
ERROR ANALYSIS OF WRITING SKILL OF USING SIMPLE PRESENT TENSE

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ABSTRACT

The objective of the research is to describe types of errors are committed to writing skill by the second-grade students of Vocational Technical school Nu.1 in Atabae and the difficulties faced by the second-grade students in writing of using Simple Present Tense. The method that used to conduct the research was Descriptive Analysis which is to describe the types of errors which had been committed by the students. The results of research are 96.6% committed omission morphological errors, 30% committed omission syntactic errors, 56% committed addition morphological errors, 30% committed addition syntactic errors, 4.3% committed selection morphological errors, 8.7% committed selection syntactic errors. For instance, and 48% committed disordering pronunciation errors. There were none of the students committed in addition lexicon errors, ordering morphology, ordering syntax and ordering lexicon. The difficulties that faced by the students is the differences between the culture of the English language as foreign and their first local language. So those errors are influenced or brought by the First language (L1) to the Target language (L2).

Keywords: An Errors Analysis, Writing Skill, Simple Present Tense

INTRODUCTIONS

The students' learning a foreign language meet with many kinds of learning problems dealing with it sounds system, vocabulary, structure etc. As a matter of, in fact, the foreign language learners transfer his/her habit into the target language he learns, which perhaps would cause the errors. James (1998) defined that errors analysis is the process of determining the incidence the nature cause sand consequence of unsuccessful language. Therefore, the errors analysis is a part that is required by the learners in developing their ability in understanding in learning the language. The concentrate of errors analysis is to explain the errors based on linguistically, in another side to have learners learn the language .

Based on the explanation above, errors analysis is the study or process of describing errors made by the second language learners. The errors made and the errors can be analyzed and classified to reveal something of the system operating within the learner led to the study of learners called error analysis. So, errors analysis is a process of the second language learning. Errors analysis is a valuable source of information to English teachers. It is to provide some information on learners errors which helps the teacher to correct and also improves the effectiveness of their teaching and process. In addition, errors give a sign to the teacher and researcher whether the learning process successful or not. This is why language is an essential tool in order to transform the people's thinking and feeling to their relatives' friends and neighbors where the people are living.

When we say that language is used as a means of communication among the people in society. Language can be regarded as a human criterion only human being speaks a language. O'Neil (2006) defines that Language as a system of sound and word used by humans to express their ideas and feelings. The function of language as an instrument used to interact with other people. Moreover, people also use the language to send and received information as well as share the ideas each other and it also has an important role in the teaching and learning process between the teacher and students in the classroom.

The English language is one of the foreign languages that has been used in many countries all over the world which considered as an international language to facilitated every diplomat in terms of bilateral, regional and multilateral cooperation among the countries. Beside of this, be aware that English is an important role for the government and the people of Timor Leste consider English as the second foreign language. It plays an important role in this new country as the working language. Tetum and Portuguese have been legalized to become the official language based on the law of constitution of the Republic Democratic of Timor Leste article 159.

The English language is the second foreign language which is now being taught and learned in every school from pre-secondary up to the tertiary level in Timor Leste. Based on the curriculum in Timor Leste, English must be taught as a compulsory subject for the Junior high school until university. The process of English language

teaching is required much on the four skills such as listening, speaking, writing, and reading with the sub-skills of grammar, vocabulary, and pronunciation as commonly taught to the students.

In this study, the writer focus on learning to write a foreign language is the learning to put down the graphic symbols that represent a language to be understood by the others readers and also the people can read the language and the graphic representation. Writing needs paper and pen to make notes and the writer should have broader knowledge, understand the linguistics rules, a wider vocabulary, emotions in order to express his/her ideas in the written form. So writing is not only making a line of sentences which have no inter-connection between each other or without paying attention to the meaningful aspect. But writing is making our written pieces worth and understood by the readers.

Writing is the most difficult language skills and it is also considered the most complicated language skill to be learned, compared to other language skills. In the writing process, we always involve thinking skill and creative skill. Not only that but also it is supported by tight rules. Mastering vocabularies and tenses become the main key to get a good writer. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be a paragraph. Besides that, we also have to use a compatible tense to express an event at a certain time. Writing skill is the one of skill which has to be mastered by students.

On the other hand, Writing is thinking on the paper in order to produce useful and meaningful ideas and it is a productive skill to be acquired in English language learning for the EFL students. Manse, (1995:488) defined that writing is an activity to mark letters or graphic symbols on a surface with an instrument such as a pen or pencil to produce a text.

