can also be said to describe something or other people or themselves according to that person's view.

In the context of learning, students usually describe themselves, their families, their favorite animals, their favorite person or idol, important figures, or something around them. Based on the results of observations made by the research, some seventh grade students of SMP Muhammadiyah 10 Sidoarjo have problems related to errors in using the simple present tense in writing descriptive texts. Some errors are made when the students do not understand well about the English grammar. They made errors because they have not been able to use good grammar, they could not interpretation sentences or paragraph directly, they have different cultural backgrounds and many others reason.

METHODOLOGY

This study used the qualitative research. It means that this study used descriptive method to analyze. This method attempts to solve a problem that exists and has specific characteristics. Lambert and Lambert (2012) claim that qualitative research is an all-inclusive summary of ¹³ specific events experienced by individuals or groups of individuals, expressed in everyday terms. As a result, the researcher did not use the hypothesis as a short-term solution to the problem. The descriptive qualitative method included data collection, data organization, and data interpretation. Therefore, this method is used to find out the errors ⁶ and the dominant error in using simple present tense in writing descriptive text by seventh grade students.

FINDINGS AND DISCUSSION

From the result of data analysis, ¹⁰ it was found that the students made ¹⁶ 38 grammatical error of using simple present tense in writing descriptive text in omission, 21 errors of misformation, ¹ 13 errors of addition and 8 errors of misordering. Omission happened because most of them not add "s" or "es" after using the third person singular (she, he, and it) like in the sentence "She look beautiful" instead "She looks beautiful" then in the other sentence "She like to eat very much" instead "She likes to eat very much" and in the sentence "My father work in hospital" instead "My father works in hospital". Also, the students did not know that to be before writing nouns and adjectives. In this sentence that can see "He always busy with his job" instead "He is always busy with his job" then in the other sentence "His hobby watch football" instead "His hobby is watch football" and in the sentence "Her personality fun" instead "Her personality is fun". Moreover, the students did not put the articles (a, an, and the) before the noun or adjective like in the sentence "He has a cold an mysterious" instead "He has a cold a mysterious" and in the sentence "He is make joke" instead "He is make a joke" and many more as shown in the table. The error explained that the students had the most difficulty using "s or es" after verb or in the verb ending. Then, in addition error most of the errors were double marks that ⁵ students added to the sentence, and they also used double auxiliary verbs in the sentence. In addition, errors were made where students put the ending -ing in the end of verbs that called regularization, and errors occurred when the students added s or es to the verbs, or adjectives. Moreover, students also make mistakes by adding letters or words that not suitable in writing. The students made double marking error in their writing like "She is like cooking" instead "She likes cooking" or in other sentence "She is has favorite animal" instead "She has favorite animal" in other sentence the students put the ending -ing like "She always reading a book for me" instead "She always reads a book for me" and other

example of errors in added s or es to the verbs is like “*He is a handsome boys*” instead “*He is a handsome boy*”, in other sentence “*I am big fans*” instead “*I am big fan*”. Misformation errors were discovered in 22 sentences. There are 18 errors in alternating form in the use of to be also 4 other verbal errors at all of these sentences. Students actually put the correct auxiliary verb that corresponds to the subject in 13 archi misspellings of auxiliary verbs. They generalize whether the auxiliary is plural or singular. They might, for example, write “*We were like sister*” instead “*We are like sister*”, or in other sentence “*He have short hair*” instead “*He has short hair*”. While all errors were in misordering are the error were in the wrong word placement.

Percentage Based on Type of Errors¹

No	Types of Errors	Score of Error	Percentage
1	Omission	38	46,90 %
2.	Addition	13	16,04 %
3.	Misformation	22	27,16%
4.	Misordering	8	9,90%
Total		81	100 %

Based on findings, the dominant error made by students of using simple present tense in writing descriptive text is omission where 46,90% of students made error. And there is a 16.04 % addition error, in the misformation category is 27.16 % of students made an error, and in the misordering category is 9.90 % of students made an error and it is possible to conclude that all of the errors made by the students are difficult to understand due to differences between the first and second languages. Because the structure of their first language and a new language were so dissimilar, they frequently struggled to apply the rules of English structure. According to Dulay et al. (1982:97), where the structure of the first language differed from that of the second language, errors reflecting the structure of the first language would be produced.

CONCLUSION

Based on the data of analysis and discussion, it could be concluded that students' error of using simple present tense in writing descriptive text frequently contains four types of errors: omission, addition, misformation, and misordering. Each type had an error percentage of 38 or

46,90 % omission, 13 or 16,04% addition, 22 or 27,16 % misformation, and 9 or 9,90 % misordering. And the dominant error made by seventh grade students was omission, with 38 errors and percentage of 46,90 %. Followed by error of misfomation, with a percentage of 27,16 %, addition with a percentage of 16,04 % and misordering with a percentage of 9,90 %.

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We acknowledge that this thesis is not without flaws. The author hopes for suggestions for improvement and refinement so that this thesis report can ultimately benefit the field of education and its applications and be further developed.

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