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Research Article

THE USE OF SIMPLE PRESENT VERB AND ADJECTIVE IN EFL STUDENTS' WRITING DESCRIPTIVE TEXTS

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Abstract: The Objective of this research is to analyze and describe the use of simple present verbs on the descriptive text and the use of adjectives on descriptive text made by students of Public Junior High School in Bekasi. The number of populations is 612. The researchers took 60 students from the population. The method used in this study was a content analysis method to describe students' errors consisting of 418 erroneous sentences and analyze the data taken from the written test. The finding shows that errors are: 1) 56,93% or 238 errors occurred in the simple present verb, and 2) 43,06% or 180 errors occurred in Adjective. It happened because the students did not understand, and they were not able to use simple present verbs and adjectives correctly in the sentence.

Keywords: error; simple present verb; adjective; descriptive text; foreign language writing

Introduction

English is a language spoken by people in English speaking countries or International events among countries around the world. In Indonesia, English is one of the foreign languages learned and used. Nowadays, most people in our country have realized that only in Indonesia language acquisition is not sufficient to face the globalization era, where the globalization era is a universal phenomenon in the world that implies many aspects, especially education, politics, economy, and culture. To win this competition, we should be able to communicate in English, the essential language for global communication.

Indonesia, as a nonnative speaker, has been taught English as a second language because the Indonesian government realizes how important the English language is in the globalization era. Now, English is taught in some places like schools and courses. At school, English is one of the main subjects, and it is included in the curriculum as one of the compulsory subjects. The study of the English language can help the students develop their abilities to adjust their languages appropriately to different contexts. Students should be aware of the expectation that standards English is the norm for public writing, and they will need to learn to adopt the conventions for public writing in grammar, vocabulary, spelling, and punctuation.

Many schools in Indonesia applied a new system in their schools for global changes. The not only system that changed by the government, but the curriculum of education in Indonesia also suitable for students necessary, and now almost schools in Indonesia use the 2013 curriculum. According to Khasanah (2015: 5), "In the implementation of the 2013 Curriculum, there are three related dimensions. They cannot be separated. They are planning, teaching-learning process, and learning evaluation. In such a way, the evaluation procedures will be used to know the product of the teaching-learning process and students' achievement." So, teachers just become the facilitators for students and give attention to every students' skill. Therefore, the teachers have to teach students to have the abilities in four skills that consist of speaking, reading, listening, and writing because the four elements are very influential in the English learning process.

There are some methods of the teaching-learning process, which commonly used, they are lecturing method, asking and answering method, discussion method, experiment method, demonstration method, giving task and recitation method, role-playing method, exercise method, work in group method, project

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method, problem-solving method, team teaching method, field trip method, resource person method, survey, and simulation method. All the methods are proper to be applied in school. Therefore, the teachers have to choose one of the methods to teach their students by the material of the lesson to convey. Indonesian students face problems in learning English. The problems may have been caused by some factors which are related to one another to achieve its goals. Materials, learners, teacher management, and methods are some of the factors on which the failure or success in achieving the goals depends.

One of the problems faced by students is material. Grammar is the most important material to learn in English. The student must know for sure that he speaks correct and good English, the first thing is he must know the rules of English. English grammar is the key to proficiency. Once he is sure of his structures, he will use them willingly and unhesitatingly. Therefore, grammar should be mastered by the students in order so that they can adequately use English language. The word grammar here refers to the rules of structure. Concerning the structure, it is the necessary knowledge and skill for understanding the language naturally constructed and used. It involves the combination and arrangement of phrases, clauses, or sentences.

In our daily speaking and writing, structure leads us to construct sentences that are grammatically correct to convey our message, ideas, and information. Mastering English structure will make us more comfortable in learning English, and we can transfer what we think or feel effective. Without knowing the structure of the language especially in English, we may get a lot of difficulties. There are many things that we can learn in structure. One of them is tenses. Simple present tense and simple past tense are kinds of it. At present, they are given from the first-year students of junior high school. Learning tenses is very important to make a sentence grammatically correct.

According to Harmer (2002: 255), writing has several "conventions which separate it from speaking. Apart from differences in grammar and vocabulary, there are issues of letters, words, and text formations, manifested by handwriting, spelling, layout, and punctuation." It means that writing expands students' vocabulary, knowledge of grammar, and students' understanding to transfer the message can be understood in the written form. It makes the reader understand what the writer means.

