

## CHAPTER II

### LITERATURE REVIEW

In this chapter, the researcher presents the literature review concerning to the concept of grammar in English, simple present tense, essay, types of essay and characteristics of essay, types of error in writing, the use of simple present tense in an essay, errors in tense, prior research.

#### A. Theories of Grammar in English

In Indonesia, English is taught as a foreign language. The Indonesian people always use the Indonesian language or a tribe language such as Javaanese, Sundanese, or any tribal language for everyday communication. As a consequence, as English language learners, it is usual for Indonesian students to struggle with learning and employing English. Furthermore, there are a number of linguistic components and language abilities linked with the English language that students should learn and master. Due to variations in the forms and structures of the Indonesian and English languages, English language learners may commit some grammatical errors in English. This suggests that Indonesian students may struggle to use good English form and structure. This might also be due to a lack of knowledge or the impact of their first or mother tongue on the learning of new language structures or target language structures, such as English.

When students' English learning is still impacted by their mother tongue or first language, they often struggle with grammar, vocabulary, and spelling, particularly when it comes to structuring and arranging words into suitable forms or sentences.

Grammar is one of the linguistic components that Indonesian students should learn and understand while learning and using a language such as English. Grammar is a critical component of language that enables language users to comprehend it both orally and in writing. According to Gerotand

Wignell (1994), grammar is a philosophy of a language, of how it is constructed and operates.

Brown (2001) also believes that grammatical proficiency is an important component of communication, as are tenses, which are often considered as the most difficult ability for Indonesian students to learn. Tenses demand language learners and writers to combine and connect many grammatical components such as the subject, adverbs, articles, auxiliary verbs, objects, adjectives, verbs, and conjunction.

Tenses is one of the grammatical components that Indonesian students must study and understand as English language learners. In English language, there are sixteen tenses, each with its own degree of complexity based on unique verb form alterations and usage in phrases or utterances. In contrast to Indonesian, it lacks tenses and particular verb form shifts and uses in phrases.

## **B. Simple Present Tense**

The simple present tense is one of the English tenses that English language users often utilize in both oral and written communication. Because of the complexities of the forms and uses of simple present tense, third semester English Education Department students at IAIN Kediri find it difficult to write an essay for one of their college assignments using simple present tense.

To allude to everyday actions and to describe general themes, the simple present tense is utilized. These characteristics may be seen in the function and form of the simple present tense. It is made up of a contract between the subject and the verb or predicate. The simple present tense is used to describe daily activities and general facts, as well as to portray a schedule. The simple present tense is composed of the components subject + infinitive + object (S + Infinitive + Object).

Different grammarians define and discuss the simple present tense in terms of its use and form. The simple present tense or present simple (a word

coined by Murphy in 1987) is the English tense used to discuss basic topics. Additionally, Murphy (1987) stated that we utilize the present simple to discuss basic topics. We are not confined to the present moment. It is used to indicate that something occurs frequently or regularly, or that something is true in general. It is irrelevant if the activity occurs concurrently with the saying. Simple present tense examples include the earth orbiting the sun, nurses caring for patients in hospitals, and the majority of shops closing around 5.30 p.m. in the United Kingdom. Murthy (2003) offered another viewpoint, stating that when the word is employed to indicate that an activity is already taking place. Simple present tense examples: He speaks English well.

Swan (2000) supports this by stating that when we discuss permanent conditions or events that occur on a regular or continuous basis (although not right now), we typically utilize 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.

Azar (2006) continues, "In general, the simple present represents occurrences or circumstances that occur constantly, often, or consistently; they exist now, have occurred in the past, and are likely to happen in the future."

### C. Essay

According to Oshima and Hogue (2006), an essay is a lengthy piece of writing composed of multiple paragraphs. It, like a paragraph, is focused on a single subject. Because an essay's subject is too complicated to cover in a single paragraph, it must be split up into different paragraphs, one for each main point. Then, you must connect the paragraphs with an introduction and conclusion. Due to the length of an essay, it is critical to arrange and outline before you begin writing. The most effective method is to create an outline.

