ERROR ANALYSIS OF USING SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT WRITTEN BY THE STUDENTS OF SENIOR HIGH SCHOOL

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan in English Education

By:

RISKIYANI AGUSTIN
SN. 2519121

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATIONAL AND TEACHERS TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN

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2024

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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

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MOTTO

“Allah menaruhmu ditempatmu yang sekarang bukan karena kebetulan, tapi Allah telah menentukan jalan terbaik untukmu. Allah sedang melatihmu untuk menjadi kuat dan hebat. Manusia yang hebat tidak dihasilkan melalui kemudahan, kesenangan, dan kenyamanan. Tapi mereka dibentuk dengan kesukaran, tantangan, dan air mata”

(Ustadzah Halimah Alaydrus)

ABSTRAK

Salah satu tantangan yang dihadapi siswa saat menulis adalah kesalahan tata bahasa. Tujuan utama dari penelitian ini adalah untuk mengetahui kesalahan tata bahasa yang umum dilakukan oleh siswa di Sekolah Menengah Atas Wonotunggal. Tujuan dari penelitian ini adalah untuk mengkategorikan, mengidentifikasi, dan menggambarkan persentase dari setiap jenis kesalahan siswa. Jenis penelitian ini adalah penelitian kualitatif dengan menggunakan teknik deskriptif. Subjek penelitian adalah siswa kelas sepuluh di SMA Negeri Wonotunggal. Instrumen yang digunakan adalah dokumentasi tulisan siswa tentang teks deskriptif. Kesalahan tata bahasa yang diidentifikasi dalam tulisan siswa diselidiki menggunakan Taksonomi Strategi Permukaan oleh Dulay dkk. Temuan menunjukkan bahwa total kesalahan adalah 65 kesalahan. Kesalahan yang paling umum terjadi adalah penghilangan (39 kesalahan / 60%), diikuti oleh penambahan (13 kesalahan / 20,0%), kesalahan bentuk (11 kesalahan / 16,9%), dan kesalahan pengurutan (2 kesalahan / 3,1%). Dari hasil tersebut, dapat disimpulkan bahwa siswa masih mengalami kesulitan dalam mempelajari struktur tata bahasa dalam proses menulis.

Kata kunci: *Analisis Kesalahan, Teks Deskriptif, Simple Present, Menulis*

ABSTRACT

One of the challenges that students face when writing is grammar errors. The main objective of this study was to determine the common grammatical errors made by students at Wonotunggal Senior High School. The purpose of this study was to categorize, identify, and illustrate the percentage of each kind of student error. The type of research is qualitative research the using descriptive techniques. The research subjects were tenth-grade students at Wonotunggal Senior High School. The instrument used is documentation of student writing about descriptive text. Grammatical error identified in student writing is investigated using the Surface Strategy Taxonomy by Dulay et al. The findings show that the total error is 65 errors. The most common errors were omissions (39 errors/ 60%), followed by additions (13 errors/ 20,0%), misformations (11 errors/ 16,9%), and misorderings (2 errors/ 3,1%). From these results, it can be concluded that students still have difficulty learning the grammatical structure in the writing process.

Keywords: *Error Analysis, Descriptive Text, Simple Present, Writing*

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **"Error Analysis of Using Simple Present Tense in Descriptive Text Written by the Students of Senior High School"** can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements for the Sarjana Pendidikan Degree at English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of support from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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Writer

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CHAPTER I
INTRODUCTION

1.1 Background

Writing is a condition in which individuals or students typically generate and develop their words, express their thoughts, or convey information in writing, developing sentences or paragraphs on paper or other media. One of the most difficult skills for students to learn is writing (Douglas, 2001). Dafren, Mackenzie, & Hemmings (2016) state that spelling, grammar, and punctuation are clear signs of the quality of written text. The majority of English learners (EFL) find writing in English challenging because they have to use proper English grammar and vocabulary, put their newly acquired writing skills to use, and combine this information with their prior understanding of the matter (Abas & Aziz, 2016). The reason is that in writing, writers are required to know lexical and syntactic knowledge as well as language principles to produce good sentences.

Many rules in grammar cannot be ignored. They are articles, parts of speech, sentence patterns, tense, etc. Part of the grammar that is considered to be most difficult to learn for Indonesian students is tenses. Sadiah and Royani (2019) state that two things cannot be separated when someone writes something writing and grammar because without them they cannot produce good sentences. Therefore, in writing skills, the learner must master grammar. Writing and grammar are two interrelated things because grammar rules are an essential component that must be understood by students before writing something. Grammar involves studying words and their components that are combined to form sentences or sentence structures in a language. Grammar is the structure of spoken sentences or sentences written according to the rules in English. Grammar tells what is wrong and what is right regarding the use of certain words. Thus it can be said that grammar provides rules that apply to everyone to follow and understand each other (Sinurat, et. al., 2023).

In the descriptive text, Simple Present Tense is dominantly used. Exdriko, Tavriyanti, & Refnita (2011) in their research state that understanding the pattern of tenses is very important for students, especially for writing, but many of them have difficulty understanding tense patterns, especially when using the simple present tense. Therefore, it is essential to evaluate the learning problems of students to find out how far students understand about mastering simple present tense patterns and formulas so that it can minimize student errors when working on tenses, the simple present tense in particular, and may identify the elements that cause students to experience problems difficulty learning tenses.

