

**AN ERROR ANALYSIS IN USING SIMPLE PRESENT TENSE IN
WRITING DESCRIPTIVE TEXT BY THE EIGHTH GRADE STUDENTS
OF SMP HANG TUAH MANADO**

THESIS

Submitted as Partial Requirement for the Degree of Education (S.Pd) In English
Education Study Program

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THESIS RATIFICATION

This thesis titled "An Error Analysis in Using Simple Present Tense in Writing Descriptive Text by The Eighth Grade Students of SMP Hang Tuah Manado" compiled by Vivi Dyah Rahmawati with student registration number 17.2.6.010 a student of English Education Study Program, has been examined and defended in the Munaqasyah session held on August 19th 2021 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

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ABSTRACT

Vivi Dyah Rahmawati. (2021). *An Error Analysis in Using Simple Present Tense in Writing Descriptive Text by the Eighth Grade Students of SMP Hang Tuah Manado*, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies.

This research aimed to analyze students' errors in using simple present tense especially in the use of verb be and verb in writing descriptive text. The writer focuses on one of error classification by Dulay namely misformation. The research methodology was descriptive qualitative method. The informants of this research were the eighth-grade students of VIII A which consisted of 32 students in SMP Hang Tuah Manado. The technique of analyzing the data was evaluated with error analysis. The data were derived from test instrument which conducted with the following procedures of error analysis. The first procedure was collecting the sample of students to provide the data obtained by giving a test containing of simple present tense (verb be and verb), the second procedure was identifying the error based on the test, the third was describing the error, the fourth was explaining the error and the last was evaluating the error. The results of this research indicate that the total errors committed by 32 students are 329 out of 655 items with 46.84%. The use of verb be and verb in simple present tense that contains the most error is *verb* with 169 by 47.98%. It is followed by the use verb be with 160 frequency and percentage of error like 45.70%.

Key Words: error analysis, simple present tense (verb be and verb), descriptive text.



ABSTRAK

Vivi Dyah Rahmawati (2021) *Sebuah Analisis Kesalahan dalam Menggunakan Simple Present Tense dalam Deskriptif Teks oleh Siswa Kelas delapan di SMP Hang Tuah Manado. Tadrīs Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Isnstitut Agama Islam Negeri Manado.*

Penelitian ini bertujuan menganalisis kesalahan siswa dalam menggunakan simple present tense khususnya verb be dan verb yang terkandung dalam teks deskriptif. Penulis focus pada salah satu tipe klasifikasi kesalahan oleh Dulay yaitu Misformation. Teknik analisis data dalam penelitian ini diaplikasikan dengan menggunakan metode deskriptif kualitatif. Populasi penelitian ini adalah siswa kelas VIII A yang terdiri dari 32 siswa di SMP Hang Tuah Manado. Data berasal dari instrument tes yang dilakukan dengan prosedur analisis kesalahan, prosedur pertama yang dilakukan adalah dengan mengumpulkan sampel peserta didik dan kemudian diberikan tes yang berisi simple present tense (verb be dan verb), prosedur kedua adalah mengidentifikasi kesalahan berdasarkan tes, prosedur ketiga menjabarkan temuan, keempat menjelaskan kesalahan yang ditemui dan yang terakhir mengevaluasi kesalahan. Hasil penelitian ini menunjukkan bahwa total kesalahan yang dilakukan oleh 32 siswa adalah 329 dari 655 item dengan 46.84% kesalahan. Penggunaan verb be dan verb dalam simple present tense yang memiliki kesalahan terbanyak adalah penggunaan *verb* dengan 169 kali frekuensi error dan 47.98%. Diikuti dengan penggunaan verb be dengan 160 kesalahan dengan presentase kesalahan 45.70%.

Kata kunci: Analisis Kesalahan, Simple present tense (verb be dan verb), Deskriptif Teks

A. Introduction

The important way for everyone to communicate each other is language.¹ Language is used by everyone to interact with others, such as expressing ideas, sharing information and receiving information or messages in their daily lives in their environment. Therefore language is very important thing in every aspect.

In Indonesia, especially Indonesian people need to learn other languages, one of them is English. It is an international language that everyone is familiar with. There are four skills of English that must be mastered. They are speaking, listening, reading and writing.