Not only does an outline help you organize your thoughts, but it also helps you stay on course once you begin writing.

It is essential to understand that in order to write an essay well, you must commit to a method (Starkey, 2004). Writing, particularly for academic reasons, must be prepared, since there are several factors to consider while composing a decent piece of writing. Teachers worked diligently to teach writing to their students, but their techniques varied.

An essay is a brief writing of nonfiction that makes an attempt to convey an intriguing point (Langley, 2009). According to Langan (2008), an essay is a brief work of nonfiction in which the author strives to explore one or more closely linked arguments or ideas. Essays are brief pieces of writing that frequently require students to practice a variety of abilities, including careful reading, analysis, comparison and contrast, persuasion, conciseness, clarity, and exposition. As indicated by this list of characteristics, the student who attempts to succeed at essay writing stands to gain a great deal.

The goal of an essay is to encourage students to articulate ideas and concepts using nothing more than their own thoughts as a guide (it may be helpful to view the essay as the converse of a research paper). As a consequence, essays are (by definition) brief and need clarity of purpose and direction. This indicates that the student's mind cannot wander or distract from her goal; she must be deliberate and engaged. Writing an essay, particularly a descriptive essay, opens up a world of possibilities. All you need to do is identify the core concepts and proper language to portray your word-picture.

#### **D. Types of Essay, Characteristics of Essay**

A brief essay is composed of three primary components: an introduction, one or two body paragraphs, and a conclusion. Each section is a distinct paragraph. Each paragraph begins with an indented sentence.

- Content

The introduction is the essay's first paragraph. It comprises the essay's thesis statement, which summarizes the essay's content. The body paragraphs expand on the concept introduced in the introduction. Each body paragraph begins with a subject phrase and includes information that support the introduction's argument. A body paragraph's topic sentence also explains what the paragraph is about. The final paragraph is the conclusion. This concludes the essay.

According to Oshima and Hogue (2006), an essay is divided into three sections: an introduction, a body, and a conclusion. The first paragraph is divided into two sections: (1) a few broad sentences that establish the essay's overall subject and pique the reader's attention; and (2) a thesis statement that summarizes the essay's main point. The thesis statement outlines the precise issue, may include subtopics or subdivisions of the primary topic or subtopics, and may suggest the essay's organizational style; it is typically the final phrase in the opening paragraph. The essay's body paragraphs cover each subtopic in turn. It has as many paragraphs as necessary to illustrate all subtopics. Each paragraph contains supporting sentences. They are the arena in which you may elaborate on your subject and make your case. Body paragraphs should be structured in some way, such as chronological sequence or comparison/contrast. Occasionally, depending on the subject, a mix of patterns will be necessary. The conclusion paragraph serves as a reminder to the reader of what you've mentioned previously. It summarizes or paraphrases your important points. Additionally, you may include a concluding comment about the subject to help your reader recall it. Three objectives are served by it: It indicates that the essay has concluded. To do this, begin your conclusion with a transition signal; it serves as a reminder to your reader of your primary ideas and may be accomplished in one of two ways: You can summarize your subtopics or restate your thesis; this provides your reader with your concluding ideas on the subject. This is your chance to communicate a powerful, memorable message to your reader.

The thesis statement of an essay is its central argument. Occasionally, it is assumed rather than expressed explicitly. The thesis statement dictates the essay's content: whatever the writer writes must make logical sense in relation to the thesis statement. A strong thesis statement defines the subject and makes a claim about it. A well-written essay should be coherent; it is, everything in it should be connected to the essay's thesis, or central argument. There should be no veering off topic. A coherent essay adheres to the confines of its argument. Your essay will be coherent if you make a single point and stick to it. If all of the elements in your essay are connected to your thesis and supporting subject sentences, your essay will be cohesive. Effective essays must have a strong introduction or starting and a strong finish or conclusion. A strong introduction should pique the reader's interest and then maintain it. Along with attracting the reader's attention, a strong introduction typically presents the thesis and implies or discloses the essay's structure. The optimum starting point is the one that is most suited for the task at hand.