The purpose of the writing itself is the expression the ideas to the readers. So the ideas should be seen as the most important aspect of the writing. Other words, the writer needs also to pay some attention to a formal aspect such as neat handwriting, correct spelling, punctuation, as well as acceptable grammar and careful selection of appropriate using vocabulary. As stated by Zhang F. Zing that writing is a complex

skill, it embraces structure, vocabulary, rhetoric concepts, and other elements. Which skills related to the listening, speaking and reading?

Related to the purpose of writing especially in expressing the ideas, sometimes we find difficult in translating our thought into the written text because we are expected the brain to create a well-written text. Beside of that, we also have to concern in another formal and non-formal aspect that makes us under pressure and unable giving a find result.

As the problems found in the background of the study, in the learning and teaching English, there are four skills that should be mastered however the writing is one of the skills which is considered as difficult for the students. For instance, when the students were asked to make short sentences based on the words given or ask to rearrange the sentences, they made some mistakes. Based on the description above, the writer wants to study and find out the description about types of errors are committed to writing skill by the second-grade students Vocational Technical school in Atabae and the difficulties faced by the second-grade students in writing of using Simple Present Tense.

THEORETICAL FRAMEWORK

Master, P. (2004) mentioned that writing is to explain how something Works, how something is done, or how something was invented or discovered as the as following objectives, that are (1) introduce the unit though Pre-writing activity :describing cycles and steps, (2) understand the elements of grammar often present in an description of a process, (3) practice using simple mathematical elements and referring to sequential diagrams, (4) learn the general structure of a description of a process, (5) analyze model description of a process, and (6) write a description of a process.

On the other hand, Olson (1977) defined that writing is one of the language skill to be taught in school and the primary task of the school is to teach the skill of speaking, reading listening and writing. The writing skill is an as productive activity which has to be learned by the secondary students in order to practice their capability of using Language.

Therefore, the activity of writing is an integral part of the whole process of learning. The writing activity which is experienced by the students will expand the horizons of the topic of writing. Hastuti, (1982:1) manifested his idea that Writing is a very complex activity because it involves an orderly way of thinking and ability to express it in the form of a writing language with respect to some condition. He Absolute enumerated the requirements of writing must be mastered among other things: (1) unity of ideas that should be owned by a prospective author, (2) the ability to construct a sentence with a clear and effective (efficient) meaning, (3) develop skill of the paragraph or paragraphs, (4) master the technique of writing such as punctuation, and (5) has a number of words needed. The difficulty in writing is caused by the lack of written exercises, and our reluctance to write. State that the ability to write is not always carried out when compared to the ability to listen, speaking and reading.

Achaia (1988:7) defined that writing is one the skills to be taught in schools and supported by Olson (1977) which state that the primary task of schools is to teach the skills of speaking, reading, listening and writing. The writing skill is an as productive activity which has to be learned by the secondary student in order to practice their capability of using language.

Liang Gee (1992:17) said that writing is the compliment to speech or spoken the language. Writing is not a language, but a tool developed by human society. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols. The result of writing is called text, and the recipient of the text is called a reader. Motivations for writing include publications, storytelling, correspondence, and dairy. Writing has been instrumental in keeping the story, maintaining the culture, dissemination of knowledge through the media and the formation of the legal system.

McGraw-Hill, (1997) mentioned that most of the writing you will ever do can be divided into four main types they are:

- 1) Narrative writing based on John F. Kennedy explained that narrative writing is telling a story. (Narrative is really just another word for story). The story might be fictional, as in a novel or a short story. Or it can be a real-life story, the short story finds in a biography or autobiography, or in a Narrative Essay.

- 2) Descriptive writing paints a picture with words. Whether describing a person, place or even try to include a lot of sensory-details that appeal to the five senses: seeing, hearing, touching, tasting and smelling.
- 3) Expository writing is any writing that explains or informs. When doing expository writing, keep your focus specific and organize information in a logical also includes all necessary facts and uses clear precise language. (Kersaf, 1981:3) said that expository writing is a type of discourse which tries to explained and describe the main ideas, and also to expand the view and knowledge of a person who reads the explanation and description, without trying to influence or change the minds of the readers.
- 4) Persuasive writing is present clear points of view so that can require a clear understanding.

