STUDENTS' ERRORS IN WRITING SENTENCES

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Abstrak: Penelitian ini berjudul Kesalahan Siswa dalam Menulis Kalimat. Tujuan penelitian ini adalah: (1) untuk menganalisa jenis-jenis kesalahan yang dilakukan oleh siswa dalam menulis kalimat menggunakan simple present tense dan simple past tense. (2) untuk menemukan jenis kesalahan yang paling sering dilakukan oleh siswa kelas delapan SMPN 01 Sajingan Besar. Penelitian ini di kategorikan dalam metode deskriptif. Karena penelitian ini dimaksudkan untuk menjelaskan kondisi objektif pada penulisan siswa yang focus pada tenses dengan menganalisakesalahannya. 22 siswa kelas A berpartisipasi dalam studi ini. Hasil penelitian ini menunjukan siswa kelas delapan telah melakukan kesalahan dalam menulis kalimat. Jumlah persentase kesalahan tertinggi dalam penelitian ini adalah penulisan kalimat simple past tense denganpersentase 50.3%, sementara, 49.7% terjadi pada simple present tense danjeniskesalahanyang paling sering terjadi dalam penelitian ini adalah kesalahan dari misformasi kalimat dengan persentase 82%.

Keywords: Kesalahan, Menulis, Tenses

Abstract: This research entitled Students' Errors in Writing Sentences. The purposes of this research was: (1) to analyze types of errors made by students in writing simple sentence by using simple present tense and simple past tense and (2) to find out the most dominant errors made by grade eight students of SMPN 01 SajinganBesar. This study is categorized as descriptive analysis because it intended to analyze the objective condition of students' errors in writing sentences focused on tenses. The data were collected by using written test. 22 students of class A participated in the study. The findings of this research shows that the grade eight students of Junior High School 01 SajinganBesar made errors in writing sentences using Simple past tense and Simple present tense in academic year 2015/2016. The highest percentage of error is in simple past tense with percentage 50.3%. While, There 49.7% in simple present tense and type of error mostly occurred in this research is error of misformation with percentage 82%.

Keywords: Error, Writing, Tenses

Language is an important tool to communicate. To communicate means to understand, to express many ideas, and also to develop culture between speakers and listeners or writers and readers. Language is more than just a communication tool; it is the primary method by which we do things together by share meaning of common ground. People need to communicate in doing daily activities and making an interaction to other people in their life. One of the popular languages used is English. English is an international language that is used to communicate among people all over the world. English is so widely spoken; it has often referred to as a world language, the lingua franca of modern era, and while is not an official language in most countries, it is currently the language most often taught as a foreign language. Studying English as a foreign language is gradually getting more important. In Indonesia, English is considered as a foreign language and compulsory subject to be taught in schools, including in universities. As one of subject in national examination, it considered as a subject to be taught in junior high school. Furthermore, English is one of a compulsory subject in Indonesia (*Kurikulum KTSP 2006*). Theaims of learning English is to develop students' ability that involves in four skills: listening, speaking, reading and writing.

In this research, the researcher focuses on writing skill especially writing sentences.Writing is considered as a productive skill**.** In writing, students learn how to write words, sentences, paragraph, and texts in gramatically correct. In addition, Raimes (1983) explained that writing also important to help the students in learning the foreign language; first, it reinforces the grammatical structure, idioms, and vocabulary that the teacher has been teaching to students. Second, when the students write, they also have a chance to be adventurous with the language. Third, when the students write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning. In addition, Sharples (1999) stated that writing is an opportunity; it allows students to express themselves, explore and explain ideas. Hence, writing is an excellent communication tool. It is one of way to communicate to others. Because a communication is not only in spoken form, but also in written form.

Based on the pre-research that the researcher did in Junior High School 1 Sajingan Besar, many students made errors in writing sentences focus on the tenses. The researcher took some examples from students' exercises regard to the students'errors in writing sentences. For example, in writing a sentence simple present tense. In the form of one of the students wrote *"Doni go to school every morning"*. The sentence is error. students have to put -s or -es in verb for third singular person. So, The right sentence is *"Doni goes to school every morning"*. Also, in writing sentence simple past tense. *"Lisa study English last week"*.Thestudents made the same mistake, they have to put –d or –ed in verb for regular form or using past form for irregular. It should be*"Lisa studied English last week"*.

