CHAPTER I

INTRODUCTION

This chapter explores subchapters as an introduction. This chapter explores six sub-chapters including the Background of the research, Statement of the problem, Objective of the research, Significance of the research, Scope of the research, and Operational definition.

1.1 Background of the Research

Language is a person's ability to communicate with other people using signs, words, or gestures. In this world, there are various languages. English is the most famous language in the world. In a globalized world, the importance of English cannot be denied and ignored because English is the main language, the most commonly used language everywhere (Marzona, 2022).

In English four skills must be known, namely speaking, reading, listening, and finally writing. Writing is a difficult skill for students. According to Dutta (2020), writing is the ability to communicate is very important in the life of every student. When writing, a person communicates his thoughts and feelings through visible symbols that can be understood not only by himself but also by others. This means that when we write, we can express our feelings and thoughts, moving from words to phrases and sentences to meaningful paragraphs.

Focus on writing, is impossible if students do not make mistakes in writing. Errors can occur in writing sentences or words. For students who are learning mistakes in writing are a natural thing. Structures in English sentences are called tenses. Tense is a grammatical structure that students find difficult because there are many kinds of it in English. Students should consider what type of trance to use and whenever they want to speak or write. Students should also know the various characteristics of tenses such as when each one should be used and how to use it in a sentence. Yuliawati (2022) stated tenses are a form of a verb that can be used to indicate the time of the action or expressed by a verb. In other words, tense requires a sentence pattern, where the verb can change according to the pattern and time.

Most of the previous studies by H. Siregar & Zuriani (2020) that the Present tense is the tense form that be used to explain something that happened in the present time Simple present tense is a tense that is used to say something related to a habit, fact, and general truth. Generally, using simple present in writing descriptive text, which descriptive text is a writing form that aims to explain or describe something, such as people, things, animals, etc. In learning descriptive text, students are expected can understand, and can describe something fluently in using simple present tense. But the fact it is not suitable with expectation, the students is still less knowledge about that.

Another study was conducted in situations involving their mother tongue and second language, everyone makes errors. Native speakers are usually able to identify and correct such errors or mistakes, which do not indicate a lack of proficiency but intermittent glitches or imperfections in the process of speech production (Hasani, 2016). According to Fadilah (2022), Errors are rule-based, systematic in nature, based on internal principles, and free from arbitrariness. We can conclude that errors are based on performance whereas errors are based on capability. Ability is a consistent and systematic deviation that reflects a learner's ability at a particular stage. Errors are rule-based, systematic in nature, based on internal principles, and free from arbitrariness. We can conclude that errors are based on performance whereas errors are based on capability. Ability is a consistent and systematic deviation that reflects a learner's ability at a particular stage. Interlanguage transfer, interlanguage transfer, learning environment, and communication techniques are the four categories used to classify sources of error in his research (Brown, 1980). The researchers observed two sources of errors in the use of the simple present tense in the descriptive process produced by the students of SMAN 13 Bone: inter-lingual transfer and intra-language transfer. Interlanguage transfer, often known as negative transfer, is a major culprit error. This refers to errors resulting from the intervention of the learner's native language. According to the data, most students translate their statements without thinking if they are grammatically correct in their target language.

Based on the experience of researchers at PLP II with class X teachers at SMK 2 Kudus, researchers found that errors often occur in the use of Simple Present Tense in making Descriptive Text sentences. Because students have difficulty using the correct Simple Present Tense in descriptive text. So the researcher examines the types of error analysis using the theory of (Dulay et al., 1982) which consists of four types, namely omission errors, additions, misordering, and misformation. Misformation explains that formation errors are characterized by the use of the wrong morpheme or structure. Therefore, the researcher wants to identify and analyze the types of errors in the use of the Simple Present Tense.

1.2 Statement of the Problem

Based on the background of the research above, I formulate the statement of the problem as follows:

1. What are the types of errors of using simple present tense in students writing descriptive text at tenth graders of SMK N 2 Kudus in the academic year of 2022/2023?

2. What are the factors that cause the errors of using simple present tense in students writing descriptive text at the tenth graders students of SMK N 2 Kudus in the academic year of 2022/2023?

1.3 The Objective of the Research

Based on the statement of the problem above, the objective of the research is

1. To identify the student's errors in using simple present tense in writing descriptive text a tenth grade student of SMK N 2 Kudus in the academic year of 2022/2023.

2. To describe the factors of student's errors in using simple present tense in writing descriptive text by a tenth grade student of SMK N 2 Kudus in the academic year of 2022/2023.

1.4 Significance of the Research

By conducting this research, the writer hoped that the results would be useful as follows:

a. **The Researcher**

This research hopefully was useful for the next researcher who wanted to conduct similar research.

b. The Student

It is important for students to realize their errors after being explained and then tested with a simple test of writing descriptive text using the simple present tense. Therefore students did not make a second error and learn not from errors so students did use the simple present tense properly and correctly by writing descriptive text.

c. The Teacher

The existence of this research was expected to be a reference and input for teachers, as well as to provide more practice and correction regarding simple presents to improve students' writing skills.

1.5 Scope of the Research

In this study, the researcher analyzed the types of errors in writing descriptive text using the simple present tense. There were four types of errors, namely omission, addition, misformation, and misordering based on (Dulay et al., 1982). Researchers took subjects from class X SMK Negeri 2 Kudus in the 2022/2023 academic year. The researcher did take fifteen students as paper test participants, and five students from the test results who made the fewest mistakes as interview participants. In this study, the researcher examined student descriptive texts that describe people, places, and objects using the simple present tense which was found in many topics.

1.6 Operational Definition

a. Error Analysis

Error analysis was an activity to identify, classify interpret, or describe the errors made by someone in speaking or in writing and was carried out to obtain information on common difficulties faced by someone in speaking or writing English sentences (Sampe & Hutagalung, 2017).

b. Writing

Writing is one of the skills that students must learn, used to provide factual information, persuasively and entertain information by expressing ideas, and

opinions that are arranged systematically and following certain rules (Hasani, 2016).

c. **Simple Present Tense**

The simple present tense had the function of declaring an event in the form of a routine or habit and stating general truths. (Muhsin, 2016) also states, "The present tense expressed an action or current situation". The simple present tense was formed by using the simple form of the verb listed in the dictionary, or it was called the infinitive without 'to'. When a third person singular subject was present, the -es or -s ending was added. In terms of form, the simple present can be divided into positive, negative, and interrogative.

d. **Descriptive Text**

Writing descriptive text is a process of gathering our ideas, information, or thoughts to become a text that describes a particular person, place, or thing. It explains a person, place, or thing which can make the readers imagine what was described clearly. Descriptive text is a text that aims to describe a person, thing, or place that was purposed to inform or persuade the reader (S. R. Siregar & Dongoran, 2020).

e. **The students of SMK 2 Kudus**

The students who were currently attending high school majoring in automotive (Light Vehicle Engineering) are getting a descriptive text in the tenth grade of the 2022/2023 academic year.