

An Error Analysis on Writing in Simple Present Tense

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ABSTRACT: This paper aims to know the type of errors that happened in writing daily activities of fifth grade of MI Al Khairiyah Kupang Teba Bandar Lampung. This research used qualitative design. This study was focused on analyzing the type of errors that's produce by students in simple present tense that have been collected from 20 students of fifth grade of MI Al khairiyah kupang teba, Bandar Lampung. The data can be found by written test. The researcher gives for students to write daily activities. This test should be completed by the subjects in order to find out the errors in their writing. The results of this research, the researcher found some type of errors such as omission, addition, misordering and misformation. misordering (89 errors = 36.6%), followed by addition (87 errors = 35.8%), misformation (40 errors = 16.45%), and omission (27 errors = 11.2%).

KEYWORDS: error analysis, writing, simple present tense.

I. INTRODUCTION

Teaching English is important, especially in Indonesia, because English is a foreign language and has different rules. They have their own rules. Usually, students who learn English get some problems with the mother language (L.1) and the target language (L.2). It shows that there are differences between Indonesian grammar and English grammar. (Weni Indah Sari,2022). In learning English, the learners will learn two aspects that must be mastered. Firstly, language competence such as vocabulary, sound, and grammar. Secondly, the four language skills; listening, speaking, reading, and writing. (Weni Indah Sari,2022).

Writing is an English skill. Writing is an important skill that, along with listening, speaking, and reading, must be learned. Because writing is used to communicate, students must be able to communicate both verbally and in writing. According to Ramli(2013) writing is a way to express feelings, ideas, arguments, willingness and thoughts in the form of words in sentences. It indicates that comprehension of what students are reading will enable them to write about their thoughts. As a result, teaching students to write is an essential skill.

Nunan (2003) states that writing is a method of generating ideas and putting those ideas into sentences and paragraphs. Moreover, Creme and Lea (2003) states that composing comprises of words and those words are consolidated specifically developments to make sentences. In addition, students struggle with writing because it differs from speaking in terms of the complexity of the writing process and its interrelationships, and they occasionally make mistakes in their writing due to a lack of knowledge.

Error Analysis (EA) is the initial approach to examining language acquisition. It places less emphasis on ideal language structures and more on the intent with which learners construct language. A method for identifying writing errors is error analysis. According to Richards et al. (1985), The study of mistakes made by learners of second and foreign languages is error analysis. Error analysis can be used to figure out how well someone knows a language, how they learn a language, and common obstacles to language acquisition in order to help teachers or create teaching materials.. Brown (1980) offers another concept for error analysis.

Errors are the bad parts of a learner's writing or speech; they are the parts of a conversation or piece of writing that deviate from a particular standard of mature language performance. (Dulay, Burt, & Krashen, 1982). Error may appear when students have not acquired the foreign language rule. In the study of English errors, Richards (1973) argues that in addition to interference from the mother tongue, other factors that contribute to errors include what he terms "over generalization," "ignorance of the rules' restriction," "incomplete application of the rules," and hypothesized false concepts. These kinds of error are called developmental error.

The students frequently make mistakes in their writing for a variety of reasons. Because writing gives them more "thinking time," they believe they cannot write well. Because writing is boring, they don't want to do it. They are unable to convey their feelings and thoughts on paper because they believe they have nothing to say. They do not have the ideas to write.(Sita Ratnaningsih,2019). Another reason why students experience difficulties in writing English language skills was also revealed by

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Belkhir & Benyelles (2017), who found the results of his research that the causes were due partly that students meet difficulties in both coherence and cohesion due to the lack of reading, first language transfer and low writing practice.

The study of error analysis has been shown by numerous researchers. In their study, Weny(2022), Rina(2019), Sita(2019), Putri (2019). According to Weny(2022) the problems which were often faced by the students in writing were that many students still got difficulties expressing their ideas in written language. The result of her research showed that there was an error of omission of 35 (24%), error of addition is 11 (8%), error of misformation is 94 (64%), and error of misordering is 6 (4%). Based on the result of the student's test, the highest percentage of the test result in writing recount text is miss formation with a percentage rate of 64%, which means misformation is the dominant error faced by students. According to Rina (2019) The result of her research that are errors were made by students based on the surface strategy taxonomy was four types of the grammatical errors they are Misformation (42 errors = 41,1%), addition (30 errors = 29,5%), miss ordering (17 errors = 16,6%), and omission (13 errors = 12,8%). It means that the dominant type of grammatical errors in this research is misinformation. Some previous researchers conducted the research at junior high school, vocation high school, and also senior high school. Unfortunately in this paper the researcher conducted the research at elementary school.

Most students in the fifth grade of MI Al khairiyah Bandar Lampung, did not realize that they made errors which they made in writing and did not know how to choose the words. From the explanation above, it can be summarized that writing is difficult for some people who do not have ability in writing. Based on the experience while in fifth grade of MI Al khairiyah Bandar Lampung, the problems which were often faced by the students in writing were that many students still had difficulties expressing their ideas in written language. To know the student's error, it is necessary to analyze students' errors in writing simple present tense. By analyzing students' errors, this research can find out the most dominant errors faced by students V grade at Mi Al khairiyah Bandar Lampung.

