# The Grammatical Errors Made by Students Of Smp N 4 Baturiti Tabanan in Applying Simple Present

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**Abstracts:** The title of this paper is "The Grammatical Errors Made by Students of SMP N 4 Baturiti Tabanan in Applying Simple Present". This paper aims to discuss the types of errors from assignments about family's daily activities by students of SMP N 4 Baturiti. The methods applied in this research was mixed method (qualitative and quantitative). The main theory used in this research is the theory proposed by Jack C. Richards in his book entitled *Error Analysis: Perspectives on Second Language Acquisition* (1974). Besides that, the Supporting theory used in this research is the theory proposed by Heidi Duley in his book entitled *Language Two* (1982). Data of this research were collected from the students of SMP N 4 Baturiti by giving them writing assignment about family's daily activity. Based on the results of the analysis, it was found that there were four types of error, namely: omission errors, addition errors, misformation, and misordering. In addition, the highest number of errors found in the assignments is omission error.
Keywords: Grammatical Errors, type of error, students of SMP N 4 Baturiti.

## INTRODUCTION

English is an international language. English is the language used to communicate or interact with each other for people from different parts of the world. Mastering English in this modern era is very important for the community, especially the younger generation. English is very significant language for us to learn. It is important for us to improve our skill in using English. Since English is used as an International language, it should be learned seriously and effectively.

In some countries, English is a second language for the people because the role of English as an international communication language is very important for various existing sectors and Indonesia is one of the countries that now uses English as a second language. English plays important role for any activity in the world, such as technology, trading, business, tourism, and others. English in this day is also important as a requirement in finding a job, especially in Indonesia.

Generally, English is learned in formal and informal institutions in Indonesia. English has been learned since elementary school. In elementary school, usually English that is learned is basic English, such as numbering, the alphabet, vocabulary, and other simple lessons. In junior high school normally English is learned in a bit medium level of lesson, such as introduction, grammar (tenses), etc. The last is in senior high school. Normally English is learned in a medium level of lesson based on the standard curriculum of Indonesia Education department, such as poem, write a story, telling story, etc. In informal institution, people usually take private English lesson.

English grammatical instrument has been learned in junior high school, namely tenses. In English subject matter, the competencies involve the mastery of the four basic skills, which include listening, speaking, reading, and writing. These four basic skills of students are expected to be good through an active and effective teaching and learning process. This standard competency is related to grammar and vocabulary.

Grammar is one of the important components in English that absolutely should not be ignored. In order to have good English language skills, learning grammar is verry important. Along with a good mastery of vocabulary and phrases, grammar is a support in speaking and writing English. The use of proper grammar will produce clear sentences and paragraphs. The arrangement of sentences and paragraphs is neatly structured. Therefore, the meaning in sentences and paragraphs can be understood by the reader.

The use of grammar needs to be known and understood to make the correct sentence structure. Grammar greatly affects the reader or interlocutor in accepting the meaning we want to convey, therefore learning grammar is very important.

## METHOD

The research was carried out at SMP N 4 Baturiti Tabanan. In this research, field research was applied to obtain and collect information. The information was taken from VIIA-VIIC class. It was done through observing the student when they studied. The methods were applied in determining data source, data collection, and data analysis. The further information of each is explained as follows.

The data of this research are the errors made by the students of SMP N 4 Baturiti Tabanan, especially at class VIIA-VIIC. They are the errors specifically in applying simple present pattern in sentences. The data were collected in the academic year of 2021/ 2022

The data were collected from students by giving them writing assignment. They were assigned to write an essay about their family's daily activities, in the 20-30 sentences.

The collected data were analyzed by applying the theories. The analysis was done by classifying incorrect sentences based on the kinds of grammatical errors. Kinds of grammatical errors are omission, addition, misformation, and misordering. The major factors causing the errors were analyzed based on the theory of *Error Analysis: Perspectives on Second Language Acquisition* by Jack Richards (1974).

The method applied in this research is mixed method (qualitative and quantitative). The reason is due to the fact that some findings needed personal assessment of the information obtained, while some conclutions reached after doing simple mathematical computations such as mean, percentages and tabulations. The data collected were calculated using the *Microsoft Excel 2016.*

## FINDINGS AND DISCUSSION

This part contains the results of the analysis of the data that have been collected. The data analyzed were the data written by the respondents. There were some types of error made by the student of SMP N 4 BATURITI namely: omission, addition (double marking, regularization, and simple addition), misformation, misprdering.

