CHAPTER I
INTRODUCTION

1.1 Background of the Research

English writing is not easy for some students. They may have difficulties when they use the language in writing. Because of that, there will be errors can be found in their writing. For example, in learning writing problems were related to vocabulary, grammar, dictionaries, spelling, and topic. By making errors students will build their new knowledge to use the target language. Anjayani "mentions that writing is the activity of making a recording language in a piece of paper or any other areas to express the idea and message from the writer including the usage of vocabulary and structure of language". Even though these errors will influence their communication but it is important to analyze the errors because by learning the errors there are many advantages. There are many rules in grammar that cannot be ignored. They are articles, parts of speech, sentence pattern, tense, etc. Part of the grammar that is considered to be most difficult to learn for Indonesian students is tenses.

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 Errors is the students' signs who have not mastered the English rules. Harmer (2007:96) defines that errors are mistakes which they cannot correct themselves and which, therefore, need explanation.

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According to Rinastuty "descriptive text is a text which describes a person, thing, place and certain condition in particular". So, descriptive test is a text which presents information about something. The information given in a descriptive text is very general, in fact the students usually do not know about kinds of topic that can be chosen and how to develop them to produce a descriptive text.

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, "I am go to school". There is an error in that sentence; the correct one "I go to school". She also adds that one of the reasons for this error is because in Indonesian, the verb will change based on the changing of subject and adverb of time especially in the simple present tense. Thus, those examples are evidence that the students do not understand the rules and the usage of the simple present tense. English teachers must be aware of this and take steps to avoid these errors. One strategy that can be used is by using an error analysis in using the tenses made by students.

The researcher would like to conduct research by the tittle "**Error Analysis of Seventh Grade Students' Use Simple Present Tense in Writing Descriptive Text Students of SMP Ma"arif 08 Wuluhan".**

1.2   Research Problem

In this study, the researcher tried to what Error Analysis by Simple Present Tense in Writing Descriptive Text. By conducting this research, it is expected to be able to answer the following problems such as:

1. What are commonly of errors made by the seventh grade students of SMP Ma"arif 08. Wuluhan in writing descriptive texts?

1.3   The Objectives of the Study

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

1. To find out the types of errors made by the seventh grade students of SMP Ma"arif 08. Wuluhan in writing descriptive texts.

1.4   Operational Definition of the Term

The title of the research is "Error Analysis Of Seventh Grade Students' Use Of Simple Present Tense In Writing Descriptive Texts". In understanding the topic easily, the research would like to give the operational definition of terms.

1.4.1.   Error Analysis

There are some definitions based by experts. According to Sutrisno (2017), "Error analysis is a common work procedure used by researchers and educators that includes sample collection, error identification, error classification, and error counting". In addition, Brown (as cited in Ridha, 2012) states that" the process of observing, analyzing, and categorizing 28 deviations from the rules

of a second language and then revealing the learner's system". Khansir (2012), adds that "error analysis is a type of linguistic analysis that focuses on learner errors". Relating to the statement of Corder (1981) he said that "error analysis is a branch of applied linguistic activity with two functions: theoretical and practical. According to him, the theoretical function means that Error Analysis is part of methodology for determining the process of language learning".

Based on the definitions based by the experts, it is possible to conclude that Error Analysis is a technique used by researchers to identify, classify, and analyze errors made by learners during the language learning process.

1.4.2. Simple Present tense

Simple present tense is "formed by using the simple form of verb whichend by adding s or es for the third person singular subject" (Cook &Suter, 1980). Moreover, this tense is also" used to express fixed plan, suggestion, opinion, command", et (Baehaqi, 2015).

In this research, the simple present tense is the students' ability to express their ideas by using this basic tense. Since this is the first tense that should be learned and mastered by the seventh grade students of junior high school.

1.4.3.   Writing

According to Oshima and Hauge (2007), "writing is a progressive activity and also need several efforts or actions to succeed in it". Writing is a process of transferring knowledge or giving the understanding of using the correct sentence, and showing the way of students in using the correct vocabularies, tenses, and word choices.

1.4.4.   Descriptive text

Descriptive text is "the text that describes something to make the readers or listeners can feel as what the writer experienced with his or her six senses; looks, smells, feels, acts, tastes, and sounds" (Husna et al.,2013). In addition," the descriptive text used to describe something in detail to make the reader could imagine or visualize the description of writing" (Harmenita &Tiarina, 2013).

In writing a descriptive text, students have to write the text by using the structure and grammar precisely and make the reader be able to imagine what the writer described. In brief, descriptive text in this thesis is the text which shows the students' ability to describe the people or things in detailed by using the simple present tense. So, the students must be able to describe something or someone in the written product.

1.5   The Significance of The Study

Theoretically, the result of this study will show the students' errors, so that the students can know their errors and make them more conscious in writing descriptive text by using simple present tense properly. So that they can improve their writing skill.

Practically, by understanding the result of this research, it is hoped the teacher could develop the teaching and learning process better, especially in using present tense in writing descriptive text.

1.6   The Scope of The Study

The research was designed by using methods both quantitative. The participants in this research were the students of the seventh grade of **SMP Ma"arif 08. Wuluhan**. The sample of this study, the researcher chose the class 7 which consists of 29 students as the sample. The instruments were the students' writing products.

Furthermore, in getting to know the factors causing the students' errors in using present tense in writing descriptive text.