

# STUDENTS' WRITING OF SIMPLE PRESENT TENSE SENTENCES: AN ERROR ANALYSIS

**GatotSubroto, S.S., M.Pd.**

Lecturer of English Language Study Program

UniversitasMaritim Raja Ali Haji

Email: [zuga21@ymail.com](mailto:zuga21@ymail.com), HP. +62813 5736 5432

## Abstrak

Penelitian ini dimaksudkan untuk memaparkan jenis-jenis kesalahan yang dilakukan oleh siswa dalam menulis kalimat simple present tense dan untuk mengetahui jenis-jenis kesalahan manasajakah yang sering dilakukan oleh siswa tersebut. Sejalan dengan tujuan tersebut, jenis-jenis kesalahan yang dipaparkan oleh Dulay, Burt, and Krashen (1982:146) digunakan oleh peneliti sebagai landasan teori. Terdapat 4 (empat) jenis-jenis kesalahan yang dipaparkan oleh Dulay, Burt, and Krashenyaitu: (1) omission, (2) addition, (3) misformation, dan (4) misordering. Metode deskriptif dipakai untuk menjawab permasalahan-permasalahan penelitian melalui pendekatan kualitatif. Data dalam penelitian ini adalah hasil tulisan karangan siswa berhubungan dengan penggunaan simple present tense. Subjek penelitian ini adalah siswa kelas VIII<sup>1</sup> SMPN 4 Tanjungpinang Tahun Akademik 2011/2012 sejumlah 37 siswa. Teknik dokumentasi digunakan untuk mengumpulkan data dalam penelitian ini. Hasil penelitian ini secara umum menunjukkan bahwa siswa melakukan 4 (empat) jenis-jenis kesalahan yang dipaparkan oleh Dulay, Burt, and Krashen. Dari keempat jenis kesalahan yang dilakukan oleh siswa, ada dua jenis kesalahan yang sering dilakukan oleh mereka. Hal tersebut dapat dilihat dari hasil persentase masing-masing jenis kesalahan sebagai berikut: 40% untuk kesalahan omission, 14,29% untuk kesalahan addition, 41,21% untuk kesalahan misformation, dan 4,39% untuk kesalahan misodering.

**Keywords:** *errors, kinds of errors, writing, simple present tense, sentence*

## 1. INTRODUCTION

English is a language used for international communication. It is also admitted as an international language because most of the countries all over the world teach English to their people. It becomes one of the languages learnt widely by the people in this world.

Johnson (2001: 3) states that “. . . there are about a billion people in the world today learning English as a foreign language.”

In our country, English has become one of the subjects which is taught in almost all educational institutions. Nowadays, we can find English is being taught in

elementary, junior high, and senior high schools, also at university, even at the kindergarten. As we all know, there are four language skills in learning.

English should be mastered by the students namely listening, speaking, writing, and reading.

Nowadays, the ability of junior high school students, especially in writing English, is not satisfying enough. They could not write in English well. When we look at the fact that they have been taught English for several years, they should have a sufficient writing ability in that target language, i.e. English. Commonly the students often make errors in the writing process, because writing is not an easy job for them to do. When they are trying to put what is in their minds into word, they are always confused about how to begin and to arrange their words, what pattern to use, and so forth.

Besides, many students were still lack of vocabulary, so they always write the same words that can make the readers bored to read their writing. Many students also had low ability in

expressing their ideas, thought in written language. It could be happened because there was not enough exercises given to the students. However, the most probable dominant factor is the teaching materials, which are given by the teacher. Wingard (1981:159) states that “English course-books often lack ideas for written practice. One possibility is to take a situation described in the textbook and get students to describe their own situation in a parallel way. Often, however, written work is concentrated too heavily at the personal level, and this can quickly become boring.” According to the statement above, it is clear that the teaching materials are also important for the students’ achievement in writing subject. Enough exercises must be given to the students to develop their writing ability.

## 2. THEORETICAL REVIEW

Some theories were used as guidelines in conducting this study, namely definition of error, error analysis, and kinds of errors.

