

**AN ANALYSIS ON STUDENTS' ERRORS OF SIMPLE PRESENT
TENSE IN WRITING DESCRIPTIVE TEXTS
(A CASE STUDY OF THE SEVENTH GRADERS
OF MTS ASSALAM BANGILAN – TUBAN, EAST JAVA
IN THE ACADEMIC YEAR OF 2018/2019)**

SKRIPSI

Presented to
IKIP PGRI BOJONEGORO
In partial fulfilment of requirements for the degree of Sarjana in English
Language Education

BY
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**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is designed to develop knowledge and abilities through four basic skills namely Listening, Speaking, Reading and Writing. This research is focused on writing or learning to write. Meyers (2005) states that writing is a way to produce the language you do naturally when you speak. Write talking to others on paper - or on a computer screen. Writing is also an act - the process of finding and organizing your ideas, putting them on paper and reshaping and revising them. In spite of the fact that, for most students, writing is probably considered the most difficult among four skills, up to now English teaching and learning model practiced in the classroom has not given significant proportion to writing yet.

Most of the teachers have not given a lot of opportunities to the students to practice and develop writing skill and have not given correct treatment to the students' writing problem. The teachers also have not found yet appropriate method and technique to teach writing effectively. Despite the fact that, for most students, writing may be considered the most difficult of the four skills, to date there are still many students who lack writing, such as grammar or structure, this is the basis why researchers want to discuss or analyze the mistakes made students in writing, if writing is still a weakness of them, then this is very impact on them, such as writing in their thesis or scientific papers.

Many education experts and the community have made many efforts to make English teaching better and better. The Indonesian government has made an important step in teaching English with the curriculum 2013 and KTSP. Curriculum 2013 is applied in the 2013/2014 academic year in certain schools. Curriculum 2013 was officially launched on July 15, 2013. Similarly, in curriculum 2013 had differences with KTSP. First, in curriculum 2013, graduate competency aspects have a balance between soft skills and hard skills and knowledge. While KTSP is more focused on knowledge.

Second, in curriculum 2013 the learning process of each theme in primary school and all subjects in junior high / high school was carried out with a scientific approach, where standards in the learning process consisted of observing, reworking, asking questions, attending, summarizing, and making. While KTSP, the standard in the learning process consists of exploration, elaboration and confirmation. Based on the competency standards in curriculum 2013 in writing skill that the writer chose like expressing the meaning in functional written texts and short essays very simple in the form of descriptive texts to interact with the closest environment. And basic competence like expressing the meaning and steps of rhetoric in a short essay is very simple by using a variety of written languages accurately, smoothly and acceptable to interact with the nearest environment in descriptive text. So that the expected character of students is students can be trusted, respect and attention, diligence, and responsibility.

Students are expected to be able to use English grammar correctly. Because grammar is one of the most important basic components that students

must learn. Nurgiyantoro (2001 : 441) states that a good grammar can be seen from the correct grammar that is used in each sentences. With knowledge of grammar will help people to understand what other people say or write. On the other hand, Brown (2000 : 362) stated that grammar is the main system in the arrangement of words in a sentence. It tells us about shapes and patterns in language. In addition, it also tells us how to use sentences correctly, such as using wording, verbs ,noun systems, modifiers, phrases and clauses in each sentence. In particular, writing without grammar will confuse causing problems such as grammatical errors in writing.

In fact, 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 that can be found in their written. For example, in learning writing problems were related to vocabulary, grammar, dictionaries, spelling, and topic. Actually, making errors students will build their new knowledge to use the target language. Ho (2003 : 1) stated that making errors during learning the second language can be considered as mean of building students' abilities. 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. Simple present tense as the example.

Akhlis and Sosiowati (2000 : 2) says that simple present tense explains an action that occurs in present time, in a simple form or an activity that is done

regularly or a habitual activity, or an action which is not have relationship with time. The use of simple present tense often makes students confused with its complexity, especially for seventh grade students of junior high school. They usually have some problems in finding out the verb form of simple present tense. They often write “He *walk* to school everyday”, instead of “He *walks* to school everyday.” The third singular persons such as he, she, and it need suffix –s or –es for the verb. It shows that Indonesian students do not consider that in English there are verbs formed in singular or plural. And very different in Indonesian language, singular or plural forms do not affect the verb form.

