



AN ERROR ANALYSIS IN USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT BY THE EIGHTH GRADE STUDENTS OF SMP HANG TUAH MANADO

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Abstract

This research aimed to analyze students' errors in using simple present tense especially in the use of verb be and verb in writing descriptive text. The writer focuses on one of error classification by Dulay namely misformation. The research methodology was descriptive qualitative method. The informants of this research were the eighth grade students of VIII A which consisted of 32 students in SMP Hang Tuah Manado the technique of analyzing the data was evaluated with error analysis. The data were derived from test instrument which conducted with the following procedures of error analysis. The first procedure was collecting the sample of students to provide the data obtained by giving a test containing of simple present tense (verb be and verb), the second procedure was identifying the error based on the test, the third was describing the error, the fourth was explaining the error and the last evaluating the error. The result of this research indicate that the total errors committedly 32 students were 329 out of 655 items with 46.84%. The use of verb be and verb in simple present tense that contains the most error is *verb* with 169 by 47.98%. It is followed by the use verb be with 160 frequency and percentage of error like 45.70%.

Keywords: error analysis, simple present tense (verb be and verb),
descriptive text

INTRODUCTION

Language is used by everyone to interact with others, such as expressing ideas, sharing information and receiving information or messages in their daily lives in their environment. Therefore language is very important thing in every aspect.

In Indonesia, especially Indonesian people need to learn other languages, one of them is English. It is an international language that everyone is familiar with. There are four skills of English that must be mastered. They are speaking, listening, reading and writing.

In this research, the writer researched about writing skill. Widiati and Cahyono stated "Writing is the most complex skill compared to the other three skills. Spelling, grammar, vocabulary and punctuation are the components of language must be understood by students" (Widiati & Cahyono, 2006). In academic writing, activity that involves completing assignments, creating specific types of texts and papers and assisting the writer or learners in actively practicing language use. It means that writing is when someone produce written product by processing of using symbols, such as letters into words in a written form.

In English language, there are rules that must be mastered and used in order to have certain meanings accurately. One of them is English Grammar. It is one of the most important rules in language. But it can also be difficult for English learners. Understanding and focusing on the concepts of grammatical rules that are most important for English learners. Geoffrey Leech stated "Grammar refers to the mechanism according to which language works when it is used to communicate". One of the grammar rules is tenses (Geoffrey Leech, 1982).

Tense is a grammar category that emphasizes the use of verbs that related to the time. Therefore, the researcher realized that learning tenses correctly can help the learners deliver the message with correct sentence pattern and the appropriate time frame. Teaching tenses in the classroom by providing explanation on the white/black board is an ineffective technique. Because students feel bored and the lessons are not conveyed properly, this is a why tense is a problem for most English Learners. Therefore good technique must be considered for teaching tenses.

Based on the observation at SMP Hang Tuah Manado, the writer found that the students of VIII A are still difficult in using tenses especially simple present tense in written descriptive text. The students made many grammatical errors when try to use verb be and verb in simple present tense. The students seem difficult is answering questions from the writer about how to use simple present tense in descriptive text. In this problem, tense as the strong foundation that should be comprehend in making a good structured writing which matches with sentence pattern of simple present tense. The simple present tense is the first tense that must be mastered by the students. Especially at the junior high school as the first level the students learn about tense. Therefore, this problem has to be considered seriously, because it will be bad habit for students if there are not more attention earlier. By the background of the study, there are two beneficial results of the study which is used theoretically and practically, as follows : (1) Theoretically, the result of this study is expected to give a description and information to English Teachers especially students in SMP Hang Tuah Manado about the types of error which are made by the students in using simple present tense (verb be and verb). (2) Practically, the result of this study can be used to contribute practically, such as: (a) For students, the finding of this study is important for students to realize their error in using simple present tense. The students will use simple present tense correctly spesifically verb be and verb by writing short descriptive text. (b) For English Teachers, the finding of this study is giving information and references for English teacher and to improve a technique in teaching tense. (c) For School, the result of this study to give information and solution about new reference in teaching tense spesifically simple present tense. To clarified the problem, it is necessary to make a limitation, as follows: (1) The Object of the research is misformation error in surface strategy taxonomy (using verb be and verb) that the students did in using simple present tense in descriptive text. (2) The subjects of the research are 35 students of VIII A at SMP Hang Tuah Manado. (3) This research is conducted in the academic year of 2020/2021.