In this research, the writer researched about writing skill. Widiati and Cahyono stated “ Writing is the most complex skill compared to the other three skills. Spelling, grammar, vocabulary and punctuation are the components of language must be understood by students”.² In academic writing, activity that involves completing assignments, creating specific types of texts and papers and assisting the writer or learners in actively practicing language use. It means that writing is when someone produce written product by processing of using symbols, such as letters into words in a written form.

In English language, there are rules that must be mastered and used in order to have certain meanings accurately. One of them is English Grammar. It is one of the most important rules in language. But it can also be difficult for English learners. Understanding and focusing on the concepts of grammatical rules that are most important for English learners. Geoffrey Leech stated “Grammar refers to the mechanism according to which language works when it is used to communicate”. And one of the grammar rules is tenses.³

Tense is a grammar category that emphasizes the use of verbs that related to the time. According to Lyons “Tenses are things that connect the time action, event, or language even

¹ Brown, H. Douglas, *Principles of Language Learning and Teaching* (5th Ed) (London: Longman, 2006), p.17

² Utami Widiati and Bambang Yudi Cahyono. “The Teaching of EFL Writing in the Indonesian Context: The State of the Art.” *Jurnal Ilmu Pendidikan*, vol. 13, no. 3, 2006, p. 139.

³ Geoffrey Leech, *English Grammar for Today*, (London: Publications Subcommittee, 1982) p. 3

referred to in sentence with the time utterance”.⁴ Therefore, the researcher realized that learning tenses correctly can help the learners deliver the message with correct sentence pattern and the appropriate time frame. Teaching tenses in the classroom by providing explanation on the white/black board is an ineffective technique. Because students feel bored and the lessons are not conveyed properly, this is why tense is a problem for most English Learners. Therefore good technique must be considered for teaching tenses.

Based on the observation at SMP Hang Tuah Manado, the writer found that the students of VIII A are still difficult in using tenses especially simple present tense in written descriptive text. The students made many grammatical errors when try to use verb be and verb in simple present tense. The students seem difficult is answering questions from the writer about how to use simple present tense in descriptive text. In this problem, tense as the strong foundation that should be comprehend in making a good structured writing which matches with sentence pattern of simple present tense. The simple present tense is the first tense that must be mastered by the students. Especially at the junior high school as the first level the students learn about tense. Therefore, this problem has to be considered seriously, because it will be bad habit for students if there are not more attention earlier.

B. Research Methodology

This research used descriptive qualitative method to analyzing and describing students' error in using simple present tense (verb be and verb) based on one error, it was misformation which is classified by Dulay. According to John W. Creswell that qualitative research is exploring and understanding the meaning that comes from individual and group regarding social or individual problems. John W. Creswell's book also defines that descriptive is an analyse the data for the variabels of the study including the description of the research results in the form of mean, standard deviation and the distance between the lowest and highest numbers.⁵

⁴ Lyons John, *Linguistics Semantics An Introduction*, (Cambridge: Cambridge Universty, 1995) p. 298

⁵ John W. Creswell, *Research Design: Qualitative, Quantitative, Mixed Method Approaches*, (Yogyakarta:Pustaka Pelajar, 2019) p.324 & 330

The research is conducted at SMP Hang Tuah Manado which is a private Junior High School located in Kairagi more specifically in Mako Lantamal VIII, Kairagi Weru, Paal Dua, Kota Manado, North Sulawesi.⁶ The data collection was held in April 26th to May 10th 2021.

The writer provided task as research instrument to collect the data. Before giving the test, the writer gave an explanation briefly to remind the students about using (verb be and verb) in simple present tense of descriptive text. The source data was the test result by the eighth students at SMP Hang Tuah. In this research, the population was the eighth students of SMP Hang Tuah Manado. The writer took the sample from VIII A that has 35 students.

The writer employed qualitative descriptive method to get the result. The technique of collecting the data in this research used test instrument. The test is form a descriptive text about “My Friend” which contained 20 numbers question with multiple choice and the writing test to write a descriptive text. In this writing test students were instructed to write a descriptive text which at least consists of two paragraphs with topic of my family.

These are steps that the researcher used to analyze the data base on Corder in Ellis:⁷

1. Collecting the samples

The writer collected the data with students using the test that the researcher gave. Considering that it is still in a pandemic condition, therefore the data was taken through 2 sessions to keep a social distancing and implement health protocol. The purpose was to obtain the data needed.

2. Identifying the errors

The writer identified the data from students’ test result. Focusing on the research is about the using the simple present tense (verb be and verb) then identified the errors.