In this final project, the writer discuss an analysis students’ errors in using simple present tense in writing descriptive texts. Writing a descriptive text should be clear and concrete. If a student has made a mistake in using simple present tense, it means that they are not competent yet in making their texts. It makes the reader confused and difficult to understand what the writer means. Therefore, through descriptive text, the writer would like to find out the students learning problems, to know the students achievement and difficulties in learning the simple present tense. According to Cowan (2011 : 15), descriptive presents the appearance of things that occupies the space, objects, people, and building

B. The Statement of the Problems

In this study, the researcher tried to Analyze Students' Errors in Writing Procedure Texts in a Simple Tense. By conducting this research, it is expected to be able to answer the following problems such as:

1. What are the dominant errors made by the seventh graders of MTS ASSALAM BANGILAN – TUBAN, EAST JAVA of using simple present tense in writing descriptive texts?
2. What are possible causes of the errors made by the seventh graders of MTS ASSALAM BANGILAN – TUBAN, EAST JAVA of using simple present tense in writing descriptive texts?

C. The Objectives of the Study

In this research, the researcher has two objectives of the study dealing the statement of the research above as follows :

1. To find out the dominant errors made by the seventh graders of MTS ASSALAM BANGILAN – TUBAN, EAST JAVA of using simple present tense in writing descriptive texts.
2. To identify the possible causes of errors made by the seventh graders of MTS ASSALAM BANGILAN – TUBAN, EAST JAVA of using simple present tense in writing descriptive texts

D. The Significances of the Study

The researcher would like to investigate An Analysis on Students' Errors of Using Simple Present Tense in Writing Descriptive Texts (a case of the seventh graders of MTS ASSALAM BANGILAN – TUBAN, EAST JAVA).

In this research, the researcher has two major significances, they are practical and theoretical significances. As follows:

1. Practically Significance

- a. The results of this research paper can be used as a guide in the teaching and learning process of English, especially in students' descriptive text writing skills of simple present tense.
- b. MTS ASSALAM BANGILAN – TUBAN, EAST JAVA students are expected to be able to improve their writing skills, especially in writing descriptive texts of simple present tense.

2. Theoretical significance

The results of the research can be used as the reference for those who want to conduct a research in English teaching learning process, especially in writing descriptive text of simple present ten

E. Definition of Key Terms

To make research understandable and to avoid ambiguity, this study provides several definition of key terms from experts as follows

1. Error Analysis

Brown (2006: 220) state that error analysis is the study learner' errors that can be observed, analyzed, and classified to tell something that happen within the learners. According to Rahmawati (2005: 31) states that error analysis is to identify the grammatical errors which they make. According to Corder in Troike (2006: 49), errors are caused by learners that lack of second language knowledge while mistakes are caused by some kinds of failure processing for instance a lapse in memory, which they dismiss the

analysis. From data above can be concluded that error analysis is errors that can be observed, analyzed, and identified where errors are caused by a lack of understanding of the second language.

2. Writing

Meyers (2005) states that writing is a way to produce language you do naturally when you speak. According to Taylor (2009) writing is not merely a skill we employ to record our knowledge, which we confront what learning and understanding are all about. Coffin, (2003 : 10) says that student writing is always embedded within relationships around teaching and learning. So, it can concluded that writing is ways that produce language embedded in teaching and learning process to be understood .

3. Descriptive

According to Cowan (2011 : 15), descriptive presents the appearance of things that occupies the space, objects, people, and building. According to Friedman (2010) a descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writer. According to Pardiyono (2006 : 163) says that descriptive text is about description of something or someone that consist of characteristics. Based on definition descriptive text from expert above, It can conclude that descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe a particular person, place, or thing.

4. Simple Present Tense

According to Akhlis and Sosiowati (2000 : 2) says that simple present tense explains an action that occurs in present time, in a simple form or an activity that is done regularly or a habitual activity, or an action which is not have relationship with time. According to Jeremi (2010 : 16) simple present tense is a tense that is used to express verb a general truth to show a regular or habitual action and to show a regular future action. According to Dulay (2011) the present tense is signals an action that is currently going on or habitually performed. From the statement above , it can be concluded that simple present tense is generally used for actions that are factual, normal, or regular in occurrence, that called habitual action.

