Error Analysis of Simple Present Tense in Writing Made by the Students of Solideo Gracias School

Dafitri Andri

Universitas Pamulang
dafitri@unpam.ac.id

Kata kunci:	Abstract
Error analysis, simple present tense, student's writing	This descriptive research study employs qualitative techniques to investigate grammatical errors made by sixth-grade students at Solideo Gracias School in Legok during their examinations. The goal of the study is to categorize different kinds of grammar mistakes associated with the Simple Present Tense and discover their causes. Using a case study methodology, data from students' writing assessments are gathered. The errors are examined using content analysis, and the results show the problems that students encounter, such as omissions, additions, capitalization issues, spelling errors, and more. These errors are mostly caused by intra- and inter-lingual obstruction, according to research. The study offers guidance to teachers on how to better prepare lessons and implement interventions to improve students' writing abilities.

Introduction

In today's globalized world, English is incredibly important as a worldwide language. English competence has become a highly sought-after ability due to its broad use in communication, education, and business. However, due to the complexities and rules of the language, many pupils frequently experience difficulties when it comes to writing in English.

Students must master the four fundamental language abilities of speaking, listening, writing, and reading to learn English. Although mastery of all four talents is essential, a good understanding of grammar is especially important. Grammar offers a collection of rules that specify how words and groupings of words can be put together to produce sentences in a given language (Adams, 2016; Fromkin et al., 2018). Because it is frequently employed in both spoken and written forms, the Simple Present tense, one of the many English tenses, is particularly important in writing.

Writing in the Simple Present tense is a necessary skill for successful language learning and efficient communication. It enables people to communicate automatic behaviors, universal facts, and unchanging circumstances. Additionally, mastering this tense assists people to communicate facts, opinions, and ideas clearly and succinctly.

It has been noted that sixth-grade kids have trouble writing in English since Bahasa Indonesia and English grammar differ. To effectively impart information through written words, teachers should follow an organized process of planning, organizing, and editing (Borg, 2015). Writing is intrinsically difficult to master. Model texts, proper grammar use,

spell checking, punctuation, and preposition placement are all part of writing. Differences in handwriting, spelling, layout, and punctuation can be used to identify grammar and vocabulary issues, particularly those that relate to the production of letters, words, and texts. As a result, writing provides beneficial chances for pupils to increase their vocabulary, sharpen their grammar, and cultivate their capacity to communicate ideas and understand written information.

Many sixth graders at Solideo Gracias Elementary School struggle to write because they are unfamiliar with the key components of an excellent essay. Based on the aforementioned context, the following issues are the focus of this study. First, it aims to pinpoint the precise kinds of grammatical mistakes relating to the Simple Present Tense that are frequently found in sixth-grade pupils' work. We can learn more about the precise regions where errors are most likely to occur by looking at their writing examples. The second goal of the study is to investigate potential reasons or sources of these inaccuracies. To help students overcome these challenges, educators will need to understand the underlying causes of the errors to devise focused interventions and teaching strategies.

When learning a new language, students frequently make mistakes that can obstruct their ability to communicate and comprehend (Vandergrift & Baker, 2015). Errors reveal information about a student's development, their learning methods, and the impact of their native language on the target language (Phuket & Othman, 2015). On the other side, mistakes are sporadic performance lapses. Error analysis assists in locating, interpreting, assessing, describing, and preventing mistakes made by students. Singular and plural errors, spelling mistakes, misinformation errors (using the incorrect form of morphemes or structures), misordering errors (misplacing words), omission errors (leaving out necessary words), diction errors (choosing the wrong word), capitalization errors, and addition errors are just a few examples of common errors.

Inter-lingual errors (interference from the learner's original language), intra-lingual faults (generic rule learning features), contextual learning, and communicative tactics are only a few of the possible origins of errors (Anyango, 2018; Febriyanti, 2022; Mu'minah, 2017). Writing requires critical thinking, effective communication, and the exploration of new ideas. Students should concentrate on developing their writing habits, enhancing the quality of their content, and drawing inspiration from well-known authors to improve their writing abilities. Simple present tense, which can be constructed by employing the subject with or without the prefix "s" or "es" for third-person singular subjects, is essential for conveying daily routines or regular activities.

