STUDENTS' ERRORS IN USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT

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ABSTRACT

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Simple present tense is the most basic tense that should be mastered by the tenth grade student's at SMAN 1 Baso. Moreover, descriptive text is one of text types which use present tense. Decriptive text is used by the researcher as the text that let the students apply their ability in using present tense. However, most students still face difficulties in using present tense in writing descriptive text Thus, the researcher conducted the study entitled "Students' Errors in Using Simple Present Tense in Writing Descriptive Text". The aims of this research were to identify whether students make errors in writing descriptive text in using simple present tense. The study used quantitative as the research method. The population were the tenth grade students of SMAN 1 Baso. Fourteen students were selected from class X.2 as the sample. They were selected by using random sampling. To get the data the researcher used the students' writing test in using present tense in writing descriptive text.

The study was showed that there were still students who make errors when writing descriptive text using simple present tense. Based on the research findings showed that the students make omission errors 12 (23,07%), addition errors 10 (19,23%), misordering errors 5 (9,63%), and misformation errors 25 (48,07%).

Key Words: Error, present tense and descriptive text.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusess the background of the problem, the identification of the the problem, the limitation of the problem, the formulation of the problem, the research questions, the purposes of the research, the significance of the research, and the definitions of the key terms.

1.1 The Background of the Problem

Learning English, especially writing skill is very difficult to be spared from the error. Alfiyani (2013) states that writing is difficult to learn because the writer should involve a process that includes planning, organizing, and revising to present meaning in words or sentences. Everyone cannot master a language, in this case English language without committing error first. Error is happened because the students or someone make a fault which they do not know the correct item. Brown (2007) stated that error as noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of learner. Error is wrong response because the students do not have knowledge about what is right answer is. So, according the theory above the error in this study is the

wrong written product that the students do not understand yet the item, whether right or wrong, and they are not able to correct it by themselves.

As a second language learner, it is inevitable that learners will make errors in their writing. Hendrickson (1987) mentioned that errors are signals that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well-structured competence in the target language. Dulay et al., (1982) also stated that errors are a flawed side of a learner's speech or writing. In other words, an error can be defined as a form of language which deviates from its standard. Although errors are bad, they can bring some benefit for students who will learn more from their own error, as well as for teachers because an error can tell how far the learner has progressed and what remains for the learner to learn. Saville-Troike (2006) said that the learners' errors are the windows into the language learners' minds because learners' errors indicate teachers to know about learners' language ability.

Errors and mistakes are often considered the same, when in fact they are different. According to Richards (2010), errors are caused by lack of knowledge, while mistakes occur due to factors of attention, fatigue, or negligence. Brown (2007) explains that errors are clear deviations from the grammar of adult native speakers, reflecting the learner's interlanguage competence. Errors cannot be corrected by learners themselves because they do not know what is right, while errors can be realized and corrected if learners think again.

In this context, error analysis becomes important. James (2013) states that error analysis is a process to determine the types, causes, and impacts of errors in

language learning. Learning a foreign language, such as English, is often influenced by the mother tongue, which can cause errors. Therefore, error analysis helps teachers understand the language acquisition process and identify errors that occur, including those that are not only caused by the influence of the mother tongue. Brown (2007) also notes that error analysis is more comprehensive than contrastive analysis, because it identifies various sources of errors, not just those caused by negative transfer from the mother tongue. Thus, error analysis provides deeper insights into the language learning process and how to overcome errors, especially in grammar learning such as tenses.

Descriptive text consists of descriptions of animals, persons, things, places, etc. Ushchapovska (2020). This statement is supported by Urunami et al. (2017), who states that descriptive text consists of information about a particular thing, Such as a description of an object through writing. Basically, it provides information about the subject, the fact, and their behavior. Descriptive is the text describing an object person, animals, thing, and place with clear and detailed explanation. In this case, the readers can visualize an object described. Therefore, the writers will create their feeling and get a clear view of the object described, and the reader can imagine, feel, and have an overview of the subject being read. Furthermore, description activity describes an object to make the readers understand about the object described.

Grammar is the basic element to understand a sentence. So to study a language, one must know the structure of that language, Nurjanah (2017). Mastering grammar, especially tenses, is essential for effective communication. In

particular, tenses such as the present tense can be challenging for students, especially those whose first language, such as Indonesian, does not involve changing verb forms.

Simple present tense is a kind of a tense which is used to talk about something general, something that always happen repeatedly or a general truth Leo (2021). The simple present tense is a kind of a tense that the most often being used in a daily life. Simple present tense also becoming a crucial role in making a descriptive text because it is used as a rule tense of a descriptive text. Whereas, in making the descriptive text, students in Indonesia are still often occurring errors. That's why error analysis is include to the kind of analysis that interested to be analysed and observed what actually errors that made by the students in learning a foreign language and what the cause that they made the error.

