



**AN ERROR ANALYSIS OF USING PRESENT TENSE BY THE TENTH  
GRADE STUDENTS OF SENIOR HIGH SCHOOL IN WRITING  
DESCRIPTIVE TEXT AT MAN 2 MODEL MEDAN**

**SKRIPSI**

*Submitted to Faculty of Tarbiyah and Teachers Training State Islamic University  
North Sumatera Medan as a Partial Fulfillment of the Requirements for the  
Degree of S-1 Program (S.Pd)*

**By :**

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FACULTY OF TARBIYAH AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY  
NORTH SUMATERA  
MEDAN  
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Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan  
seperlunya, terhadap skripsi saudara:

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**Judul : AN ERROR ANALYSIS OF USING PRESENT TENSE BY  
THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL IN  
WRITING DESCRIPTIVE TEXT AT MAN 2 MODEL MEDAN**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan  
dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan  
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## **SURAT PERNYATAAN KEASLIAN SKRIPSI**

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, Agustus 2019

Yang membuat pernyataan

IHDA ATIRA MUIS

34.15.3.056

## ABSTRACT

**Ihda Atira Muis.** AN ERROR ANALYSIS OF USING PRESENT TENSE BY THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL IN WRITING DESCRIPTIVE TEXT AT MAN 2 MODEL MEDAN.

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2019.  
Advisor 1: Dr. H. Amiruddin, MS.MA. MBA. Ph.D. Advisor 2 : Deasy Yunita Siregar, M.Pd

**Key Words** : *Descriptive Text ,Error Analysis, Simple Present Tense.*

Simple Present Tense is part of grammar that stated in tenses. It uses to express daily activities. Writer must use simple present when they will write about their activities. The data analysis was six steps through: errors detection, locating error, describing error, classifying error, counting error, and putting the result into table.it was conducted in MAN 2 Model Medan, especially Tenth Grade. The data by students Tenth Grade to write descriptive text by using present tense then their works was collected and analyzed to get the data as objective as possible, so they can be better in writing descriptive text by using present tense. After analysis all text, the researcher found some finding of the research. The types of errors made by the students on writing descriptive text are based on surface strategy taxonomy which are classified into omission, addition, misformation, and misordering. After counting the errors, the researcher found 121 total of errors consisting of 54 errors of omission, 30 errors of addition, 28 errors of misformation and 9 errors of misordering. From the data above, it can be seen that omission error was the highest number of errors made by the students. types of errors found in descriptive text in students writing of the tenth grade of MAN 2 Model Medan, the researcher can find some causes of errors. They are interlingual and intralingual transfer. Interlingual transfer is errors that are influenced by the interference of users' mother tongue.The users still apply Indonesian pattern into English when they translate the sentences. Then Intralingual transfer occurs when students get difficulty learn the second language. They made errors is because of their mother tongue interference and logical thinking and not doing practice English well.

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Medan,9 September 2019

Ihda Atira Muis  
34.15.3.056

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Language is important in human life, people use language for communication to one and another and also it is used to deliver message or ideas from the speaker to the listener in interaction among themselves or with the environment. Without language, it is impossible for people or everyone to join interaction each other in daily life or in learning something and also the human activities could not run without language. Every country has a different language, we need an international language for communication.

The goal of teaching and learning English is to make the students understand how to speak in English . English is a language spoken by people in English speaking countries or in international events among countries around the world. Considering the importance of English, people from various non-English speaking countries including Indonesia learn English.” Having proficiency in English, people will be able to face this over changing world easily. So, it is not surprising if the number of people who are interested in learning English is getting increased from time to time.

One aspect of language teaching and learning process is writing skill. Writing is an activity of expressing messages, ideas and information in written form. It can also be said that writing is an activity of producing written products or as the writers or learners’ effort to transfer their

thoughts into words in a written form. In academic writing, the purpose of writing activity includes to complete assignment, to make a particular type of texts and papers, to communicate with particular audience, and to help the writers or the learners practice using language actively.

Grammar is important because it makes meaning for language. To use a language properly, it is important to know grammar of language and their meanings. Grammar names the types of words and word groups that make up sentences in any language. The grammar is as a set of rules for constructing and analyzing sentences. It is very clear that grammar consists of rules, which used to arrange or construct sentences. The grammars also can be used for analyzing words or sentences based on the form and function. English has broad grammar; including tenses, noun, verb, adjective, adverb, pronoun, articles, and so forth. Both kinds of grammar are concerned with rules but in different ways. The use of English grammar is different from other languages. In writing skill, it is important to use good grammar because it is meaningful when the grammar is correct. The reader easily understands the ideas and meanings if the writer uses good grammar.

Errors is the students' sign who does not understand in the English rules. Harmer defines that errors are mistakes which they cannot correct themselves and which, therefore, need explanation. The students will not understand the English rules without making errors first.<sup>1</sup> Moreover, Dulay et al. classifies the types of errors into four

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<sup>1</sup>Jeremy Harmer,(2007), *How to Teach English*. England: Pearson Education Limited,p. 96

types, they are: omission, addition, misformation and misordering. Meanwhile, students make the errors because of some sources.<sup>2</sup> Brown stated that there are four sources of errors such as : interlingual transfer, intralingual transfer, context of learning and communication strategies.<sup>3</sup>

In My experiences in teaching writing show that the students still have problems to make a good writing. They often undergo many kinds of difficulties encompasses choosing the proper words, selecting the tenses, arranging words into a good sentence, developing paragraph or even writing an essay. They make many grammatical errors when constructing a piece of writing. The common errors they make are errors in the production of verb group, subject and verb agreement, the use of preposition, the use of article, the use of plural forms, the use of pronoun and the use of conjunction. This research is concerned with the common errors made by students, particularly in grammatical errors in writing. The results of this research also provide contribution and solution for the English teachers in order to reduce their students' grammatical errors in writing.

Betty stated that in general, simple present expressed the event or situation that exist always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future. It means that

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<sup>2</sup>Dulay, et.al,(1982), *Language Two*. New York: Oxford University Press, p.154

<sup>3</sup>H. Douglas Brown, (2000). *Principles of Language Learning and Teaching (4th edition)*. New York: Addison Wesley Longman. Inc, p. 223

simple present tense is used to express general truth, repeated actions and even something that is fixed in the future.<sup>4</sup>

Most of the students never consider the complexity of simple present tense. They confuse to use plural and singular when they write simple present tense. They still influenced by their mother tongue because there is no change of verb in Indonesian. And the students still made many errors in using tenses. One of the tenses that was regarded difficult by them is simple present tense. They found difficulties to understand the sentence in simple present tense, the formula of simple present tense, and the rule of verb in simple present tense. For example, the student writes “He walk to school everyday” instead of “He walks to school everyday”. Therefore, they often make a lot of errors when they write simple present tense. The third singular persons such as he, she, and it need suffix –s or –es for the verb. It shows that Indonesian students do not consider that in English there are verbs formed in singular or plural. In Indonesian language, singular or plural forms do not affect the verb form.

Simple Present Tense is part of grammar that stated in tenses. It uses to express daily activities. Writer must use simple present when they will write about their activities. For example, “He walks to school everyday”. They must use verb 1 when explain it. It will make their writing clearly. Murphy stated that the present simple to talk about things in general. It is used to say that something happens all

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<sup>4</sup>Betty Schramper, (1999), *Understanding and Using English Grammar* Third Edition. New York: Pearson Education, p.2

the time or repeatedly, or that something is true in general. It means that it is used to talk about our routine activities. The behavior that is repeated regularly and tends to occur subconsciously. All of the activities that always happen. In our time must be written in simple present tense.<sup>5</sup>

The simple present tense refers to action or situation that do not change frequently. It is used to describe habits or routines, to express opinion, or to make general statement of fact, the simple present tense can also be used to refer to the future.<sup>6</sup> It means that simple present tense is one kind of sentences that is used to the express daily activities and general statement. This sentence is used in descriptive text. As we know in descriptive text often use simple present tense formula.