Walker (2001: 163-173) based on the variety of ideas about writing and how to write well about, we conclude that in general writing skills require two pertinent skills, those are:

- 1) Pragmatic skills require the ability of student to write a text with pertinent information for the topics and context completed by examples; to make paragraphs which have a completely coherent and cohesive organization of ideas (uses the correct linkers, pronouns, adverb, numerals, correct conjugation of verbs); to choose an adequate style and tone; and to summarize the information and writing a logical conclusion.
- 2) Language skills have required the ability of the student to use varied language resources that structure and grammar rules, and to use the correct orthography and adequate the punctuation. In learning English, writing is important to support the student's ability to use the language. As one of the language skills, writing has given an important can be seen in people daily activities.

Bram (1995: 13-106) enumerated that becoming a good writer should consider at least seven elements to write writing skills well; those are giving a title to an essay, the paragraph, sentence problem, sentence varieties, word choice, meaning and grammar, and capitalization and punctuation. The error is the flawed side of learner 's

speech or writing (Dulay,1965:138).In this study, the error means the use of wrong grammar of students in writing simple present tense.

METHOD

This study applied to Descriptive Analysis Method about Errors Analysis of Writing skill which is committed by the Second Grade Students of Junior High School. According to Aveda (1974; 94) says that Descriptive Analysis Method is a method that concerns with a certain condition which prevails a group attaches chosen for study and essentially a method of quantitative description of a general characteristic of the group.

In relation to this study, the writer used this method to analyze and describe the ability to write skill in simple Present Tense by the Second Grade Students of Ensino Tecnico Vocational Maliana - Atabae in the school year 2018. The writer selected one class of the Second Grade Student of Ensino Tecnico Vocational in Maliana-Atabae in the school Year 2018 is used as the sample of the study. There are 46 students as the sample of the study because they have already learned English for five years and they are enthusiastic and positive in learning English.

The writer provided the topic of the test was “*Everyday Activities*” with the outline then the students were asked to write based on each of their everyday activities. The procedures of the research were applied by the writer in order to conduct this study are through the procedure for data gathering and data analysis. Analyzing the data that has been collected from the students of the second grade of the Escola Tecnico Vocational Maliana-Atabae in the school year 2018 who use writing skill in the Simple Present Tense. Corder, P. (1973) classified the errors in term of errors of linguistics level in the sub-areas of morphology, syntax, and lexicon. And furthermore, Ellis, (1997) the classified the errors to facilitate us to diagnose learners’ learning problems at the stage of their development.

FINDINGS AND DISCUSSIONS

The study was focused on the types of errors done by the second-grade students of Escola Tecnico Vocational Maliana - Atabae about writing skill by using simple present tense. After conducted the research, the students' writing skill were collected and checked each of them. The result of research after analyzed which are presented as the following as the tables below.

Table 4.1.1 The types of errors that have been committed by the second-grade students of Escola Tecnico Vocational Maliana – Atabae in the school year 2018.

No.	Omission		Addition		Selection		Misorderin g
	Morphology	Syntactical	Morphology	Syntactical	Morphology	Syntac	Pronunci- taion
1	-an... -throu -unti -diner		-Bead- room - beading		My cut to go		-breakface. bead, beading g, minits, continou, kook, untyl
2	-minits -continou						
3	-minits	-My mother prepare	-i gets up	-i go back <u>to</u> home - i imediatel y <u>goes</u> to sleep - I wakes up -i <u>goes</u>		-My calls me to eat -I go to the school	-Minits -bead
4	-sixclock -an - dishes - younge.. - ..tart	-Until.. 12 o'clock -fry 8 o'clock					-v e deo -right
5			_aftermat ering Then finished				
6	-eserxise	To do some wark	bead bread beading	I go to the school beading		imedutly	kook
7	-tart	Until 12 o'clock I cook rice and					

No.	Omission		Addition		Selection		Misorderin gs
	<i>Morphology</i>	<i>Syntactical</i>	<i>Morphology</i>	<i>Syntactical</i>	<i>Morphology</i>	<i>Syntactical</i>	<i>Pronunciation</i>
		fry 8 o'clock					
8	-alway			I goes I goes Goes I wakes up I goes I goes			
9	hom	The lanch					hom
10	-thy i -meadeatl y						My younger come back hom gamer
11	-disher -family -plai tart						hom
12	ineadatl bath stuut finist continoe arrive		I go to water Beading	I studing			
13	I arrive Imeadultl y bead		beading				
14	ry arrive arrive say prays ry	Until 8 o'clock Until 9 o'clock					
15	arrive	I woke up 5 o'clock I study until 10 o'clock	I went to school until 5 o'clock I went to study until 9 o'clock				

