

AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE IN WRITING ANALYTICAL EXPOSITION

Tutut Faichotul Khisfi¹, Dina Merris Mayasari², Siti Aisyah³

STKIP PGRI Sidoarjo

tututfaich@gmail.com

Abstract

Writing skill was become as the most difficult skills which the students should pay attention more about grammar. The purpose of this research was to describe the grammatical error about simple present tense based on surface strategy taxonomy which happened in the student's writing of Analytical Exposition. The researcher used descriptive qualitative. The subject of the research was the eleventh grade students of SMA Muhammadiyah 3 Tulangan. The instrument used in this research was the student's writing composition. The main key in the data analysis was the theory of Dulay, Burt, and Krashen. After analyzing the data, The researcher found out that there were four types of error with the the percentage 30 (29%) errors of addition, 42 (41%) errors of omission, 14 (14%) errors of misformation and 16 (16%) errors of misordering. Based on the finding, It can be concluded that omission was the highest frequently errors made by students with the percentage 42 (41%). For suggestion, the teacher and the students should learn more about simple present tense, consequently the errors could be minimize. For further researcher, the researcher suggest that this research can be reference in writing the other research.

Keywords: *Error Analysis, Simple Present, Writing, Analytical Exposition*

Abstrak

Kemampuan menulis dijadikan sebagai kemampuan yang paling sulit yang mengharuskan siswa memperhatikan lebih tentang grammar. Tujuan dari penelitian ini adalah untuk mendeskripsikan kesalahan grammar di dalam simple present tense berdasarkan surface strategy taxonomy yang terjadi dari penulisan siswa dalam teks analitik. Peneliti menggunakan metode deskriptif kualitatif. Subjek dari penelitian ini adalah siswa kelas 11 di SMA Muhammadiyah 3 Tulangan. Alat dari penelitian ini adalah isi dari penulisan siswa. Kunci utama dari data analisis adalah teori dari Dulay, Burt, and Krashen. Setelah menganalisa data, peneliti telah menemukan 4 jenis kesalahan dengan persentase 30 (29%) kesalahan dari addition, 42 (41%) kesalahan dari omission, 14 (14%) kesalahan dari misformation dan 16 (16%) kesalahan dari misordering. Berdasarkan penemuan tersebut, dapat disimpulkan bahwa kesalahan jenis omission adalah kesalahan yang mempunyai frekuensi tertinggi yang dibuat oleh siswa dengan total persentase 42 (41%). Dengan demikian, guru dan murid harus belajar lebih tentang simple present tense, sehingga kesalahan dapat berkurang. Peneliti berharap penelitian ini dapat dijadikan sebagai referensi bagi peneliti lain di dalam penulisan penelitian.

Kata kunci : *Error Analysis, Simple Present, Writing, Analytical Exposition*

INTRODUCTION

English was taught as a foreign language in indonesia which became compulsory

subject on primary and secondary level .

One of the aim of teaching english was very often defined with reference to the four

language skills : understanding speech listening, speaking, reading and writing (Widdowson, 2008, p. 1). Written was considered to be one of the important skills in english that the students still felt difficult to learn it.

Writing was a complex process, the writers had to think hard to express what was on his/her mind and then represented it in the form of the text (Flynn & Stainthrop , 2006, pp. 23-25). Therefore the students should be master to apply grammar and vocabulary correctly. Writing was related with text. There were several text types that was taught in senior high school, namely narrative, hortatory exposition and analytical exposition.

Analytical exposition was a text that elaborated the idea about the phenomenon surrounding (Sudarwati & Grace, 2007, p. 116). It was to convince the readers that it was important matter to get attention, thus it gave some arguments to support the idea. Analytical exposition contained of thesis, argument and conclusion. Thesis was the first part of analytical exposition which had the function to tell introduce the topic and indicates the writer's position then argument was the second part of analytical exposition which had the function to consists of point and elaboration meanwhile, conclusion was the last part of analytical exposition which has the function to restates the thesis. The students used simple present tense and

conjunction to express their idea. In fact the students often found difficulties. Therefore, many students made some mistakes and face difficulties to build and develop their ideas especially of using simple present tense.

