

**ERROR ANALYSIS IN USING SIMPLE PRESENT TENSE  
IN PARAGRAPH WRITING AT THE 3<sup>rd</sup> SEMESTER STUDENTS  
OF ENGLISH EDUCATION STUDY PROGRAM  
IN UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO**



**AN UNDERGRADUATE THESIS**

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Requirements for The Degree of S-1 Program (S.Pd)

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**2023**

## APPROVAL SHEET

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### **ERROR ANALYSIS IN USING SIMPLE PRESENT TENSE IN PARAGRAPH WRITING AT THE 3<sup>rd</sup> SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM IN UIN PROF K.H SAIFUDDIN ZUHRI PURWOKERTO**

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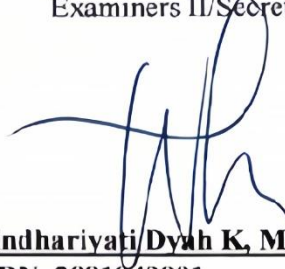
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## STATEMENT OF ORIGINALITY

I hereby declare that the thesis entitled "An Analysis of Students' Errors in Using Simple Present Tense in Paragraph Writing; A Study at The Third Semester Students of English Educaton Study Program in UIN Saifuddin Zuhri Purwokerto" is entirely my own work. I am fully aware that I have quoted several remarks and theories from numerous sources, and I have appropriately acknowledged them in the following.

Purwokerto, May 24, 2023

I who declare,

A 1000 Rupiah Indonesian postage stamp with a Garuda emblem and a handwritten signature over it. The stamp features the text 'SEKILAS BERSI BUKAN', '1000', 'METRAL', and 'TAMBAH' along with the number '21CAJX994984809'.

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*Assalamu'alaikum Wr. Wb.*

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*Wassalamu'alaikum Wr. Wb.*

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## **MOTTO**

Impossible => I'm Possible

## **DEDICATION**

I would like to dedicate my thesis to:

My dear parents, Mr. Khuzami and Mrs. Ismiyati, who have always supported and prayed for my life and success, and who have given me the strength to complete this thesis.

Devi Ambarwati, my loving wife, who constantly encourages and motivates me.

Thank you for always being by my side,

My beloved alma mater UIN Saifuddin Zuhri Purwokerto.

All of my family members and friends

Dear myself, thanks for all of your efforts.

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Alhamdulillah, All praises are to the gracious and beneficent Almighty Allah, who has blessed me with his mercies and led me in completing my thesis. Always extend a warm greeting and wish of peace to our prophet Muhammad, peace be upon him, along with his family and devotees. This thesis entitled “Error Analysis in Using Simple Present Tense in Paragraph Writing at The 3<sup>rd</sup> Semester Students of English Education Study Program in UIN Prof. K.H. Saifuddin Zuhri Purwokerto” (Academic year 2022/2023) is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Program at Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. In writing and compiling the research, I have encountered some difficulties such as gathering the references, finding the data and especially analyzing the data. I realized that without a lot of assistance from numerous people, this thesis would not be finished effectively. Therefore, as the researcher I would like to express my gratitude and appreciation, especially to:

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2. Dr. H. Suparjo, M. A., as the I Deputy Dean Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
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5. Desi Wijayanti Ma'rufah. M. Pd., as the Coordinator of the English Education in Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto and the advisor of this thesis who has given best support, motivation, and help in finishing this thesis.

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7. My dear parent Mr. Khuzami and Mrs. Ismiyati thank you for always praying, supporting, accompanying, motivating, and loving me.
8. My dear wife Devi Ambarwati who always accompanies and encourages me.
9. My beloved friends, all of TBI '16 squad, thank you for always being there for me, advising and supporting until the end.
10. Everyone who helped the researcher has given their attention and motivation to finish this thesis.

Finally, the researcher is fully aware that this thesis is still has a lot of weakness. For this, the researcher sincerely welcome critics and suggestion from the readers to enhance the quality of this thesis.

Purwokerto, May 24, 2023

The Researcher,

A handwritten signature in black ink, appearing to read 'Agil Bachtiar', with a large, sweeping initial 'A'.

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## **ABSTRACT**

**ERROR ANALYSIS IN USING SIMPLE PRESENT TENSE  
IN PARAGRAPH WRITING  
AT THE 3<sup>rd</sup> SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY  
PROGRAM IN UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO**

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This research aimed to analyze the error to provide a description of error analysis in simple present tense. For students studying English, it is not easy to master grammar and the simple present tense because of the unique circumstances they confront, particularly in Indonesia. Because of this, the goal of this study is to identify the origins of the errors that students make while using the simple present tense, according to the surface approach taxonomy. This research used a descriptive qualitative method in collecting and analyzing the data. The data was collected from the students, then it was examined in order to reach a conclusion. The subjects of the research are 35 texts written by the 3<sup>rd</sup> semester students of the English Education Study Program in UIN Prof. K.H. Saifuddin Zuhri Purwokerto at the academic year of 2022/2023. The technique of data collection was using document analysis, where the instruments used to collect the data was paragraph writing. The researcher used several procedures in this research, they are identification of error, classification of error, tabulating the error, analyzing the error, and drawing the conclusion. According to the research's findings, there were 85 errors consisting of omission, addition, misformation, and misordering errors. Omissions account for 53 (61.35%) errors, additions for 11 (12.95%), misformations for 18 (21.20%), and misorderings for 3 (3.50%). According to the aforementioned data, omission errors were the most frequent mistakes that students made when writing paragraphs in the simple present tense.

***Key Words:*** Error Analysis, Simple Present Tense, Writing.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In the age of globalization, world development is increasing dynamically, ranging from the expansion of free commerce, until the more corporate establishment in Indonesia. More than 400 million people throughout the world use English as their mother tongue, making it the most widely spoken language in the world. This makes English an even more crucial language for us to learn. Even though English is a foreign language in Indonesia, mastering it is nevertheless crucial. It is taught at all educational level, including elementary school, junior high school, senior high school, and university.

Language serves primarily as a tool for communication. The goal of learning and teaching is to make student comprehend how to talk in English. English itself is a language that spoken by people in English speaking countries or and mostly used in international events among countries in the world. People from various non-English nations including Indonesia study English considering its significances. People who are fluent in English will find it easier to adapt to this rapidly changing environment. Therefore, it is not surprising that more individuals are becoming interested in studying English with time.

There are four language skills that must be taught in order to learn English. In addition to speaking and writing, they are also listening. All of those abilities are crucial and complement one another. There are two categories of English, active skills (speaking and writing) and passive skills (reading and listening), depending on processes. According to the purpose of language, speaking and writing (active skills) are more crucial than reading and listening in order to carry out that function. Speaking and writing are the two ways we may communicate our thoughts and feelings. However, this study emphasizes writing abilities more.

Writing is challenging and requires a wide range of skills.<sup>1</sup> Additionally, writing is defined as the language talent that native speakers struggle with the most and that some of them do not even possess.<sup>2</sup> These demonstrated how difficult it is in making good writing. Writing has a significant role in communication since it allows people to share and express themselves in writing. Writing is still viewed as a complicated skill to develop and one of the skills that teachers must pay attention to. Because of this, many students committed some errors and mistakes in their writing.

