

**ERROR ANALYSIS ON SIMPLE PRESENT TENSE IN WRITING  
DESCRIPTIVE TEXT OF THE EIGHT GRADE STUDENTS OF SMPN  
SATU ATAP TURI TAMBAKREJO BOJONEGORO IN THE ACADEMIC  
YEAR 2022/2023**

THESIS

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO**

**2023**

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By

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**ENGLISH EDUCATION DEPARTMENT  
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**APPROVAL SHEET**

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# LEGITIMATION

## THESIS

### ERROR ANALYSIS ON SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT OF THE EIGHT GRADE STUDENTS OF SMPN SATU ATAP TURI TAMBAKREJO BOJONEGORO IN THE ACADEMIC YEAR 2022/2023

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This is to certify that the sarjana's thesis  
has been approved by the Board of Examiners  
as the requirement of the degree of Sarjana in English Language Education  
7<sup>th</sup> August 2023

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## STATEMENT OF AUTHENTICITY

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I solemnly declare that the thesis that I have written is my writing and does not constitute plagiarism either in part or in whole.

If in the future it is proven or can be proven that this thesis is the result of plagiarism, either partially or wholly, then I am willing to accept sanctions for such actions with the applicable provisions.

Bojonegoro, 27 July 2023

  
Diah Ayu Safitri

## ABSTRACT

Safitri, Diah Ayu. 2023. Error Analysis On Simple Present Tense In Writing Descriptive Text of The Eight Grade Students of SMPN Satu Atap Turi Tambakrejo Bojonegoro. Skripsi, English Education Department, Faculty of Language and Art Education, IKIP PGRI Bojonegoro, Advisor (I) Meiga Ratih Tirtanawati, M.Pd. (I) Chyntia Heru Woro Prastiwi, M.Pd.

**Keyword:** Student's Error, Simple Present Tense and Descriptive Text

The students of SMPN Satu Atap Turi Tambakrejo Bojonegoro had problem when they writing English, especially in writing using simple present tense. This research aimed to identify the students' errors and to know the cause of students' errors in using simple present tense in writing descriptive text made by the eight grade students of SMPN Satu Atap Turi Tambakrejo Bojonegoro. This used a research design. The samples were 17 students at class VIII. The data was collected through test writing. Test writing was conducted to know types of errors that students make in writing descriptive text by using simple present tense. After those data were analyzed, it was found the result. The result of this research showed that the most students made errors in omission with 44 errors on percentage 83.01%. There for, based on the finding of the research, the student was still difficult in writing using simple present tense.

## ABSTRAK

Safitri, Diah Ayu. 2023. Error Analysis On Simple Present Tense In Writing Descriptive Text of The Eight Grade Students of SMPN Satu Atap Turi Tambakrejo Bojonegoro. Skripsi, English Education Department, Faculty of Language and Art Education, IKIP PGRI Bojonegoro, Advisor (I) Meiga Ratih Tirtanawati, M.Pd. (I) Chyntia Heru Woro Prastiwi, M.Pd.

**Keyword:** Kesalahan Siswa, Simple Present Tense, Deskriptif teks

Siswa SMPN Satu Atap Turi Tambakrejo mengalami kesulitan dalam menulis bahasa Inggris, terutama dalam menulis menggunakan simple present tense. Penelitian ini bertujuan untuk mengidentifikasi kesalahan siswa dan untuk mengetahui penyebab kesalahan siswa dalam menggunakan simple present tense dalam menulis teks deskripsi yang di buat siswa kelas delapan SMPN Satu Atap Turi Tambakrejo. Penelitian ini menggunakan desain penelitian kualitatif. Sample penelitian adalah 17 siswa kelas VIII. Pengumpulan data di lakukan melalui tes menulis. Tes menulis di lakukan untuk mengetahui jenis kesalahan yang dilakukan siswa dalam menulis teks deskriptif dengan menggunakan simple present tense. Setelah data tersebut dianalisis, ditemukan hasilnya. Hasil penelitian menunjukkan bahwa siswa paling banyak melakukan kesalahan dalam omission dengan 44 kesalahan pada persentase 83.01%. oleh karena itu, berdasarkan hasil penelitian, siswa masih kesulitan dalam menulis menggunakan simple present tense.

