

## The Analysis Of Students' Error In Using Simple Present Tense In Writing Descriptive Text At The Eight Grad E Students Of MTsN 2 Deli Serdang

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### Abstract

*This research aims to describe the students' error in using simple present tense writing descriptive text. This research uses quantitative research descriptive methods. The research subject are VIII- 5 students of MTsN 2 DELI SERDANG who had error when writing descriptive text using simple present tense, the data of the research are there the result of the students' worksheet an the students' answer in interview This research use documentation interview to collect the data. Data reduction, data display an drawing conclusion was used to analyze the data. The result of this research shows that the students of VIII-5 MTsN 2 DELI SERDANG have error in using simple present tense in writing descriptive text, They get difficulty to put the word when they make a text, make error in grammar, especially in using simple present tense in wrting descriptive text . Not only make the mistake in using simple present tense in descriptive text but also the students lowest ability in using simple present tense especially in using subjects verb agreement , adverb an usage. Students did not unestand why some sentence used auxiliaries do and does.*

**Keywords:** *Descriptive text, Writing students, Present tense*

### A. PENDAHULUAN

Language is the expression of ideas by means of speech- sounds combineinto words. Words are combined into sentence this combination to that of ideas into thought. English is stacking to develop a knowledge and skills like listening, speaking, reading and writing. (daulay, 2011, p. 11) Harmer stated that use language in terms of four skills; reading, writing, speaking and listening. (Harmer, 2007, p. 4). Graham; Kurt and Atay in Rahmah Fithrianis' Jurnal (2018), said that writing is one of skills that is considered to have an esential significance in second language (L2) learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas. (Rahmah, fitriani, 2008, p. 1). Based on the explanation above, writing is one of activity to deliver a message in writing using certain rules so that the message can be understood by the readers.

Simple present tense is one of the English tenses which is usually used by the English language users both in speaking and writing. Simple present tense

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usually associated with daily activities that are often done and generally occur frequently. Simple present tense has characteristics such as the form of sentences used which have subject and verb or predicate. The purpose of this tense is to show the daily activities that are carried out by everyone. The form of simple present tense is subject + infinitive + object (S + Verb I + Object. (siswoyo, 2016,

p. 4) In order to develop a coherent text, backed by the use of appropriate cohesion markers, learners also need to know grammar in accordance with the type of text. In English class, there are several types of text that are descriptive text, procedure text, and recount text, should be known that by students to the Junior High School based Curriculum 2013. In descriptive text, learners are required to be able to understand and master the descriptive text, especially for those who have been in eight grade students. Descriptive text is one of the Minister of Education and Culture of the Basic Framework and Curriculum Structure of Junior High School/MTs.

According to Siti Nurjanah on her research, the students in Junior High School in Purworejo, she found that many students make errors in grammar, especially in using simple present tense in writing descriptive text. Not only make the mistake in using simple present tense in writing descriptive text but also the students lowest ability in using simple present tense especially is using subject-verb agreement, adverb and usage. Many students often did not understand why some sentence used auxiliaries, is, am, are instead of auxiliaries do and does. (Siti, 2017, p. 1) For learning English, most people will maked error because error is one of thing that happens in the process teaching and learning language. According to Hedge, error is one part of error that cannot be avoid for language learning. For addition, Heide said that, error as a reflection for learners as media to develop in the language<sup>10</sup>. Therefore, error is one part of significant that is done by students in the language learning.

While Brown claims that, an error is noticeable of grammar from the adult grammar from native speaker and reflection the interlanguage competetition form the learners. (Brown, 2000, p. 165). life, like mistake when their learn something or mistake when their use language. Allah SWT says in Al-baqarah : 286. On no soul doth God place a burden greater than it can bear. It gets every good that it earns and it suffers every ill that it earns. (Pray): "Our Lord! condemn us not if we forget or fall into error; our Lord! Lay not on us a burden like that which Thou didst lay on those before us; Our Lord! lay not on us a burden greater than we have strength to bear. Blot out our sins and grant us forgiveness. Have mercy on us. Thou art our Protector; help us against those who stand against faith.( Abdullah Yusuf Ali, 1946). Misordering error are characterized by the incorrect placement of a morpheme or group of misformation in an utterance. For example :

1) Chanyeol is all the time late. The correct utterance is "Chanyeol is late all the time". 2) I don't know what is that. (Heidi Dulay, Marina Burt, and Stepsen Krashen, 1982, p. 53) What daddy is doing? . According to brown, he say that the cause of errors divided into four categories, such as: (Brown, 2000, p. 224)Richard in Erdogan, convey that an interlingual error is the result of language transfer which is caused by the learner's first language. However, this should not be confused with behavioristic approach of language transfer. Interlingual transfer that is error of influenced by the learners of mother tongue. The different class of error is represented by sentence. (Richards, John. C., & Richard Schmidt., 2002,

p. 263) Over-generalization is where the learners' basic experience of certain structure causes the learners creating the deviant structure on the basis of their experience of the other structures in the target language.

