


ANALYSING STUDENTS' ERROR IN SIMPLE PRESENT TENSE BASED ON SURFACE STRATEGY TAXONOMY AT THE THIRD GRADE OF SMP NEGERI 3 BONTOMARANNU

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: April 12, 2022 Revised: April 25, 2022 Accepted: May 5, 2022 Published: October 15, 2022</p> <p>Keywords: Student' Errors Simple Present Tense Surface Strategy Taxonomy</p>	<p>The purpose of this thesis was to analyze the types and total of error in simple present tense by using theory Surface Strategy Taxonomy. The subject of this research was the students' of MP Negeri 3 Bontomarannu of the third grade which consisted of 15 students. The research used quantitative descriptive method and used descriptive text to collect the data. To find out students' error the researcher used theory surface strategy taxonomy. The result of this research, the students still made the errors in simple present tense. The types of errors made by students in writing descriptive text was based on surface strategy taxonomy which classified into omission, addition, misformation, and misordering. Each type had total of error, 32 or 50% omission mistake, 17 or 26.56 % addition mistake, misformation 10 mistake with a percentage of 15.62 %, and 5 mistake of misordering with a percentage of 7.81%</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>How to cite: Indriana Widyaningsih, Nunung Anugrawati & Ilmiah. (2022). Analyzing Students' Error in Simple Present Tense Based on Surface Strategy Taxonomy at the Third Grade of SMP Negeri 3 Bontomarannu. Journal of Applied Linguistics Studies, Vol (1), 1-10. Retrieved From https://jurnal.fkip.unismuh.ac.id/index.php/jals/article/view/95</p>	
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INTRODUCTION

English is a universal language because it is used by most countries around the world as the main language. For many years students from another places around the world learning English. It takes a lot of effort to learn this language. Listening, speaking, reading, and writing are some of the abilities that must be learn and practiced in English. According to Tambunsaribu & Galingsing (2021) said that the English subject matter that is difficult for students to learn starts from the most difficult level, including; Grammar (66%), Speaking (22%), Listening (7%), Writing (4%), and Reading (1%). It says that grammar is one of the most difficult subjects to learn. Grammar is the key process in the order of words in a sentence, according to Brown in Kurniawan (2019:3). It explains how language forms and patterns. It also instructs us on how to make sentences correctly, including how to use words, verbs, noun

phrases, modifiers, and clauses in each sentence. In general, writing without grammar will be confusing, causing problems such as grammatical errors in writing. Grammar writing errors are still found in learning English. The researcher can take the conclusion that grammar is a difficult subject to understand. If students are good in grammar, they will understand and even do well at the productive skills of writing and speaking

Errors are an indicator that a learner does not comprehend the English rules. Errors, according to Harmer, are error that people can't fix on their own and hence require explanation. Without first making an error, the learner will be unable to know the English rules. Based on Dulay's (1982:152) description classification, there are four important and commonly used taxonomies for analyzing student errors. Linguistics Category Taxonomy, Surface Strategy Taxonomy, Comparative Taxonomy, and Communicative Effect Taxonomy.

On February 26, 2021, the researcher observed that students at SMP Negeri 3 Bontomarannu who had difficulties to understanding English, especially in terms of writing and grammar. According to the outcome of the student exam, it is apparent that the result falls below the English subject's minimal standard. In line with the prior explanations, the researcher wishes to undertake a study titled "Analysing Students' Error in Simple Present Tense Based on Surface Strategy Taxonomy at the Second Grade of SMP Negeri 3 Bontomarannu.

RESEARCH METHOD

A descriptive quantitative strategy was adopted in this study. It implies that quantitative research use numbers throughout the research process, from data collection to data description to study conclusion. It entailed gathering and interpreting objective information. According to (Sugiyono, 2008) that the type of descriptive analysis research is a statistic used to analyze data by describing the data that has been collected. The researcher took 15 students as research sample and used writing test to collect the data.

