

AN ERROR ANALYSIS OF USING SIMPLE PRESENT TENSE IN DESCRIPTIVE WRITING TEXT AMONG THE EIGHT GRADE STUDENTS OF SMP IT BAITUL ULUM TEMPEL GEMPOL

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Abstract

This study analyzed the error of “using simple present tense” in descriptive writing text among the eight grade students of SMP IT Baitul Ulum Tempel Gempol. The method used in this study was the descriptive qualitative design. Data were collected through tests, interview and questionnaire. The data result many factors that affect student learning, it strengthened the questionnaire that has been distributed to students. In addition to mastering s/es, students still have difficulty in determining, and using tobe although still confusing but students can still understand it and the cause of learning difficulties are internal and external factors.

Key Words: *Error, Simple Present Tense, Factor difficulty, Students.*

Abstrak

Studi ini menganalisis tentang kesulitan menggunakan simple present tense. Metode yang dipakai adalah deskriptif qualitative desain. Data dikumpulkan dengan menggunakan tes, interview dan angket. Hasil data banyak factor yang menyebabkan kesulitan siswa dalam belajar, hal ini diperkuat pada angket yang telah di bagikan kepada siswa. Pada penambahan s/es, siswa masih mengalami kesulitan yang di temukan paa soal, dan di dalam penggunaan tobe meskipun masih mengalami kesulitan tetapi siswa masih dapat memahami dan penyebab dari kesulitan belajar siswa adalah adanya faktor internal dan factor

Kata Kunci: *Kesalahan, simple present tense, Factor kesulitan, Siswa.*

Introduction

In learning English as a foreign language, students have to practice the four language skills that comprise listening, speaking, reading, and writing. Nida (1970: 30) has said that the scientifically valid procedure in language learning involves listening first to be followed by speaking then comes reading and finally writing. Language is used for communication between individuals and it also brings them into relationships with their environment. English is an international language that is used by most of the people around the world in their

interaction. Thus, it forces people to master it in order to be able to survive on the hard competition in this global era. As cited by Quirk (1976: 7), English is important to be mastered because English is a key to scientific and technical knowledge especially to the economic and political development of fast areas of the world. So English is a language of high importance in the international relationship either formally or informally. Considering that reason English has a crucial position. The government of Indonesia realizes that the English has to be learned by the Indonesian without ignoring their own national language and also encourages the Indonesia citizen to learn English.

Teacher should change and give suitable technique to motivate the student to learn speaking. they should be able make variations that can be done in the classroom. Lewis and Hill (1999:8) said “ The most important role of the teacher is that of catalyst, they make things happen but the purpose is activating the students”.

Many things can be done by the teacher to make the class more enjoyable and meaningful for the students, because not all the students like English. Thus, the teachers should be more creative in motivating the students in learning speaking english for instance by using cartoon film because this is one of way to increase motivation, to support the students doing practices and to stimulate the students feel enjoyable and meaningful to learn speaking in English.

Learning disabilities are not always caused by low intelligence factors, but can also be caused by factors non-intelligence factors. The importance of understanding patterns of tenses for students and there are many difficulties faced by the students it is necessary to do an assessment of students' learning difficulties in using the simple present tense. It needs to be done so that teachers can know the student's difficulties lies in the mastery of pattern and formula simple present tense so that teachers can minimize the errors made by students in working on the issue of tenses, especially in the simple present tense. In addition, teachers can also determine the factors that lead to students experiencing difficulty in learning the tenses. One of genres is description. Non-continuous tells how something looks, sounds tastes, in the present time, like: how mother looks, how something looks, how tastes and sounds etc. As it tells some events, it usually uses sequence words such as: If, while, after, before, until, etc. Then, tense used in descriptive writing text is simple present tense, because it tells present events.

To make a good composition, the students must be able to master and apply the structure correctly, especially about tense used. In this case, the tense used is simple present tense. If they cannot do that, of course, errors will arise. Automatically their writing will cause misunderstanding for the readers, because the readers cannot receive the message or expression of their idea well. Most of the students still find problems in using it, because of their limited mastery, especially the differences between regular and irregular verb. Therefore, based on the above description, the researcher interested in writing the title of an error analysis of using simple present tense in descriptive writing text among the eight grade students of SMP IT Baitul Ulum Tempel Gempol.