One of the genres of text is Descriptive. In this genre the students are asked to describe an object, it can be a personal, animal, thing or else. The tense used in this genre is simple present tense in which people use it often in daily conversation. The problem was that the students still made mistakes in using this simple present tense moreover when they were asked to write it down in a form of text.

Based on the above explanation, the researcher would like to conduct a research by tittle “**An Error Analysis Of Using Present Tense**

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<sup>5</sup>Raymond Murphy,(2003), *English Grammar in Use*. New York: Cambridge University Press, p. 4

<sup>6</sup>Patricia Werner,(1990),*Mosaic 1 A Content-Based Grammar*, New York: McGraw-Hill, p. 125

**By The Tenth Grade Students Of Senior High School In Writing Descriptive Text At MAN 2 Model Medan”.**

**B. The Limitation and formulation of Problem**

It is necessary to make limitation in order to clarify the problem. The writer focused on An Error Analysis Of Using Present Tense By The Tenth Grade Students Of Senior High School In Writing Descriptive Text At MAN 2 Model Medan. I find out the analysis of Present Tense based on Betty S. Azzar’s and analyzing the errors to find out the sources of errors using Dulay, et.al theory. In a hypothetical sentence, the study will answer these question :

1. Do they write the descriptive text using present tense ?
2. What does the dominant error made by the tenth year students of MAN 2 Model Medan in using simple present tense ?

**C. The Objective Study**

Based on the formulation of problem above, the objectives of this study mainly intend as follow :

1. To find out how they write the descriptive text using present tense.
2. To find out the dominant errors made by the tenth year students of MAN 2 Model Medan in using simple present tense,

**D. The Significant of The Study**

The research finding was expected to be useful for both theoretical and practical perspectives :



1. Theoretical perspectives

- a. The findings of the study could be useful for teaching present tense in descriptive text.
- b. The finding of this study could be useful as a reference those who are interested in doing the related study.

2. Practical perspectives

a. To the Teachers

The finding of this study expect become a references and input for them, also for showing that more exercises and correction about simple present tense needed to improve students ability in writing and the teacher could rearrange the way to share material effectively based on the curriculum and students difficulties.

b. To the Students

It is important for the students to realize their mistakes after they have been given an explanation and then tested with simple tests of writing a descriptive text by using simple present tense. The answers will be discussed together with the students; therefore, they will not make the second mistakes. By the end of the study, the students will have used simple present tense correctly by writing a short descriptive text about things, places, and people.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Definition of Writing

Writing has succeed in working out its function as a medium of communication, sharing opinion, expressing the feelings and ideas and also exchanging information from one another among the communicator which in this case called as writer. Writing has more function beside those are mentioned previously, such as the way of remembering and thinking. Writing has fewer signs and symbols than speech but they can be just as powerful <sup>7</sup>.

Writing is a process of communicating in written form. Writing uses symbols for example alphabet, punctuation and spaces. It can be used to communicate an idea to the reader. Then, the reader can get information from the writer. Reader will understand about the idea when the writer has good writing. In teaching and learning process, especially in learning English writing is one of four language skills that should be mastered by students. It is because the goal of learning is to make the students must have ability to express their idea into written form. The students should share their ideas based on the writing process.

Nation stated that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. It means that writing is the final activity from other skills. Before writing, writers do

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<sup>7</sup>Jeremy Harmer, (2004), *How to Teach Writing*, Cambridge, UK: Longman, p. 4

some activities to get idea. Writers do listening to listen some information. Writers speak with people to ask some information. Writers also read some books to improve their background knowledge before writing.<sup>8</sup>

Writing is a means of communication between the writer(s) and the reader(s). It means that someone writes in order to communicate with his/her reader(s). Thus Hyland defines writing is as a complex activity in which the writer draws on a range of knowledge and skills and this complexity makes it unlikely that the same individual will perform equally well on different occasions and tasks. According to Segal & Pavli that good writers connect the ideas in their paragraphs. A paragraph with connected ideas has cohesion. Good writers use natural English phrases to make a paragraph easy to read and it has good style. A piece of good writing must contain the aspects of writing; such as content, grammar and vocabulary. Many people have opinion that writing is the most difficult skills in language learning. It is difficult since there are some other aspects need to be considered when writing; such as grammar and vocabulary. Writing requires a good knowledge of grammar and word choice.

While should be more accurate than speech Sarosdy, et.al<sup>9</sup>. Writing is a mechanic process speech has a greater ranger of non-verbal means to express meaning writing will need a greater accuracy as no immediate feedback is given to the writer. Writing is more precise and its during which all the

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113 <sup>8</sup>Nation, (2009).*Teaching ESL/EFL Reading and Writing*. New York Routledge, p.

<sup>9</sup>Sarosdy, loc.cit.

technical aspect of writing can be acquired. Writing, on the other hand, is an inscription. It is language in a spatial medium. Writing takes language out of the constraints and immediacy of time and arranges it hierarchically <sup>10</sup>.

The Almighty Allah says in holy Qur'an in surat Al- Alaq, verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3)  
الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

The translation of this surah (1). Read! In the name of your Lord who created; (2). He created man from a clinging form; (3). Read! Your Lord Is the Most Bountiful One; (4). Who taught by pen; (5). Who taught man what he did not know.<sup>11</sup>

In this surah, Allah presents a concise but compelling argument: Man is a creature of wonder, beginning with its development from a biomass (or Alaq), who has been granted the gift of sentience by God. Then, as a being, Man divides into two distinct groups: those who recognize their cosmic condition, seek divine guidance (by 'reading' God's word), and bow to God's will (symbolized by 'prostration'); and those who, even in the face of these apparent wonders of Man's condition, consider the Human to be an 'independent' entity, answerable to no transcendent authority, and even more contentiously, take it upon themselves to prevent the first class of man from following God's Word and submitting to Him.

If you want to know something or comprehend something, we must read. If we want to get some information that we do not know before, we must read. By

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<sup>10</sup>Knapp and Megan Watkins. *opcit.* p. 15

<sup>11</sup>William Brown, (1987), *The Holy Quran (Koran) English Translation of the Meanings by Abdullah Yusuf Ali*, The KingFahd Holy Quran Printing Complex, p.320

reading too much, it can enlarge our knowledge. And then start to write, if you want to be a writer or write some information you must read some articles or books first.

The Almighty Allah says in holy Qur'an in surat Al- Hujarat, verse 13, Allah says:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ (13)

The translation is : oh mankind! We created you from a single (pair) of male and a female and made you into nations and tribes, that you may each other (not that you may despise each other). Very the most honored of you in the sight of god is (he who is) the most righteous of you. And god has full knowledge and is well acquainted (with all thing) (Q.S : Al-Hujarat: 13)<sup>12</sup>.

Talking about language learning, it means that we are also talking about education.

- a. Education is help given by the adult responsible for the child's development towards adult levels<sup>13</sup>.
- b. Education are all conscious activities such as coaching (teaching) students' mind and body last a lifetime to improve his personality, in order to play a role in a variety of appropriate environmental future in harmony with nature and society<sup>14</sup>.

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<sup>12</sup>Abdullah Yusuf Ali,(2008).The Holy Quran : *The Original Arabic text with English Translation and Selected Comentaries*,Sabah, Islamic media.

<sup>13</sup>Rosdiana A. Bakar, (2012). *Pendidikan Suatu Pengantar*, Bandung: Citapustaka Media Perintis, p.10

<sup>14</sup>Nanang Purwanto,(2014). *Pengantar Pendidikan*, Yogyakarta: Graha Ilmu, p.2

- c. Education is part of a critical environmental role in helping children develop the ability and the potential in order advantages for our life, either individually or as members of society, as well as everyday life in the presents or in preparation for the life to come<sup>15</sup>.

Education is process of educating or teaching to develop the knowledge, skill, or character that perpose of education is to develop the knowledge.