The writer found similarities with previous studies which has the similarities. These are about students' error in using simple present tense and focusing on descriptive text to analyse the errors. The originality of my reseacrh is focused on one error, it is misformation (using verb be and verb) which is classified by Dulay and the writer also to find out which is the use of verb be or verb in simple present tense that students of VIII A SMP Hang Tuah MANADO commited error the most. The identification of the problem about (1) What are the proportion (frequence and percentage) of misformation errors that the students made by the eight grade students in using simple present tense (verb be and verb) in writing descriptive text? and (2) What is the dominant error that the students did in using simple present tense in writing descriptive text (verb be and verb)? Hence, the objective of this research are to identify proportion (frequence and precentage) of misformation errors that the students made by the eight grade students in using simple present tense (verb be and verb) in writing descriptive text and to describe the dominant error that the students did in using simple present tense in writing descriptive text (verb be and verb).

The theoretical bases of this research can be explained through these statements, according to J.C Richards an error analysis is the study to analyze and find of errors made by second and foreign language. It is like an acitivity to reveal errors found in writing and speaking (Jack Richards, 1973). Another concept of error analysis is given by H.D Brown , that defined the process of observing, analyzing, and classifying the deviations of the rules of the second language and then to reveal the systems operated by learner is a definition of error analysis (Brown H Douglas, 1980).

Based on the definitions above, the writer realized by that error analysis is an activity to find and obtain errors data on an object to be researched. The error data is made out by someone in the writing and speaking in English. And in order to obtain the data error has to be in accordance with the procedures of error analysis, therefore the data is obtained accurately. There are the taxonomies as stated by Dulay, as follows: (1) Errors Types Based on Linguistic Category taxonomies classify errors according to one or both the language component or the specific linguistic constituent the effect that influence the error. Language component, such as : (a) Phonology (pronunciation) (b) Syntax and morphology (grammar) (c) Semantics and lexicon (meaning and vocabulary) And (d) discourse (style) (2) Comparative analysis is the structure of the second language and other types of contractions is the basis of classification of errors in comparative taxonomy. In this part, mistakes made by children who learn the target language as their first language. When learning the target language, the learner has to mastered his/her native language (3) Communicative effect taxonomy, in this part the taxonomy focuses on error which the listener or reader made. It focuses on mistakes that cause miscommunication and deals with errors from the perspective if the effect is on the listener or reader (4) Surface strategy taxonomy, according to Dulay, "The taxonomy that high lights the ways surface structures are altered: learners shall relieve necessary items or add unnecessary ones; they can misform items or misorder them. Therefore, there are four classification of surface strategy taxonomy, those are error of (a) Omission In this case, when the student makes sentence there is one aspect is omitted. Example: She has young brother. correction: She has a young brother. Error of (b) Addition, It is phenomenon in which certain aspect of language is added in a correct sentence. Example: They are like my brother very much, correction : They like my brother very much (c) Error of Misformation, the error of misformation were identified by the use of wrong morpheme or structure. It is a sentence which one aspect or word is substituted by another. Example: She always took care of him, correction : She always takes care of me. Based on the examples above, it can be concluded that the learners still do not understand of the simple present tense norms. The learners just know write the term without notice the context. (d) Error of Misordering, in this case the student makes sentence incorrect order. Example: My father have a pet new, correction : My father has a new pet, based on the examples above, it shows that this type of error is defined by incorrectly placing a word in a sentence (Dulay, Heidi S, 1982). There are four functions of error analysis that is defined by Sridhar in Tarigan's book, those are: (1) To determine the organization of items to be taught in class or textbook from easy to difficult lessons. (2) To determine degrees of emphasis, explanation and exercise of teaching material. (3) To arrange and improve remedial teaching and exercise. (4) To construct learner's proficiency test items (Henny Irawati, 2015).