CHAPTER II

THEORETICAL REVIEW

This chapter consists of a number of sub-chapters. They are Definition of Writing, Definition of Descriptive text, Tenses, Simple Present Tense, Definition of Error analysis , and Review Relevant of Study

A. Review of Writing

1. Definition of Writing

Writing is one way to communicate with other people. Writing seems very simple and easy to understand. However, that cannot be ignored. When a student writes a paragraph, they must write not only semantically right but they also have to use correct grammar. Because writing is not a spontaneous activity and it must be studied continuously.

There are many definitions of writing according to many experts. According to Taylor (2009) writing is not merely a skill we employ to record our knowledge, which we confront what learning and understanding are all about. On the other side , Coffin, (2003 : 10) said that student writing is always embedded within relationships around teaching and learning. And we know that the meaning of writing is not only the way of thinking and learning but also contributes to the personal development.

In learning language, includes English and other ones, the students have to require four language skills, such as reading, listening, speaking, and writing which each skill connects each other. From all of those skills, writing

is the most difficult one. The reason is cultural differences. The writer has to understand about cultural and social context of using the language according to its background. Writing skill also includes complicated process. First, the writer has to plan and the second the writer modify by organizing option of vocabulary, sentences, and paragraph into readable text.

It is a common assumption that writing skill is the most difficult in learning language. The students also face some problems in writing. Wardhana and Ardianto (2007 : 7-13) divided that problems as internal and external factors. Internal factor comes from the inside of the students. Internal factor occur because the students are not usual with reading, not require an adequate language skill, and lack of interest in writing. External factor comes from the outside of the students. External factor occur because students are lack of reference, lack of theme, and face difficulties to arrange the correct sentences.

In short, writing skill is the target of learning process of writing in making effective written text. The competence include the ability to make grammatically and rhetorically structured text the appropriate communicative context.

2. The Assesment of Writing

The first responsibility of a teacher is to provide opportunities for writing and encouraging students who try to write. A teacher's second responsibility is to promote student success in writing. Airasian (1996) identified three types of student writing assessments. The first to call it a "sizing-up" assessment, usually done during the first week. The teacher provides quick information about students when starting their instructions. The second type, instructional

assessment. Used for daily tasks of planning instructions, providing feedback, and monitoring the progress of student writing. The third type is called official judgment. Which is a formal function of assessment for grouping, assessment, and reporting. In other words, the teacher uses assessments to identify the strengths and weaknesses of writing students, plans instruction to fit diagnosed needs, evaluates learning activities, provides feedback, monitors student performance, and reports on progress. Simple-based methods will be able to assess students' written expressions.

B. Review of Descriptive text

1. Definition of Descriptive Text

According to Cowan (2011 : 15) descriptive presents the appearance of things that occupies the space, objects, people, and building. According to Friedman (2010) also said that a descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writer. According to the statements above, the writer can conclude that a descriptive writing should be concrete and detailed, so the readers know and understand what the writer is telling about.

Abilene (2004 : 7) describes some principles in descriptive writing. First, a descriptive writing has one, clear dominant impression. The second one, a descriptive writing can be objective or subjective, giving the author a wide choice of tone, diction and attitude. For instance, an objective description of one's dog would mention such facts as height, weight, color, and so forth. A subjective description would include the above details, but also stress the author's feeling toward the dog, as well as its personality, and habits.

Then the last, the purpose of a purely descriptive writing is to involve the reader enough so he or she can actually visualize the things being described. Therefore, it is important to use specific and concrete details.

2.The Generic Structure of Descriptive Text

To guide the students in a descriptive writing, Kane (2000: 352), gave the generic structure of descriptive writing, they are:

1. Identification: identifies phenomenon to be described.
2. Description: describes parts, qualities, characteristics.

The language features of descriptive text are :

1. Specific participant
2. Using simple present tense
 - 1). Noun Phrase
 - 2). Adjective

In describing the object, the author may use imaginative language, interesting comparisons, and images that appeal to the senses to make the reader easily form the object being described. However, we should be careful in choosing words and then placing them correctly. Basically most of the words in descriptive writing are determiners, adjectives, and adverbials.