## **2. Genre – Based writing**

Language is always produced, exchanged or received as text: that is, language as a system of communication is organized as cohesive units we call texts <sup>16</sup>. To the writer genre of texts is style of classification to differ the writing method of a text. It may contain a certain point that makes each of them legible to proper use in making a specific text. For example descriptive text contains the exact point in detailing the characteristic of the items. So like the other genre which has different use in grammar and writing.

Knapp stated that genre is the social context and relation in which text are produced <sup>17</sup>.

## **3. Descriptive Text**

There are many kinds of text which learned by students. One of them is descriptive. Different types of text have distinctive characteristics, depending on what they are made to do. In addition, description enables

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<sup>15</sup>Abdullah Yusuf Ali, Loc.cit

<sup>16</sup>Knapp and Megan Watkins. *ibid.* p. 29

<sup>17</sup>Ibid, p. 37

the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer <sup>18</sup>.

Based on Knapp stated that, structure of descriptive text can be described as <sup>19</sup>:

### **3.1 Generic Structure**

The Generic Structure of Descriptive Text Consists of Identification And Description.

- a. Identification : identifies phenomenon to be described.
- b. Description: Describes part, qualities, characteristics, etc.

### **3.2 Grammatical Features of Descriptive**

- a. When describing things from a technical or factual point of view, the present tense that tends is predominantly used; for example,  
Has, eats, sings, lays, swim
- b. Although present tense may be used in literary descriptions, it is past tense that tends to dominate; for example,  
Has, was, enjoyed, seemed, sparkled

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<sup>18</sup>Loc.cit.

<sup>19</sup>Knapp and Megan Watkins. *ibid.* p. 97-99

- c. Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have); for example,

My favorite fruit *is* mango because it *is* a half of sweet and sour.

Orange *is* the most dominant color of my clothes.

- d. Action verbs are used when describing behaviors /uses; for example,

A goat *has* four legs.

It *eats* grass everyday.

- e. In literary and commonsense description, action verbs are used metaphorically to create effect; for example,

Elisa *burned* with the spirit.

Betty *flooded* of orders.

- f. Mental verbs are used when describing feelings in literary descriptions; for example,

She *feels* unhappy.

He *liked* singing.

- g. Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text; for example,

Apes are *mammal*. (Technical)

It is *grey* and *brown*. (Everyday)

Adjectives can be used on their own, as above, or as part of a noun group, as below:

Turtles are covered with a hard, box-like shell. (Technical)



He has a cool hairstyle. (Everyday)

- h. Adverbs are used to add extra information to verbs to provide more detailed description; for example,

A lion can run so *quickly*.

He could think *clearly*.

- i. Adverbial phrases are used in descriptions to add more information about the manner, place or time; for example,

Cats have paws *on their legs*. (place)

The students only worked diligently *just before exam*. (time)

In the continuation of explanation of the descriptive text above, here there is one example of descriptive text.

#### **4. Present Tense**

##### **4.1. Definition of Simple Present Tense**

Tense is a systematic structure to describe different forms of verbs that showed the time of action. Meanwhile, simple present tense is formed by using the simple form of the verb that is the form which was listed in the dictionary or it was called infinitive without 'to'. When the third person singular subject is present, an -es or -s ending is added.<sup>20</sup> Brewton et al also stated that the present tense expresses an action or a state of being in the present. Based on the explanation above, I can conclude that simple present tense is formed by using infinitive without 'to' and when the third

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<sup>20</sup>Cook and Suter. (1983), *The Scope of Grammar*. Oxford: University Press, p. 49

person singular subject is present, a suffix –es or –s is added to the verb. Simple present tense expresses an action or a state of being in the present.

Present Tense is included in type of tenses. It is a tense which used commonly in daily conversation or writing descriptive text. Present means the phenomenon happens right now. It also explains the habitual action or general truth. Azar stated that the simple present says that something was true in the past, is true in the present, and will be true in the future. It expresses *general statements of fact and timeless truths* <sup>21</sup>.

## **4.2. Form of Simple Present Tense**

### **1) Present Tense of Verb Be**

Present tense form of ‘be’ is formed with to be am, are, or is after the subject of the sentence. According to Praninskas in English, the present tense of ‘be’ is

used to express following situations:

(a) Profession, trade, occupation

Mr. Allen is a Professor.

(b) Nationality

Mr. Suharto is an Indonesian.

(c) Size and shape

Mr. Allen is tall.

(d) Age

Doni is twenty-five

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<sup>21</sup>Betty Schramper Azar, (2002), *Understanding and Using English Grammar Third Edition*, New York: Pearson Education, Longman, p. 13

(e) Characteristic

Mr. Allen is clever

(f) Condition

Jack is sick.

(g) Place

The children are here.

(h) Color

This book is green.

a. Pattern of Present Tense of Verb Be

S+ be + a noun or a noun phrase

Madona is a singer.

Madona is a beautiful woman.

S + be + adjective or adjective phrase

Michael Jackson is famous.

Dewi is extremely courteous.

S + be + adverb or adverbial phrase

Eric is here.

Clinton is from the State of Arkansas.

In negative statements with the verb be, the word not is used after the verb be. For example: He is not a teacher. In yes/no question, be comes before the subject of the question. For example: Is he a teacher? In question word, be comes before the subject and after the question word. For example: Who is he?

The verb 'be' has different forms after different subjects. The present tense forms of be are am, are, and is (construction: 'm, 're, and 's). *Am* is used after the first person singular subject (I); *are* is used after the first person plural subject (we), second person singular and plural subjects (you, you) and the third person plural subjects (they, the boys, cows, etc); *is* is used after the third person singular subject (he, she, it, the boy, a cow, etc).

## 2) Present Tense of Verb

The present tense of verb is formed with simple form of a verb for first person, and third person plural subject except for third person singular subject; the verb ends in s, or es. In terms of forms, the simple present can be divided into: positive, negative, interrogative, and negative interrogative. The adverbs of frequency or adverbial phrases that are often used in the simple present tense are always, often, usually, everyday, sometime, never, occasionally, seldom, twice a week, etc.

For example: I always go to school by bus.

He often goes to bed late.

### a. Pattern of Present Tense Form of Other Verb

#### (a) Positive Form

I, We, You, They + Verb + Complement

He, She, It, Singular name of people, Noun + Verb + s/es +  
Complement

For example: I have much money.

We read a newspaper everyday

She seldom watches television.

Doni often goes to bed late.

(b) Negative Form

To make the negative sentence in the simple present tense, we put do not or does not after the subject. The pattern is:

I, We, You, They + Do not + Verb + Complement

He, She, It, Singular name of people, Noun + Does not + Verb + Complement

For example: I do not have much money.

We do not read a newspaper everyday.

She does not always watch television.

Doni does not often go to bed late.

(c) Interrogative Form

To make the interrogative sentence or yes/no question in the simple present tense, we put do or does before the subject. The pattern is:

Do + You + Verb + Complement?

Does + He, She, It, Singular name of people, Noun + Verb + Complement?

For example: Do I have much money?

Do we read a newspaper everyday?

Does she seldom watch television?

Does Doni often go to bed late?

(d) Negative Interrogative Form

To make the negative interrogative question in the simple present tense, we put **do** or **does** before the subject. The pattern is:

Do not + You + Verb + Complement?

Does not + He, She, It, Singular name of people, Noun + Verb + Complement?

For example: Do not I have much money?

Or

Do I not have much money?

Or

Do we not read a newspaper everyday?

Or

Does she not watch television?

Or

Does not Doni often go to bed late?

The *s / es* form is used after a singular name, noun, or one of the pronouns; he, she, or it. There are some characteristics in making the *s / es* form in the simple present tense. Add *es* for verbs ending in *o*, or in a letter or combination of letters which represent a sibilant sound such as: *s, sh, ch, x, or, z*.