Simple present tense included as familiar tenses which was used as learning material of text types in senior high school that express a habitual action with adverbs like usually, always or often (Frank, 2015, p. 66). It was important rule to arrange words and indicates whether an action activity or statement was in present, it was used for general statements of fact or to express the habitual or everyday activity. There were only two forms of simple present tense by adding “-s” or “-es” (Azhar & Betty, 2009, p. 18). Consequently the students made errors when they produced sentences or paragraphs. they found difficulties about simple present tense and finally they were unconscious that they made errors about it.

Making errors were a natural and unavoidable part of the process in learning English. Therefore in the phenomena of teaching learning writing, error analysis consisted of a set of procedure for identifying, describing, and explaining learner errors (Ellis & Barkhuizen, 2009, p. 51). It was clear that, there were many students who had middle writing with low ability in writing english. Indeed the students still needed teacher guidance on their learning process of writing.

This research was conducted based on the reason above, the researcher wanted to focus on analyzing “An Error Analysis on the Use of Simple Present Tense in Writing Analytical Exposition Made by the Eleventh Grade Students. moreover, it could give new horizon for educational practitioners about that issue.

METHODOLOGY

In this research, the writer used descriptive qualitative. The researcher applied this type in her paper because it was the appropriate approach to describe the result of research in the form of written words. According to Shakouri (2014, pp. 671-680) a descriptive study determined and explained the way things were. Based on this view, the descriptive research was chosen because the researcher wanted to describe and classify types of error on the use of simple present tense in writing analytical exposition in the form of written words.

The subject of this research was the eleventh grade students of SMA Muhamadiyah 3 Tulangan that was suggested to choose XI-MIPA 4 by the English teacher of SMA Muhamadiyah 3 Tulangan. Finally, the researcher took 15 students of 35 students with the random as sample size for qualitative research (Esch, 2013, p. 228). The sources of data in this

research collect from all of the student's composition in analytical exposition based on the topic who has given by the teacher. In addition the data of this research was all of the sentences using two forms in simple present tense in writing analytical exposition made by the eleventh grade students of SMA Muhamadiyah 3 Tulangan.

The researcher would take the data of the student's task as an instrument to analyze student's composition. From the data of student's task the researcher would know student's composition of using simple present tense in analytical exposition. Finally the researcher could describe types and the highest frequently error of the student's composition in analytical exposition.

The researcher took several steps to collect the data which were necessary in this research. The first step was choosing the subject of the research. The second step was observation the english teacher to teach text which use simple present tense, namely analytical exposition. Then teaching languages features and generic structure, especially simple present tense in analytical exposition. The third steps was giving test for the students to find out the data of students' writing ability in analytical exposition. The fourth step was collecting the student's work on writing

simple present tense in analytical exposition and then scoring it. The last step was analyzing the data after the researcher get the data, the researcher wanted to analyze types and know the highest frequently of errors on student's writing simple present tense in analytical exposition that was gotten since the teaching and learning process.

The researcher used several techniques to analyze the data. Firstly, the researcher organized the test result the use of simple present tense in writing analytical exposition. Secondly, the data was changed into table form. The data is classified based on Dulay's surface strategy taxonomy which was divided into four aspects of error (omission, addition, misformatio, and misordering). Finally, the researcher made a conclusion for this data.

FINDING

The researcher presented the data cited from the students's analytical exposition. The data analyzed was devided into some types. First, the researcher classified the errors into four types of error. Then the researcher calculated the frequent of each types error in sentences an analyzed them. The data would be presented below :

The specific description of student's errors on the use of simple present tense in writing Analytical Exposition

Student 1

There were four types of error found out in student's writing. The first types of errors were addition error of suffix -s such as "*people knows what they does ?*". The student put unnecessary suffix -s and -es each verb. Because they were the plural subject in simple present tense. Thus it should be "*people know what they do?* ". The next addition of error was "*does is the fast food good for health ?*". In this sentence contained unnecessary auxiliary verb "does", because this sentence had contained to be "is". It should be "*is the fast food good for health ?*".

The second types of error was omission error. The student made three omissions of verb which are "*it mean people the time all consume fast food, fast food rise in the 1940 century, and fast food contain low nutritions and calories*". The student omitted suffix -s each verb. Because in simple present tense for the singular subject adds suffix -s or -es each verb. It supposed to be "*it means people the time all consume fast food, fast food rises in the 1940 century, and fast food contains low nutritions and calories*". Beside that, the student made two omission of "to be" such as "*fast food very familiar for people, fast food highly processed with array of a wide additives, and there many diseases, it rise of fast food*". The student missed to be

each of sentences. The missings of to be "is" and "are". The singular subjects use to be "is" and the plural subjects use to be "are". Therefore, it should be "*fast food is very familiar for people, fast food highly is processed with array of a wide additives, and there **are** many diseases, it **ris**es of fast food*".

