

## ERROR ANALYSIS OF SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT

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### Abstract:

This research aims to find errors in using the simple present tense structure that are often made by employees when writing descriptive essays in English. The method used is descriptive qualitative techniques. From this research, results were obtained in the form of simple present tense structure errors by employees of Bank Central Asia, Bumi Permata branch in writing descriptive essays. These errors were in the form of misformation errors, namely 54.76%, followed by omission errors at 27.00%, then error of addition at 14.28%, while the type of error that was least committed was error of misordering at 3.96%. The most common mistakes made are errors of misformation, where employees make mistakes in choosing the right vocabulary, verbs and also to be.

### Keywords:

Error analysis; simple present tense; descriptive text



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## INTRODUCTION

Language as a tool of human communication can be in the form of sound symbols with the aim of interacting, communicating and collaborating between individuals or groups. Each country has its own variety of languages. This is as Finocchiaro (in Muliastuti, 2014: 15) said that language is a system of arbitrary vocalization symbols that allows all people who belong to a particular culture, or other people who have studied that cultural system, to communicate and interact. This statement is in line with Wibowo (2001:3) who states that language is a system of meaningful sound symbols and is produced through arbitrary and conventional means of speech and is used by a group of people as a communication tool to express feelings and thoughts. This means that language is used for almost all activities, whether for communicating between individuals or groups, knowing oneself, expressing ideas and feelings, and for interacting.

Language as a tool of human communication can be in the form of sound symbols with the aim of interacting, communicating and collaborating between individuals or groups. Each language country has a conventional vowel symbol system that can be used. In this case, English is used as an international language because there are various languages throughout the world. This is supported by the opinion of Brumfit (2001:35) "English is an international language that it is the most widespread medium of international communication". This statement is in line with the opinion of Crystal (2003:3) that English is a global language or world language, this statement implies that English is a

language used by various nations as a means of communicating with nations throughout the world both in important international meetings and as a source of global information. English in Indonesia has been included in the school education curriculum, however there are still many Indonesians who are not fluent in English because learning English is not an easy thing. English in Indonesia is a foreign language, not a mother language, nor is it a second language. The grammar and pronunciation of the two are also different

There are 4 competencies that must be mastered in learning English. The four competencies are listening, speaking, reading and writing. Writing is one of the important things because with writing, we can express feelings, give ideas, and put things into words into characters. In writing, scribes must be skilled and proficient in using writing rules. According to Tarigan (2008:3-4) writing is a productive and expressive language skill that is used for indirect communication, which means not meeting other people face to face. This is also reinforced by Nunan (2003) that writing is defined as a combination of process and final result. Process refers to the act of collecting ideas and processing them until the ideas can be presented well and easily understood by readers.

There are 4 competencies that must be mastered in learning English. The four competencies are listening, speaking, reading and writing. Writing is one of the important things because with writing, we can express feelings, give ideas, and put things into words into characters. In writing, scribes must be skilled and proficient in One type of essay that students can write is writing descriptive essays. According to Kosasih (2006:26) descriptive text is an essay that explains an object in such a way that the reader feels as if they have seen the object being described or explained for themselves. So the author describes an object or event very clearly so that readers can imagine, see, feel, and even experience for themselves the things discussed in the essay. Apart from that, according to Finoza (2008:233), description is a form of writing that aims to increase the reader's knowledge and experience by presenting the true essence of the object. This means that depictions in descriptive texts require observation and precision from the writer in expressing ideas about the essence of an object in written form.

Descriptive essays usually use the simple present tense because descriptive essays are events that describe or tell an object that is currently happening or at present. A tense adjusts the use of personal pronouns appropriately and uses conjunctions, verbs, adjectives and adverbs according to the context, nature and time. Tenses play an important role in a sentence, because they can be used to find out when an event or action occurred. This means that tense is a form of sentence time in English, a pattern in each sentence that makes someone know when a situation or action occurs or is carried out by the subject of the sentence in question. This is in line with Swan's (2005:19) opinion that grammar is a rule that shows how words are combined, then arranged or changed, to create a certain meaning. This can be interpreted as grammar as the rules for how words are combined and arranged to form a sentence.

In the world of work, employees who are not yet fluent in English often make grammatical errors in English such as: choosing inappropriate words, constructing sentences using the wrong sentence pattern, using incorrect tenses or verb forms based on time and several other elements. Mastery of English grammar is very necessary for the correct selection and use of words such as verbs, nouns, pronouns, and adjectives, so that they become sentences that are meaningful and match what is intended.

Simple present tense is a sentence with a verb form pattern that expresses events or happenings that are taking place in the present. According to Frank (in Nurlaili & Juliana, 2021:4) Simple present tense is a form of sentence that is used to express activities that are routinely carried out and state a general truth. In general, the simple present tense is generally used to express events or situations that often occur, becoming a habit that has occurred since the past and continues until the future. This is in line with the statement from (Azar, 2002:4) The simple present tense shows an action that is happening at the moment. This tense is used to express habits, repeated actions, general truths and to give instructions or direction.

Simple Present Tense can be used when you want to express an activity (verbal) or situation (nominal) that shows a habit that repeats itself every day (habitual action) or as a general truth (general truth). In verbal sentences, this relates to the use of verbs which have the ending -s/-es added to certain pronouns. Meanwhile, for nominal sentences, the simple present tense uses the verb to be, which usually describes a condition or a situation, name, characteristic, and not an activity that contains a verb.