3. Describing the errors

After identifying the errors, the writer described the errors. Analyzing each error based on one error (misformation).

4. Explaining the errors

In this part, the writer explained about the errors that the students made.

5. Evaluating the errors

⁶ <https://dapo.dikdasmen.kemendikbud.go.id> accessed on Sunday 12/04/20

⁷ Rod Ellis, *Second language acquisition*. (New York: Oxford University Press, 1997). p.15

The writer evaluated the errors that the students' made in the test using the formula:
 $P = F/N \times 100\%$.

P = Percentage of Errors

F = The frequency of error in an item

N = The total Number of Students

For the total average students error:

$$\text{Average} = \frac{\text{sum of all the errors in simple present tense (verb be/verb)percentage}}{\text{total numbers of verb be/verb in simple present tense}}$$

For the overall result students error in the use of verb be and verb in multiple choice and essay:

$$\text{Average} = \frac{\text{sum of all the error in simple present tense (verb be and verb) in multiple and essay percentage}}{\text{total of element simple present tense (verb be and verb)}^8}$$

Reserch stages for did this research, those are:

1. Formulating the research questions which focused on the research on an error analysis in using simple present tense (verb be and verb) in descriptive text.
2. The writer asked for permission to the Head Master of SMP Hang Tuah Manado gave the permission letter from university for doing the research.
3. Determining the subject of the research is VIII A students of SMP Hang Tuah Manado.
4. The writer conducted the test in VIII A.
5. The writer collected the data from test.
6. The writer categorized the students' error in using simple present tense.
7. The writer analyzed the students' error and calculated the proportion error by students.
8. The writer evaluated and report the result.

C. Finding and Discussion

Based on the research that was conducted at SMP Hang Tuah Manado, the writer found the result of students' error in using simple present tense through the test.

The test was given to the eighth-grade students of SMP Hang Tuah Manado. There are two classrooms in this grade, but the writer conducted the research in class VIII A only.

The test focused on the use of *verb be* and *verb* in simple present in descriptive text. It contained 20 numbers with multiple choice form. 10 numbers contained of verb be, 10 numbers contained of verb of simple present tense and an essay test.

The test item numbers of simple present test

No	Simple Present Tense	Items	Item numbers
1.	Verb be	10	2, 3, 4, 6, 9, 10, 12, 13, 19, 20
2.	Verb	10	1, 5, 7, 8, 11, 14, 15, 16, 17, 18

The table above shows that there are two key elements of simple present tense that the writer focused on. The questions for the use of verb be were numbers of 2, 3, 4, 6, 9, 10, 12, 13, 19, 20, and items number 1, 5, 7, 8, 11, 14, 15, 16, 17, 18 were questions of the use of verb.

Students score in the test (Multiple Choice)

No	Sample	Score	No	Sample	Score
1.	Student 1 / NZR	60	17.	Student 17 / KHK	25
2.	Student 2 / RZ	30	18.	Student 18 / FIT	35
3.	Student 3 / VL	40	19.	Student 19 / RJK	75
4.	Student 4 / VJL	35	20.	Student 20 / DM	40
5.	Student 5 / SJLK	75	21.	Student 21 / DW	50
6.	Student 6 / ACK	35	22.	Student 22 / CAP	65
7.	Student 7 / AFJ	50	23.	Student 23 / LAL	35
8.	Student 8 / AIS	70	24.	Student 24 / CP	80
9.	Student 9 / AMT	60	25.	Student 25 / RPR	65
10.	Student 10 / EFP	25	26.	Student 26 / EZR	55
11.	Student 11 / KAA	40	27.	Student 27 / LST	30
12.	Student 12 / MOT	55	28.	Student 28 / KW	65
13.	Student 13 / ACIL	55	29.	Student 29 / MAK	30
14.	Student 14 / FAM	25	30.	Student 30 / SZH	65
15.	Student 15 / VRT	70	31.	Student 31 / CJU	70
16.	Student 16 / CVT	60	32.	Student 32 / CWG	35

Average score	50
Highest score	80
Lowest score	25

The table above provides the students' score of the test in multiple choice form that was given to class VIII A. The average of students' score was 50, the highest score was 80 and the lowest was 25. Thus, the students are still quite low to mastering English particularly in the use of verb be and verb in simple present tense, it caused of the students did not use appropriate verb be and verb in the sentences especially in simple present tense.

