CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problem, objective of the study, the significant of the study, scope and limitation, and definition of key terms.

A. Background of The Study

In English language program, writing essay still becomes the most difficult skill to master for students. Wallace (2004) argues, Writing is difficult, and being a good writer involves countless skill. In addition, Norrish define writing as the language skill with which the native speaker has more problems, and one which is not mastered at all by some of them. Those statements show that making a good writing is difficult. It is why many students made some errors in their writing, specially in an essay.

An essay is a type of written work. It is a condensed version of a longer piece of work that omits critical information and parts. At some point during their academic careers, students are almost certainly asked to write as part of the academic requirements. It is considered to be crussial and critical, because it is the result of a writer's ability.

The students begin by writing an essay holistically and carefully, and then integrate the final product (called an essay) into more intricate writing works that use quotations, paraphrases, and their own words to communicate their ideas. They almost certainly write an essay for a variety of reasons, both personal and academic. While in writing an English essay for English foreign language students, their essay also must be fixed with a proper English grammar. Without grammar, it is difficult for people to understand what we say or write, as grammar gives meaning to a string of words or utterances. Numerous laws of grammar are unbreakable. They include articles, elements of speech, sentence structure, and tense. Tenses are believed to be the hardest aspect of grammar to master for Indonesian students. The simple present tense is an illustration. According to Frank (1972:66), "the simple present tense is utilized to convey a habitual

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behavior through the use of adverbs such as generally, always, or frequently." The usage of the simple present tense frequently confuses students due to its complexity.

By the Simple Present Tense above which is almost always used in the essay writing. The researcher found there are certain faults in the writing outcomes that were created by the students as English foreign language students. Additionally, according to the Oxford Dictionary, "error" refers to an action or an opinion that is incorrect or causes effects that you did not want. According to the definition, basic present tense faults produced by university student while writing essay should be solved by examining each student's essay writing and identifying the most common errors made by students. The target group is students enrolled in the third semester of the English Education Department at IAIN Kediri in the academic year 2021-2022.

Considering the inherent issues, the research tracked a group of students from IAIN Kediri's 3rd semester English Education Department during the lecture portion for the academic year 202-2021. The research investigated simple present tense errors made by college students in writing an English essay. There are several facts about simple present tense function in combination, such as subject-verb agreement. By the background of the study, the researcher considered to have a tittle **"Simple Present Tense Errors on University Students' Essay Writing"**.

The aim of this study is to investigate college students' errors as a reflection of their language issues in writing an English essay offered during the third semester of the English Education Department.

A.   Research Question

Based on the background of study above, it has found some questions answered in this research:

1. What are the Simple Present Tense errors in writing an essay by students commonly found in the 3rd semester of English Education Department students?

2. What are the pattern of Simple Present Tense errors in the use of simple present tense in essay writing made by the 3rd semester of English Education Department students?

B. Objectives Question

Based on the background of study above, it has found some questions answered in this research:

1. To find out the pattern of Simple Present Tense errors in the use of simple present tense in essay writing made by the 3rd semester of English Education Department students.

2. To find out the Simple Present Tense errors in writing an essay by students commonly found in the 3rd semester of English Education Department students.

C. Significance of the Study

The significance of the study consists of:

a. For students in English Education Department of IAIN Kediri as an additional reference to develop a good essay writing based on proper English linguistic features of Simple Present Tense.

b. For lecturers in English Education Department of IAIN Kediri as an additional reference to upcoming teaching method and strategy in develop a good essay writing based on proper English linguistic features of Simple Present Tense for the students to write an English essay.

c. For other researchers as a prior investigation for further research that will be conducted in future.

D. Scope of Limitation

The research focused on the investigation of simple present tense errros in university students essay writing. The participants will be from 3rd semester of English education department in academic ear 2021-2022 of IAIN Kediri. In addition, the simple present tense erros cover the understanding of subject-verb

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agreement. The researcher conducts this study based on 3 theories. According to Brown (2001), grammatical competence is a crucial component of communication, and tenses are the most difficult skill for Indonesian students to develop. The usage of the simple present tense frequently confuses students due to its complexity. To help lead this investigation, Azar (2006) offers a second theory: in general, the simple present conveys occurrences or circumstances that occur constantly, often, or routinely; they exist now, have occurred in the past, and most likely will exist in the future. In conclusion, the simple present has a pattern in which anything that was true in the present and will be true in the future makes broad declarations of facts and comprehensive truths. Additionally, the simple present is employed to convey routine or daily actions. It comprises of the following:

Subject	(present) *Verb*

It is backed by the third hypothesis advanced by Swan (2000), who stated that when we discuss permanent circumstances or events that occur on a regular or continuous basis (not currently), we typically employ the simple present. Examples: I travel to London around three times a week. According to these grammarians' definitions, the simple present tense refers to the activities or acts that the subject does on a continuous basis. This does not mean at a specific historical period, but rather anytime and anywhere.

E. Definition of Key Terms

1. Simple present tense

    Simple present tense is one of the English tenses which is widely utilized by the English language users both in speaking and writing. The usage of simple present tense is still puzzling for the third semester students of English Education Department of Higher Education of Teacher Training and Education of Muhammadiyah Pringsewu Lampung because of the intricacy of the forms and the uses of simple present tense itself. Simple present tense connects to the everyday activities and to tell about the general

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truth. The simple present tense is the tense that has particular properties. These qualities may be recognized from the function and the form of the simple present tense. It has the agreement of the subject and the verb or the predicate. The function of the simple present tense is to show about the everyday activities and general truth and to display time chart as well. The form of the simple present tense is subject + infinitive + object (S + Infinitive + Object).

2. Errors

Dulay et al. (1982) defined error as a fault in the learner's speech and writing. They are the sections of speech or work that depart from a predetermined standard of adult language performance. Brown (2007) also defined error as a noticeable departure from the adult grammar of a native speaker, which reflects the learner's inter-language competence. While an error is a response that is incorrect because the students lack understanding about what the correct response is, a mistake is a response that is incorrect because the students would recognize the correct response if they thought about it. According to Brown (2007), an error is the execution of an error that is either a random guess or a slip, in that it is the inability to appropriately employ a recognized system.

3. University Students

Writing is one of the productive English skills that EFL students in Indonesia should learn. Writing plays a critical role in the formation of languages that are utilized for global knowledge mediation. Indonesian EFL university students struggled with essay writing grammar, cohesiveness, coherence, paragraph structure, and spelling problems.

4. Essay Writing

When it comes to an essay, researchers such as Oshima and Hogue (2007); Boardman and Frydenberg (2002); Zemach and Rumisek (2005); Langan (2010); and Connelly (2013) all agreed that an essay has three

essential structures: an introductory paragraph, a body paragraph, and a conclusion paragraph. Additionally, they noted that the introduction paragraph is created to arouse and pique readers' interest in the essay topic. It infects broad assertions and a thesis statement in this instance. The general statements provide background information on the issue and can be sorted from broad to particular; nevertheless, the thesis statement introduces and states the essay's essential ideas, which might be placed in order of their subdivisions or subtopics.