Then simple present tense is used to indicate a work that is usually done regularly (Saidna Zulfikar, 2011). The rules of simple present tense is divided into two parts (1) verbal sentence and (nominal sentence) (Betty Schramper Azar, 2006). The functions of Using Simple Present Tense is often used to describe something that was true in the past, is true in the present, and will be true in the future (Betty Schramper Azar, 1998). The simple present tense is helpful to know timeless tense for action repeatedly. According to Hornby, there are five kinds the usage of simple present tense, (1) To describe an activity that is actually in progress at the moment of speaking, e.g in demonstration, explanation, and step by step the way to do something. (2) used in commentaries, e.g broadcast during a sporting event such as a football match (3) To used in exclamatory sentences beginning with here and there (4) In the general statement of what was true in the past, is true now, is likely to be true in future time (5) To used for references to what was communicated in the past (Hornby, 1975).

METHOD

This research used descriptive qualitative method to analyzing and describing students' error in using simple present tense (verb be and verb) based on one error, it was misinformation which is classified by Dulay. According to John W. Creswell that qualitative research is exploring and understanding the meaning that comes from individual and group regarding social or individual problems. John W. Creswell's book also defines that descriptive is an analyse the data for the variabels of the study including the description of the research results in the form of mean, standard deviation and the distance between the lowest and highest numbers (Creswell W. John, 2019).

The writer provided task as research instrument to collect the data. Before giving the test, the writer gave an explanation briefly to remind the students about using (verb be and verb) in simple present tense of descriptive text. The source data was the test result by the eighth students at SMP Hang Tuah. In this research, the population was the eighth students of SMP Hang Tuah Manado. The writer took the sample from VIII A that has 35 students.

The technique of collecting the data in this research used test instrument. The test is form a descriptive text about "My Friend" which contained 20 numbers question with multiple choice and the writing test to write a descriptive text. In this writing test students were instructed to write a descriptive text which at least consists of two paragraphs with topic of my family. The researcher used to analyze the data base on Corder in Ellis: (1) Collecting the samples, the writer collected the data with students using the test that the researcher gave. Considering that it is still in a pandemic condition, therefore the data was taken through 2 sessions to keep a social distancing and implement health protocol. The purpose was to obtain the data needed. (2) Identifying the errors, the writer identified the data from students' test result. Focusing on the research is about the using the simple present tense (verb be and verb) then identified the errors. (3) Describing the errors, after identifying the errors, the writer described the errors. Analyzing each error based on one error (misformation). (4) Explaining the errors, in this part, the writer explained about the errors that the students made. (5) Evaluating the errors (Rod Ellis, 1997). The writer evaluated the errors that the students' made in the test using the formula: $P = F/N \times 100\%$ (Bluman, 2009).

P = Percentage of Errors

F = The frequency of error in an item

N = The total Number of Students

For the total average students error:

$$\text{Average} = \frac{\text{sum of all the errors in simple present tense (verb be/verb)percentage}}{\text{total numbers of verb be/verb in simple present tense}}$$

For the overall result students error in the use of verb be and verb in multiple choice and essay:

Average=

$$\frac{\text{sum of all the error in simple present tense (verb be and verb) in multiple and essay percentage}}{\text{total of element simple present tense (verb be and verb)}}$$

FINDINGS AND DISCUSSION

Based on the research that was conducted at SMP Hang Tuah Manado, the writer found the result of students' error in using simple present tense through the test.

The test was given to the eighth-grade students of SMP Hang Tuah Manado. There are two classrooms in this grade, but the writer conducted the research in class VIII A only.