## Definition of Error

In relation to the term of errors, Brown (1980:165) defined that, "An errors is a noticeable deviation from the adult grammar of narrative speaker reflecting the inter-language competence of the learner." Dulay, Burt and Krashen (1982:138) further said that: "conversation or composition that deviates from some selected norms of mature language performance." Another linguist, Burt and Kiparsky (1972:10) used the term "goof" that means, "an error, students tend to make in learning a second language, for which no blame is implied." Corder (1973:257) stated that: "Errors are breaches of the code, meaning they are against the grammatical rules of the language and result in unacceptable utterances." Based on the statements above, we knew that there are different points of view about error. One linguist has his own idea about error, and speech or writing. However, those linguists have the same perception about error made by students who learn the second language.

In second language learning, errors occur because the learner has no internalized the grammar of the second language. In other words, they arise out of lack of competence, therefore errors are systematic. Furthermore, Corder (1973) made a distinction between errors, mistakes, and lapses. Mistakes arise when the speakers fail to match the language to the situation and result in inappropriate utterances. Lapses on the other hand, arise out of tiredness, nervousness, or strain, which result in slips of the tongue, false start, confusion of structures, etc. Both mistakes and lapses are not systematic and belong to phenomenon of performance.

## Error Analysis

A number of studies had been conducted to fine out the area of difficulties that learners face in acquiring or learning a language. Wilkins (1980:197) said that, "The errors that occur in learning and using of a foreign language are caused by the interference of the mother tongue." Lado in Wilkins has the same idea about the role of the first language toward the new

language. He (1980:198) said that: "Individuals tend to transfer the forms and meanings and the distribution of form and meaning of their native language and culture both productively when attempting to speak the language and act in the culture, and receptively when attempting to grasp and understand the language and the culture." Based on this statement, it could be said that the foreign language learners often made errors in their learning because of the interference of their first language.

However, the first language is not the only cause of the students' errors. Many researchers had proved conclusively that the traditional contrastive analysis of two grammars can not predict the frequency and hierarchy of learners' errors. From the recent investigation, they found that even though some errors are direct result of the first language interference, the percentage is not as large as had been believed. It meant that the errors are not only the result of the interference from the first language but also the result of some

problems in the acquisition of the second language itself.

Since the theory of contrastive analysis is not effective anymore in analyzing the errors, and then a new theory that is called "Errors Analysis" appears. Errors analysis can be characterized as an attempt to account for learners' errors that could not be explained by contrastive analysis and to help language teachers in teaching and learning process.

Errors analysis and contrastive analysis had different points of view. Contrastive analysis begins with the prediction of the learners' errors, while error analysis begun from which the learners' learning problems can be inferred. In error analysis, errors are attributable to all possible sources, not just those resulting from the native language. Brown (1980:178) stated that: "Errors can arise from some sources; inter-lingual transfer, intra-lingual transfer, context of learning, and communication strategies." Ellis (1986:51) further said that: "Traditionally, the goals of error analysis are pedagogic. Errors provide

information that can be used to sequence items for teaching or to devise remedial lesson.” In another word, error analysis could be used as a means of analysis the errors made by the learners.

So far, there were two types of error analysis in which each of them has its own purposes. The two types of error analysis were traditional error analysis and revised error analysis. The main purpose of the traditional error analysis was to get feedback for textbook writing and teaching technique improvement. By showing the learners’ errors, it was expected that error analysis will help the teacher in:

Determining teaching materials hierarchy. Determining emphasis in explanation and exercise.

Preparing a program for remedial teaching. Choosing the appropriate points to evaluate students’ language mastery. The revised error analysis, Corder (1990:95) stated that, ‘it has two main purposes. The theoretical purpose refers to an attempt to learn the second language process, which is related to psycholinguistics, child language

acquisition, etc. While the practical purpose is just the same as what the traditional error analysis has.” It was clear that there were two aims of error analysis, namely theoretical and practical aims.

#### Kinds of Errors

It is difficult to classify error precisely. Up to now, there is no categorization, which is simple and agreed upon by all analysis. Every analyst seemed to have his own approach in classifying errors. This may make researchers had different findings from the same data with respect to the ways in categorizing errors.

Richard (1971:166) proposed a three-way classification of errors, i.e. the interference, the intra-lingual errors, and developmental errors. He defined that the interference errors are those caused by the influence of the learners’ mother tongue on his production of the target language in presumably those areas where the languages clearly differ. The intra-lingual errors were those originating within the structure of English itself, and the developmental

errors reflected the strategies by which the learner acquires the language.

