

CHAPTER I

INTRODUCTION

A. The Background of the Study

There are four language skills that we know in common, namely reading, writing, listening, and speaking. Two of them are called by receptive skills, those are: reading and listening. And the other two are called by productive skills, those are: speaking and writing.

Writing is included in the four skills namely reading, writing, listening, and speaking that took place as the important thing. By writing people can express the feelings in the case of sentence, text or anything else which is related to the written product.

Writing something is not as simple as people think off somehow. According to Sarosdy, et.al (2006: 57) writing and speaking belong to the output stage of language production they are operating towards the communicative end of the communication continuum.

In writing, people need more than just the ability in writing letter or words. People have to understand about the aspects of language (structure, vocabulary, and spelling). Those aspects cannot be ignored because a written product can only be understood by the reader if those aspects of language have completely fulfilled.

According to Knapp (2005:14) learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies throughout all the stages of learning. In addition, written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation manifested by handwriting, spelling, and layout punctuation, Harmer (2001: 255).

Based on previous research by Erdogan that helps me to get me more influence of how a language learning process might create many problems. It can appear from the failure to realize the system of language or misunderstanding of the language target. As I got from my experience of observing tenth grade of SMA Negeri 1 Tanjung Morawa in that observation they had problems in writing descriptive in correct pattern, the tense is often wrong, the lack of vocabulary are sure enough to confirm. So basically learning from third grade doesn't assure you to master English or at least to realize the correct grammar.

In detail, based on the writer's observation of the Tenth Grade Students at SMA Negeri 1 Tanjung Morawa on 03rd October 2015, then the writer got some information about the students. First, the writer asked the teacher about the students' score and the minimum criteria mastery (KKM or *Kriteria Ketuntasan Minimum*) for English lesson which counted as 75. Then, the writer asked the teacher about the number of students in three classes that were taken as the samples; those are X-7 : 36 students, X-8 : 36 students, and X-9 : 35 students also about the curriculum applied on that school which referring to the Educational Unit Oriented (Kurikulum Tingkat Satuan Pendidikan: KTSP). Last, the writer

asked for the teacher's permission to instruct the students to write a descriptive text. And from the observation, the writer can accumulate the data as:

Table 1.1. The Percentage of the Tenth Grade Students' Score in Writing

KKM	<75	75	>75
X- 7	21 Students (58%)	11 Students (31%)	4 Students (11%)
X- 8	17 Students (53%)	5 Students (16%)	10 Students (31%)
X -9	22 Students (65%)	4 Students (12%)	8 Students (24%)

Source: The students accumulated score of tenth grade at SMA Negeri 1 Tanjung Morawa academic year 2015/2016

Example of some errors found in students' descriptive text:

a. Omission of verb inflection (*marker -s/ -es*)

1. *She *like* to lick her tail

The subject is third singular person, so we must add suffix –s after the verb and the sentence must be:

She *likes* to lick her tail.

2. *Belang *like* to eat fish

The subject is third singular person, so we must add suffix –s after the verb and the sentence must be:

Belang *likes* to eat fish.

3. *She also *like* tempe

The subject is third singular person, so we must add suffix –s after the verb and the sentence must be:

She also *likes* tempe.

b. Error of misordering

1. *She is the sister very good.

The error is in word misorder, so the sentence must be:

She is a very good sister.

2. *It often is washed clean

The error is in word misorder, so the sentence must be:

It is often washed clean.

The data above led me to the conclusion that students' ability in writing was low. It was proved from the data that showed the numbers of students who fulfilled and exceed the KKM were less than who did not pass the KKM. There were still many mistakes found in their written product. Many students were known as to literally write text by using English without understanding about what they really wrote down. They just followed the instruction from the teacher that asked them to write a text. They were hardly to express everything on their mind into the form of text. Besides their basic in English like grammar and vocabularies were limited so that they have difficulties to produce a good text.

One of the genres of text is Descriptive. In this genre the students were asked to describe an object, it can be a person, animal, thing or else. The tense used in this genre is simple present tense in which people use it often in daily conversation. The problem was that the students still made mistakes in using this simple present tense moreover when they were asked to write it down in a form of text.

Response to this problem, the writer decided to conduct a research titled *An Error Analysis of Using Present Tense by the Students of Senior High School in Writing Descriptive Text.*

B. The Problems of the Study

Based on the previous discussion in the background of the study, the problems of the study could be formulated as:

1. What are the types of grammatical errors made by the students in writing descriptive text?
2. What are the causes of the students' grammatical errors in writing descriptive text?

C. The Objectives of the Study

Based on the problems which are stated above, the objectives of the study are:

1. To find out the types of grammatical errors made by the students in writing descriptive text.
2. To investigate the causes of the students' errors in writing descriptive text.