According to Corder, he said that the learners process new language data in their mind and produce rule for its production based on the evidence. Some over-generalization is signed by. (Corder, 1983, pp. 140-12) 1) Over-generalization generally involves the creation of one deviant structure in place of two regular structure. 2) Over-generalization is associated with redundancy reduction, for the example the -ed marker, in past tense or pas context often appears to carry no meaning, on sentence -I buy the bag last week. Ignorance of rule restriction is failure to observe the restriction of existing structure. That is the application of rules to context where they do not apply. This error involve a failure to fully develop a structure. The learners fail to produce a correct sentence according to the standard rules. False concept hyphotesized means developmental error which are derived from faulty comprehension of distinction in the target language. In other word, the learner fails to fully comprehend the target language. It is overlaps both of types in transfer. In this part, "context" refers to the teacher or the textbook. In the classroom, the teacher or textbook can lead the students to make the error. It can be said "false concept". It is caused there are some error in teacher explanation or textbook in the presentation. In this part the students have to use their production strategies for getting message from their teacher. Some expert give their opinions about error analysis like according to Gass and Selinker said that error analysis provides a broader range of possible explanation than constrative analysis to researchers/teachers to use account for error. (Gass, Susan and Selinker, Larry, 2008). Than Ellis and Barkhuizen further explain that error analysis consist a set of procedures for identifying, describing, and explaining learner error. (Ellis, Rod, 2008, p. 51). Meanwhile Erdogan states in his Journal that error analysis appeared in the sixties to demonstrate that learner error were not only from the learner, native language but also they reflected some universal learning strategies. According to him, EA deals with the learners performance in terms of cognitive process theymake use in recognizing or coding from imput they form receive of target language (Erdogan, 2005, p. 262). Present tense indicated the regular activity that happens in this period. Therefore, this tense is used to express a general fact or truth and daily activities. According to Baehaqi, he said that the time signal of present tense is signified by adverb such as usually, always, sometimes, etc.<sup>22</sup> While, according to Azar he said that simple present tense is used to state the usual activities. (Azar, 2003). Simple present tense is one of the English tense which used by the English language users both for speaking and writing.

The simple present tense has the specific characteristic. These characteristic can be seen from the fluctuation and the form of simple present tense. It has the agreement of the subject and verb or predicate (siswoyo, 2016, p. 4). The simple present tense has the specific characteristic. These characteristic can be seen from the fluctuation and the form of simple present tense. It has the agreement of the subject and verb or predicate.<sup>24</sup> Furthermore, Werner and Spaventa has explained simple present tense often refers for actions or situations that don't change frequently. It is used to describe habits or routines, express opinions, make general statement of the fact (Werner, P. K., & Sapventa, L. Mosaic, 2003).

As Utami Dewi stated that writing was the process of transferring the language through letters, symbols, or words. (Dewi, How to Write, 2013, p. 2).

Harmer also mentioned that writing involves planning what we are going to write. Writing is an activity that takes time and cannot be treated as a one-step affair (Harmer, *How to Teach Writing*, 2004). Fithriani states, Writing is one of the skill that is considered to have an essential significance in second language (L2) learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas. Unfortunately, L2 learners have also considered among the most difficult to master it involves problem solving in addition to the deployment of strategies to achieve communicative goals. For L2 learners, the difficulty in L2 writing is doubled because they need to transfer ideas from their first language into the target language and organize those ideas into new and different patterns than those in their first language (L1). These challenges that learners encounter in L2 writing call for teachers and researchers to find better ways for instructing writing. Providing feedback is one of the most appropriate ways of instruction to help L2 learners successfully learn a writing skill. (Fithriani, 2018, pp. 1-2).