Dulay, Burt, and Krashen (1982:146), classified errors into four categories, namely: communication effect, linguistic category, surface strategy, and comparative analysis. The explanation of each category could be seen as stated below.

#### Communicative Effect Taxonomy

This classification deals with “errors from the perspective of their effect on the learner or reader”.

#### Linguistic Category Taxonomy

This classification classifies errors in respect to the “language component or the particular linguistic constituent the error affect.”

#### Surface Strategy Taxonomy

This taxonomy highlights “the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or disorder them.” The types of errors, which belong to surface strategies taxonomy were omission, addition, misformation, and misordering.

#### Omission

This type of errors is characterized by “the absence of an item that must appear in a well-formed utterance”. For example, “He is study English.” In this sentence, the learner omits -ing form. The correct form is “He is studying English.”

#### Addition

This error is characterized by “the presence of an item, which must not appear in a well-formed utterance.” For example, “She does not studies English.” Here, present tense is marked in both auxiliary and the verb. The correct sentence is “She does not study English.”

#### Misformation

This error is characterized by “the use of the wrong form of the morpheme or structure.” For example, “Some mans are playing football.” In this sentence, a regular plural marker is used in the place of an irregular one. The correct sentence is “Some men are playing football.”

#### Misordering

This error is characterized by “the incorrect placement of a morpheme or a

group of morphemes in an utterance.” For example, “what you are doing?” In this interrogative sentence, the verb is placed after the subject. The correct sentence is “What are you doing?”

#### Comparative Taxonomy

Dulay, Burt and Krashen (1982:163) said that, “the classification of errors in a comparative taxonomy is based on comparisons between the structures of 1st, 2nd errors, and certain other types of construction.”

### 3. RESEARCH METHOD

In this study, descriptive method is used to answer the problems through qualitative approach. This method is used in studying the errors made by the eighth grade students of SMPN 4 Tanjungpinang. The qualitative approach is used because the data of this study are in the form of words and not in the form of numbers. Miles and Huberman (1984:15) state, qualitative data is in the form of words and not in the form of numbers. Furthermore, Taylor and Bogdan (1984:5) state that qualitative methodologies refer to research procedures which produce

descriptive data; people own written or spoken words observable behavior.

#### Object of the Study

The object of this study is the students’ writing in applying simple present tense.

#### Subject of the Study

The subjects of this study are the eighth grade students of SMPN 4 Tanjungpinang in Academic Year 2011/2012. There are 37 students in class VIII<sup>1</sup>, 21 male and 16 female students. It is expected that from such number there would be more and detailed explanation about kinds of errors made by the students.

#### Data Collecting Technique

In this study, one data collecting technique is applied, namely documentation.

#### *Documentation*

In doing this study, the researcher distributed the students’ writing in using simple present tense. By distributing their writing assignments, the researcher gets more exact data for his study. Then, he know how far they are able to apply the rules of grammar appropriately. He

chooses the writing assignments and uses them as the source of his data.

#### Data Analysing Technique

According to the research model, i.e. descriptive quantitative model, about the errors made by the eighth grade students in writing simple present tense sentences, the collected data is analyzed with the narrative qualitative method. There are three phases in analysing the data, namely: identification of errors, classification of errors into error types, and tabulation.

#### *Identification of Errors*

Identification of error refers to the identification of any deviation writing in using simple present tense found in the student writing. When the students' writing is not in agreement with the English grammar rules it is regarded and identified as errors. All the errors are counted to know the total number of errors made by the students.

#### *Classification of Errors into Error Types*

The errors are then classified into the types of errors. Based on the surface strategy taxonomy, Dulay (1982:150)

gives emphasis on the ways surface structure is altered. "Learner may omit necessary item or add unnecessary ones; they may misform items or misorder them." Therefore, the classification of the errors in this research is done based on the surface strategy taxonomy in which errors described into four types, i.e. errors of omission, errors of addition, errors of misformation, and errors of misordering.

#### *Tabulation*

This technique is used to analyze the errors made by the second year students in writing simple present tense sentences. The frequency of occurrence of errors previously identified is counted, tabulated, and presented in the form of percentage. In this study, the researcher uses a formula as listed below (Sudjana, 1989:40).