II. METHOD

In this study, qualitative design was used. Creswell (2009) says that qualitative research gives the researcher the ability to interpret what they see, hear and comprehend. In the meantime, the data for this study were gathered through textual analysis. It is a term that describes a method for gathering data. This study was focused on analysing the type of errors that is produce by students' in simple present tense that have been collected from 20 students of fifth grade of MI AL KHAIRIYAH KUPANG TEBA, Bandar Lampung. The data can be found by written test. The researcher gives for students to write daily activities. This test should be completed by the subjects in order to find out the errors in their writing. Test explores the grammar used. There were some types to analyze the error. The identification of errors was the first step in the analysis process. The description of errors was the second step. The explanation of errors was the third step. The evaluation of errors was the fourth step, and the correction of errors was the final step (Rina Ernawati:2019) the researcher tried to classify the errors. The technique focuses on the data of the errors type based on (Dulay it all:1982) namely omission, addition, misordering. Besides that, to know the percentage of errors made by students, the researcher used (burt, dulayand hernandez:1976)

$$P = \frac{f}{N} \times 100\%$$

Notes:

P= percentage of students' error

F= Frequencies of errors

N= Total words of students simple present tense

III. FINDINGS AND DISCUSSION

Findings

Here is the findings of students error analysis in writing simple present. There are:

Table 1. Number of Students Based Early Mathematical Ability

No	Name	OM	AD	MF	MO	Total Errors	Total words	Percentage %
1	Student 1	-	9	2	6	17	123	13%
2	Student 2	4	12	8	-	24	96	25%
3	Student 3	1	7	-	21	29	87	33%
4	Student 4	3	-	6	8	17	159	10%
5	Student 5	-	3	-	1	4	113	3.5%
6	Student 6	-	9	2	-	11	79	13%
7	Student 7	-	-	8	-	8	100	8%
8	Student 8	7	8	-	12	27	118	22%
9	Student 9	2	2	5	3	12	103	11%

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10	Student 10	1	10	-	-	11	73	15%
11	Student 11	-	-	-	4	4	88	4.5%
12	Student 12	-	6	2	-	8	178	4.4%
13	Student 13	-	4	-	3	7	115	6.0%
14	Student 14	5	2	-	1	8	88	9.0%
15	Student 15	-	-	4	3	7	85	8.2%
16	Student 16	-	7	-	-	7	114	6.1%
17	Student 17	2	1	-	-	3	85	3.5%
18	Student 18	2	-	-	4	6	121	4.9%
19	Student 19	-	5	-	3	8	94	8.5%
20	Student 20	-	2	3	-	5	80	6.2%
	Total	27	87	40	89	243	2.099	214.8%

Note:

OM: Omission

MF: Misformation

AD: Addition

MO: Misordering

Table 2. The findings of the Errors

No	Type of Error	Total errors	Percentage(%)
1	Omission	27	11.2%
2	Addition	87	35.8%
3	Misformation	40	16.45
4	Misordering	89	36.6%
	Total Errors	243	100%

DISCUSSION

Based on the table, there are four types of error analysis, there are:

1. Omission

The omission type of errors, according to Dulay (1982), are characterized by the absence of an item that must appear in a properly formed utterance. In this research, the researcher found there are 27 omission or 11.2% from 20 students who did writing task .

The example:

Students writing	Correction
I get ready to go school	I get ready to go to school
I go to class	I go to the class
I clean up school equipment	I clean up my school equipment

2. Addition

According to Dulay et al., addition is a type of error characterized by the presence of an item that cannot be included in a properly formed utterance. (1928).As we can see from the table, in the types of addition error there are 87 errors from 20 students who did writing task. The example:

Students writing	Correction
I am wear my school uniform	I wear my school uniform
I am always wake up at 07.00 am	I always wake up at 07.00 am
We are watch our favorite movie	We watch our favorite movie

3. Misformation

According to Dulay (1982), misformation errors are characterized by employing incorrect morpheme or structure forms. In this research, the researcher found 40 errors in misformation or 16.45% in percentage from 20 students who did writing task. The example:

Students writing	Correction
At 12.00 get i ready to pray	At 12.00 i get ready to pray
I always went to school at 07.00	I always go to school at 07.00
My teacher always angry in me class	My teacher always angry in my class

4. Misordering

According to Dulay et al. (1982), misordering is characterized by the incorrect placement of a group morpheme in an expression. There were 89 errors of misordering or can be percentage 36.6% from 20 students who did writing task . the example :

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Students writing	Correction
My teacher is name ummi nina	My teacher name is ummi nina
Morning i always breakfast before go to school	I always breakfast before go to school in every morning
I pray magrib	I do magrib pray

Based on the findings of the data analysis above, the total errors happened by fifth grade students, consist of 20 students, of MI Al Khairiyah kupang teba Bandar Lampung in writing daily activities , the type of errors happened can be divided into errors of omission, errors of addition, errors of misformation and errors of misordering. The result of this research that are errors were made by students can be percentage misordering (89 errors = 36.6%), followed by addition (87 errors = 35.8%), misformation (40 errors = 16.45%), and omission (27 errors = 11.2%).

CONCLUSION

Based on the result of the research has done, the researcher would like to present conclusion consist of several points that are related the statements of research question. There is the type of grammatical errors happened by fifth grade (20 students) of MI Al Khairiyah Kupang Teba Bandar Lampung in writing daily activities can be devined into errors of omission, errors of addition, errors of misformation, and errors of misordering.

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