Example: kiss kisses

go goes

watch watches

And for verbs ending in *y* preceded by a consonant, the *y* is changed to *i* and *es* is added.

Example: study studies

hurry hurries

cry cries

In addition, Murphy et, al. stated that we use the simple present to talk about things in general. We are not thinking only about the present. We use it to say that something happens all the time or repeatedly, or that

something is true in general. It is important whether the action is happening at the time of speaking<sup>22</sup>.

For example :

- The earth goes around the sun.
- Nurses take care of patients in hospitals.
- In Canada, most stores close at 6.00 p.m.

For Indonesian students, they will undergo some interference from their mother tongue when they study simple present tense. For example, the existence of suffix -s or -es of the verb for the third person singular subject, the auxiliary do or does in negative and interrogative sentences, and the verb 'be' in the nominal sentences that never exist in Indonesian language. Those will make the Indonesian students have difficulties in applying them in sentences.

## **5. Error Analysis**

Error analysis, a branch of applied linguistics, emerged in the sixties to demonstrate that learner errors were not only because of the learner's native language but also the reflected some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as the basic process of second language learning as what behavioristic theory suggested. Error analysis, on the other hand, deals with the learners performance in terms of the cognitive process they make

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<sup>22</sup> Murphy and Roann, (1989), *Grammar in Use. Refrence and Practice for Intermediate Students of English*, United Kingdom: Cambridge University Press, p. 4



use of in recognizing or coding the input they receive from the target language<sup>23</sup>.

### **5.1 Error and Mistake**

In writing learners often make incorrect grammar in their writing, those are called as error and mistake. Learning is fundamentally a process that involves the making of errors and mistakes. According to James in Brown he stated that an error cannot be self-corrected while mistakes can be self-corrected if the deviation is pointed out to the speaker. While mistake refers to a performance error that is either a random guess or a “slip”, in that is failure to utilize a known system correctly. While the error is a noticeable deviation from the adult grammar of native speaker, reflect the competence of the learner<sup>24</sup>.

Correlating to the explanation above, error can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors<sup>25</sup>.

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<sup>23</sup>Vecide Erdogan, (2005), *Journal of The Faculty of Education*, Contribution of Error Analysis to Foreign Language Teaching, p. 265-263

<sup>24</sup>Douglas H. Brown, (2007). *Principles of Language Learning and Teaching. Fifth Edition*, New York: Pearson Edition, p.257-258

<sup>25</sup> Ibid, p.259

## **5.2 Description of Errors**

### **5.2.1 Addition, Omission, Substitution and Ordering (Following standard mathematical categories).**

In English a do auxiliary might be added (Does can be sing?), a definite article omitted (I went to movie), an item substituted (I lost my road), or a word order confused (I to the store went). But such categories are clearly very generalized.

### **5.2.2 Levels of language (phonology or orthography, lexicon, grammar, and discourse).**

Often, of course, it is difficult to distinguish different levels of errors. A word with a faulty pronunciation, for example, might hide a syntactic or lexical error.

## **6. Sources of Error**

### **6.1 Interlingual Transfer**

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistics system upon which the learner can draw. For example English learner students wrote “sheep” for “ship” and “She always give me motivation” instead of “She always gives me motivation”.

## 6.2 Intralingual Transfer

This source of error is the negative transfer of item within the target language. It is also the major factor in learning foreign language. In the teaching learning process, they still influence with their experience within the target language itself. Therefore, they will make the errors because they do not understand how to make a good sentence using a proper word or verb. Intralingual transfer (within the target language itself) is a major factor in second language learning. (Odlin, 2003; Jaszczolt, 1995; Taylor, 1975) in Brown book have found that the early stage of language learning are characterized by a predominance of interference (interlingual transfer), but once learners have begun to acquire parts of the new system, more and more intralingual transfer-generalization within the target language is manifested<sup>26</sup>. For example, the student wrote “I am likes my sister very much” instead of “I like my sister very much”

## 6.3 Context Of Learning

A third of major source of error, although it overlaps both types of transfer, is the context of learning. “Context” refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case untutored

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<sup>26</sup>Douglas H. Brown, (2007). *Principles of Language Learning and Teaching. Fifth Edition*, New York: Pearson Edition, p.264

second language learning . Students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rote memorized in a drill but improperly contextualized. For example , point at and point out . For example, the student wrote “She has hard working”, instead of “She is hard working”.

#### **6.4 Communication Strategies**

This source are defined as a learning style. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can become a source of errors. For example, the student wrote “My mother have face oval”, instead of “My mother has an oval face”. From this example, it may also happen because the student do not understand what have been taught by the teacher. These sources of errors were identified and classified based on the sources of errors.

### **7. Types Of Error**

Brown stated four stage of error by borrowing on some expert observation and formerly model proposed by Corder in 1973, those are <sup>27</sup>:

1. The first stage is random errors, a stage that Corder called pre systematic in which the learner is only vaguely aware that there is some systematic order to a particular class of items.

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<sup>27</sup> Douglas H. Brown, (2007). *Principles of Language Learning and Teaching. Fifth Edition*, New York: Pearson Edition, p.267-268

2. Emergent, stage of learner language finds the learner growing in consistency in linguistic production.
3. Systematic stage in which the learner is now able to manifest more consistency in producing the second language
4. Long 2003, Call the final stage stabilization while Corder 1973 called a post systematic stage where the learner has relatively few errors and has mastered the system to the point that fluency and intended meanings are not problematic. At this point learners can stabilize too fast, allowing minor errors to slip by undetected, and thus manifest fossilization of their language (Slinker & Lamendella, 1979) .

Thus , Dulay , et, al. proposed another types of error which can be explained as follow <sup>28</sup>:

**a. Error of Omission**

Error of omission were identified by the absence of an item or morpheme that must appear in a well- formed utterance. This error occurred when the learners omitted some required components from their sentence . The learners omitted component which was/were necessary for their sentences to be considered grammatically correct .

For example :

- She always give me motivation.

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<sup>28</sup>Dulay Burt and Krashen, (1982), *Language Two*, New York: Oxford University Press, p.154-163

It should be : She always gives me motivation

- She multi-talented and very beautiful.

It should be :She is multi-talented and very beautiful.

Based on the example above, it can be concluded that the students often forgot to add s/es in the end of the verb for the third singular subject and to add to be before adjective.

#### **b. Error of Addition**

Error of addition were the opposite of omission. These kinds of errors were identified by the presence of an item which is necessary or mostly not appear in well-formed sentences . There were three types of this kind of error.

For example :

- I am likes my sister very much.

It should be : I like my sister very much.

- She is have bad personality.

It should be : She has bad personality.

From the examples above, it can be known that the students made the errors by putting unnecessary item, whereas it should not be appeared in a sentence.

They were double marking , regularization, and simple addition.

1. Double marking

Double marking is error in which the learner fail to delete certain required components and give more than one marking in constructing sentence.

## 2. Regularization

Regularization is error in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker .

## 3. Simple Addition

No particular features characterize simple additions, in other hand this error is the use of an item which should not appear in well-formed utterance .

### **c. Error of Misformation**

The error of misformation were identified by the use of wrong morpheme or structure . There were three types of these errors, which were regularization, archi-form, alternating form . In this research errors of misinformation found was only in archi-form . Misformation of archi-form is the selection of one member of a class of forms to represent others in the class.

For example :

- She always took care of me.

It should be : She always takes care of me.

- She has hard working

It should be : She is hard working

From the examples above, it can be concluded that the students still do not understand of the simple present tense rules. They only write the word without notice on the context. Therefore, they sometimes use wrong word

#### **d. Error of Misordering**

This type of error is characterized by the incorrect placement of a morpheme or group of morpheme in a well-formed writing.

For example :

- My mother have face oval

It should be : My mother has an oval face.

- She is name Wardani Rizky.

It should be : Her name is Wardani Rizky.

Based on the examples above, it shows that this type of error is characterized by putting the word in incorrect placement in a sentence.

