ANALYSING STUDENTS' ERROR IN SIMPLE PRESENT TENSE BASED ON SURFACE STRATEGY TAXONOMY AT THE THIRD GRADE OF SMP NEGERI 3 BONTOMARANNU

A THESIS

Submitted to the Faculty of Teacher Training an Education Muhammadiyah University of Makassar in Partial Fulfillment of Requirements the Degree of Education in English Department

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2022

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10/02/2022	4	- Sampul Space 1 - Finding - Delete table	
	3	- Use Simple Past tense	
15/02/2022		- Abstract - Conceptual Framework	
	2		
	3	- Data Analysis	
17/02/2022			

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Day / Date	Chapter	Note	Sign
12/2/2022		- Rule the Abstract: - Population and sampling - Data collection - Rearrange the bibliography	
19/2/2022		- Abstract - Conclusion	
25/2/2022		Acc	

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4. Apa bila saya melanggar perjanjian ini seperti pada butir 1,2,3, maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

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Motto

"Anda mungkin bisa menunda, tapi waktu tidak akan menunggu"

Dedication

I dedicated this thesis to my beloved parents, my big family, and my best friend
for the sincerity and support to do this thesis

ABSTRACT

Widyaningsih, Indriana. 2022. *Analysing Students' Error in Simple Present Tense Based on Surface Strategy Taxonomy at the Third Grade of SMP Negeri 3 Bontomarannu.* Thesis, English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. (Supervised by Nunung Anugrawati and Ilmiah).

The aim of this thesis was to analyze the types and total of error in simple present tense by using theory Surface Strategy Taxonomy. The subject of this research was the students of SMP Negeri 3 Bontomarannu of the third grade which consisted of 15 students. The research used quantitative descriptive method and used descriptive text to collect the data. To find out students' error the researcher used theory surface strategy taxonomy. The result of this research, the students still made the errors in simple present tense. The types of errors made by students in writing descriptive text was based on surface strategy taxonomy which classified into omission, addition, misformation, and misordering. Each type had total of error, 32 or 50% error of omission, 17 or 26.6% error of addition, misformation 10 error with the percentage 15.6%, and the last was 5 error of misordering with the percentage 7.8%.

Keywords: Students' Errors, Simple Present Tense, Surface Strategy Taxonomy

ABSTRAK

Widyaningsih, Indriana. 2022. *"Analysing Students' Error in Simple Present Tense Based on Surface Strategy Taxonomy at the Third Grade of SMP Negeri 3 Bontomarannu"*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. (Pembimbing: Nunung Anugrawati dan Ilmiah).

Tujuan dari tugas akhir ini untuk menganalisis jenis dan jumlah kesalahan dalam simple present tense dengan menggunakan teori *Surface Strategy Taxonomy*. Subjek penelitian ini adalah siswa kelas 3 di SMP Negeri 3 Bontomarannu yang berjumlah 15 siswa. Penelitian ini menggunakan metode deskriptif kuantitatif dan menggunakan teks deskriptif untuk mengumpulkan data. Untuk mengetahui kesalahan siswa peneliti menggunakan teori *surface strategy taksonomy*. Hasil penelitian ini, siswa masih melakukan kesalahan dalam simple present tense. Jenis-jenis kesalahan yang dilakukan siswa dalam menulis teks deskriptif didasarkan pada *surface strategy taxonomy* yang diklasifikasikan menjadi *omission, addition, misformation, dan misordering*. Masing-masing jenis memiliki total kesalahan, 32 atau 50% *omission*, 17 atau 26,56% *addition*, 10 kesalahan *misformation* dengan persentase 15,62%, dan yang terakhir adalah 5 kesalahan *misordering* dengan persentase 7,81%.

Kata kunci: Kesalahan Siswa, *Simple Present Tense, Surface Strategy Taxonomy*

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim, all praise be to Allah, the creator of the world who always provides health and opportunities until this proposal can be completed. Greetings and *shalawat* were bestowed upon the prophet Muhammad, to his family, friends, and the *muslim* who still uphold the religion of Allah.

The researcher would like to give her gratitude and appreciation to the following people who have supported her until the proposal was finished, especially for the researcher's beloved parents, Sahidong, S.H and Dra. Andi Mukminati, who always care, support for financial and their pray for every success of the researcher. They are follows;

1. Prof. Dr. H. Ambo Asse, M.Ag. The Rector of University of Muhammadiyah Makassar.

2. Erwin Akib, M.Pd., Ph.D. the Dean of Teacher Training and Education Faculty University of Muhammadiyah Makassar.

3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. the Head of English Education Department of University of Muhammadiyah Makassar. Her secretary, Ismail Sangkala, S.Pd., M.Pd. the staff and all of the lecturer of FKIP Unismuh, especially to the lecturers of English Education Department who taught the researcher for many years.

4. The researcher's high appreciation and great thankfulness are due to consultant, Dr. Nunung Anugrawati, S.Pd., M.Pd. as the first consultant and Dr. Hj. Ilmiah, S.Pd., M.Pd. as the second consultant, who have given the

support, guidance, motivation, and their patience since the preliminary state until completion of this proposal.

5. The writer's deep appreciation for as a headmaster of SMP Negeri 3 Bontomarannu teachers, and all the students, especially for the Social Science Major in academic year 2022/2023 who have spared their time and activites for being subject of this research.

6. To the writer's parents and family for supporting, and pray. Also my classmate Famous Class 2017 who always help me and give me motivation to graduate as soon as possible.

7. Special thanks to my bestfriend Ainun, Afni, Desiy who always give a support in completing this thesis and also thanks to Ifa, Fitri, Nina, and Jume that was support each other's starting from the first semester until finish this thesis.

8. Last but not least, I wanna thank me for believing in me, for doing all this hard work, and for never quitting for just being me at all times.

Makassar, 18 February 2022

The Researcher

Indriana Widyaningsih

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CHAPTER I

INTRODUCTION

A. Introduction and Background of Research

English is a universal language because it is used by most countries around the world as the first language (Rohmah, 2015). For many years students from another places around the world learning English. It takes a lot of effort to learn this language. Listening, speaking, reading, and writing are some of the abilities that must be learn and practiced in English. According to Tambunsaribu & Galingging (2021) said that the English subject matter that is difficult for students to learn starts from the most difficult level, including, Grammar (66%), Speaking (22%), Listening (7%), Writing (4%), and Reading (1%). It says that grammar is one of the most difficult subjects to learn.

Learning grammar that is a must if you want to speak English fluently. Without mastering grammar, knowledge of English feels incomplete. Even in practice you will often encounter errors, either spelling or pronunciation errors. Usually people who are able to master grammar will find it easier to master English. Grammar in addition to writing, is a key element of learning English. According to Leech et al (1982:23) grammar is defined as a set of rules for arranging or constructing sentences. Grammar is the key to use in writing because having good grammar means having good meaning. If the writer employs proper grammar, the reader will have little trouble understanding the concepts and meanings.