The test focused on the use of *verb be* and *verb* in simple present in descriptive text. It contained 20 numbers with multiple choice form. 10 numbers contained of verb be, 10 numbers contained of verb of simple present tense and an essay test:

The test item numbers of simple present test

No	Simple Present Tense	Items	Item numbers
1.	Verb be	10	2, 3, 4, 6, 9, 10, 12, 13, 19, 20
2.	Verb	10	1, 5, 7, 8, 11, 14, 15, 16, 17, 18

The table above shows that there are two key elements of simple present tense that the writer focused on. The questions for the use of verb be were numbers of 2, 3, 4, 6, 9, 10, 12, 13, 19, 20, and items number 1, 5, 7, 8, 11, 14, 15, 16, 17, 18 were questions of the use of verb.

Students score in the test (Multiple Choice)

No	Sample	Score	No	Sample	Score
1.	Student 1 / NZR	60	17.	Student 17 / KHK	25
2.	Student 2 / RZ	30	18.	Student 18 / FIT	35
3.	Student 3 / VL	40	19.	Student 19 / RJK	75
4.	Student 4 / VJL	35	20.	Student 20 / DM	40
5.	Student 5 / SJLK	75	21.	Student 21 / DW	50
6.	Student 6 / ACK	35	22.	Student 22 / CAP	65
7.	Student 7 / AFJ	50	23.	Student 23 / LAL	35
8.	Student 8 / AIS	70	24.	Student 24 / CP	80
9.	Student 9 / AMT	60	25.	Student 25 / RPR	65
10.	Student 10 / EFP	25	26.	Student 26 / EZR	55
11.	Student 11 / KAA	40	27.	Student 27 / LST	30
12.	Student 12 / MOT	55	28.	Student 28 / KW	65
13.	Student 13 / ACIL	55	29.	Student 29 / MAK	30
14.	Student 14 / FAM	25	30.	Student 30 / SZH	65

15.	Student 15 / VRT	70	31.	Student 31 / CJU	70
16.	Student 16 / CVT	60	32.	Student 32 / CWG	35
Average score					50
Highest score					80
Lowest score					25

The table above provides the students' score of the test in multiple choice form that was given to class VIII A. The average of students' score was 50, the highest score was 80 and the lowest was 25. Thus, the students are still quite low to mastering English particularly in the use of verb be and verb in simple present tense, it caused of the students did not use appropriate verb be and verb in the sentences especially in simple present tense.

1. The proportion (frequence and precentage) of misinformation errors that the students made by the eight grade students in using simple present tense (verb be and verb) in writing descriptive text

Students' error in the use *verb be* of simple present tense (Multiple choice and essay), it can seen from this table:

Students' error in the use *verb be* of simple present tense (Multiple choice and essay)

No	Kind of test	Item numbers	Total number of students	Frequency of error	Percentage of error
1.	Multiple Choice	2	32	11	34.3%
2.		3		16	50%
3.		4		14	43.7%
4.		6		18	56.2%
5.		9		13	40.6%
6.		10		26	81.2%
7.		12		17	53.1%
8.		13		11	34.3%
9.		19		20	62.5%
10.		20		13	40.6%
11.	Essay	1		2	6.2%
Total				160	502.70%
Average					45.70%

It can be seen that the frequency of students' error in using simple present tense spesifically in the use of verb be in multiple choice and essay. According to the data, there was 160 frequency of error with total errors of 45.70%. Students' error in the use *verb* of simple present tense (Multiple choice and essay), it can summarized from this table below:

Students' error in the use *verb* of simple present tense (Multiple choice and essay)

No	Kind of test	Item numbers	Total number of students	Frequency of error	Percentage of error
1.	Multiple Choice	1	32	4	12.5%
2.		5		15	46.8%
3.		7		20	62.5%
4.		8		19	59.3%
5.		11		13	40.6%
6.		14		25	78.1%
7.		15		15	46.8%
8.		16		17	53.1%
9.		17		17	53.1%
10.		18		16	50%
11.	Essay	1		8	25%
Total				169	527.80%
Average					47.98%

In table 4.8, it can be shown from the this table that the frequency of students' error in using simple present tense spesifically in the use of verb in multiple choice and essay were 169 frequency of error with 47.98%.