Although sentence writing has been taught since first year in junior high school, the students cannot apply the tense rules in their writing. Because when they write a sentence in English they are influenced by their mother tongue. It caused most of students make errors on it. In our mother tongue's structure, there is no changing in verb. Therefore, it is normal if the students are confuse when they have to used –s or –es in simple present tense and change verb from bare infinitive into preterit in past tense especially in irregular verbs.

Error is part of learning. Making error is natural in learning process. People cannot learn language without first systematically committing error. According to Dulay et al. (1982:138) studying errors serve two major purpose: (1) providing data from which interferences about the nature of the language learning process can be made, (2) indicating to the teachers and curriculum developers which part of the target language students most have difficulty producing correctly and which error types destruct most from a learner's ability to communicate effectively. For instance, error holds vital clues about the process of students learning.

Based on the explanation above, the researcher interested in analyzing the students' errors in writing sentences in form of simple past tense and simple present tense.There is no treatment given to the students. This study only describes the errors and determines what kind of errors they belong to. Therefore, thepurpose of this study was intended to describe the objective condition about students' writings in tenses by analyzing the errors.

There are some theories deal with error in writing sentences. Teaching and Learning are activities which usually happen in a class. Brown (2000) says "Teaching could not be separated from learning. Teaching is showing or helping someone to know how to do something, giving instructions, guiding in study something, providing knowledge, causing to know or understanding". Therefore, teaching has a purpose to make the student know about the lesson given. Learning is a changing process that happens to the learners in receiving knowledge or skill in English. It can be concluded that teaching and learning are two things that cannot be separated. Teaching is process of facilitating learning. While, Learning is a process of developing a mental model of the subject area.

Writing is a person ability to communicate information in written form. Writing is not only an activity of arranging words into sentences, but also when people write, they should organize some interesting stuff, which are experienced or idea from written.It also requires grammatical and lexical knowledge, understanding in applying the grammatical knowledge into different context and purposes and knowledge of topic that are going to be written (Hyland, 2003: 3-14).Writing is the most complicated skill in English for foreign or second language learners. Richard &Renandya (2002) said that the difficulty is due not only to the need to generate and organize ideas by using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text.writing also has a purpose. According to Diestch (2003) the general purpose of writing may primary to inform, to express, to persuade, and to entertain. The specific purpose of writing involves responding to a certain need for writing.

In this research, the writer talked about the understanding of the tenses that the English language has. Edward (2001: 520) said that tense is a form of a verb that shows the time of an action or condition. If someone wants to talk about tense, he or she may not escape from grammar because tense is a part of structure. Grammar may be roughly defined as the way a language manipulates and combines words in order to form longer units of meaning.

As it has been mentioned above that tense is time. English language has sixteen different tenses. These sixteen tenses are different to one another. The differences happen in the forms of the used verbs and the time of verbs action take places. In other words, we may say that an English verb will be very important to its usages.In English there are commonly twelve tenses, but researcher will deal with two tenses. They are simple present tense and simple past tense.

To many students and to the public in general, an error is something they have done wrong. Error analysis is a very important area of applied linguistics as well as of second and foreign language learning. It is also a systematic method to analyze learners' errors. Error are not always bad, rather they are crucial parts and aspects in the process of learning a language.Error analysis provides a deep insight for understanding of the process of language learning. While acquiring their first language, students also make a lot of errors and mistakes. Corder made a distinction between the error and mistake (Corder, 1974: 259). The difference is listed below: Errors are the result of incomplete learning and linguistic incompetency of the learners and errors cannot be self-corrected. Mistakes are the results of poor performance of language due to many factors like fatigue and carelessness on the part of learners etc. Learners have the knowledge of the correct linguistic form and they can self-correct themselves on the basis of their linguistic knowledge. This is the basic difference between errors and mistakes. And, for the correct analysis, one should be very much clear about the identification of errors. They produce ungrammatical and semantically incorrect sentences at the very earlier stage of their acquisition and later on, by getting the instructions and feedback from their adults they correct themselves.