One of the text types which uses present tense is descriptive text because the writer describes something still live, and this tense also one of the language characteristics in writing descriptive text Noprianto, (2017). Thus, there is a connection between simple present tense and descriptive text. Due to the function of simple present tense is not only used for talking about the general truth but also for describing people or things in a common way. As we know, the descriptive text that includes in Indonesia curriculum. It is used to describe something such as a place, person, house, etc and also as the text that includes the specific description of the thing or human being.

The reason why the researcher conducts the research in SMAN 1 Baso, based on the researcher's observation and interview with the English teacher, the

researcher found that there were still many students who were still confused and did not even know how to use grammar. The students also did not know what tense to use when writing descriptive text. When they wrote, there would be found many errors. For example they wrote "I went to school everyday" in the present tense it should be "I go to school everyday" and “My sister eat fried rice” it should be “My sister eats fried rice” and there were still many other errors.

Based on explanation above, the researcher considered to do the research in this school to find whether the student’s have many errors in applying the simple present tense into their writing, particularly in writing a descriptive text. Based on the reason above, the researcher is interested in conducting a research entitled **“ Student’s Errors in Using Simple Present Tense in Writing Descriptive Text.“.**

1.2 The Identification of the Problem

Based on the background of the problem above, there are some errors faced by students in applying the simple present tense in writing descriptive text. First, omission is characterized by the absence of an item that must appear in well-formed utterance. However between content words and function words, language learner more frequently omits the letter. Examples: “Toni know about Indonesia”. It should be “Toni knows about Indonesia”. Second, addition, this error is the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. Examples: “He doesn’t eats”. It should be “he doesn’t eat.”. Third, miss-formation, It is characterized by the utilizing of the wrong form of the morpheme or structure. In formation errors,

the learner supplies something although it is not correct. Examples: “this cats” it should be “these cats”. Last, misordering, Misordering errors are categorized by the incorrect placement of a morpheme or group of morpheme in an utterance. This kind of errors occurs when learners wrongly place the sequence of words in the sentence. Examples: I bought a dictionary new last week. (I bought a new dictionary last week).

1.3 The Limitation of the Problem

Based on the identification of the problem, the researcher limited the research to the student’s errors in using simple present tense in writing descriptive text.

1.4 The Formulation of the Problem

Based on the limitation above, the formulation of the problem in this research is “What errors do the students make in using simple present tense in writing descriptive text?”.

1.5 The Research Question

From the formulation of the problem above, the research questions of this research are as follows:

1. Do the students make omission errors in using simple present tense in writing descriptive text?
2. Do the students make addition errors in using simple present tense in writing descriptive text?
3. Do the students make misordering errors in using simple present tense in writing descriptive text?

4. Do the students make misformation errors in using simple present tense in writing descriptive text?

1.6 The Purposes of the Study

In general, the purposes of this study is to find out students' errors in using simple present tense in writing descriptive text. Specifically, the purposes of this research are:

1. To find out whether the students make omission errors in using simple present tense in writing descriptive text.
2. To find out whether the students make addition errors in using simple present in writing descriptive text.
3. To find out whether the students make misformation errors in using simple present tense in writing descriptive text.
4. To find out whether the students make misordering errors in using simple present tense in writing descriptive text.

1.7 The Significant of The Study

This research is expected to be useful for teachers, students, and further research. For the teachers, they will get information about students' errors in using simple present tense when they are writing descriptive text, it is hoped the teacher can develop the teaching and learning process better, especially in teaching present tense in writing descriptive text. For the students, they can know their errors and make them more conscious in writing descriptive text by using simple present tense properly, so they can improve their writing skill. For the researcher, this research can be used to improve her knowledge in conducting this research. In

addition the overview present in this research will push for new perspective, which will be helpful for futher discussion of this reseach issue and may lead to a more in depth analysis.

1.8 The Key Terms

Error is a mistake in the form of grammar, spelling, punctuation, or word choice that makes your paper less readable and more difficult to understand

Writing is a key element of English language acquisition. Writing is a communicative, creative, and expressive activity that utilizes written materials as its medium. The activity is meant to transmit a message from the writer to the reader.

Grammar is the rule in using a language for changing the form of words and joining them into sentences to deliver the meaning of a message. It indicates that grammar provides a way to understand the relationship of meaning and shape to function in context.

Descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment process often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like.

Simple present tense is tense that are used when an event is happening right now or an event that happens repeatedly (habit) is done every day.