Writing is a productive skill in the English subject. It is more complicated than it seems and often seems to be the hardest of the skills even for native speakers of a language since it involves not just a graphic representation of speech but the development and presentation of thoughts in a structured way. Moreover, English writing is the most complicated because there are many rules of the writing itself, but it is needed nowadays to get a better life. English has a significant influence on human life. Concerning this, According to Elizabeth and Susan stated that Standard English is the language that it is written and spoken by educated people. College graduates expect it. Virtually, all the writing done by millions of people employed in white-collar jobs requires the use of Standard English.

Written language is far away and different from spoken language. Spoken language is more accessible than written language because it does not need a complex structure. One of the four skills in English is writing considered to be the most complex and challenging skill to be mastered. In academia, the skill of writing holds an essential role when it is needed for conferences, presentations, journals, and book publications by using new ideas and concepts. In the teaching-learning process, it is a productive skill that needs thought and ideas; the Teacher has to have many different methods, approaches, and techniques that can serve to produce better writers. Moreover, they are from different educational environments.

Writing is the most difficult for the teachers and students from those four language skills taught at schools. One of the difficulties is in generating and organizing ideas as well as in translating these ideas into readable text. Many teachers are not comfortable with writing in English how they can encourage students' interest and ability if they still have anxiety about it. It is a big problem that should be solved by us. To minimize the difficulties in learning writing, the exercise of writing is not directly writing the paragraph. It can be started by writing sentences. Students have to construct the sentences, to overcome the problem with the sentence, and to write connected sentences. After the students can construct the sentences, the students will gain the experience to write a paragraph and then the whole text.

Genres of writing have taught students that they know kinds of genres writing. There are Descriptive text, Procedure text, Narrative text, Recount Text, Analytical Exposition Text, and Explanation Text. Then the eighth grade of Junior High School has learned about the descriptive text. Then one of the writing products of descriptive text is the students must write a descriptive text.

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Besides, Siahaan and Shinoda in Kusumawati (2008:89) stated that a "Description is a text containing two components, i.e., Identification and description by which writer describes a person, or an animal, or tree, or a house, or camping as his topic. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object".

Based on the previous explanation, it can be concluded that writing is outstanding because students can express his or her ideas, thought, and arguments through sentences. Many students have difficulty in writing. There are some errors done by students in writing. It is because of the inaccuracy of students in their writing, and it is also because of the incompetence of the students. The errors done by students are mainly about the adjective.

The adjective is used to describe features in Descriptive text. Maxom said (2009:220) that "An adjective is a word you use to give information about a noun or pronoun in the sentence." We concluded that an adjective is a word about noun or pronoun which describes or identify specific. Concerning understanding the simple present, the students have to know the form of simple present verb and adjective, the function of simple present verb and adjective, the use of verb and adjective in the present tense. Present tense can be written in affirmative, negative, and interrogative forms.

Meanwhile, the second year students of junior high school are taught some types of English text. Each of the text is different in it is social functions, generic structures and significant grammatical feature that the students should master in this research, the writer will focus on descriptive text.

Based on the background above, the researchers want to research with the title "The use of simple present verb and adjective in students' writing descriptive text.". General the purpose, the researchers describe using simple present verbs and adjectives on writing descriptive text. Specifically, the research aims to know: 1) the use of the simple present verb in students' writing descriptive text and 2) the use of the adjective in students' writing descriptive text.

Method

In this study, the writer uses a qualitative approach, according to Taylor, Bogdan and DeVault (2015: 4) said that: "Today qualitative research methods are considered to be valid techniques for conducting research. In this method, data collection and validation consist of in-depth, opened-ended interviews, direct observation, and written documentation." It has also been noted once that the qualitative data emphasizes getting the deepest of single setting studies Airasian, Mills, and Gay (2012: 381); it describes data in the form of an interview, note, observation, and records. This method's main application is to analyze data interpretively and decide on a description opinion. Qualitative research produces a description or narrative of the natural aspects of the topic, which investigated from the participant of the research.

The qualitative research methodology was employed since the structures if grammatical components and meanings of the composition of speech (students' written works) were constructed. According to Cohen, Manion, and Morrison (2007: 219), "One of the characteristic paradigms of qualitative is human actively construct their own meanings of situation. As the object of the research analysis is the student written work and the research of language is mostly used a qualitative approach and human being as a key instrument, that is the reason the approach of qualitative is the right tool to conduct the research." Stake (2010:11) said that: "By qualitative, it means that it relies primarily on human perception and understanding."