The definition of error can be seen through the classification of errors. The classification is very important to explain the errors in error analysis. Richards (1985: 96) said that errors result from incomplete learning and knowledge of learners about target language system. Moreover, Corder (1981: 23) proposed that error analysis is the study analysis of the errors made by the second of foreign language learners to predict the errors or the difficulties in learning foreign language. Error analysis may be carried out in order to: a) Find out how well someone learns a language. b) Find out how well someone knows language, and c) Obtain information on common difficulties in language learning.Thus, error analysis is the study and the analysis of the errors made by language learners which function as to give the information on how they learn a language, how well they know the language and what difficulties faced by them in achieving the objective.

METHOD

In order to answer the research questions, the researcher should use an appropriate method in order to get satisfactory result. Sigh (2006: 99) defined "method is a style of conducting a research work which is determined by the nature of the problem". The researcher used descriptive method in this research. Moreover, According to Best and Khan (2006:118); A descriptive study describes and interprets what *reality is*.This research used quantitative data. Porte (2002: 85) stated that descriptive quantitative research describes data in away that allows the writer to inform about how often something accured in thedata, what typical values or element are found in the outcomes, or how such values are dispersed through out the data obtained. The researcher takes the population from the gradeeight students of junior high school 1 Sajingan Besar, which consist of 42 students of two classes. The researcher selects 22 students of class A in grade eight as the sample of this research.

The technique of data collection of this study is needed to obtain the data in the research. The aim of data collecting in conducting scientific research is to get the materials needed. The technique of collecting data used in this research isdistributing test.Tool of data collection of this study is test.The test is used to know how well students understand the material. In this study, researcher gave test to grade eight students of Junior High School 1 Sajingan Besar. The test consisted of 28 items.

The term of analyzing data known as data analysis. There are some steps in applying the error analysis method in analyzing data. Gass and Selinker (2008:103) proposed six steps in conducting an error analysis, include; 1) Collect Data, in this research, the data are acquired from the result of students' writing. 2) Identify Errors, It refers to the identification of any error which students made in writing. 3) Classify Errors, the errors are founded through the process of identification were classified into error of omission, errors of addition and error of mis-formation.4) Quantify Errors, in this step, the researcher calculated the frequencies of errors, and then tabulated the errors in the form of percentage so that the researcher can identify the most dominant errors appeared in students' writing.

FINDINGS AND DISCUSSION
Findings

In this part the writer will analyze the errors that students made. It is listed in the table below:

Table 1
Frequency and percentage of error in Simple Present Tense

No	Students	Types of Error			Total
		Omission	Addition	Misformation	
1	AT			5	5
2	AK			5	5
3	AJU	2		3	5
4	AY	3		5	8
5	BM			6	6
6	CA	2	1	5	8
7	DE	2	1	6	9
8	*Absent*	-	-	-	-
9	HH	2		6	8
10	HN	1		5	6
11	KH	2		6	8
12	KN	2		4	6
13	KK	2		6	8
14	NA	1	1	6	8
15	*Absent*	-	-	-	-
16	SK	1		5	6
17	RM	2		7	9
18	VA	2	1	6	9
19	WASN	1		2	3
20	YK			7	7
21	YA	1		6	7
22	ZH			4	4
	Frequency	26	4	105	135
	Percentage	19,3%	2,9%	77,8%	49,7%

Based on the table frequency and percentage of errors for Simple Present Tense, it can be seen that the grade eight students of SMPN 01 Sajingan Besar made errors in writing sentences focus on Simple present tense. It was proven by the total 135 frequencies or 49.7% of total errorsin students' writing. 135 frequencies divided

into 26 errors of omission with percentage 19.3%, 4 errors of addition with percentage 2.9% and 105 errors of misformation with percentage 77.8%. To find out the whole average of Students' Error in simple past tense by using the formula as follows:

$$P = \frac{F}{N}x\ 100\%$$

$$P = \frac{135}{272}\ x\ 100\%$$

$$P = \frac{13500}{272}$$

$$P = 49{,}7\%$$

The average, there were 49.7% of 20 students made error in simple past tense. And the total errors in simple present tense are 135.