DESCRIPTIVE TEXT : THE GENERIC STRUCTURE & EXAMPLE

Table 2.1

Tittle	PURNA BHAKTI PERTIWI MUSEUM
Paragraph 1 (Identification)	Purna Bhakti Pertiwi Museum is a place to preserve the historical evidance of Mr. Soeharto's struggle and service to the country and nation since early independence up to the era of national development.
Paragraph 2 (Description)	As a tourist object, this museum also houses a number of the finest works of art presented to Mr. and Mrs. Soeharto by friends as well as colleagues from all concerns of the world.

Paragraph 3 (Description)	Through this booklet, one will have a glimpse at Purna Bhakti Pertiwi Museum. It covers the meaning and material of the existing collections consisting of various kinds and forms of work of art which makes this museum appealing to visit.
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C. Tenses

1. Definition of Tense

Tense is a set of forms taken by a verb to indicate the time (and sometimes also the continuance or completeness) of the action in relation to the time of the utterance. Some grammarians define a tense as an inflection of the verb--a change of meaning you achieve by altering the form of the verb. So the past tense of go is went. In this sense, English has only two tenses, present and past. But for everyday use especially for those who are studying foreign languages- this strict definition of tense is not very helpful. There is a broader use of the word (tense) : a form of the verb phrase which gives information about aspect and time." (Seely, 2007 : 102).

2. Definition of Present Tense

According to Jeremi (2010 : 16) simple present tense is a tense that is used to express verb a general truth to show a regular or habitual action and to show a regular future action. The term "present tense" is usually used in descriptions of specific languages to refer to a particular grammatical form or set of forms; these may have a variety of uses, not all of which will necessarily refer to present time. For example, in the English sentence My train leaves tomorrow morning, the verb form leaves is said to be in the present tense, even though in this particular context it refers to an event in future time. Similarly, in

the historical present, the present tense is used to narrate events that occurred in the past.

Akhlis and Sosiowati (2000 : 2) say that simple present tense explains an action that occurs in present time, in a simple form or an activity that is done regularly or a habitual activity, or an action which is not have relationship with time. According to Dulay (2011) the present tense is signals an action that is currently going on or habitually performed. Simple present tense can exist now, has existed in the past and probably will exist in the future is the simple present tense can also be used to express future time in sentences that concern events that are on a define schedule or timetable. These sentences usually contain future time words. Only a few verbs are used in this way: open, close, begin, end, start, finish , arrive, leave, come, and return.

D. Error and Mistake

1. Definition of Error

In order to understand what an error is in the process of learning, it will be useful for us to refer to the definition of ‘error’ which are proposed by some linguists. According to Rahmawati (2005: 31) states that error analysis is to identify the grammatical errors which they make. They define error as a part of conversation or a composition that deviates from some selected norm of mature language performance. Sometimes the writer distinguish between errors caused by factors such as fatigue and in attention. While Brown claims that, “an error is a noticeable deviation from the adult grammar of native speakers, reflecting the interlanguage competence of the learner” (Brown, 2000 : 170). The different system of language could make us to make errors when using the target

language. (Brown, 2000 : 165) state that An error is noticeable grammar from the adult grammar of native speaker, reflecting the interlanguage competence of the learners. According to Corder in Troike (2006: 49), errors are caused by learners that lack of second language knowledge while mistakes are caused by some kinds of failure processing for instance a lapse in memory, which they dismiss the The errors themselves are competence errors analysis. Errors are caused by deficiency in competence and a shortcoming in the knowledge of language learners make errors when they have not learnt something correctly.