D. The Scope of the Study

The study deals with the error analysis. This study focuses on the error made by students in using Present Tense in their writing descriptive text. This study limits in using present tense.

E. The Significances of the Study

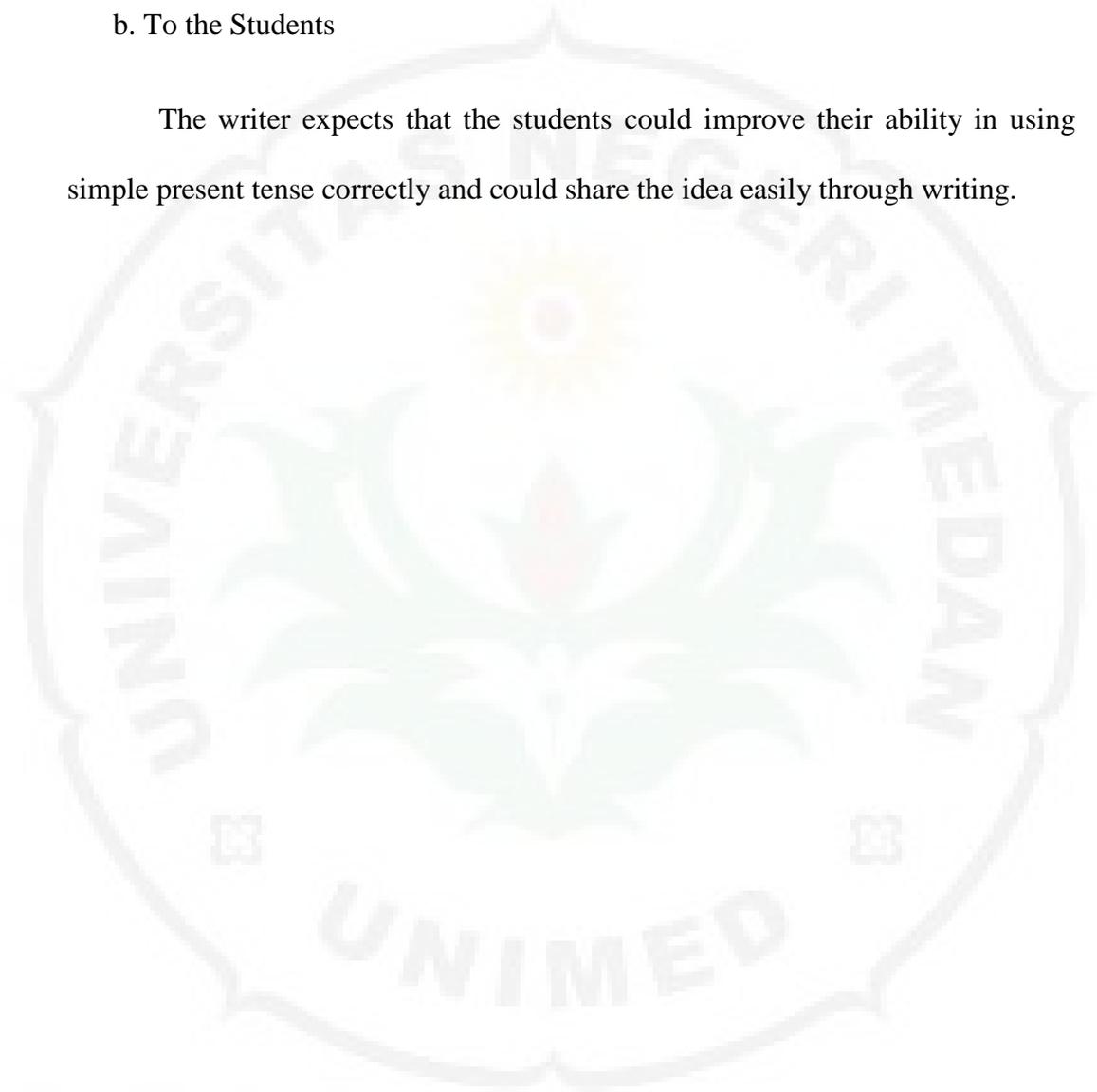
This research finding was expected to be useful for both theoretical and practical perspective:

1. Theoretical perspectives
 - a. The findings of the study could be useful for teaching present tense in descriptive text.
 - b. The findings of this study could be useful as a reference those who are interested in doing the related study.
2. Practical perspectives
 - a. To the Teachers

The findings of this study expects become a reference and input for them, also for showing that more exercises and correction about simple present tense needed to improve students' ability in writing and the teacher could rearrange the way to share material effectively based on the curriculum and students' difficulties.

b. To the Students

The writer expects that the students could improve their ability in using simple present tense correctly and could share the idea easily through writing.



THE
Character Building
UNIVERSITY