1

Grammar is the key process in the order of words in a sentence, according to Brown in Kurniawan (2019:3). It explains how language forms and patterns. It also instructs us on how to make sentences correctly, including how to use words, verbs, noun phrases, modifiers, and clauses in each sentence. In general, writing without grammar will be confusing, causing problems such as grammatical errors in writing. Grammar writing errors are still found in learning English.

The majority of students are unaware of the difficulty of simple present tense. When writing simple present tense, they mix up plural and singular. Even still, the students made various tenses blunders. One of the tenses they found difficult is simple present tense. They had trouble understanding simple present tense sentences, the formula for simple present tense, and the verb rule in simple present tense.

Azar explained that in general, simple present described an event or thing that occurs frequently, regularly, or habitually, and that it occurs now, already occurred in the past, and will most likely happen in the future. It indicates that the simple present tense is used to represent general facts, recurrent activities and even future events. When writing about their activity, writers must use simple present tense. So, simple present tense is a sentence type that expresses daily activities and basic statements. This sentence is used in descriptive text.

As we all know, simple present tense formulas are commonly used in descriptive text. Descriptive text is one of the types of text. Students are

expected to describe an object in this genre, which can be a person, an animal, a thing, or anything else. The tense in this form is simple present tense, which is commonly used in daily communication. The problem was that students kept making errors while using this basic present tense, even when instructed to write it down in a sentence structure.

Listening, speaking, reading, and writing are the four language skills that are taught in English classes. All four language skills are taught together, but the focus on study that the researcher wants is limited to writing. Grammar, vocabulary, and punctuation are the skills components. They assist in the teaching process to aid the process of writing skills.

Writing is the methodical recording of ideas, thoughts, experiences, and knowledge in the form of notes using letters and symbols that are easily accessible to others. The goal of writing activities is to accomplish assignments, create specific types of texts and papers, interact with a specific audience, and help writers or learners in actively practicing language skills.

When developing a piece of writing, students commit several grammatical blunders. They typically make errors in the construction of verb groups, subject and verb agreement, the use of prepositions, articles, plural forms, pronouns, and conjunctions. This research focuses on common student errors, especially grammatical errors in writing. The outcomes of this study can also assist English teachers in reducing grammatical errors in their students' writing by providing suggestions and solutions.

When communicating in English, the students are not nearly faultless. They make blunders here from time to time. Learners will make mistakes, according to Brown (2000:218) and these errors can be seen, analyzed, and classed to disclose information about the system in which the learners are operating. It indicates that the inaccuracy is not an inexplicable blunder. Students' errors can be monitored, studied, and classed to determine what errors they make.

Errors are an indicator that a learner does not comprehend the English rules. Errors, according to Harmer, are errors that people can't fix on their own and hence require explanation. Without first making an error, the learner will be unable to know the English rules. Based on Dulay's (1982:152) description classification, there are four important and commonly used taxonomies for analyzing student errors: Linguistics Category Taxonomy, Surface Strategy Taxonomy, Comparative Taxonomy, and Communicative Effect Taxonomy.

The researcher can take the conclusion that grammar is a difficult subject to understand. If students are good in grammar, they will understand and even do well at the productive skills of writing and speaking.

On February 26, 2021, the researcher observed that students at SMP Negeri 3 Bontomarannu who had difficulty understanding English, especially in writing and grammar. Based on the student exam it can be seen that the result under the minimum standard for English subject. Related to the explanation previously, the researcher is interested to conduct a research

entitle "Analysing Students' Error in Simple Present Tense Based on Surface Strategy Taxonomy at the Second Grade of SMP Negeri 3 Bontomarannu.

B. Problem Statement/Research Question

1. What types of students' error in simple present tense are found based on surface strategy taxonomy at the second grade of SMP Negeri 3 Bontomarannu?

2. How many errors are made by the students' in simple present tense based on surface strategy taxonomy at the second grade of SMP Negeri 3 Bontomarannu?

C. Objectives of the Research

1. To find out what types of students errors in simple present tense are found based on surface strategy taxonomy at second grade of SMP Negeri 3 Bontomarannu

2. To find out how many errors are made by the students in simple present tense based on surface strategy taxonomy at the second grade of SMP Negeri 3 Bontomarannu

D. Significance of the Research

1. Teachers can be expected to improve strategies in teaching simple present tense to decrease the number of students' errors.

2. Students can find out what types of mistakes they make when writing simple present tense sentences.

E. **Scope of the Research**

Students are likely to make error in their writing. This is specifically related to the construction of structures. In this study, the researcher focus on analyzing students' error when writing descriptive text. The analysis of errors is based on a surface strategy taxonomy that classified errors into four categories: omissions, additions, misformation, and misordering errors.

CHAPTER II

REVIEW OF LITERATURE

A. **Previous Related Research Finding**

There have been various studies conducted in relation to this research, and they are as follows:

Islami (2020) The research discusses that are to know types of error, sources of error and how the English teacher overcome the errors made by the student of eight grade in the mastery of simple present tense. The researcher used the descriptive qualitative research design and the data was collected by using observation, interview, test, and document analysis The research found that misformation errors were the most common type of error.

The difference between the previous research and this study is at the objective of the research. The previous research want to know types of error sources of error, and how the English teacher overcome the error made by the student. While in this study just want to know the type of students' error and the percentage of students' error. The similarities between of the research are both research use simple present tense.

Hendriyono (2018) the research found that there were 164 incorrect items out of 250 sentences. The proportions (frequency and percentage) of student errors in compiling question tags are omission errors as many as 30 items or 18.29%, addition errors as many as 44 or 26.82%, incorrect formation errors as many as 88 items or 53.65% and the last one is an error.

misorder 2 items or 1.21%. Therefore, the results of the study indicate that the misformation error is the highest error made by students.

The difference between previous research and this research is the analysis of the question tag construction, while in this study the analysis of student error in simple present tense. And the similarities with this research are both research use a surface strategy taxonomy to analyze the students error.

Kumala & Aimah (2018) in their journal found that the number of errors occurred was 810 errors. With a number of 32%, omission errors were the most common, followed by 32% for addition errors. Misformation errors placed 3rd with 30% of the total, while misordering errors placed last with 1%.

The difference between previous research and this research is in the instrument where the previous researcher used written tests, questionnaires, and interviews as data collection instruments, while this study only used written tests as data collection instruments. And the similarities between the previous and this research are both research use a descriptive quantitative research.