2. The Types of Dominant Errors

Kuntjara (2013 : 2 - 5) divides dominant errors into 5 types. They are Omission, Addition, Misformation, Misordering, and Auxilary Verb Forms.

a. Omission

Omission is any deletion of certain necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition. For example:

1. My mother smart cooking. It should be, My mother *is* smart *in* cooking.
2. He is student. It should be. He is *a* student
3. Please give me hammer. It should be. Please give me *the* hammer.
4. I want apple from that basket. It should be. I want *an* apple from that basket.

b. Addition

Addition is any usage of unnecessary items in the sentences. Addition is indicated by the presence of an ‘unwanted’ item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. For example:

1. He does not *to* come. It should be, He does not come.
2. They do not *knows* my name. It should be. They do not *know* my name.
3. If we *are* make a mistake. It should be if we make a mistake.

c. Misformation

Misformation is any wrong form of certain morphemes or structures. Misformation is indicated by the usage of wrong forms of certain morphemes or structures. For example:

1. *Me* don’t like. It should be. *I* don’t like.
2. He asks me to do *them* homework. It should be. He asks me to do *their* homework.
3. She *have* a tall body. It should be She *has* a tall body

d. Misordering

Misordering is any incorrect placement of certain morphemes in sentences. For example:

1. She *fight*s all the time her brother. It should be She *fight*s her brother all the time.
2. The *only one thing* I want. It should be. The *only thing* I want.
3. she has a *hair long and black*. should be’ she has a *long black hair*’.

e. Auxiliary Verb Forms

The use of simple present tense often makes students confused with its complexity. They usually have some problems in finding out the verb form of simple present tense. For example:

1. He *walk* to school everyday. It should be. He *walks* to school everyday.
2. She *do not* eat an egg for breakfast. It should be. She *does not* eat an egg for break fast.
3. *Does they get's* up at 5 o'clock every morning? It should be *Do they get* up at 5 o'clock every morning?
4. Mr. Andi *teach* the students in class right now. It should be . Mr. andi *teaches* the students in the class right now.

3. The causes of errors

Hasyim (2006 : 6) classifies the causes of errors into three types, namely carelessness, first language disorder, and translation. Three types of causes of errors will be discussed briefly belows:

a. Carelessness

This is often closely related to lack of motivation. Many teachers admit that student mistakes occur if they lose interest, maybe the material or presentation style is not suitable for them.

b. First language

That language learning (mother tongue or foreign language) is a matter of forming habits. When someone tries to learn new habits, old habits will interfere with new habits. The cause of this error is called first language disorder.

c. Translation

That is one of the causes of mistakes. This happens because students translate their first language sentence or express to the target language words with words. so that it will affect the process of learning material.

4. Definition of Mistake

Mistake is different with error. A mistake refers to a performance error that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly (Brown, 2000 : 165). A mistake refer to performance errors that are a random guess or a slip, in that it is failure. Mistakes are caused by hesitation, slips of the tongue. The learner who make mistakes will sometime use one form and sometime the others. For example:

1. If learners produce “he *must* go” and “he *must to* go”.
2. If the Indonesian learners pronounce the word error “instruction” not
Instruction

5. The Difference Between Error and Mistake

Keshavarz (2008 : 49) also noted that there is a distinction between errors and mistakes. Errors are rule governed, systematic in nature, internally principled and free from arbitrariness. They show learner’s underlying knowledge of the target language that is his transitional competence. In contrast to errors, mistakes are random deviations and unrelated to any system. They are related to performance of the learner and might occur in the speech and writing like slip of the tongue, slip of the ear, slip of the pen, and false start. In conclusion, mistakes are failure to use language because of slip of the tongue or spelling. This failure is easily corrected by the learner since

they conceptually understand the language system. On other hand, errors are mistakes the student's make due to lack of competence.

E. Error Analysis

1. Definition of Error Analysis

In learning and using a foreign language, one of the most inhibiting factors is the fear of making mistakes or errors. The making of errors is a sign that students have not yet mastered the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguist are error analysis. Brown (2000 : 166) says that Error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. Brown's point of view implies that error analysis is useful for the teacher. Error analysis will show teachers some problems confronting the students. It is an advantage that error Analysis may be tracked down to the importance of students' errors. According to Rahmawati (2005 : 31), error analysis is to identify the grammatical errors which they make. While according to Corder (2006: 49), errors are caused by learners that lack of second language knowledge while mistakes are caused by some kinds of failure processing for instance a lapse in memory, which they dismiss the analysis. From data above can be concluded that error analysis is errors that can be observed, analyzed, and identified where errors are caused by a lack of understanding of the second language.

