

**AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE IN  
PARAGRAPH WRITING OF THE SECOND SEMESTER AT ENGLISH  
LANGUAGE EDUCATION AT ISLAMIC UNIVERSITY OF OGAN  
KOMERING ILIR KAYUAGUNG**

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**ABSTRACT**

The simple present tense is the most basic form that must be mastered by second-semester students of the Islamic University Ogan Komering Ilir Kayuagung. In addition, students are also required to write paragraphs using the simple present tense based on the syllabus. However, most students still have difficulty using the simple present tense in writing paragraphs. Therefore, the aim of this study was to identify the most dominant student errors in using the simple present tense. This research uses descriptive qualitative research methods. The research subjects involved the second-semester students of English Language Education at the Islamic University of Ogan Komering Ilir Kayuagung. The research instruments used a written test. Based on the calculation, it was found that 56.89% error of misformation, 15.51% error of addition, 13.79% error of omission, and 13.79% error of misordering made by the students.

Keywords: errors analysis, writing, simple present tense

**ABSTRAK**

*Simple present tense merupakan bentuk paling dasar yang harus dikuasai oleh mahasiswa semester dua Universitas Islam Ogan Komering Ilir Kayuagung. Selain itu, siswa juga diharuskan untuk menulis paragraf menggunakan simple present tense berdasarkan silabus. Namun demikian, sebagian besar siswa masih mengalami kesulitan dalam menggunakan simple present tense dalam penulisan paragraf. Oleh karena itu, tujuan dari penelitian ini untuk mengidentifikasi kesalahan siswa yang paling dominan dalam penggunaan simple present tense. Penelitian ini menggunakan metode penelitian kualitatif deskriptif. Subjek penelitian yang terlibat adalah mahasiswa Semester II Pendidikan Bahasa Inggris Universitas Islam Ogan Komering Ilir Kayuagung. Instrumen penelitian menggunakan tes tertulis. Instrumen penelitian menggunakan tes tertulis. Berdasarkan hasil perhitungan, ditemukan kesalahan kesalahan format 56.89%, kesalahan additionn 15.51%, kesalahan omission 13.79%, dan kesalahan misordering 13,79% yang dilakukan oleh siswa.*

**Kata kunci:** analisis kesalahan, penulisan, simple present tense

## INTRODUCTION

Writing is one of the tools used to communicate with each other. As supported by Hellen and Hafizh (2014, p. 42), writing is one of the important skills that should be acquired by students so that they can share information, thoughts, or ideas with readers. Wulandari (2015, p. 2) also states that a teacher should concern the writing skill in the school. In other words, writing has a significant role in communication so that people can share and express something in the written form. As one of the skills which have to be paid attention by the teacher, writing is still viewed as a complicated skill to be learned.

Tangpermpoon (2008, p. 1) explains that writing becomes the hardest skill for language learners because they need to understand the organization and the appropriate language use. Besides, Olson (1996, p. 13) cited in Astuti (2013, p. 2) explains that the writer expresses something logically although the steps of writing do not occur well, cleanly, and solicitous. It can be concluded that writing becomes the most complex skills because writing elements should be allowed in writing, namely the organization, vocabulary, grammar, and so on. Besides, the writing process is quite long so that it takes much time to make a good paragraph

or text. In relation to the problems of writing, Maharani (2017, p. 474) also says that several students have less motivation to write since they do not have an idea to be explored in the written form. Besides, they had difficulties choosing the right words, grammar, and arrange the sentences becoming the right concept so that they can deliver it. Syarif (2014, p.1) also adds that when students write syllables, independent clauses, and paragraphs at the same time, they need well knowledge and hard thinking. For some Indonesian students, to substitute the rule of sentence and combine the syllables into sentences is not an easy way. It indicates that they tend to get a problem with English grammar, especially tense. In short, in writing something into a good paragraph, the aspect of a language, for example, grammar (tense) is needed.

Tense, a part of grammar that functions to describe the story that happened needs to be learned by students. According to Grain in Susanti (2017, p. 3), the use of tense aims to show when it happens and to pretend as a native speaker. In short, to say something in the written form, tense is involved to arrange the ideas into the paragraph.

One of the tenses that the students must be required is simple present tense. Meilani and Nasir (2016, p. 10) state that a

simple present tense is a form of the verb for a declared fact, habits, or events that happened at this time, form verb is most commonly used in English.