The last types of error were misordering error such as "*it means people the time all consume fast food*". The student wrote incorrect order of verb. It should be "*it means people consume fast food all the time*". The sentence "*fast food is highly processed with array of a wide additives*". The student wrote incorrect order of complement of the sentence. It should be "*fast food is highly processed with a wide array of additives*".

Student 2

Error construction found out in student's writing are considered as addition, omission and misformation. The sentence "*we **breathes** with dirty air, so we **grows** some plants to make healthy life and the moisture pick up the dangerous chemical and pollutans in the air*" fulfilled unnecessary suffix -s each verb of sentences, because the form of plural person in simple present without suffix -s/es each verb of sentences. Hence, it was addition errors of suffix -s. So it supposed

to be "*we **breathe** with dirty air, so we **grow** some plants to make healthy life and the moisture picks up the dangerous chemical and pollutans in the air*".

Another sentence is " **Do** we are difficult to opposite the air pollution and air pollution common issue large among cities in the world any where " also belong to addition errors of aux. verb **Do** in this sentence, because it is not interrogativesentence and it should be *we are difficult to opposite the air pollution and air pollution common issue large among cities in the world any where "*

Meanwhile, the sentence "*it **help** us to oversee the air*" belong to omission error of suffix -s on verb. The student omitted suffix -s on verb of sentence, because the subject of this sentence was singular person. Thus it supposed to be "*it **helps** us to oversee the air*". In addition, the sentence *we not underestimate* contained omission of auxiliary verb "do" on negative sentence for simple present tense. Therefore it should be "*we **do** not underestimate*".

The last error could be described in "*therefore, **us** make opposition pollution air as priority for everyone to protect our planet*". The student made incorrect order of structure as subject of this sentence. Hence, it was misformation error. Thus, it

supposed to be *"therefore, we make opposition pollution air as priority for everyone to protect our planet"*.

Student 3

The student's writing shown error constructions that classified as addition, omission and misordering. *"People consumes fast food always, they order fast food often and it means that people eats fast food all the time"*. The bold words didn't need suffix -s, because the subject of these sentences were plural person. Hence, it was addition error of suffix -s. Thus, it supposed to be *"people consume fast food always, they order fast food often and it means that people eat fast food all the time"*.

Beside addition error, the student made omission error as well. The omission errors happened in *"fast food very famous in indonesia and although, fast food not result the original food"*. The student omitted to be "is" and auxiliary verb "does not" in negative sentence, because it was form of simple present tense. It should be *"fast food is very famous in indonesia and although, fast food does not result the original food"*.

The last error was misordering. It could be looked in *"people consume fast food always and they order fast food often"*, the student made incorrect placement of

adverbial of frequency *"always and often"* that should be put after the subject of these sentence. For the sentences *"fast food contains just material natural and fast food becomes food a simple and food favourite"* contained incorrect placement of noun phrase *"material natural and favourite food"*. Thus, it supposed to be *"people always consume fast food, they often order fast food, fast food just contains natural material and fast food becomes a simple food and favourite food"*.

Student 4

The errors were committed by the student's writing. The errors happened in *"we realizes that air pollution occurs because many factors and people experiences many diseases such as asthma and allergies"*. The student wrote unnecessary suffix -s each verb of the sentences, because all of the subjects were plural person. Hence, it was addition error of suffix -s. Thus, it should be *"we realize that air pollution occur because many factors and people experience many diseases such as asthma and allergies"*.

The next error happened in *"so, i make summarization that air pollution dangerous and so, the air we breathe fresh and clean, it not dirty air"*. The student omitted to be "is" of these sentences, because the object of these sentences were

classified as adjective. Hence, it was omission error of to be. Thus it supposed to be *"so, i make summarization that air pollution is dangerous and so, the air we breathe fresh and clean, it is not dirty air"*.

