

## STUDENTS' ERROR ANALYSIS IN CONSTRUCTING NEGATIVE AND INTEROGATIVE SENTENCE IN SIMPLE PRESENT TENSE

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### Abstract

The aim of this research is to analyze and to identify kinds of errors made by students of Junior High School in constructing negative and interrogative sentences in simple present tense. This research used comprehensive literature review from various source. By the result, it is informed the proportion of students' simple present error in constructing interrogative sentence based on surface strategy taxonomy, the percentage omission is 80.9%, addition is 0.20%, misformation is 0,47%, and misordering is 0.62%. so that the most common error committed by the students in constructing negative and interrogative sentence is omission error. The finding of this research provide a literature for English teachers and also for students, should pay more attention to writing teaching and learning process and also stress on the material in which difficult for the students. They may use a new method in teaching learning process especially in teaching grammar about simple present tense .

**Keywords:** Students' Error, Constructing Negative and Interrogative Sentence, Simple Present Tense.

### Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis dan mengidentifikasi jenis-jenis kesalahan yang dilakukan oleh siswa SMP dalam menyusun kalimat negatif dan tanya dalam simple present tense. Penelitian ini menggunakan tinjauan pustaka yang komprehensif dari berbagai sumber. Dari hasil tersebut diketahui proporsi kesalahan simple present siswa dalam menyusun kalimat tanya berdasarkan taksonomi strategi permukaan, persentase penghilangan 80,9%, penambahan 0,20%, kesalahan pembentukan 0,47%, dan kesalahan penyusunan 0,62%. sehingga kesalahan yang paling sering dilakukan siswa dalam menyusun kalimat negatif dan tanya adalah kesalahan penghilangan. Temuan penelitian ini memberikan literatur untuk guru bahasa Inggris dan juga untuk siswa, harus lebih memperhatikan proses belajar mengajar menulis dan juga menekankan pada materi yang sulit bagi siswa. Mereka mungkin menggunakan metode baru dalam proses belajar mengajar terutama dalam mengajar tata bahasa tentang simple present tense.

**Kata kunci:** Kesalahan Siswa, Menyusun Kalimat Negatif dan Interogatif, Simple Present Tense.

### 1. Introduction

Harmer in Indri (2020) states that "Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language". It is the structure and meaning system of language. While, Error is the students' sign who does not understand in the English rules (Harmer, 2004), defines that errors are mistake which they cannot correct themselves and which, therefore, need explanation. The student not understand the English rules without making errors first. Moreover, Dulay, classifies the types of errors into four types, the are: omission, addition, misformation and misordering. Meanwhile, students make the errors because of some sources (Rochmadi, 2020). (Brown, 2007) stated that are four sources of errors such as: interlingua transfer, intralingua transfer, context of learning and communication strategies. Error

analysis is a type of linguistic analysis that focuses on the errors learner make. (Selinker, 2008). A learner's errors, then, provide evidence of the system of the language that he is using at a particular point in the course (and it must be repeated that he is using some system, although it is not yet the right system). James (as cited in Sawalmeh, 2013) states that error analysis is one of the most influential theories of second language acquisition. It is concerned with the analysis of the errors committed by L2 learners by comparing the learners' acquired norms with the target language norms and explaining the identified errors.

In academic writing it is stated that "The simple present tense is the verb tense used to state facts and describe repeated activities". It can be seen that simple present tense is used to expressing fact and repeated events or habits. Meanwhile (Betty S. Azar, 2009) says that "The simple present is something way true in the past, is true in the present, and will be true in the future, is use for general statement of fact. It show that simple present tense are the most common ways of expressing present time in English and describe things that are generally true, expressing fact and repeated events habits.

## 2. Method

Qualitative method helps the availability of rich descriptions of phenomena. Qualitative encourages understanding of the substance of an event. In this research, it is very important to use qualitative methods to ensure the quality of the research process, because to interpret the data has collected and wanted to find out how students could arrange negative and interrogative sentence in simple present tense. This research is descriptive qualitative as design of the research used. To analyze in constructing negative and interrogative sentence in simple present tense made by the participants through a test, namely a set of question pages that has been tested. The research chooses the participants based on their various competences and their different ability level.