Table 2
Frequency and percentage of error in Simple Past Tense

No	Students	Types of error			Total
		Omission	Addition	Misformation	
1	AT		1	9	10
2	AK			9	9
3	AJU	1	1	7	9
4	AY	1		6	7
5	BM	1		2	3
6	CA		1	6	7
7	DE	2		6	8
8	*Absent*	-	-	-	-
9	HH			6	6
10	HN			5	5
11	KH	1		4	5
12	KN			7	7
13	KK	1		4	5
14	NA		1	6	7
15	*Absent*	-	-	-	-
16	SK	1		6	7
17	RM	1		9	10
18	VA	1		5	6
19	WASN		1	5	6
20	YK		1	6	7
21	YA			5	5
22	ZH	1	1	6	8
	Frequency	11	7	119	137
	Percentage	8.2%	5.0%	86.8%	50.3%

Based on the table frequency and percentage of errors for Simple Past Tense, it can be seen that mostly the grade eight students of SMPN 01 Sajingan Besar made errors in writing sentences focus on Simple past tense. It was proven by the total 137

frequencies or 50.3% of total errors. It was divided into 11 errors of omission with percentage 8.2%, 7 errors of addition with percentage 5.0% and 119 errors of misformation with percentage 86.8%. To find out the whole average of Students' Error in simple past tense by using the formula as follows:

$$P = \frac{F}{N} x\ 100\%$$

$$P = \frac{137}{272} \ x\ 100\%$$

$$P = \frac{13700}{272}$$

$$P = 50,3\%$$

The average, there were 50.3% of 20 students made error in simple past tense. And the total errors in simple past tense are 137.

Based on identification towards students' writing it was found that there were various errors. Some types of error found in this research were caused by various grammar aspects of simple sentences. The errors found in students writing were classified into omission, addition, and misformation.

First, Errors of Omission.This kind of error was any form of the absence of an item that must appear in a well-formed utterance. In the data, students made 37 errors of Omission third person singularverb in writing simple sentence.The following is the example of the omission. Example: "Mrs. Rina drink a cup of milk everyday."As "Mrs. Rina" is a *third person singular subject*, the form of the verb should be attached with {-s} to indicate third person singular verb. The correct sentence is: "Mrs. Rina **drinks** a cup of milk everyday."From the table 7 above, There were 37 frequencies omission errors of third person singular person with percentage 14%.

Second, Errors of Addition.Any unnecessary morphemes which appeared in an utterance were then classified into addition error. After analyzing the data, the writer found 11 errors that occurred in students writing. It is categorized as error of Addition third person singular plural verb.In addition third singular-plural Verb, Subject of pronoun is attached before verb. The verb can be in the form of bare infinitive with or without -s/ -es/ -ed/ -ing depends on the subjects and the tenses used. The example error of addition of third person singular*"He **worked** every morning"*The verb attached after the third person singular pronoun in present tense should be written without addition –ed. Thus, the addition "ed" of the verb from the example above is not necessarily used.Then, the construction should be: *"He **works** every morning"*. From the table 2 above, There were 11 frequencies addition errors of third person singular person with percentage 4.

Third, Error of Misformation. Misformation errors were characterized by the use of wrong form of the morpheme or the structure. The writer found 224 errors of misformation in the data of research. Some substitutive errors found in the students' writing included misformation of: 1) Misformation of Tense. The form of verb is much influenced by tense used. Thus, when the form doesn't represent the time when the event occurs, it will cause error. The example of misformation of tense *"I **write** the letter two days ego"*As the event occurred in the past, the correct formation should be: *"I **wrote** the letter two days ego"*. 2) Misformation of singular and plural Verb. The example of this error is shown in sentence *"**Do** he work every day?"* As this

sentence is singular subject, the form of verb should be in singular also to indicate third person singular verb. Thus, the construction should be: "**Does he work everyday?**". 3) Misformation of singular- plural be. The form of "to be" is always influenced by the quantity of the subject. When the "to be" doesn't fit the subject, it will cause error. The example of this error is shown in sentence *"They was happy last night".* As this sentence has plural subject, the form ofbe should be in the form of plural also to indicate third person plural verb. Thus, the construction should be: *"They were happy last night".*Another example of singular subject: *"I is a student".* As the subject is "I", the appropriate form of "to be" should be "am". Thus, the correct construction is:*"I am a student".*From the table1 and table 2 above, There were 40 frequencies misformation errors of tense with percentage 14.7%, 108 frequencies misformation errors of to be with percentage 39.7% and 76 frequencies misformation errors of verb with percentage 27.9%. Total errors of formation in students writing are 224 frequencies or 82%.