Beside the omission error, there were some another erros happened in *"these is cases that it causes air pollution and it are very dangerous for our health"*. The student has incorrect order of to be "are", was and "is" in these sentences, because the form of singular person should use to be "is" and plural person should use to be "are". Hence, it was misformation error. Therefore, it supposed to be *"these are cases that it causes air pollution, and it is very dangerous for our health"*.

The last error happened in *"is the of problem indonesia an air pollution and air pollution make respiration bad"*. The student made incorrect placement of to be "is". Hence, it was misorsering error. Therefore, it should be *"the problem of indonesia is an air pollution"*.

Student 5

There were three types of error are classified of student's writing such as addition, omission, and misordering. These sentences *"we finds some cars in the city, the problem of cars causes big case in the city, when we breathe the air, we does not breathe clean the air, so we keeps our city*

from cars and cars does not good function" contain unnecessary suffix -s/es. The bold words didn't need suffix -s/es. Hence, it was addition error of suffix -s/es each the bold words. Thus, it should be *"we find some cars in the city, the problem of cars cause big case in the city, when we breathe the air, we do not breathe clean the air, so we keep our city from cars and cars does not good function"*.

Meanwhile, for the sentence *"It carbon dioxide, cars cause carbon dioxide emission in the earth"* missed to be "is". The student omitted to be "is" after the subject, because it was form of simple present tense by using to be "is" in singular person. Thus it supposed to be *"It is carbon dioxide, cars cause carbon dioxide emission in the earth"*. The sentence *"It that all of activities means"* contained misordering error, because the student wrote incorrect placement of verb "means" that should be put after the subject of this sentence. Thus, it supposed to be *"it means that all activities"*.

Student 6

Errors construction were classified such as addition, omission, misformation and misordering in student's writing. The sentence *"people does not know in fact the danger of fast food"* contained unnecessary suffix -es in auxiliry verb "does not" in

negative sentence. The subject of this sentence was plural person that should use auxiliary "do not" in negative sentence of simple present tense. Hence, it was addition error of suffix -es. Thus it supposed to be "*people **do not know in fact the danger of fast food***".

The next errors happen in "*Fast food not healthy, people find fast food it easy, and It mean fast food as food simple*". The student omitted to be "is" and suffix -s of these sentences. Hence, it was omission error of to be and suffix -s. Thus, it should be "*fast food **is not healthy, people find fast food it **is** easy, and It **means** fast food as food simple***".

Beside the omission, there were some errors would classified such as "*so, fast food **are** tasty*". The student made incorrect order of to be "are". The subject of this sentence was singular pronoun. To be "are" should be changed in to be "is". Consequently, it was misformation error. Therefore, it supposed to be "*so, fast food **is** tasty*".

The sentences "*people do not know in fact the danger of fast food and It mean fast food as food simple*" contained incorrect placement of conjunction and noun clause. Hence, it was misordering error. Thus, it supposed to be "*In fact*

people do not know the danger of fast food and it means fast food as simple food".

Student 7

Errors construction found out in student's writing. It could be classified such as addition, omission and misformation. The first was addition error happen in "*we **does not do something to stop air pollution***". For this sentence contain unnecessary suffix -es in auxiliary verb "does", the word "does" didn't need suffix -es because the subject was plural person. Thus, it supposed to be "*we **do not do something to stop air pollution***".

The second errors happened in "*it **dangerous** for our health and **it not good** for our health*". For these sentences, the student made two omission error of to be "is", the student omitted to be "is" each sentences, because the subjects of this sentence were singular person pronoun. In addition, the student made three omission error of suffix -s and -es, such as "*because the air **contain** pollution it is not good for health, for the sentence **it do not has** many benefits for us and the sentence **it kill me and it impair** the atmosphere of earth*". The form of simple present tense should use suffix -s and -es in positive or negative sentence for the singular subject. Thus, it should be "*it **is** dangerous for our health, because the air **contains** pollution,*

*it is not good for our health, it **does not** has many benefits for us and it **kills** me and it **impairs** the atmosphere of earth”.*

The last error could be seen in “*they is asthma and lungs*”. The student wrote incorrect form of to be “is”. this sentence used to be “are”, because the subject was plural person pronoun. Hence, it was misformation error. Therefore, it should be “*they are asthma and lungs*”.