Artikel di tulis dengan font Arial size 11pt spasi *single* Pendahuluan berisi latar belakang penelitian secara singkat, ulasan berbagai penelitian terdahulu secara singkat serta *research gap* dari penelitian yang dilakukan sekarang serta tujuan singkat penelitian

## **B. METODE PENELITIAN**

In this research, the researcher uses a qualitative descriptive method. A descriptive qualitative method is a research that describes systematically a situation or area from interest factually and accurately (Issac, 1987, p. 42) In other meaning, the qualitative research has the nature setting as a direct source and data, so the key of instrument is researcher. Based on the statement above, for this research the researcher only focus on types and cause of errors that made by students' in the classroom. The researcher will analyzing the students' writing test in descriptive text and gives questionnaires to know the their error in writing and cause of of the students' error.

The subject of this study is the Eight grade students at MTsN 2 Deli Serdang in Academic Year 2019/2020. Especially VIII-5 class which consist of 34 stuentswith the 16 male students and 18 famale students.

In this research, the researcher collected the data by using writing test in descriptive text and give questionnaires as the instrument for collect the data. First the researcher come to school to ask the principle's permission who has the authority to allow the researcher conducted the research. After getting the permission the researcher was allowed the English teacher to discussion how to arrange the time of this research. Second, the research di the research I class VIII- and the researcher gave the first instruction about how to do the writing test. Next, the researcher preparing the instrument and give it for them. The writing test about describing her parents "mother or father" (descriptive text). Next, the researcher collect students' writing test. Then, the researcher analyzed their writing test to find the errors made by students based on Heidi Dulay about classification of errors. The researcher calculated the total errors by drawing it up in a table base on the classification of errors then the researcher made the result of total errors into percentages and charts. The last step was the researcher made conclusion. The researcher used questionnaire to ask students' understanding regarding to wiritng test in descriptive text. The researcher will be give the questionnaires from the students that quetionnaires is about SS, S, TS, STS.

### C. HASIL DAN PEMBAHASAN

#### *The students' error in using simple present tense in writing descriptive text*

Based on the data were collecting and anlyze above, there were 49 errors from students written works. Those 49 errors were classified into these following :

1. Errors of Omission : 21
2. Errors of Addition : 11
3. Errors of Misformation : 15
4. Errors of Misordering : 2

#### **1. Frequency of Students' Errors**

From this frequency the researcher made the table of it to know how much of the percentage each types of error by students in their writing descriptive text, so to see the table you can find it in appendix page 89. Not only in the table the researcher also make the percentages of students' errors are converted into a pie chart. The pie chart covers the highest until the lowest rank as follows. From the pie chart, the analysis types of error existed in descriptive text that as written by eight grade students at MTsN 2 Deli Serdang. After analyzing all of the descriptive text, the researcher findings of this study is types of error were omission (21 error or 42,85%), addition (11 error or 22,44%), misformation (15 error or 30,61%), misordering (2 error or 4,08%). For answer the question result of data analysis showed that the dominant of error in writing descriptive text is Omission.

#### **2. The Questionnaire Result**

In this part, the researcher gives questionnaire to know the sources of students' error. There are fifteen statements in the questionnaire. According to Brown, there are four sources of error, there are interlingual transfer, intralingual transfer, context of learning and communication strategy. The first is interlingual transfer, it is the beginning statge of learning second language. It is the negative influence of the mother tongue of learner. In this part, the students are not familiar with to use of target language so they use a previous experience when their learn it. The second is intralingual transfer, it is the negative transfer of items within the target language. In this part, the students just learn some of target language so they apply the structure into a new form and develop it doesn't correspond to the target language or mother tongue. The third is context of learning, it is overlaps both of types in transfer. In this part, "context" refers to the teacher or the textbook. In the classroom, the teacher or textbook can lead the students to make the error. It can be said "false concept". From the data, the researcher will analyze the data based on likert scale. In this section, the researcher use likert scale by giving 4 alternatives options, namely, SS (sangat setuju or strongly agree), S (setuju or agree), TS (tidak setuju or disagree), STS (sangat tidak setuju or strongly disagree). Every option has different score, for answer (SS) will be scored 4 point, (S) will be 3 point, (TS) will be scored 2 point, and (STS) will be scored 1 point. After make scoring of the students' responses, the researcher want tries to finding the percentage of each statement by using this following formula :

$$\square = \frac{\square \square \square \square}{\square \square \square \square} \times 100$$

Where :