Writing becomes the most complex and difficult skill<sup>3</sup> since writing elements should be allowed in it. Students in their writing frequently make some mistakes and errors, including when they have to write a paragraph composition. It might happen because the students do not pay attention to the writing elements, which include grammar and composition; organization, vocabulary, language, and others. Furthermore, the writing process is quite long, thus it takes long time to create a solid paragraph or texts.

However, students' error in learning a foreign language is a part of learning process. It is impossible for students to learn a foreign language without making errors and mistakes. Because making errors and mistakes when learning a foreign language is common and acceptable. Errors are a symptom that a learner does not comprehend the English rules. Harmer describes errors as mistakes that they cannot remedy themselves and hence require explanation. The students will not comprehend the English rules without making errors first.<sup>4</sup>

Thus, according to the problem description above, the researcher interested in analyzing the students' errors in the use of simple present tense in paragraph writing at the 3<sup>rd</sup> semester students of English Education Study Program in UIN Saifuddin Zuhri Purwokerto. The researcher p refers to examine grammatical errors using simple present tense because the researcher needs to know how

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<sup>1</sup> Hedi Williams, *Plagiarism*, New York: Green Haven Press, 2008, p. 5

<sup>2</sup> John Norrish. *Language Learners and Their Errors*, London: The MacMillian Press Limited, 1983, p. 63

<sup>3</sup> Richards, Jack C. & Renandya, Willy A., *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press, 2002, p. 303

<sup>4</sup> Jeremy Harmer, *How to Teach English*. London: Pearson Education Limited, 2007, p. 96

much of the total errors that students have made, as well as how much of any aspect of surface strategy taxonomy, such as omission, misformation, and misordering, those students have made, and why those students have made errors. The researcher expects that this research gives contribution to students in learning English and will also help teachers understand the students' difficulties in learning English, particularly in writing skills.

## **B. Conceptual Definition**

There are four important terms that will influence how this study is conducted. They are as follows:

### **1. Error Analysis**

Error analysis is an activity used to recognize, categorize, and characterize mistakes made by students when speaking or writing in order to gather information on the most typical problems encountered when speaking or writing in English. Error analysis examines how well students performed in terms of the cognitive processes they utilized to categorize or recognize input from the target language.<sup>5</sup>

### **2. Writing**

Writing is the act of communicating in writing. Writing employs symbols such as the alphabet, punctuation, and spaces. It can be utilized to convey a message of an idea to the reader. Then the writer can provide information to the reader. The reader will comprehend the concept when the writer has a good writing.

Writing has succeeded in fulfilling its duty as a means of communication, sharing opinions, expressing feelings and ideas, and transferring information among communicators, in this case called writers. Aside from the functions outlined earlier, writing also serves as a way of

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<sup>5</sup> Erdogan, *Contribution of Error Analysis to Foreign Language Teaching*, Mersin University Journal of the Faculty of Education, Vol.1, Issue 2, 2005, p. 265

remembering and thinking. Writing has fewer signs and symbols than speaking, yet they can be equally effective.<sup>6</sup>

### 3. Simple Present Tense

Different verb tenses, which indicate the moment of action, are described by a systematic structure called tense. Meanwhile, the simple present tense is formed by utilizing the verb's simple form, which is the form that was either termed the infinitive without "to" or was included in the dictionary. The endings -es or -s are inserted when the third person singular subject is present.<sup>7</sup>

One category of tenses includes the present tense. It is a tense that is frequently used in casual conversation and in the drafting of descriptive texts. The phenomena occurs today because it is present. Additionally, it explains the universal truth or regular behavior. The present tense describes an activity or a state of being that is currently occurring. The simple present asserts that something was true in the past, is true in the present, and will be true in the future. It conveys universal truths and broad generalizations.<sup>8</sup>

### C. Formulation of the Problem

Previously, certain concerns are phrased as follows based on the context of the problem:

1. What kinds of error are made by students in using simple present tense in paragraph writing at the third semester students of English Education Study Program in UIN Saifuddin Zuhri Purwokerto at the academic year of 2022/2023?
2. What is the most common error made by students in using simple present tense in paragraph writing at the third semester students of

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<sup>6</sup> Jeremy Harmer, *How to Teach Writing*, Cambridge, UK: Longman, 2004, p. 4

<sup>7</sup> Cook and Suter, *The Scope of Grammar*, Oxford: University Press, 1983, p. 49

<sup>8</sup> Betty Schramper Azar, *Understanding and Using English Grammar Third Edition*, New York: Pearson Education, Longman, 2002, p. 13

English Education Study Program in UIN Saifuddin Zuhri Purwokerto at the academic year of 2022/2023?

## **D. Objectives and Significances of the Research**

### **1. Objectives of the research**

The objectives of this research will be accomplished, as follows:

- a. To analyze the types of errors made by students by using simple present tense in paragraph writing at the third semester students of English Education Study Program in UIN Saifuddin Zuhri Purwokerto at the academic year of 2022/2023.
- b. To find the most common error made by the students in their paragraph writing by using simple present tense at the third semester students of English Education Study Program in UIN Saifuddin Zuhri Purwokerto at the academic year of 2022/2023.

### **2. The Significances of The Research**

There are two kinds of significances of this research as follows:

#### **a. Theoretical Significances**

Theoretically, the outcome of this study is designed to help other researchers obtain a better understanding of the theories used by the researcher, and maybe adopt the theories used as a guide for those who want to carry out research in the same area. The researcher also hopes that this study will result in an innovative framework for the analysis of students' errors in utilizing the simple present tense and the causes of these errors.

#### **b. Practical Significances**

Practical significances of this research are:

##### **1) For English teachers**

Hopefully this research could help teachers comprehend their students' grammatical errors in using simple present tense.



Teachers will subsequently focus more on the subject in which students occasionally make errors. The study will provide teachers with beneficial direction so that the students may better understand how to utilize tenses and correct their mistakes to improve their English.

2) For students

This research is intended to improve students' understanding since it focuses on analyzing errors in simple present tense use. The researcher hopes that this study would help them improve their English writing skills. As a result, the students may reduce their mistakes and write as smoothly and naturally as native speakers.

3) For researcher

This research provides more information and expertise, which the researcher uses as a guideline in analyzing errors in order to minimize the students' errors in the future.

## **E. Review of Relevant Studies**

Based on the sources related to this research, there are several previous researches related to the topic of this research. The following are the results comparison of previous researches:

The first, a research journal written by Arinta Perlin, Dewi Sartika and Ratna Nery entitled “*an Error Analysis on the Use of Simple Present Tense in Paragraph Writing of the Second Semester at English Language Education at Islamic University of Ogan Komering Ilir Kayuagung*”. The aim of the study was to identify the most dominant student errors in using the simple present tense with a qualitative descriptive approach. The study sampled consisted of 12 students which they given a particular test in a Google form whereas the present research is using students’ worksheets in final exam as the documents which this makes the difference. The linkages is the research discuss about Error Analysis of using Simple Present Tense. The findings of this research is

shown that there are 58 errors found in their research. The most common error made by the students is error of omission with 33 errors found.