### Types of Error in Simple Present

There are many students of SMP 4 Baturiti who made errors in applying simple present. The types of errors found are omission, addition (double marking, regularization, and simple addition), misformation, misprdering. Each of these sections is described and explained below:

### Omission

There are some students who made errors related to omission when they made simple present sentence. Omission errors are characterized by the absence of an item that must appear in well-formed utterance. There are many different items that are omitted by students, they will be described below:

### The Omission of Suffix 's/es'

Suffix 's/es' is used as verb marker of third singular person in simple present. there are many mistakes in the use of suffix 's/es' made by students in their writing. For example:

(1) My mother *sweep* every morning. (D3)

(2) My sister *go* to school to study. (D7)

The examples (1-5) are some omission errors of suffix 's/es''. The students would like to make simple present sentences, but in these sentences, they did not follow the pattern. The third person singular subjects (she, he, it) are followed by verb 1+ s/es, but in those sentences above, they did not put 's/es' after the verb. It means that they have to put 's/es'' on the verbs 'sweep', 'go', 'eat', 'take', and 'sleep'. Therefore, the correct grammatical forms of the sentences should be:

(1) My mother sweeps every morning.

(2) My sister goes to school to study.

**The Omission of Verb**

A complete sentence must be completed with a verb. There are several sentences in the data source where the verb is omitted. The omission of verb is mentioned in these sentences:

(1) My father to market every day. (D17)

(2) My mother bath every day. (D1)

In example (1), it is an omission of verb. The sentence "My father to market every day" is incorrect sentence, because there is no verb found in this sentence. If the student follows the pattern the correct sentence will be *My father goes to the market every day.*

For the example (2), the student wrote, "My mother bath every day" The sentence is incorrect, because there is an omission of the verb. The correct form is *My mother takes a bath every day.* In example (3), the omission of verb was found in the sentence "My mother up early every day for

**The Omission of Preposition**

There are some students who make errors related to the use of prepositions in writing a sentence. They omitted the preposition when they translated their ideas. These are some examples of sentences made by student that are omission of prepositions:

(1) My father wake up 05.00 am and goes to garden. (D33)

(2) I go market together with mom. (D28)

The sentence (1) "My father wake up 05.00 am and goes to garden" is incorrect sentence. It is one of omission of preposition, because there is not a preposition "at" before adverb of time. The sentence should be *My father wakes up at 05.00 am and goes to the garden.*

In example (2), the omission of preposition was found in the sentence "I go market together with mom" a proposition needs to add after a verb to describe an activity or movement, so after the verb "go" the student needs to add the preposition 'to'. As a result, the correct form is *I go to the market with my mom.*

**The Omission of Articles**

Articles could be divided into two types. They are article definite (the) and indefinite (a/an). The definite article 'the' is a term used in grammar both singular and plural nouns. While, the indefinite article 'a' is a term used in grammar before a term used in grammar before a word that begins with a consonant and article 'an' is used before a word that begins with a vowel or consonant (sounded vowel). After knowing the types of articles, based on the data, there were several students who made commissions of articles. Some examples are:

(1) I mop in kitchen. (D27)

(2) I cook in kitchen. (D27)

In example (1), the sentence "I mop in kitchen" is an omission of article because there is no article 'the' before the word 'kitchen'. The article 'the' is used in sentences or clauses that define or identify a particular object. Therefore, the correct sentence must be *I mop in the kitchen.*

The same case happens on example (2), it is also categorized as omission of article. The sentence "I cook in kitchen" is not a grammatical sentence. The student did not add the article 'the' before the word 'kitchen'. The correct sentence should be *I cook in the kitchen.*

**The Omission of Pronoun**

The pronoun has function to make the right sentence structure pattern and it depends on the position and the term of sentences. some students made errors related to the omission of pronoun in writing sentences. For example:

(1) Comb the heir. (D5)

(2) Study in the class. (D5)

In example (1), if this sentence is an Imperative sentence, this sentence is correct, but on the assignment given to the students, the student must make some simple present sentences so this sentence is not a correct sentence. the sentence "Comb the heir" is an omission of pronoun. This sentence need pronoun 'I' as a subject and the student also needs to replace the word 'the' with the preposition 'my' to

make this sentence more specific. Subject is an important item in a sentence, because the subject is the main and core of a sentence. The correct form is *I comb my hair*.

The same problem happens in example (2). The student wrote "Study in the class." This is an incomplete sentence. This sentence belongs to omission of pronoun, because the complete simple present sentence must have a subject. If the student follows the correct sentence pattern that is S+ v1+ o, the sentence should be *I study in the class.*

**Addition**

Addition is the presence of an item that must not appear in a well-form utterance, that's why addition is the opposite of omission. Addition usually occurs in later second language acquisition when the learner has learned some of the rules of the target language. There are three kinds of addition errors, namely: double marking, regularization and simple addition. The various kinds of additions will be explained below.