Errors which had been identified and classified were then tabulated. The tabulation was presented in the form of percentage. The tabulation in any errors in students' writing as follows

Table 3
Tabulationof Errorsin Students Writing

No.	Types of Error	Frequency	Percentage
1	Omission	37	14%
2	Addition	11	4%
3	Misformation	224	82%
	Total	272	100%

From the table tabulation above, there were 37 frequencies error of omission with percentage 14%, 11 frequencies error of addition with percentage 4% and 224 frequencies errors of misformation with percentage 82%. Total errors in students writing are 272 frequencies.

Discussion

After tabulating the data, the writer discussed the errors that students made. Dulay, et al. (1982: 154) showed that the error type base on surface strategy taxonomy into omission, addition, misformation and misordering. Based on data analysis above, the writer had discovered various kinds of error in students' sentencesbutthe writer did not find errors of misordering in students' writing. The errors which were, then, also distributed the same way into those three types of errors. There are two objectives of this research that is to find out various kinds error of misconstruction of simple sentences and to find the most dominant error in the students writing of grade eight students of Junior High School 01 Sajingan Besar. The findings of the errors were found, then, described or exposed orderly, from thosewhich most frequently occurred to the most rarely occurred.

This study revealed that error of misformation was ranked one for its quantity which was 224 occurrences. The findings showed that misformation of *be*, had been the biggest contributor in making the error of misformation. From the most to the least, the aspects of grammar error in misformation error were found in the students' writing in form of singular and plural *be*, singular- plural *verb* and *tense*. 224 times of occurrences showed that misformation was the most dominant error made by the grade eight students of SMPN 01 Sajingan Besar.

The data showed that the errors of misformation made by the grade eight students influenced by some causes of error in writing sentences using simple present tense and simple past tense. The first, the students were influenced by False Concepts Hypothesized. False concepts hypothesized means basically errors are the result from faulty comprehension of distinction in the target language. It can be seen from the example of students' writing: "My mother *did* not go to market this morning". It should be: "My mother does not go to market this morning". It indicates that students are difficult to make distinction of verb. As we have known, subject and verb are the important component of complete sentence. It is in line with Hogue (1998:155) that a sentence is a group of words that contains at least a subject and a verb and expresses a complete thought. If a group of word lacks a subject, a verb or both, of course it cannot express a complete thought. Consequently, the writing will be difficult to understand by reader and even intended meaning of the text gets lost.

Here the researcher tried to show the distributions and examples of misformation sentence that were found in the students' writing. Based on the finding, the misformation sentence frequently made by the grade eight students of SMPN 01 Sajingan Besar include: misformation of *be* (108 occurrences or 39.4%), misformation of *verb* (76 occurrences or 27.9%), and the last misformation of *tense* (40 occurrences or 14.7%).The misformation sentence caused by the misformation of *be* appear as in*"You is not lazy"*. This sentence is grammatically incorrect since it usedto be. But to be "is" here is used for the 3rdsingular person (he, she, it). The revised sentence that used correct to *be* will be*"You are not lazy"*.

The misformation sentence caused by the misformation of *verb* appear as in *"Did he work here everyday?"*. The sentence is written by using incorrect verb. Therefore, these sentences need to replace with a verb "does" since the subject is third singularperson. Hansen and Daniel (1998: 15) state that auxiliary verb is used to make the meaning of the main verb more precise. The revised sentence that uses correct verb will be *"Does he work here everyday?"*.

The misformation sentence caused by the misformation of *tense* found in students' writing as in *"She write the letter two days ago"*. The word "two days ego" is an adverb. An adverb usually used to modify a verb, adjective, determiner, noun phrase, clause or sentences. The verb *"write"* is ungramatically correct for showing the past event.So,the sentence should be revised by replacing the verb. The correct sentence should be *"She wrote the letter two days ago"*.

