

**Students' Errors in Using Present Tense in Writing Descriptive Text
(A Study at MTsS Jeumala Amal, Lueng Putu)**

THESIS

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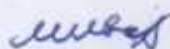
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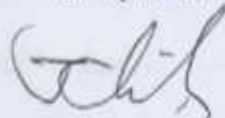
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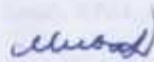
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Researcher

ABSTRACT

Simple present tense is the most basic tense that should be mastered by the second grade students of MTsSJeumalaAmal. Moreover, descriptive text is one of text types which use present tense. Descriptive text is used by the researcher as the text that let the students apply their ability in using present tense. However, most students still face difficulties in using present tense in writing descriptive text. Thus, the researcher conducted the study entitled “Students’ Errors in Using Present Tense in Writing Descriptive Text at MTsSJeumalaAmal. The aims of this research were to identify the most dominant students’ errors and to describe the factors causing students’ errors in using present tense in writing descriptive text at second grade of MTsSJeumalaAmal. The study was used mixed methodology as the research method. The population were the second grade students of MTsSJeumalaAmal. Twenty-seven students were selected from class VIII E as the sample. They were selecting by using random sampling. In collecting the data, the researcher used the students’ writing products in using present tense in writing descriptive text and the questionnaire. The study was showed two points; through the students’ writing products would result the students’ errors and the questionnaire would show the factors causing students’ errors in using present tense in writing descriptive text. Based on the research findings showed that the most dominant students’ errors were omission errors with 56 items (62,92%). Moreover, based on the questionnaire could be concluded that the factors causing the students’ errors in using present tense in writing descriptive text were interlingual transfer and intralingual interference.

Key Words: Error, present tense and descriptive text.

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenarnya.

Banda Aceh, 9 Juni 2018
Saya yang
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CHAPTER I

INTRODUCTION

A. Background of the Study

There are four skills in English; speaking, listening, reading and writing. But many students consider that writing is the most difficult skill. Since English is not the native language of Indonesia and in writing they not only have to recognize some text types but also the tenses that proper on them. So that, it still makes the students confused and difficult to write a sentence based on the right grammar and tenses. Due to the differences between Indonesian and English grammar, likewise, they do not understand yet how to use it properly.

The writing is regarded as the most difficult skill than the other three skills and it also because of the difference between the learners' native language rules and the language being learned. English structure is different from the Indonesian, where Indonesian there is no tense changes as in English. Those conditions can cause the problems that bring an error in their writing products. Widiati&Cahyono (2006) argued that writing is the most complex skill compared to the other three skills, means writing is the most difficult skill learned by students, especially for foreign language learners, because they do not only have to master the vocabularies but also the grammar structure. For several students, they still have the problem when they try to write the sentences in English because the influence of mother tongue that makes them hard to write it in English structure.

Writing is not easy when the students try to write their feelings and ideas into a sentence and even into a paragraph. It needs hard thinking to produce the

good writing. It can be stated that to write the ideas based on the correct structure requires the knowledge and the time to develop it in writing. Furthermore, when they try to write the sentences they have to think of how to properly use the correct grammar continuously in order to build the right writing. The writing skill should be improved from time to time because it requires the extra effort to minimize students' errors in this skill. The important thing in writing that should be considered by the students is grammar.

Grammar is the main component of every skill in English particularly in writing skill (Taogo et al., 2013). Thus, grammar is the main part that the students should pay attention more to make them able to write the sentence in a correct way. Additionally, grammar will contribute to good writing. It would result in writing could be understood by the reader properly. The language use (grammar) is considered as the primary problem in students' writing. In fact, writing without a good grammar, meanings and ideas might not deliver directly and misunderstanding might exist to the reader. However, grammar is not only about the form but also the meaning of it. Moreover, grammar is highly required to be learned by the students, because when they write the sentences by using wrong grammar, the reader will find the errors easily. Therefore, the learners need to understand how to arrange the language on the correct structure in order to deliver the correct meaning to the reader.