Sa'diah (2017) in her research found that there are four type of error made by student in using simple past tense in writing recount text based on surface strategy taxonomy, they were omission, addition, misformation and misordering. Then the highest frequency of errors made by students based on surface strategy taxonomy is misformation with the percentage is 33%.

The difference between the previous study and this study is that the previous study used simple past tense to write recount text, whereas this study use simple present tense to write descriptive text. Both the previous and this studies use surface strategy taxonomy to analyze students' errors, which is a similarity.

B. The Concept of Writing

According to Pranoto (2004:9), writing entails putting one's thoughts on paper for communicating with others through writing. Writing can also be understood as a means of expressing one's sentiments in a written form. Writing is a written form of expressing one's thoughts, ideas, and feelings. Symbols such as the alphabet, punctuation, and spaces are used in writing. It can be used to convey a message to a reader. The writer then can offer information to the reader. When the writer writes well, the reader will understand the concept.

According to McCrimmon (2008:141), writing is an activity that allows people to explore their thoughts and feelings about a topic, choose topics to write about, and figure out how to communicate them so that readers may understand them readily. Writing is one of four language skills that students should master during the teaching and learning process, notably while studying English. Because the purpose of learning is for students to be able to communicate themselves in written form, this is the situation. Based on the writing process, students should offer their thoughts.

Then according to Slamet (2008:72), writing is a complex activity that requires complicated abilities. A piece of good writing must contain the aspect of writing such as content, grammar, and vocabulary. Many people believe that writing is the hardest skill to learn in a foreign language. It's challenging because there are other factors to consider when writing, such as grammar and vocabulary. Writing effectively needs a thorough understanding of syntax and word choice.

C. Definition of Descriptive Text

Based on its generic structure and key linguistic properties, the text is divided into different categories. The following are only a few examples: narrative, recount, description, report, explanation, analytical exposition, hortatory exposition, process, discussion, review, anecdote, spoof, and news item.

There are many different types of text, but the researcher is mostly interested in descriptive text. A descriptive text is one that explains or describes anything, such as people, objects, or anything. Then according Keraf (1981:93), description is a type of writing in which the author attempts to convey the characteristics of the object being described.

According to Kurniasih (2014:141) the description includes the clearly described experience. An object can be used to represent the experience. When reading and listening, it's as if the reader or listener is seeing, hearing, or touching it for themselves.

The statement above shows the descriptive text is a text that describe objects related to the senses. That matter emphasized by Parera (1987: 5), that the description is a form of essay lively and influential. In the book College Academic Writing: A Genre-Based Perspective (2017) by Dirgeyasa, the purpose or social function of descriptive text is to construct an image in the reader's mind by describing a person, place, or thing.

1. Generic Structure of Descriptive Text

   Wardiman (2008) specify the generic structure of descriptive text into two parts.

   a. Introduction: introduction is the part of paragraph that introduces the character.

   b. Description: description is the part of paragraph that describes the character.

   So, when describing a thing or object, we will express it in detail, both color, shape, character and so on.

2. Characteristics of Descriptive Text

   a. Using verbs, such as be (am, is, are).

   b. Using the simple present tense.

   c. Just focus on that one object.

   d. Use interesting language.

D. Simple Present Tense

1. Definition of Present Tense

Tense is a description/explanation of when something happens, whether now, in the future, at the end of time, or through modifying verbs according to the moment of occurrence. Language has a lot of different structures. There are tenses in English. One of these is the simple present, which is frequently employed in descriptive text. The simple present tense is used for general truth declarations, definitions, and descriptions.

According to Aitken (1992: 18), the simple present tense is useful for conveying activities that occur frequently, repeatedly, or generally true, as well as acts that occur at the time of speaking (with no reference to past or future). Except for the third person singular subject, the present tense of a verb is created with the simple form of the verb for the first and third person plural subjects, and the verb concludes with the present tense of the verb. -s, or -es. (Soemarto and Suharno, 1994:27).

The four forms of the simple present are positive, negative, interrogative, and negative interrogatives. Always, often, usually, every day, sometime, never, occasionally, rarely, and twice a week are only a few examples of adverbs or adverbial phrases commonly used in the simple present tense. Furthermore, simple present tense is used to convey the ability to explain a notion, opinion, attitude, or experience that has been heard in writing form.

There are various grammar rules that must be followed. Articles, parts of speech, sentence structure, and tense are all examples. Tenses are one of the parts of grammar that Indonesian students find the most difficult to understand. This is an example of simple present tense. "Simple present tense is employed to convey a habitual action with adverbs like generally, always, or often," according to Frank (1972:66).

2. **Form of Simple Present Tense:**

   a. Nominal Sentence

   The positive verbal sentence pattern used is:

   (+) S + to be (am, is, are) +object

   To be (am, is, are) adapted to the subject of the sentence. Is for subject He, She, It. Are for subject We, You, They. Am for subject I. For example:

   - She is a doctor.

   - I am happy.

   - He is a clever student.

   (-) S+To be+not+object

   This negative nominal sentence is formed by adding not after to be, for example:

   - She is not a doctor.

   - I am not happy.

   - He is not a clever student.

(?) To be+S+object?

This interrogative nominal sentence is formed with To be at the beginning of the sentence. For example:

- Is she a doctor?

- Am I happy?

- Is he a clever student?

According to Rudy & Smith (2014), generally nominal sentences with the simple present tense are used to express an event that is currently taking place or now or an action that is a habit.

b. Verbal Sentence

The positive verbal sentence pattern used is:

For subject I, You, We, They:

(+) Subject+V1+object

For subject He, She, It:

(+) Subject+V1 s/es+object

For example:

- He works hard everyday.

- I read a newspaper everymorning

The rules that must be observed when adding "s/es" to the infinitive are as follows:

1) In general, direct verbs are added with an "s" ending, for example:

- Work – works

- Sing – sings

- Write – writes

2) Verbs that end in "ch, o, s, sh, x, z" are added to the suffix "es", for example:

  - Pass – passes

  - Finish – finishes

  - Teach – teaches

  - Fix – fixes

  - Go – goes

3) verbs that end in "y" and are preceded by a consonant, then the suffix "y" is changed to "i" and then added "es", for example:

  - study – studies

  - cry – cries

  - try – tries

4) while verbs ending with the letter "y" that begin with a vowel, just add the suffix "s", for example:

  - say – says

  - buy – buys

  - play – plays

5) if the verb begins with an auxiliary verb, it does not get an additional "s/es", for example:

- can open

- must close

The negative verbal sentence pattern used is:

For subject I, You, We, They:

(-) Subject + do + not + V1

For subject He, She, It:

(-) Subject + does + not + V1

To add a negative verbal sentence must add "do/does + not" which is placed before the verb. Do is used when the subject is I, You, We, They. Does is used when the subject is He, She, It. For example:

- He does not work hard everyday

- I do not read a newspaper everymorning

The interrogative verbal sentence pattern used is:

For subject I, You, They, We:

(?) Do + Subject + V1?

