

CHAPTER 1

INTRODUCTION

This chapter present the background of the research, problem of the research, objective of the research, significance of the research, operational definition of the term and the scope of the research.

1.1 Background of the research

Writing in any language is a difficult skill to acquire, in order to write well the ESL students should have understanding of grammatical structures, vocabulary and tense usage (Swick,2009). Robert and Freida(1972:154) in subandowo(2013) states that learning English is not easy; the language learners may have difficulties that will vary according to his / her native language and there will be errors that can be found in their learning.

Widiati&Cahyono (2006) argued that writing is the most complex skill compared to the other three skills. It means that writing is the most difficult skill learned by students, especially for foreign language learners, because they do not only have to master the vocabularies but also the gammar structure. The differences between English structure and Indonesia structure also cause the problems that bring an error in their writing products. Having a good grammar can make our written or

spoken language easy to deliver the idea, messages and feelings either to the listeners or readers. Grammar is an essential part of the use of language process, both in spoken and written language because grammar is used to mean the structure of a language.

Grammar is a set of structural rules that govern the composition of sentences, phrases and words in any given natural language, and each language has its own distinct grammar likewise English (Toago, Usman & Mukrim: 2013). Thus, grammar is the main part that the students should pay attention more to make a good sentence. Good grammar will contribute to the good writing so the meaning and the ideas on the text could be understood by the reader properly. However, grammar is not only about the form but also the meaning of it.

From the information given by the English teacher of eighth grade students of SMPN 3 Bangsalsari, lack of vocabulary and also the differences between English structure and Indonesia structure are the problem of the students in writing. The researcher also found that the eighth grade students of SMPN 3 Bangsalsari faced many difficulties in using simple present tense which could be seen from the written descriptive text made by them. For example, "laboratory computer" it should be "computer laboratory".

The findings of the previous researches are important to support this research. Rohmah (2017) in her qualitative research found that omission is the dominant type of error in writing descriptive paragraphs that describe about the things written by senior high school students. This present research, it is also using qualitative research method but the researcher is using descriptive paragraphs about places written by junior high school students. Sasmiasih (2014) found that misformation is the most type of

error that made by junior high school students in using adjective in descriptive text about place. In this research, the researcher also using descriptive text about place but the researcher is focus on analyzing the use of simple present tense in descriptive text about place.

Referring to the example above, the researcher conclude that an error analysis plays an important role to know what type of errors that the students make in writing descriptive text especially in using simple present tense. 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, the researcher would like to conduct the research under the title "An Error Analysis of using Simple Present Tense in Descriptive Text written by the eighth grade students of SMPN 3 Bangsalsari".

1.2 Problem of the Research

The problem of the research is what type of errors are made by the eighth grade students of SMPN 3 Bangsalsari of using simpe present tense in writing descriptive text?

1.3 Objective of the Research

The objective of the research is to describe the type of errors made by the eight grade students of SMPN 3 Bangsalsari of using simple present tense in writing descriptive text.

1.4 Significances of the Research

This research are expected to give useful information for teacher about students' error in using simple present tense in making descriptive text so it can helps the teacher to find the solution in teaching the English structure and having a good arrangement in giving the material to the students. For the students, they can improve their ability in writing especially in writing descriptive text and for the other researcher it can be used as the reference for those who want to conduct a research in English teaching and learning process especially in writing descriptive text.

1.5 Operational Definition of the Term

In order to make the research understood and to avoid ambiguity, the researcher present some definition of the terms as the following:

1.5.1 Error analysis

Error analysis in this research is the study of students' error in using simple present tense in writing descriptive text made by the second grade students of SMPN 3 Bangsalsari.

1.5.2 Writing

Writing in this research means the students' writing products about descriptive text written by the second grade student of SMPN 3 Bangsalsari.

1.5.3 Descriptive text

Descriptive text in this research is the text which shows the students' ability to describe the place in detailed by using simple present tense.

1.5.4 Simple present tense

Simple present tense in this research is the students' ability to express their ideas describing the place in detailed by using this basic tense.

1.6 Scope of the Research

This research is to identify the students' errors in using simple present tense in writing descriptive text, written by second grade students of SMPN 3 Bangsalsari. The errors will be divided into four types based on surface strategy taxonomy, they are omission, addition, misformation and misordering. Overall, the researcher only focused on those four categories of error in order to make the researcher easier to analyze and to identify them.