Tense is the form that shows the meaning of verb and relates to the time when the action happens and the attitude on it (Allsop, 1989). Simple present tense is one of tenses that most students find difficulties to learn it, but it is also important for them to learn this tense. Especially, for the second grade of junior

high school to make the students are able to express their habitual actions correctly by using the most basic tense that they should master. Moreover, simple present tense is a tense used to express the occasions or circumstances that exist habitually, usually, always and this tense is used for the expression that happens currently (Azar, 1989). So, it is the main tense that the students should know how to use it to express their daily habit. The writer focused on simple present tense because it is the most basic tense that the students should understand and be able to master it. Having a good knowledge of grammar, especially the use of simple present tense will help the students to write the sentence in the correct way and to make the readers clearer to understand the sentence presented (Syakur and Rahmawati, 2014). Hence, the students should understand how to apply the correct tense into their writing. However, the students are still confused how to write the sentence based on present tense structure, so that the students and the teacher should focus on teaching and learning this tense and let students practice it in their writing.

One of the text types which uses present tense is descriptive text because the writer describes something still live, and this tense also one of the language characteristics in writing descriptive text (Noprianto, 2017). Thus, there is a connection between simple present tense and descriptive text. Due to the function of simple present tense is not only used for talking about the general truth but also for describing people or things in a common way. As we know, the descriptive text that includes in Indonesia curriculum. It is used to describe something such as a place, person, house, etc and also as the text that includes the specific description of the thing or human being.

The reasons why the researcher conducts the research in MTsSJeumalaAmal, based on researcher experiences the students in this school are able to speak English well because they often practice it. They don't have the problems in speaking English. But, when they try to express their ideas or feelings in writing, some errors will be found there. So, the researcher wants to know their most dominant errors and the factors causing students' errors in their writing.

The errors happened when the learners did not learn something again and again (Norrish, 1983). Thus, the learners should learn something consistently in order to decrease their errors, particularly in writing descriptive text. The errors produced the wrong utterance or written that they would not be able to do self-corrected. In addition, errors occurred when the learners were unable to use the language correctly based on structural grammar and is caused by the learners' inadequate knowledge of target language. Meanwhile, the mistake happened when the learners were unable to perform what they had already known or learned, but they knew the correct item and could make the correction (Muhsin, 2016). Hence, the role of the teacher is the crucial need in this case. So, the teacher should focus on teaching present tense and let them practice.

In addition, the researcher considers that the students still require more knowledge in applying the simple present tense into their writing, particularly in writing a descriptive text, since many of errors will be found in it. Based on the reasons above, the researcher is interested in conducting a research entitled "Students' Errors in Using Present Tense in Writing Descriptive Text".

B. Research Questions

1. What are the most dominant errors made by the second grade students in using present tense in writing descriptive text?
2. What are the factors causing students' errors in using present tense in writing descriptive text?

C. The Aims of Research

1. To identify the most dominant errors made by the second grade students in using the present tense in writing descriptive text.
2. To describe the factors causing students' errors in using the present tense in writing descriptive text.

D. The Scope of The Study

This research is to investigate the most dominant students' errors and the factors causing students' errors in using present tense in writing descriptive text. In this study, the errors will be divided into four types based on the surface strategy taxonomy; they are omission, addition, misordering and misformation. Overall, the researcher only focused on those four categories of error in order to make the researcher easier to analyze and to identify them.

E. The Significance of The Study

Theoretically, the result of this study will show the students' errors, so that the students can know their errors and make them more conscious in writing descriptive text by using simple present tense properly. So that they can improve their writing skill.

Practically, by understanding the result of this research, it is hoped the teacher could develop the teaching and learning process better, especially in using present tense in writing descriptive text.

F. Research Terminologies

To avoid misunderstanding the terms of this research, the operational definitions are defined as follows:

1. Error

Error is a fault made by students and they do not know the correct item (Muhsin, 2016). Ellis as cited in Krisnawati (2013) said that error reflects the gaps in the learners' knowledge of language; it occurs because the learners do not know what the correct item is. So, the error in this study is the wrong written product that the students do not understand yet the item, whether right or wrong, and they are not able to correct it by themselves.