Second, a Thesis research by Ihda Atira Muis entitled “*an Error Analysis of Using Present Tense By the Tenth Grade Students of Senior High School in Writing Descriptive Text at Man 2 Model Medan*”. This research discussed about analyzing Students error while writing Descriptive Paragraph. It was aimed to examine the error to make improvement of students’ ability in Writing in the next day. This research found 121 errors made by the students in their writing. The most common error made by the students is omission with 54 errors found. The similarity to this research is discussion about analyzing students error using simple present tense in writing. The difference is this thesis discussed about a more spesific kind of paragraph that is ‘Descriptive Paragraph’. The subject in the research is from High School students whereas the present research took the University students as the seubject. Also this research examined the causes of errors made by the students whereas the present research only examine what kinds of errors made by the students.

Third, a thesis research by Zenika Iyangsari entitled “*Error Analysis in Using Simple Present Tense in The Students’ Descriptive Paragraph in the Tenth Grade Students of SMKN 4 Bandar Lampung in the Academic Year of 2019/2020*”. This research aims to analyze the errors and to provide description of error analysis in using simple present tense. This research used descriptive qualitative research in collecting and analyzing the data. The findings of this research showed there are four errors that the students made. There are addition error, omission error, misformation error, and misordering error which the most error made is omission. Based on the data, the researcher concluded the sources of students’ error were interference errors, and intralingual errors and developmental errors. The similarity of the research is this research discuss about error analysis in using simple present tense. The methodology used is also the same. The difference of this research and the present research is this research examined the source of errors besides of examined the kinds of errors.

## **F. Structure of the Research**

To conduct a systematic study, the structure of the study must be classified. The following is an explanation of the research structure:

Chapter 1 is an introduction. It is divided into six sections: background of the study, operational definition, research questions, aims and importance of the research, review of relevant studies, and research structure.

Chapter II presents the theories of Error Analysis in using simple present tense in paragraph writing at the Third Semester of English Education Students in UIN Saizu Purwokerto. This part consists of 3 sub sections, those are Error Analysis, Simple Present Tense and Paragraph Writting.

Chapter III describes the research methodology. This chapter discusses the research design, subject of the study, object of the study, data collection instrument, data collection technique, and data analysis technique.

Chapter IV presents the result of the research which is consists of general description of analyzing errors of using simple present tense in paragraph writing.

Chapter V presents the conclusion and suggestion of the research. In this chapter, the researcher concludes and gives suggestion related to the research. The researcher also provides the limtation of the research.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Error Analysis

##### 1. Definition of Error Analysis

Error analysis is a movement that aims to expose the learning outcomes achieved by students in the creation of an interlanguage framework, which is documented as speaking and writing and consists of a connection between the errors produced in the target language and the target language itself. Errors found recorded as speaking and writing.

Error analysis is an effective technique to determine the lack of students in using the language. Teachers can use error analysis to examine and identify students' errors in order to provide beneficial input while designing a language teaching and learning process.<sup>9</sup> In summary, utilizing error analysis, teachers may discover student mistakes and errors.

Error analysis manages the students' presentation as far as the intellectual procedures they utilize to understand or encode the input they get from the target language. Therefore, an essential point of error analysis is on the proof that students' errors provide with a comprehension of the basic procedure of second language acquisition.<sup>10</sup>

##### 2. Error and Mistake

In Writing, learners frequently make incorrect grammar which are referred to error and mistake. Fundamentally, learning is a process that involves the making of errors and mistakes. It is stated that error shows gaps of students' knowledge.<sup>11</sup> It could happen because the students do

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<sup>9</sup> Siswoyo, *Students' Error in Using Simple Present Tense Mastery*, *Jurnal Tadris Bahasa Inggris*, 9, 2016, p. 461-479

<sup>10</sup> Erdogan, *Contribution of Error Analysis.....*, p. 262-263

<sup>11</sup> Corder, Pit. *The significance of learner's errors*. *International Review of Applied Linguistics*, 1967, p. 161

not have idea what to apply in. Errors cannot be fixed by the speaker by themselves but can be corrected if the speaker is made aware of the error. While the term "mistake" often refers to a performance defect that is either a "slip" or a random guess, in this context, it refers to improper use of a known system. Despite being a clear variation from the mature grammar of a native speaker, the mistake nonetheless serves to demonstrate the learner's proficiency.<sup>12</sup>

There are two types of errors. They are both systematic and non-systematic. While error refer to efficient faults that frequently occur when learning a second language, mistakes are classified as non-precise errors arising from random circumstances, such as slips of the tongue. Mistakes caused by temporary laps of memory, confusion, slips of the tongue, or other issues, while errors caused by lack of understanding of the target language or inaccurate assumptions about it.<sup>13</sup>

**Table 1.**  
**The Difference Between Mistake and Error**

| <b>Mistake</b>  | <b>Error</b>  |
|---|---|
| Associated with the quality of the students' performance.                                   | Concerned with the students' lack of competency.                                  |
| When students pay attention, they may self-correct.   | Cannot be self-corrected since the students do not understand the right TL rules. |
| Inconsistent deviation.   | Consistent deviation.   |
| Caused by circumstances such as exhalation, lack of concentration, recklessness, and so on. | Caused by students who have not yet learned the TL rules.                         |
| Reflected the students' immediate obstruction or a vulnerability when using the TL.         | Reflected the students' comprehension or proficiency in the TL.                   |

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<sup>12</sup> Douglas H. Brown, *Principles of Language Learning and Teaching. Fifth Edition*, New York: Pearson Edition, 2007, p.257-258

<sup>13</sup> Peter Hubbard, et al., *A training Course for TEFL*, (Oxford: Oxford University Press,1983), p. 134

We may infer from the description above that mistake and error have distinct interpretations. In error, the learners do not have an idea about the pattern, so they are unable to quickly correct it. While in mistake, the learners are aware of the pattern so they are able to correct it.

### **3. Source of Error**

They include intralingual errors, it is made when learning a second language at planned times when they haven't truly acquired the knowledge. And interlingual errors brought on by mother tongue interference. As a result, it may be divided into the two categories below:

#### **a. Interlingual Error**

Interlingual error is a major cause of errors for all students. The early phases of learning a second language are especially vulnerable to interlingual transfer or interference from the native language. Interlingual transfer is a significant hotspot for language students. Word reference of Language Education and Applied Etymology identifies interlingual mistakes as the result of language move, which is caused by the student's first language.<sup>14</sup> In these early phases, before the second language's system is familiar, the learner's native language is the only preceding linguistics system from which to draw. For examples, English learners wrote 'ship' for 'sheep' and "He always give me a lower price than others" instead of "He always gives me a lower price than others".

