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## CHAPTER I INTRODUCTION

### A. The Background of the Problem

Writing is one way to communicate with other people besides speaking, reading and listening. It is one of the important skills in English. In English language teaching, a student are expected to produce a good writing. But, some of the students get difficulties to write sentences gramatically. According to Phuket (2015), the student of English as a foreign language (EFL) is very difficult to mastering in writing skill.

The skill of writing is taught by using genre based approach. Students are introduced to some genres and taught through model of reading texts which they taught about the social function, the generic structures, and the language features of the genres. There are many kinds of genres. One of them is descriptive text. Descriptive text describes of something such as persons, places, objects or others. According to Husna (2013), a descriptive text is a text which the writer tries to describe something, and the description is used to describe a thing/object, place, or person.

In writing descriptive text, students must be able to master grammar. Grammar is one of the English components of language which must be learned by students. It is in line with Cowan (2008) who said that grammar is the set of rules how words and groups of words can be arranged to be a good sentences in a particular language. In addition Emilia (2014) stated that

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grammar is the system of pattern that a writer uses to select and combine the words.

By mastering grammar, students can build up sentences, can express their ideas for communication and can help students to comprehend what other people say or write. Grammar is one of difficult materials when the students learn English. According to Afifuddin (2016), as a matter of fact, in most cases always found the error in students' writing are grammatical errors. According to Novita (2014), the error is done by the students at the level of grammar, lexical, orthography, pronunciation, and discourse. From the linguistic levels, grammar often causes difficulty for the students in studying English, especially writing.

In writing skill, the grammar is really needed to be learned, because the mistakes made in writing seem so clear when someone writes it and will be read by the reader. Having knowledge of grammar will help people to comprehend what other people say or write. On the other hand, it is difficult for Indonesian students to use correct structure in English. One of the grammar aspects is tense. According to Ratnah (2013), in making a sentence in English both of written or spoken, tense is very important role. In English, each sentence always contains a tense. There are many kinds of tenses such as simple present tense, simple past tense, present perfect tense, present progressive tense, etc. in writing descriptive text is usually use simple present tense.



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In writing descriptive text, we should use simple present tense. The rules of writing simple present tense are *to be* (is, am, are). According to Slamet (2011), *is, am, are* is part of verb *to be* in simple present tense, simple present tense used V<sub>1</sub>, the writer should pay attention to the rules of English spelling for the third person added (-s, -ess, -ies), and the use of time expression. In addition, according to Azar (1992), the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.

SMK Taruna Satria is one of Vocational High School in Pekanbaru. The school is located on Delima Panam. Based on curriculum 13 (K13) that used at the tenth grade of SMK Taruna Satria Pekanbaru, students are expected to understand the structure of descriptive text both in oral and written form about describe about person, tour place, or historic building.

Based on the statements above, it is clear that the students should be able to master the structure of descriptive text. It means that, if the students are not able mastering the structure of descriptive text as in the demand by the curriculum, the learning will not running effectively.

Based on the researcher's preliminary study at SMK Taruna Satria Pekanbaru, it is clear that some of students still faced the problems and difficulties in mastering the structure of descriptive text. Their writing in the structure of descriptive text was still very far from the expectation of the curriculum. In this case, the researcher interested to analyze the students' errors in using simple present tense in writing descriptive text. It is because



there are many students who had problems in understanding the use of *to be* (is, am, are), the use of auxiliary verb (*do, does*), the students did not understand the use of V<sub>1</sub>, the students did not understand the use of verb for the third singular person such as *he, she, and it* need adding (s, es, ies).

Considering the background above, the researcher interested to investigate the use of simple present tense in writing descriptive text and in identifying the grammatical errors made by the students in arranging simple present tense in descriptive text. Therefore, the researcher entitled the research “**An Analysis of the Tenth Grade Students’ Errors in Using Simple Present Tense in Writing Descriptive Text at SMK Taruna Satria Pekanbaru**”.