According to Airasian, Mills, and Gay. (2012: 275) "This research of the study uses descriptive method to analyze data that descriptive study often seeks information that is not already available." In this study, the research uses a qualitative method to investigate using simple present tense verbs and adjectives in students' writing descriptive text. According to Best and khan (2006: 257) said that: "Document or Content analysis is concerned with the explanation of the status of some phenomenon at a particular time or its development over a period of time." It means that content analysis is the interpretation of recent studies in the surrounding area or the topic that has existed. To obtain the data, the writer uses the test technique as a secondary resource in collecting data.

The writer used the test as the research instrument. The test used in this research is to measure the students' skill in writing. The researcher asks the students to write descriptive text in English. Then, the students writing text would be analyzed as the instrument of the research and also taking the conclusions

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about the errors which will be found in the students' English descriptive text after that using the source in the bibliography as the guidance for checking and correcting the students' English descriptive text.

According to Vanderstoep and Johnston (2009:189) said that: "There are several techniques in collecting data, such as interview, ethnographic observation, analysis of documents, and visual analysis. In this research, the data are attained by collecting students' descriptive text composition. In collecting the data, the writer will give the material to the students." Data retrieval is carried out by administering a test and measurement through descriptive methods. In collecting the data, researchers put together the result of students' descriptive text compositions. Before that, the researchers asked the students to write an essay of descriptive text on a sheet of paper that had been prepared. Students make the essay appropriate with the theme that has been specified by the researchers. The title of the theme is "My Classmate."

After the students write a descriptive essay according to the theme above, the writer will collect the students' worksheet, and then take the samples randomly and later to analyze all selected samples. On the further step, the writer looks for and finds the error of students' descriptive essay. Then, for the last step, the writer gives the conclusion and also accompanied the result by improvements for the wrong sentences. The following steps were carried out to classify and analyze the errors:

- (1) Identify the errors which were found in every word, phrase, or sentences.
- (2) Classify the data into the sub-categories, present verb, or adjectives.
- (3) Interpret and describe the data which have been classified systematically.
- (4) Analyze the data to infer the cause and sources of the errors.

In providing further benefits, the researchers prepared a copy of the analysis, accompanied the correction, and explained to the students so that they can understand and be able to make more accurate on the next descriptive essay.

The technique of data analysis that is used in this study is descriptive analysis, and it has a function to explain something in detail. In this study, the information of products is using simple present verbs and adjectives in students' writing descriptive text, which is the writer intends to analyze whether there are some of the errors can be found on students' composition in using the products in writing descriptive text. All the data will be analyzed and explained in detail.

Based on Bogdan (as cited in Sugiyono, 2008: 334) said that: "data analysis in the process of systematically searching and arranging the interview transcripts, field notes and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have to others." The categories which will be analyzed of students' writing error are included the error of omission, error of addition, error of misformation, and error of misordering. By analyzing the errors, the English teachers will know the error because which has been made by the learner when they are doing an English descriptive text, and by knowing the error of cause, it hopes that the learners will not make some errors. In qualitative descriptive analyzes, there is some procedure in analyzing data.

According to Taylor (2005: 122), the commonalities among qualitative method necessitate that the writer (1) construct and organize information, (2) initially reviews the information and organize it into sequential parts, (3) develop descriptive phrases around which theory is constructed, (4) begins to analyze the procedures in analysis and categorized data and, (5) write the final narrative reports. Sugiyono (2010: 4) said interpreting the data of the questionnaire by using the following criteria. Besides, to count the percentage of each error in writing descriptive text, the writer will use the percentile formula. T is stated as follows:

$$P = \frac{f}{n}x \ 100\%$$

P = Percentage F = Frequency of

= Frequency of students' error

N = Sum of students' error

0%-24% = A few students

25%-49% = Almost a half of students 51%-74% = More than half of students 75%-99% = Almost all of the students

100% = All students

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Results and Discussion

The writer chose the respondents from students of SMPN 2 Cibitung and SMPN 3 Cibitung. Both schools located in Cibitung, Bekasi. The number of students who took part in this research was 60 students, 30 students were from SMPN 2 Cibitung, and the remaining students were from SMPN 3 Cibitung. Those research participants were voluntarily asked to write descriptive writing. In writing, students were encouraged to use Simple Present Verb and Adjective words. After analyzing the data based on Surface Strategy Taxonomy. Having checked the students' writing tasks using Simple Present Verb and Adjective in Descriptive Text writing. The writer found that the total error is 418 errors conspires of 238 Simple Present Verb and 180 errors for Adjectives. The table below shows the percentage and the number types common error of Grammatical Error Simple Present Verb and Adjective in writing Descriptive Text.

Table 1.