#### **b. Intralingual Error**

Intralingual errors are caused by poor or incomplete target language learning instead than resulting from language transmission. They might be caused by the result of one item having an adverse effect on another. For instance, because they are still learning the language, pupils are attempting to employ two tense

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<sup>14</sup> Erdogan, "Contribution of Error Analysis....." p. 265

indicators in the same statement. They use "She is comes here" because of the third person's peculiarity, which calls for "is" in the present continuous and "-s" at the end of the verb in the simple present tense. Essentially, students' attempts to construct theories and notions about objective language from their inadequate experience with it lead to intralingual mistakes. This explanation from several points of view, like in the following instances, may induce students to submit mistakes; "You looks handsome today,", "She go to school every day.", "He play football every Sunday,".<sup>15</sup>

#### **4. Type of error**

There are several forms of mistake that might occur:<sup>16</sup>

##### **1. Error of Omission**

The lack of a constituent or morpheme that must be included in a well-formed utterance is a sign of an error of omission. The errors originated by the students who left out certain essential parts of their sentences. The students left out elements that were required for the sentences they wrote to be classified grammatically correct. For the example, the omission of auxiliary verb (be), the omission of verb inflections (-s/-es), and other omission errors.

E.g. Incorrect : He play football every afternoon.

Correct : He plays football every afternoon.

##### **2. Error of Addition**

The opposite of the omission is the addition error. These kinds of errors can be distinguished by the existence of an essential item or by the item's absence from well-formed sentences. Additionally, students add words or phrases that are not necessary

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<sup>15</sup> *Ibid*, p.266

<sup>16</sup> Dulay Burt and Krashen, *Language Two*, New York: Oxford University Press, 1982, p. 154-163

in a sentence to include. This sort of error came in three different forms:

**1) Double Marking**

Double marking is an error that occurs when a student gives more than one marking when composing a sentence and fails to remove certain necessary components.

E.g. Incorrect : She is cooks a plate of Fried Rice.

Correct : She cooks a plate of Fried Rice.

**2) Regularization**

Regularization is error in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. The example where there is an addition of suffix -ed for irregular verb.

E.g. Incorrect : I dranked a cup of coffee.

Correct : I drank a cup of coffee.

**3) Simple Addition**

No particular features characterize simple additions, in other hand this error is the use of an item which should not appear in well-formed utterance.

E.g. Incorrect : You looks so ugly.

Correct : You look so ugly.

From the examples mentioned above, it is obvious that the students made errors by including items into sentences that weren't essential.

**3. Error of Misformation**

Error of misformation is identified by the use of inappropriate morpheme or structure. Contrast to omission when the things are not provided, in misformation, the students provide something even if it is not correct. There are three different types of misformation error:



1) **Regularization error:** The primary reason for this is a lack of comprehension of verb tenses. The example is using a regular verb marker (suffix -ed) on an irregular verb with a significant change from present to past verb.

E.g. Incorrect : I **leaved** my wallet in the classroom.

Correct : I **left** my wallet in the classroom.

2) **Archie-forms:** Selecting one item to represent other, using the item for all the sentences. The causes come from the incorrect use of grammar, prepositions, and nouns or pronouns. The example is inappropriate noun selection.

E.g. Incorrect : **That dogs** are naughty.

Correct : **Those are** naughty dogs.

3) **Alternative form:** This error occurs when learning a second language at the beginner stage, namely the level of vocabulary and grammar grow. The causes include incorrect grammar, vocabulary, derivation, and conjunction and subordinating conjunction selection. For example putting the subject "I" in the object position that should be replaced with "me".

E.g. Incorrect : You can just give that ball to I.

Correct : Ypu can just give that ball to me.

#### 4. Error of Misordering

The wrong placement of a morpheme or group of morphemes in a piece of well-formed literature is what distinguishes this kind of error.

E.g. Incorrect : She is name Devi Ambarwati.

Correct : Her name is Devi Ambarwati.

#### 5. Procedure of Error Analysis

When examining student mistakes, there are a few procedures to take. We may identify the following phases in carrying out an error analysis:<sup>17</sup>

**a. Collecting sample**

Gathering a sample of student writing provides data for error analysis. The expert should be aware that the concept of the gathered example may affect the type and spread of the errors observed.

**b. Identificating the error**

Examining the difference between what the student produced and what a local speaker partner would offer in a comparable circumstance is one way to identify errors. The fundamental process is as follows:

- 1) put together a reproduction of the instance as this would have been created through the students' native speaker companion.
- 2) Anticipate that every articulation or sentence created by the student is misguided and sistematically remove those that underlying correlation with the native speaker test shows to be properly-formed. Those expression or sentences remaining contain errors.
- 3) Identify the specific ways in which each student's articulation or phrase deviates from the original form.

**c. Description of errors**

The denial of errors, is simply a close operation, with the information being the original incorrect phrases and duplicated articulation, as in Ellis and Barkhuizen's book. The portrayal of student mistakes must next show how the structures the student produced differ

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<sup>17</sup> Rod Ellis, Gary Barkhuizen, *Analyzing Learner Language*, (New York: Oxford University Press, 2005), p. 57-62

from those that were supplied by the student's native speaker partners. It focuses on the outward characteristics of student speech. There are two steps:

- 1) The process of clarifying classes for identifying the discovered errors has to be improved.
- 2) Keeping in mind how often classification of errors occurred.

**d. Explanation of errors**

Explaining errors includes deciding their sources so as to represent why they were made. From the perspective of SLA research, this is the most significant stage in an error analysis. One evident motivation behind why students make errors is the trouble they involvement with getting to their L2 information when conveying. On the off chance that L2 structures have not yet been automatized, they require controlled preparing. The outcome is that they resort to the utilization of non-standard structures that have been gained before and are automatized.

**e. Evaluation of errors**

Error evaluation is not so much a phase in the investigation of student errors as a reinforcement method for applying after effects error analysis. This includes determining the severity of various errors with the ultimate goal of selecting which should receive guidance.

**B. Writing**

**1. Definition of Writing**

Writing is one of the four language skills that students should be able to acquire in the teaching and learning process, especially when studying English. This is a way that students may learn how to communicate their ideas in writing, which is one of the goals of learning. On the basis of the writing process, the students should discuss their thoughts.

Writing is an activity to express ideas, opinions, thoughts, or feelings in written text that represent language and people understood about it. Some expert emphasize how writing uses visual symbols to convey an understandable language. It is stated that writing communicates ideas, views, or thoughts and feelings.<sup>18</sup> Practicing the other abilities of listening, speaking, and reading might be a beneficial way to become ready for writing. This indicates that writing comes last among the skills-related activities. Writers engage in several activities to gather ideas prior to writing. Writers engage in informational listening. Writers communicate with individuals to acquire information. Before writing, authors also study several books to broaden their background knowledge.<sup>19</sup>

## 2. Purpose of Writing

The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing.<sup>20</sup>

In addition, there are three general purposes of writing, they are writing to entertain, eriting to inform, and writing to persuade.<sup>21</sup>

- 1) Writing to entertain, it means that writing does not make the readers laugh, but it at least engages their feelings in some way. Writing to entertain generally takes the form of so-called ‘imaginative writing’ or ‘creative writing’ (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays

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<sup>18</sup> Muchlisin Riadi, “*Pengertian, Tujuan, dan Tahapan Menulis*”, at: <https://www.kajianpustaka.com/2013/07/pengertian-tujuan-dan-tahapan-menulis.html>

<sup>19</sup> Nation, *Teaching ESL/EFL Reading and Writing*. New York Routledge, 2009, p. 113

<sup>20</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, London: Cambridge University Press, 2003, p. 163

<sup>21</sup> Kate Grenville, *Writing from Start to Finish: A Six-Step Guide*, Griffin Press: Sydney, 2001, p. 1

and screenplays. Sometimes imaginative writing disguises itself as a ‘true story’ for added effect.

