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## Error Analysis Using Simple Present Tense in Student's Descriptive Text at Twelveth Grade of Man 14 Jakarta

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**Abstract:** The purpose of this research is to find out the types of errors made by students of MAN 14 Jakarta, at twelfth grade in making descriptive text and find out what errors are most dominant made by students in making descriptive text. The writer used qualitative approach and the method used was descriptive qualitative. After analyzing students' errors, the writer can take the conclusions about the types of errors using the structure of the Simple Present Tense which is most done by students.

**Key Words:** simple present tense; descriptive text; writing; twelfth grade

**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan yang dibuat oleh siswa kelas 12 pada MAN 14 Jakarta dalam membuat teks deskriptif and untuk mengetahui jenis kesalahan apa yang paling banyak dibuat oleh siswa dalam pembuatan teks deskriptif. Penulis menggunakan pendekatan kualitatif dan metode yang digunakan adalah deskriptif kualitatif. Setelah menganalisa kesalahn siswa, penulis bisa menyimpulkan bahwa jenis kesalahan yang paling banyak dilakukan siswa dalam membuat teks deskriptif adalah kesalahan dalam menggunakan Simple Present Tense.

**Kata Kunci:** simple present tense; teks deskriptif; menulis; kelas dua belas

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## INTRODUCTION

Language is a tool communication in the form of sound symbol system produced by human speech tools. Language consists of a collection of words in which each word has an abstract meaning and relationship with a concept or object that is represented by those words. The use of this language is generally based on a set of rules so that the words spoken or written follow certain rules. Language intelligence is related to the ability to use language systems and functions in processing words, sentences, paragraphs, discourse of argumentation, narration, persuasion, description, analysis or exposure, and the ability to use various languages appropriately so as to produce new creativity in various forms and functions of language.

According to Wibowo (2001:3) Language is a meaningful sound symbol system and also articulates (produced by utterance) which has an arbitrary and conventional nature, which is used as a means of communication by a group of humans to be able to give birth to feelings and thoughts. From those statements above, it can be concluded that language is used in daily life for making interaction people use language, the form of sound symbol, in order that they can express their thought, idea, feeling, and intention to others.

There are four basics skills to be learned for every EFL students. There are listening, speaking, reading and writing skills. The writer takes writing skills as material to be researched. According to Pranoto (2004: 9) writing means pouring thoughts into written form or telling something to others through writing. Writing can also be interpreted as an expression or expression of feelings as outlined in written form. In other words, through the writing process we can communicate indirectly. Writing skill as one of the language skills that needs to be improved and practiced (Pentury et al., 2020).

Learning a second or foreign language is a challenging task (Zafari & Biria, 2014). In writing there are five kind of texts or essays which are taught in Senior High School, which are descriptive, narrative, recount, procedures, and report. Each genre has their own generic structure, purpose and language features. The writer takes Descriptive text as the writer's researched. Descriptive text is a text which says what a person or a thing is like. Its purposes is to describe and reveal a particular person, place, or thing. In a broad sense, descriptive as explained by Kane (s2000:352), is defined like in the following sentence: Description or descriptive is about sensory experience – how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Learning English language is truly different with Bahasa. It is because the structural is not the same with Bahasa because English needs tenses. The tenses that used in descriptive text are simple present tense. Simple present tense is one of several forms of present tense in English. It is used to describe habits, unchanging situations, general truths and fixed arrangements. In the simple present tense, most regular verbs use the root form, except in the third-person singular (which ends in –s) and for a few verbs, the third-person singular ends with –es instead of –s. Typically, these are verbs whose root form ends in o, ch, sh, th, ss, gh, or z.

The writer is interested in analyzing the errors made by students in those tenses, named simple present tense in student's descriptive text at twelveth grade of MAN 14 Jakarta.

## METHOD

The research method of this research is descriptive qualitative with a little quantification to determine the average of the score. Such procedure is taken to collect the data, which is Observation.

According to Nawawi and Martini (1992: 74) (Anggraeni & Pentury, 2018), "Observation is systematic observation and recording of elements which are appear in a symptom or symptoms on the object of study". In this observation, the researcher is involved with the daily activities of the person being observed or used as a source of research data. In this research, the writer uses the observation method named Complete Participation. The complete participation of the researcher has fully involved what the data sources do. In other words, this observation requires a natural place so that researcher is not seen doing a research.

### Participants

The participants are the students in twelveth grade of MAN 14 Jakarta. The object is the error analysis of using Simple Present Tense in student's descriptive text at Twelfth Grade of MAN 14 Jakarta. Their performance is specifically shown in their writing of descriptive text. In the covid-19 pandemic situation, it assessed from the paper they sent to the writer's email. The number of students assessed was 21.

