NOMINAL AND VERBAL SENTENCE OF SIMPLE PRESENT TENSE ERRORS IN STUDENTS' DESCRIPTIVE WRITING ABILITY

Viar Dwi Kartika
Universitas Catur Insan Cendekia, Cirebon,Indonesia
viardk@cic.ac.id

ABSTRACT

This study investigated Nominal and Verbal Sentence of Simple Present Tense Errors in Students' Descriptive Writing Ability in Universitas Catur Insan Cendekia, Cirebon. This study used Descriptive Qualitative as Method. The writer chose the texts to analyze the data, interpret data, and conclude the result of study from Students' Descriptive Writing. The findings showed that the total errors in Nominal Sentence is 94, and Misformation is the most used error consisting of 52 errors or 55,31%. Moreover, the total errors in Verbal Sentence is 162, and Misformation is the most frequency consisting of 90 errors or 55,55%. Those errors are affected by lacking knowledge of grammar, especially to form nominal and verbal sentences.

Keywords*: Nominal Sentence, Verbal Sentence, Error, Descriptive writing*

INTRODUCTION

English is the foreign language for Indonesian that makes them cannot speak and understand English well. The four skills of English that should be mastered are listening, speaking, reading and writing. People use it to understand our world through listening, reading and to communicate their feelings, needs, and desires through speaking and writing. According to four skills in English, writing is the most difficult and the most complex to be learnt by most students. They felt that it is not easy to write good sentences in English due to the unfamiliarity of sentence structures.

The students deal with the difficulties in English grammar to arrange words into right sentences. It means that English grammar is one of the most necessary parts of English to connect with the others. Grammar is the central component of language, which is consist of rules of grammatical structure. When people communicate in written and spoken ways, they must have a good vocabulary and correct grammar. In consequence, without grammar, people do not understand what

they communicate because grammar covers all of language skills.

The University students learn to write the essay, and their essay needs to be grammatically well-structured in order to be cleared. If the students cannot write sentences well, the reader have difficulties to understand the meanings of the essay. The students face several problems with grammar, because they think grammar is a boring subject, confusing and hard subject that makes them avoid the grammar. In fact, some students who have lack of knowledge in grammar, they are confused to form the nominal and verbal sentences.

According to Robert and Klaus (in Natria 2007:20), Writing is considered an unnatural activity that is learnt formally and deliberately. Writing is needed to learn how to write well for the student. Writing is hard for the students to write their opinions and ideas into a sentence and even into a paragraph. The students should think very well to produce the good writing. They should write the ideas based on the correct structure requiring the knowledge and the time for developing it in writing. Furthermore, when the students try to write the sentences they have to think of how to properly use the correct grammar continuously in order to build the right writing. The students should enhance writing skill to minimize the students' errors. The important thing in writing that should be considered by the students is Simple present tense. The use of simple present is to express daily activities that happen all the time or repeatedly (Seaton, 2007: 80).

In University, the students also learn about Simple Present Tense especially on the first semester students, but they still have difficulties how to use it properly, especially how to use nominal and verbal sentence in simple present tense. Students could not use the nominal and verbal sentence well. It means that the ability of the students in using Simple Present Tense was low. Nominal sentence is a sentence that have not a verb, but can be an adjective, noun or adverb, then the nominal sentence needs auxiliary verb, such as *is, am, are,* and it is followed by adjectives/ adverb/ noun. Verbal sentence is subject followed by verb. It consists of a verb and subject and object or adverbial phrase. The subject and object can be eithers nouns and pronouns.

This study focuses on the use of simple present tense that the students

mastered. They should know to apply the correct tense into their writing. However, the students are confused to write the sentence of present tense, so that the students focus on learning and practicing Simple Present Tense in their writing.

According to Knapp and Watkins (2005:100), the descriptive text includes the several ways; first, it describes the thing, then it classifies the details, including its attributes, behaviors, functions and so on. Descriptive text is used to describe people, place and things that needs the simple present tense. The role of simple present tense is not only used to express the general truth but also to describe people, place and things in a common way. To write the descriptive text, the students use nominal and verbal sentence of simple present tense.

The pre-observation with some students showed that first, the students lack of vocabulary it makes the students cannot develop the idea by using simple present tense in writing. The second, the students also faced the difficulties to improve their structure vocabulary in writing. The third, the students argued that they are confused to write good sentence in simple present tense. The students cannot use the good structure or grammar in simple present tense. Grammar in simple present tense is very important, while the students cannot use their sentence. Last , the students did not aware the good elements in simple present tense, such as nominal and verbal sentences.