- 2) Writing to inform, it means that the writer tells the readers about something. These kinds of writing can also be ‘entertaining’ in the sense that they’re a good read. But entertaining the reader isn’t their main purpose. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.
- 3) Writing to persuade, it means persuade the readers to convince something. This type of writing might include opinion, but as part of a logical case backed up with evidence, rather than just as an expression of feelings.

Based on all of the statements above, the researcher got an understanding that no matter our writing is, it is done to express the idea and feeling to raise a purpose based on each importance. Moreover, for the students, the purpose of writing is to improve their communication skills, share information to the readers and to train students to become professional writers

## **C. Simple Present Tense**

### **1. Definition of Simple Present Tense**

One of the tenses that the students must be required is simple present tense. A simple present tense is a form of the verb for a declared fact, habits, or events that happened at this time, form verb is most commonly used in English.<sup>22</sup> It also said that we use the simple present to discuss about matters in general. We use it to say that something occurs all the time or repeatedly, or that something is proper in standard.<sup>23</sup> More clearly an explanation of simple present tense in general, the simple present expresses events or

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<sup>22</sup> Meilani, B. D & Nasir, M. *Penentuan Pola Kalimat bahasa Inggris pada Simple Present Tense Menggunakan Metode bottom-up Parsing*. Integer Journal, 1, 2016, p. 10.

<sup>23</sup> Scott Thornbury, *How To Teach Grammar*. Cambridge: Pearson Education, 1999, p. 20

situations that always exist, usually, habitually; they exist now, have existed in the past, and are likely to exist in the future.<sup>24</sup>

Based on the explanation above, I can conclude that simple present tense is formed by using infinitive without “to” and when the third person singular subject is present, a suffix –es or –s is added to the verb. Simple present tense expresses an action or a state of being in the present.

## 2. Formulation of Simple Present Tense

### 1. Verb Tense (Verbal)

- (+) S + V1 (-s/-es) + O
- (-) S + do/does + V1
- (?) Do/Does + S + V1

### 2. Non-Verb Tense (Nominal)

- (+) S + to be (am/is/are) + Adj/Adv/N
- (-) S + to be + not + Adj/Adv/N
- (?) To be + S + Adj/Adv/N

Caption reads:

- S = Subject
- V1 = First form verb
- (-s/-es) = Adding suffix to the verb appropriate to the subject
- O = Object
- To be = Linking verb
- Adj = Adjective
- Adv = Adverb
- N = Noun

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<sup>24</sup> Betty S Azar, *Understanding and Using English Grammar (3rd Edition)*, New York: Longman, 2002, p. 4

### 3. Examples of Simple Present Tense

#### 1. Verbal

**Table 2.**

| <b>Positive</b>                               | <b>Negative</b>                                      | <b>Intrognative</b>                               |
|---|--|---|
| I like eating mango.                          | I don't like eating mango.                           | Do I like eating mango?                           |
| She <u>walks</u> for an hour to the office.   | She doesn't <u>walk</u> for an hour to the office.   | Does she <u>walk</u> for an hour to the office?   |
| We sleep every night.                         | We don't sleep every night.                          | Do we sleep every night?                          |
| My cat <u>eats</u> a lot.                     | My cat doesn't <u>eat</u> a lot.                     | Does my cat <u>eat</u> a lot?                     |
| Devi always <u>reads</u> a book on the night. | Devi doesn't always <u>read</u> a book on the night. | Does Devi always <u>read</u> a book on the night? |

#### 2. Nominal

**Table 3.**

| <b>Positive</b>                         | <b>Negative</b>                             | <b>Intrognative</b>                     |
|---|---|---|
| I am Agil Bachtiar.                     | I am not Agil Bachtiar.                     | Am I Agil Bachtiar?                     |
| I am from Indonesia.                    | I am not from Indonesia.                    | Am I not from Indonesia?                |
| I am a student of UIN Saizu Purwokerto. | I am not a student of UIN Saizu Purwokerto. | Am I a student of UIN Saizu Purwokerto? |
| I am good at cooking.                   | I am not good at cooking.                   | Am I good at cooking?                   |
| My parents are hard workers.            | My parents are not hard workers.            | Are my parents hard workers?            |

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Type of the Research**

This research used Content Based Research with Descriptive Qualitative approach, because the writer purposes to describe the errors made by students of UIN Saifuddin Zuhri Purwokerto academic year of 2022/2023 in writing paragraph text. The descriptive qualitative method is method that explain about the phenomenon, occurrence, or event in detail. To produce the detail of research findings, the researcher used error analysis. Qualitative research is purposed as kinds of research that the results is not got through statistic procedure or another form of arithmetic.<sup>25</sup> In this case, this study aims to reveal what errors appear most in the students' writing and it was conducted in natural condition of learning process in the classroom.

#### **B. Setting of the Research**

This research is located at UIN Professor Kiai Haji Saifuddin Zuhri Purwokerto, Purwokerto, Central Java, specifically in English Department Program. The researcher chose this place as the research setting because this is the first study it was conducted in University. It was intended as lesson for the author and also as a reference for other researchers.

#### **C. Sources of Data**

Paragraph texts written by the third semester students at UIN Saifuddin Zuhri Purwokerto at the academic year of 2022/2023 became the sources of data in this research. So that the error of paragraph texts written became the data in this research.

#### **D. Technique of Collecting Data**

The technique of data collection used by the researcher is documentation. The researcher met the lecturer of paragraph writing class

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<sup>25</sup> Strauss and Corbin, *Basic of Qualitative Research: Techniques and Procedures for Developing Grounded Theory, 4th Edition*, California: SAGE Publications, Inc, 2015.



to get the students' writing. Since the data source was students' writing or document, the researcher used document analysis as the technique of data collection.

The term document refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts. Documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture, such as books, films, and videos.<sup>26</sup> Document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.) Document analysis is conducted because documents are stable and rich sources which open an opportunity to enlarge knowledge about something observed. For this reason, document analysis is preferred.

The analysis in this research concerns on grammatical errors find in the students' writing. The analysis is based on surface strategy taxonomy. To guide analyzing obtained documents (read: students' writing), the researcher made guidance as follows:

- a. Read the students' writing two to three times to find grammatical errors in their writing.
- b. Write down the grammatical errors in a table which represents one analyzed students' writing.
- c. Each grammatical error which occurs will be noted in the table according to its classification.

#### **E. Technique of Analysis Data**

Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and othe materials that we accumulate to increase our own understanding of them and to enable us to

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<sup>26</sup> Ary, D., Jacobs, L. C., & Sorensen, C. *Introduction to research in education. 8th edition.* Wadsworth: Cengage Learning. 2010, p. 442.

present what we have discovered to others.<sup>27</sup> In short, it is the process whereby researcher systematically search and arrange their data in order to increase their understanding of the data and to enable to present the result to others.