Students' error in the use verb be (am/is/are) and verb (V1/V1 s/es) of simple present tense in detail.

No	Kind of test	Element of simple present tense	Frequency of error	Total frequency of error	Percentage
1.	Multiple choice	Verb be (am)	0	319	0%
		Verb be (is)	112		34%

		Verb be (are)	46		13.9%
		Verb (V1)	39		11.8%
		Verb (V1 s/es)	122		37%
2.	Essay	Verb be (am)	0	10	0%
		Verb be (is)	0		0%
		Verb be (are)	2		0.6%
		Verb (V1)	0		0%
		Verb (V1 s/es)	8		2.4%
Total				329	100%

This following table is about the students' error that occurred in the use of verb be (*am/is/are*) and the use of verb (*V1 and V1 s/es*) in detail in multiple choice and essay.

In detail, for multiple choice there was 0 frequency of error in the use of verb be (*am*) with percentage 0%, 122 frequency of errors in verb be (*is*) with percentage 34% and 46 frequency of error in the use verb be (*are*) with percentage 13.9%. For verb (*V1*) had 39 frequency of error with percentage 11.8% and for verb (*V1 s/es*) there were 122 frequency of errors with total error 37%. Meanwhile, in essay, there was 0 frequency error in the use of verb be (*am*) and (*is*) with percentage 0% and verb be (*are*) had 2 frequency of error with percentage 0.6%. For verb (*V1*), there was 0 frequency of errors in percentage 0%. Lastly, for the use of verb (*V1 s/es*) there were 8 frequency of error in percentage of 2.4%.

The identification of students' error in using simple present tense (verb be) in multiple choice

Item no	Respondent	Identification of error	Classification of errors	Explanation of error
2	Student 4 Student 6 Student 17 Student 18 Student 20 Student 29 Student 32	Her name <i>am</i> Ayu	Misformation	Her name <i>is</i> Ayu
	Student 14 Student 16 Student 23 Student 31	Her name <i>are</i> Ayu	Misformation	Her name <i>is</i> Ayu

3	Student 4 Student 10 Student 11 Student 14 Student 20	She <i>am</i> my classmate	Misformation	She <i>is</i> my classmate
	Student 2 Student 3 Student 7 Student 15 Student 17 Student 18 Student 19 Student 21 Student 26 Student 27 Student 28	She <i>are</i> my classmate	Misformation	She <i>is</i> my classmate
4	Student 2 Student 11 Student 12	She <i>am</i> beautiful and kind	Misformation	She <i>is</i> beautiful and kind
	Student 1 Student 4 Student 9 Student 10 Student 13 Student 14 Student 17 Student 20 Student 27 Student 29 Student 30	She <i>are</i> beautiful and kind	Misformation	She <i>is</i> beautiful and kind
6	Student 11 Student 17 Student 20 Student 29 Student 16 Student 8 Student 21 Student 18	Ayu <i>am</i> my confidant	Misformation	Ayu <i>is</i> my confidant
	Student 3 Student 6 Student 7 Student 9 Student 12 Student 14 Student 23 Student 24 Student 27 Student 32	Ayu <i>are</i> my confidant	Misformation	Ayu <i>is</i> my confidant

9	Student 4 Student 5 Student 11 Student 18 Student 23	It <i>am</i> about 152 cm tall and weight around 50 kg	Misformation	It <i>is</i> about 152 cm tall and weight around 50 kg
	Student 1 Student 2 Student 6 Student 7 Student 10 Student 12 Student 21 Student 32	It <i>are</i> about 152 cm tall and weight around 50 kg	Misformation	It <i>is</i> about 152 cm tall and weight around 52 kg
10	Student 7 Student 9 Student 10	The teeth <i>am</i> neat and sprakling white	Misformation	The teeth <i>are</i> neat and sparkling white
	Student 1 Student 2 Student 6 Student 8 Student 11 Student 12 Student 13 Student 14 Student 16 Student 17 Student 18 Student 19 Student 20 Student 21 Student 22 Student 23 Student 24 Student 25 Student 26 Student 27 Student 29 Student 30 Student 31	The teeth <i>is</i> neat and sparkling white	Misformation	The teeth <i>are</i> neat and sparkling white
12	Student 1 Student 2 Student 3 Student 9 Student 10 Student 11 Student 14 Student 16 Student 17 Student 18 Student 20	Ayu <i>am</i> very kind and friendly to everyone	Misformation	Ayu <i>is</i> very kind and friendly to everyone