RESULT AND DISCUSSION

This part explains the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily. Several sub-chapters can be used to discuss the topic.

RESULT

1. The type of student error made by the students is writing descriptive paragraph

Based on the surface strategy taxonomy, the types of errors are classified into four main categories, namely: omission error, addition error, misformation errors, and misordering errors.

The researcher discovered 64 errors as a consequence of the students' written descriptives, which included omission and addition errors. Errors of misformation and

misordering. The study used fifteen students' texts as sources, all of whom were in third grade at SMP Negeri 3 Bontomarannu. Write those texts in different topics but in one theme to avoid them from each other. The errors studied in this study are based on Corder's idea of sorts of errors. The analysis types of error on students writing descriptive text as shown by the following.

a. Error of Omission

The data gathered from students' writing revealed that they made certain text errors. The lack of a needed item characterizes this sort of omission. There were 14 students that committed 32 omission errors. The data on student omission mistakes was gathered by the researcher. An example of a student's omission:

1) Omission of Article

We can keep books

It should be: We can keep the books.

2) Omission of "-s/-es" verb inflection

I am a girl with minus eye

It should be: I am a girl with minus eyes.

She like to play with it.

It should be: she likes to play with it.

b. Error of Addition

Errors of addition means is an example of an error in which some items are shown that should not be. In this study, there were eight students who made a total of 17 cases in addition. The researcher collected data on the students' error of addition. For example:

I often carry it to schools

It should be: I often carry it to school.

I always wear glasses everydays

It should be: I always wear glasses everyday

c. Error of Misformation

Error of misformation occurs when students apply morphemes or structures that are incorrect. There were 7 students that made 10 incorrect selections. The researcher collected data on student errors in incorrect choosing. For example:

The author of the book are Tere Liye.

It should be: the author of the book is Tere Liye.

A zipper in the center of it are made of cotton.

It should be: a zipper in the center of it is made of cotton.

The colour of the book are dominant green.

It should be: the colour of the book is dominant green.

d. Error of Missordering

Misordering errors are defined as those that present or arrange some or all of the items in a sentence incorrectly. In this study, 3 students used five different types of ordering in their work. For example:

I put on it the bed.

It should be: I put it on the bed.

I have a sister young.

It should be: I have a young sister.

2. The overall number of errors students make when writing descriptive paragraphs

Table. Types of Error

No.	Types of Errors	Score of Error	Percentage
1	Omission	32	50%
2	Addition	17	26.56%
3	Missformation	10	15.62%
4	Missordering	5	7.81%
Total		64	100%

Based on the table, the total error that made by students in writing descriptive paragraph were 64 error. The first type of error is omission, omission error is indicated by the absence of an item to display. There were fourteen students who made 32 or 50% error of omission. Errors of addition means is an example of an error in which some items are shown that should not be. In this study, there were eight students who made 17 or 26.56% error. Error of misformation occurs when students use the refers to an error in which part or all of the components in a phrase are presented incorrectly. In this study, there were seven ‘misordering errorstudents that made 10 or 15.62% errors. The last type was misordering, the term There were three students who made 5 or 7.81% error of misordering.

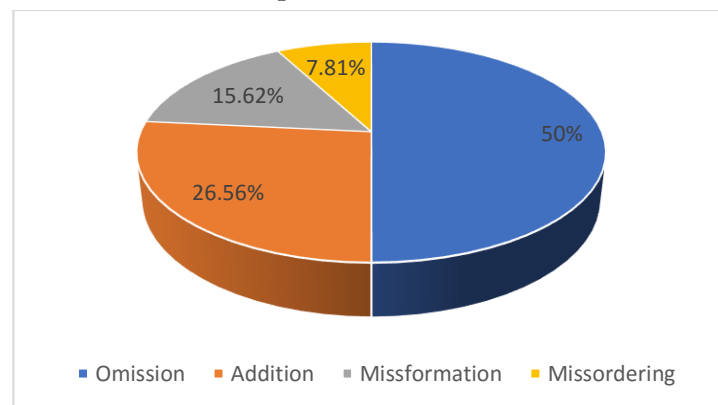


Fig. 1. Chart of the percentage of error

DISCUSSION

The interpretation of the findings from the study of kinds and total errors in students' descriptive writing is discussed in this section.