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

Notes: P = Percentage

F = Frequency of score

N = the total of score

#### **4. FINDINGS AND DISCUSSION**

This study was designed to know the students' errors in writing simple present



tense sentences. As stated in the preceding discussion, the data were collected by distributing the students' writing. In analysing the data collected, the researcher done the phases mention earlier, i.e. identifying the errors made by students, determining and classifying the errors into four categories.

The result of the identification of the errors made by the students was 182 errors. These errors were then classified into four categories based on Dulay's, Burt's, and Krashen's theory. The four categories are errors of omission, addition, misformation, and misordering. Finally, each category would be calculated to know the errors

made by the students frequently. It had to be pointed out here that a sentence might contain more than one errors; consequently in such a case the same sentence was listed in different tables under different headings.

The first type of errors is omission. These errors were identified by the absence of one or more items that must appear in a well-formed sentence. The total errors of this typewere 73. The list of errors of omission made by the students could be seen in the following table.

Table 1  
Errors of omission

No.	Actual sentences	Correction
1.	I was born 03 April 1999.	I was born on 3 <sup>rd</sup> April 1999.
2.	My hobby is play badminton.	My hobby is playing badminton.
3.	My name Apriko.	My name <u>is</u> Apriko.
4.	My father <u>work</u> in the workshop and my mother house wife.	My father works in workshop and my mother is a house wife.
5.	I think <u>thats</u> all about my family.	I think that's all about my family.
6.	My mother thirty-six years old.	My mother is thirty-six years old.
7.	My <u>father</u> name Ahmad Abidin.	My father's name is Ahmad Abidin.
8.	My <u>mother</u> name Sulaika.	My mother's name is Sulaika.
9.	<u>She work</u> a house wife.	My mother is a house wife.
10.	My <u>brother</u> is name Ibnu Hidayat.	My brother's name is Ibnu Hidayat.
11.	He is class 9.4.	He is <u>in</u> class 9.4.
12.	My <u>father</u> name is Zulkifli.	My father's name is Zulkifli.

13.	My <u>mother</u> name is Raini.	My mother's name is Raini.
14.	Her house wife.	My mother is a house wife.
15.	I was born <u>24th Sept</u> 1997.	I was born on 24 <sup>th</sup> September 1997.
16.	I'm <u>14 year</u> old.	I'm 14 years old.
17.	My sister <u>study</u> at SMAN 1 Tanjungpinang .	My sister studies at SMAN 1 Tanjungpinang.
18.	My sister <u>like</u> to help me to do my homework.	My sister likes to help me to do my homework.
19.	My father <u>say</u> it <u>keepsafety</u> at home.	My father says it keeps safe at home.
20.	I am happy live together my family.	I am happy to live with my family.
21.	I live <u>in</u> Kuantan street number 6.	I live at Kuantan street number 6.
22.	My <u>mother</u> job is civil servant.	My mother's job is a civil servant.
23.	She work in the hospital as nurse.	She works in Hospital as a nurse.
24.	My father is a <u>police</u> .	My father is a policeman.
25.	My first sister <u>work</u> <u>in</u> Bank.	My first sister works at a bank.
26.	She not yet married.	She <u>is</u> not married yet.
27.	I don't know, why she not yet married.	I don't know why she <u>is</u> not married yet.
28.	Maybe she doesn't want to married.	Maybe she doesn't want to <u>get</u> married.
29.	My younger <u>sister</u> name is Sri Deva Salsabila.	My younger sister's name is Sri Deva Salsabila.
30.	I have two	I have two

	younger <u>brother</u> .	younger brothers.
31.	My first younger <u>brother</u> named Rizky Chandra Prayoga.	My first younger brother's name is Rizky Chandra Prayoga.
32.	My second younger <u>brother</u> name AryaBintangR aditya.	My second younger brother's name is AryaBintangRadit ya.
33.	My first younger brother is <u>11 old</u> .	My first younger brother is 11 years old.
34.	My second younger brother <u>3 old</u> .	My second younger brother is 3 years old.
35.	My father is <u>49 old</u> .	My father is 49 years old.
36.	My mother is <u>38 old</u> .	My mother is 38 years old.
37.	I have parents, one sister and twin <u>brother</u> .	I have parents, one sister and twin brothers.
38.	My father <u>work</u> at CV. AnugrahSejati.	My father works in CV. AnugrahSejati.
39.	I have one father, one mother and two <u>sister</u> .	I have one father, one mother, and two sisters.
40.	My <u>father</u> name is Susilo.	My father's name is Susilo.
41.	My <u>mother</u> name is Rukian.	My mother's name is Rukian.
42.	My <u>sister</u> name is UciPratiwi and NoviaAyu.	My sisters' names are UciPratiwi and NoviaAyu.
43.	My <u>hobby</u> is reading novel and swimming.	My hobbies are reading novel and swimming.
44.	My <u>father</u> name is Nusirwan.	My father's name is Nusirwan.
45.	My younger <u>brother</u> name is ZakiIhwan.	My younger brother's name is ZakiIhwan.
46.	My mother	My mother works