	Student 27			
	Student 6 Student 19 Student 26 Student 30 Student 31	Ayu <i>are</i> very kind and friendly to everyone	Misformation	Ayu <i>is</i> very kind and friendly to everyone
13	Student 3 Student 9 Student 14 Student 17 Student 27 Student 32	She <i>am</i> very sociable	Misformation	She <i>is</i> very sociable
	Student 2 Student 6 Student 13 Student 18 Student 29	She <i>are</i> very sociable	Misformation	She <i>is</i> very sociable
19	Student 5 Student 10 Student 18 Student 21	Everywhere we <i>am</i> always together	Misformation	Everywhere we <i>are</i> always together
	Student 1 Student 2 Student 3 Student 4 Student 6 Student 7 Student 8 Student 11 Student 13 Student 14 Student 17 Student 20 Student 27 Student 28 Student 31 Student 32	Everywhere we <i>is</i> always together	Misformation	Everywhere we <i>are</i> always together
20	Student 16 Student 30	It <i>am</i> a pleasure for me to be with her	Misformation	It <i>is</i> a pleasure for me to be with her
	Student 2 Student 3 Student 4 Student 5 Student 7 Student 15 Student 18 Student 23 Student 27 Student 28 Student 29	It <i>are</i> a pleasure for me to be with her	Misformation	It <i>is</i> a pleasure for me to be with her

The table above indicated that eleven students made errors in item number two and thirteen. Errors in item number nine and twenty were made by thirteen students, fourteen students made errors in item number four, sixteen made error in item number three, seventeen students made error in item number twelve, eighteen students made error in item number six, twenty students made error in item number nineteen and twenty six students made error in item number ten. The total number of error on the use of verb *be* is was 112 and the use of verb *be are* was 46 errors.

The identification of students' error in using simple present tense (verb) in multiple choice

Item no	Respondent	Identification of error	Classification of error	Explanation of error
1	Student 4 Student 10 Student 14 Student 32	<i>I has</i> a very good friend	Misformation	<i>I have</i> a very good friend
5	Student 2 Student 4 Student 6 Student 11 Student 12 Student 16 Student 17 Student 20 Student 22 Student 25 Student 27 Student 29 Student 32	<i>I knows</i> her for about two years	Misformation	<i>I know</i> her for about two years
	Student 10 Student 23	<i>I knew</i> her for about two years	Misformation	<i>I know</i> her for about two years
7	Student 2 Student 3 Student 7 Student 12 Student 14 Student 15 Student 18 Student 20 Student 22 Student 23 Student 25 Student 26 Student 28 Student 29 Student 32	<i>I feels</i> suitable to be friend with her	Misformation	<i>I feel</i> suitable to befriend with her

	Student 4 Student 10 Student 16 Student 17 Student 27	<i>I felt</i> suitable to be friend with her	Misformation	<i>I feel</i> suitable to be friend with her
8	Student 3 Student 4 Student 5 Student 9 Student 12 Student 21 Student 22 Student 23 Student 24 Student 25 Student 30 Student 31 Student 32	My friend Ayu <i>have</i> an idol body	Misformation	My friend Ayu <i>has</i> an idol body
	Student 2 Student 6 Student 10 Student 18 Student 20 Student 29	My friend Ayu <i>had</i> an idol body	Misformation	My friend Ayu <i>has</i> an idol body
11	Student 6 Student 7 Student 13 Student 14 Student 15 Student 17 Student 19 Student 25 Student 26 Student 27 Student 28 Student 29	She <i>look</i> very charming when smiling	Misformation	She <i>looks</i> very charming when smiling
	Student 30	She <i>looked</i> very charming when smiling	Misformation	She <i>looks</i> very charming when smiling
14	Student 2 Student 3 Student 4 Student 5 Student 6 Student 7 Student 8 Student 11 Student 13 Student 15	She <i>love</i> travelling	Misformation	She <i>loves</i> travelling