In writing a paragraph, students sometimes make errors using the simple present tense. As stated by Indriani (2019, p.217), some students committed errors in doing their task using simple present tense. For example, "I am go to school". There is an error in that sentence; the correct one "I go to school". She also adds that one of the reasons for this error is because in Indonesian, the verb will change based on the changing of subject and adverb of time especially in the simple present tense. Thus, those examples are evidence that the students do not understand the rules and the usage of the simple present tense. English teachers must be aware of this and take steps to avoid these errors. One strategy that can be used is by using an error analysis in using the tenses made by students.

An error analysis is very crucial to indicate the type of errors made by students and factors that influence their errors. According to Siswoyo (2016, p. 8), error analysis is the way to know the lack of students in using the language. Based on errors' students, teachers can analyze and identify the students' errors so that it can

give beneficial feedback to design a process of language teaching and learning. In short, using error analysis, teachers can identify errors made by students.

Furthermore, Abdullah (2013, p. 10) has conducted research seeking errors committed by TESL college students in using simple present and simple past tenses in writing essays. The findings indicate that most students commit errors in grammar, namely agreement, tense, word class, and appropriate words. These types of errors include omission, addition, misinformation, and misordering. Next, Silalahi (2014, p. 153) has conducted research seeking error on sentence writing assignments by first years students in an IT university. It shows that most students made errors in an article, preposition, mechanics, words, agreement, auxiliary verb, plural form, verb form, and unmeaning utterances.

## METHODOLOGY

A qualitative descriptive method was applied. The subjects were the second semester of the English Language Study Program at Islamic University of Ogan Komering Ilir Kayuagung. To get the data, the researcher used a written test in which the researcher distributed the topics of describing someone, something, and place to the second semester of English Language

Education Study Program at Islamic University Ogan Komering Ilir. The researcher asked the subject to write a paragraph using a simple present paragraph based on the topic chosen. The written test used google form so that the students answered it directly based on the time given, which was for 1 hour.

To analyze the data, students' writing was used to identify the types of errors, surface taxonomy strategy, namely omission, addition, misformation, and misordering was applied. As supporting data, students' scores of the final exam were also used.

The data gained were interpreted descriptively and analyzed by using a percentage formula. The steps were done as follows. First, students' paragraph were read and checked in detail. Second, students' errors in writing paragraph were classified using table stated Omission (OM), Addition (AD), Misformation (MF), and Misordering (MO). The table was also asserted correction to show the correct sentences and to avoid students doing it. Third, the researcher counted the percentages of errors from 12 college students' writing. Finally, the four types of errors were summarized in the form of table by calculating all of the errors in the percentage form. In this research, the triangulation technique was

used to measure the trustworthiness of the instruments. The data triangulation was used to get the whole and more detailed information from the students about the result of writing simple present tense test and the error of the writing test. Another resource of the data as the support, the researcher took the score of the final exam from the lecturer. The methods applied by the researcher were unable to get more accurate data and more detailed information so that the researcher was able to draw a more accurate conclusion. The researcher used the data from the test and the final exam score were taken from the lecturer as the implementation of the data triangulation.

## FINDING AND DISCUSSION

In terms of students' error in paragraph writing using simple present tense, it was found four types of errors made by students that is explained detail as follows.

### 1) Omission

It was found that there were 7 sentence errors of omission. Most students omitted 's' or 'es' after using a third singular person (she, he, and it), did not add articles (a, an, and the) before a noun, and did not use to be (is, am, and are) before an adjective and so on. (See Table 4.1).

**Table 4.1**  
**Errors of Omission**

Actual Sentence	Correction
On the first floor two rooms	On the first floor, there are two rooms.
There a large, long sofa, TV.	There is a large, long sofa, and TV.

2) Addition

It was found that 9 sentence errors of addition. (See Table 4.2).

**Table 4.2**  
**Errors of Addition**

Actual Sentence	Correction
Dyah is a very nice friends	Dyah is a very nice friend.
I just have to leave for 30 minutes and I arrive there.	I have to leave for 30 minutes and I arrive there.

2) Misformation

After analyzing the college students' paragraph writing based on surface strategy taxonomy, it was found that 39 sentence errors of misformation. (See Table 4.3).

**Table 4.3**  
**Errors of Misformation**

Actual Sentence	Correction
They are my room and sister.	It's my room and my sister's room.
His favorite food is cakes and apple.	His favorite food are cake and apple.