In this study, the results of verification is part of the activities of the configurations intact so as to answer the research question and research objectives. By comparing the results of student work and interviews, it can be deduced the location and cause of the error. In addition to the qualitative descriptive data analysis, quantitative data analysis is also used as follows:

Percentage level of difficulty

The analysis used in this study is the using formula:

$$P = \frac{\sum S}{\sum S + \sum B} \times 100 \%$$

Notice:

P: The percentage of students who performed

S: Step is wrong

B: Step is right

The results were compared with the criteria of difficulty (Suharsimi Arikunto, 1998: 246) as follows:

Table 1: Difficulty/level

Level/Difficulty(%)	Criteria
47-60	Very high
31-46	High
16-30	Moderate
0-15	Low

The percentage level of influence of each factor analysis of the questionnaire to determine the level of influence of each factor percentage cause of students learning difficulties in learning tenses.

In each factor is calculated using the formula:

$$\text{Percentage effect} = \frac{\text{Number of students answer the score}}{\text{Total maximum score}} \times 100\%$$

The result of the calculation of percentage is then qualified based on the following:

Table 2: qualifying Factor Causes of Student Learning Difficulty

Percentage Causes Qualification	Causes
81% - 100%	Very week
61% - 80%	week
41% - 60%	enough
21% - 40%	strong
0% - 20%	strong

From qualifying factors that cause learning difficulties of students above, it can be determined that the factors that lead to student learning difficulties in learning simple present tense are the factors with weak qualifications, sufficient, strong and very strong.

Findings and Discussion

In this study, the result of the data was calculated in order to know whether there is error “using simple present tense“ of student at SMP IT Baitul Ulum Tempel Gempol and To search for student difficulties in completing the writing test associated with the simple present tense, then conducted an interview carried on September 11th 2014, as well as the administration of questionnaire and interview on September 12th 2014 of there were 15 students who take the written test in the capture 3 students who had written is not perfect and was based on recommendations from teachers of English. In addition Summary results of the students’ work. In understanding the simple present tense in descriptive text, following:

Table 3: Summary result of the students’ work

Indicator	False	True
Used -s	33	87
Used –as	39	81

Tobe

10

65

As on the data table in the students' understanding of the work of simple present tense, and then calculated the percentage error rate:

1. The percentage error in understand the additional –s rate :

$$P = \frac{33}{33+87} \times 100\% = 27.5\%$$

2. The percentage error in understand the additional –es rate :

$$P = \frac{39}{39+81} \times 100\% = 32.5\%$$

3. The percentage error in understand use Tobe rate :

$$P = \frac{10}{10+65} \times 100\% = 15\%$$

Table 4: Percentage Level of Difficulty students

Concept	%
Use add –s	27.5
Use add –es	32.5
Use Tobe	15

Based on the percentage that had been obtained then had difficulties in obtaining the most dominant of the three disciples to strengthen the data obtained.

Table 5: Percentage of Student's Error

Name	Add -s	Add -es	Used Tobe	Writing
AN	12.5%	100%	20%	57%
AY	37%	25%	100%	50%
AR	12.5%	25%	40%	37.5%

percentage of the table above, it can see that how far student understand and percentage student's error additional –s/-es, used to be and writing descriptive text.

Data from the questionnaire used to reveal factors that cause learning difficulties eighth grade students of SMP IT Baitul Ulum Gempol Paste in studying the simple present tense. Once the data was calculated by the percentage of then fitted with a predicate for each indicator. The results of the analysis of each factors presented in Table as follows:

Table 6: Percentage of Factor Contributing to Student Learning Difficulties

Factor	Aspect	%	Qualification
Intern	Interest	45.3	enough
	Motivation	41	enough
	Talent	41.5	enough
	Intelligence	44.5	enough
Extern	Means	27.1	high
	Quality	31	strong
	Method	37.5	strong
School	Tool	30	strong
	Building	43	enough

The results of the data analysis were based on the test questionnaires and interviews were conducted, these data had shown that students had difficulty in understanding the simple present tense that was given. Student difficulties include difficulty understanding the addition of -s/-es and tobe

Conclusion

Based on the test results of descriptive text writing, interviews, and questionnaire given to students could be summed up as follows:

1. The difficulties experienced by the eighth grade students of SMP IT Baitul Ulum Tempel Gempol to understanding the simple present tense on the use of the addition s/-es and Tobe usage is as follows:
 - a. In addition mastery -s/-es, students still have difficulty in determining, given the addition of the word and the word -s which were in addition -es given appropriate to sentence.
 - b. In the students' mastery of little master Tobe in Tobe use, although there are a few who were still confused but students could still understand it.

Factor -factor that causes learning difficulties eighth grade students of SMP IT Baitul Ulum Tempel Gempol Paste in understanding the simple present tense was derived from internal factors, namely of the student each other and one of the external factors that inadequate facilities so that the receiving learning material the simple present tense in descriptive text.

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