

## **ANALYSIS STUDENTS' ERRORS IN WRITING DESCRIPTIVE TEXT USING PRESENT TENSE**

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**Abstract:** For most students, writing may be considered the most difficult of the four skills, to date there are still many students who lack writing, such as grammar or structure, this is the basis why researchers want to discuss or analyze the mistakes made Students in writing, if writing is still a weakness of them, then this is very impact on them. This research is aimed to know an anlaysis of the students' errors using simple present tense in writing descriptive text to describe the errors made by students of 2nd semester at The Faculty of Teacher Training Education. This research conducted a qualitative research. The students contain 30 students. The result of the research shows that there are errors using simple present tense in writing descriptive text.

Keyword: Students' Error, Writing Descriptive text, Using Simple Present Tense

## **I. INTRODUCTION**

English is designed to develop knowledge and ability through four basic skills namely are Listening, Speaking, Reading and Writing. This research focused on writing or learns writing. Meyers (2005) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

In spite of the fact that, for most students, writing is probably considered the most difficult among four skills, up to now English teaching and learning model practiced in the classroom has not given significant proportion to writing yet. Most of the teachers have not given a lot of opportunities to the students to practice and develop writing skill and have not given correct treatment to the students' writing problem. The teachers also have not found yet appropriate method and technique to teach writing effectively.

Despite the fact that, for most students, writing may be considered the most difficult of the four skills, to date there are still many students who lack writing, such as grammar or structure, this is the basis why researchers want to discuss or analyze the mistakes made Students

in writing, if writing is still a weakness of them, then this is very impact on them, such as writing in their thesis or scientific papers.

Based on the background of study above, so the identification of study in this research is the students still lack in English writing. This research is limited or focused on writing descriptive text interesting, descriptive text is a simple text, from where the researcher can see the fundamental mistakes made by students.

## **II. DISCUSSION**

### **1. Error Analysis**

Corder(1967:167) state: “ A learners errors are significant in that they provide to the resercher evidenced of how language is learned or acquired what strategies or procedures the learners is employing in the discovery of the language

### **2. Writing**

According to Taylor (2009) writing is not merely a skill we employ to record our knowledge, but the very moment at which we confront what learning and understanding are all about. So, it means that, while the reader will surely find plenty of guidance on the practical issues that arise in writing an essay. Because that, writing is very important for added our knowledge and also enrich our vocabulary with the write.

Coffin, (2003 :10) says that student writing is always embedded within relationships around teaching and learning and these relationships influence, not least, the extent to which students come to write successfully in higher education. From definition coffin, as students must be able to writing through relationships around because that writing much unlimited. The important, in our heart awareness for writing every day with what we see around us.

The purposes of writing is the students to be ability for critical thinking, understanding and memory something issues of problems, to extend students' learning beyond lectures and other formal meetings, to improve students' communications skills and also train students as future professionals in particular disciplines. This range of reasons for writing may not be so apparent to students, who may see writing as mainly an assessment hurdle. And can find out an activity to help students explore these issues.

Taylor (1989) stated that for starting the writing something must be know are :

- a. Interpreting assignment topics
- b. Drawing on your own experience and background
- c. Developing your argument through introductions, middles and conclusions

- d. Understanding the conventions of academic culture
- e. Honing your ideas into clear, vigorous English.

Based on the above writing guide is very important for student's and also given instructions very easy for understand by the students'. Before, you write something the first you doing is read instructions writing guide.

According to Brown (2001: 343-346) there are at least five types of classroom writing performance. The first is imitative or writing down. At the beginning level of learning to write students will simply write down English letters, words, and possibly sentences in order to learn the conventions of orthographic code. The second is intensive or controlled. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. For example, the students may be asked to change all present tense verbs to past tense; in such a case, students may need to alter other time references in the paragraph.

Heaton (1975: 136). The minimum criteria for the intermediate level are: accurate grammar, vocabulary and spelling, though possibly with some mistakes which do not destroy communication, handwriting generally legible, expression clear

and appropriate, using a fair range of language, able to link themes and points coherently.

### **3. The Descriptive Text**

According to Friedman (2010), descriptive details mean to grab the reader's attention. A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writer .

#### **Kinds of descriptive text**

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are: a. Description of a people are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each. 1) Identification Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark)

2) Impression Unlike the identification, the impression may not identify a person, but it does

convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits. 29 3) Character Sketch More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes.

b. Description of a place In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be

organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.