Furthermore, error called as the failure in using the incorrect rules in grammar caused by lack of the students' competence. In this study, the error which made by the second grade students of junior high school in using simple present tense in writing descriptive text would be analyzed.

2. Simple Present tense

Simple present tense is formed by using the simple form of verb which end by adding s or es for the third person singular subject (Cook & Suter, 1980). Moreover, this tense is also used to express fixed plan, suggestion, opinion, command, etc (Baehaqi, 2015).

In this research, the simple present tense is the students' ability to express their ideas by using this basic tense. Since this is the first tense that

should be learned and mastered by the second grade students of junior high school.

3. Writing

According to Oshima and Hauge (2007), writing is a progressive activity and also need several efforts or actions to succeed in it. Writing is a process of transferring knowledge or giving the understanding of using the correct sentence, and showing the way of students in using the correct vocabularies, tenses, and word choices.

However, writing that would be explored in this research is writing skill which students at second grade of junior high school should be mastered. The learners should be able to write the proper sentences in text in order to convey a clear message to the reader. Additionally, writing in this research meant the students' writing products about descriptive text.

4. Descriptive text

Descriptive text is the text that describes something to make the readers or listeners can feel as what the writer experienced with his or her six senses; looks, smells, feels, acts, tastes, and sounds (Husna et al., 2013). In addition, the descriptive text used to describe something in detail to make the reader could imagine or visualize the description of writing (Harmenita&Tiarina, 2013).

In writing a descriptive text, students have to write the text by using the structure and grammar precisely and make the reader be able to imagine what the writer described. In brief, descriptive text in this thesis is the text which shows the students' ability to describe the people or things in detailed

by using the simple present tense. So, the students must be able to describe something or someone in the written product.

G. Research Method

The research was designed by using mixed methods both qualitative and quantitative. The participants in this research were the students of the second grade of MTsSJeumalaAmal. The sample of this study, the researcher chose the class randomly, and class 2E which consists of 27 students as the sample. The instruments were the students' writing products and questionnaire. In analyzing the students' writing products, the researcher classified the errors based on the surface strategy taxonomy.

Furthermore, in getting to know the factors causing the students' errors in using present tense in writing descriptive text, the researcher used the questionnaire. It would be analyzed by using percentage formula.

H. Review of Previous Studies

The researcher found two previous studies which related to this study. The first study was about "The Error Analysis of Students' Descriptive Writing". The second study was "Students' Error in Using Simple Present Tense Mastery". In addition, the aim of their researches was to find out the students' errors.

The first research was conducted by (Agustiningsih, 2009). Her research purposes were to find out the kind of error that mostly the students made in writing descriptive and the causes of their error in writing descriptive text. The research method was descriptive analysis. The population were the 113 second grade students of SMAN 1 Rumpin Bogor. In addition, the sample were the 37 students. The result of this research showed that the highest frequency of error

that the students made in writing descriptive and their causes in it. The result showed that the sentence pattern was the most often error that students made in writing descriptive text and the cause was the influence of their mother tongue.

The second study was conducted by Siswoyo (2016), to find out the students' errors in using simple present tense. The data was collected from the second semester students' in structure 1 final written examination answer and the participants were the second-semester students of English Department of Higher Education of Teacher Training and Education of MuhammadiyahPringsewu Lampung. Besides, the researcher used descriptive qualitative. The result showed that the misformation was the highest frequency of error in using present tense.

The two previous studies have some similarities and differences with this study. The similarities can be seen from the purpose of those studies and this research were conducted in order to find out students' errors in writing. The differences between this research and the previous studies could be seen from research design, purposes, participants and the object. The first study was conducted to find out the most errors in writing descriptive and the causes of their error. In this research, the error would be classified into four types; they were sentence pattern, subject-verb agreement, parts of speech and verb tense. In this first research, the researcher wanted to identify which those types the students commonly made in writing descriptive and the causes of their errors.

In addition, the research design was qualitative, which the participants were at the second grade of SMAN 1 Rumpin Bogor and the sample were the 37 students of them. Furthermore, the instrument that used to obtain the data was the test. The second research was conducted to find out the students' errors in

using present tense. The research participants were at the second-semester students of English Department of Higher Education of Teacher Training and Education of Muhammadiyah Pringsewu Lampung. However, this research used the students' written answer of the structure 1 (basic structure) in final examination as the instrument to obtain the data. This research also used descriptive qualitative method. The errors would be analyzed by using surface strategy taxonomy which the errors would be classified into four types; addition, omission, misordering and misformation.

