

CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the research and the operational definition.

1.1 Background of the Research

English is a widely spoken language around the world, with approximately 1.5 billion people using it as a first, second, or foreign language Crystal(2003). As a global language, English has become a tool for cross-cultural communication as well as a necessary skill for individuals to succeed in a variety of fields such as education, business, science, technology, and entertainment Crystal(2003). Writing is a fundamental skill in English language learning that allows students to express their ideas and thoughts coherently and effectively. Writing in English requires not only a good understanding of vocabulary and sentence structure, but also a solid foundation in grammar. According to Harris and Cunningham (1994) Writing is considered the most difficult skill as it requires a profound understanding of the topic, the use of appropriate vocabulary and the utilization of grammatical structures that acceptable with the reader's expectations.

Grammar is the limitations that enable us to construct sentences that are accurate and comprehensible to both listeners and readers Chomsky (1986). Learning grammar can be difficult for foreign language learners, especially because each language has its own unique set of rules. For example, Indonesian and English have different grammar structures. Indonesian is not as strict when it comes to using verbs, while English has many rules, especially regarding tenses that show when actions happen. One important tense in English is the simple present tense. Azar (2002) provides a more detailed explanation of the simple present tense, stating that it expresses events or situations that habitually, usually, or always exist. These events or situations exist presently, existed in the past, and will likely exist in the future. Despite its importance, many English language

learners, particularly those in senior high school, struggle with its proper use and do not far from the error. The lack of understanding of the simple present tense can also affect students' comprehension of texts written in English.

At the senior high school level, students are expected to demonstrate proficiency in various writing forms, including descriptive texts. However, based on my teaching internship experiences, it is evident that students encounter challenges in producing a good quality of writing. These difficulties encompass multiple aspects, such as selecting appropriate vocabulary, utilizing correct tenses, structuring sentences effectively, and developing coherent paragraphs. For instance, students may say, "She study at school" instead of the correct form, "She studies at school".

This observation piqued my interest in investigating whether similar errors persisted among students in their use of the simple present tense, particularly in descriptive texts in different grades at SMA 1 Mayong. Consequently, I made the decision to extend my research to twelfth-grade students, recognizing that studying these two grade levels would offer valuable insights into the progression and disparities in language proficiency. This focused approach enables a comprehensive examination of the differences in mastery of the simple present tense between these critical stages of high school education.

By focusing on these two specific grade levels, the research aims to compare and contrast the language proficiency and error patterns between the two groups. The comparison allows for an exploration of the progress students make in their language acquisition as they advance through their high school years. Tenth grade represents a critical point where students have had a few years of exposure to English instruction, while twelfth grade represents their final year of high school, nearing the completion of their education. Moreover, considering the two-year gap between these classes, it is anticipated that twelfth-grade students possess a higher proficiency in utilizing the simple present tense in their descriptive writing compared to their tenth-grade counterparts. By comparing the two groups, the researcher can identify any developmental differences and pinpoint areas that may require additional attention.

Error analysis is an effective approach for identifying and analyzing students' errors in writing. According to Crystal (1987) cited in Nadyaerror analysis is a method utilized to identify, categorize, and systematically define the forms that are not comprehensible when produced by an individual in the process of learning a foreign language, using any of the principles and procedures provided by linguistic Hayrunnisa (2019). By understanding the errors made by their students, teachers can design effective instructional strategies and materials to improve their students' writing skills.

The significance of this topic lies in its potential to address a crucial issue in English language learning. By conducting an error analysis of simple present tense usage in descriptive texts written by Tenth and Twelfth grade students, the researcher can identify common errors and develop strategies to address them. This research has the potential to contribute to more effective teaching practices and improve students' language proficiency in the context of descriptive writing tasks.

Previous research has examined by Sasmiasih(2014) the result showed that the students made an error when the students wrote the descriptive text. The highest kind of the error that was made by the students were a misformation error with 32 errors or 53.33%, then the second was omission errors as much as 14 errors or 23.33%, the third was addition error as much as 10 errors or 16.67%, and the lowest error was a misordering error as much as 4 errors or 6.67%. Next study by Lestari(2020)The result showed that the total of the errors type that made by the students as much as 177, where it was divided into misformation as much as 70 errors or 39,54%, omission 57 errors or 32,21%, misordering 29 errors or 16,39%, and the last was addition with 21 errors or 11,87%. Another study was done by Muis (2019) The result of her analysis showed that the highest kind of error that is made by the students was omission as much as 54 or 44,6%, then the second was an addition that showed there are 30 errors or 24,7%, the third was misformation that showed 28 errors or 23,1%, then the lowest kind of errors that was made by the students was misordering that showed 9 errors or 7,4%.