Students' error in the use *verb be* of simple present tense (Multiple choice)

No	Sentence element of simple present tense	Item numbers	Total number of students	Frequency of error	Percentage of error
1.	Verb be	2	32	11	34.3%
2.		3		16	50%
3.		4		14	43.7%
4.		6		18	56.2%
5.		9		13	40.6%
6.		10		26	81.2%
7.		12		17	53.1%
8.		13		11	34.3%
9.		19		20	62.5%
10.		20		13	40.6%
Total				158	497.30%
Average					49.73% ⁹

Based on the table above, it can be summarized that there were ten item numbers in frequency of students' error in simple present tense specifically in the use of verb be in it.

It was started with the lowest of the students who made error in item number two with 34.3% total errors. Moving on to the next number three which increased with sixteen students who made error with 50% total errors. Fourteen students who made error in item number four with total error 43.7% it had a slight descent. Meanwhile, item number six

⁹ Allan G. Bluman. *Elementary Statistic : A Step by Step Approach*, (New York : Mc. Grawhill, 2009) p.95-

had eighteen errors that made by students with total error 56.2%. Followed by thirteen students who made error in item number nine with the percentage 40.6%, After that, it rises significantly in item number ten with total errors 81.2%. Seventeen students who made error in item number twelve with percentage 53.1%. Same as item number two which had 34.3% of total errors. Futhermore, item number nineteen increased again with total errors 62.5% by students who made errors and lastly same as item number nine with total errors 40.6%.

In brief, item number ten was the highest error with total 81.2% errors in simple present tense mainly in the use of verb be in multiple choice test.

Students' error in the use *verb* of simple present tense (Multiple choice)

No	Sentence element of simple present tense	Item numbers	Total number of students	Frequency of error	Percentage of error
1.	Verb	1	32	4	12.5%
2.		5		15	46.8%
3.		7		20	62.5%
4.		8		19	59.3%
5.		11		13	40.6%
6.		14		25	78.1%
7.		15		15	46.8%
8.		16		17	53.1%
9.		17		17	53.1%
10.		18		16	50%
Total				161	503%
Average					50% ¹⁰

From the table 4.5, it shown the frequency of students' error in using simple present tense spesifically in the use of verb on it.

¹⁰ Allan G. Bluman. *Elementary Statistic : A Step by Step Approach*, (New York : Mc. Grawhill, 2009) p.95-106

In detail, there were four students who made errors in item number one with total errors 12.5%, in this case as the lowest frequency. Then a slight increase in item number five, fifteen students made errors with 46.8% errors and twenty students made error in item number seven with 62.5%. After that, in item number eighth with nineteen students with 59.3% error, thirteen students made errors in item number eleven with total error 40.6%. Meanwhile, item number fourteen increased with 78.1% errors were made by twenty five students. Fifteen students made errors in item number fifteen with 46.8% errors. Furthermore, seventeen students made errors in item number sixteen and seventeen with 53.1%. Lastly, sixteen students made errors in item number eighteen with 50% errors. To summarize, the highest error occurred in item number fourteen with 78.1% errors.

Students' error in verb be and verb (essay)

No	Sentence instrument of simple present tense	Classification of error	Total number of students	Frequency of error	Percentage of error
1.	Verb be	Misformation	32	2	6.2%
2.	Verb	Misformation		8	25%
Total					31.2% ¹¹

Moving on to the table 4.6, it is displayed the frequency of students' error in using simple present tense especially in the use of verb be and verb in writing test/essay.

According to the data, it seems that most of students made errors in case of the use of verb with 8 frequency of error with 25% total errors. Meanwhile, only two frequency of error occurred in the use of verb be which made by students in students' writing test/essay with 2 frequency of error with 6.2% total errors. In other words, it could be stated that most of students made errors in using verb of simple present tense.

¹¹ Allan G. Bluman. *Elementary Statistic : A Step by Step Approach*, (New York : Mc. Grawhill, 2009) p.95

Students' error in the use *verb be* of simple present tense (Multiple choice and essay)

No	Kind of test	Item numbers	Total number of students	Frequency of error	Percentage of error
1.	Multiple Choice	2	32	11	34.3%
2.		3		16	50%
3.		4		14	43.7%
4.		6		18	56.2%
5.		9		13	40.6%
6.		10		26	81.2%
7.		12		17	53.1%
8.		13		11	34.3%
9.		19		20	62.5%
10.		20		13	40.6%
11.	Essay	1		2	6.2%
Total				160	502.70%
Average					45.70% ¹²

It can be seen that the frequency of students' error in using simple present tense specifically in the use of verb be in multiple choice and essay. According to the data, there was 160 frequency of error with total errors of 45.70%.