In analyzing the data, the researcher used error content analysis. Content analysis is a research technique that identifies the presence of specific words, themes, or concepts in qualitative data (for example, text). The researcher used content analysis to quantify and analyze the presence, meaning, and relationships of specific words, topics, or concepts. The error analysis was used since it fits the characteristic of the data and the nature of this research. It was strengthened by experts, that error analysis is a type of linguistic analysis that focuses on the errors learners make. Then, there are a number of steps taken in conducting an error analysis.<sup>28</sup>

1. Collect data. Collecting the students' error in writing.
2. Identify errors. Identifying the types of errors made e.g.: omission, addition, misformation or misordering.
3. Classify errors. Grouping the errors that have been found and stating the classes of the errors e.g.: error of plural maker, error of conjunction etc.
4. Quantify errors. Explaining the errors and calculating how often the errors appeared.
5. Analyze source. Analyzing the sources of errors.
6. Remediate. Based on the kind and frequency of an error type pedagogical intervention is carried out.<sup>29</sup>

Referring to the steps of error analysis above, the researcher analyzed the data as follows:

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<sup>27</sup> Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta. 2017, p. 344.

<sup>28</sup> Gass, S. M., & Selinker, I. *Second Language Acquisition: An Introductory Course (3rd ed.)*. New York: Routledge. 2008, p. 102.

<sup>29</sup> Gass, S. M., & Selinker, I. *Second Lang.....*, p. 103.

1. Identification of errors. In this stage the researcher found out any deviation which possibly could be found in students' writing. That could be omission, addition, misformation and misordering.
2. Classification of errors. Then the researcher classified the errors which have been found based on their grammar aspects, such as third person singular verb, to be and so on.
3. Tabulating the errors. The researcher calculated the frequency of each type of errors and their grammar aspects.
4. Analyzing the errors. This step dealt with deeper analysis of the errors found and the sources of errors in the students' writing.
5. The researcher creates a table based on the error classification to calculate the total error, and then the researcher converts the total error result to a percentage.

The formula that would be used to calculate the percentage of errors:

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

Where:

P = Percentage

F = Frequency of errors occurred

N = Number of case (total frequent/total individu)

6. Using Brown's theory, the researcher analyzed and categorized the kinds of errors made by students, focused on the data of the errors" type based on the surface taxonomy theory (omission, addition, misformation, misordering).

The number of errors for each type is recorded in a table and serves in percentages.

**Table 4**  
**Distribution of Errors**

| Type of Errors | Number of Errors | Percentage |
|----------------|------------------|------------|
| Ommision       |                  |            |
| Addition       |                  |            |
| Misformation   |                  |            |
| Misordering    |                  |            |

7. Drawing a conclusion. After analyzing the errors, the researcher made a conclusion based on what have been found.

## CHAPTER IV

### THE DATA AND ANALYSIS

The researcher collected the data necessary for the analysis in this chapter for the basis of the research conducted on April 2023 in UIN Prof. KH. Saifuddin Zuhri Purwokerto. It describes two parts of the research, those are research finding and discussion. Research finding reported all the data that obtained and discussion represented the result.

#### A. Research Finding

Based on the surface strategy taxonomy, the types of errors are classified into four main categories, namely: omission errors, addition errors, misformation errors, and misordering errors. In analyzing the composition, each type of error that is found is cycled and marked. After finishing this step, the errors are tabulated. Then, the frequency of each type and the total number of errors are counted.

Thirty five texts from students of 3<sup>rd</sup> semester students of English Education Study Program in UIN Saifuddin Zuhri Purwokerto at the academic year of 2022/2023 were taken as the source of the research. They wrote the texts in the framework of the final exam in academic writing class. The result revealed many errors of omission in this research. There are 53 errors or omissions (62.35%). Second, there are addition errors with a score of 11 errors (12.95%). Third, there is an misformation error which resulted in 18 errors (21.20%). The last one is misordering errors in which only 3 errors were found (3.50%).

The analysis types of errors on students writing text can be seen from this table below.

**Table 5**  
**The Number of Errors**

| No.   | Type of Error | Number of Error | Percentage |
|-------|---------------|-----------------|------------|
| 1     | Omission      | 53              | 62,35%     |
| 2     | Addition      | 11              | 12,95%     |
| 3     | Misformation  | 18              | 21,20      |
| 4     | Misordering   | 3               | 3,50%      |
| Total |               | 85              | 100%       |

- Omission  $= \frac{53}{85} \times 100\% = 62,35\%$
- Addition  $= \frac{11}{85} \times 100\% = 12,95\%$
- Misformation  $= \frac{18}{85} \times 100\% = 21,20\%$
- Misordering  $= \frac{3}{85} \times 100\% = 3,50\%$

Analyzed errors in this study are focused on types of errors based on theory of Corder. From the table, it can be seen that error of omission got the highest percentage, it means this type of error was dominantly occurred. Based on the errors' classification, it was found that 85 errors were occurred.

## **B. Analyzing Types of Errors**

In order to know clearly about the errors that are done by the students in their compositions, the examples of errors types, its correction, and the analysis will be presented in the following. The data were identified and classified into their types of error based on Surface Strategy Taxonomy Corder. Based on that theory, errors are classified into four types: omission, addition, misformation, and misordering.

### **1. Omission**

The obtained data in students' writing determined that students made errors in writing text itself. This type of omission, error of omission is characterized by the absence of an item that must be appear. There were 33 students who made 53 (62,35%) cases of omission errors. The researcher took some data of errors in omission made by the students. Example of students' Error in Omission

**Table 6**  
**Sample of Omission Errors Identification**

| Kind of Omission Error | Error Identification   | Error Correction   |
|------------------------|--|--|
| Verb inflection        | 1. Flipped classroom <b>become</b> one of other solution to learning from home.<br>2. The education <b>become</b> one of...<br>3. Flipped classroom <b>bring</b> negative effect.<br>4. It <b>improved</b> classroom efficiency. | 1. Flipped classroom <b>becomes</b> one of other solution to learning from home.<br>2. The education <b>become</b> one of...<br>3. Flipped classroom <b>brings</b> negative effect.<br>4. It <b>improves</b> classroom efficiency. |
| Auxiliary error        | 1. With a song students can (...) more relaxed.<br>2. The effect of flipped classroom with a song (...) it can increase...   | 1. With a song students can <b>be</b> more relaxed.<br>2. The effect of flipped classroom with a song <b>is</b> it can increase...   |
| Noun inflection        | 1. The Flipped Classroom can still very effective (...)  | 1. The Flipped Classroom can still very effective <b>teaching method.</b>  |
| Article omission       | 1. This means that <b>student</b> can complete...  | 1. This means that <b>the students</b> can complete...   |
| Preposition error      | 1. It's a good method to use for applied (...) University level.<br>2. Get the solution for every (...) their trouble...   | 1. It's a good method to use for applied <b>in</b> University level.<br>2. Get the solution for every <b>of</b> their troubles.  |
| Plural inflection      | 1. This means that <b>student</b> can complete...  | 1. This means that <b>students</b> can complete...   |

### 1) Omission of Articles

a) This means that student can complete...

The sentence above is incorrect, because in the blank space there is an article. The word “student” in the sentence is a specific noun. This error occurs because the students do not know the use of the article for making a specific noun. From the incorrect sentence above, it can be suggested that the correct one is “This means that the students can complete...”