Errors in writing descriptive text can occur at any level of education. However, this research specifically examines descriptive texts written by tenth and twelfth-grade students. By targeting these two grade levels, the study aims to compare the error patterns and language proficiency levels between the two groups. The purpose of this research is to identify the most common errors made by these students in the simple present tense.

The aim of this research is to conduct an error analysis of simple present tense usage in descriptive texts written by Tenth and Twelfth grade students in SMA N 1 Mayong. The research will identify common errors in the usage of this tense. This research is expected to provide development strategies to address these errors and propose recommendations to improve teaching practices in this area. Based on the above explanation, the researcher would like to conduct a research by title **Error Analysis of Simple Present Tense in the Students Writing of Descriptive Texts at Tenth and Twelfth Grade of SMA 1 Mayong Jepara.**

1.2 Statements of the Problem

Based on the background of the research above, the statements of the problem can be formulated the problem of the study as follows:

1. What are the types of error of simple present tense in the students writing descriptive text at tenth grade?
2. What are the types of error of simple present tense in the students writing descriptive text at twelfth grade?
3. How is the comparison of the types of error of simple present tense in the students writing descriptive text at tenth grade and twelfth grade?

1.3 Objectives of the Research

Based on the statement of the problem above, objectives of this study mainly intend as follow:

1. To find out the common errors in simple present tense usage in descriptive texts written by tenth-grade students at senior high school.
2. To find out the common errors in simple present tense usage in descriptive texts written by twelfth-grade students at senior high school.

3. To find out the comparison of the types of error of simple present tense in the students writing descriptive text at tenth grade and twelfth grade

1.4 Significance of the Research

1. Theoretically:

Theoretically, the findings of the study could be useful for teaching present tense in descriptive text. And the findings of the study could be contribute to the existing body of knowledge by providing insights into the theories utilized. It is anticipated that other researchers can gain valuable knowledge from these theories, potentially adopting them as guiding principles for conducting research in similar topic. Furthermore, the researcher hopes to generate a novel theory regarding the analysis of student errors in using the simple present tense.

2. Practically:

- a. Teacher:

This research hopefully holds the potential to be beneficial for teachers in understanding students' grammatical errors in using the simple present tense. By gaining this understanding, teachers can focus more on areas where students commonly make errors. The researcher aspires for this research to assist teachers in their instruction, facilitating students' comprehension of tense usage and enabling them to rectify errors, ultimately leading to improved English proficiency.

- b. Student:

Given the focus on analyzing errors in the usage of the simple present tense, this research aims to enhance students' knowledge. The researcher hopes that this study will contribute to students' writing abilities in English, enabling them to minimize errors and write with fluency and naturalness akin to native speakers. Theoretical significance of this research lies in its potential to improve understanding of the difficulties that English language learners face when mastering the simple present tense. The research can inform the development of effective teaching strategies that address the specific needs of Tenth and Twelfth grade students in senior high school by identifying common

errors and analyzing their causes. The study can also help to advance the field of second language acquisition by providing insights into the factors that contribute to errors in simple present tense usage.

1.5 Scope of the Research

The scope of this research is limited to the analysis of simple present tense usage in descriptive texts written by tenth and twelfth grade students at SMA N 1 Mayong. The research will focus on identifying common errors made by tenth and twelfth grade. The participants of this research are tenth and twelfth grade students at SMA N 1 Mayong Academic Year 2023/2024

1.6 Operational Definition

Based on the title of the research, there are four terms that can be defined in the operational definitions as follows:

1. Error Analysis: For the purpose of this study, error analysis refers to the process of identifying and categorizing errors made by students in the use of simple present tense in descriptive texts. Errors will be classified based on their type (e.g. tense, subject-verb agreement) and frequency.
2. Simple Present Tense: Simple present tense refers to the verb form that indicates an action or state that is currently true or habitual. In this study, the focus will be on the correct use of the simple present tense in descriptive texts written by tenth and twelfth grade students.
3. Descriptive Text: Descriptive text refers to a type of text that describes a person, place, or thing using sensory details and adjectives. For the purpose of this study, descriptive texts will be collected from tenth and twelfth grade students at senior high schools.
4. Tenth and Twelfth Grade Students: Tenth and twelfth grade students refer to students who are in their respective grades at senior high schools. These students are typically between the ages of 15 and 18 and are expected to have a basic to intermediate level of proficiency in English.
5. SMA N 1 Mayong: SMA N 1 Mayong refers to the educational institution that subject in this research.