### **8. Relevant Studies**

Effendy analyzed the error made by students in writing descriptive text. In his research, he analyzed the erroneous of the sentences which are taken from the composition of the writing descriptive text made by the student. The



researcher divides research finding into 6 steps. Those are <sup>29</sup>: the type of lexical errors, the type of syntactical errors, the type of discourse errors, the frequency of each type of errors, the dominant type of errors and the sources of error. In the type of lexical errors he analyzed wrong spelling, false friend (similar in form) and code switching (use Indonesian word). In the type of syntactical errors, he analyzed pronoun , be , plural, the use of verb tense . In his research , he did not focus on one topic. In the result , he found there are 137 error which are grouped into three main categories, namely ; lexical errors, syntactical error and discourse error.

Lestiani focus on analyzing the grammatical errors made by the student in writing descriptive text . Her study was aimed as describing the errors types of using simple present tense in writing descriptive text and to find out the percentage of error types using simple present tense. She used some techniques of analyzing the data, identification of error, classification , description , correction , and the calculation the percentage of error . In which ,she found that the highest percentage of error was in misinformation <sup>30</sup>.

Each of the research has amount of information that helps me do this research . Like Erdorgan who focused on Error analysis I have found to conduct error analysis research. The information is important and I use it to do my research . So does the other research.

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<sup>29</sup>Effendy, (2014). *An Error Analysis in Writing Descriptive Text Made by 8<sup>th</sup> Grade Students of SMP Al-Islam Kartasura in 2013/2014 Academic Year*. Surakarta: Universitas Muhammadiyah

<sup>30</sup>Lestiani, (2014), *An Error Analysis of Using Simple Present Tense in Descriptive Writing of The Tenth Grade Students of SMA 1 Gebog Kudus in Academic Year 2013/2014*, Kudus: Universitas Muria.

Seeing the previous researches, then I explain a glance about my design which aims to investigate the number of mistake may make by students in grade ten and only focus on the use of simple present tense. Qualitative research is a type of research that will be applied in this research later on.

## **B. Conceptual Framework**

Error naturally exist in learning process; they systematically happen and show the lack of learner knowledge. Error are found in every language skill such as writing, which needs complex knowledge about the language . Writing is considered as the most difficult skill for language learner because they need to be able to apply the rules and structure of the language which are complicated. In wiring, every single word should be in correct form to create the effective sentence. The aspects of writing such as word choice or vocabulary, grammar and coherency to express the content should be correctly organized.

In student writing some error in using present tense are found. Errors can be understood by reading the materials about the error analysis and classifying the errors based on types or analyzing the cause of error that occurred.

This research focus on seeing the awareness of using present tense on descriptive text. This research uses Dauley 1982 theory about types of error in writing . it is known that errors cannot be avoided, it often appears sometimes in learning process. Furthermore , writing is known as one language skill which is not easy to be learned. More exercise is needed by the students to master this skill and make the product becomes easy and understandable.

According to Dulay there are four types of error, those are; Error of Omission, addition, misinformation, and misordering .

In this case, the researcher will choose the descriptive text written by the tenth grade student at MAN 2 Model Medan as the data for the writer in searching the error occurred. There are types and causes of errors. Therefore , by learning the errors occurred in writing this research can be guidance in knowing and analyzing the error which are made by student in various writing in English. So it is helpful to know student problem in using present tense in order to give appropriate emphasis towards the error in learning English and it also can help students to avoid the errors. Although most student have understood about using simple present tense but it does not mean that they can always write a text perfectly . A good cooperation between teacher and student its needed in practicing writing skill in which , the teacher must clearly explain about the descriptive text and show understandable examples while the student have to put more attention toward the explanation as well .

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research will be used descriptive qualitative research, because the writer purposes to describe the errors made by tenth grade students of MAN 2 MODEL MEDAN in writing descriptive text. Qualitative is the technique of analyzing data. According to Strauss and Cobin qualitative research is purposed as kinds of research that the results is not got through statistic procedure or another form of arithmetic. In this case, this study aims to reveal what errors appear most in the learners' descriptive writing and it was conducted in natural condition of learning process in the classroom <sup>31</sup>. In contrast, focuses on understanding social phenomena from the perspective of the human participant in the study. The data are collected in natural settings, and the research aims the generating theory rather than testing theory. Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.

#### B. The Source of Data and the Data

##### 1. The Source of Data

Descriptive texts written by tenth grade students at MAN 2 Model Medan will became the sources of data in this research.

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<sup>31</sup>Strauss and Corbin, (2015). *Basic of Qualitative Research Fourth Edition*, London: SAGE Publications, Inc,

## 2. The Data

The errors in descriptive text written by the tenth grade students at MAN 2 Model Medan were chosen as the data in this research.

### **C. The procedure of Collecting Data**

Some steps in collecting data used by the researcher, as follow :

1. Brainstorming the learners to recall their memories about presents tense.
  - 1.1.Explaining what is a verb ?
  - 1.2.Explaining what is a tense ?
  - 1.3.Explaining what is a pronoun ?
2. Explaining briefly about present tense to the students.
3. Explaining briefly about the descriptive text to the students.
4. Instructing the students to write a descriptive text with a theme that has been given.
5. Collecting the works.
6. Analyzing the errors based on students' writing product.

### **D. Intrument of Collecting Data**

#### **1. Writing test**

To get the details about students' error in writing descriptive text, writing test is employee by the researcher in the form of. So, the instrument from collecting the data is writing test. Eighty minutes of time allocation given to the students to complete the test about descript an animal. The text should be composed at least 3 paragraphs.

## **E. Data Analysis**

According of Arikunto Test is a series of questions or other instruments which are used to measure individual or group skill, knowledge, intelligence, capability or talent.<sup>32</sup> In this research, the researcher used test written document from the students to know the students understanding about descriptive text. In analysing the test result, the researcher will analyze the students result in making descriptive text. In the end, the researcher tried to classify the errors. The technique focuses on the data of the errors' type based on the surface taxonomy theory (omission, addition, misformation, misordering).

After analyzing, the researcher will correct the students' worksheet of descriptive text. Finally, the researcher will know about the students understanding of descriptive text and their difficulties or their weaknesses in making descriptive text.

### **a. Error Detection**

It is a stage which the errors are detect, so the researcher becomes aware of its presence

### **b. Locating Error**

The researcher locates the errors, but error location is not always so straightforward. Not all error are easily localizable in this way. Some are diffused throughout the sentence or larger unit of the text that contains.

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<sup>32</sup> Suharismi Arikunto (2010). *Prosedure Penelitian Suatu Praktek*, Jakarta. p.138

c. Describing Error

The grammar use for describing them must be the most comprehensive we have, and the one capable of maximum delicacy of descriptive detail.

d. Classifying Error

The errors are classified based on the errors classification.

e. Counting Error

The last stage is counting error that the researcher counts the errors make by learner.

The result of qualitative data, to get the percentage of errors, the data is calculating which the formulation as follows:

$$P = \frac{F}{N} \times 100\%$$

Where :

P = Percentage

F = Frequency of errors occurred

N = Number of case (total frequent/total individu)

## CHAPTER IV

### THE DATA AND ANALYSIS

This chapter presents the result of research in MAN 2 Model Medan. It describes two parts of the research, those are; research finding and discussion. Research finding reported all the data that obtained and discussion represented the result.

#### A. Research Finding

Based on the surface strategy taxonomy, the kinds of errors are classified into four main categories, namely: omission errors, addition errors, misformation errors, and misordering errors.

In analyzing the composition, each type of error that is found is cycled and marked. After finishing this step, the errors are tabulated. Then, the frequency of each type and the total number of errors are counted. Based on the analysis, there are some errors in the student's composition of descriptive text at X IPA 10 of MAN 2 Model Medan.

Thirty six texts of the students as the sources of the study were taken from thirty six students in Ten Grade of MAN 2 Model Medan. They wrote those texts in different topic but in one theme to avoid copying each other. Gadget used in this class was also forbidden.