Student 8

Errors construction found out in student's writing. These sentences "*they consumes on holiday or weekend*". The sentence “*people often eats fast food if they meets with their friends*” contained unnecessary suffix -s on each verbs. All of the verbs of sentences didn't need suffix -s because, it was form of simple present tense. Hence, it was addition error of suffix -s. Thus, it should be “*they consume on holiday or weekend, people often eat fast food if they meets with their friends*”

The next sentences "*people not think, fast food change the form of original food and it change healthy food*” omitted auxiliary verb "do" and suffix -s. The form of simple present tense contained auxiliary verb in negative sentence and contained suffix -s on verb of singular subject. Hence, they were omission error of auxiliary and suffix -s. Thus it supposed to

be "*people do not think, fast food changes the form of original food and it change healthy food*". Another sentence in "*when they hungry*" contained omission error of to be. The suitable to be of this sentence was "are", because the subject was plural person. Therefore, it should be "*when they are hungry*".

The next error happened in "*they think that fast food are easy food and are the fast food good for our health ?*". The student wrote incorrect order of to be. The student ought to use to be "is", because it was singular person. Hence, it was misformation. Thus, it supposed to be "*they think that fast food is easy food and is the fast food good for our health ?*".

Student 9

There were three types of error found out in student's writing. They were addition, omission and misordering. the sentence “*we goes to every where by car destination far*” contain addition error of suffix -s. it was unnecessary with suffix -s. Hence, it was addition error of suffix -s. Thus, it should be “*we go to every where by car destination far*”.

Beside that, the student made two types of omission error. The first was omission error of suffix -s such as “*it cause traffic jam any where*”. This sentence lacked suffix -s. So, it should be “*it causes traffic*

jam any where". The second error was omission of to be, such as "*the drivers not responsible*". This sentence omitted to be "are", because the subject was plural person. Thus, it supposed to be "*the drivers are not responsible*". The third was omission error of auxiliary verb in present such as "*cars in the city not give us more benefit*". This sentence omitted auxiliary verb in negative sentence. The suitable auxiliary verb is "do not" to correct negative sentence. Thus, it should be "*cars in the city do not give us more benefit*".

Meanwhile, for these sentence "*cars in the city do not give us more benefit and we go to every where by car destination far*" contained incorrect placement of sentence. Therefore, it should be "*cars do not give us more benefit in the city and we go to far destination by car every where*".

Student 10

Errors construction found out in "*cars makes us affraid because cars is dangerous, part of body cars contains smoke from muffler and cars comes out smoke*". These sentences contained unnecessary suffix -s on each verbs of sentences. Hence, it is addition of suffix -s. Another sentences "*it means the drivers does not pay attention and cars does not have good effect*" contained unnecessary suffix -es of auxiliary verb "does" in

negative sentence. The suitable auxiliary verb is "do", because it was form of present in plural subject. Hence, it was addition of suffix -es. Thus, it should be "*cars make us affraid because cars is dangerous, part of body cars contain smoke from muffler, cars come out smoke, it means the drivers do not pay attention and cars do not have good effect*".

Beside addition error, there were some errors in student's writing. The sentences "*cars is dangerous in the city and there is some accidents*" committed incorrect order of to be "is". The suitable to be is "are", because it was plural subject. Hence, it was misformation error. Thus, it supposed to be "*cars are dangerous in the city and there are some accidents*".

Student 11

There were four types of error found out in student's writing' such as "*as we knows, we looks many cars in the city and second we knows that many drivers of car in the city drive car speed*". These sentences contained unnecessary suffix -s, because the form of simple present tense used verb without suffix -s in plural subject. Hence, it was addition error of suffix -s. Thus, it should be "*as we knows, we looks many cars in the city and second we knows that many drivers of car in the city drive car speed*".

For the sentence *“it cause air pollution, then cars cause carbon dioxide can be promoted high level”* omitted suffix -s, the student ought to write suffix -s on verb of this sentence. Hence, it was omission error of suffix -s. Thus, it should be *“it causes air pollution, then cars cause carbon dioxide can be promoted high level”*

Another sentence found out in *“the drivers is not responsible and cars also give we benefit”*. The student committed incorrect order of to be and structure for these sentences. The suitable to be is “are” and the suitable structure as the object of the sentence was “us”. Hence, it was misformation error. Thus, it supposed to be *“the drivers are not responsible and cars also give us benefit”*.