Selected for providing feedback of the students and organizing the errors. Practically, error analysis can be a very useful device of foreign language learning. Errors provide feedback, they tell the teachers about the effectiveness of their teaching materials and their teaching techniques. This analysis is completely selected for providing feedback of the students and organizing the errors. The teacher will also gain information concerning learner's difficulties at different levels. Such information is important for the planning of courses and the constructions of the teaching materials. In addition, it is necessary to discuss error analysis for teaching English as a foreign language. English teachers should know error analysis because it becomes a useful key to understanding the process of foreign language acquisition.

2. Procedures of Error Analysis

Kuntjara (2013 : 2) distinguishes five steps in conducting error analysis:

- a. Collect the sample of learner language. To provide data for the error analysis, the researcher needs to collect a sample of learner language. In this step, the researcher may control the data by narrowly specifying the samples he/she intends to collect.
- b. Identify the errors. The identification of errors involves a comparison between learners' sentences and native speakers' sentences in the same context. Then, the researcher can identify which part of learners' sentences is different from the "reconstructed version."

- c. Describe the errors. The description of errors usually employs either linguistic taxonomy or surface structure taxonomy to describe the differences between learner's sentences and native speakers' sentences.
- d. Explain the errors. Explaining errors involves determining their sources in order to account for why they were made
- e. Evaluate the errors. Error evaluation is a supplementary stage in error analysis.

3. Review of Relevant Study

The first study was conducted by Agustiningsih (2009) entitled "The Error Analysis of Students' Descriptive Writing". Her research purposes were to find out the kind of error that mostly the students made in writing descriptive and the causes of their error in writing descriptive text. The research method was descriptive analysis. The populations were the 113 second grade students of SMA 1 Rumpin Bogor. In addition, the sample were the 37 students. The result of this research showed that the highest frequency of error that the students made in writing descriptive and their causes in it. The result showed that the sentence pattern was the most often error that students made in writing descriptive text and the cause was influence of their mother tongue.

The second study was conducted by Siswoyo (2016) entitled "Students' Error in Using Simple Present Tense" to find out the students' error in simple present tense. The data was collected from the second semester students' in structure 1 final examination answer and the participants were the second semester of English Departement of Higher Education of Teacher Training and Education of Muhammadiyah Pringsewu Lampung. Besides,

the writer used descriptive qualitative . The result showed that the misformation was the highest frequency of error in using simple present tense.

The two previous studies have some similarities and differences with this study. The similarities can be seen the purpose of those studies and this studies were conducted in order to find out students' error in writing. The differences between this research and the previous studies could be seen from research design, purposes, participants and the object. The first study was conducted to find out the most errors in writing descriptive and the causes of their error. In this research, the error would be classified into four types: they were sentence pattern, subject - verb agrrement, parts of speech and verb tense. In this research, the writer wanted to identify which those types the students commonly made in writing descriptive and the cause of their errors.

In addition, the research design was qualitative and which the participants were at the second grade of SMAN 1 Rumpin Bogor and sample were the 37 students of them. Furthemore, the instrument that used to obtain the data was the test. The second research was conducted to find out the students' error in using simple present tense. The research partisipants were at the second – semester students of English Departement of Higher Education of Teacher Training and Education of Muhammadiyah Pringsewu Lampung. However, this research used the student' written answer of the structure 1 (basic structure) in final examination as the instrument to obtain the data. This research also used descriptive qualitative method. The errors would be analyzed which the error would be classified into four types: addition, omission, misordering, and misformation.

However in this study, the writer will examine in detail about ‘‘Analysis Error Students’ in Using Present in Writing Descriptive Text’’. This study mainly investigated the most dominant students’ errors and the possible cause of errors in using simple present tense in writing descriptive text.

CHAPTER III

RESEARCH METHOD

A. The Research Design

The research was conducted by using descriptive qualitative method. This type of research is a kind of research method study without any statistic procedure. Maleong (2004 : 2) states that descriptive qualitative research is a type of research that does not include calculation or number.

The descriptive qualitative method employs technique of seeking, collecting and analyzing data Maleong (2004 : 3) . Qualitative methodology as a research procedure that procedured the descriptive data such written words or spoken words from people or activities that can be observed.