However, in this study, the researcher researched it in more detailed "Students' Errors in Using Present Tense in Writing Descriptive Text". This study mainly investigated the most dominant students' errors and the factors causing the students' errors in using present tense in writing descriptive text. Furthermore, the research method was mixed methodology between qualitative and quantitative research and the participants were the second-grade students of junior high school at MTsSJeumalaAmal. Moreover, the instruments were the students' writing products and the questionnaire. The students' writing products would be analyzed by using surface strategy taxonomy and the questionnaire would be analyzed by using percentage formula.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher covers the definition, types, factors of error, and the differences between error and mistake. Furthermore, the definition of writing is also included. Additionally, this chapter also highlights the explanation of descriptive text consists of definition, characteristics, generic structure, and grammatical features of descriptive text. Moreover, the definition of simple present tense is also parts of the chapter.

A. Error

1. Definition of Error

In learning the target language, most learners will make errors. Error is a common thing that happens in the process of teaching and learning a language. Hedge (2000) stated that the error is an unavoidable part of language learning. In addition, Hedge (2000) claimed that “Error is now seen as reflections of learner’s stage of interlanguage development”. Thereof, the error is one of the inescapable processes that shows the event phase in learning the interlanguage. Moreover, Norrish (1983) argued that error is regarded as the important part of learning language. Thus, the error as the significant role that shows the part or the stage of students competence in learning the language.

In addition, according to Larsen-freeman and Micheal (1992), an error is a noticeable deviation which will reflect various stages the learners’ competence in learning the language. Error may appear when students do

not acquire the rule of foreign language. Furthermore, through the error, the progress of learning a language for the learner would be seen clearly, so that the teacher might improve teaching and learning the language better especially in writing.

Norrish (1983) argued that error is the systematic deviation and the learners' faults that happened when they did not learn something yet. So, the learners who learned English as the foreign language would make the error systematically because they had not learned or acquired the correct form of it.

In short, error appears if the learners have not learned or understood an item, although this item has been covered in class. For example, a teacher has taught the use of simple present tense, but the learners still get it wrong when they write a sentence. In this case, the learners seem they are unable to correct their faults by themselves, even by applying the rules that they know.

2. Differences between Error and Mistake

The error is a systematic deviation that occurs when the learners are inconsistent in learning the language. The learners who learned English as a foreign language would make the error thoroughly, caused by their lack of understanding the right language form (Norrish, 1983). The error is a noticeable deviation, that reflects the learners' competence. It is a systematic deviation made by the learners which rules of the target language has not been dominated yet by them. The learners cannot do self-corrected the error because it is a reflective product of their current stage

of L2 development, or underlying competence (Larsen-freeman & Micheal, 1992).

The mistake is used when sometimes the learners produce the correct or the incorrect word both in speaking and writing. Meanwhile, they know the right form. It probably happens when they speak rapidly (Watkins, 2005). In addition, the mistake refers to a performance error but they know how to correct it. In fact, many people make mistakes, in both native and second language situations (Rustipa, 2011). The mistake is an inconsistent deviation, occasionally the learners use the right or wrong form of language (Norrish, 1983).

The mistake happens due to some factors such as memory limitation, tiredness, emotional strain, etc (Suhono, 2016). In addition, the mistake occurred when the learners had understood the correct rules, but they were unable to perform their competence. Mistake happened because slip of tongue and physical condition, such as fatigue, lack of attention, and strong emotion. But, the learners could make a correction on it (Novita, 2014).

Moreover, the mistake is different from the error. It happened when the language learners were not able to correct the error until they had sufficient knowledge. The error occurred in the course of the learners' study because they had not acquired enough knowledge. Once the learners acquired additional knowledge, they would be able to correct the error. In

fact, more errors that the learners make the correction they would become more conscious of learning the language (Rustipa, 2011).