**Double Marking**

Double marking is an addition error which is more accurately described as a failure to remove a certain item which is required in some linguistic contraction. Double marking happens when there are two items that marked the same feature. Some students made errors related to the double marking and it is shown from the example below:

(1) I'**m go** home from school. (D4)
(2) I'**m make** home work. (D33)
(3) My sister **go brush** the teeth. (D53)

In example (1 and 2) there are two items that indicate that it is present tense pattern. This sentence is not grammatical because when a present tense sentence already has a verb, auxiliary words are not needed. In other words, if you use tobe **'am'** the verb has to be changed in "**ing"** form and it will be in the present continuous tense pattern, but it does not match with the assignment. the order is to make simple present tense, so the correct sentence should be:

(1) I go home from school.
(2) I make home work.

In example (3) "My sister go brush the teeth" the student has made double marking at the verb 'go' and 'brush'. It is categorized as an ungrammatical sentence. Other than that, this sentence is an omission of the suffix 's/es'. This sentence is also less specific, because the article 'the' should be replaced with the pronoun 'her'. The correct sentence is *My sister brushes her teeth*.

**Regularization**

Regularization is type of error that refers to an error which has exception from particular word class that does not have any marker form. There are both regular and irregular form and construction in language, learners apply the rules used to produce the regular once to those that are irregular, resulting in errors of regularization. Based on data found in student's writing. An example:

(1) My sister broming in the floor. (D16)

In example (1) the sentence "My sister broming in the floor" the word "broming" is not a verb. The student wants to make the verb "sweeps". The word 'broming' has no meaning in this sentence. Therefore, it is categorized as the error related to regularization. The correct sentence is *My sister sweeps the floor*.

**Simple Addition Error**

Simple addition error is the error of grab bag sub category of addition. It means that an addition error is not double marking or regularization, it is mentioned as simple addition because there are no particular features characterized of simple addition errors. Simple addition error shows all addition errors or the use of an item which should not appear in well-form utterance. There are some students made some simple addition errors, such as the addition of suffix 's', the addition of article, the addition of preposition

**The Simple Addition of Suffix ‘s/es’**

In the simple present tense, the suffix 's/es' is used as a verb marker of the third person singular. In the data there are some students made error related to addition of suffix ‘s/es’. some example, as in the following:

(1) I goes to school. (D18)

(2) I currently plays with dad. (D27)

In example (1 and 2) some students made a same case. They did not follow the pattern of simple present tense. The singular subject (I) cannot be followed by suffix ‘s/es’ after the verb1. The patten is S+V1+O. It means the suffix ‘s/es’ must be omitted from the sentence. The grammatical form should be:

*(1) I go to school.*

*(2) I play with my dad.*

**The Simple Addition of Article**

The definite article ‘the’ is used with both singular and plural nouns and with masculine and feminine nouns in general. But adding 'the' can make a wrong sentence. The following sentences are errors related to simple additions of article found in the student’s writing:

(1) I go to the school. (D44)

(2) My mom a plant. (D50)

(3). My dad a plant. (D50)

In example (1) the article the must be omitted to make the sentence grammatical. It is because the rule is the definite article is used to indicate a specific noun. The sentence becomes *I go to school*

In example (2 and 3) the use of the indefinite article in this sentence is not correct, the student needs to omit the article 'a' in these 2 sentences, besides that student needs to add objects to these sentences to make it more specific. These sentences are also included in the omission of the suffix 's'. The grammatical sentences are (2) *My mom plants a flower. (3) My dad plants a tree.*

**The Simple Addition of Preposition**

There are some students who made error related to the addition of preposition. Prepositions are usually used to describe direction, time, place, and position, etc. The most frequently used prepositions in various sentences are “on”, “in”, and “at”.

(1) My sister broming in the floor. (D16)

(2) Mother bath once in a day. (D18)

In example (1) the preposition ‘in’ in the sentence “My sister broming in the floor.” because it is impossible to sweep inside the floor. The preposition must be omitted. In addition, this sentence is also categorized into a regularization error, which has been described previously. The correct sentence should be *my sister sweeps the floor*

In example (2), the sentence is “Mother bath once in a day”. This sentence does not require the preposition 'in' in the phrase once a day. Therefore, it must be removed. the correct sentence should be *My mother takes a bath once a day.*

**Misformation**

These errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all. Some example of misformation errors made by the students are:

(1) Mother washing dishes. (D6)

(2) I went to zoo every month. (D6)

(3) I sweeping every day. (D12)

In example (1) The sentence “Mother washing dishes.” is ungrammatical sentence. the verb “washing” does not indicate an activity that is a habit. The sentence becomes difficult to understand because it is not a simple present tense sentence. The correct sentence must be *My mother washes the dishes*