1. The Type of Students Error in Writing Descriptive Paragraph

The errors examined in this study are based on Corder's idea of sorts of errors. As can be seen from the table above, omission error earned the highest percentages. This indicates that this sort of inaccuracy was prevalent.

The first step to analyze the errors, all errors in the using of simple present tense in students' sentences were noticed by the researcher. Second, the researcher found that the students were making an error when writing descriptive paragraphs. The researcher then categorized all errors in Rahmawati based on Dulay (2019). Finally, the researcher identified the kind based on the classification of the students' descriptive paragraph errors.

The researcher found the students' inaccuracy when studying the data. Based on the result of the exam in this study, the researcher found 64 errors made by students' when writing descriptive paragraph. These classifications were used to identify the types of errors made by third-grade students at SMP Negeri 3 Bontomarannu.

The researcher used surface strategy taxonomy to categorize the error into different types of errors based on Dulay in Rahmawati (2019). Based on surface strategy taxonomy, there are four types of error: error of omission, error of addition, error of misformation, and error of misordering.

a. Omission

Based on the information gathered from the kids' writing, it was concluded that the student made an error when writing text. The study discovered that fourteen students made 32 omission errors. The act of eliminating components from each sentence results in the creation of a descriptive paragraph. Omissions can occur, according to Dulay et al in Rahmawati (2019:35), if there is evidence that grammatical morphemes (such as nouns and inflectional verbs, articles, and prepositions) are deleted more frequently than content morphemes that hold meaning.

According to the findings, the rate of errors of omission is 50%. This conclusion contrasts with that of Hendriyono (2019), who discovered that omission errors accounted for 18.29 percent of all student errors. The deletion of the article and "-s/-es" verb inflection were discovered by the researcher in the students' exams. The researcher gathered information on student mistakes of omission. A student's omission error as an example:

1) Omission of Article

Articles in English grammar are arranged of the words *a*, *an*, and *the*. The students in this study omit article *a* from their sentences. Here are some examples of student errors:

We can keep books

It should be: *We can keep the books.*

The students eliminate the article *the* from the previous sentence. Person, thing, and concept are examples of particular (clearly or previously defined) things. Smith (2014:90) states that *the* is followed by a countable or uncountable noun. When using single nouns or starting a phrase with a consonant sound, students must use the article "a" before the noun. When the next word begins with a vowel sound, the students use "an."

2) Omission of "-s/-es" verb inflection

When a verb in the simple present tense dropped "-s/-es," the researcher discovered certain inaccuracies. After the single subject, we can add "verbs + -s/-es" in the singular form. Almost every singular verb is created by adding "s" to the end of the verb.

In addition, "a,x,ch,th, and sh" should be replaced with "es" at the conclusion of verb 1 when it ends with "a,x,ch,th, and sh." Change "y" to I and add "es" to the verb end "y" following a consonant. Here's an example of a student's errors:*I am a girl with minus eye*

It should be: *I am a girl with minus eyes.*

b. Addition

In writing a descriptive paragraph, there are 17 addition errors. When an additional item that should not be in a well-formed phrase is present, errors in the addition category occur. It is a procedure in which a specific portion of language norms is added to a right sequence (correct phrase), in which some parts are shown that should not be displayed, according to Dulay in Rahmawati (2019). The students committed addition errors in several categories, including the addition of "-s/-es" verb inflection to "-s/-es" verb inflection to "-s/-es" verb inflection to "-s/-es" verb inflection to "-s/ Here are some instances of adding errors made by third-graders at SMP Negeri 3 Bontomarannu.