	Student 17 Student 18 Student 20 Student 22 Student 23 Student 25 Student 26 Student 27 Student 28 Student 29 Student 31 Student 32			
	Student 1 Student 10 Student 14	She loved travelling	Misformation	She loves travelling
15	Student 1 Student 3 Student 9 Student 10 Student 12 Student 13 Student 14 Student 17 Student 22 Student 24 Student 25 Student 32	She <i>have</i> a fantastic sense of humor	Misformation	She <i>has</i> a fantastic sense of humor
	Student 11 Student 21 Student 23	She <i>had</i> a fantastic sense of humor	Misformation	She <i>has</i> a fantastic sense of humor
16	Student 4 Student 6 Student 7 Student 8 Student 10 Student 11 Student 15 Student 20 Student 21 Student 22 Student 28 Student 29	She always <i>make</i> me laugh	Misformation	She always <i>makes</i> me laugh
	Student 2 Student 3 Student 23 Student 26 Student 27	She always made me laugh	Misformation	She always makes me laugh

17	Student 3 Student 4 Student 6 Student 8 Student 9 Student 11 Student 13 Student 14 Student 17 Student 21 Student 23 Student 30 Student 32	Ayu also <i>like</i> listening music	Misformation	Ayu also <i>likes</i> listening music
	Student 10 Student 19 Student 26 Student 29	Ayu also <i>liked</i> listening music	Misformation	Ayu also <i>likes</i> listening music
18	Student 1 Student 2 Student 12 Student 13 Student 14 Student 17 Student 21 Student 23 Student 27 Student 29 Student 32	Sometimes she <i>spend</i> money on shopping	Misformation	Sometimes she <i>spends</i> money on shopping
	Student 10 Student 23	Sometimes she <i>spent</i> money on shopping	Misformation	Sometimes she <i>spends</i> money on shopping

According to the table above, there are four students who made errors in item number one. Fifteen students made errors in item number five and fifteen, thirteen students in item number eleven, sixteen students in item number eighteen, seventeen students in item number sixteen and seventeen, nineteen students in item number eight, twenty students in item number seven. The total number of error on the verb for the first person, the second person and the third person plural was 39 total errors and the use of verb with addition s/es for the third person singular was 122 errors.

The identification of students' error in using simple present tense (verb be) in writing test/essay

Respondent	Identification of error	Classification of error	Suggested correction
Student 21	My mom and dad <i>is</i> happy	Misformation of verb be	My mom and <i>are</i> happy
Student 25	My grandmother and I <i>is</i> sad	Misformation of verb be	My grandmother and I <i>are</i> sad

The table above gave the identification of error that the students did in their writing test/essay. There were 2 misformation errors of verb be *are* were made by two students.

Moreover, the students made these errors because the students only familiar on one verb be (is) in simple present tense. The students still had lack of knowledge in the use of verb be (am, is, are). Therefore, the students felt difficult to distinguish and use the appropriate verb be based on the subject and tense (simple present tense).

The identification of students' error in using simple present tense (verb) in writing test/essay

Respondent	Identification of error	Classification of error	Suggested correction
Student 13	- My sister <i>have</i> a fantastic sense humor -He <i>have</i> car and flower too	Misformation of verb	-My sister <i>has</i> a fantastic sense humor -He <i>has</i> car and flower too
Student 21	My mom <i>have</i> a car	Misformation of verb	My mom <i>has</i> a car
Student 24	-My father <i>said</i> I have a brother -My mother <i>go</i> to market everyday -My dad <i>work</i> in school	Misformation of verb	My father <i>says</i> I have a brother -My mother <i>goes</i> to market everyday -My dad <i>works</i> in school
Student 25	-My mother <i>have</i> leukemia cancer -My grandmother <i>live</i> in Tondano	Misformation of verb	-My mother <i>has</i> leukemia cancer -My grandmother <i>lives</i> in Tondano

In table 4.13 above shows the identification of error that the students did in their writing test/essay. Misformation errors of verb specifically verb with addition s/es were made by four students with 8 total errors.