On the other hand, Brown (2007) also stated that error is a noticeable deviation from the adult grammar of a native speaker, which reflects the interlanguage competence of learner. Error is the wrong response since the students do not have knowledge about the right answer, while mistake is the wrong response but they will realize the right answer. Additionally, Brown (2007) said that a mistake is the performance of error that is either the random guess or slip. It is a failure but they know how to make the correction on the item.

Meanwhile, Ellis (1997) stated that there are two ways to differentiate between an error and a mistake. The first way is to confirm the consistency of students' performance. Sometimes, the students use the correct items and vice versa, it is called a mistake. However, if the students use the incorrect items consistently, it is an error. The second way can be seen from their ability to correct their deviation by themselves. If the students are unable to make the correction, it is an error. Meanwhile, they are successful to correct the deviation, it is a mistake.

Based on explanations, the researcher concludes that the mistake is different from error. The learners who learn a language will make mistakes. The mistake is the wrong use of language because of lack awareness of the mistake, but the learners can correct it as soon as realizing what they say or write is wrong. Furthermore, the learners will

not be able to make a correction on the error and they need help and explanation to correct it. So that, the error is the crucial problem to recognize and analyze. Thus, this study was to find out the most dominant error and the factor causing students' errors.

3. Types of Error

In Dulay, Burt, and Krashen's (1982) surface strategy taxonomy, there are four categories of the error sentences, namely; omission, addition, misordering and misformation.

a. Omission

Omission is identified by the absence of an item or a morpheme that must appear in a well-formed utterance (Dulay et al., 1982). Regularly, students make this error when they want to add -s or -es (Liasari et al., 2011). Omission also appears when they do not put the definite article in a sentence (Norrish, 1983). Moreover, omission happens when the learners forget to write the necessary items which must emerge in the sentence. Additionally, this error occurs when the learners do not add the items in writing a sentence. Mostly, the learners failed to add the suffix s or es after verb, to add to be is, am, and are, to add auxiliary of have or has, and to add to-infinitive.

For example, She has best friend. Actually, it should She has a best friend.

I want give beautiful bag. The correct answer should be, I want to give a beautiful bag.

b. Addition

Addition is the type of error which is the opposite of omission.

Addition means to put the unnecessary item in a sentence. It is indicated by applying the item that does not need in a sentence (Hasanah, 2017). Commonly, it happens when the learners use double markings and the unwanted items (Suhono, 2016). Moreover, this error happens when the learners have obtained several rules of the target language (Dulay et al., 1982). Generally, the learners use the infinitive with 'to' after the modal (must, can, etc). It could be because of their equation about the verb want (+to), so when they write "must or can" they produce 'to' (Norrish, 1983).

For instance, she can to sing a song. It should be she can sing a song.

If we are make a mistake. It should be if we make a mistake.

c. Misformation

Misformation is the use of wrong morpheme or structure. Some of students misform "be" (am, is, and are), auxiliary verb (have/has) and object pronoun. In this type, the students use the incorrect be or verb. In addition, misformation is using the wrong forms in a sentence. Due to their misunderstanding of language in using some forms (Soetikno, 1996).

For example, she have a tall body. It should be She has a tall body

Her favorite food is fried rice, donut and pizza. It should be her favorite foods are fried rice, donut, and pizza.

d. Misordering

Misordering is identified by placing the incorrect morpheme. In this case, some students felt difficult to put the adjective with noun in a correct order. Misordering is indicated by the incorrect placement of certain morphemes. In addition, it happens due to the differences between the word sequence in English and Indonesian (Saad & Sawalmeh, 2014). For example, she has a hair long and black. The correct form should be ' she has a long black hair'.