For subject He, She, It:

(?) Does + subject + V1?

For example:

- Does he work hard everyday?

- Do I read a newspaper everymorning?

a. Carelessness

Lack of purpose is sometimes related to carelessness. Many teachers would accept that it isn't necessarily the student's fault if he loses interest; it could be that the materials and/or presentation style do not suit him.

b. First language

Norrish states that learning a language (whether it is one's mother tongue or a foreign language) is a question of developing habits. When someone is attempting to learn new habits, the old ones will get in the way. First language interference is the term given to this type of error.

c. Translation

One of the most common sources of inaccuracy is translation. This occurs when a learner adapts a statement or idiomatic term from his first language into the target language word for word. This is most likely the most typical reason for an error.

3. Procedure of Error Analysis

In error analysis study, different methods are recommended by the experts. The steps in error analysis research are as follows, according to Corder in Islami (2020:22).

a. Collecting of a sample of learner language

It involves determining which sample of learners' language to analyze and how to collect these samples.

b. Identification of error

After gathering a corpus of learner language, they must now be identified. As a result, it is also required to determine what constitutes an error and to develop a strategy for detecting one.

c. Classifying of error

It includes a comparison of the learner's idiosyncratic utterances with reconstructions in the target language. It is necessary to pay attention to the students' words' surface qualities.

d. Explanation of Error

It is concerned with determining the source of the example error and why it is made.

e. Evaluation of error

The impact of errors on the person being addressed is considered while evaluating errors. It also entails determining the severity of each blunder in order to make decisions on teaching principles. Error evaluation is required because it serves a pedagogical purpose.

F. Error Analysis Taxonomy

Based on Dulay's descriptive classification, there are 4 basic and commonly used taxonomies for assessing student errors:

1. Linguistics Category Taxonomy

The linguistics category taxonomy categorizes errors based on one or both of the language components. Phonology (pronunciation), syntax

and morphology (grammar), semantics, and lexicon are some of the language components (meaning and vocabulary).

2. Surface Strategy Taxonomy

This category shows the systematic and specific ways in which surface structures are transformed by students. These types of errors are based on some logic as a result of some type of error, such as addition, omission, misformation and misordering. The Surface Strategy Taxonomy is used to examine student errors in this study.

3. Comparative Taxonomy

The structure of the second language errors and certain other types of constructions are compared to classify errors in a comparison. The development and intralingua mistakes have emerged as important error categories in this taxonomy as a result of these comparisons.

4. Communicative Effect Taxonomy

The surface strategy and comparative taxonomies focus on the errors themselves, whereas the communicative effect taxonomy considers errors in terms of their impact on the listener or reader. It focuses on separating faults that appear to create miscommunication from those that do not. This taxonomy divides errors into two categories: global and local.

In general, each taxonomy has its own distinct feature and classification method. However, the researcher simply used Surface Strategy Taxonomy to examine the inaccuracy. This taxonomy is of

particular interest because, according to Dulay (1982), it emphasizes how the surface structure is altered: students may skip necessary elements or add unneeded ones, they may misform or misorder them. In their words, they also focus on the feature of the error itself, emphasizing the importance of studying how the surface is changed.

G. Concept of Surface Strategy Taxonomy

One of the most common taxonomies for assessing language faults is the surface strategy taxonomy. It is a taxonomy defined by Dulay that highlights the various ways in which surface structure is altered: learners may delete important elements or add unneeded ones, they may misform or reorder items. Surface strategy taxonomy divides error into four categories: omission, addition, misformation, and misordering.

1. Omission

   Omission error, according to Dulay et al., are defined as the absence of an item that must present in a well-formed sentence. For example:

   a. he always give me motivation

      It should be: he always gives me motivation

   b. Dewi multi-talented and good looking.

      It should be: Dewi is multi-talented and good looking.

   According to the example above, students commonly forget to add s/es at the end of the verb for the third singular subject and to add to be before the adjective.

2. Addition

Addition is any usage of unnecessary items in the sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language

For example:

a. I am likes my brother very much.

It should be: I like my brother very much.

b. He is have bad personality.

It should be: He has bad personality.

From the above example, it is clear that the students made mistakes by including an unneeded item in a sentence that should not be there. This error could be classified into three categories: double marking, regularization, and simple addition.

a. Double marking is an error in which a student fails to eliminate certain required components and gives several marks when creating a phrase.

b. Regularization an error occurs when a marker that is normally added to a linguistics item is wrongly added to extraordinary items of the specified class that do not require a marker.

c. Simple addition, Simple additions have no distinguishing characteristics; on the other hand, this error involves the usage of an item that should not appear in a well-formed utterance.

3. Misformation

According to James in Islami (2020:36), misformation errors are defined as the usage of the incorrect morpheme or structure. Some students mistake the words "be" (am, is, and are), as well as the auxiliary verb (have/has) and the object pronoun. The students in this category use the wrong be or verb. Furthermore, due to their misunderstanding of language in using specific forms, they make mistakes in using the incorrect forms in sentences.

For example: she have a short body. It should be: she has a short body.

4. Misordering

Misordering errors, according to James in Islami (2020:36), are defined as the mistaken placement of a morpheme or set of morphemes in a sentence. Furthermore, it occurs due to variances in word order between English and Indonesian.

For example:

a. She has a hair long and black. The correct form should be: she has a long and black hair.

b. I don't know why is she mad. It should be: I don't know why she is sad.

H. Conceptual Frameworks

```
┌─────────────────┐        ┌──────────────────────┐
│ Descriptive text │ ──────▶│ Simple present tense │
└─────────────────┘        └──────────────────────┘
                                       │
                                       ▼
                            ┌──────────────────┐
                            │  Error analysis  │
                            └──────────────────┘
                                       │
                                       ▼
                    ┌──────────────────────────────────┐
                    │   Surface Strategy Taxonomy       │
                    │   (Errors of omission, error of   │
                    │   addition, error of              │
                    │   misformation, error of          │
                    │   misordering)                    │
                    └──────────────────────────────────┘
```
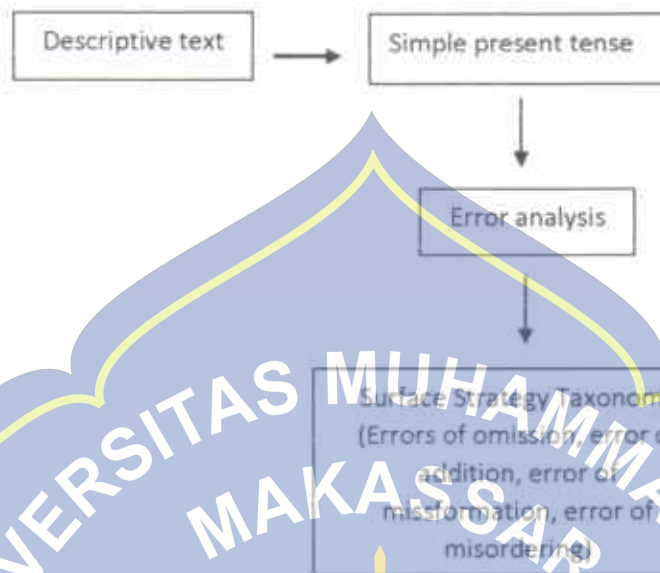
Figure 2.1 Conceptual Framework