Misinformation error occurred when the student used the wrong verbs. Moreover, the students made these errors because the students only familiar with the use of verb with no additional s/es. Hence, the students were difficult to use the appropriate verb based on the subject and tense (simple present tense).

The writer analyzed the data from the test that the writer gave for 35 students but three students were absent. The aims of this research were to find out the answer of the research question. Thus, the first discussion would focus on proportion of students error in using simple present tense especially in the use of verb be and verb on it.

This stage, by collecting the data, the writer found 329 errors. It could be summarized that 32 students produced misinformation errors in using simple present tense (verb be and verb) in 640 total question for multiple choice and 15 total question for essay.

2. The dominant error that the students did in using simple present tense in writing descriptive text (verb be and verb)

No	Sentence element of simple present tense	Frequency of error in multiple choice	Frequency of error in writing test/essay	Total number of student	Total Frequency of error (multiple choice and essay)	Percentage of error
1.	Verb be	158	2	32	160	45.70%
2.	Verb	161	8		169	47.98%
Total		319	10		329	93.68%
Average						46.84%

The frequency of multiple choice and essay error which made by the students were added for the errors result in using verb be an verb in simple present tense. 160 frequency of error in verb be with 45.70% of total errors and 169 errors in verb with 47.98% of total errors.

In the use of verb be of simple present tense in multiple choice test, the total errors that the students made were 158 with 49.73% total errors. Item number 10 was the highest error by the 26 students. Meanwhile, in the use of verb of simple present tense, the total errors 161 with percentage 50%. The most errors occurred in item number 14 by 25 students.

In essay, the total errors that the students made in the use of verb be of simple present tense was 2 with total errors of 6.2% and 8 with total error of 25% for the use of verb in simple present tense.

In addition, total errors of verb be and verb in multiple choice and essay were added for the result. 160 errors made by the students in using simple present tense (verb be) with 45.70% total errors which the total number of error on the verb be *is* was 112 and frequency of error in the use of verb be *are* was 48 erros. Meanwhile, 169 errors in using simple simple present tense (verb) with 47.98% total errors which the total number of error on the verb for the first person, the second

person and the third person plural was 39 total errors and frequency of error in the use of verb with addition s/es for the third person singular was 130 errors.

In brief, the percentage error made by students in using simple present tense (verb be and verb) were 46.84% total errors. Thus, the dominant error in using simple present tense specifically between verb be and verb in writing descriptive text made by the eighth grade students of SMP Hang Tuah Manado was *verb* which found 169 (47.98%) of total errors with dominant error occurred in the use of verb with addition s/es for the third person singular subject with 130 frequency of error.

From the previously explanation, it shows that the number of students' error in using simple present tense specifically verb be and verb were high enough. It can be concluded that the students are still difficult to distinguish to use the appropriate verb be and verb in simple present tense to apply in writing descriptive text.

CONCLUSION

Based on the findings, the writer finds that the proportion of students' misformation errors are 329 frequency of errors with 46.84%. It could be summarized that 32 students make errors in using simple present tense (verb be and verb) in writing descriptive text.

In this case, 32 students who make a total of error is 329 out of 655 items with 46.84% percentage of error. It is 640 items for multiple choice with additional students' essay test 15 items. The use of verb be in simple present tense with 160 frequency of error in percentage is 45.70%. Meanwhile, the use of verb with 169 frequency of error and percentage of error 47.98%. Thus, the use of verb in simple present tense is the dominant students error in using simple present tense in writing descriptive text specifically in the use of verb with addition s/es for the third person singular subject with 130 frequency of error.

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