The writer observed that the learners have many problems in learning the understanding the grammatical rules of writing descriptive text. The students said that the most confusing part are writing present sentences and differentiating nominal and verbal sentence. Sometimes, students do not know when they should add "to be" in nominal sentences and when they do not should add "to be" in verbal sentences.

The writer observed that the learners have many problems in learning the understanding the grammatical rules of writing descriptive text. The students said that the most confusing part are writing present sentences and differentiating nominal and verbal sentence. Sometimes, students do not know when they should add "to be" in nominal sentences and when they do not should add "to be" in verbal sentences.

MATERIALS AND METHOD

This study used descriptive qualitative as a method and without any statistical process. The qualitative descriptive which was chosen to present and describe the grammatical errors found in the descriptive text written by the first semester students of Faculty Technology Information of Universitas Catur Insan Cendekia on 2020/2021 academic year. The data is taken in the form of words. To analyze the data, the writer uses Surface Taxonomy Strategy from Dulay, Burt, and Krashen (1982:154), there are Omission, Addition, Misordering, and Misformation.

According to Cohen et al (2018:287), Qualitative study is wide range of meanings and heterogeneity, it is concern on the process with collecting and analyzing non numerical data. The data can be taken from the written products or oral from students or actions that would be observed and then data are gathered in the form of sentences or pictures rather than in numbers.

Instrument is an equipment to get information to collect the data. It is used by researchers to help them in collecting the data. Here, the writer is the main instrument of the research. It is in accordance with the statement by Mills and Gay (2019:564) "In qualitative research the researcher is the primary data collection instrument." It can be said that in qualitative research, the writer should be validated by themselves about their ability in conducting research. Based on the statements above, the writer is the main instrument to get the data. Hence, the writer can be more active to do the research, and will observe the data through students writing descriptive.

In this study, the writer took the data from the students' written product. Since this study focuses on the analysis of the data, the writer uses a descriptive qualitative method. Furthermore, there are some procedures that the writer used in this research. According to Mills and Gay (2019:8), the qualitative study process are: recognizing a topic, reviewing the literature, choosing participants, collecting data, analyzing and interpreting data and reporting and evaluating the study. Furthermore, in conducting the research, the writer uses content analysis, since this research needs to analyze the errors on students' Writing products. According to Lutz and Collins (in Cohen et al 2018:704), "Content analysis is a useful way of

examining images, but its limitations have to be organized." The statement gives the view that content analysis is a technique for examining and analyzing the content or information, and symbols contained in a particular material such as written documents.

Before giving the task for the students, the writer gives some directions. This direction is needed to make an effective guided writing. The instructions are: write a descriptive text about the inspiration people in your life, this text consist of a minimum of 15 sentences, and the time allocation is 60 minutes and collect it on Edmodo Application that the writer use as an online platform for teaching and learning process. In addition, for helping in making the descriptive text, the following guidance are helpful:

1. Choose someone you really inspired
2. Where he / she lives
3. When he / she was born
4. How he / she looks like
5. What her / his personality is
6. Why you inspire her / him
7. Why you are proud to be her / his person

After the students finished their writing, the writer checked their worksheets then analyzed them. In the next step, the writer looked for and found the errors in their writing. The last step is the writer fixed the wrong sentences into the good ones. Furthermore, the writer gave back their works and explained the error to make them understand so they can write good sentences in descriptive text.

In making the research, the writer describes and classifies the errors of the nominal and verbal sentence of simple present tense using Surface Taxonomy Strategy by Dulay et al., 1982 that has four types of errors: Addition, Ommision, Misformation and Misordering. Next, the writer calculated the errors to find the most and the less dominant errors made by the students. The last, the writer described the data and concluded the result of the research.

There are some procedures for the writer in collecting the data. Due the pandemic of covid-19, the writer used some steps as follow:

1. The writer presents the writing test product. In this step, the writer gives the students a material about descriptive text and gives some instructions to write descriptive text and send it through online learning media (Edmodo).
2. The students make a descriptive text entitled "The One who Really Inspired You" and collect in though online learning media (Edmodo).
3. The writer puts together and collects the result of students' writing products and takes samples to be analyzed.
4. The writer looks, analyzes and classifies the error made by students on their writing using surface taxonomy strategy by Dulay.
5. The writer provides a copy of the data analyses accompanied by the explanation of the errors and the correction.
6. The writer makes a table of percentage for each errors type
7. The writer gives the conclusion accompanied by the result of the percentage of the errors

RESULTS

There are several errors made in using Nominal Sentence of Simple Present Tense in Writing Descriptive Text. The sum errors are 94 errors which the most error used is in Misformation errors which consist of 52 errors (55,31%). In Misformation errors, the writer mostly found the students made Misformation of To Be in present time (am, is, are) after the subject that must be followed by adjective, noun, and adverb. The errors happen because the students are still confused the structure of nominal sentence of simple present tense. They are confused to choose "To Be" in present time. In this case, the singular subject "He, She, It" must be used "is" as To Be, the plural subject "They, We, You" must be used "are" as To Be, and "I" must be used "am". The students are also confused to use personal pronoun, they still don't know if "She" to replace a female, if "He" to replace a man. Some of the students often use "was and were" as To Be that those are improper for the simple present tense. Furthermore, The less error is

Misordering error which consists of 0 error (0%). In this case, most of students have already noticed about how to write in a good order.