Materials related to errors in students' writing, theories about types and causes of errors and former were used to analyze the data. The analysis types of errors on students writing procedure text can be seen from this table below.



No.	Types of Errors	Total (F)	Percentage $\frac{F}{N} \times 100 \%$
1.	Omission	54	44,6%
2.	Addition	30	24,7%
3.	Misformation	28	23,1%
4.	Misordering	9	7,4%
	Total	121	100%

The table 1.1 shows that the total errors was 121 cases of errors, which consist of four of errors, namely :

- a. 54 (44,6%) errors of omission as the dominant errors.
- b. 30 (24,7%) errors of addition.
- c. 28 (23,1%) errors of misformation.
- d. 9 (7,4%) errors of misordering.

Analyzed errors in this study are focused on types of errors based on theory of Corder. From the table, it can be seen that error of omission got the highest percentage, it means this types of error was dominatly ocured. Based on the errors' classification, it was found that 121 errors was ocured (see table 1.1).

## **B. Analyzing Types of Errors**

In order to know clearly about the errors that are done by the students in their compositions, the examples of errors types, its correction, and the analysis will be presented in the following. The data were identified and classified into

their types of error based on Surface Strategy Taxonomy Corder. Based on that theory, errors are classified into four types: omission, addition, misformation, and misordering.

**a. Omission**

The obtained data in students' writing determined that students made errors in writing text itself. This type of omission, error of omission are characterized by the absence of an item that must be appear. There was 26 students who made 54 (44,6%) cases of omission errors. The researcher took some data of errors in omission made by the students.

Example of students' Error in Omission

1) Omission of Articles

a) Monkey isa animal.

The sentence above is incorrect, because in the blank space there is an article. The word "animal" in the sentence is a singular noun. This error occurs because the students do not know the use of the article for making a singular noun.

From the incorrect sentence above, it can be suggested that the correct one is Monkey is *an* animal.

2) Omission of Plural Inflection

a) Elephant has grey skin, four leg and trunk

The sentence above is incorrect sentence. The students do not know the form of plural form. If it is plural noun, it should be added by -s / -es after noun. A single form should be without additional of -s / -es. If using is, the form should be singular. If using are, the form should be plural. From incorrect sentence above, it can be suggested that the correct one is Elephant has grey skin, four legs, and trunk.

### 3) Omission of object/complement

a) It has two\_\_.

The error made by the writer is that she did not give an object/complement in his sentence. The correct sentence should be It has two eyes. The word two needs object, because two here is functioned as adjective.

### 4) Omission of be / linking verb

a) I\_\_ happy having a cat

The sentence above is incorrect. The sentence needs a linking verb because there is a compliment. This error occurs because the student does not master English grammatical structure yet, especially about linking verb / to be.

From incorrect sentence above, it can be suggested that the correct one is I am happy having a cat.

b) My cat\_\_ very funny

The error in sentence above is omission of to be (is). This auxiliary usually accompanies main verb; it cannot stand alone and it is used to add

functional or grammatical meaning to the clause. This auxiliary of the form of be; 'is', it always accompanies adjective or noun. The revision of sentence above is My cat is very funny.

#### 5) Omission of Possessive

a) When he sleeps, my cat looks very comfort with\_\_\_ fur

The sentence above is incorrect. This error is caused by the student is still confused in using possessive. There are two kinds of possessive, possessive pronoun and possessive 's'.

From the incorrect sentence above, it can be written that the correct one is *When he sleeps, my cat looks very comfort with his fur.*

#### 6) Omission of Subject

a) Beside that, \_\_has soft fur

In this error, the student does not realize that the existence of subject is a requirement of sentences. The subject includes noun and pronoun. The error is due to student's lack of understanding of subject to make English sentences. The students have not fully comprehended the English sentence. They do not make English sentences completely and do not understand how to make good sentences in English.

From the incorrect sentence above, it can be written that the correct one is *beside that, it has soft fur.*

## 7) Omission of –s / es after verb

a) She also like\_\_ eating fish

This error is due to the omission of a certain linguistic item (suffix –s/-es). It appears in English verbs when one wants to make a sentence using present tense and the subject as a singular noun. It happens because the student is influenced by the structure of Indonesian sentences. The student does not care if subject of “she,he, it use –s / es” after verb. The subject “they, we, I, you do not –s/-es after verb.

From the incorrect sentence above, it can be changed that the correct one is *She also likes eating fish.*

## 8) Omission of Conjunction

a) He has long ear, red eyes, grey fur.

This error occurs because the student does not realize that the conjunction takes important place in a sentence. Conjunctions are used in a sentence to connect words or sentences.

From incorrect sentence above, we can correct it into the right form, that is *He has long ear, red eyes, and grey fur*

### **b. Addition**

Errors of addition means as the error that present some elements that should no be presented. In this study, there were 21 students who made 30

(24,7%) cases in addition. The researcher took some data of errors in addition made by the students.

#### Example of students' Errors in Addition

##### 1) Additional of Article

a) The eyes of animals is a small

The error made by the writer is that she adds "a" before "small". The article should be eliminated from that sentence to be a well formed sentence. The revision of the sentence is *It is small*.

b) He also a like milk

The sentence above is incorrect. This error occurs because the student still does not know that an article is only used for making noun, especially for definite article, a and an that are used for singular countable noun. The word "like" in the sentence above is a verb, so it does not need an article.

From the incorrect sentence above, it can be suggested that the correct one is *He also likes milk*.

##### 2) Additional of Auxiliary

a) I am got it from my uncle

This error occurs because the student does not follow the rules. The student considers that all type of sentences must use auxiliary after subject, especially subject "I" that is followed by "am". This sentence does not need "am" after "I". To make the correct simple present tense, we should write I get it from my uncle.

### 3) Additional of Preposition

- a) In here, the long neck is used for eating leaves on the top of tree

The type of error is caused by direct translation of Indonesian into English.

From the incorrect sentence above, it can be suggested that the correct one is *Here, the long neck is used for eating leaves on the top of the tree*. This error is considered as an intra-lingual error.

### 4) Additional of Linking Verb

- a) I am make a new cage for him

The error happens because the student does not know the grammatical rules of English sentence. She / he does not know the function of “*to be*” in this case, the student is too strict in using certain rules. the student considers that all types of sentences should use “*to be*” after the subject.

From the incorrect sentence above, it can be suggested that the correct one is *I make a new cage for him*.

### 5) Additional of Pronoun (apostrophe ‘s)

- a) It’s name is Nunu

The error made by the writer is that he added apostrophe ‘s after it. The apostrophe (‘s ) should be eliminated from that sentence to be a well-formed sentence. The correct sentence should be *Its name is Nunu*.

## 6) Additional of Noun

a) I have a sheep animal\_\_\_\_

The sentence contains addition error. It is an error involving the presence of a noun that should not allow to be placed there. Thus, the word “animal” in the sentence above should be eliminated. The revision is I have a sheep.

## 7) Additional of Plural Form

a) Elephant is big animals

The sentence contains addition error. The letter “s” should not exist after the word pet because the sentence is not plural form. Thus the correct one is Elephant is big animal.

b) Butterfly is a beautiful animals

The sentence above is wrong, because the subject of that sentence is singular form, so we do not need additional “s” after the word animal. Thus the correct answer is Butterfly is a beautiful animal.

### **c. Misformation**

Errors of Misformation occurred when the students use of morphemes or incorrect structures. In this study, there were 24 students who made 28 (23,1%) cases in wrong selection. The researcher took some data of errors in wrong selection made by the students.

Example of Students’ Error in Wrong Selection:

#### 1) Misformation of Article



a) The duck eats the food use an beak

This type of error happens because the students till confuse in using article “a and an”, in this case, the student does not know how to use article a / an in a sentence to mark a singular noun. Thus the correct sentence is *The duck eats the food use beak.*

## 2) Misformation of Tense

a) Elephant is eat grass

The sentence above is incorrect. This error happens because the student does not know the use of main verb and linking verb in a sentence. She still confuses in using main verb in a sentence or she cannot differentiate between main verb and linking verb.