Error analysis enables understanding and correction of language acquisition mistakes, which can obstruct communication. Addition, omission, diction, singular/plural, spelling, factual inaccuracies, incorrect ordering, article, and capitalization problems are just a few examples of the various faults that might happen. Inter-lingual interference, intra-lingual rule learning, contextual learning, and communicative techniques can all result in errors. Writing is a useful skill that requires both thinking and communication, and it may be enhanced using particular techniques, and routines, developing original content, and observing more experienced writers. Depending on the subject, the Simple Present Tense can be produced with or without the addition of "s" or "es" and is used for habitual behaviors.

Fitria (2020) has studied students' writing in an error analysis research. The purpose of this study was to identify the many forms of error analysis and the most prevalent type in students' Simple Past Tense Writing Composition, particularly in Recount Text. This study combined qualitative and quantitative research methods. According to the study, students'

mistakes in creating compositions using the simple past tense often involve writing mechanics including syntax, punctuation, and spelling.

Muhsin (2016) has analyzed students' writing by using Simple Present Tense in descriptive text. The outcomes demonstrated that both intra- and interlingual factors were to blame for student errors. Furthermore, intra-lingual errors account for most mistakes. The reason students make mistakes is that they forget the formula for the present tense, some are still unsure how to tell the difference between verbal and nominal sentences, and some are still unsure how to utilize the s/es in the present tense. Some pupils lose concentration when taking the writing test.

Despite having a similar study goal, the earlier studies on grammatical error analysis show differences in their analytical methodologies. The goal of this study's research is to add to the body of knowledge by examining and analyzing grammatical mistakes made by Solideo Gracias School pupils when using the simple present tense in their writing. This study's focus is on examining the faults that were discovered in the essays that students in Solideo Gracias School's sixth grade wrote. The focus of the study will be on specific grammatical mistakes that students make when using the Simple Present tense in their essays.

It's vital to remember that this research will only look at issues related to the Simple Present tense. The focus of this study will not be on other writing components like language selection, sentence construction, or organization. The results of this research will help us comprehend the precise mistakes that pupils make when writing. Teachers will gain invaluable insights into how to successfully handle the difficulties kids face by finding the causes of these errors. With this information, teachers will be better equipped to adopt specialized tactics and interventions that will improve the writing abilities of sixth graders at Solideo Gracias School.

Method

This study used descriptive research with a qualitative technique as its methodology. In descriptive research, phenomena are described based on observation, and the data collected is then analyzed (Drisko & Maschi, 2016, 2016; Litosseliti, 2018). With a case study methodology, the author conducts non-experimental descriptive qualitative research. The study approach was influenced by extensive reading of books and theories from professionals.

The purpose of this study is to investigate the grammatical mistakes that sixth-grade pupils from Solideo Gracias School in Legok made during taking exams. The study's two primary goals are to first identify the types of grammatical mistakes that are especially associated with the Simple Present Tense in writing and then to identify the sources of these mistakes. Data were gathered from the students' written assignments for this descriptive study. The outcomes of the student's writing tests served as the study's main instrument.

The students were given two writing assignments to gather the data. In Task 1, they were to construct an incomplete sentence using the elements of the Present Simple tense. They were required to compose a 100−150-word essay with 11 guiding points on the subject of "Family Daily Activities" for Task 2. The information was then examined by locating and tabulating each error found in the samples. To identify the types and potential sources of the errors, they were divided into categories and qualitatively assessed.

Content analysis is used to analyze the errors (Drisko & Maschi, 2016, 2016; Krippendorff, 2018). A research technique called content analysis is used to draw reliable conclusions from data to learn facts, new information, and knowledge. The author looks at

the grammatical mistakes made by the students in their writing assignments, analyzes the information acquired, and pinpoints where these mistakes came from. The study's findings are documented in writing.

Students of Indonesia's Solideo Gracias Elementary School at Legok Tangerang provided the data for this study. The data source was chosen to be the essays that sixth-grade students who had finished the same English teaching materials had authored. The information consists of writing assessments, learning procedures, and classroom activities. In addition to classroom observations, data sources included books pertinent to the subject.

To examine pupils' grammatical mistakes in writing assessments, descriptive qualitative research is used. The investigated data are passages from writings that have grammatical mistakes. The analysis entails three steps: locating the mistakes in the students' essays, classifying the mistakes, and explaining the mistakes by putting the mistakes together from the essays.

Result and Discussion

Many of the sixth-grade students at Solideo Gracias School in Legok have severe writing difficulties, as shown by the multiple mistakes they make in their writing. The focus of this study is on the mistakes that students make when attempting to write sentences in the simple present tense. Omissions, additions, inappropriate use of articles, spelling problems, poor word choice, bad word order, and factual inaccuracies are a few examples of these errors. There are two main causes of these mistakes. First, interlingual interference happens when students write paragraphs or essays in English while transferring grammatical rules from their native language to English. The second intra-lingual barrier is when pupils make mistakes because they don't fully understand and know the rules of grammar.