	<u>workin</u> MAN as economic teacher.	at MAN as Economic teacher.
47.	She always busy at school and at home.	She <u>is</u> always busy at school and at home.
48.	He goes work every morning.	He goes <u>to</u> work every morning.
49.	My <u>father</u> name is Syamsurial.	My father's name is Syamsurial.
50.	My <u>mother</u> name is Purnamiety.	My mother's name is Purnamiety.
51.	There, very beautiful.	They <u>are</u> very beautiful.
52.	My family <u>lived</u> at Anggrek Merah Street.	My family lives at Anggrek Merah street.
53.	My family always <u>moved</u> to another town.	My family always moves to another town.
54.	My <u>brother</u> name is Dicky.	My brother's name is Dicky.
55.	My father <u>work</u> at Kodim.	My father works at Kodim.
56.	My father not a soldier.	My father <u>is</u> not a soldier.
57.	Because my face <u>resemble</u> with my mom.	Because my face resembles with my mom.
58.	My name Nikita Chanika.	My name <u>is</u> Nikita Chanika.
59.	My <u>brother</u> name is M. Syahtir.	My brother's name is M. Syahtir.
60.	I live with my <u>parent</u> .	I live with my parents.
61.	My <u>mother</u> name is Eka Sari.	My mother's name is Eka Sari.
62.	My <u>father</u> name is Afrison.	My father's name is Afrison.
63.	My <u>father</u> name is Ultra.	My father's name is Ultra.

64.	My father <u>work</u> at Lagoi.	My father works at Lagoi.
65.	<u>He's</u> name is Arif Riski Prayogi.	His name is Arif Rizki Prayogi.
66.	Adel is Twelve years old and Tazqia two years old.	Adel is twelve years old and Tazqia <u>is</u> two years old.
67.	My <u>sister</u> name is Maya and Eldira.	My sisters' names are Maya and Eldira.
68.	Her <u>name</u> are Amel ya and Syahbella.	Their names are Amelya and Syahbella.
69.	He is very care <u>for</u> me.	He is very care to me.
70.	Ghazali looked after by my aunt.	Ghazali <u>is</u> looked after by my aunt.
71.	My <u>sister</u> name is Jane Indi.	My sister's name is Jane Indi.
72.	My <u>father</u> name is Joko.	My father's name is Joko.
73.	<u>Mymother</u> name is Ernawati, S, Psi.	My mother's name is Ernawati, S.Psi.

The second type of errors is addition. These errors were characterized by the presence of one or more items in a well-formed sentence. The total errors of this type were 26. The list of errors of omission made by the students could be seen in the table below.

Table 2  
Errors of addition

No.	Actual sentences	Correction
1.	I'm sometimes study and <u>sometimes</u> play game.	I sometimes study and play games.
2.	My mother in	My mother

	one day swiping sometimes wash the plate.	usually sweeps the floor and washes the dishes everyday.
3.	My <u>friend's</u> call me dam.	My friends call me Dam.
4.	I have brother and sister they are very <u>happily</u> .	I have brother and sister, they are very happy.
5.	There are <u>agood</u> parents.	They are good parents.
6.	He <u>is</u> schools at SMPN 4 Tanjungpinang .	He studies at SMPN 4 Tanjungpinang.
7.	I and my brother like to <u>plays</u> badminton.	My brother and I like to play badminton.
8.	My house is not <u>very very</u> big but I'm happy to live at there.	My house is not very big but I'm happy to live there.
9.	I and my family spent the holiday to go the beach.	My family and I spend the holiday at the beach.
10.	I think, <u>that</u> she is my family too.	I think, she is my family too.
11.	My mother morebusy than my father.	My mother is busier than my father.
12.	I am a first <u>children</u> in my family.	I am the first child in my family.
13.	We always <u>joking</u> together.	We always joke together.
14.	Sometimes I <u>amplay</u> the bicycle with my nephew.	Sometimes, I play bicycle with my nephew.
15.	My sister is <u>an</u> SMAN 2 student.	My sister is SMAN 2 student.
16.	My father <u>job</u> is a staff of Telkom.	My father is a staff in Telkom.

