ABSTRACT

Sandy, Rizky Nata. 2020. *An Error Analysis of Using Simple Present Tense in Descriptive Text Written by the eighth grade Students of SMPN 3 Bangsalsari in 2019/2020 Academic Year*. Thesis. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Anita Fatimatul Laeli,M.Pd (2) Indah werdiningsih, M.Pd.

Key Words: *Error Analysis, Simple Present Tense, Writing, Descriptive Text*

Error analysis is the study of learners' error to obtain information on common difficulties faced by the learners. Error analysis becomes the useful key for the teacher in teaching English as second language because it will shows the possible mistakes or errors that made by students. By knowing the information about the students' weakness in writing descriptive text especially in the stucture of descriptive text, the teacher will be able to find the solution in teaching the language feature in descriptive text and also to find a certain strategy to devide the material that related to the students need. Therefore, it is needed to conduct an investigation on students' simple present tense errors in writing descriptive text entitled "An Error Analysis of Using Simple Present Tense in Descriptive Text Written by the eighth grade students of SMPN 3 Bangsalsari in 2019/2020 Academic Year".

The problems was what type of errors are made by the eighth grade students of SMPN 3 Bangsalsari of using simpe present tense in writing descriptive text? The research is formulated to find the types of simple present tense errors in writing descriptive text.

The subject of this research was the eighth-grade students at SMPN 3 Bangsalsari, Jember in 2019/2020 Academic Year, comprised of 19 students. The method used was descriptive qualitative research method. The instrument used was students' writing Descriptive text. The categorization errors used was Surface Strategy Taxonomy by Dulay, Burt and Krashen which consist of four errors those were omission, addition, misformation, and misordering.

The total number of students' simple present tense errors in writing descriptive text found were 113 errors. The types of simple present tense errors which were omission with 51 errors or 45%, addition with 6 errors or 5%, misformation with 43 errors or 38%, and misordering with 13 errors or 12%. Thus, it can be conclude that the most types of students' simple present tense errors in writing descriptive text was omission errors, especially omission of inflectional suffixes with 21 number of errors.