From the incorrect sentence above, it can be suggested that the correct one is *Elephant eats grass.*

## 3) Misformation of Auxiliary

a) It is white fur and it is four leg

This type of misformation error was characterized by the improper use of auxiliary/to be (‘is’, ‘am’, ‘are’). The sentences above are not well-formed sentences because the students do not use appropriate auxiliary/to be (‘is’, ‘am’, ‘are’) and verb in the sentences. The well-formed sentence is *It has white fur and four legs.*

## 4) Misformation of Verb

a) Elephant uses the trunk to takes the food

The sentence above is incorrect. This error happens because the students do not know the form of to infinitive. The students tend to make a present tense. They are influenced by the first verb in the sentence of the present tense. They do not know that after to should be V1.

From the incorrect sentence above, it can be written in the correct one that is Elephant uses the trunk to take the food.

#### 5) Misformation of Subject –Verb Agreement

a) The nest have many benefit

Misformation happens in this sentence because there is wrong form of subject-verb agreement. In the form of simple present tense the verb must be added by -s/-es in the last word of verb. But there is exception in part of verb, such as have. The changing of have is not haves, but has. This sentence use the third singular subject 'He' so the correct verb in simple present tense must not have but has. The correct sentence is The nest has many benefit.

#### 6) Misformation of Vocabulary Use

a) A have two legs, two wings

b) It is short tail, it is four legs

The sentences above contain misformation of vocabulary use. Misformation errors are characterized by the used of incorrect form of morpheme or structure. The first sentence (c.1) is misformation of

vocabulary use in term of the use of article as Subject. It should be It has two legs and wings. The second sentence (c.2) is misformation of vocabulary use in term of the use of auxiliary/to be. The correct sentence is It has short tail and four legs.

#### **d. Missordering**

Errors of missordering means as the error that present some or sequenced the items of the sentences, in this study, there were 7 students who made 9 (7,4%) cases of ordering in their writing. The researcher took some data of errors in ordering made by students.

Example of Students' Error in Ordering.

##### 1) Missordering of Modifier

a) I love panda because panda is animal a beautiful

This error happens because the students do not know how to place an adjective in a sentence. In this case, the students do not know the position of adjective "beautiful" that should be placed before noun. The students are influenced by Indonesian sentence. The correct one is *I love panda because panda is a beautiful animal.*

##### 2) Missordering of Clause

a) I can hug cat cute every morning

This error happens because the students still do not know the pattern of noun clause. The head in a noun clause must be placed at the end or the clause. The students do not know the position of modifier in a noun clause.

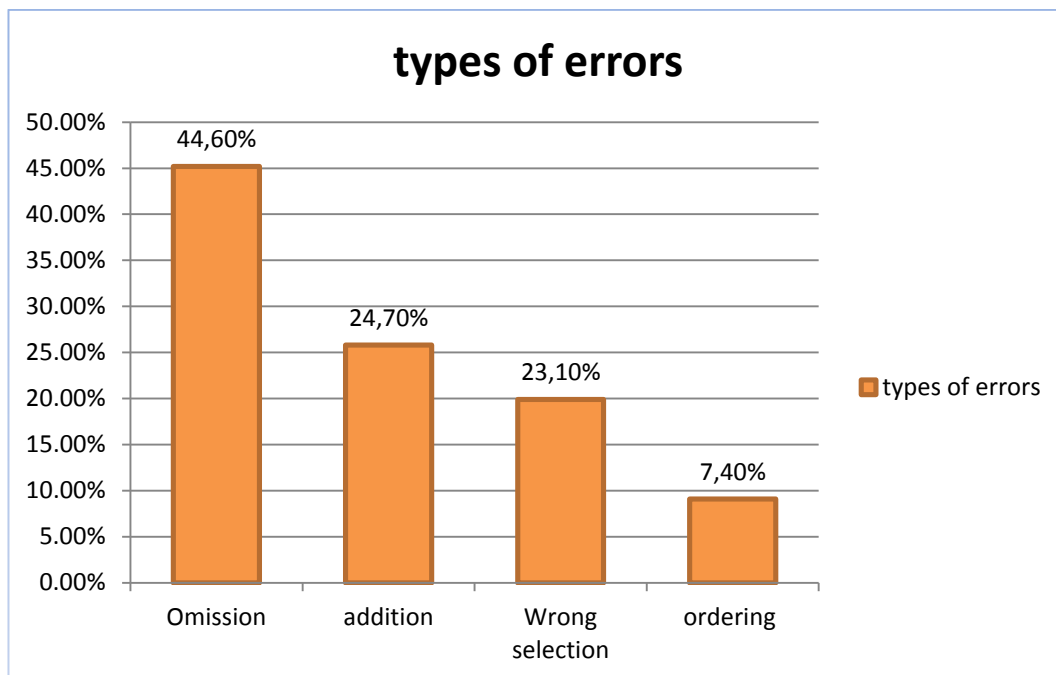
An adjective like “cute” in this case should be placed before noun “cat”. So, the correct one is *I can hug cute cat every morning.*

### **C. Describing the Errors**

The errors are classified based on the surface strategy which consists of omission, addition, misformation, and misordering. By looking at the example above, the types and also the place of errors which are done by the students are known clearly. By looking the frequency of each type of error, it can be known about the areas of language that are difficult for the students. The type of errors in the order of occurrence frequency of the errors means that these areas are more difficult than others.

From the data above, is provided that the tenth grade students in class X IPA 10 of MAN 2 Model Medan make some errors in their compositions. The errors are classified based on the surface strategy which consists of omission, addition, misformation, and misordering. The total number error is 121.

From the capitulation of the students’ types of errors, the researcher displays them into a Column chart started from the highest until the lowest rank as follows:



Picture 1.2. Types of Error Percentages

The column chart above based on students' writing data explains the types of errors that students made. The researcher have explained the result of the column chart started from the highest error number until the lowest rank.

#### **D. The Source of Errors**

The researcher analyzes source of error on the theory of Brown that the learners errors arise from several possible general sources, namely: Interlingual error, Intralingual errors, Context Learning, and Communicative Strategy. From the data analysis, the researcher only finds two sources of error. Those are interlingual and intralingual errors.

#### a) Interlingual Errors

Interlingual errors are those by interference of the learners' mother tongue.

The students make the errors are caused by the inference coming

from the students' native language. Sentence in the target language may exhibit interference from mother tongue. Almost of the students get faulty in producing sentence because of interlingual error. For Indonesian students, they just translate Indonesian into English without knowing the grammatical structure first. The researcher finds out that the students transfer Indonesian grammar into English grammar. The students usually translate the grammatical form of the phrase or sentence into the first language to see if similarities exist.

Interlingual errors are errors which occur as a result of transfer from the native language into second language. The students usually transfer the system of mother tongue into the second language.

From the data, the researcher found these errors in sentences

bellow:

TL: I can hug cat cute every morning

LI : Saya dapat memeluk kucing yang lucu setiap pagi

TL: My cat often follows the competition pet

LI : Kucing saya sering mengikuti perlombaan hewan

The form of the sentence above can be accepted in Indonesia, but in English, the sentences have misordering of clause. Grammatically, there is a

noun as the head which is placed after modifier. The students do not know the rules of noun clause.

The other sentences are:

TL: I very happy if I have a cow

LI : Saya sangat bahagia jika saya mempunyai seekor kucing

TL: I happy with my pet

LI : Saya senang dengan hewan peliharaan saya

In the sentence above, the students produce an interlingual error because the target language is still reflected by their native language in the sentence.

The students do not put “to be” in the nominal sentence above, because they do not know the rule of grammar in English.