Students' error in the use *verb* of simple present tense (Multiple choice and essay)

No	Kind of test	Item numbers	Total number of students	Frequency of error	Percentage of error
1.	Multiple Choice	1	32	4	12.5%
2.		5		15	46.8%
3.		7		20	62.5%
4.		8		19	59.3%
5.		11		13	40.6%
6.		14		25	78.1%
7.		15		15	46.8%

¹² Allan G. Bluman. *Elementary Statistic : A Step by Step Approach*, (New York : Mc. Grawhill, 2009) p.95-106

8.		16		17	53.1%
9.		17		17	53.1%
10.		18		16	50%
11.	Essay	1		8	25%
Total				169	527.80%
Average					47.98% ¹³

In table 4.8, it can be shown from the this table that the frequency of students' error in using simple present tense spesifically in the use of verb in multiple choice and essay were 169 frequency of error with 47.98%

Students' error in the use verb be (am/is/are) and verb (V1/V1 s/es) of simple present tense in detail.

No	Kind of test	Element of simple present tense	Frequency of error	Total frequency of error	Percentage
1.	Multiple choice	Verb be (am)	0	319	0%
		Verb be (is)	112		34%
		Verb be (are)	46		13.9%
		Verb (V1)	39		11.8%
		Verb (V1 s/es)	122		37%
2.	Essay	Verb be (am)	0	10	0%
		Verb be (is)	0		0%
		Verb be (are)	2		0.6%
		Verb (V1)	0		0%
		Verb	8		2.4% ¹⁴

¹³ Allan G. Bluman. *Elementary Statistic : A Step by Step Approach*, (New York : Mc. Grawhill, 2009) p.95-106

¹⁴ Allan G. Bluman. *Elementary Statistic : A Step by Step Approach*, (New York : Mc. Grawhill, 2009) p.95

	(V1 s/es)		
Total		329	100%

This following table is about the students' error that occurred in the use of verb be (*am/is/are*) and the use of verb (*VI and VI s/es*) in detail in multiple choice and essay.

In detail, for multiple choice there was 0 frequency of error in the use of verb be (*am*) with percentage 0%, 122 frequency of errors in verb be (*is*) with percentage 34% and 46 frequency of error in the use verb be (*are*) with percentage 13.9%. For verb (*VI*) had 39 frequency of error with percentage 11.8% and for verb (*VI s/es*) there were 122 frequency of errors with total error 37%. Meanwhile, in essay, there was 0 frequency error in the use of verb be (*am*) and (*is*) with percentage 0% and verb be (*are*) had 2 frequency of error with percentage 0.6%. For verb (*VI*), there was 0 frequency of errors in percentage 0%. Lastly, for the use of verb (*VI s/es*) there were 8 frequency of error in percentage of 2.4%.

The identification of students' error in using simple present tense (verb be) in multiple choice

Item no	Respondent	Identification of error	Classification of errors	Explanation of error
2	Student 4 Student 6 Student 17 Student 18 Student 20 Student 29 Student 32	Her name <i>am</i> Ayu	Misformation	Her name <i>is</i> Ayu
	Student 14 Student 16 Student 23 Student 31	Her name <i>are</i> Ayu	Misformation	Her name <i>is</i> Ayu
3	Student 4 Student 10 Student 11 Student 14 Student 20	She <i>am</i> my classmate	Misformation	She <i>is</i> my classmate

	Student 2 Student 3 Student 7 Student 15 Student 17 Student 18 Student 19 Student 21 Student 26 Student 27 Student 28	She <i>are</i> my classmate	Misformation	She <i>is</i> my classmate
4	Student 2 Student 11 Student 12	She <i>am</i> beautiful and kind	Misformation	She <i>is</i> beautiful and kind
	Student 1 Student 4 Student 9 Student 10 Student 13 Student 14 Student 17 Student 20 Student 27 Student 29 Student 30	She <i>are</i> beautiful and kind	Misformation	She <i>is</i> beautiful and kind
6	Student 11 Student 17 Student 20 Student 29 Student 16 Student 8 Student 21 Student 18	Ayu <i>am</i> my confidant	Misformation	Ayu <i>is</i> my confidant
	Student 3 Student 6 Student 7 Student 9 Student 12 Student 14 Student 23 Student 24 Student 27 Student 32	Ayu <i>are</i> my confidant	Misformation	Ayu <i>is</i> my confidant