P : percentage

NS : total of questionnaire score IS : ideal of questionnaire score Example

$$IS = 4 \times 20 = 80 \text{ Statement 1 : } \square = \frac{\square \square \square \square}{\square \square \square \square} \times 100$$

$$\square = \frac{6380}{\square \square \square \square} \times 100$$



$$P = 78,76\%$$

Based on the example above, the researcher has percentage for the first statement is 78,76%. So for all percentage of each statement will draw in this table that you can see in the appendix page 93. In this part to find the gradation of each possible cause of students' error in using simple present tense in students' writing descriptive text, so the researcher. From the data, the researcher will analyze the data based on likert scale. In this section, the researcher use likert scale by giving 4 alternatives options, namely, SS (sangat setuju or strongly agree), S (setuju or agree), TS (tidak setuju or disagree), STS (sangat tidak setuju or strongly disagree). Every option has different score, for answer (SS) will be scored 4 point, (S) will be 3 point, (TS) will be scored 2 point, and (STS) will be scored 1 point. After make scoring of the students' responses, the researcher want tries to finding the percentage of each statement by using this following formula : 
$$\frac{\sum \text{score}}{\text{NS}} \times 100$$
 Where :

P : percentage

NS : total of questionnaire score IS : ideal of questionnaire score Example

$$IS = 4 \times 20 = 80 \text{ Statement 1 : } \frac{6380}{80} \times 100$$

$$= 6380 \times 100$$

$$P = 78,76\%$$

Based on the example above, the researcher has percentage for the first statement is 78,76%. So for all percentage of each statement will draw in this table that you can see in the appendix page 93. In this part to find the gradation of each possible cause of students' error in using simple present tense in students' writing descriptive text, so the researcher uses the description of students' responses which is present in the table 4.4. After that, the mean percentage of each group will be dividing by total of each group with the number of group statement. The researcher will be present the table gradation of students' response that you can see in appendix page 95.

Based on the table, it can be seen that the highest gradation that possible cause made of students' error in using simple present tense in writing descriptive text is context of learning with mean 88,73%. For the second gradation is communication strategy with mean 82,46%. Then, the third gradation is intralingual transfer with mean 80,07%. And the last gradation is interlingual transfer with mean 70,37%. Based on the data description above, the researcher will be going to discuss about students' error analysis in writing descriptive text. The analysis data are :

### 1. Data Analysis on the Test Result

The researcher classified the students error in four aspects there are omission, addition, misformation, and misordering.

#### a. Ommision

Students made error in omission which the error is 21. Some of the example of the omission that has done by students are :

1. "He very tall like menara apel". It should be, "He is very tall like menara apel". Based on the example, the sentence can be seen omission of grammatical morpheme "is".
2. "She always cook something delicious for me". It should be, "She is always cook something for me". Based on the example, the sentence can be seen omission of grammatical morpheme "is".

3. "My mother is short, brownish skinned". It should be, "My mother is short, brownish skin". Based on the example, the sentence can be seen omission of content morpheme "skin".
4. "My mother was a special woman in my life". It should be, "My mother is a special woman in my life". Based on the example, the sentence can be seen omission of grammatical morpheme "is".

#### **b. Addition**

Students made error in addition which the error is 11. Some of the example of the addition that has done by students are :

1. "My mother's is tall". It should be, "My mother is tall". Based on the example, the sentence can be seen simple addition "mother's". In this sentence adding "s" it could be mother
2. "My mother's job is as a housewife". It should be, "My mother's job is a housewife". Based on the example, the sentence can be seen simple addition "as".
3. "He works as an entrepreneur". It should be, "He works an entrepreneur". Based on the example, the sentence can be seen simple addition "as".

#### **c. Misformation**

Students made error in misformation which the error is 15. Some of the example of the misformation that has done by students are :

1. "My father has a friendly nature and easy to smile". It should be, "My father is a friendly nature and easy to smile". Based on the example, the sentence can be seen misformation alternating form. In this sentence using present perfect tense "has", it should be simple present tense (nominal sentence) "is".
2. "My mother name is Haslinda". It should be, "My mother's name is Haslinda". Based on the example, the sentence can be seen misformation archi form.

#### **d. Misordering**

Students made error in misordering which the error is 2. Some of the example of misordering that has done by students are :

1. "My father is name Edi Syahputra". It should be, "My father's name is Edi Syahputra". Based on the example, the sentence can be seen misordering.
2. "He is 167 cm tall". It should be, "He is tall 167 cm". Based on the example, the sentence can be seen misordering.