The use of English is necessary in daily professional work in the workplace. For professional purposes, English can be very useful because in jobs, especially in the hospitality or banking services sector where not only Indonesian citizens come, good communication skills are needed. Having good communication skills is a valuable asset for workers, especially front liners who deal directly with customers. Workers or employees with a good understanding of English can be an important asset in the Company.

## **METHOD**

The research approach used for this research is a qualitative approach. The qualitative research approach is data or information presented in the form of statements that cannot be measured with statistical values. According to Moleong (2017:6), qualitative aims to understand various kinds of ideas or phenomena experienced by research subjects such as behavior, habits, perceptions, motivation, etc. and then presented in the form of descriptions of words and language in a special context with a natural aim. . This opinion is also reinforced by Basrowi (2008:1) who states that qualitative research is expressed based on people's ideas, perceptions, behavior, opinions or beliefs by means of research, all of which cannot be measured with numbers or statistical data.

Because the author uses a research approach with qualitative methods, the results analyzed are in the form of phenomena, not numbers. The author will analyze employees of Bank Central Asia (BCA) Bumi Permata (BUM) branch in the Tangerang, Banten area in writing descriptive essays to find out the types of errors that are most often made, and describe them in the form of a recapitulation of error tables. Meanwhile, the research technique taken by the author is descriptive qualitative research where the author will obtain data in the form of descriptive essays in English written by BCA BUM employees and then analyze the data based on categories of types of errors related to simple present tense, count these errors, and draw a conclusion.

## **RESULTS AND DISCUSSION**

### ***Results***

The data in this research was obtained by the author from the results of an English description text written by employees of the BCA BUM Sub-Branch Office (KCP) through direct observation. The collected data was analyzed and categorized into types of errors based on the Surface Strategy Taxonomy theory which is described in errors of omission (removal of elements), addition (addition of elements), misformation (formation errors), misordering (arrangement errors). The errors in the essays made by BCA BUM employees were then described by the author through reconstructed essays and the types of errors were explained. Based on research conducted by the author, several errors were found in the use of the simple present tense structure, including errors of omission (removal of elements), addition (addition of elements), misformation (formation errors), misordering (arrangement errors).

From data taken from 15 employees, there were 3 types of errors, namely errors of omission, errors of addition and errors of misformation. The following is a description of the errors made along with explanations.

1. Sentence number 1 is wrong because there is no ending "s" in the plural noun after the word 'a few', the word that should be 'clouds'.
2. Sentence number 2 is wrong because to be is added to a verbal sentence that already has a verb.
3. Sentence number 3 is incorrect because the subject and the verb do not match. The subjects She, He, It should use verbs ending in "-s/-es".
4. Sentence number 4 is incorrect because the subject and to be do not match. The use of plural nouns should use to be "are".
5. Sentence number 5 is wrong because it is a nominal sentence that does not have a verb and must be added to be.

### *Discussion*

Below, the author will display a recapitulation of errors based on the type of error:

**Table 1** Error Category

Sample	Types of errors				Total
	Error of Omission	Error of Addition	Misformation	Misordering	
Employee 1	5	1	11	-	17
Employee 2	3	1	2	-	6
Employee 3	-	4	3	-	7
Employee 4	2	1	5	1	9
Employee 5	4	2	2	-	8
Employee 6	5	1	2	1	9
Employee 7	2	1	6	-	9
Employee 8	-	-	6	-	6
Employee 9	3	1	7	1	12
Employee 10	-	3	6	1	10
Employee 11	-	-	5	-	5
Employee 12	3	2	4	1	10
Employee 13	2	-	4	-	6
Employee 14	3	-	4	-	7
Employee 15	2	1	2	-	5
<b>TOTAL</b>	<b>34</b>	<b>18</b>	<b>69</b>	<b>5</b>	<b>126</b>

Next, the Author's analysis results are expressed in the form of percentages and tables with the following formula:

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

Information :

P: Percentage

X: Number of errors based on type

N : Total number of errors

**Table 2** Frequency Percentage of Each Error in Descriptive Text Essays

NO	TYPES OF ERROR	TOTAL	PERCENTAGE
1	Error of Omission	34	37,00%
2	Error of Addition	18	14,28%
3	Error of Misinformation	69	54,76%
4	Error of Misordering	5	3,96%
	Total	126	100%

Based on this data, the author found four types of errors in the use of simple present tense in English descriptive essays made by BCA BUM employees, namely errors of omission, errors of addition, errors of misformation, and errors of misordering. The type of error in using the simple present tense that was most frequently made was error of misformation at 54.76%. This error reached 69 errors out of a total of 126 errors. Meanwhile, the type of error that was made the least was error of misordering at 3.96%, this error only reached 5 errors out of a total of 126 errors. Another type of error in using the simple present tense that was made was error of omission amounting to 27.00%, this error reached 34 errors out of a total of 126 errors and error of addition amounted to 13.80%, this error reached 18 errors out of a total of 126 errors.

## CONCLUSION

Based on this research, the author was able to find 126 errors. From the description of the data presented in the table, it can be formulated that employees at BCA BUM made more mistakes in misformation errors, namely 54.76% of these errors reached a total of 69 errors out of a total of 126 errors, followed by omission errors of 27.00%, these errors reached 34 errors from a total of 126 errors, then error of addition amounted to 14.28%, this error reached 18 errors from a total of 126 errors, meanwhile, the type of error that was made the least was error of misordering amounting to 3.96%, this error only reached 5 errors from a total of 126 errors.

Employees make the most mistakes in formation or errors of misformation, which are a lack of understanding in the use of simple present tense, where employees choose the wrong vocabulary, the right verb, and the right to be in the context of the sentence.

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