There are similar errors made in using Verbal Sentence of Simple Present Tense in Writing Descriptive Text. The sum errors are 162 errors which the most error used is in Misformation error which consist of 90 errors (55,55%). In Misformation errors, the writer mostly found the students made Misformation of -s/-es in the Verb for third person singular, they are also still confused to use personal pronoun as the subject in the sentence. The writer found some students put the wrong verb (V2 or Verb-ing) in simple present tense. The last as the lowest error is Misordering error which consists of 0 error (0%). This situation happened because they still do not know how to arrange the sentence well, and lack the knowledge of grammar.

DISCUSSION

The data found from 60 students, it is provided that the 1st semester students of Informatic Engineering Major on Universitas Catur Insan Cendekia and the 1st semester students of System Information Major on Universitas Catur Insan Cendekia make some errors in using Nominal and Verbal Sentence of Simple Present Tense in Writing Descriptive Text. The writer used Surface Taxonomy Strategy by Dulay which are Omission, Addition, Misformation, and Misordering to classify the error. In addition, the writer uses the percentage to find the percentage of each error made by students in using Nominal and Verbal Sentence of Simple Present Tense in Writing Descriptive.

The sum of errors are 94 errors were found in using nominal sentence of simple present tense and 162 errors found in using verbal sentence of simple present tense in 60 students' writing texts.
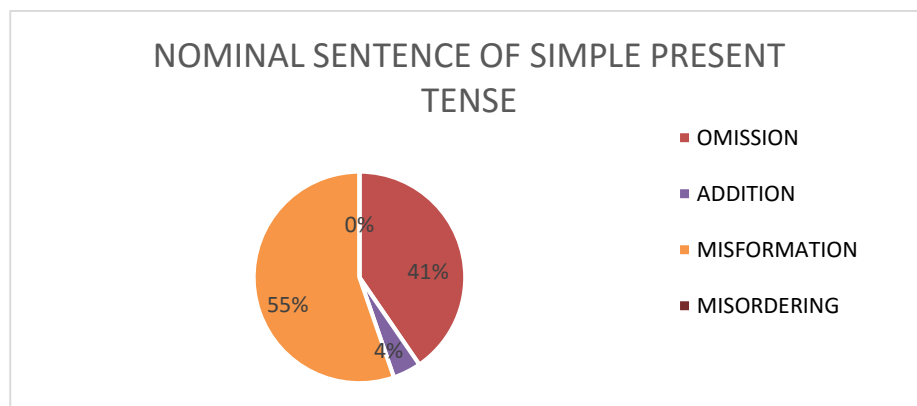
For counting the errors, the writer used the form from Bluman (2007:38), as follows:
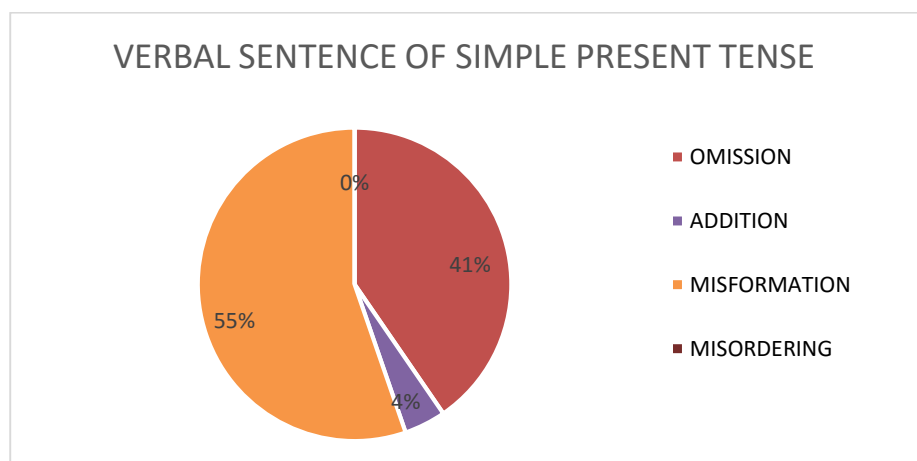
$$P = \frac{f}{n} x 100\%$$

P = Percentage

f = Frequency of a type of error

n = Number of total errors occur.