The focus of this study is on students' errors in the simple present tense. The researchers used a surface strategy taxonomy that classified errors into four categories: omission, addition, misinformation, and misordering. In this research, the researcher will use data from a descriptive text written by a second-grade student at SMP Negeri 3 Bontomarannu to identify an error.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used a descriptive quantitative method in this study. It means that quantitative research applied number from collecting the data, describing the data, until the result of research. It involved collecting and analyzing objective data. It was about phenomena of English errors in writing descriptive text made the second grade of SMP Negeri 3 Bontomarannu,

According to (Sugiyono, 2008), that the type of descriptive analysis research is a statistic used to analyze data by describing the data that has been collected.

B. Population and Sample

1. Population

The population in this research was the third grade of the first semester at SMP Negeri 3 Bontomarannu which consisted 109 students in the academic year of 2022/2023. There were three class, class 9.1 36 students, class 9.2 36 students, and class 9.3 37 students. So, the total population were 109 students.

2. Sample

The researcher used simple random sampling to choose the sample. There were three classes and the researcher randomly selected 15% or

five students from each class to be the sample. So, there were 15 sample
in this research.

C. Research Instrument

According to Arifin (2017:29) instruments have a role which is very
important. Because with the existence of an instrument, the quality of a
research can be known. Instrument is the tool that was used the researcher
to collected the data in order to get better result.

In this research, researcher used writing test as a research instrument
and surface strategy taxonomy as an instrument analysis. To get the details
about students' error in using simple present tense, the researcher gave a
task about writing descriptive text.

D. Data Collection

In collecting the data about students' error, the researcher used
writing test and used theory surface strategy taxonomy. The first step was
prepared the research instrument. The second step was gave a test to the
students. In this step, the researcher asked the student to write down the
descriptive paragraph about the topic "things around us".

E. Data Analysis

The researcher was analyzed the students result in descriptive text.
In the end, the researcher tried to classify and identify the errors. The
technique focused on the data of the errors type based on the surface
taxonomy theory (omission, addition, misformation, misordering).

According to Corder in Islami (2020) proposes steps in error analysis and how to analyze the students' error:

1. Identification of error

   After collecting a sample of learner language, it must be identified. As a result, it is also required to determine what characterizes an error and also to develop a procedure for identifying one.

2. Classifying of error

   Student errors are classified based on the type of error made by students.

3. Explanation of Error

   Explain in detail the error made by students.

   According to Sugiono (2008:43) to get the percentage of errors each type, the researcher use this formula:

   $$P = \frac{F}{N} x100\%$$

   P: Percentage

   F: Frequency of errors occurred

   N: Number of total errors

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the result of research in SMP Negeri 3 Bontomarannu. It describes two parts of the research; research finding and discussion.

1. **The type of students' error made by the students is writing descriptive paragraph**

Based on the surface strategy taxonomy, the types of errors are classified into four main categories, namely; omission error, addition error, misformation errors, and misordering errors.

As a result from the written descriptive made by the students, the researcher found 64 error that consisted omission error, addition error, Misformation error, and misordering error. Fifteen texts of the students as the sources of the study were taken from fifteen students in third grade of SMP Negeri 3 Bontomarannu. They wrote those texts in different topic but in one theme to avoid copying each other.

Analysed errors in this research are focused on types of errors based on the theory of Corder. The analysis types of error on students writing descriptive text as shown by the following.

a. Error of Omission

The data collected from students' writing showed that they made some errors in the text. This type of omission is characterized by the

absence of a required item. There were 14 students who made 32 cases of omission errors. The researcher collected information on student omission errors. Example of students' error in omission

1) Omission of Article

   We can keep books

   It should be: We can keep the books.

2) Omission of "-s/-es" verb inflection

   I am a girl with minus eye

   It should be: I am a girl with minus eyes

   She like to play with it.

   It should be: she likes to play with it.

b. **Error of Addition**

   Errors of addition means is an example of an error in which some items are shown that should not be. This study, there were 8 students who made 17 cases in addition. The researcher collected data on the students' error in addition. For example:

   I often carry it to schools

   It should be: I often carry it to school.

   I always wear glasses everyday

   It should be: I always wear glasses everyday

c. **Error of Misformation**

   Error of misformation occurs When students apply morphemes or structures that are incorrect. In this study, there were 7 students who

made 10 cases in wrong selection. The researcher took some data of errors in wrong selection made by students. For example:

The author of the book are Tere Liye.

It should be: the author of the book is Tere Liye.

A zipper in the center of it are made of cotton.

It should be: a zipper in the center of it is made of cotton.

The colour of the book are dominant green.

It should be: the colour of the book is dominant green.

d. **Error of Missordering**

Misordering errors are defined as those that present or arrange some or all of the items in a sentence incorrectly. In this study, there were 3 students who made 5 cases of ordering in their writing. For example:

I put on it the bed.

It should be: I put it on the bed.

I have a sister young.

It should be: I have a young sister.

2. **The total error that made by students in writing descriptive paragraph**

No.	Types of Errors	Score of Error	Percentage
1	Omission	32	50%
2	Addition	17	26.6%
3	Missformation	10	15.6%
4	Missordering	5	7.8%
	Total	64	100%

Table 4.2 Total of the Students Error

Based on the table, the total error that made by students in writing descriptive paragraph were 64 error. First types of error is omission, error

of omission are characterized by the absence of an item that must be appear. There were fourteen students who made 32 or 50% error of omission. Errors of addition means is an example of an error in which some items are shown that should not be. In this study, there were eight students who made 17 or 26.6% error. Error of misformation occurs when the students use of morphemes or incorrect structure. In this study, there were seven students who made 10 or 15.6% errors. The last type was misordering, error of misordering means as the error that present some or sequenced the items of the sentences. There were three students who made 5 or 7.8% error of misordering.
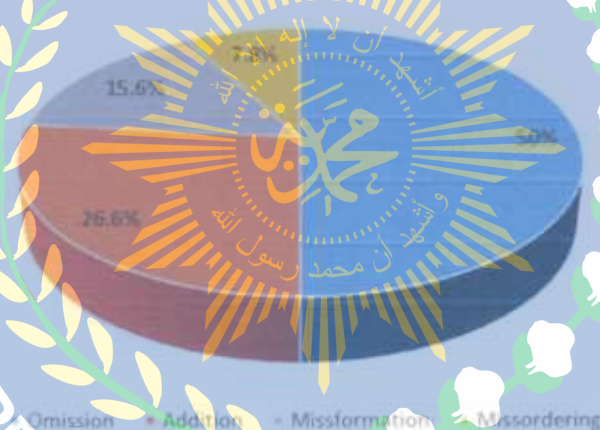

Figure. 4.2 Chart of the Percentage of Error

The figure above, which was created with data from students' writing, showed the many types of errors that students made. The chart's outcome has been discussed by the researcher, starting with the highest error until the lowest rank.