The study's conclusions offer insightful conversation topics for the school's teachers. Teachers can improve lesson planning and execution in the future and create a more productive learning environment by addressing these mistakes. While misinformation errors happen when students give wrong information, omission errors happen when students fail to include crucial aspects in their work. On the other hand, additional mistakes happen when pupils add components that shouldn't be in a well-written piece.

Additionally, there are two basic reasons why these errors occur. Intra-lingual errors happen when students make assumptions about the English language based on their inadequate comprehension. These assumptions frequently result from misunderstandings resulting from teacher explanations, poor textbook presentations, or memorized patterns that lack context. Conversely, inter-lingual errors are influenced by the students' native language, which has an impact on their proficiency with English because they are unfamiliar with the rules of the second language. By recognizing and comprehending these error-causing factors, educators can create specialized interventions that cater to the individual needs of children and enhance their writing abilities.

According to research done at Solideo Gracias School in Legok, many sixth graders have trouble writing, especially when it comes to creating sentences in the Simple Present Tense. The study identifies a variety of problems committed by the pupils, such as omissions, additions, capitalization errors, spelling faults, improper use of articles, poor diction, word order mistakes, and misinformation errors. Interlingual interference and intra-lingual impediment are the main causes of these errors.

When students translate grammatical norms from their original tongue to English, interlingual interference happens, which causes mistakes in their writing. On the other side,

intra-lingual difficulty results from pupils' inadequate grasp and comprehension of English grammatical rules, which causes errors to occur. These mistakes, which include addition, omission, and misstatement errors, have a negative effect on the pupils' writing.

These results have important consequences for the school's teachers. Teachers can improve their lesson preparation and teaching strategies to create a more productive learning environment by addressing these mistakes. They can concentrate on giving the pupils specialized interventions that cater to their individual needs, assisting them in overcoming interlingual and intralingual difficulties. With this strategy, teachers can correct mistakes, contextualize patterns, and make explanations clear to help students better comprehend grammar rules and develop their writing abilities.

By identifying and comprehending the causes of these mistakes, educators can modify their lessons to specifically target the problems that each student has. Targeted explanations, contextualized examples, and practice activities can be used to address intra-linguistic errors that are the result of incomplete understanding or misunderstandings. By explicitly teaching the distinctions between the student's home language and English and highlighting the specific grammatical rules and structures that differ between the two languages, inter-lingual errors can be prevented.

These findings have important aspects that go beyond the confines of the classroom since they advance the field of error analysis in second language acquisition more generally. This study contributes to the body of knowledge regarding the difficulties faced by language learners at this stage of language development by looking at the specific mistakes made by sixth-grade students when using the Simple Present Tense.

Insights into the underlying cognitive processes involved in language production and the relationship between the native language and the target language can be gained from identifying and analyzing errors. The frequency of interlingual interference emphasizes how much the pupils' native tongue affects their capacity for writing in English (Puspita, 2019; Spahiu & Kryeziu, 2021). The theories of contrastive analysis (Oller Jr & Ziahosseiny, 1970), which contend that learners frequently transfer linguistic patterns from their native language to the target language and make mistakes when the two languages have different grammar and syntax , are consistent with this occurrence.

Additionally, the frequency of intra-lingual impediments raises the possibility that the faults found in students' writing are caused by a lack of proficiency with English grammar standards. This conclusion is consistent with interlanguage theories, which contend that language learners construct a middle system of language knowledge that combines aspects of both their native language and the target language. This transitory language system can be noticed in the symptoms of errors caused by intra-lingual obstruction.

This study lays the groundwork for the creation of focused instructional interventions by examining the specific mistakes committed by students and determining their underlying causes. This information can be used by teachers to create specialized lesson plans and instructional techniques that cater to the needs of students who are having difficulty constructing sentences utilizing the Simple Present Tense. By concentrating on the areas where students need more support and direction, this strategy encourages more effective and efficient instruction.

The results of this study have implications for curriculum development at Solideo Gracias School in addition to personalized interventions. The inclusion of explicit grammar education in the curriculum might be guided by identifying typical mistakes and their causes. The school can improve the overall quality of language education and support students'

improved writing skills by including tailored lessons on the grammatical rules and structures that students find challenging.