### Sampling Procedures

Describe the procedures for selecting participants, including (a) the sampling methods if a systematics sampling plan was used; (b) the percentage the sample approached that participated; and (c) the number of participants selected themselves into the sample. Describe the settings and locations in which data were collected as well as any agreement and payment made to participants. When applying inferential statistics, take seriously the statistical power consideration associated with the test of hypothesis.

### Materials and Apparatus

Error analysis is a branch of applied linguistics. It is concerned with the compilation, study and analysis of errors made by second language learners and aims at investigating aspects of second language acquisition.

There are some procedures in error analysis that we have to pay attention. Based on Gass and Selinker (2008:13) procedures in Error Analysis consists of six steps, which are:

1. Collect the data. This steps typically done with written data, oral data can also serve as a base.
2. Identify the errors. What kind of error is it? (e.g incorrect sequence of tenses, wrong verb form, and singular verb form with plural subject)
3. Classify the errors. Is it an error of irregular verbs or else?
4. Quantify the errors. How many errors of each type that occur?
5. Analyze source. The researcher must to analyze the source of the errors based on the findings.
6. Remediate. To sum up, these procedures aim to analyze the language errors made by the second learner.

Descriptive Text is one type of text in English that clearly illustrates the characteristics inherent in something, be it human, animal, plant or inanimate objects. The purpose of this text is to provide clear information about the object described to the reader.

The descriptive text is really different from the other kinds of text. According to Friedman (2010), descriptive details mean to grab the reader's attention. A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers. From the explanation above, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually in simple present tense.

To guide the students in a descriptive writing, Gerot and Wignell (1994:208) gave the generic structure of descriptive writing, they are:

1. Identification: identifies phenomenon to be described.
2. Description: describes parts, qualities, characteristics.

The language features of descriptive text are:

1. Specific participant
2. Using simple present tense
3. Noun Phrase
4. Adjective

In describing the object, the author may use imaginative language, interesting comparisons, and images that appeal to the senses to make the reader easily form the object being described. Basically most of the words in descriptive writing are determiners, adjectives, and adverbials. To sum up, determining words, sentences, structure, and organization is very important to make the audience aware of descriptive writing purpose.

The present tense is a grammatical tense whose principal function is to locate a situation or event in present time. The term "present tense" is usually used in descriptions of specific languages to refer to a particular grammatical form or set of forms; these may have a variety of uses, not all 18 of which will necessarily refer to present time.

It is called "simple" because its basic form consists of a single word (like write or writes), in contrast with other present tense forms such as the present progressive (is writing) and present perfect (has written). For nearly all English verbs the simple present is identical to the base form (dictionary form) of the verb, except when the subject is third-person singular, in which case the ending -(e)s is added. There are a few verbs with irregular forms, the most notable being the copula be, which has the simple present forms am, is, and are.

Marcella Frank (1972:48) states that simple present tense is divided into three parts. They are:

- a. Express repeated action (includes the past, present, and future)
  - 1) General truth: The President of Indonesia is Joko Widodo..
  - 2) Custom: I take the motorcycle to the office.
- b. Express non-action (state or condition):
  - 1) She seems not in a good condition.
  - 2) He loves his wife.
  - 3) I love listening some music.
- c. Express future action (especially with verbs of arriving and departing):
  - 1) We leave tomorrow.
  - 2) The ship sails next week.

## Procedures

Researcher is the main instrument in qualitative research methods. One of the characteristics of qualitative research is the researcher which is me act as an instrument at the same time data leverage. Non-human instruments (such as Questionnaires, Interview

Guidelines, Observation and so on can be used, but its function is limited as a support the task of the researcher as a key instrument. Therefore in qualitative research the presence is important because the researcher must discuss it well with humans and non-humans in the research place. Related to research in the arena of research, is it actively involved or passive (Murni, 2017).

### Design or Data Analysis

The result of the research is there are still a lot of students making mistakes in using Simple Present Tense in their Descriptive Texts. From a total of 222 sentences of Descriptive Text that written by all students, the writer finds 44 sentences that contained errors. Based 44 sentences that containing errors, the writer found 53 errors in the using of Simple Present Tense in students' Descriptive Text.