17.	I have <u>one</u> father, <u>one</u> mother, and two sister.	I have father, mother, and two sisters.
18.	My cat <u>very</u> <u>very</u> cute and naughty.	My cat is very cute and naughty.
19.	All members in my family <u>used</u> Pangabea n's name except my mother.	All members in my family use Pangabea's name except my mother.
20.	I <u>am</u> clean the house and <u>to</u> help my parents job.	I clean the house and help my parents' job.
21.	<u>Everyday</u> , get up to the <u>badroom</u> at 05.00 and go to the school 06.30 a.m .	I get up at 5 o'clock and go to school at 6.30 a.m.
22.	My mother <u>job</u> is a civil servant.	My mother is a civil servant.
23.	He <u>is</u> school at SDN 004 Bukit Bestari.	He studies at SDN 004 Bukit Bestari.
24.	My <u>father's</u> <u>job</u> is staff PLN.	My father is a PLN staff.
25.	My <u>brother's</u> <u>job</u> is a student also my <u>sister's</u> <u>job</u> is a students.	My brother and sister are students.
26.	I <u>mh</u> ave younger sisters.	I have younger sister.

The third type of errors is misformation. The errors of misformation were characterized by the use of wrong form of the morpheme or structure. The total errors of this type were 75. The list of

errors of omission made by the students could be seen in the following table.

Table 3  
Errors of misformation

No	Actual sentences	Correction
1.	I live in <u>in jalan</u> Batam no.21, sei jang.	I live at Batam street number 21, Sei jang, Tanjungpinang.
2.	I school in the SMPN 4 Tanjungpinang .	I study at SMPN 4 Tanjungpinang.
3.	She school in the Gontor (Jawa Tengah)	She studies in Gontor, Jawa Tengah.
4.	He is job in SMAN 1 Tanjungpinang .	He works at SMAN 1 Tanjungpinang.
5.	He is job in SMKN 2 Tanjungpinang .	She works at SMKN 2 Tanjungpinang.
6.	I like to tell you about my family.	I want to tell you about my family.
7.	I was born 26 <sup>th</sup> <u>Agust</u> 1998.	I was born on 26 <sup>th</sup> August 1998.
8.	I am school in SMPN 4 Tanjungpinang .	I study at SMPN 4 Tanjungpinang.
9.	My father is Pertamina servant.	My father works in Pertamina servant.
10.	I'm <u>thirtin</u> years old now.	I'm thirteen years old now.
11.	My family including big family.	My family is a big family.
12.	I love my family, because <u>thereare</u> a good family.	I love my family, because they are good family.
13.	I'm school in SMPN 4	I study at SMPN 4 Tanjungpinang.
	Tanjungpinang .	
14.	<u>Hiswork</u> in the bank.	My father works in a bank.
15.	I'm very happy <u>tolife</u> with my family.	I'm very happy living with my family.
16.	He is a <u>sivil</u> servant.	He is a civil servant.
17.	My mother also <u>seller</u> fruits.	My mother also sells fruits.
18.	<u>He</u> is Amelia, <u>he</u> is four grade.	She is Amelia, she is in four grade.
19.	My father job is private in Bumi Putra Assurance.	My father's job is private employee in Bumi Putra Assurance.
20.	I'm a third <u>children</u> in my family.	I'm the third child in my family.
21.	I am a youngest daughter in my family.	I am the youngest daughter in my family.
22.	My second sister <u>school</u> at senior high school number 4.	My second sister studies at senior high school number 4.
23.	She is <u>grade3</u> in primary school at Pelita Nusantara.	She is in third grade of primary school at Pelita Nusantara.
24.	Sometimes in Sunday we going to visit a place where is many history at that place.	Sometimes, on Sundays, we visit a place where we can find many history things.
25.	My father job is <u>meubel</u> and my mother only house wife.	My father works in furniture and my mother is a house wife.
26.	I <u>haven't</u> brother or sister.	I don't have brother and sister.
27.	I <u>haven't</u>	I don't have