#### **E. Types of Error in Writing**

According to Dulay et al. (1982), mistake is defined as a flaw in a learner's speech or writing. They are the parts of a speech or piece of writing that deviate from a specified norm of adult language performance. Brown (2007) similarly characterized mistake as a significant divergence from a native speaker's mature grammar that shows the learner's inter-language abilities. A mistake is a response that is inaccurate because the students do not comprehend what the proper answer is, but an error is an incorrect response because the students would identify the correct response if they thought about it. A mistake, according to Brown (2007), is the execution of an error that is either a random guess or a slip, in that it is the failure to apply a recognized system effectively.

Brown (2000:216) erroneousness assumptions construct a crucial part of learning in knowing and acquiring knowledge. The errors can't be corrected easily by learners and they need a more elaboration. Classification of error refer to the classification of error according to certain criteria. Dulay, Burt, and

Krashen (cited in James, 1998: 48) suggest that there are four kinds of error taxonomy: the linguistic category classification, the surface structure taxonomy, the comparative taxonomy, and the communicative effect taxonomy. To differ between error and mistake is a difficult activity. Ellis (2003:17) advised two ways to distinguish between error and mistake. One way can be to look into the consistency of learners' competence. If they consistently perform the language in incorrect form, it would be indicated that they do the error. However, if they perform the language sometimes in correct way and sometimes in incorrec form, it can be called a mistake. Another way is to ask the learners to try correcting their own deviant utterance. Where they are unable to change it into correct form, the deviations are error. However, if they are successful to correct it, the deviations are mistake. According to explanations, it can be concluded that error is a mistake that learners are unable to correct the deviation when they perform their speaking or writing so that they need more explanations from the teachers or other experts. Meanwhile, a mistake is a deviation of the learners when they perform an exercise or speak about something.

When people speak of error, they are referring to what is known as error analysis. According to Brown (2007), "the fact that learners make errors and that these errors can be observed, investigated, and classified to indicate something about the learner's system has resulted in a resurgence of study of learners' errors."

Error analysis is crucial in language instruction since the language teacher is knowledgeable of the students' deficiencies as language learners. The language instructor should investigate and identify the errors made by students, since this information is helpful for providing feedback and developing the language teaching and learning process. According to Fisiak (1981), error analysis was designed and carried out for the purpose of providing feedback while developing instructional materials and procedures.

## **F. The Use of Simple Present Tense in an Essay**

Most students struggle with two aspects of writing: (1) the ability to write lengthy sentences that require a variety of coordinating, subordinating, and vocabulary tools, as well as proper grammar; and (2) understanding the meaning and proper use of linking devices, particularly those required to establish inter-sentential relationships.

Apart from objectivity, neutrality, and observation, the writer's style should be different. Phrase patterns, sentence length, sentence types, and diction all play a part in writing. Sentences are sometimes long and sophisticated in composition; they do not stick to a basic language. It abstains from slang and abbreviations, as well as from grammatical errors. Sentence length refers to the number of words in the sentence; sentence type refers to the structure of the sentence, which may be classified as simple, compound, complex, or compound complex. Complex phrases are more difficult to grasp than clear, succinct language. Occasionally, though, long and complicated words are employed to allude to crucial and sophisticated subjects (Carosso and Standford, 1983:92-93). Additionally, formal writing typically contains relative pronouns (that, which, whomever), which are almost always omitted in spoken language (Hogins and Lillard, 1972:16). The diction, or the use of words, is another crucial part of formal writing. In all types of writing, direct and plain wording is most effective. For a large audience, it is best to use simple, straightforward language (Carosso and Standford, 1983:92).

To summarize, an essay involves sound grammar and structure. Academic writing requires the use of rhetorical techniques such as verbal complementation, nominalization, relative clauses, tenses, subject-verb agreement, and cohesive devices such as lexical repetition, referential pronouns, conjunctions, synonyms, and substituted phrases (Halliday and Hasan, 1976). Proper sentence form, accurate terminology, and effective rhetoric assist the reader in more clearly identifying propositions in the text (Richards, 1992:103).