### 2) Omission of Plural Inflection

a) This means that student can complete...

The sentence above is incorrect sentence. The students do not know the form of plural form. If it is plural noun, it should be added by –s / -es after noun. A single form should be without additional of –s / -es. If using is, the form should be singular. If using are, the form should be plural. From incorrect sentence above, it can be suggested that the correct one is “This means that the students can complete...”

### 3) Omission of object/complement

a) The Flipped Classroom can still a very effective (...)

The error made by the writer is that she did not give an object/complement in his sentence. The correct sentence should be ‘a very effective teaching method.’ The word “effective” needs object, because “effective” here is functioned as adjective.

### 4) Omission of ‘be’/linking verb

a) The effect of flipped classroom with a song it can increase...

The error in sentence above is omission of to be (is). This auxiliary usually accompanies main verb; it cannot stand alone and it is used to add functional or grammatical meaning to the clause. This auxiliary of the form of be; “is”, it always accompanies adjective or noun. The revision of sentence above is “The effect of flipped classroom with a song is it can increase...”

### 5) Omission of suffixes after verb



a) Flipped classroom bring negative effect.

This error is due to the omission of a certain linguistic item (suffix –s/-es). It appears in English verbs when one wants to make a sentence using present tense and the subject as a singular noun. It happens because the student is influenced by the structure of Indonesian sentences. The student does not care if subject of “she,he, it use –s / es” after verb. The subject “they, we, I, you do not –s/-es after verb. From the incorrect sentence above, it can be changed that the correct one is “

6) Omission of Preposition

a) Get the solution for every their trouble...

This error occurs because the student does not realize that the conjunction takes important place in a sentence. Conjunctions are used in a sentence to connect words or sentences. From incorrect sentence above, we can correct it into the right form, that is “Get the solution for every of their troubles...”

## 2. Addition

Errors of addition means as the error that present some elements that should not be presented. In this study, there were 10 students who made 11 (12,95%) cases in addition. The researcher took some data of errors in addition made by the students.

Bellow, they are the identification of addition errors:

**Table 7**  
**Sample of Adition Error Identification**

| <b>Kinds of Error</b> | <b>Error Identification</b>                          | <b>Error Corrcction</b>                     |
|-----------------------|--|---|
| Double Marking        | 1. The flipped classroom <b>is</b> has many effects. | 1. The flipped classroom has many effects.  |
| Regularization        | -  | -   |
| Simple Addition       | 1. The students often needs much vocabulary.         | 1. The students often need much vocabulary. |

|  |  |  |
|--|--|--|
|  | <p>2. This method efficient because <b>of</b> student learning the materials...</p> <p>3. The students learning the material <b>before</b> at home.</p> <p>4. Teaching model that takes students as <b>a</b> the center.</p> <p>5. <b>In</b> here will discuss about effect...</p> | <p>2. This method is efficient because the students learn the materials...</p> <p>3. The students learn the material at home.</p> <p>4. Teaching model that takes students as the center.</p> <p>5. Here we will discuss about the effect...</p> |
|--|--|--|

Example of students' Errors in Addition:

1) Additional of Article

a) Teaching model that takes students as **a** the center.

The error made by the writer is that she adds “a” before “the center”. The article should be eliminated from that sentence to be a well-formed sentence. Teaching model that takes students as the center..

2) Additional of Auxiliary

a) The flipped classroom **is** has many effects..

This error occurs because the student does not follow the rules. The student considers that all type of sentences must use auxiliary after subject. This sentence does not need “is” after “classroom”. To make the correct one, it should be “The flipped classroom has many effects...”

3) Additional of Preposition

a) This method efficient because **of** student learning the materials...

The type of error occurs because the student does not follow the rules. From the incorrect sentence above, it can be suggested that the correct one is “This method is efficient because the students learn the materials...”

b) In here will discuss about effect...

The type of error caused by the student because of using direct translate. This is called intra-language error, To make it correct

4) Additional of Modal

a) The students learning the material **before** at home.

The error made by the writer is that he added modal “before”. The apostrophe ‘s should be eliminated from that sentence to be a well-formed sentence. 3. The students learn the material at home.

### 3. Misformation

Errors of Misformation occurred when the students use of morphemes or incorrect structures. In this study, there were 16 students who made 18 (21,20%) cases in wrong selection. The researcher took some data of errors in wrong selection made by the students. Example of Students’ Error in Wrong Selection:

**Table 8**  
**Samples of Misformation Error Identification**

| <b>Kinds of Erros</b> | <b>Error Identification</b>  | <b>Error Correction</b>   |
|-----------------------|--|---|
| Regularization        | -  | -   |
| Archi-Form            | 1. <b>The</b> indicated that flipped classroom can...  | 1. <b>It</b> indicates that flipped classroom...  |
| Alternating           | 1. There <b>is</b> several advantage effects of flipped classroom.<br>2. Learning proces <b>have</b> various...<br>3. The application of flipped classroom <b>have</b> many... | 1. There <b>are</b> several advantage effects of flipped classroom.<br>2. Learning proces <b>has</b> various...<br>3. The application of flipped classroom <b>has</b> many... |

#### 1) Misformation of Auxiliary

a). There **is** several advantage effects of flipped classroom.

This type of misformation error was characterized by the improper use of auxiliary/to be („is“, „am“, „are“). The sentences above are not well-formed sentences because the students do not use appropriate auxiliary/to be („is“, „am“, „are“) and verb in the sentences. The well-formed sentence is “There **are** several advantage effects of flipped classroom.”

#### 2) Misformation of Subject –Verb Agreeemet

a) The application of flipped classroom **have** many...

Misformation happens in this sentence because there is wrong form of subject-verb agreement. In the form of simple present tense, the verb must be added by -s/-es in the last word of verb. But there is exception in part of verb, such as have. The changing of have is not haves, but has. This sentence used the third singular subject “He” so the correct verb in simple present tense must not have but has. The correct sentence is “The application of flipped classroom **has** many...”

b) Learning proces **have** various...

This sentence is incorrect, The correct on is “Learning proces **has** various...”

#### 4. Missordering

Errors of missordering means as the error that present some or sequenced the items of the sentences, in this study, there were 3 students who made 3 (2,35%) cases of ordering in their writing. The researcher took some data of errors in ordering made by students. Example of Students’ Error in Ordering.

**Table 9**  
**Sample of Misorder Error Identification**

| <b>Kinds of Error</b> | <b>Err or Identification</b>   | <b>Error Correction</b>   |
|-----------------------|--|---|
| Missordering          | 1. The method of flipped classroom is in Indonesia rarely used.<br>2. ...Processed material question or problem that are not you understand.<br>3. The flipped classroom model has an effect on activities students... | 1. The method of flipped classroom in Indonesia is rarely used.<br>2. ...Processed material question or problem that are not you understand.<br>3. The flipped classroom model has an effect on students’ activities... |

### 1) Missordering of Auxliary

a) ...Processed material question or problem that are not you understand.

This error happens because the students do not know how to place an auxiliary in a sentence. In this case, the students do not know the position of auxiliary “are not” that should be placed after noun. The students are influenced by Indonesian sentence. The correct one is ...Processed material question or problem that you dont understand.