There are three forms of English writing such as description, narration, and exposition. The description is writing about a person, animal, thing, or place that appears. Descriptive text is a type of writing that is closely related to students' daily lives (Exdriko, et. al., 2011). The descriptive text aims to define places, people, and things where the reader can imagine what is being described. The two generic structures in the descriptive text are description and identification. Identification contains an introduction to the topic in general or an overview of the topic to be discussed. The description contains a specific description of the topic to be discussed (Mardiyah, et al., 2013). A writer or speaker might use descriptive text to inform readers or listeners about a specific thing, person, animal, place, or event. Readers or listeners may perceive what the author is describing as if they could see it or hear it with their own eyes (Noprianto, 2017).

Writing phrases and sentence structures is one way to define grammar. Without grammar, a language will become disordered and have communication problems, such as typos. Despite that, it is more challenging to express thoughts in another language than it is to use a writing system, and these distinctions might cause errors among students. Then, it is exciting to look at the errors that occur in descriptive texts written by high school grade 10 students using Dulay, Burt, and Krashen's Surface Taxonomy theory (1982).

This research was carried out at the Senior High School of Wonotunggal. This school has implemented an independent curriculum to stimulate students to study at the Senior High School of Wonotunggal using an independent curriculum for learning, especially English. Based on the pre-observation, students learned the material that had been determined independently or in groups and created projects from material that was learned independently about the descriptive text. The period of learning and teaching English is two hours once a week using English and Indonesian. When the teacher gave the class the assignment the task of writing a descriptive text, a lot of students still made errors when writing in English. Students were still perplexed with the addition of *-s* and *-es* in a word as well as the wrong use of to be in sentences and a lack of understanding of verbs. It is associated with the present tense, particularly in the use of the simple present tense.

Some researchers have done some studies about the errors made by students when they use Simple Present Tense in the writing process. The available research mostly investigated analyzing errors in the use of the simple present tense in descriptive texts at the junior high school level (Neni & Hutauruk (2022), Syakur and Rakhmawati (2014), Marzona (2022). There are only a few studies investigating error analysis at senior high schools. Therefore, this study intends to fill the gap by investigating error analysis of using simple present tense in the descriptive text at senior high schools that use the independent curriculum in their learning.

The errors that students make while learning a foreign language are normal during the learning process. Therefore, in this study, students' writing becomes the target of an investigation into the process and learning of English. The researcher is interested to carry out a study entitled "Error analysis of using simple present tense in the descriptive text by the ten grade students of senior high school". This study investigated the types of errors in students' writing such as grammar and punctuation as well as found the most frequent errors.

1.2 Formulation of the problem

The research question of this current study is "What are the types of errors made by students in using simple present tense in the descriptive text?" By using this formula, the researcher expects to identify various errors that students make when using the simple present tense in descriptive writing.

1.3 Operational Definitions

1. Error analysis

   According to James (1998), error analysis is the procedure used to identify the cause of language failure. According to Pateda (1989), error analysis helps teachers in particular identify the errors that students make most frequently so that they can make improvements to the system and learning methods.

2. Simple present tense

   According to Eastwood (2002: 49), simple present tense is employed to convey recurring events, ideas, emotions, circumstances, information, and habits. According to Aitken (1992), the simple present tense is useful for expressing statements that are true consistently or in general.

3. Descriptive text

   Ismayanti and Kholiq (2020) state that descriptive text is a text that includes descriptive sentences that describe the nature of an object so that it seems as if the reader feels what the author conveys in the text.

1.4 Aims of the Research

Based on the background of the study above, the researcher focused on analyzing the students' errors in writing descriptive text. This study aimed to investigate the abilities and difficulties of the types of errors made by students by analyzing their texts.

1.5 Significance of the Research

The study has the following three significances.

1. Theoretical significance: This study can contribute to Dulay, Burt & Krashen's theory and support the theory related to error analysis.
2. Empirical significance: This study is expected to be able to enrich insights into the study of error analysis using simple present in descriptive text.
3. Practical significance: This study can help English teachers improve their teaching strategies in writing descriptive text.

CHAPTER V
CONCLUSION

In this chapter, there are two main sections. The summary of the earlier discussed research findings appears in the first section. The second contains suggestions for lecturers, students, and future researchers.

5.1 Summary of the Findings

The question of this study is 'What are the types of errors made by students in using simple present tense in the descriptive text'. The objective of this research was to find out the types of errors, frequency, and percentage of errors made by students in written descriptive text based on Surface Strategy Taxonomy at the tenth grade of Senior High School of Wonotunggal.

Based on the analysis of the data, the researcher concluded that there were types of errors made by students in written descriptive text based on Surface Strategy Taxonomy. They are in the form of omission, addition, misformation, and misordering. Then, the total number of errors committed by 10 students is 66 items.

The research findings showed that the most common errors made by students were omission errors which happened as much as 59%. The second most common errors that appeared in students' descriptive writing were addition errors as much as 21,2% which number was not much different from misformation errors as much as 16,6%. The last type of error found in students' descriptive writing was a misordering error of as much as 3%. The complexity of Simple Present Tense as well as the different patterns between Bahasa Indonesia as the students' mother tongue and English as the target language caused students to make errors in producing sentences.

5.2 Suggestion

In this section, the researcher would like to make some recommendations for students, English lecturers, and future researchers. First, the result of this study would be useful for

students should pay more attention to the grammar material when they write a text. Second, this research would be useful for English lecturers to explain more about grammar to the students, so they can write grammatically correctly. The teachers or lecturers have to pay attention to the students' errors and make them aware of their errors so they can make a corrections by themselves and will not make the same errors. Third, it is necessary for future researchers to conduct further research with the same object and different perspectives in other grammatical patterns of English because many students lack grammar. It is also possible to increase the number of participants to obtain more detailed relevant information.

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