In example (2) the student wrote “I went to the zoo every month”, it is not a grammatical sentence. The verb ‘went’ shows that the sentence is past tense but the student used every month in this sentence, so this sentence is difficult to understand. In this task students have to write simple present tense so the sentence should be *I go to the zoo every month.*

In example (3) the sentence has the same problem as example (1). The sentence “I sweeping every day.” is incorrect sentence. The student used verbing in made a simple present sentence. that’s way this sentence becomes ungrammatical. If it is a simple present tense, the sentence should be *I sweep every day*

**Misordering**

Misordering is the error of putting the words in utterance in the wrong order. It is characterized by the incorrect placement of a morpheme or group. The example of misordering errors made by the students are:

(1) I eat o’clock nine morning. (D5)
(2) Two o’clock I went to a friend’s house. (D7)
(5) My father every morning in the garden to garden on plant rice. (D9)

In example (1), the student wrote “I eat o’clock nine morning.”. It is categorized as misordering since the student put incorrect placement of the word ‘o’clock’. In addition, there are several other errors in this sentence, namely the omission of the prepositions 'at' and 'in' and the omission of the article 'the'. The correct one is *I eat at nine o’clock in the morning.*

In example (2), the sentence “Two o’clock I went to a friend’s house.” is misordering error. The student put the phrase "two o'clock" in the wrong place. In addition, there are several other errors in this sentence, namely misformation error and and omission of preposition ‘at’. the reason why this sentence is also a misformation error is the student used verb2 in this sentence, but in this assignment the student must written daily activity, therefore the pattern must be simple present pattern that is, S+V1+O+ C. Thus, the right sentence should be *I go to my friend’s house at two o’clock.*

The example (3) is a misordering error. The sentence “My father every morning in the garden to garden on plant rice.” is not a grammatical sentence. The student put all the words randomly so it was difficult to understand the meaning of the sentence. This sentence does not have a verb therefore this sentence is also an omission of verb. and there are two word that must be removed, such as preposition ‘in and on’ and a noun ‘garden’. The correct form is *My father goes to the garden to plant rice every morning.*

**The Recapitulation of The Type of Errors Made by Student of SMPN 4 Baturiti**

There are several types of errors made by students of SMPN 4 Baturiti. Some examples of sentences with errors have been analyzed above. This section will present a table of the number of errors made by these students.

Tabel 1 The Table of Omission Errors

| Kinds of Omission Errors | Number of Errors |
|---|---|
| Omission of suffix ‘s/es’ | 256 items |
| Omission of verb | 49 items |
| Omission of preposition | 91 items |
| Omission of article | 67 items |
| Omission of pronoun | 26 items |
| **The Total Omission Error** | **492 items** |

*Data processed with Microsoft excel 2016*

Tabel 2 The Table of Addition Errors

| Addition Errors | Number of Errors |
|---|---|

| | |
|---|---|
| Double marking | 31 items |
| Regularization | 1 item |
| Simple addition of suffix ‘s/es’ | 33 items |
| Simple additions of preposition | 5 items |
| Simple addition of article | 6 items |
| **The Total of addition error** | **76 items** |

*Data processed with Microsoft excel 2016*

Table 3 Table of Misformation Error

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| Misformation error | Number of Errors |
|---|---|
| The total error related to misformation | 154 items |

*Data processed with Microsoft excel 2016*

Table 4 Table of Misordering Error

The error related to misordering is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The table this table will contain the number of misordering errors made by students from SMPN 4 Baturiti.

| Misordering error | Number of Errors |
|---|---|
| The total error related to misordering | 50 items |

*Data processed with Microsoft excel 2016*

The tables above show how many errors the students of SMPN 4 Baturiti made on the assignment. The highest error was omission error because the number reached 492 items, after that the misformation error which totaled 154 items, followed by addition error which totaled 76 items, and the last one was misordering which totaled 50 items.

## CONCLUSION

### Conclusion

Based on the results of the discussion in the previous chapter, four types of errors were found in the assignments given to SMP N 4 Baturiti students, namely: (1) Omission errors, that are omission of suffix ‘s/es’, omission of verb, omission of preposition, omission of article, and omission of pronoun. (2) Addition errors, they are double marking, regularization, and simple addition (simple addition of suffix ‘s/es’, simple addition of preposition, simple additions of article). (3) The third error is misformation errors and the last is (4) misordering.

The highest error made by the students of SMP N 4 Baturiti is omission error which totaled 492 items. The second position is misformation, after that in the third place is addition. The last one is misordering. Base on the result of the analysis, the errors made by students most are caused by language transfer. The students directly translated the sentence from native language into target language, because English is not their native tongue.

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