	friend in the house.	friend at home.	43.	My mother work at home.	My mother is a house wife.
28.	She is school at SDN 004 Binaan Tanjungpinang Timur.	She studies at SDN 004 Binaan Tanjungpinang Timur.	44.	She school at MIN Tanjungpinang .	She studies at MIN Tanjungpinang.
29.	My twin brother's name is Gandha Mardiansyah Putra and Gandhy Mardiansyah Putra.	My twin brothers' names are Gandha Mardiansyah Putra and Gandhy Mardiansyah Putra.	45.	I school at SMPN 4 Tanjungpinang .	I study at SMPN 4 Tanjungpinang.
30.	They was born in May 22 2011.	They were born on 22 <sup>th</sup> May 2011.	46.	I am the first children in my family.	I am the first child in my family.
31.	I always to arrange they.	I always take care of them.	47.	I am second grade in Junior High School Number 4.	I am in second grade at junior high school number 4.
32.	I was born at Febuary 08 1999 in Tanjungpinang .	I was born on 8 <sup>th</sup> February 1999 in Tanjungpinang.	48.	I'm second children in my family.	I'm the second child in my family.
33.	I <u>theirteen</u> years old.	I'm thirteen years old.	49.	She is second grade in senior high school number 2.	She is in second grade at senior high school number 2.
34.	I bag my father to my grandmother's house.	I ask my father to send me to my grandmother's house.	50.	He is fifth grade in elementary school now.	He is in fifth grade at elementary school now.
35.	There are I very happy in grandmother's house.	I'm very happy living in grandmother's house.	51.	My mother work at local goverment clinic.	My mother works at local government clinic.
36.	My friend is so much.	My friends are many.	52.	My father job Bell Boy and my Mother is job house wife.	My father is a bell boy and my mother is a house wife.
37.	There are I am help my grandmother.	I help my grandmother.	53.	At 07.00 pm I study to the homework.	I do the homework at 7 pm.
38.	Father's job is private.	My father is a private employee.	54.	I school in the SMPN 4 Tanjungpinang .	I study at SMPN 4 Tanjungpinang.
39.	My mother names is Mufriyenti.	My mother's name is Mufriyenti.	55.	My brother and my sister school in the SDN 011 Tanjungpinang Timur.	My brother and my sister study at SDN 011 Tanjungpinang Timur.
40.	He goes home at night.	He goes back home at night.	56.	Our house color green	Our house is green and yellow.
41.	He arrived home, he always tired.	When he arrives home, he is always tired.			
42.	My causin name is Kaisan.	My cousin's name is Kaisan.			

	and yellow.	
57.	I have four causin.	I have four cousins.
58.	My older brother school at UMRAH.	My older brother studies at UMRAH.
59.	My younger brother school at SDN 009 Tanjungpinang Kota.	My younger brother studies at SDN 009 Tanjungpinang City.
60.	We lifed with my parents.	We live with my our parents.
61.	My brother's school at SMPN 4.	My brother studies at SMPN 4.
62.	My younger brother's school at SDN 002 Tanjungpinang .	My younger brother studies at SDN 002 Tanjungpinang.
63.	I live in jl.PramukaLr. Tanama Blok. G No. 23.	I live at Pramuka street Lr. Tanama Blok G No. 23.
64.	My school in SMPN 4 Tanjungpinang .	I study at SMPN 4 Tanjungpinang.
65.	My younger sister school in SDN 001 Tanjungpinang Timur.	My younger sister studies at SDN 001 Tanjungpinang Timur.
66.	That about my family.	That's all about my family.
67.	Her name is Adel and Tazqia.	Their names are Adel and Tazqia.
68.	I have some pets, it is some hamster.	I have some pets, those are some hamsters.
69.	I very love with this hamster.	I love these hamsters very much.
70.	You can tell me Tyas.	You can call me Tyas.
72.	My father job is private.	My father is a private employee.
73.	We always doing together	We always watch TV together.

	as watch tv.	
74.	But, I happy with my family.	I'm happy living with my family.
75.	He go to school at Taman Siswa.	He studies at Taman Siswa.