9	Student 4 Student 5 Student 11 Student 18 Student 23	It <i>am</i> about 152 cm tall and weight around 50 kg	Misformation	It <i>is</i> about 152 cm tall and weight around 50 kg
	Student 1 Student 2 Student 6 Student 7 Student 10 Student 12 Student 21 Student 32	It <i>are</i> about 152 cm tall and weight around 50 kg	Misformation	It <i>is</i> about 152 cm tall and weight around 52 kg
10	Student 7 Student 9 Student 10	The teeth <i>am</i> neat and sprakling white	Misformation	The teeth <i>are</i> neat and sparkling white
	Student 1 Student 2 Student 6 Student 8 Student 11 Student 12 Student 13 Student 14 Student 16 Student 17 Student 18 Student 19 Student 20 Student 21 Student 22 Student 23 Student 24 Student 25 Student 26 Student 27 Student 29 Student 30 Student 31	The teeth <i>is</i> neat and sparkling white	Misformation	The teeth <i>are</i> neat and sparkling white

12	Student 1 Student 2 Student 3 Student 9 Student 10 Student 11 Student 14 Student 16 Student 17 Student 18 Student 20 Student 27	Ayu <i>am</i> very kind and friendly to everyone	Misformation	Ayu <i>is</i> very kind and friendly to everyone
	Student 6 Student 19 Student 26 Student 30 Student 31	Ayu <i>are</i> very kind and friendly to everyone	Misformation	Ayu <i>is</i> very kind and friendly to everyone
13	Student 3 Student 9 Student 14 Student 17 Student 27 Student 32	She <i>am</i> very sociable	Misformation	She <i>is</i> very sociable
	Student 2 Student 6 Student 13 Student 18 Student 29	She <i>are</i> very sociable	Misformation	She <i>is</i> very sociable
19	Student 5 Student 10 Student 18 Student 21	Everywhere we <i>am</i> always together	Misformation	Everywhere we <i>are</i> always together

	Student 1 Student 2 Student 3 Student 4 Student 6 Student 7 Student 8 Student 11 Student 13 Student 14 Student 17 Student 20 Student 27 Student 28 Student 31 Student 32	Everywhere we <i>is</i> always together	Misformation	Everywhere we <i>are</i> always together
20	Student 16 Student 30	It <i>am</i> a pleasure for me to be with her	Misformation	It <i>is</i> a pleasure for me to be with her
	Student 2 Student 3 Student 4 Student 5 Student 7 Student 15 Student 18 Student 23 Student 27 Student 28 Student 29	It <i>are</i> a pleasure for me to be with her	Misformation	It <i>is</i> a pleasure for me to be with her

The table above indicated that eleven students made errors in item number two and thirteen. Errors in item number nine and twenty were made by thirteen students, fourteen students made errors in item number four, sixteen made error in item number three, seventeen students made error in item number twelve, eighteen students made error in item number six, twenty students made error in item number nineteen and twenty six students made error in item number ten. The total number of error on the use of verb be *is* was 112 and the use of verb be *are* was 46 erros.

The identification of students' error in using simple present tense (verb) in multiple choice

Item no	Respondent	Identification of error	Classification of error	Explanation of error
1	Student 4 Student 10 Student 14 Student 32	<i>I has</i> a very good friend	Misformation	<i>I have</i> a very good friend
5	Student 2 Student 4 Student 6 Student 11 Student 12 Student 16 Student 17 Student 20 Student 22 Student 25 Student 27 Student 29 Student 32	<i>I knows</i> her for about two years	Misformation	<i>I know</i> her for about two years
	Student 10 Student 23	<i>I knew</i> her for about two years	Misformation	<i>I know</i> her for about two years
7	Student 2 Student 3 Student 7 Student 12 Student 14 Student 15 Student 18 Student 20 Student 22 Student 23 Student 25 Student 26 Student 28 Student 29 Student 32	<i>I feels</i> suitable to be friend with her	Misformation	<i>I feel</i> suitable to befriend with her
	Student 4 Student 10 Student 16 Student 17 Student 27	<i>I felt</i> suitable to be friend with her	Misformation	<i>I feel</i> suitable to be friend with her