The number of classification of the Error in using Simple Present Verb and Adjective in Descriptive Text Writing
Based on Surface Strategy Taxonomy

No	Types of erros	Total	
		Amount	Simple Present Verb
1	Misformation	196	115
2	Omission	146	90
3	Addition	69	30
4	Misordering	7	3
Total		418	238

	Types of erros	Total	
No		Amount	Adjective
1	Misformation	196	81
2	Omission	146	56
3	Addition	69	39
4	Misordering	7	4
Total		418	180

The calculation of the percentage of error was showed to know students would undertake the percentage of each type. This can be used to locate the weakness of the students in the use of Simple Present Verb and Adjective.

- 1. Percentage of students 'errors in using Simple Present Verb on Descriptive Text:
 - 1) Misformation

$$P = \frac{115}{418} X 100\% = 27,51\%$$

2) Omission

$$P_{\frac{90}{418}} X 100\% = 21,53\%$$

3) Addition

$$P_{\frac{418}{418}}^{\frac{30}{418}} X 100\% = 7,17\%$$

4) Misordering

$$P = \frac{3}{418} X 100\% = 0.71\%$$

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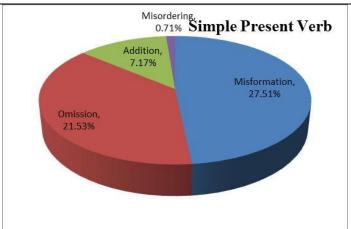


Figure 1. Summary of Errors in the Use of Simple Present Verbs

Table 2 Frequency of students'error in using Simple Present Verb

No	Types of Error	Frequency of	Percentage
		Error	
1	Misformation	115	27,51%
2	Omission	90	21,53%
3	Addition	30	7,17%
4	Misordering	3	0,71%

Based on the table of students'error in using Simple Present Verb, it can be said that:

- Total error of Misformation is 115 on the percentage 27,51%
- Total error of Omission is 90 on the percentage 21,53% b.
- Total error of Addition is 30 on the percentage 7,17% c.
- Total error of Misordering is 3 on the percentage 0,71 %
- a. Percentage of students'error in using Adjective on Descriptive Text:

Misformation
$$P = 81 \over 418 X 100\% = 19,37\%$$
Omission

2)

$$P = \frac{56}{418} X 100\% = 13,39\%$$

$$P = \frac{39}{418} X 100\% = 9,33\%$$

Paramondal P =
$$\frac{39}{418} X 100\% = 9,33\%$$
Misordering
P = $\frac{4}{418} X 100\% = 0,95\%$

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Table 3. Frequency of students'error in using Adjectives

No	Types of Error	Frequency of Error	Percentage
1	Misformation	81	19,37%
2	Omission	56	13,39%
3	Addition	39	9,33%
4	Misordering	4	0.95%

Based on the table of students' error in using Adjective, it can be said that :

- a. Total error of Misformation is 81 on the percentage 19,37%
- b. Total error of Omission is 56 on the percentage 13,39%
- c. Total error of Addition is 39 on the percentage 9,33%
- d. Total error of Misordering is 4 on the percentage 0,95%

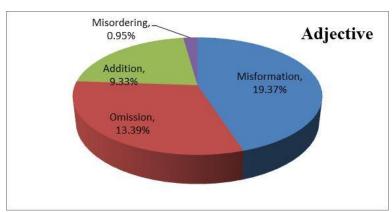


Figure 2. Summary of the students' grammatical errors

Based on the result of the research, it can be seen the grammatical error of using Simple Present Verb in writing Descriptive Text presented the highest is on the error of Misformation, and the lowest is Misordering. Including grammatical error of using Adjective in writing Descriptive Text presented the highest in on the error of Misformation, and the lowest is Misordering.

The data of the research are obtained from Descriptive Text made by eighth-grade students of Public Junior High School in Cibitung-Bekasi, SMPN 2 Cibitung, and SMPN 3 Cibitung. Following the previous chapter, the writer intends to study The use of Simple Present Verb and Adjective in Students' Writing Descriptive Text. Furthermore, the writer conducts for step analyzing the data. She finds the error of Simple Present Verb and Adjective in students' writing Descriptive Text. Therefore, the Simple Present Verb and Adjective error which occur in the students' Descriptive Text sentences are classified into four types, and they are (1) Misiformation error, (2) Omission error, (3) Misordering error, (4) Addition error.

A. The grammatical error of the use of simple present verbs in writing descriptive text.

Furthermore, the analysis of grammatical error of using Simple Present Verb in writing Descriptive Text. The writer found the total error is 238 errors which consist of (1) Total error of Misformation is 115 on the percentage 27,51 % (2) Total error of Omission is 90 on the percentage 21,53% (3) Total error of Addition is 30 on the percentage 7,17% (4) Total error of Misordering is 3 on the percentage 0,71%.