Based on the total of errors that done by the students then the writer calculates the percentage of each error. Percentage calculations are performed using the formula:

$$P(A) = \frac{X}{N} \times 100\%$$

The writer interprets the types of errors in using the Simple Present Tense structure of each student error will be calculated using the formula above. To find out the results of each student's level of error based on the type of error, presented in the table collected and distribution of errors as follows:

**Table 1.** The Results of Each Student's Level of Error Based on The Type of Error

Text	Number of Sentences	Sentences that Containing An Erros	Number of Errors
1	17	3	4
2	11	2	2
3	28	4	4
4	18	1	1
5	13	3	3
6	17	4	8
7	15	1	1
8	17	3	3
9	10	5	6
10	8	2	3
11	7	1	1
12	10	8	9
13	19	3	3
14	11	2	2
15	21	2	3
<b>Total</b>	<b>222</b>	<b>44</b>	<b>53</b>

**Table 2.** Descriptive text table with the title "My Father"

Error	Reconstruction	Types of Errors
He love fish so much.	He loves fish so much.	Omission of Verb Agreement.
And the other hobby of him is watching television especially politic and criminal channel, he watch television until late night.	And the other hobby of him is watching television especially politic and criminal channel, he watches television until late night.	Omission of Verb Agreement.

His favorite music is dangdut music, he like to listening song from Rhoma Irama.	His favorite music is dangdut music, he likes to listening song from Rhoma Irama.	Omission of Verb Agreement.
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**Table 3.** Student error - descriptive text table with the title "cat"

Error	Reconstruction	Types of errors
Cat are so cute that they are made pets by everyone.	Cat is so cute that they are made pets by everyone	Misformation of To Be.
A cat have more than one child and the mother cat protects the child even if the mother is in danger	A cat has more than one child and the mother cat protects the child even if the mother is in danger.	Misformation of Verb Agreement

**Table 4.** Student error - descriptive text table with the title "My Mother"

ERROR	RECONSTRUCTION	TYPES OF ERRORS
I loves food made by her.	I love food made by her.	Addition of Verb Agreement.
She always pray for her children to success in her life.	She always prays for her children to success in her life.	Omission of Verb Agreement
She always think about her children.	She always thinks about her children	Omission of Verb Agreement
If the children is not well, she will be busy care for her.	If the children are not well, she will be busy care for her.	Misformation of To Be.

**Table 5.** Student error - descriptive text table with the title "My Beloved Mother"

ERROR	RECONSTRUCTION	TYPES OF ERRORS
She always help me in anything.	She always helps me in anything.	Ommision of verb agreemenr

**Table 6.** Student error - descriptive text table with the title "My Comel is Rabbits"

ERROR	RECONSTRUCTION	TYPES OF ERRORS
My Comel is Rabbits.	My Comel is a Rabbit.	Omission of Determiner.
My Comel is Rabbits. Their age is at least five months.	My Comel is a Rabbit. Their age are at least five months.	Addition of -s. Misformation of To Be

**Table 7.** Student error - descriptive text table with the title "My Mom"

ERROR	RECONSTRUCTION	TYPES OF ERROR
She has three daughter, me and my two sisters.	She has three daughters, me and my two sisters.	Omission of -s
She is housewife.	She is a housewife	Omission of Determiner.
He always struggle and resolved small problems in his household for the harmony of his family.	She always struggles and resolved small problems in her household for the harmony of her family.	Misordering of Noun.

He always struggle and resolved small problems in his household for the harmony of his family.	She always struggles and resolved small problems in her household for the harmony of her family.	Omission of Verb Agreement
He always struggle and resolved small problems in his household for the harmony of his family.	She always struggles and resolved small problems in her household for the harmony of her family.	Misformation of Pronoun.
He always struggle and resolved small problems in his household for the harmony of his family.	She always struggles and resolved small problems in her household for the harmony of her family.	Misformation of Pronou
Maybe sometimes my mother had or often scolded me but that was because she loved me.	Maybe sometimes my mother had or often scolded me but that was because she loves m	Misformation of Verb Agreement.
He just wants me to be a better, smarter person, and think about the future.	She just wants me to be a better, smarter person, and think about the future.	Misordering of Nou

**Table 8.** Student error - descriptive text table with the title "My Favorite Actor"

ERROR	RECONSTRUCTION	TYPES OF ERRORS
He is acting debut was in 2005.	His acting debut was in 2005.	Misformation of Pronoun

**Table 9.** Student error - descriptive text table with the title "Sifa, My Best Friend"

ERROR	RECONSTRUCTION	TYPES OF ERRORS
He is my best friend.	She is my best friend.	Misordering of Noun.
Sifa likes to joke and is silly.	Sifa likes to joke and she is silly.	Omission of Noun.
He always says don't leave Sifa when there is a problem.	She always says don't leave Sifa when there is a problem.	Misordering of Noun.