The receacher gave material of procedure text before collecting the data then, students write a text of procedure. After that, found out and classified the students' writing error. According Creswell (2012) There are six steps in analyzing and interpreting qualitative data. They are preparing and organizing the data, exploring and coding the database, describing finding and forming themes, representing and reporting findings, interpreting the meaning of the finding, and validating the accuracy of the finding.

In summary, qualitative research is a research which relies primarily on the collection of qualitative data with the purpose to describe, to decode, and to draw meaning from naturally occurring phenomena that cannot be understood numbers. Thus, the receacher want knows the students' ability in

writing descriptive text at the seventh graders of MTS ASSALAM BANGILAN, TUBAN , EAST JAVA in the academic year 2018/2019.

B. Subject of Study

The subject in this research is the seventh graders of MTS Assalam Bangilan, Tuban – East Java in academic year of 2018/2019 as Sugiyono (2010) states that population is generalization area which consist of subject that has quality and specific characteristic stated by the researcher to be studied and then to find out of the conclusion of it.

Whereas, sample is a part of total and characteristic that has by the population (Sugiyono, 2010). In this research, the researcher took a class to conduct the research using purposive sampling to generate a more efficient probability sample in term of monetary and/or time resources. The researcher takes the sample of one class, VIII B to be observed which selection based on schedule and took part in this research.

C. Setting of the Research

1. The Reason Choosing Location Research

The reason for the researchers choosing this location is for various reasons, including the following: closer to where friends live, easy to reach and economical. In addition, the research was conducted because it wanted to measure the knowledge, skills in writing descriptive texts of each individual especially in class VII B in MTS Assalam Bangilan – Tuban, East Java

2. Time of the Research

Time of observation and research was used to take data. This research was conducted in 24 April – 30 April 2019

Table 3.1: The Research Schedule

Activities	Time
First Observation	Wednesday, 24 th April 19
Second Observation	Saturday, 27 th April 19
Research	Monday, 29 th April 19
Data analyzing	Tuesday, 30 th April 19

D. Data and Source of Data

Arikunto (2002) states that research instrument is a tool or facility used by the researcher when collecting the data in order to be easier in doing her or his work to get a good result. The source of the data was collected from the instruction of writing test. The data mentioned was the data of the students' errors made by the seventh graders of MTS Assalam Bangilan - Tuban in writing descriptive texts the form of descriptive-qualitative.

1. Primary Data

In this research, the writer used students writing about ‘‘Analysis Errors in Simple Present Tense in Descriptive Text’’ composed by the Seventh graders of MTS ASSALAM BANGILAN, TUBAN EAST JAVA in academic year 2018/2019 as the data. Sugiyono (2011) states that population is generalization are which consist of subject that has quality and spesific characteristic stated by a writer to be studied and then to find out of the conclusion of it.

While, sample is a part of total and characteristic that has by the population Sugiyono (2011). In this research, the witer takes a class to conduct the research using cluster random sampling to generate a more efficient probability sample in term of time resources. The writer used in qualitative research in order to is going to be more active to do the research, because the writer is the main tool to get the data. In general, there are two

methods of collecting data that are test and non test. Here, test used as the instrument to get the data. The writer used a writing test for collecting data, and for the test the writer asked the students to write a descriptive text related the topic given by the writer. Whereas, non-test techniques are usually done by means of interviews, systematic observations, assessing / observing existing documents (Sudijono: 2009). In evaluating learning outcomes, this technique is usually used to measure the affective and psychomotor domains, while the test technique is used to measure the cognitive domain

2. Secondary Data

The first research was conducted by Agustiniingsih (2009) entitled “The Error Analysis of Students’ Descriptive Writing”. Her research purposes were to find out the kind of error that mostly the students made in writing descriptive and the causes of their error in writing descriptive text. The research method was descriptive analysis and the instrument that used to obtain the data was the test.. The populations were the 113 of second grade students of SMA 1 Rumpin Bogor. In addition, the sample were the 37 students. The result of this research showed that the highest frequency of error that the students made in writing descriptive and their causes in it. The result showed that the sentence pattern was the most often error that students made in writing descriptive text and the cause was influence of their mother tounge. This research classified into four types: they were sentence pattern, subject - verb agreement, parts of speech and verb tense.

