

**ERROR ANALYSIS OF SIMPLE PRESENT TENSE
IN DISCUSSION ESSAYS OF ENGLISH DEPARTMENT STUDENTS**

A THESIS

As a Partial Fulfillment of the Requirement
For the *Sarjana Pendidikan* Degree in
English Language Teaching



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ABSTRACT

Lupita, Michelle M. 2017. *Error Analysis of Simple Present Tense in Discussion Essays of English Department Students*. S1 Thesis. The Faculty of Teacher Training and Education, Widya Mandala Catholic University, Surabaya. Advisor: Siti Mina Tamah, Ph.D.

This study was conducted in order to identify students' ability of using Simple Present Tense in composing Discussion Essays. The writer identified the errors in the essays of Writing IV students in the 2016/2017 academic year. Based on the purpose of the thesis, the writer identified the types of errors and predicted the possible causes of the errors.

This study was a descriptive-qualitative. The writer obtained the data from three classes of Writing IV. There were 34 essays which was used by the writer to conduct the study. After obtaining the data, the writer analyzed the data to answer the research questions.

The writer found that the total errors in types of errors were 187 errors and they were divided into: (1) Omission as much as 97 (51,9%) errors, (2) Addition (Simple Addition) as much as 18 (9,6%) errors, and (3) Misformation as much as 72 (38,5%) errors. Moreover, the total causes of errors were 310 causes and they were divided into: (1) Interference Errors as much as 10 (3,2%) causes, (2) Intralingual Errors as much as 300 (96,8%) causes. Intralingual errors were divided into: (1) Ignorance of Rule Restriction as much as 111 (35,8%) causes, Incomplete Application of Rules as much as 91 (29,4%) causes, and False Concepts Hypothesized as much as 98 (31,6%) causes. Therefore, the Omission was the most erroneous as the type of errors. Moreover, Ignorance of Rule Restriction in Intralingual Errors was the most erroneous as the possible cause of errors.

According to the findings, the writer gave some suggestions to lecturers, Writing IV students, and future researchers. The suggestions for lecturers was giving more emphasize, explanation, and exercises to students about the rules in using Simple Present Tense. In addition, the suggestion for Writing IV students was using some media provided around them and doing some exercises. Moreover, the writer hoped to the next researchers could conduct the study by using another theory to be able to measure both surface and deepness comprehension of students, so that the real causes of errors would be revealed.

Key Words: Error, Simple Present Tense, Discussion Essays