In terms of Misformation, It can be seen that some of the students lack the ability to construct the Simple Present Verb. From the number of errors, students usually make mistakes for Misformation in possessive pronoun while writing descriptive text, mostly the error found in using she, he, his, her. Some of the students still confuse using a possessive pronoun. The students still make mistakes about spelling

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words. For example, the subject "bhother" should be "brother," the word "akris" it should be "Actress." Usually, the errors occurred because the students do not understand the rules.

In terms of Omission, it is found that some of the students still confused when to use singular noun and plural noun. For example, the verb "live" it should be "lives," verb "like" it should be "likes," etc. The error also found in using Article. For example, "a oval face" should be "an oval face." The omission of the auxiliary verb was the kind of omission error that mostly made by the students. There were many omissions of auxiliary verbs (to be) errors from all omission errors. Most of those sentences are not grammatically correct because of the missing auxiliary verb. In term of Addition, these kinds of errors are identified by the presence of an item which is unnecessary or mostly not appears in well-formed sentences. For, example "I have my friend," it should be "I have friend." The word "my" is unnecessary. In terms of Misordering, these kinds of errors are characterized by the incorrect placement of a morpheme or incorrect sequence. For example, "player football" it should be "Football Player."

B. The grammatical error of the use of the adjective in writing descriptive text

The analysis of grammatical error of using Adjective in writing descriptive text. The writer found the total error is 180 (1) Total error of Misformation is 81 on the percentage 19,37% (2) Total error of Omission is 56 on the percentage 13,39% (3) Total error of Addition is 39 on the percentage 9,33% (4) Total error of Misordering is 4 on the percentage 0,95%.

Based on the data of interviews from the students, students said that they did not comprehend to use of Simple Present Verb in Descriptive Text. They have a lack of vocabulary in writing a text. So they knew Simple Present Verb, but they confused about arranging the sentences based on the grammar appropriate. Further, students knew Adjective, and they were able to give example kinds of Adjective. Nevertheless, they did not apply Adjective properly in writing Descriptive Text. They made the error to write Adjective in writing Descriptive Text. Therefore, some of the students aware of improving their ability to write a text that they have to practice more in writing a text.

Conclusions

Based on the research result, all respondents of the eighth graders of Public Junior High School in Bekasi, SMPN 2 Cibitung, and SMPN 3 Cibitung made errors in writing descriptive text. The writer found types of Simple Present Verb and Adjective error made by students. The types are Omission, Misformation, Addition, and Misordering. There are frequent errors produced in using Simple Present Verb in students' descriptive text. The writer found the total error is 238 errors which consist of (1) Total error of Misformation is 115 on the percentage 27,51 % (2) Total error of Omission is 90 on the percentage 21,53% (3) Total error of Addition is 30 on the percentage 7,17% (4) Total error of Misordering is 3 on the percentage 0,71%.

Most of the students made Misformation error of using Simple Present Verb because they forgot to change the verb based on the subject s/es and the use of to be. They also have difficulties in constructing words or sentences in the right order. Other reasons are predominant of the lack of vocabulary of students and their insufficient knowledge about the language. The researchers found the total error is 180 (1) Total error of Misformation is 81 on the percentage 19,37% (2) Total error of Omission is 56 on the percentage 13,39% (3) Total error of Addition is 39 on the percentage 9,33% (4) Total error of Misordering is 4 on the percentage 0,95%. Mostly the students made Misformation error of using Adjective. It is because of their lack of comprehension and understanding to know and to use the appropriate Adjective.

Based on the data, the students still made errors in writing descriptive text, and the researchers conclude that the students did not understand, and they were not able to use Simple Present Verb and Adjective correctly in a sentence. Hence is one of lack of vocabulary that they missed the meaning of vocabulary. In other words, they confuse to construct sentences using Simple Present Verb and Adjective properly.

Based on the data of interviews from the students, students said that they did not comprehend to use of Simple Present Verb in descriptive text. They have a lack of vocabulary in writing a text. So, they knew Simple Present Verb and but they confused about arranging the sentences based on the grammar appropriate. Further, students knew Adjective, and they were able to give example kinds of Adjective. However, they did not apply Adjective properly in writing descriptive text. They made the error to write

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Adjective in writing descriptive text. Therefore, some of the students aware of improving their ability to write a text that they have to practice more in writing a text.

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