8	Student 3 Student 4 Student 5 Student 9 Student 12 Student 21 Student 22 Student 23 Student 24 Student 25 Student 30 Student 31 Student 32	My friend Ayu <i>have</i> an idol body	Misformation	My friend Ayu <i>has</i> an idol body
	Student 2 Student 6 Student 10 Student 18 Student 20 Student 29	My friend Ayu <i>had</i> an idol body	Misformation	My friend Ayu <i>has</i> an idol body
11	Student 6 Student 7 Student 13 Student 14 Student 15 Student 17 Student 19 Student 25 Student 26 Student 27 Student 28 Student 29	She <i>look</i> very charming when smiling	Misformation	She <i>looks</i> very charming when smiling
	Student 30	She <i>looked</i> very charming when smiling	Misformation	She <i>looks</i> very charming when smiling
14	Student 2 Student 3 Student 4 Student 5 Student 6 Student 7 Student 8 Student 11 Student 13 Student 15	She <i>love</i> travelling	Misformation	She <i>loves</i> travelling

	Student 17 Student 18 Student 20 Student 22 Student 23 Student 25 Student 26 Student 27 Student 28 Student 29 Student 31 Student 32			
	Student 1 Student 10 Student 14	She loved travelling	Misformation	She loves travelling
15	Student 1 Student 3 Student 9 Student 10 Student 12 Student 13 Student 14 Student 17 Student 22 Student 24 Student 25 Student 32	She <i>have</i> a fantastic sense of humor	Misformation	She <i>has</i> a fantastic sense of humor
	Student 11 Student 21 Student 23	She <i>had</i> a fantastic sense of humor	Misformation	She <i>has</i> a fantastic sense of humor
16	Student 4 Student 6 Student 7 Student 8 Student 10 Student 11 Student 15 Student 20 Student 21 Student 22 Student 28 Student 29	She always <i>make</i> me laugh	Misformation	She always <i>makes</i> me laugh

	Student 2 Student 3 Student 23 Student 26 Student 27	She always made me laugh	Misformation	She always makes me laugh
17	Student 3 Student 4 Student 6 Student 8 Student 9 Student 11 Student 13 Student 14 Student 17 Student 21 Student 23 Student 30 Student 32	Ayu also <i>like</i> listening music	Misformation	Ayu also <i>likes</i> listening music
	Student 10 Student 19 Student 26 Student 29	Ayu also <i>liked</i> listening music	Misformation	Ayu also <i>likes</i> listening music
18	Student 1 Student 2 Student 12 Student 13 Student 14 Student 17 Student 21 Student 23 Student 27 Student 29 Student 32	Sometimes she <i>spend</i> money on shopping	Misformation	Sometimes she <i>spends</i> money on shopping
	Student 10 Student 23	Sometimes she <i>spent</i> money on shopping	Misformation	Sometimes she <i>spends</i> money on shopping

According to the table above, there are four students who made errors in item number one. Fifteen students made errors in item number five and fifteen, thirteen students in item number eleven, sixteen students in item number eighteen, seventeen students in item number sixteen and seventeen, nineteen students in item number eight, twenty students in item number seven. The

total number of error on the verb for the first person, the second person and the third person plural was 39 total errors and the use of verb with addition s/es for the third person singular was 122 erros.

The identification of students' error in using simple present tense (verb be) in writing test/essay

Respondent	Identification of error	Classification of error	Suggested correction
Student 21	My mom and dad <i>is</i> happy	Misformation of verb be	My mom and <i>are</i> happy
Student 25	My grandmother and I <i>is</i> sad	Misformation of verb be	My grandmother and I <i>are</i> sad

The table above gave the identification of error that the students did in their writing test/essay. There were 2 misformation errors of verb be *are* were made by two students.

Moreover, the students made these errors because the students only familiar on one verb be (is) in simple present tense. The students still had lack of knowledge in the use of verb be (am, is, are). Therefore, the students felt difficult to distinguish and use the appropriate verb be based on the subject and tense (simple present tense).