The second research was conducted by Siswoyo (2016) entitled “Students’ Error in Using Simple Present Tense” to find out the students’ error in simple present tense. The participants were the second semester of English Department of Higher Education of Teacher Training and Education of Muhammadiyah Pringsewu Lampung. Beside that, the writer used descriptive qualitative method and the writer used the students’ written answer of the structure 1 (basic structure) in final examination as the instrument to obtain the data. The result showed that the misformation was the highest frequency of error in using simple present tense.

E. Research Instrument

Arikunto (2002 : 136) state that the method of research is the various ways in which the researcher in collecting data research. To get those data, the writer collected the data used some data collection techniques as follows:

1. Documents Analysis

Moleong (2007 : 39) state that the written documents are source of research which often have important role in qualitative research. Thus, the documents used in the research because it has many advantages. The document is stable, rich and supported. It functions as evidence for testing and it has natural characteristic. So, that it is appropriate to qualitative research. In this research, the writer used document analysis in the form of the students written descriptive text. Then writer analyses the students written descriptive text based on the language features, grammatical structure of descriptive text.

2. Questionnaire

A questionnaire is the instrument for collecting the primary data (Cohen, 2013). Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed. This is useful for large populations when interviews would be impractical.

3. Observation

Sugiyono (2012: 226) states that, observation is the basis of all science. Scientists can only work based on data, namely facts about the world of reality obtained through observation. The data is collected and often with the help of various very sophisticated tools, so that objects that are very small (protons and electrons) and very far away (space objects) can be observed clearly.

F. The Technique of Collecting Data

In conducting research, the researcher needs steps in collecting data, several procedures for carrying out data collection includes:

1. First, the researcher prepares instruments for students. The instrument itself is from instructions to write. For example, writing descriptive text.
2. Second, the researcher can meet with an English teacher to arrange a research schedule.
3. Third, the researcher conducted research based on the sample selected. Before giving a writing test, the researcher explain to the students who the topics are descriptive text. After explaining the material, the writer gives guidance on how to do a descriptive writing test.

4. Next, the researcher collects the student writing test and checks the wrong sentence then returns it to the students whether the student can correct the the mistakes they made.
5. After that, the researcher analyzes the descriptive writing test to find the most common mistakes made by students.
6. Finally, the researcher calculated their percentages of errors individually by the total number of the simple present tense in writing descriptive texts by using the formula of percentage of errors and makes conclusions from the data that has been studied.

G. The Technique of Analyzing Data

According Creswell (2012), analyzing qualitative data requires understanding how to make sense of text and image so that the researcher can from answers to their research question. There are six steps in analyzing and interpreting qualitative data. They are preparing and organizing the data, exploring and coding the database, describing finding and forming themes, representing and reporting findings, interpreting the meaning of the finding, and validating the accuracy of the finding. Those steps are not always taken in sequence, but they represent preparing and organizing the data for analysis. In analyzing data, the researcher applies descriptive method.

In doing the analysis, the researcher goes through the following steps:

1. Coding the data
2. Identifying the data
3. Classifying the errors based on the types of error used

4. Drawing the conclusion and suggestion based on the data analysis.

In analyzing the data, first the researcher made a list of students' errors, then the researcher checked the sentences that the students made whether they used the simple present tense in writing descriptive texts correctly or not. After that the researcher classified their errors individually and then calculated their percentages of errors individually by the total number of the simple present tense in writing descriptive texts by using the formula of percentage of errors as follows:

$$P = \frac{F}{N} \times 100\%$$

Which is:

P= Percentages

F= Frequency of errors

N= Number of cases (total frequent, total individual)

LEGITIMATION

SKRIPSI

AN ANALYSIS ON STUDENTS' ERRORS OF SIMPLE PRESENT
TENSE IN WRITING DESCRIPTIVE TEXTS
(A CASE STUDY OF THE SEVENTH GRADERS
OF MTS ASSALAM BANGILAN – TUBAN, EAST JAVA
IN THE ACADEMIC YEAR OF 2018/2019)

BY

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This is to certify that the sarjana's has been approved by the Board of
Examiners as the requirement for Bachelor of Degree in English Language
Education
August, 27th 2019

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