### 2) Missordering of Clause

a) The flipped classroom model has an effect on activities students...

This error happens because the students still do not know the pattern of noun clause. The head in a noun clause must be placed at the end or the clause. The students do not know the position of modifier in a noun clause. So, the correct one is “The flipped classroom model has an effect on students’ activities...”

## **C. The Source of Errors**

The researcher analyzes source of error on the theory of Brown that the students’ errors appear from several possible of general sources, namely: Interlingual error, Intralingual errors, Context Learning, and Communicative Strategy. From the data analysis, the researcher founds two sources of error. Those are interlingual and intralingual error.

### a. Interlingual Errors

Interlingual errors are those by interference of the learners’ mother tongue. The students make the errors are caused by the interference coming from the students’ native language. For Indonesian students, they just translated Indonesian into English without knowing the grammar structure first. The researcher found that the students transferred Indonesian grammar into English grammar. The students usually translate the grammar form phrases or sentences into the first language to see if there are similarities.

## b. Intralingual Errors

Intralingual errors are those coming from the structure of the target that intralingual errors are produced by the user who does not reflect the structure of the mother tongue. The researcher found two types of error. They are over generalization and ignorance of rule restrictions.

### 1) Over Generalization

This error arises when the learner creates a deviant structure on the basis of the other structure in the target language. It generally involves the creation of one deviant structure in place of target structure. The type of this error is found in the sentence below:

- In here will discuss about effect...

This error occurs because the students are confused with the meaning of the words. They are influenced by the Indonesian sentences. They should not put “in” in the sentence. The sentence becomes “Here we will discuss about effect...”

### 2) Ignorance of Rule Restriction

The examples of ignorance of rule restriction are as follow:

- Flipped classroom **bring** negative effect.
- The students often **needs** much vocabulary.

The errors happen because the students do not know grammatical rule in English of simple present tense. The students tend to add “-s” in the word “need”. The form of simple present tense is S + V1 + -S/ -ES + O. Whether suffix -S/ -ES is used based on the subject in a sentence ne. In this case, the subject “They, We, I, You” must be added –S/-ES after verb. Therefore, the students fail to apply the rule of simple present tense.

## D. Discussion

The goal of writing language is to convey information accurately, effectively, and appropriately. Writing product is necessary to be grammatically correct. Teaching and learning process cannot be free from error mistake. Based on the phenomena, there are some problems in students' writing skill, especially in writing composition. Although, the students must take writing subject, in fact there are still many students who have difficulties in writing composition.

There are four types of errors in the taxonomy of surface strategies such as Misformation, Misordering, Omission, and Addition.<sup>30</sup> This taxonomy of surface strategy errors clarifies the surface elements of language that is changed in a specific and systematic way where the errors and mistakes always occur. From the explanation of the previous data analysis, every type of errors occurred in students' writing. Errors which were occurred namely omission, addition, misformation, and the last one was misordering.

By looking at the example above, the types and also the place of errors which are done by the students are known clearly. By looking at the frequency of each type of error, it can be known about the language areas that are difficult for the students. The type of errors in the order of occurrence frequency of the errors means that these areas are more difficult than others.

From the data above, it is provided that the third semester students in English Education Study Program of UIN Saizu Purwokerto make some errors in their compositions. The errors are classified based on the surface strategy which consists of omission, addition, misformation, and misordering. The total number of errors is 105.

The finding shows that the third semester students of English Education Study Program in UIN Saizu Purwokerto make some errors in their composition. The total number of errors is 85. It is derived from 4 types of error. There are 53 errors or omissions (62.35%). Second, there are addition errors with a score of 11 errors (12.95%). Third, there is an misformation error which resulted in 18 errors

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<sup>30</sup> Dulay Burt and Krashen, *Language Two...*, p. 154

(21.20%). The last one is misordering errors in which only 3 errors were found (3.50%). The researcher found that the omission error is the dominant type of error that is 53 from the total errors. The researcher assumes that there are two main reasons why students make errors. First, they are not good trained in making English sentences. Second, they don't understand the use of English sentence patterns since they are different from Indonesian pattern.

However, this research has a high probability of causing invalid data. But this problem can be avoided because students gave different ideas in the texts, and so the texts they made were their original handwriting. The more creative students are in writing, and the higher the curiosity of students in exploring new vocabularies the more possibility of errors and mistakes will occur. Those are normal things that happened in a learning process.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions of the study's results that has been discussed in previous chapter based on study conducted at UIN Saifuddin Zuhri Purwokerto, limitation of the study, and also suggestions for English teacher, students and other researchers.

#### **A. Conclusion**

Based on the data analysis, the researcher conclude the type of errors are usually made by the 3<sup>rd</sup> semester students of English Education Study Program in UIN Saifuddin Zuhri Purwokerto academic year of 2022/2023 of using simple present tense in writing paragraphs, and also the causes of errors that might be made by the students. The types of errors made by the students in writing paragraphs are based on surface strategy taxonomy which are classified into omission, addition, misformation, and misordering. After counting the errors, the researcher found 85 total of errors consisting of 53 (62,35%) errors of omission, 11 (12,95%) errors of addition, 18 (21,20%) errors of misformation and 3 (3,50%) errors or of misordering. From the data above, it can be seen that omission error was the highest number of errors made by the students, and the lowest number of error made by students is misordering error. There are several factors that contribute to errors in using simple present tense. Learners may transfer the grammatical rules of their first language to English, resulting in errors in the use of simple present tense. Learners who have limited exposure to English may have difficulty in mastering the simple present tense. Learners may overgeneralize the rules of simple present tense, resulting in errors in its use.

#### **B. Limitation of the Study**

This research has limitations. In this research, the researcher makes limitation in the objectives of the research. This research only focused on the

aim of analyzing the types of errors made by the students in using simple present tense in writing paragraphs and examining the most error made by the students. The researcher did not provide the causes of errors made by the students. This limitation is because the instruments used are only the result of students' written work without directly doing interaction with related students.

### **C. Suggestion**

The researcher found that still there are some errors made by the students in writing. Therefore, the researcher is interested to give suggestion as follows:

a. To the English Teachers

After recognizing the errors, lecturers should pay greater attention to the writing teaching and learning process and also stress on the material in which difficult for students. The teachers may use various and appropriate methods based on the situation in teaching and learning process. They should provide material in depth and a little detail and also provide more writing practice to students. So that the students understand how to write English texts properly and correctly according to the rules of writing English

b. To the Students

Since there are still so many errors made by the students in the use of simple present tense in writing paragraph, the students should learn harder and do exercises related to use simple present tense in writing paragraphs. Students should practice writing even further to enhance their writing ability. Everyone can make mistakes. It is also important to know their own mistakes, because by knowing their own mistakes, they will not make similar mistakes.

c. To the Other Researchers

The writer realized that there are many shortcomings in this research. Since this research is far from perfect, it is hoped that the other researcher can discuss and analyzed the students' errors in depth.

Meanwhile, hopefully this research can be a kind of reference for them to conduct further research on error analysis with a more in-depth analysis and better results.

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