## 3. Result and Discussion

The researchers analyzed the error of this research based on (Dulay, 1982), as known as surface strategy taxonomy. There are four types of a mistake made by students, namely omission, addition, misformation and misordering.

### 3.1 The Types of Students' Error

#### 3.1.1 Errors of Omission

The omission is an error caused by the absence of an item that must appear in the form of utterance or sentence. The number of these errors was 472 errors or 80,9%. hese errors happen because some students omit an item that must be presented in the utterance or sentence. The example of omission based on students' worksheet: 1) she does eat delicious cooking, 2) we the best scout team?. The revised sentences should be: 1) siti does not go to jayapura (Because it should be written in the negative form).

#### 3.1.2 Errors od Addition

The addition is an error caused by the appearance of an item that must not present in the form of utterance or sentence. The number of these errors was 11errors or 0,2%. This error happens because students add a word or a group of words where should not be existed in the utterance or sentence. The example of addition based on students' worksheets: 1) Dimas does not like sliping every day. regularly; 2) does Toni cooking rice to night?. The revised sentences should be: 1) Dimas does not like sleep every day ; 2) .does Toni cook rice tonight?

#### 3.1.3 Errors of Misformation

Misformation is characterized by the use of the wrong form of a morpheme or the structure. The number of these errors was 26 errors or 0,47%. This kind of error happens when students use the wrong structure instead of the right one in the utterance or sentence. The example of miss formation based on students' worksheets: 1) my father not teach in school, 2) is Ana teacher?. The revised sentenced should be: 1) Rico and Rica are twins, 2) does Anna a teacher.

### 3.1.4 Errors of Misordering

Misordering is an error caused by the incorrect placement of a morpheme or a group of morphemes in an utterance or a sentence. The number of these errors was 34 errors or 0,62%. These errors happen because the students are not able to arrange the right sentence. The example of misordering based on students' worksheets: 1) did jojo in class every day? 2) my parents not home. It should be: 1) does jojo in the class every day? (Because in the form of interrogative, *does* should be placed in the first sentence) 2) my parent does not at home.

The classifying of error was made into four types based on the theory of (Dulay, 1982). The formula for analyzing the data was also used to count the percentage of each type of errors. Those errors are omission, this percentage of errors was 85,9%, which had 472 number of errors, an addition was 0,20% with 11 total of errors, misformation was 0,47% with 26 errors, and misordering was 0,62% with 34 errors.

After identifying the error in constructing the negative and interrogative sentences by using the simple present tense, the data obtained were the errors found in omission as the major of error. (Maniar, 2017), as the earlier researcher, was recognized as the same result that omission was the most frequent error found in that research. For this research, omission is the dominant error, which has a total error of 472 errors or 86,9%. This is because the students were not able to determine the structures in the simple present tense. The addition is another common error found in students' worksheets. It is because students still write wrong word or a group of words where should not be existed in the sentence.

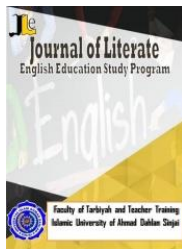
Meanwhile, *misordering* is found in some students' worksheet because of the incorrect placement of a morpheme or a group of morphemes in the sentences. The last is addition as the most infrequently errors did by the students. Moreover, the students could not distinguish the nominal and verbal sentences. It can be said that all students produce errors due to a lack of understanding of writing even for the basic lessons for the second grade of junior high school students. It can be seen from the students' worksheets in constructing the negative and interrogative on nominal sentences.

## 4. Conclusion

In conclusion, the types of errors that were made by the participants are errors of omission, errors of addition, errors of misinformation and errors of misordering. The errors that dominantly made by the participants is omission error, followed by missordering, misformation, and addition sequentially.

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