4. Factors of Error

a. Language Transfer

It is the main factor of error for the learners who learn English as a foreign language. Language transfer happens when the learners contrast the linguistic system between a mother tongue and a target language. In this stage, the learners are in the limited proficient knowledge of the foreign language. Thus, when they try to write sentences in English they will transfer the sentence pattern based on their first language (Rustipa, 2011). Olsen (1999) as cited in Watcharapunyawong & Usaha (2013) stated that some of the learners who learn English as the foreign language could not write the sentences correctly due to the inadequacy competence in the syntactic and lexical. Therefore, they are still difficult in English writing since the inadequate knowledge of English and the differences between the system of mother tongue and the language they are trying to learn. Thus, when the learner write the sentences would result the errors

because of these difficulties. Moreover, language transfer also called as interlingual transfer (Richard, 1984). Horning (1987) stated "It may occur at different levels such as transfer of phonological, morphological, grammatical and lexical-semantic elements of the native language into the target language". The language transfer happens when the learners translate the word based on their first language into the target language (Horning, 1987).

Additionally, Chelli (2014) as cited in Afifuddin (2016) the influence of the learners' mother tongue in learning English as their foreign language, is called as interlanguage transfer. Thus, interlingual transfer is caused by the influence of learners' first language. Moreover, Muhsin (2016) stated that before the learners highly master the concept of the language, they always use the concept of their mother tongue. In addition, Horning (1987) also stated that the interlanguage occurs when the learners attempt to produce a sentence in the new language, but because of the differences between the new and old language that would result in the errors. The learners commonly use the rule of their mother tongue into English, they write in English. But in fact, they used their first language rule, so it would contain the interference (Bram, 1995).

Learning language is a problem of habit formation and a set of habit. So, when the learners try to learn a new habit or a new language, the old habit will influence the new habit. It is called 'mother tongue interference'. It happens when the learners express

their ideas in English writing, they do not know what appropriates structure in that language, thus they will go back to the first language system which familiar to them (Norrish, 1983). Thus, in this condition, the interlingual transfer may result from transfer the first language into the target language

b. Intralingual Interference

James (1998) as cited in Affifuddin (2016), intralingual transfer occurs due to the inadequate of learners' competence in English. The learner just apply what they know in English. In addition, Richard (1984) stated intralingual interference refers to items produced by the learners, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language. For example, the students might write "mans" instead of saying "men" as the plural form of "man". In that way the learners overgeneralize the use of suffixes for the plural nouns (Affifuddin, 2016). Thus, this factor causes the errors because the learner do not know the English very well. Moreover, intralingual errors result of partial learning of language (Ratnah, 2013). For the intralingual interference, the errors are caused by the influence of the target language than language transfer.

In this case, the students have obtained some rules in English, but the rules still confusing them since have the exceptions which the learners need to understand whether the rules are necessary to be used

or not (Kaweera, 2013). Thus, the learners need to learn more about the rules of English in order to make the learners understand well and to minimize the errors.

B. Writing

1. Definition of Writing

Writing is a progressive process which relates to the thinking process of producing the ideas by using the right language form (Hedge, 2000). Westwood (2008) said that “Written language is perhaps the most difficult of all skills to acquire because it is a development involves the effective coordination of many different cognitive, linguistic and psychomotor processes”. In addition, writing is not only the process of thinking the ideas but also the process of composing them into the sentences based on the grammatical correct.

Writing is defined as a productive skill used to express the ideas, opinions, etc in written form. Practicing writing is very helpful to get the correctness in delivering the message and the meaning in written form. This skill is unlike the others, it let us the extra thinking to build the good meaning in writing a text (Watkins, 2005). Meanwhile, Boardman (2002) argued that writing is the continuous process of thinking, organizing, rethinking and recognizing.

According to Llach (2011) producing writing is the way which learners learn to write the sentences based on the grammatical and language structure that they have learned. Since grammatical and language structure is the crucial knowledge that they should pay attention more to

the writing. Furthermore, Llach (2011) also strengthened “Writing involves making the right choices concerning syntactic patterns, morphological inflections, vocabulary and cohesive devices, and combining them all into coherent pieces of text”.

From the definition above, stated that writing is the way to produce language that will deliver the message and meaning in written form and also reflect the students’ ability in using the grammatical and language structure in it. Moreover, Muhsin (2016) showed that writing is not a spontaneous activity when the learners write the ideas into a sentence or a paragraph they should not only have to write semantically correct but also the grammatically correct. The teacher could not ignore that writing is the most complex skill to the learners compares to the other three skills. Hence, the learners have to think how to combine and arrange the sentences into the correct form. Thus, they need extra efforts to produce a good writing.