The last error construction was misordering. It could be explained in *“second we know that many drivers of car in the city drive car speed”*. The student made incorrect placement of structure for this sentence. Thus, it should be *“second we know that many drivers of car drive a car speedy in the city”*.

Student 12

Errors construction found out in *“cars does not give good effect but they infulences us, we gets many issues from cars in the city, people does not come to school or office the time right, people feels*

angry and part of cars contains fumes”. These sentences contained unnecessary suffix -s and -es, because form of simple present tense in plural subject without suffix -s and -es. For negative sentence should be auxiliary verb "do" in present. Hence, it was addition error of suffix -s and -es. Thus, it supposed to be *“cars do not give good effect but they infulence us, we get many issues from cars in the city, people do not come to school or office the time right, people feel angry and part of cars contain fumes”*.

Another errors happened in *“therefore, cars very dangerous in the city and “we secure”*. These sentences omitted to be "are" each sentences, because the subjects were plural person. Hence, it was omission error of to be. Thus, it should be *“therefore, cars are very dangerous in the city and thus, we are secure”*.

Student 13

Error construction found out in *“they knows just the delicious and spicy is fast food”*. This sentence contained unnecessary suffix -s on verb, because the subject was plural person. Therefore, form of simple present tense didn't need suffix -s. Hence, it was addition error of suffix -s. Therefore, it should be *“they know just the delicious and spicy is fast food”*.

Beside that, error construction would be seen in "*people not bored with fast food and actually, in fast food there not calories*". These sentences omitted to be "are" each sentences, because they have plural subject. Hence, it was omission error of to be. Thus it should be "*people **are** not bored with fast food and actually, in fast food there **are** not calories*".

The next errors happened in "*they know just the delicious and spicy is fast food*". The student made incorrect placement of these sentence. Hence, it was misordering error. Thus, it should be "*they just know that fast food is delicious and spicy*".

Student 14

Most errors committed by the student was addition error. Such as in "*we **grows** some trees aroud our home to protect us from air pollution*". This sentence contained unnecessary suffix -s on verb that was taken in plural subject. Therefore it supposed to be "*we **grow** some trees aroud our home to protect us from air pollution*".

The next error would be discussed in "*it **cause** many problems about health of person in the world, Until now the government **not** resist the air pollution and air pollution **make** respiration bad*". For these sentences omitted the "suffix -s and auxiliary verb "does not" in positive and negative sentence of simple present tense.

Hence, it was omission error of suffix -s and auxiliary verb. Thus it should be "*it **causes** many problems about health of person in the world, until now the government **does** not resist the air pollution and air pollution **makes** respiration bad*".

Student 15

Almost all of errors construction in the student's writing were classified as omission. The student committed three types omission of erros and one misformation of error. The sentences "*In fact, fast food **become** favourite food, they very easy to buy fast food and fast food not has high nutrition for our body*" contain omission error of suffix -s, to be and auxiliary verb does in simple present tense. The student omitted the "suffix -s" to be "are" and auxiliary verb "**does** not" in negative sentence, because the subject of these sentences are plural person. It was form of simple present tense. Thus it should be "*In fact, fast food **becomes** favourite food, they **are** very easy to buy fast food and fast food **does** not has high nutrition for our body*". The sentence "*fast food is not has benefit for our health*" committed incorrect order of auxiliary verb "does", because the object of this sentence was classified as noun. Hence, it was misformation error. Therefore it should be

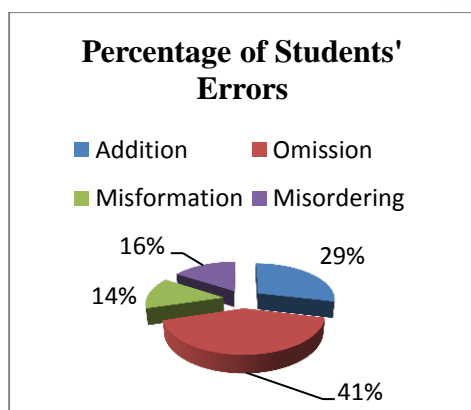
"fast food *does not* has benefit for our health".