The findings also showed that omission verb formis the big contributor in the error of omission.Anygrammarerrors were found in research finding that related to this omission error.There were 37 occurrences or 14% of total errors. The factor that caused students made error of omission isincomplete application of rules. Because some elements were omitted, actually they should be presented in a sentence. It means that the learners failed to produce a correct sentence by usingstandard rules in tenses. According to analysis on omission errors, the writer found the omission of 3rd person singular verb. As in *"Mrs. Rina <u>drink</u> a cup of milk everyday"*.The underline word in the example shows incomplete sentence as a verb of 3rd singular person. So that the correct sentence should be *"Mrs. Rina <u>drinks</u> a cup of milk everyday"*. However, the use of complete sentence is needed to support the explanation in a text. It is relate to Oshima and Hogue (2007: 61) a good description is word picture; the reader can imagine the object, place, or person in his or her mind. The students in this case, were lack of knowledge of the element of simple sentence.

It also found that there were 11 errors of addition (4%) made by the students in composing their writing. The aspects of grammatical errors of addition which were found in the students' writing was 3rd person singular verb. The errors of addition appeared due to the use of too many addition suffix of 3rd singular person as in *"He worked here every morning".* The suffix "-ed" is incorrect. The revised sentence will be *"He works here every morning".* If it was seen, aspect of this error was categorized into minority because the number of occurrence of each aspect was few.

Based on the finding in this research, the students are still confuse in constructing well-formed sentences by using simple present tense and simple past tense. They are confusedto distinguish the appropriate form of *verb* and *tobe* should be used in writing sentences. It indicates that the students' errors are the result from faulty comprehension of distinction in English. Also, in thesefindingsthe errors made by the students happened because the students ignore the rulesof restriction that is an application of rules to the context.Therefore, many learners fail to produce a correct sentence according to the standard rules of simple present tense and simple past tense.

CONCLUSION AND SUGGESTION
Conclusion

The research shows that the grade eight students of Junior High School 01 Sajingan Besar made various types of errors in writing sentenceby using simple present tense and simple past tense. The data showed that the students are still confused in using singular plural of be, singular and plural of verb, and tense. The errors made by the grade eight students were categorized into error of omission, addition, and misformation. Based on the finding of this study, it revealed that in terms of any possible properties of grammar,the highest frequency of occurrence is misformation 82 %,followed by omission 14 %and addition 4 %. There were found that the students still have problems in the use of to be, tense, and 3rd person singular verbs are the most error that occured in writing sentence using simple present tense and simple past tense.

This study also identified the most dominant type of error of simple present tense and simple past tense rules from students' writing. The most dominant type of errors which appeared in the students' writing was error of misformation (82%). In the research data, the researcher found that the grade eight students made errors of misformation in using singular-plural of *be* with frequencies 108 or 40% of total error, misformation by using singular-plural *verb* with frequencies76 or 28% of total error and misformation of *tense* with frequencies 40 or 14% of total error.

Suggestion

Based on the result of the research, the researcher made some suggestions to: 1) The teachers, teachers can then give treatment to the students towards their errors. The treatment can be made as a focus of developing students' weakness which can be seen from the tabulation of the errors. The weakness aspect of their capability in constructing simple sentences and grammar proficiency can be indicated by the aspects error which occur the most. The teachers should be more sensitive to the error made by the students and should give explanation deeply in constructing sentences by focus in simple present tense and simple past tense deal with form of *verb* and *to be* as the feedback for them. 2) Students, especially the grade eight students of English students of SMPN 01 Sajingan Besar, now have known the errors that they have

made. The students should learn from their errors in writing sentences by using tenses rule. The students should pay attention on the errors of misformation that mostly occur in writing sentence focus on simple present tense and simple past tense, and, if necessary look for more information or explanation from teachers in writing simple sentences focus on tenses or by reviewing related books. 3) Other researchers, while this study thoroughly explored the students' errors in writing sentences, as well as an analysis of these findings in relation to; simple present tense and simple past tense and types of errors, future study would likely allow researcher to draw more conclusion and focus on different types of tenses. In different kinds of tenses, do they make the same types of error as in simple present tense and simple past tense? Further, it is suggested for future studies to explorethis study by using different method to collect the data to their research. It should presents the findings systematically, so that it can be understood well and have more benefit to the reader.

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