Reciprocally, writing skill is the skill that requires the students’ comprehension to apply their knowledge about complex cognitive and linguistic in the writing process (Hyland, 2003). Through this skill, their knowledge of grammar might be apparent. Moreover, the learners could improve their writing skill through their interest and chance to practice it. Therefore, the teacher should encourage herself to engage their students in writing skill in order to give the numerous opportunities to them to practice or to apply the theory that they have learned deeply in writing (Nunan, 1991).

C. Descriptive Text

1. Definition of descriptive text

In K13, students in junior high school are demanded to write various text types. Descriptive is one of the text types which is demanded to be taught in junior high school. Descriptive text is a text used to describe a particular thing, a person, an event, and an animal to the readers (Gerot & Wignel, 1994). Furthermore, it is also the text that describes something to make the readers or listeners could feel as the writer's experience with his or her six senses; looks, smells, feels, acts, tastes, and sounds (Husna et al., 2013). This text is used not only to describe the person or thing but also the emotion. Wishon and Burk (1980) stated that "Emotion can be described too- feeling such as happiness, fear, loneliness, gloom and joy".

Additionally, the descriptive text lets the readers or the listeners imagine the text as written by the writer. It is one of text types which present the dominant impression at a person, a place or an event, and allow the readers to use their senses on something describe (Martin & Kroiton, 1980). Based on the definition above, can be concluded that descriptive text is the text that describes something in order the readers are able to get the equal sense; looks, smells, feels, acts and sounds.

According to Knapp and Watkins (2005) "A description of place can include the physical and emotional description. Moreover, the description of place sometimes includes descriptions of objects or people that may be associated with the place". Writing the complete information in the text would make the reader more interested and understand the topic that was

described. In other words, Wishon and Burk (1980) confirmed that the descriptive text also gives the sense impression to the readers and listeners in order to help them in understanding the text.

Moreover, Oshima and Hogue (2007) argued that in writing the descriptive text, the senses should appear, including how something looks, feels, tastes, and sounds. Since the good description would give the readers the sense to imagine the object that the writer described. Furthermore, Wishon and Burk (1980) claimed that “Descriptive writing reproduces the way things look, smell, taste or sound; or it may also evoke moods such, as happiness, loneliness or fear”. Based on the definition above, can be concluded that descriptive text is the text that describes something which the readers are able to get the equal sense; looks, smells, feels, acts and sounds.

2. Characteristics of Descriptive Text

There are several characteristics of descriptive text. Firstly, it focuses on the thing that will be described, such as a place, a person, etc. Secondly, the tense that is used in writing this text is simple present tense, which as the grammatical rule in it. Thirdly, the form of description should be written in general to specific (Sudarwati, 2007). Furthermore, the descriptive text also consists of a topic sentence and a controlling idea. The topic sentence should be written in the name of the topic, while the controlling idea is about the whole impression of the thing that the writer is describing. In this text, the more detail the writer describes the thing will make the reader imagines it more clearly. Additionally, applying the detail

information would make the writing more interesting to the reader (Oshima & Hogue, 2007).

In the descriptive text, the writer describes a person, an object, an appearance, a landscape or a phenomenon naturally, so she could make the readers picture and feel it (Alwasilah, 2007).

3. The Generic Structure of Descriptive Text

The generic structure of a descriptive text is different from the other texts such as, report, narrative, recount, procedure, and argumentation. The descriptive text must have two major elements. They are identification and description (Husna et al., 2013). Identification is to identify the event or thing that would be described. Meanwhile, description is to describe the parts or characteristics of the object (Rosa et al., 2008). Additionally, Sudarwati and Grace (2005) mention that “There are two components of the generic structure of descriptive text. They are identification; identifies phenomenon to be described and description; describes parts, qualities, and characteristics” (Sudarwati & Grace, 2005). Thus, from the definition above, the identification usually occurs in the first paragraph and the description states in the continuing paragraph which will describe the characteristic of the object.