Based on the explanation above, the researcher found the number of errors and the percentage of errors which the following table below :

Tabel 1. The Frequency of Student's Errors

No.	Types of Errors	The Number of Errors	The Percentage of Errors
1	Omission Errors	42	41 %
2	Addition Errors	30	29 %
3	Misordering Errors	16	16 %
4	Misformation Errors	14	14 %

The chart below presented the highest level to the lowest of errors mostly made by the students :



The chart shown percentage of each error based on Dulay Surface Taxonomy, and the resercher found out that error of *omission* was the most frequent error made by the eleventh grade students of SMA Muhamadiyah 3 Tulangan with 42 of total errors or 41%. The second was *addition* with 30 of total errors or 29%. The third was *misordering* with 16 of total errors or 16%. The fourth was *misformation* with 14 of total errors or 14%.

Based explanation above the researcher concluded that Omission was the highest of student's errors because there were many students omitted the

suffix *-s*, *-es* and *to be* in present. The students committed this error because they omitted a word that should be used to plural subject in correct construction on singular subject. The second errors was addition that was written by the students. The researcher made conclusion that the students put the suffix *-s* or *-es* in plural subject of simple present tense. The students committed due to they did not pay attention between singular subject with adding suffix *-s* or *-es* and the plural subject without adding suffix *-s* or *-es*.

Misordering became the third errors that were made by the students because they were still influenced by their

first language in writing a sentence in English, especially in analytical exposition. The students did not understand how to write a good sentence in English. The students have difficulties in arranging a good sentence since they ought to write a subject, verb, object, and adverb in the correct placement or order. Misformation was the last errors that were done by the students because they were confused of using to be in present. The students did not pay attention of these aspects when they made the writings. Especially, in using to be for singular and plural subject. They still used incorrect to be with the suitable plural or singular subject of simple present tense. It meant the teacher needed to pay more attention to this problem. Regarding the classification of types of error, it was theoretically based on Dulay's surface taxonomy classification. They were addition, omission, misformation and misordering.

A. CONCLUSION

Concerning the result of the data analysis, the writer concludes there were four types of errors made by the eleventh grade students of SMA Muhamadiyah 3 Tulangan of using simple present tense in writing analytical exposition. They were addition with totally of percentage 30 or 29 %, omission with totally of percentage of 42 or 41 %, misformation with totally of

percentage 14 or 14% and misordering with totally of percentage 16 or 16 %.. The highest frequently of errors was omission which totally of percentage 42 or 41 % made by the eleventh grade students of SMA Muhamadiyah 3 Tulangan.

Based on the conclusion above, the writer tried to give some suggestions that could be helpful to increase students' ability in using simple present tense. This research could be reference the errors that usually made by the eleventh grade students of using simple present tense in writing analytical exposition. Therefore, the english teacher should be able to predict the errors that probably would happen to the students and would be able to overcome the difficulties. This research could enlarge the students knowledge about the errors of simple present tense. The students could make correction on their writing of using simple present tense in analytical exposition. Finally, the students could study the simple present tense more easily in their learning process.

BIBLIOGRAPHY

Azhar, & Betty, S. (2009). *Understanding Using English Grammar*. USA: Englewood Cliffs Prentice Hall.

- Ellis, R., & Barkhuizen, G. (2009). *Analysis Learner Language*. Oxford: University Press.
- Esch, L. J. (2013). Justification of a Qualitative Methodology to Investigate the. *Journal of Business Theory and Practice*, 1(2), 228.
- Flynn, N., & Stainthrop, R. (2006). *The Learning and Teaching of Reading and Writing*. John Wiley & Sons.
- Frank, M. (2015). *Modern English*. New Jersey: Prentice Hall Inc.
- Krisnawati, & Noka, L. (2013). A Sociolinguistics Analysis Of Fashion register In Cosmo Magazine. *Research paper*.
- Moleong, & J, L. (2015). *Metodologi Penelitian Kualitatif*.
- Sudarwati, T. M., & Grace, E. (2007). *Look Ahead Book 2*. Jakarta: Erlangga.
- Susilo, A. (2010). A Sociolinguistics Study o Register Used In Streetball Game (A Case Study of Register in Solo Streetball). *Research Paper*.
- Ulfah, Y. F. (2010). Register Analysis in English Movie Advertisements of www.21-cineplex.com (Sociolinguistics Study). *Research Paper*.
- Widdowson, H. G. (2008). *Teaching Language as Communication*. Oxford: Oxford University Press.