## B. The Problem

After conducting the preliminary study at the tenth grade of SMK Taruna Satria Pekanbaru, it is clear that most of the students were still did errors in using simple present tense in writing descriptive text. To make the problems clearer, thus the problem will be identifying in the following identification of the problem.

### 1. Identification of the problem

- a. How was the use of *to be (is, am, are)* in using simple present tense in writing descriptive text?
- b. How was the use of auxiliary verb (*have, has*) in using simple present tense in writing descriptive text?

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- c. How was the use of verb for the third singular person (-s, -es -ies) in using simple present tense in writing descriptive text?
- d. What were the sources of errors were made by the students when they used simple present tense in writing descriptive text?

## 2. Limitation of the problem

After describing identification of the problems above, there were many problems faced by the students in using simple present tense in wrote descriptive text. Then, the researcher needs to limit and focus on analyzing students' error in using simple present tense and to find out the sources of errors in using simple present tense in writing descriptive text at the tenth grade students' of SMK Taruna Satria Pekanbaru.

## 3. Formulation of the Problem

Based on the problems limited above, the problems will be formulated into these following research questions:

- a. What types of errors were made by the students in using simple present tense in writing descriptive text at SMK Taruna Satria Pekanbaru?
- b. What sources of errors were made by the students in using of simple present tense in writing descriptive text at SMK Taruna Satria Pekanbaru?

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## **C. The Objectives and Significance of the Research**

### **1. Objectives of the Research**

- a. To get information about the types of errors made by the students in using simple present tense in writing descriptive text at the tenth grade of SMK Taruna Satria Pekanbaru?
- b. To find out information about the sources of errors made by the students in using simple present tense in writing descriptive text at SMK Taruna Satria Pekanbaru?

### **2. Significant of the Research**

- a. Hopefully, this research is able to benefit the writer as a novice researcher in learning how to conduct a research.
- b. This research finding are also expected can be useful and valuable for both of the teacher and students of SMK Taruna Satria Pekanbaru in teaching English in the future.
- c. Besides this research finding are also expected to be positive and valuable information for those who are concerned in the world of teaching a foreign language.
- d. Finally, these research finding are also expected to be the practical and theoretical information to development of the theories on language teaching in general.

## **D. The Reason for Choosing the Title**

There are some reasons why the researcher is interested in carrying out this research. The reasons are as follows:

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1. The title of this research is relevant with the researcher state as a student of English Education Department.
2. The title and the problems of this research are not yet investigated other previous researcher in the same university.
3. The location of this research facilitates the writer in doing this research.

### E. The Definition of the Term

There are many terms involved in this research, it is to avoid misunderstanding to the terms used in this research, these the following terms are necessarily defined as follows:

#### a. Error Analysis

In this study, the writer did an analysis of students' error in writing descriptive text. Error Analysis is an error that made by students and the error can be analyze. According to Brown (2000), error analysis is the fact that learners do make errors, and these errors can be observed, analyzed, and classified to show something of the system operating within the learner, effect to prove the study of learners' errors.

The researcher focused on the students' error in using simple present tense in writing descriptive text. Afterward, the writer analyzed students' sentences and to give some correction of their writing at the tenth grade of SMK Taruna Satria Pekanbaru.

#### b. Writing

Writing is a skill that not easy to be done. The students have to think about the ideas and the details to connect them correctly. According to

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Dalman (2016), writing is an activity communication such as send information that used written as the media communication.

c. Simple Present Tense

Simple present tense is used to express habitually activity or event.

According to Azar (1992), simple present tense is express daily activity, usual activity or habits and use for events that exist always, usually, or habitually in the past, present, and future. In this research, it is an aspect that will be applied by the students of tenth grade of SMK Taruna Satria Pekanbaru.

d. Descriptive Text

Descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. According to Syafi'i (2013), descriptive text is used to describe what the subject looks like, sounds, feel, taste, etc.