### **2. Data Analysis of the Questionnaires Result**

In this part, the researcher gives questionnaire to know the sources of students' error. There are fifteen statements in the questionnaire. According to Brown, there are four sources of error, there are interlingual transfer, intralingual transfer, context of learning and communication strategy. The first is interlingual transfer, it is the beginning stage of learning second language. It is the negative influence of the mother tongue of learner. In this part, the students are not familiar with to use of target language so they use a previous. In part, the researcher will

be analyze one by one of the students questionnaires based on the table of gradation of students responses.

First student with initial AS, in his questionnaire the researcher found his choice in TS (disagree) in interlingual transfer its mean that he never using English language in his daily activity. Then, in intralingual transfer his dominant choice is S (agree) its mean that he is like to study tense especially in simple present tense because in can be seen at his test of writing test of descriptive text, he is put tobe with right. Next, in intralingual transfer his dominant choice is S (agree) its mean that, the teacher didn't make the false concept when her teaching in the class, so the students can receive it clearly.

Third student with initial EZH, in her questionnaire she choose SS (strongly agree) in interlingual transfer, intralingual transfer, context learning and communication strategies its mean that she using the English language in her daily activities. Then, she use the simple present tense little bit correctly because it can be seen in her writng descriptive text, she put the context and grammatical morpheme with the right.

Fourth student with initial GDN, in her questionnaire she choose S (agree) in interlingual transfer its mean that she is often using English language for her beginning stage of learning second language. Then, in intralingual transfer he most dominant choose in SS (strongly agree) its mean that she use the simple present tense because in her writing descriptive text product she use the tobe correctly.

Sixth student with initial IA, in his questionnaire he choose TS (disagree) in interlingual transfer its mean that he is not familiar yet to use target language for the beginning stage of learning second language. Then, for intralingual transfer and context learning he is choosing S (agree) its mean that he learn some of structure especially in simple present tense because his writing production on descriptive text he use the form clearly and context learning the teacher doesn't make false concept when lead teaching in the classroom.

Seventh student with initial ISS, in her questionnaire she choose STS (strongly disagree) in interlingual transfer its mean that she is not familiar yet to use English language for her beginning stage of learning second language. Then, in intralingual she choose TS (disagree) its mean that she not study some structure of simple present tense and apply it in writing product in descriptive.

Eighth student with initial KA, in her questionnaire she choose S (agree) in interlingual transfer its mean she is familiar yet to use target language for her beginning stage of learning second language. Then, for intralingual transfer, context learning and communication strategies he choose SS (strongly agree) its mean that she learn some of structure of simple present tense and also apply it in her writing production of descriptive text.

Tenth student with initial LW, in her questionnaire she choose three answer of SS, S, and TS its mean that sometimes she fa,iliar yet with use English language for beginning stage of learning second language. Then, in intralingual transfer she choose TS (disagree) its mean that she not learn of structure from simple present tense and also not apply it in her writing production in descriptive text. Next, for context learning she choose S (agree) its mean that teacher not make false concept when lead the presentation in the classroom

Eleventh student with initial MA, in her questionnaire she choose STS (strongly disagree) in interlingual transfer its mean that she is not familiar yet with the English language in the beginning stage to learn second language. Then, for intralingual transfer, context learning and communication strategies she choose



SS (agree) its mean that she learn English language and apply it for writing product of descriptive text using simple present tense, for context learning its mean the teacher doesn't make false concept when lead the presentation in the classroom and also in communication strategies she get the message from her teacher.

Twelfth student with initial MIH, in his questionnaire he choose TS (disagree) for interlingual transfer and intralingual transfer its mean that he is not familiar yet with English language for the beginning stage he learn second language and he also not learn of English language clearly and didn't apply it in his writing descriptive text using present tense.

Thirteenth student with initial MUME, in his questionnaire he choose STS (strongly disagree) it means that he is not familiar yet with the English language for his beginning learn second language. Then, for intralingual transfer he also choose STS (strongly disagree) it means that he not learn structure of simple present tense and not apply it too. Next, for context of learning he choose SS (agree) it means that the teacher doesn't make false concept when lead the presentation or be a textbook in the classroom.

Fourteenth student with initial NQH, in her questionnaire she choose TS (disagree) for interlingual transfer it means that she is not familiar yet with English language for her beginning she learn second language. Then, for intralingual transfer she choose SS (strongly agree) it means that she learn the structure of simple present tense and also apply it because from her writing test of descriptive text she make the good sentence.