The fourth type of errors is misordering. These errors were characterized by the incorrect placement of a morpheme or group of morphemes in a sentence. The total errors of this type were 8. The list of errors of omission made by the students could be seen in the following table.

Table 4  
Errors of misordering

No	Actual sentence	Correction
1.	Name my sister is Aulia Retno Wulandari.	My sister's name is Aulia Retno Wulandari .
2.	Name my father is Drs. Angsori M.Si.	My father's name is Drs. Angsori M.Si
3.	Name my mother is Kori Kurniati.	My mother's name is Kori Kurniati.
4.	So, I very love her.	So, I love her very much.
5.	She is thrid grade in her school.	She is in third grade at her school.
6.	My father is a	My father

	employee private	is a private employee.
7.	My mother is a wife house.	My mother is a house wife.
8.	I and my family live in jalanganetblok C 6 no.3 perumahanbintanpermai.	My family and I live at Ganet street block C6 No. 3 Perumahan Bintan Permai.

The results of this study are the errors made by the students in writing simple present tense sentences had been noted and classified into their types. To know the proportion of each type of errors, a further calculation and analysis were made as follows.

Table 5  
The percentage of each type

No.	Types of errors	Freq.	%
1.	Omission	73	40.11%
2.	Addition	26	14.29%
3.	Misformation	75	41.21%
4.	Misordering	8	4.39%
	Total	182	100%

## 5. CONCLUSION

After analyzing the writing simple present tense sentences assignments of the eighthgrade students of SMPN 4

Tanjungpinang in Academic Year 2011/2012, the researcher had found out the answers of this research problems, namely:

The students still made many errors in their writing by using simple present tense. It could be seen from the occurrence of errors made by them as 182 errors. They made the four types of errors mentioned by Dulay, Burt, and Krashen (1982:146), i.e. errors of omission, addition, misformation, and misordering.

From the calculation mentioned above, it is clear that the students made the errors of misformation, and omission very often. In conclusion, the students faced difficulties in making good sentences using the right patterns i.e. simple present tense. Furthermore, they also had problems in using the right vocabularies, verbs, stuctures, and apostrophes. In addition, they did not pay attention to the use of correct punctuations as well.

## 6. SUGGESTION

Considering the conclusions above, the researcher presented some suggesstions



that could be used as input for the teachers, students and other researchers to solve the problems in teaching English writing.

The errors, that the students made, would tell the teachers how far the students reach and what they still must be learned. By studying the students' errors, the teachers would get a clear and reliable picture of the students' knowledge of the language, particularly in writing English. It was then expected that the English teacher(s) pay more attention to those problems and give more emphasis in their teaching of English writing, which is considered the most difficult for the students.

From the errors found in this discussion, it was expected that the students could spend

more time to study about the English language, especially in English writing.

For further researchers, it was hoped could be used as one of references to conduct a related research in the future.

## BIBLIOGRAPHY

- Brown, H. Douglas. 1980. *Principles of Language Learning and Teaching*. New Jersey, Englewood Cliffs: Prentice-Hall Inc.
- Corder, S. Pit. 1973. *Introducing Applied Linguistics*. Baltimore: Penguin Education.
- Dulay, Heidi C., Burt, Marina K., and Krashen, Stephen D. 1982. *Language Two*. New York: Oxford University Press.
- Ellis, Rod. 1986. *Understanding Second Language Acquisition*. New York: Oxford University Press.
- Johnson, Keith. 2001. *An Introduction to Foreign Language Learning and Teaching*. England: Person Education Ltd.
- Miles, Matthew B. and Huberman, A. Michael. 1984. *Qualitative Data Analysis: A sourcebook of new methods*. London: Sage Publication Ltd.
- Sudjana, Prof. Dr. 1989. *Metoda Statistik*. Bandung: Tarsito.
- Taylor, Steven J. and Bogdan, Robert. 1984. *Introduction to Qualitative Research Methods: The Search for Meanings*. New York: John Wiley & Sons.
- Wilkins, D.A. 1980. *Linguistics in Language Teaching*. Great Britain: Caucher Press Ltd.
- Wingard, Peter. 1981. "Writing", In Abbott, Gerry. *The Teaching of English as an International Language*. Great Britain: William Collins Sons and Co. Ltd.