#### b) Intralingual Errors

Intralingual errors are those coming from the structure of the target that intralingual errors are produced by the user who does not reflect the structure of the mother tongue. The following as quoted by Ellis state that are overgeneralization, ignore of rule restriction, incomplete application of rule, and false concept hypothesized. The researcher only finds two types or error<sup>33</sup>. They are overgeneralization and ignorance of rule restrictions.

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<sup>33</sup> Ellis (1994), *The Study of Second Language Acquisition*, London: Oxford University Press. P. 59

### 1) Over Generalization

This error arises when the learner creates a deviant structure on the basis of the other structure in the target language. It generally involves the creation of one deviant structure in place of target structure. The type of this error is found in the sentence bellow

TL: In here, the long neck is used for eating leaves on the top of tree

This error occurs because the students are confused with the meaning of the words. They are influenced by the Indonesian sentences. They consider that they make a sentence “In here, the long neck is used for eating leaves on the top of tree”. They should not put “in” in the sentence. The sentence becomes Here, the long neck is used for eating leaves on the top of tree.

### 2) Ignorance of Rule Restriction

The examples of ignorance of rule restriction are as follow:

- i. She also like\_\_ eating fish
- ii. They eats grass
- iii. Frog like\_\_ jumping

The errors happen because the students do not know grammatical rule in English of simple present tense. The students tend to add “-s” in the word “like and eats”. The form of simple present tense is S + V1 + -S/ -ES + O. Whether suffix -S/ -ES is used based on the subject in a sentence. In this case, the subject “They, We, I, You” must be added -S/-ES after verb. Therefore, the students fail to apply the rule of simple present tense



## **E. Discussion**

From the explanation of the previous data analysis, every types of errors occurred in students' writing. Errors which were occurred namely omission, addition, misformation ,and the last one was misordering.

The goal of writing language is to convey information accurately, effectively, and appropriately. Writing product is necessary to be grammatically correct. Teaching and learning process cannot be free from error mistake. Based on the phenomena, there are some problems in students' writing skill, especially in writing composition. Although, the students must take writing subject, in fact there are still many students who have difficulties in writing composition.

There are four types of errors in surface strategy taxonomy according to Dulay, Burt, and Krashen, such as Misformation, Misordering, Omission, and Addition. This surface strategy taxonomy of error clarifies the surface elements of language that are altered in specific and systematic ways where the error always occurs.

There are some reasons why the students make errors. First, they are not well trained in making English sentence. Second, they will have not understood the use of the English sentence patterns where they are quite different from Indonesian pattern.

The finding shows that the tenth grade students in class X IPA 10 of MAN 2 Model Medan still make some errors in their composition. The total number of error is 121. It is derived from 4 types of error. The researcher finds that an omission error is the dominant type of error that is 54 from the total errors.

However, this study has big possibility in causing the invalid data exist. But this problem can be avoid because students give different topics so the texts are their original hand writing. Then the amount of students', texts depend on the students' creativity, meaning that students who are creative and active in writing has a big possibility to make more errors. So it is unfair to judge about students' ability in classes of X IPA 10 as the source of data based on their writing.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study's results that has been discussed in previous chapter and also suggestions for English teacher, students and other researchers

#### A. Conclusions

Based on the findings and discussions in the previous chapter, the researcher concluded the type of errors are usually made by the tenth grade students of MAN 2 Model Medan of using simple present tense in writing descriptive text, and the cause of errors made by the tenth grade students of MAN 2 Model Medan of using simple present tense in writing descriptive text. The conclusions are as follows:

1. The type of errors are usually made by the tenth grade students of MAN 2 Model Medan of using simple present tense in writing descriptive text  
Based on the description in previous chapter, it can be concluded that the X IPA 10 MAN 2 Model Medan still made the errors when the students were asked to a descriptive text about animal. The types of errors made by the students on writing descriptive text are based on surface strategy taxonomy which are classified into omission, addition, misformation, and misordering. After counting the errors, the researcher found 121 total of errors consisting of 54 errors of omission, 21 errors of addition, 24 errors of misformation and 7 errors of misordering. From the data above, it can be seen that omission error

was the highest number of errors made by the students. It was followed by addition error, misinformation error and the last as the lowest is misordering error.

2. The cause of errors made by the tenth grade students of MAN 2 Model Medan of using simple present tense in writing descriptive text.

After analyzing each types of errors found in descriptive text in students writing of the tenth grade of MAN 2 Model Medan, the researcher can find some causes of errors. They are interlingual and intralingual transfer. Interlingual transfer is errors that are influenced by the interference of users' mother tongue. The users still apply Indonesian pattern into English when they translate the sentences. Then intralingual transfer occurs when students get difficulty learn the second language. There are three causes of errors in intralingual transfer, namely; errors caused by overgeneralization, errors caused by ignorance of rule restriction, and errors caused by incomplete application of rules. From the interlingual transfer consists of 14 errors. While intralingual transfer consists of 61 errors.

## **B. Suggestions**

The researcher finds that there were still some errors made by the students in using simple present tense. Therefore, she wants to give suggestionas follows:

1. To the English teachers

After knowing the area which the students often make the errors in writing descriptive text using simple present tense, the teacher should pay more attention to the writing teaching and learning process

and also stress on the material in which difficult for students. They may use a new method in teaching learning process.

2. To the students

Since there are still so many errors made by the students in the use of simple present tense in writing descriptive text, they should pay more attention to it. The students should learn harder and do exercises related to use simple present tense in writing descriptive text. It is also important for them to know their own errors because by knowing their own errors, they will not make similar errors.

3. To the other researcher

Since this research is far from being perfect, it is hoped that the other researcher can discuss and analyze the students' errors deeply. Meanwhile, hopefully, this research will be able to be a kind of reference for them to make further researches in concerning error analysis with deeper analysis and sharper results.

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APPENDIX A  
WRITING TEST



## Writing Text

At MAN 2 Model Medan

Subject : English

Time Allocation: 80 minutes

Read the instruction below !

1. This is individual task, you are not allowed to discuss with your friends.
2. Do not use the smartphone or other source to do copying from them.
3. Every students is asked to write a descriptive text which at least consist of three paragraph.
4. The topic is free.
5. Do not forget to write your name and class before starting to write descriptive text.

APPENDIX B  
THE RESULT OF WRITTEN  
STUDENTS WORK

APPENDIX C

THE RESULT OF ANALYSIS  
GRAMMATICAL ERRORS

No	Students Initial Name	Omission	Addition	Misformation	Misordering	Total
1	ARH	1	1	-	2	4
2	AR	-	1	1	-	2
3	ASZ	-	4	-	-	4
4	AS	3	-	1	-	4
5	ARH	3	1	-	-	4
6	AKH	3	2	2	2	9
7	AM	2	3	1	-	6
8	FAH	2	-	1	-	3
9	FF	1	4	1	-	6
10	FYF	-	-	1	-	1
11	HA	-	1	-	-	1
12	HAS	3	1	1	-	5
13	HI	2	1	1	2	6
14	MF	2	2	1	-	4
15	MK	3	-	-	-	3
16	MP	3	1	1	-	4
17	MRD	1	-	-	-	1
18	MR	2	1	1	-	4
19	MYD	1	1	1	-	3
20	MYF	2	-	1	-	3

21	NI	-	2	-	-	2
22	NDS	1	-	-	-	1
23	NMS	2	-	1	-	3
24	SAD	2	1	1	-	4
25	SAP	2	1	2	-	5
26	SK	2	1	1	-	4
27	SZB	1	-	5	3	9
29	SNA	4	2	1	2	9
30	TFD	4	-	1	1	6
31	TWB	3	-	1	-	4
32	UAA	1	-	1	-	2
33	VFB	-	2	1	-	3
34	ZBA	1	3	-	-	4
35	ZN	1	1	-	1	3
36	ZS	-	-	-	-	0
Total		54	30	28	9	75

APPENDIX D  
DOCUMENTATION