I often carry it to schools

It should be: *I often carry it to school.*

I always wear glasses every days

It should be: *I always wear glasses everyday*

c. Misformation

There are 64 faults in writing descriptive paragraphs in the misformation category. Dulay et al. (1982:150) claim that. An error occurs when a sentence deviates from the overall structure based on grammatical

form. As previously stated, missformation occurs when one grammatical form is substituted for another. The misformation category, according to the error table, has a proportion of 10%. According to Hendriyono (2018), students committed 53.65% of the errors in the missformation category. This indicates that the vast majority of students make an error in this area. The following is an example of third-grade students from SMP Negeri 3 Bonomarannu making misformation category errors.

In this study, the researcher found that To be error occurred when students did not follow the sentence form correctly. The following are examples of errors made by students.

1) Missformation of To Be

The author of the book are Tere Liye.

It should be: the author of the book is Tere Liye.

A zipper in the center of it are made of cotton.

It should be: a zipper in the center of it is made of cotton.

The colour of the book are dominant green.

It should be: the colour of the book is dominant green

The usage of "is" and "are" in the phrase above must be dependent on the noun and verb in the sentences. Singular nouns must be followed by (are), while plural nouns must be followed by (are) (is).

2) Misformation of article

It is necessary to utilize the words "is" and "are" in the phrase above. Misformation of an article is a sort of mistake that occurs when students are unable to employ an article in its proper form. The students in this study used the incorrect article an in their statements. Although it is erroneous, the students provide an article in the statement. Here's an example of an error committed by SMP Negeri 3 Bontomarannu third-graders:

There is an calendar.

There is a calendar, like it should be.

The students in the preceding phrase failed to place the article "a" on the singular noun and consonant sound. In this sentence, the article "an" should be replaced with "a."

d. Missordering

In writing descriptive paragraphs, there are 5 or 7.81 % errors in the Missordering category. According to Dulay in Yusuf (2015:10), missordering happens when a phrase is provided in the incorrect order; the statement may be correct in terms of presented contents but incorrectly sequenced.

I put on it the bed.

It should be: I put it on the bed

2. The total error that made by students in writing descriptive paragraph.

In the findings, the researcher calculated the percentage the percentage of each type of error found from students writing descriptive paragraph. The researcher calculated the percentage of each sort of inaccuracy identified in students writing descriptive paragraphs in the findings. According to the data, students committed a total of 64 errors when writing descriptive paragraphs. Based on the table, the total error that made by students in writing descriptive paragraph were 64 error. First types of error is omission, omission error is indicated by the absence of items that must be displayed. There were fourteen students who made 32 or 50% omission error. There is an addition issue that causes some components to be displayed that should not be. There were eight students in this research that produced 17 or 26.56 % errors. When students employ morphemes or wrong structure, they make a misformation error. There were seven students in this research that committed 10 or 15.62 % errors. The last type was misordering, error of misordering means an error that presents several or sorts sentence items. There were three students who made 5 or 7.81% misordering error.

CONCLUSION

Students in third grade at SMP Negeri 3 Bontomarannu frequently make the error of writing descriptive text in simple present tense. When the researcher invited the students to write a descriptive prose on "objects around us," they made the same mistakes. Based on the surface approach taxonomy, the sorts of errors committed by students in producing descriptive text were categorised as omission, addition, misformation, and misordering. Each type contained a total of 32 omission errors, 17 addition errors, 10 missformation errors, and 5 missordering errors. Each of the third-grade students at SMP Negeri 3 Bontomarannu committed several errors in the sorts of faults listed above.

The most common type of error made by third-grade students at SMP Negeri 3 Bontomarannu is omission, which accounts for 50% of total errors, followed by error of addition, which accounts for 26.56 %, missformation, which accounts for 15.62 %, and error of missordering, which accounts for 7.81 %

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