4.) Misordering

It was found that 1 sentence error of misordering. (See Table 4.4).

**Table 4.4**  
**Errors of Misordering**

Actual Sentence	Correction
She has eyes black.	She has black eyes.

After analyzing students' errors in writing a paragraph, the researcher counted the error made by the students. It was explained in Table 4.5.

**Table 4.5**  
**The Percentage of the Error Types**

No	Types of Error	Total Errors	Percentage (%)
1.	Omission (OM)	8	13.79 %
2.	Addition (AD)	9	15.51 %
3.	Misformation (MF)	33	56.89 %
4.	Misordering (MO)	8	13.79 %
Total		58	100 %

Table 4.5 showed that 8 errors of misordering (13.79%), 33 errors of misformation (56.89%), 9 errors of addition (15.51%), and 8 errors of omission (13.79%) made by the students.

The result of analyzing the data indicated that the most common errors made by students is error of misformation with a total percentage of 56.89 %. Based on observation checklist, it can be concluded that students did not comprehend the use of simple present tense explained by the lecturer. This case happened because students did not understand in choosing the right words. Besides, they had less

knowledge to substitute verb in simple present tense form. The second error made by students was an addition with a total percentage of 15.51 %. It was occurred because students added a word that should not need to be added in the sentences. Then the third error made by students is omission with a total percentage of 13.79 %. In this term, students omitted the structure of the sentence that should be written in their sentence. The last, students made error in misordering part with total percentage of 13.79 %. This happened because of an incorrect placement in students' writing.

The result of students' writing in this study was related to the lecturers' measure of students' writing. The lecturer mentioned that students had difficulties in writing because they had less comprehension about the concept of simple present tense, tended to interpret words using Indonesian rule and seldom did writing activities. It was also supported by the students' score given by the lecturer. Based on the rubric writing score, students got score from 10-18. It meant that the students' score in terms of the content of the writing, the content of the paragraph were not good enough, not real, not factual, and undetail. From the language feature, it meant that the sentence ineffective, the structure of the sentence was wrong, and the

context inappropriate.

The result of this study was in line with Richards in Heydari and Bagheri (2012, p. 1584) mention that the causes of students' errors were interlingual errors and intralingual and developmental errors. In terms of interlingual errors, made errors because of the influence of their mother tongue interference so that they wrote a paragraph based on their mother tongue's rule. They mixed their language when they practiced writing. For example, the student wanted to write the public toilet, he/she wrote the toilet public. In terms of intralingual and developmental errors, the students had already learned about the simple present tense, but they had difficulty in following the rules of simple present tense because of the influence of their mother tongue structural rule and made them confused. For example, the subject of the third singular person (He, She, It) should be followed by Verb adding s or es. Meanwhile for the plural person (I, You, They, We) should be followed by a Verb. In fact, in their mother tongue, there was no difference in the rule in terms of the subject. As a result, the learner made some mistakes in writing.

To sum up, when the students wrote the paragraph, students made errors in the process of expressing their ideas in a written

form. The type of errors made by students were concerned on the taxonomy surface strategy including an omission, addition, misformation, and misordering. It was happened because of lack understanding the form of simple present tense when sharing information in written form, influences by their mother tongue in translating the word using Indonesian rule, and seldom wrote their daily activities. Besides, tudents made an error because of interlingual errors and intralingual and developmental errors.

## CONCLUSION

The use of simple present tense in writing a paragraph telling about daily activities and facts is necessary for college students. However, most students made errors in using simple present tense. This statement was supported by the data which showed 56.89 % errors of misformation, 15.51 % errors of addition, 13.79 % errors of omission, and 13.79% errors of misordering made by the students. It can be stated that second-semester students of the English Language Education Study Program at Islamic University of Ogan Komering Ilir Kayuagung had a difficulty to use simple present tense in writing a paragraph because of interlingual, intralingual, and developmental errors.

The researcher suggests first for the lectures; the researcher hopes that this research study can improve the lecturer's ability to help students in teaching writing in the class. The lecturers can use new method to teach grammar so that the students had comprehension about the use and form of simple present tense. Second, for the students; this research can be used to help students to identify errors they made so that they will be aware in making a paragraph and will use tenses carefully in their paragraph. Last, for others researcher; this research is expected used as a reference in next research about types errors based on others expert and different text.

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