The generic features of description are:

1. Verb in the present tense
2. Adjective to describe the features of the subject
3. Topic sentences to begin paragraphs and organize the various aspects of the description.

The factual description scaffold

1. A general opening statement in the first paragraph
  - a. This statement introduces the subject of the description to the audience.
  - b. It can give the audience brief details about the when, where, who, or what of the subject
2. A series of paragraphs about the subject
  - a. Each paragraph usually begins with a topic sentence.
  - b. The topic sentence previews the details that will be contained in the remainder of the paragraph.
  - c. Each paragraph should describe one feature of the subject

- d. These paragraphs build the description of the subject.
3. A concluding paragraph (optional)
  - a. The concluding paragraph signals the end of the text

### **English Writing Skill**

According to Heaton (1975: 135) the writing skills are complex and sometime difficult to teach, requiring mastery not only of grammatical and rhetoric devices but also of conceptual and judgmental elements. The following analysis' attempts to group the many and varied skills necessary for writing good prose into five general components or main areas.

1. Language use: the ability to write correct and appropriate sentences.
2. Mechanical skills: the ability to use correctly those convention peculiar to the written language – e.g. punctuation, spelling.
3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
4. Stylistic skills: the ability to manipulate sentences and

paragraphs, and use language effectively.

Judgment skills: the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

### **Characteristics Descriptive Text**

1. Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore. Significant Grammatical Features. Focus on specific participants (My English teacher, My favorite place)

2. Use of Simple Present Tense

*Function:* to present ideas or information in the present time.

*Adverbs of time* are usually, commonly always generally every week every day and etc.

*Pattern :*

1. *Statement* : Subject + to be (is, am, are) +verb 1(s / es)
2. *Negative Statement* : Subject + do not\ does not + V1

3. *Affirmative Statement* : do/does + subject + verb 1

*WH- Questions* : WH-question + do\does + subject + verb 1

1. Verbs of being and having : 'Relational Processes'.
2. Use of descriptive adjectives
3. Use of detailed Noun Phrase to give information about the subject.
4. Use of action verbs 'Material Processes'
5. Use of adverbials to give additional information about behavior
6. Use of Figurative language

### **4. Defenitions of Simple Present Tense**

The simple present tense is one of several forms of present tense in English. It is used to describe habits, unchanging situations, general truths, and fixed arrangements. The simple present tense is simple to form. Just use the base form of the verb: (I take, you take, we take, they take) The 3rd person singular takes an -s at the end. (he takes, she takes). The simple present tense is used:

1. To express habits, general truths, repeated actions or unchanging situations, emotions and wishes, I

smoke (habit), I work in London (unchanging situation), London is a large city (general truth)

2. To give instructions or directions:

You walk for two hundred meters, then you turn left.

3. To express fixed arrangements, present or future: Your exam starts at 09.00

4. To express future time, after some conjunctions: *after, when, before, as soon as, until*: He'll give it to you when you come next Saturday.

### **Reserach Methodology**

To complete this research, this research used Qualitative research. This research used descriptive technique. It can describe analysis of the students' error using simple present tense. This subject of this research was taken 2nd semester students of the faculty of teacher's training education at Universitas Asahan 2014/2015. The students consist of 30 students.

### **III. DATA ANALYSIS**

The data should be analyzed was obtained by giving the essay to the students in order to know the students' errors using simple present tense in writing descriptive text.

After this research finished to analyses all the data, the result is:

1. From the students score this research concluded that they do errors in using simple present
2. The students who got "Very Good or A" were two persons, "Good or B" were five persons, who got "Bad or C" were five persons, who got "Very Bad or D" were eighteen persons

From the analysis data, this research knows that the students at The faculty of Teachers' Training do the errors in using simple presents tense because:

1. The students know what are the using simple present tense but they not able to used them in suitable writing descriptive text while they were writing descriptive text
2. Students were not able to identify proper tense form
3. The students was lazy studied using simple present tense again at home

### **IV. CONCLUSSION**

Conclusion mean that this research state the points whatever found after this research has been conducted. After collecting the data, this research analyses them and gets some conclusion as follows:

1. From the students scores, found out that they do errors in using simple present tense in writing descriptive text

2. From the students score this research concludes that they has low ability of using simple present tense in writing descriptive text

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