The identification of students' error in using simple present tense (verb) in writing test/essay

Respondent	Identification of error	Classification of error	Suggested correction
Student 13	- My sister <i>have</i> a fantastic sense humor -He <i>have</i> car and flower too	Misformation of verb	-My sister <i>has</i> a fantastic sense humor -He <i>has</i> car and flower too
Student 21	My mom <i>have</i> a car	Misformation of verb	My mom <i>has</i> a car
Student 24	-My father <i>said</i> I have a brother -My mother <i>go</i> to market everyday -My dad <i>work</i> in school	Misformation of verb	My father <i>says</i> I have a brother -My mother <i>goes</i> to market everyday -My dad <i>works</i> in

			school
Student 25	-My mother <i>have</i> leukemia cancer -My grandmother <i>live</i> in Tondano	Misformation of verb	-My mother <i>has</i> leukemia cancer -My grandmother <i>lives</i> in Tondano

In table 4.13 above shows the identification of error that the students did in their writing test/essay. Misformation errors of verb specifically verb with addition s/es were made by four students with 8 total errors.

Misformation error occurred when the student used the wrong verbs. Moreover, the students made these errors because the students only familiar with the use of verb with no additional s/es. Hence, the students were difficult to use the appropriate verb based on the subject and tense (simple present tense).

The writer analyzed the data from the test that the writer gave for 35 students but three students were absent. The aims of this research were to find out the answer of the research question. Thus, the first discussion would focus on proportion of students error in using simple present tense especially in the use of verb be and verb on it.

This stage, by collecting the data, the writer found 329 errors. It could be summarized that 32 students produced misformation errors in using simple present tense (verb be and verb) in 640 total question for multiple choice and 15 total question for essay.

The result of errors that the students' committed (multiple choice and essay)

No	Sentence element of simple present tense	Frequency of error in multiple choice	Frequency of error in writing test/essay	Total number of student	Total Frequency of error (multiple choice and essay)	Percentage of error
1.	Verb be	158	2	32	160	45.70%
2.	Verb	161	8		169	47.98%
Total		319	10		329	93.68%
Average						46.84% ¹⁵

¹⁵ Allan G. Bluman. *Elementary Statistic : A Step by Step Approach*, (New York : Mc. Grawhill, 2009) p.95-106

The table gave information about the overall errors which made by students in multiple choice and essay test.

There were 158 frequency of errors in case of choosing the correct verb be in multiple choice and 161 frequency of errors in the use of verb. Then in essay, there were 2 frequency of errors occurred in the use of verb be and 8 frequency of errors for verb. Only a few of errors that occurred because the other students still confused to write the descriptive text.

Therefore, the frequency of multiple choice and essay error which made by the students were added for the errors result in using verb be an verb in simple present tense. 160 frequency of error in verb be with 45.70% of total errors and 169 errors in verb with 47.98% of total errors.

In brief, the percentage error made by students in using simple present tense (verb be and verb) were 46.84% total errors. Thus, the dominant error in using simple present tense spesifically between verb be and verb in writing descriptive text made by the eighth grade students of SMP Hang Tuah Manado was *verb* which found 169 (47.98%) of total errors with dominant error occurred in the use of verb with addition *s/es* for the third person singular subject with 130 frequency of error.

From the previously explanation, it shows that the number of students' error in using simple present tense spesifically verb be and verb were high enough. It can be concluded that the students are still difficult to distinguish to use the appropriate verb be and verb in simple present tense to apply in writing descriptive text.

D. Conclusion and Suggestion

1. Conclusion

The conclusion of this research is considered:

- a. Based on the findings, the writer finds that the proportion of students' misformation errors are 329 frequency of errors with 46.84%. It could be summarized that 32

students make errors in using simple present tense (verb be and verb) in writing descriptive text.

- b. In this case, 32 students who make a total of error is 329 out of 655 items with 46.84% percentage of error. It is 640 items for multiple choice with additional students' essay test 15 items. The use of verb be in simple present tense with 160 frequency of error in percentage is 45.70%. Meanwhile, the use of verb with 169 frequency of error and percentage of error 47.98%. Thus, the use of verb in simple present tense is the dominant students error in using simple present tense in writing descriptive text specifically in the use of verb with addition s/es for the third person singular subject with 130 frequency of error.

2. Suggestion

Based on the result of this research, the writer will suggest:

- a. To minimize the error, best method should be applied in teaching tense so that the lesson can presented clearly, especially simple present tense as the first tense for the students. Besides as the important element in a sentence, comprehend the basic should be basically taught from the beginning
- b. The teacher should give more exercises in applying verb be and verb in simple present tense in writing descriptive text and the teacher should teach how to write the sentences by using correct verb be and verb in tense, in order to minimize the error. So that this error does not become a habit for students.
- c. The findings of this research focused only on the errors that the students made. Therefore, the writer would provide a chance for next writers/researchers to conduct the research to find the suitable technique to teach a tense.

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