B. Discussion

In this part, the discussion covering the interpretation of findings derived from the analyzing result about the type and the total error in students' descriptive writing.

1. The Type of Students Error in Writing Descriptive Paragraph

Analysed errors in this study are focused on types of errors based on theory surface strategy taxonomy by Dulay. From the table above, this can be seen, omission error received the highest percentages. It means this type of error was dominantly occurred.

The first step to analyze the errors, all errors in the using of simple present tense in students' sentences were noticed by the researcher. Second, the researcher identified the students' error in writing descriptive paragraph. After that, the researcher classified all errors based on the theory surface strategy taxonomy of Dulay in Rahmawati (2019). The last, the researcher found the type based on the result from classification of the students' error in writing descriptive paragraph.

In analyzing the data, the researcher identified the students' error. After identifying the data, the researcher found 64 error of students in writing descriptive paragraph based on the result from the test in this research. Those identification were used to find out the classify of kinds of error which made by the third-grade students of SMP Negeri 3

Bontomarannu. The finding in line with Islami (2020) research that found 749.

The researcher categorized the error into kind of error based on Dulay in Rahmawati (2019). Based on surface strategy taxonomy, there are four kinds of error, they are: error of omission, error of addition, error of misformation, and error of misordering.

a. Omission

The collected data in students' writing determined that students made errors in writing text itself. The researcher found 32 error of omission that made by fourteen students. In writing descriptive paragraph caused there is an element omitted from each sentence. According to Dulay et al in Rahmawati (2019:35) omission happen when there is evidence that grammatical morphemes (e.g noun, and verb inflection, article, preposition) are omitted more often that content morphemes which carry the meaning.

Based on the table shows that error of omission type had percentage 50%. This finding very different with Hendriyono (2019) who found that error of omission had percentage 18.29% students' error. The researcher that found in students tests were omission of article and "-s/-es" verb inflection. The researcher took some data of errors in omission made by students.

Example of students' error in omission

1) Omission of Article

Articles in English grammar are arrange of the words a, an, and the. The students in this study omit article a from their sentences. Here are some examples of student errors:

We can keep books

It should be: We can keep the books.

From the sentence above, the students omit the article *the*. *The* use of things specific (clearly or previously defined) include: person, thing, and idea. According to Smith (2014:50) *the* followed by countable noun or uncountable noun. When the students use a singular noun or start with a consonant sound, the students should be put an article "a" before noun in the sentence. The students use "an" when the next word start with vowel sound.

2) Omission of "-s/-es" verb inflection

The researcher found some errors when a verb in the sentence of simple present tense omit "-s/-es". In the singular form we can add "verbs +-s/-es" after singular subject. Almost all singular verbs are formed by add "s" at the end of verb.

However, when we use verb 1 that end with "a,x,ch,th, and sh" it should replace with "es" in the end of verb. To verb end "y" after consonant, change "y" to "i" and add "es". Here the example of error made by the students:

I am a girl with minus eye

It should be: I am a girl with minus eyes.

b. **Addition**

In writing a descriptive paragraph, there are 17 addition errors. Based on the result of Sa'diah (2018) found there were 93 error of addition or 30.69%. Errors in the addition category occurred when an added item is present that should not be in a well-formed phrase. According to Dulay in Rahmawati (2019) it is a process in which a specific part of language rules is added to a correct order (correct sentence) in which some elements are shown that should not be shown. The students made errors of addition in some error categories; they are: addition of to of "-s/-es" verb inflection. Here the examples error of addition made by the third grade students of SMP Negeri 3 Bontomarannu.

I often carry it to schools

It should be: I often carry it to school.

I always wear glasses everydays

It should be: I always wear glasses everyday

c. **Misformation**

There are 64 faults in writing descriptive paragraphs in the missformation category. According to Dulay et al. (1982:150) When the sentence does not follow the general structure based on the grammatical form, an error happens. As previously stated, miss formation is the error of employing one grammatical form instead of

another grammatical form. Based on table error of missformation category had percentage 10%. It lines with Hendriyono (2018) who found that errors made by the students in Missformation category had 53.65%. Students' error. It means that most of the students made errors in this category. Here the examples of error in missformation category made by the third grade students of SMP Negeri 3 Bontomarannu.

In this research, the researcher found that error of To be happen when the students did not follow the correctly form in their sentence. Here the example errors made by the students.

1) Missformation of To Be

The author of the book are Tere Liye.

It should be: the author of the book is Tere Liye.

A zipper in the center of it are made of cotton.

It should be: a zipper in the center of it is made of cotton.

The colour of the book are dominant green.

It should be: the colour of the book is dominant green

Form the sentence above, the use of to be "is" and "are" it should be based of noun and verb in the sentences. Plural noun must be followed by (are) and singular noun must be followed by (is).

2) Misformation of article

Misformation of article is the types of error, it is happen when the students cannot use article with correctly form. In this research, the students put wrong article *a* in their sentences. The students supplies article in the sentence, although it is incorrect. Here the example of errors made by the third grade students of SMP Negeri 3 Bontomarannu:

There is an calendar.

It should be: there is a calendar.

In the sentence above, the students failed to put article "a" in singular noun and with consonant sound. The article "an" should be changed "a" in this sentence.

d. Missordering

In Missordering category, there are 5 or 7.8% error found in writing descriptive paragraph. This findings very different with Islami(2020) that found error of addition 16%. Dulay in yusuf (2015:10) states that missordering happen where there is a sentence which order is incorrect place, the sentence can be right in presented elements, but wrongly sequenced.

I put on it the bed.

It should be: I put it on the bed

2. The total error that made by students in writing descriptive paragraph

From the explaination of the previous data analysis, every types of errors occurred in students' writing. Errors which were occurred namely omission, addition, misformation, and the last one was misordering. In the findings, the researcher calculated the percentage from each types of errors which found from the students writing descriptive paragraph. Based on the table, the total error that made by students in writing descriptive paragraph were 64 error.