**Table 10.** Student error - descriptive text table with the title "My Mother"

ERROR	RECONSTRUCTION	TYPES OF ERROR
My mother like to cook.	My mother likes to cook.	Omission of Verb Agreement.
He is a person who ever gives up.	She is a person who ever gives up.	Misordering of Noun
Is optimistic and is hard worker.	She is optimistic	Omission of Noun.
is hard worker	She is hardworker	Omission of Noun
is hard worker	She is a hardworker	Omission of Determiner.
She raised her child alone because her husband had died.	She raises her child alone because her husband had died.	Misformation of Verb Agreement

**Table 11.** Student error - descriptive text table with the title "Rabbit"

<b>ERROR</b>	<b>RECONSTRUCTION</b>	<b>TYPES OF ERROR</b>
Rabbit eat vegetables.	Rabbit eats vegetables.	Omission of Verb Agreement.
Rabbit are very cute and interesting animals.	Rabbit is very cute and interesting animals.	Misformation of To Be.
Rabbit are very cute and interesting animals.	Rabbit are very cute and interesting animal.	Addition of -s

**Table 12.** Student error - descriptive text table with the title "My Best friend"

<b>ERROR</b>	<b>RECONSTRUCTION</b>	<b>TYPES OF ERROR</b>
Her name Nanda Azahra.	Her name is Nanda Azahra.	Omission of To Be.

**Table 13.** Student error - descriptive text table with the title "My Chairmate, Rifka"

<b>ERROR</b>	<b>RECONSTRUCTION</b>	<b>TYPES OF ERRORS</b>
She is Rifka Amelia, her nickname Rifka.	She is Rifka Amelia, her nickname is Rifka.	Omission of To Be.
He has round faceshape, dimples with black eyes and white skin.	She has round faceshape, dimples with black eyes and white skin.	Misordering of Noun
He is the first of 5 children.	She is the first of 5 children.	Misordering of Noun.
Rifka has fussy nature, is assertive in thing like group work, likes to get angry when her mood is not good and she is active.	Rifka has fussy nature, she is assertive in thing like group work, she likes to get angry when her mood is not good and she is active.	Omission of Noun.
He has favorite food that is kebuli rice and he doesn't like seafood.	She has favorite food that is kebuli rice and She doesn't like seafood.	Misordering of Noun.
He has a hobby which is reading.	She has a hobby which is reading.	Misordering of Noun.
The thing he hates the most is Lizards.	The thing she hates the most is Lizards.	Misordering of Noun.
The thing he hates the most is Lizards.	The thing he hates the most is Lizard.	Addition of -s.

**Table 14.** Student error - descriptive text table with the title "A Little Cousin"

<b>ERROR</b>	<b>RECONSTRUCTION</b>	<b>TYPES OF ERRORS</b>
Every days he ask everyone in my home to play hide and seek with him.	Every day he asks everyone in my home to play hide and seek with him.	Omission of Verb Agreement.
He also have a pet.	He also has a pet.	Misformation of Verb Agreement.
He's doesn't like papaya.	He doesn't like papaya.	Addition of To Be (is).
He has pleasing soul and such a nicest boy even if you meet he for the first time.	He has pleasing soul and such a nicest boy even if you meet him for the first time.	Misformation of Pronoun

**Table 15.** Student error - descriptive text table with the title "My Mother"

ERROR	RECONSTRUCTION	TYPES OF ERRORS
She has a white skin, small eyes and pointed nose.	She has white skin, small eyes and pointed nose.	Addition of Determiner.
My mother like to cook.	My mother likes to cook.	Omission of Verb Agreement.

**Table 16.** Student error - Descriptive text table with the title "The Name Is Surili"

ERROR	RECONSTRUCTION	TYPES OF ERRORS
Newborn Surili hairs are white with black lines from head to fail.	Newborn Surili hair are white with black lines from head to fail.	Addition of -s.
Newborn Surilli hairs are white with black lines from head to fail.	Newborn Surilli hair is white with black lines from head to to fail.	Misformation of To Be

Based on the table the writer finds four types of Simple Present Tense errors in students' Descriptive Text, the first error is Misformation of 25% with the number of errors reaching 13 errors out of a total of 52 errors, the second error is Misordering of 19,2% with the number of errors reaching 10 errors out of a total 52 errors, the third error is Omission of 42,3% with the number of errors reaching 22 errors out of a total 52 errors and the last error is Addition of 15,3% with the number of errors reaching 8 errors out of a total 52 errors. It can be concluded that the biggest error students have made in Omission category by percentage 42,3% and the least error students have made in Addition category by percentage 15,3%.

## Conclusion

The results of the research show that there are errors in using Simple Present Tense in students' Descriptive Text by classifying these errors into Error in Misformation 25% with the number of errors reaching 13 errors, Error in Misordering 19,2% with the number of errors reaching 10 errors, Error in Omission 42,3% with the number of errors reaching 22 errors and Error in Addition 15,3% with the number of errors reaching 8 errors.

Many errors occur because according to the writer, students still think learning English is difficult so they lack of knowledge about English. Lack of knowledge about English makes many errors even though it is only the basic errors. The other factors that influence the errors are differences in the structure of language that exists in our mother tongue structural and English structural and the last one is the lack of vocabulary.

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