

CHAPTER I

INTRODUCTION

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

A. Background of The Study

Writing is one of productive skills in learning english. According to Henry Guntur Tarigan (1986), he stated that writing can be interpreted as an activity of expressing ideas or ideas by using written language as a medium of conveying. Writing can also enable us to develop various ideas. In addition, the vocabulary and sentences used in writing activities must be clear so that they are easily understood by the reader. The linguistic skills of a writer generally support the results of a quality essay. Greenbaum & Nelson (1998) stated that in learning English one needs to learn grammar because if the grammar is not regular it will cause some problems in communicating. The use of correct grammar will produce clear sentences and paragraphs. The arrangement of sentences and paragraphs is neatly structured. So, what is meant in sentences and paragraphs can be understood easily. Grammar has 16 types which to make it easier, are grouped into four parts, namely present tense, past tense, future tense, and past future tense.

Through simple present tense, students will recognize tense forms that can be applied to general events around facts, habits, or things that often happen all the time and happen repeatedly. This tense includes

aspects surrounding the time in an event that is indicated by the form of the verb. The simple present tense is used when writing descriptive text. This text uses the Simple Present Tense because descriptive text describes the facts attached to an object. In addition, one of the functions of the Simple Present Tense is to show a fact or truth. Mahsun (2014), argues that descriptive text is a text that has a social purpose of describing an object or object individually based on its physical characteristics. Descriptive writing skills are part of the English language skills that must be possessed by students. To have good descriptive writing skills, students are required to know about writing rules, continuous practice, and knowledge of word formation and sentence structure, as well as paragraph development.

As for learning, students in Indonesia still have difficulties in learning English, especially in grammar. As Warouw (2014) said, this is due to their diverse cultural background, which affects the use of English, including producing errors and mistakes. Ellis (2003) states that the definition of error is an error caused by students' limited knowledge and not knowing the real answer. Meanwhile, mistakes are errors that occur because students cannot convey their knowledge properly and correctly.

There are several studies entitled error analysis that has been carried out by several researchers in recent years that used by researchers as a reference. The first research is a study entitled "*Students' Errors In Using Simple Present Tense in Writing Descriptive Texts*" by Ima Natria (2007). This study examines what causes the dominant students to make errors when writing descriptive texts in 8th-grade students at SMPN 2 Brebes. The results of the analysis show that there are

10 types of errors that are more dominant in omission. The second research, research by Indriana Widyaningsih (2022) with the title "*Analysing Students' Error In Simple Present Tense Based On Surface Strategy Taxonomy*". This study was conducted to find out the errors of research students using the theory of surface strategy taxonomy. The results of this study were that the 8th-grade students of SMPN 3 Bontomarannu still made many errors in writing the simple present tense. The third study, entitled "*An Analysis of Students' Ability in Using Simple Present Tense*" by Rodesma (2020). Researchers conducted this study to determine and analyze how the ability of 8th graders in using the simple present tense in verbal and nominal sentences at Al-Hikmah Rokan Hulu Junior High School. The results of this study are the average value of students in using "verbal sentences" is better than the ability of students in using "nominal sentences" with a score of 66,4 and 64,4.

This study specifically discusses the analysis of students' writing errors in using the simple present tense at MTsN 7 Kediri. MTsN 7 Kediri is one of the favorite schools in the Kediri Regency. In addition, this school received the title of Adiwiyata School and Literacy School, which title can be maintained until now. This is what made the writer interested in making MTsN 7 Kediri a research location. In this school, the writer will examine errors in writing the simple present tense. The reason the writer is interested in researching this is that MTsN 7 Kediri has a special program, namely tutoring in English and Arabic. In the English tutoring program, the school works with an organization from the United States, namely PeaceCorp. Of course, this program also studies simple present tense material in descriptive texts, but even so, it turns out that there are still students

who make errors in writing simple present tense. This research is conducted to find out the types of errors, students' errors frequency, and also the possible reasons underlying students made errors when writing using the simple present tense. The results of the study can be used by students to find out the types of errors made and understand easily how to use them appropriately so that students can master English tense well and correct. This can be used as a teacher's consideration when teaching and choosing learning media so that it can provide its own value for students so that students can understand the use of simple present tense in descriptive texts.

B. Research Questions

In conducting research, the problem must be clearly stated so that the purpose of the study and the method can be meaningful. The problem of this study is stated as the following question:

1. What errors do seventh graders make in using present tense in the descriptive text?
2. What is the frequently occurred error in the students applying present tense in writing the descriptive text?
3. What are the possible reasons underlying students' errors in writing the descriptive text?

C. Purpose of The Study

To summarize the background of the research, this research was conducted to achieve the following objectives:

1. To find out what errors are made when writing descriptive text.
2. To find the frequently occurred error in the students applying present tense in writing descriptive text.
3. To find out the possible reasons of students making errors in writing descriptive text using the simple present tense.

D. Significance of The Study

The result of this study must be useful for :

1. Theoretically, this research can provide information about the errors made by students in using the present tense when writing descriptive texts to seventh-grade students at MTsN 7 Kediri.
2. Practically, English teachers can find out the types of errors that students often make in using the present tense and their causes, the researcher hopes that this research can inspire English teachers to provide corrections and more practice on students' errors in using the present tense in writing descriptive texts.

E. Scope and Limitation of The Study

The scope of this research is focused on analyzing the errors in using the present tense in writing descriptive texts in the seventh grade of MTsN 7 Kediri. This research conducts to provide information to readers about the types of errors made by students in writing descriptive text using the simple present tense.

The limitation of this research is specifically to discuss the use of simple present tense in descriptive text. Other aspects may not be part of the discussion in this study. The limitations of this study are very important and useful to avoid misunderstandings that occur among readers.

F. Definition of Key Terms

To clarify the key terms used in this study, several definitions put forward by the author are writing, error, simple present tense, and descriptive text.

1. Writing

According to Nunan (2003), writing is a thought process to create ideas, think about how to express them in good writing, and organize ideas into statements and paragraphs clearly. So it can be said that writing is an activity to express ideas, opinions, thoughts, or feelings with tools, symbols, paintings, sentences or anything else in writing, which represents language and people understand it.

2. Error

Error is a mistake that occurs repeatedly because of the lack of understanding of the rules of the language being studied and the learner is not aware of what is done. This is based on the statement of S. P. Corder (1981) which says that errors are old habits and at the same time are relatively new activities.

3. Simple Present Tense

According to Azar (2003), the simple present tense is used to express activities that are commonly performed. According to the explanation, the simple present tense is a tense used to express common facts and daily activities. The time sign in the present tense is indicated by an adverb; usually, usually, always, sometimes, and so on.

4. Descriptive Text

According to Pradiyono (2007) descriptive text is a piece of text that describes living things or things that are not alive. The purpose is to describe the audience of the characteristics of people, objects, animals, or places. This text provides a detailed explanation so that the reader understands the object picture clearly to avoid ambiguity. The descriptive text for class VII is generally only one paragraph because it is considered to be still in the early grades. One paragraph for grade VII only consists of 4-6 sentences.