First types of error is omission, error of omission are characterized by the absence of an item that must be appear. There was fourteen students who made 32 or 50% error of omission. In this research, the researcher found error of omission into two types: omission of article and omission of –s/-es verb inflection. Based on the result of Muhsin (2016) he found that 143 error of omission of be, and omission of –s. Errors of addition means as the error that present some elements that should not be presented. In this study, there were eight students who made 17 or 26.6% error.

Error of misformation occurs when the students use of morphemes or incorrect structure. In this study, there were seven students who made 10 or 15.6% errors. The last type was misordering, error of misordering means as the error that present some or sequenced

the items of the sentences. There were three students who made 5 or

7.8% error of misordering.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study is results that has been discussed in previous chapter and also suggestion for English teacher and students.

A. Conclusions

Based on the findings and discussions in the previous chapter, the researcher conclude the type of errors are usually still made by the third grade students of SMP Negeri 3 Bontomarannu of using simple present tense in writing descriptive text and the total of errors made by the third grade students of SMP Negeri 3 Bontomarannu of using simple present tense in writing descriptive text. The conclusion are as follows:

1. The type of errors are still usually made by the third grade students of SMP Negeri 3 Bontomarannu of using simple present tense in writing descriptive text. The students still made the errors when the researcher was asked to write a descriptive text about things around us. The types of errors are made by the students on writing descriptive text based on surface strategy taxonomy which are classified into omission, addition, misformation and misordering. Each types had total of errors, 32 error of omission, 17 errors of addition, 10 errors of missformation, and 5 errors of missordering. Each of the students of the third grade of SMP Negeri 3

Bontomarannu made many errors on the types of error as mentioned above.

2. The percentage of total error which made by the third grade students of SMP Negeri 3 Bontomarannu is omission with percentage 50% then followed error of addition with percentage 26.6% then missformation category with percentage 15.6% and the last was error of missordering with percentage 7.8%.

B. Suggestion

After conducting this research, the researcher has two suggestion for teacher and students:

1. The teacher should respect to the students' error and give guidance to the students in teaching and learning process. They should discuss to their students how to identify and correct their error in writing descriptive paragraph. Furthermore, they need more technique in teaching writing to give exercise or practices in the classroom or outside for the classroom.

2. The student should more focus and practice in English learning, then especially in writing. They should have pay attention and great writing in English learning process.

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APPENDICES

APPENDIX 1: RESEARCH INSTRUMENT

<div align="center">

WRITING TEST

</div>

NAME   :

CLASS   :

Please write a short Descriptive text about "things" around us in 2 paragraph.

APPENDIX 2: DATA ANALYSIS

Table 4.2 recapitulation of the students' errors in descriptive text writing

No	Number of Sample	Types of Errors Frequency			
		Omission	Addition	Misformation	Misordering
1	Students 01	0	0	1	0
2	Students 02	4	2	0	0
3	Students 03	2	0	1	0
4	Students 04	1	0	0	0
5	Students 05	5	0	0	0
6	Students 06	4	0	0	0
7	Students 07			1	0
8	Students 08	2	0	0	0
9	Students 09	2	2	0	0
10	Students 10			2	1
11	Students 11	2	1	1	3
12	Students 12	2	0	1	0
13	Students 13	4	4	3	1
14	Students 14		0	0	0
15	Students 15	1	4	0	0
	Total	32	17	10	5
			64		
Percentage of Errors		50%	26,6%	15,6%	7,8%

Percentage of error formula:

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

P: Percentage

F : Frequency of errors occurred

N : Number of total errors

By applying this formula, if we substitute the total of each error, we will get:

The total of error frequency = 64

Omission	$= \frac{32}{64} x \, 100\%$	$= 50\%$
Addition	$= \frac{17}{64} x \, 100\%$	$= 26.6\%$
Missformation	$= \frac{10}{64} x \, 100\%$	$= 15.6\%$
Missordering	$= \frac{5}{64} X \, 100\%$	$= 7.8\%$

APPENDIX 3: DOCUMENTATION

Please write a Descriptive text about "things" around us in 2 paragraph.

MY CAT DOLL

I have a cat doll, This doll are my Favorite doll. The doll was a gift that I got from my Father because I got a general champion at my school lost year.

This cat doll are a big doll with a mixture of yellow and white. the Fur is very soft and very comfortable to hug, I put on it the bed and every day I always play with it, this cat doll always accompanied me to sleep.

Please write a Descriptive text about "things" around us in 2 paragraph.

My Sister Barbie Girl

I have sister, my sister really like doll especially barbie dolls. On that day my mother went to the mall to buy clothes and accidentally saw barbie on the store display and remembered my sister, finally bought the barbie doll for my sister.

My sister young has a barbie doll. She like to play with it. She bring it everywhere she goes and even sleeps with it. The doll is about 11 inches tall. It has a slim body shape with bright brown eyes and beautiful dark skin. The hair is black and long. I bought it for her when she was four years old. She love it very much and takes care of it every day.

Please write a Descriptive text about "things" around us in 2 paragraph.

"My Glasses"

I am a girls with minus eye. I have been wearing glasses.
Since elementary school school. because I watch tv from
close range too often. I always wear glasses every days
start from wake up until going back to sleep

If I dont wear glasses I find it difficult to see
thing especially when studying at school
That's why glasses are my favorite thing

Please write a Descriptive text about "things" around us in 2 paragraph.

" Book "

I have book which I am baugh last years. The books
is a novel with entitled 'pulang'. I am very liker that book
beciuse the story is very interesting.

The color of the book are dominan green with the pictures
of the cover are beautiful sunset. The book have page total
your page. The book was written in Indonesian language. The
author of the book are Tere liye, and the end of that
book are summary of the book.