## G. Errors in Tense

Error analysis is a movement to uncover the learning results accomplished by students in creating interlanguage framework recorded as a speaking and writing which is comprise of correlation between the errors made in target language and that target language itself. Errors found recorded as speaking and writing. Taylor as referred to Fang and Xue-Mei (2007), they express error analysis as study and assessment of uncertainly and measurement. It infers that errors has a positive impact in language learning since the sign a language student do not gain proficiency with the principles of the objective language adequately. Erdogan (2005) characterized that errors analysis manages the students' presentation as far as the intellectual procedures they utilize perceiving or coding the info they get from the target language. Therefore, an essential focal point of error analysis is on the proof that students' error furnish with a comprehension of the basic procedure of second language procurement.

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#### **H. Prior Research**

This research is distinct from the several previous studies listed below. The distinctions between others and this research are the study's aim. The research focuses on third semester English Education Department students at IAIN Kediri in the academic year 2021-2022. In addition to the errors discovered in the background, students used the simple present tense when drafting an essay. The researcher gathered data on the uniqueness of students' English essay writing. The researcher used Turnitin to verify the originality of each student's essay writing document. Following the selection of the original writing, the researcher assessed the essay writing document for appropriate linguistic aspects in order to ascertain the issues. Simple present tense mistakes are related to subject-verb-object agreement in this research.

Several prior studies were undertaken concurrently with this one, which focused on exploring students' difficulties with writing English academic summaries. As a result, the study uses five previous forms of research as a baseline for comparison.

The first is the prior research which is an English academic journal titled "Error Analysis of Students' Writing Descriptive Text Based on Surface Strategy Taxonomy" conducted by Nur Choironi, Muhammad Sukirlan, and Ujang Suparman from English Department of Lampung University. The subjects are 32 11th grade science pupils. The aim of this study is to examine the various types of errors as a reflection of the problems encountered by

students when writing descriptive texts, using the surface strategy taxonomy and the most frequently committed errors by students. The results indicated that students classified surface strategies into four categories: inclusion, exclusion, misformation, and misordering. Additionally, the misformation was the most commonly performed type of mistake by the students.

The second is the prior research which is which is an English academic journal titled "Students' Error In Using Simple Present Tense Mastery" conducted by Siswoyo from STKIP Muhammadiyah Pringsewu Lampung in English online journal available on [ejournal.radenintan.ac.id/index.php/ENGEDU](http://ejournal.radenintan.ac.id/index.php/ENGEDU), volume 9 and issue 2 in year 2016 on page 461-479. The data consisted of the structure of the first final written test response for second semester students. There were some mistakes that showed the students' difficulty with writing. Omission, substitution, misordering, and misformation were all mistakes. Apart from those four mistakes, the study revealed that the majority of students perpetrated misinformation. In conclusion, the aim of this paper is to demonstrate the students' misuse of the simple present tense.

The third prior research is an English academic journal titled "An Analysis Of Grammatical Errors in Students' Proposals" conducted by Pratiwi Bahar from English Department of Hasanuddin University, Makassar, Indonesia in Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature on volume 3 and issue 2 on page 64-81 in the year 2017. The aim of this paper is to describe the types of grammatical errors that students make as a reflection of their problems and to discuss the reasons that lead students to make certain types of grammatical errors. The data came from ten proposals submitted by students in the seventh semester of the English Department at Hasanuddin University's Faculty of Letters. The data analysis reveals a variety of grammatical errors that each student records on their proposal, most notably in Subject-Verb Agreement, Number Agreement, Reference, Word Order, and Omitted Subject and Omitted Verb. Number Agreement is the most often made

grammatical mistake by students when writing proposals. Additionally, the reasons that contribute to students making these types of grammatical errors while writing proposals include overgeneralization, misunderstanding of law limitations, insufficient implementation of laws, and hypothesized false definition.