Fifteenth student with initial PKR, in her questionnaire she choose SS (strongly agree) for interlingual transfer it means that she is familiar yet with English language for her beginning when learn the second language. Then, intralingual transfer she choose S (agree) it means that she learn the simple present tense and apply it because her writing descriptive text was clearly. Next, for context learning she choose S (agree) it means that the teacher doesn't make false concept in the classroom when lead the presentation or explanation in the class

Sixteenth student with initial RHP, in his questionnaire he choose S (agree) for interlingual transfer it means that he is familiar yet with use the English language and start to learn second language. Then, for intralingual transfer he choose S (agree) it means that she learn of target language and apply it. Next, for context learning he choose S (agree) it means that the teacher doesn't make false concept when lead presentation in the classroom.

Seventeenth student with initial SSS, in her questionnaire she choose TS (disagree) for interlingual transfer it means that she is familiar yet with English language when she start to learn second language. Then, for intralingual transfer she choose S (agree) it means that she learn about simple present tense and apply it. Next, for context learning she choose S (agree) it means that when lead the presentation or explanation the teacher doesn't make false concept in the classroom.

Nineteenth student with initial YAL, in his questionnaire she choose SS (strongly agree) for interlingual transfer it means that he familiar yet to use English language and start to learn second language. Then, for intralingual transfer he choose SS (strongly agree) it means that he learn the structure of target language and apply it too. Next, for contenxt learning he also choose SS (strongly agree) it means that from the lead eplanation in the classroom teacher doesn't make false concept to the student in the class. Last, for communication strategies he choose

SS (strongly agree) too it means that he getting the message from the teacher in the class.

Twentieth student with initial ZR, in her questionnaire she choose S (agree) for interlingual transfer it means that she is familiar yet to use target language and when she beginning to learn the second language. Then, for intralingual transfer she choose SS and S (strongly agree and agree) it means that she sometimes learn the target language and maybe she apply it too. Next, for context learning she choose SS (strongly agree) it means that when lead the presentation or be a textbook the teacher doesn't make the false concept in the classroom so it maybe doesn't make the students error.

This study was conducted by applying a qualitative research. For collecting data the researcher uses two instrument that are the test and questionnaire. The researcher would like to discuss about findings of students' error in their writing descriptive text and their most dominant in writing descriptive text by 20 participats of students in the eight grade students at MTsN 2 Deli Serdang. Based on the result from this data there have 4 students' error such as error of omission, addition, misformation, and misordering. First, the error of omission occurred when the students didn't complete of writing sentences.

Second, for error in addition occurred when the students add the words that shouldn't be in sentence.

Based on the result from this data, it was found that the most of dominant error made by students in writing descriptive text is omission. The writer analyzed each of sentence in descriptive text and classified the error based on strategy. Based on the table 4.2, it can be show that the first rank in students error is omission with 21 error on percentage 42,85%, the second rank is misformation with 15 error on percentage 30,61%, the third rank is addition with 11 error on percentage 22,44%, and the last rank is misordering with 2 error on percentage 4,08%.

Based on the table above, it can be seen that the highest gradation that possible cause made of students' error in using simple present tense in writing descriptive text is context of learning with mean 88,73%. For the second gradation is communication strategy with mean 82,46%. Then, the third gradation is intralingual transfer with mean 80,07%. And the last gradation is interlingual transfer with mean 70,37%. This is the things that should do by students is learning from the error. Context learning become a highest possible factor, my be in the classroom the teacher or textbook can lead the students to make error it can be said "false concept".

#### **D. KESIMPULAN**

There are four types of error that has made by students' in this study such as omission, addition, misformation and misordering. After the researcher analyzing the students' error in writing descriptive text so the researcher has found some results there are follows :

1. Students have error in writing descriptive text such as omission, addition, misformation and misordering.
2. The result of students written showed that the students' errors in writing descriptive text there are, 42,85% students get the error in omission, 22,44% students get the error in addition, 30,61% students get the error in misformation, and 4,08% students get error in

misordering. So based on the result, the most dominant of error in writing descriptive text is omission.

3. The possible factor from students' error is context learning. Therefore, it can be called that students' error made refer to not only about English grammar but also English vocabulary. It means, the error are made not only from students but also from teacher or other learners.

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