No.	Omission		Addition		Selection		Misorderin gs
	<i>Morphology</i>	<i>Syntactical</i>	<i>Morphology</i>	<i>Syntactical</i>	<i>Morphology</i>	<i>Syntac</i>	<i>Pronunciation</i>
16	atter esercise feet feet exersise family I with my family		bead	I imeadult y			Kook atter
17	esercise my parent feet bead i stady Feet the pig exersise		Beading beading				Som kook
18	Breakfalt After thet			I direcly goes to bathroom I goes to the kitchen Goes Goes I goes I goes goes			
19	kontinou		beading				Kook sleap
20			Bead I continue my class until 5:45 minits Study until 9 o'clock				
21	disher family tart negetable						Vedeo Games until 12 o'clock

No.	Omission		Addition		Selection		Misorderin gs
	<i>Morphology</i>	<i>Syntactical</i>	<i>Morphology</i>	<i>Syntactical</i>	<i>Morphology</i>	<i>Syntac</i>	<i>Pronunciation</i>
22	family family arrive		I have the break time until 3:30 minits I continue my class until 5 :45 minits Bead				
23	Exersise Wark house to fell the pig I finis Imeadutl y Diner Feet Diner family		Bead Beading Bead sperenn water Beading				

Table 4.1.2 The students' level of linguistics errors by the second-grade students of Escola Tecnico Vocational Maliana – Atabae in the school year 2018

Level of Li	Omission	Addition	selection	Orderin g
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	Morphology	Syntax	morphology	syntax	lexicon	morphology	syntax	Pronunciation
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	✓		✓			✓		✓
2	✓							
3	✓	✓	✓	✓			✓	✓
4	✓	✓						✓
5			✓					
6	✓	✓	✓	✓			✓	✓
7	✓	✓						
8	✓			✓				
9	✓	✓						✓
10	✓							✓
11	✓							✓
12	✓		✓	✓				
13	✓		✓	✓				
14	✓	✓						
15	✓	✓	✓					
16	✓		✓	✓				✓
17	✓		✓					✓
18	✓			✓				
19	✓		✓					✓
20			✓					
21	✓							✓
22	✓		✓					
23	✓		✓					
Total errors	22	7	13	7		1	2	11

Level of Linguistics Errors	Omission		Addition			Selection	
	morphology	Syntax	morphology	syntax	lexicon	morphology	syntax
1	2	3	4	5	6	7	8
Frequency	22 students or 96.6%	7 students or 30%	13 students or 56%	7 students or 30%	-	1 student or 4.3%	2 students or 8.7%

Based on the data analysis in Table 4.1.1 present the students' errors of the linguistics components. It indicates that the majority of students committed the omission morphological errors. Table 4.1.2 presents the students' level of linguistics errors shows that;

- 1) 22 students or 96.6% committed omission morphological errors. For instance: *hom_*, *_tart and breakface* etc.
- 2) 7 students or 30% committed omission syntactic errors. For instance: *I woke _ 5 o'clock*.
- 3) 13 students or 56% committed addition morphological errors. For instance: *bead, I wakes up*, etc.
- 4) 7 students or 30% committed addition syntactic errors. For instance: *I go to home* etc.
- 5) 1 student or 4.3% committed selection morphological errors. For instance: *my friend is oldest than me* etc.
- 6) 2 students or 8.7% committed selection syntactic errors. For instance: *My calls me to eat*.
- 7) 11 students or 48% committed disordering pronunciation errors which is sometimes called slip of the tongue. For instance: *welcome* or *melcome, minits, kook, breakfas* etc.

There were none of the students committed addition lexicon errors, ordering morphology, ordering syntax and ordering lexicon.

CONCLUSIONS

Based on the data analysis of the result of research, the writer would like to conclude that The difficulties that faced by the students are the differences between the culture of the English language as foreign and their first local language. So those errors are influenced or brought by the First language (L1) to the Target language (L2). The various types of errors that have been committed by the students in the content of writing skill are sometimes transfer errors from L1 to L2 (first language to the target language. This is why the students must be assigned to read routinely English text.

The most important to be done by the students is reading because the more you read the more you would be a habit in foreign language text before to write. This is the way to prevent the errors that the foreign language learners committed. The errors that students sometimes committed are an omission, addition, selection, and

misordering morphology and pronunciation. So students must be assigned to read English text before writing.

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