**MOTTO**

*“Keep smiling, because life is a beautiful thing and there’s  
so much to smile about”.*

**“MARILYN MONROE”**

*“Love the life you live. Live the life you love”*

**“BOB MARLEY”**



## **DEDICATION**

Thanks God I pray to the presence of Allah Subhanahu wa Ta'ala for all His mercy, guidance and grace, I was given the opportunity to finish this with all the shortcomings. I hereby dedicate this thesis to:

1. My parent. Mr. Didik and Mrs. Pasri, who always support me, pray for to be successful.
2. My husband who is always supportive and patient.
3. My sister who always help me when I have difficulty in my thesis.
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- c. Chyntia Heru Woro Prastiwi, M.Pd., as Head of the English Language Study Program.
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Bojonegoro, 27 July 2023

The Researcher

A handwritten signature in black ink, appearing to read 'Diah Ayu Safitri'.

Diah Ayu Safitri  
NIM. 19120021

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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Study

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 (2016, p. 2) 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.

The students will not understand the English rules without making errors first. Mourtaga in Abushihab (2014,p.214) stated that error and mistakes are different from each other because an error cannot be self-corrected and is caused by a learner's inadequate knowledge of the target language whereas a mistake can be self-corrected. So, learner at various levels can do error in writing including advanced level.

According to Rinastuty (2014, p. 23), descriptive text is a text which describes a person, thing, place and certain condition in particular. So, descriptive text 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 title “ **Error Analysis On Simple Present Tense In Writing Descriptive Text of The of Eight Grade Students of SMPN Satu Atap Turi Tambakrejo Bojonegoro**”.

### **B. 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 errors made by the eight grade students of SMPN Satu Atap Turi Tambakrejo in writing descriptive texts?
2. What are the factors that cause errors made by the eight grade students of SMPN Satu Atap Turi Tambakrejo in writing descriptive texts?

### **C. 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 eight grade students of SMPN Satu Atap Turi Tambakrejo in writing descriptive texts.
2. To find out the factors that cause errors made by the eight grade students of SMPN Satu Atap Turi Tambakrejo in writing descriptive texts.

### **D. The Significances of the Research**

The research finding was expected to be useful for both theoretical and practical significances. As follow:

#### **1.Theoretical Significances**

- a.Supposed to produce new knowledge in teaching English as a foreign language, especially in teaching writing.

- b. Explore the reference for the next researchers whether with a similar or different approach.

## **2. Practical Significance**

- a. The results of the study will help English teachers in their search for more practical methods to reduce errors in producing descriptive prose.
- c. For future researchers, the research can give the contribution related to teaching writing, especially in writing class.

## **E. Definition of Key Terms**

To make research understanding and to avoid interpretation, this study provides several definitions of key terms as follows:

### **1. Error Analysis**

Ellis as cited in Krisnawati (2013) said that error reflects the gaps in the learners' knowledge of language; it occurs because the learners do not know what the correct item is. So, the error in this study is the wrong written product that the students do not understand yet the item, whether right or wrong, and they are not able to correct it by themselves.

### **2. Writing**

According to Harmer (2002), writing requires expressing feelings, ideas, arguments, willingness and thoughts in the form of words in sentences. The process of generating, arranging and developing ideas into written form. However, writing that would be explored in this research is writing skill which students at second grade of junior high school should be mastered. The learners should be able to write the proper sentences in text in order to convey a clear message to the reader. Additionally, writing in this research meant the students' writing products about descriptive text.

### **3. Descriptive**

Cowan (2011 : 15), descriptive presents the appearance of things that occupies the space, objects, people, and building. Friedman (2010), a descriptive is considered as the simplest and easiest writing from compared to narrative, recount, or procedure, particularly for the beginning writer.

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.

### **4. Simple Present Tense**

Different kindsof verbs that indicated the time of action are described by their tenses, which are a systematic structure. In the mean while, the simple present tense is created by utilizing the verb's simple form, which is the form that is mentioned in dictionaries or is known as the infinitive without "to". An -es or -s ending is inserted when the third-person singular subject is presents. The present tense represents an action or a state of being in the present, according to Brewton el., I may infer from the explanation above that the simple present tense is created by omitting the word "to" from infinitives, and that a suffix of either -es or -s is added to the verb when the third person singular subject is present. The simple present tense communicates.