

CHAPTER I

INTRODUCTION

This chapter discusses several aspects. They are the background of the research, research problem, research objective, operational definition of the research, significance of the research, assumption of the research, and scope of the research.

1.1 Background of the Research

Grammar is one of the essential aspects that must be comprehended to make a good writing structure. In other words, students have to know the rules to follow which is called grammar. In particular, writing without following the rules will make sentences disorganized and cause such problems. Harmer (2007) defines grammar as a description of the ways in which words can change shape and can be combined into sentences in that language.

One of the components that plays an important role is tense. Tense is use to communicate and express ideas both orally and in writing. There are several tenses that are taught to students. For instance, simple present tense, simple past tense, simple future tense, present perfect tense, present continuous tense, etc. Tenses have been studied starting from the first time learning English subjects at junior and high school especially the simple present tense.

In the context of teaching and learning to write English, several types of existing texts are introduced to students to learn and deepen. Among others is the

strengthening of descriptive text, and this style is a type of content used to portray something, such as describing a person, place, or event. Then, the descriptive text has most prominent of language feature, that is the use of the simple present tense. Even though the simple present tense has been taught since junior high school, the use of simple present tense often makes students confused with its complexity. This is happened to the eleventh-grade students of SMK PGRI 5 Jember. They usually make some errors in the use of the verb form of simple present, they have difficulty deciding which one verb that has to add “s” or “es”. Further, they also made errors in using “to be” for the subject. These errors indicate that students have not mastered the rules of the language they are learning.

Over the past few years, there have been many studies which investigated the grammatical error on students’ writing in various forms of writing. The research was carried out on students of different levels of education (Abushihab, 2014). Most of the previous research focus on grammatical errors in general and several specific grammar components, with the way of the analysis using linguistic category taxonomy (Alfiyani, 2013; Sadiyah & Royani, 2019; Wennyta, 2016). However, there is relatively few studies analyzed errors in the use of simple present tense in the students’ descriptive text using surface strategy taxonomy. This strategy is a type of errors which are dealing with the surface characteristic error. This study use the surface strategy taxonomy because by analyzing the types of error based on the surface strategy taxonomy, some advantages can be obtained. Due to that relatively few studies mentioned, therefore there is a need for further research to find the cumulative findings.

From the description above, this study is conducted to describe errors committed by students and its causes in their writing. This study focus on specific error and its causes of the students' errors in the use of simple present tense. Thus, this study conducted error analysis based on surface strategy taxonomy, that is errors in the use of "s/es" in the verb form and "to be" for the subject. By analyzing students' errors of using simple present in writing descriptive text, it is expected to improve teacher's teaching strategy and overcome the students' error, especially in writing.

1.2 The Problem of the Research

Based on the research background of the study above, this study proposes two research problems:

1. What are the types of simple present tense errors made by students in their writing text?
2. What are the causes of the students' errors in the use of simple present tense in the students' writing text?

1.3 The Objective of the Research

Based on the statement of problems, the purposes of study are stated as follows:

1. To describe errors of using simple present tense in students' writing text made by eleventh grade students of SMK PGRI 5 Jember.
2. To explain the causes of the students' errors in the use of simple present tense in the students' writing text made by eleventh grade students of SMK PGRI 5 Jember.

1.4 Operational Definition of the Research

In order to prevent misunderstandings, this study define the following main term:

1. Error: It refers to grammatical errors in the simple present tense made by English foreign language students in their competence.
2. Simple present tense: It is the form of language used to refer to an event, transaction, or occurrence which is happening now (or at the present time), or an object that currently exist. In addition, it indicates that an action is present, now, relative to the speaker or writer.
3. EFL Students' Competence: It refers to the ability possessed by each English foreign language student in completing a task.

1.5 Significance of the Research

The findings of this research are expected to give contribution to the English teaching and learning. This research can also be expected to provide empirical evidence, support theories related to this research later, and can giving teachers an overview about students' errors in using simple present tense. Moreover, this study also give an input or evaluation of what need to be improved by teachers for the students' comprehension.

1.6 Assumption of the Research

In this study, the researcher assumes that the most frequent errors that appear is omission errors. The omission error is the absence of an item that must appear in a well-formed utterance. More specifically, students make more errors in the use of the verb form of simple present, such as which verb should be added suffix "s/es".

1.7 Scope of the Research

The scope of this research, starting from the research participants, location of the research, and variables studied. The eleventh-grade students of SMK PGRI 5 Jember become research participants in this study. Moreover, this study only focus on causes of error and specific error in the use of simple present tense, that is errors in the use of -s/-es in the verb form and "to be" for the subject in the students' writing text.