Chart 1. The Percentage of Nominal Sentence Errors

Chart 2. The Percentage of Verbal Sentence Errors

As the data percentage of error made by students, the writer described the errors as follow:

a.   Omission Error

Omission error is the missing of an item that must be arranged in well-formed of utterance. For instance, the students omit to be "am, is, are" in nominal sentence of simple present. Based on the data seen, the writer found that there are 37 or 39,36% items out of 94 errors of omission on using nominal

sentence, and it is 65 or 40% items out of 162 errors of omission on using verbal sentence.

b.   Addition Error

Addition error is appearing of an item that must not be appeared in a well-formed of utterance, it is opposite of omission. The errors happened most in using *to be* and the suffix. The students made the sentence that is not related to its form, they put the wrong *to be* or suffix. The writer found that there are 5 or 5,31% items out of 94 errors of addition on nominal sentence, and it is 7 or 4,32% items out of 162 errors of addition on verbal sentence.

c.   Misformation Error

Misformation error is the wrong of the use morpheme, students still cannot differ how to use to be "am, is, are" in nominal sentence, the regular and irregular verb in simple present tense and present continuous and the use of subject and object. In this case, the writer found that there are 52 items out of 94 errors of misformation on using nominal sentence, and 90 or 55,55% items out of 162 errors of misformation on using verbal sentence.

d.   Misordering Error

Misordering error is the wrong placement of morphemes. Students usually choose the wrong words in sentences, because writing in English is different. The writer found that there is 0 error found in using nominal and verbal sentence of simple present tense.

CONCLUSION

As the result from the data seen that Misformation error was the most error used made by the students on writing nominal and verbal sentence. The writer mostly found the students made errors in Misformation of To Be (am, is, are) in simple present tense, the use of -s/-es in the Verb for third person singular, they are also still confused to use nominal and verbal sentence as the subject in the sentence. The errors happened because the students do not know the structure rules of Simple Present Tense in English.

REFERENCES

Bluman, Allan G. (2007) *Elementary Statistics*. New York: McGraw-Hill.

Cohen & Manion. (2018). *Research Method in Education 8ᵗʰ Edition.* New York: Routledge.

Fraenkel, R.J. & Wallen, E.N. (2012). *How to Design and Evaluate Research in Education*. New York: Mc.Graw-Hill.

Fitria, E. (2016). *The Correlation Between Students' Simple Present Tense Mastery and Their Ability in Writing Descriptive Text.* A Thesis, Islamic University Raden Intan Lampung. Retrieved from http://repository.radenintan.ac.id/.pdf.

Herring, P. (2016). *Complete English Grammar Rules*. Farlex International.

Knapp. P & Watkins, M. (2005). *Genre, Text, Grammar.* Australia: University of New South Wales Press Ltd.

Khoiruzzahwa (2020). *An Error Analysis of Nominal and Verbal Sentence Mastery in Students' Writing of Recount Text*. A Paper, IAIN Salatiga. Retrieved from http://e-repository.perpus.iainsalatiga.ac.id/.

Mills G.E & Gay L.R (2019). *Educational Research Competencies for Analysis Applications, 12ᵗʰ Edition.* USA: Pearson Education, Inc.

Natria, I. (2007). *Students' Error in Using Simple Present Tense in Writing Descriptive Texts*. A paper, Semarang State University. Retrieved from http://lib.unnes.ac.id/ 1166/1/2069.pdf.

Obvintseva, N.V. (2016). *Verbal Relations in English Grammar*. Yekaterinburg, Russia: Ural University.

Renkema. Jan. (2009). *Discourse, Of Course.* Amsterdam: John Benjamins Publishing Company.

Ronald, W. (2009). *Cognitive Linguistics Research* : Langacker.

Seaton, A. & Mew. Y.H. (2007). *Basic English Grammar 1*. United States: Saddleback Education Publishing.

Seaton, A. & Mew. Y.H. (2007). *Basic English Grammar 2*. United States: Saddleback Education Publishing.

Shepta, Y.O. (2020). *An Analysis of Students' Errors in Constructing Verbal Sentences in Simple Present Tense in Descriptive Paragraph Writing*. A Thesis, Islamic University Raden Intan Lampung. Retrieved from http://repository.radenintan.ac.id/pdf

---

How to Cite (APA style):

Kartika, Viar Dwi. (2022,November). Nominal and Verbal Sentence of Simple Present Tense Errors in
Students' Descriptive Writing Ability. *Exposure: Jurnal Pendidikan Bahasa Inggris, 11*(2),
165-175. https://journal.unismuh.ac.id/index.php/exposure/article/view/6945