APPENDIX 4: Letter

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   Indriana Widyaningsih
NIM   10535N18417
Program Studi   Pendidikan Bahasa Inggris

Dengan nilai

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	22 %	25 %
3	Bab 3	0 %	10 %
4	Bab 4	3 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 3 Maret 2022
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum., M.IP
NBM. 964 591

Jl. Sultan Alauddin No.259 Makassar 90221
Telepon (0411)866972,881593, Fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail: perpustakaan@unismuh.ac.id

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor : 8043/FKIP/A.4-II/XII/1443/2021
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
    Makassar

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Rahma Widyaningsih
Nim/Nbm : 105351118417
Program Studi : Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir : Makassar, 09-05-2000
Alamat : Jl. Beringin No.1

Adalah yang bersangkutan akan mengadakan penelitian dalam menyelesaikan skripsi
dengan judul "Analysing Students' Errors in Simple Present Tense Based on Surface
Strategy Taxonomy at the Third Grade of SMP Negeri 2 Bontomarannu"

Demikian pengantar ini kami buat, atas perhatian dan kerja sama Bapak/Ibu semoga
mendapat karunia.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Makassar, 18 Jumadil Ula 1443 H
23 Desember 2021 M

Dekan,

Erwin Akib, M.Pd., Ph.D
NBM: 860 934

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp 866972 Fax (0411) 865588 Makassar 90221 E-mail:lp3muhammadiyah.com

Nomor	:	5343/05/C 4-VIII/XII/43/2021
Lamp	:	1 (satu) Rangkap Proposal
Hal	:	Permohonan Izin Penelitian

23 Jumadil awal 1443 H
27 December 2021 M

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel
di –

Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 8043/FKIP/A.4-II/XII/1443/2021 tanggal 23 Desember 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	INDRIANA WIDYANINGSIH
No. Stambuk	:	10535 1118617
Fakultas	:	Fakultas Keguruan dan Ilmu Pendidikan
Jurusan	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Analyzing Students Error in Simple Present Tense Based on Surface Stretegy Taxonomy at the Third Grade of SMP Negeri 3 Bontomaraanu"

Yang akan dilaksanakan dari tanggal 29 Desember 2021 s/d 29 Februari 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katsiraa.

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

12-21

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 24819/S.01/PTSP/2021
Lampiran : -
Perihal : Izin Penelitian

Kepada Yth.
Bupati Gowa

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 5343/05/C.4-VIII/XII/43/2021 tanggal 27 Desember 2021 perihal tersebut diatas, mahasiswa/peneliti dibawah ini :

Nama : INDRIANA WIDYANINGSIH
Nomor Pokok : 10535118417
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Skarda

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi dengan judul :

" ANALYSING STUDENTS' ERROR IN SIMPLE PRESENT TENSE BASED ON SURFACE STRATEGY TAXONOMY AT THE THIRD GRADE OF SMP NEGERI 3 BONTOMARANNU "

Yang akan dilaksanakan dari Tgl. 29 Desember 2021 s/d 28 Februari 2022

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.
Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan barcode.
Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 27 Desember 2021

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

Ir. H. DENNY IRAWAN SAARDI, M.Si
Pangkat : Pembina Utama Madya
Nip : 19620624 199303 1 003

Tembusan Yth :
1. Ketua LP3M UNISMUH Makassar di Makassar
2. Pertinggal

SIMAP PTSP 27-12-2021

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

PEMERINTAH KABUPATEN GOWA
DINAS PENDIDIKAN
SMP NEGERI 3 BONTOMARANNU

NSS : 201190305003   AKRIDITASI "B"   NPSN : 40314255
Jalan Poros Sokkolia Dusun Timbuseng Kec. Bontomarannu Pos 92172
Email : smpn3bontomarannu@gmail.com

SURAT KETERANGAN PENELITIAN
No : 081 /DISDIK-GW/SMPN 3-Btm/I/2022

Yang Bertanda tangan dibawah ini :

Nama	:	Drs. H. MAHALANG, M.Pd.
N I P	:	19640914 198903 1 013
Pangkat/ Golongan	:	PEMBINA, IV a
Jabatan	:	KEPALA SEKOLAH
Unit Organisasi	:	SMP NEGERI 3 BONTOMARANNU

Menerangkan bahwa :

Nama	:	INDRIANA WIDYANINGSIH
NIM	:	105351118417
Jenis kelamin	:	Perempuan
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa
Alamat	:	Jl. Batua Raya X B No 16

Benar telah melaksanakan penelitian di SMP Negeri 3 Bontomarannu pada tanggal 29 Desember 2021 s/d 28 Februari 2022 dalam rangka penyusunan Skripsi dengan judul "ANALYSING STUDENTS ERROR IN SIMPLE PRESENT TENSE BASED ON SURFACE STRATEGY TAXONOMY AT THE THIRD GRADE OF SMP NEGERI 3 BONTOMARANNU"

Demikian surat penelitian ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Timbuseng, 10 Januari 2022
SMP Negeri 3 Bontomarannu

Drs. H. MAHALANG B.M.Pd.
Pangkat : Pembina
NIP   19640914 198903 1 013

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	: INDRIANA WIDYANINGSIH
NIM	: 10535118417
Judul Penelitian	: ANALYSING STUDENTS ERROR IN SIMPLE PRESENT TENSE BASED ON SURFACE STRATEGY TAXONOMY AT THE THIRD GRADE OF SMP NEGERI 3 BONTOMARANNU
Tanggal Ujian Proposal	: 04 DESEMBER 2021
Tempat/Lokasi Penelitian	: SMP NEGERI 3 BONTOMARANNU

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu/5-01-2022	Mengantar Surat Penelitian	Ibu Dahlan	
2	Kamis/6-01-2022	Konsultasi dengan guru	Ibu Yuli	
3	Senin/10-01-2022	Memberikan writing test kepada siswa	Ibu Yuli	
4				
5				
6				
7				
8				
9				
10				

Timbuseng, 10 Januari 2022

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ismail Sangkala, S.Pd., M.Pd.
NBM. 977 807

Pimpinan Sekolah/Instansi

Drs. H. Nakinang B,M,Pd.
NIP. 19640141 198903 1 013

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

LETTER OF ACCEPTANCE
0498/BG-FKIP/LOA/B/V/1443/2022

Dear INDRIANA WIDYANINGSIH

It is our pleasure to inform you that, after reviewing your paper:
ANALYSING STUDENTS' ERROR IN SIMPLE PRESENT TENSE BASED ON SURFACE STRATEGY TAXONOMY AT THE THIRD GRADE OF SMP NEGERI 3 BONTOMARANNU
The manuscript ID: 11
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates		
The article processing charge (APC) has been submitted by the author		

has been **ACCEPTED** to publish with **Journal of Applied Linguistics Studies**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jals@bg.unismuhmakassar.ac.id*

Makassar, 5 May 2022 M
4 Syawal 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

CURRICULUM VITAE

Indriana Widyaningsih was born in Makassar on March 19, 2000. Her father' name is Sahidong SH and her mothers' name is DRA. A. Mukminati. She has one sister. From 2006 to 2011 she studied at SD Inp Batua 1 Makassar, next she continued her junior high school at SMP Negeri 23 Makassar and graduated in 2014. Then she continued to high school at SMA Negeri 12 Makassar and graduated in 2017. In 2017 she was accepted at the University Muhammadiyah Makassar as a student of the English Education at the Faculty of Teacher Training and Education. At the end of her study, she was able to complete her thesis in 2022 with the title "Analysing Error in Simple Present Tense Based on Surface Strategy Taxonomy at the Third Grade of SMP Negeri 2 Bontomarannu".