It is critical to recognize this study's constraints. The study was limited to Solideo Gracias School in Legok, and it is possible that the results cannot be applied to other schools or grade levels. Greater sample size and consideration of additional variables, such as vocabulary proficiency or sentence complexity, may broaden the scope of the analysis in future studies.

The conclusion of this study highlights the significant writing difficulties Solideo Gracias School sixth-grade students face when constructing sentences in the Simple Present Tense. These problems can be attributed to both intra-lingual barriers—caused by the students' inadequate knowledge of English grammar rules—and inter-lingual obstructions—caused by their native tongues. The data can be used by teachers to develop targeted interventions and improve the learning environment. The study also contributes to the larger field of error analysis in second language acquisition by providing information on the cognitive processes involved in language production and the interaction between the native language and the target language. Teachers can give students the tools they need to develop their writing skills and promote successful language learning by addressing these problems and using effective teaching methods.

Conclusion

The results of this study demonstrate the enormous writing challenges that a large percentage of sixth-grade pupils at Solideo Gracias School in Legok face. Specifically, when attempting to construct sentences using the Simple Present Tense, these difficulties are evident through the presence of various errors, including omissions, additions, capitalization mistakes, spelling errors, improper use of articles, incorrect diction choices, misordering of words, and misinformation errors. Interlingual interference, where students translate grammar rules from their mother tongue to English, and intralingual hindrance, where students lack sufficient knowledge and understanding of English grammar rules, are the two main causes of these errors.

The implications of these findings are beneficial for the school's teachers since they offer suggestions for enhancing lesson design and instructional techniques to foster a more productive learning environment. Teachers can provide specialized treatments to match the requirements of the kids by addressing the specific problems found, such as omission errors, misstatement errors, and addition errors. Teachers might concentrate on offering concise explanations, contextualized examples, and practice exercises to improve students' comprehension of grammar rules and address intralingual problems. The explicit teaching of the distinctions between the student's native language and English is also necessary for addressing interlingual errors, with an emphasis on the special grammatical structures and norms of the second language.

References

Adams, V. (2016). *An introduction to modern English word-formation*. Routledge.

Anyango, S. M. (2018). *An Analysis of Errors in the Written English of Class-four Learners in Migori County* [PhD Thesis]. University of Nairobi.

Borg, S. (2015). *Teacher cognition and language education: Research and practice*. Bloomsbury Publishing.

Drisko, J. W., & Maschi, T. (2016). *Content analysis*. Pocket Guide to Social Work Re.

Febriyanti, S. (2022). *An Error Analysis of Recount Text Written by Natural Science And Social Science Students* [PhD Thesis]. Universitas Islam Negeri Sumatera Utara Medan.

Fitria, T. N. (2020). Error analysis found in students' writing composition in simple past tense of recount text. *ENGLISH FRANCA: Academic Journal of English Language and Education*, *4*(2), 141–160.

Fromkin, V., Rodman, R., & Hyams, N. (2018). *An Introduction to Language (w/MLA9E Updates)*. Cengage Learning.

Krippendorff, K. (2018). *Content analysis: An introduction to its methodology*. Sage publications.

Litosseliti, L. (2018). *Research methods in linguistics*. Bloomsbury Publishing.

Muhsin, M. A. (2016). Analysing the students errors in using simple present (A case study at Junior High School in Makassar). *Pacific Science Review B: Humanities and Social Sciences*, *2*(3), 81–87.

Mu'minah, S. (2017). *An Error Analysis Of Students' English-Indonesian Translation Of Recount Text Made By The Eleventh Grade Of SmaMuhammadiyahPurworejo In The Academic Year Of 2016/2017* [PhD Thesis]. PBI-FKIP.

Oller Jr, J. W., & Ziahosseiny, S. M. (1970). The contrastive analysis hypothesis and spelling errors. *Language Learning*, *20*(2), 183–189.

Phuket, P. R. N., & Othman, N. B. (2015). Understanding EFL Students' Errors in Writing. *Journal of Education and Practice*, *6*(32), 99–106.

Puspita, D. (2019). Error analysis on learners' interlanguage and intralanguage: A case study of two adolescent students. *Teknosastik*, *17*(2), 12–18.

Spahiu, I., & Kryeziu, N. (2021). Grammatical mistakes of Albanian students in learning English as a foreign language. *Linguistics and Culture Review*, *5*(S3), 814–822.

Vandergrift, L., & Baker, S. (2015). Learner variables in second language listening comprehension: An exploratory path analysis. *Language Learning*, *65*(2), 390–416.