4. Grammatical Features of Descriptive Text

The descriptive text also has significant grammatical features that support the form of it. There are several significant grammatical features of the descriptive text; focusing on the specific participant, using the simple present tense, the adjective and adverb that describing the object,

numbering or classifying something (Emilia, 2008). Sometimes the texts use adverbs to tell how the action should be done (Anderson & Anderson, 1997).

D. Present Tense

Present tense indicates the regular activity that happens in this period. Moreover, this tense is used to express a general fact or truth and daily activities. The time signal of present tense is signified by adverb; usually, generally, always, sometimes, etc (Baehaqi, 2005). Azar (2003) also explained that “Simple present tense is used to state the usual activities”. Based on the explanation above, can be concluded that simple present tense is a tense that used to express the general truth and daily activities.

Furthermore, Werner and Spaventa (2002) stated “Simple present tense often refers to actions or situations that do not change frequently. It is used to describe habits or routines, to express opinions, or to make general statements of fact“. It used the main verb, while the adverbs used in this tense such as every day, usually, always, generally, occasionally, etc. In another book Werner, et al (2002) also stated that the simple present tense is used for expressing facts, opinions, or actions repeatedly. Thus, from the definition above the writer concludes that simple present tense is a tense used to describe habits or daily life activities.

CHAPTER III

RESEARCH METHODOLOGY

In doing the research, the method has an important role in order to solve the problem for answering the research questions. This chapter elaborates the research design, location, population, and sample. Furthermore, in this chapter, the writer presents some explanations on how the data is collected and analyzed.

A. Research Design

This research is designed by using mixed methods both qualitative and quantitative. According to Tashakkori&Teddlie (2008, p.22) as cited in Terrell (2012) states mixed methodology is the study that combines two methods between qualitative and quantitative within use dissimilar stages of the research process.

Furthermore, Hyland (2003) claims that combining both quantitative and qualitative methods will gain more complete the result of research. Additionally, Hyland (2003) also claims “There are, in fact, good reasons for incorporating several techniques in data gathering, and the concept of triangulation, the use of multiple sources, provides for greater plausibility in interpreting results”.

The mixed methodology applied in this study since the writer wanted to identify the most dominant students’ errors and to describe the factors causing students’ errors in using present tense in writing descriptive text. For those purposes, the researcher collected the data from the students’ writing products and questionnaire. Then, the researcher categorized the errors from the students’ writing products into four types based on surface strategy taxonomy (omission, addition, misordering and misformation). Subsequently, the researcher distributed

questionnaire to the students in order to find out the factors causing the students' errors in using present tense in writing descriptive text. This research can be classified as mixed methodology research since the techniques of mixed in data analysis were used which analyze the students' writing products based on surface strategy taxonomy and analyze the questionnaire by using percentage formula.

B. The Role of the Researcher

The role is the important thing that the person should do in one of the situation (Wright, 1987). Thus, the researcher's role in this study as the person who analyzed the students' writing product and who would investigate the most common error and describe the factors causing the students' errors in using present tense in writing descriptive text.

C. Research Participants

The participants in this research were the second grade students of junior high school. Wallace (1998) states "A population is a group that you are interested in investigating". Thus, the population of this study were the whole students at second year of junior high school. The second grade students of junior high school were divided into six classes; class VIII^A, VIII^B, VIII^C, VIII^D, VII^E, and VIII^F.

For the sample, the researcher chose the class randomly, and class VIII^E which consists of 27 students as the sample. A random sample is used when all of the population members have the similar chance to choose as the sample (Brown, 1998). Moreover, the second year students of MTsSJeumalaAmal was chosen because they learnt about the descriptive text by using present tense in this semester.

D. A Brief Description of Research Location

The researcher chose MTsSJeumalaAmal as the research location. Since this school was known by the learners' competence in English language, the students are able to speak English well. They speak English in their daily lives. But, since the researcher was the students in that school to this period, the problem that the students still face is in the writing. They are still hard to write the sentences based on the correct structure. When the teacher asked the students to write a descriptive text by using present tense, they would write everything that comes from their mind by applying their memorizing vocabularies without realizing the tenses that they used in that text.

Moreover, based on subject syllabus, writing skill, exactly writing a descriptive text by using present tense is demanded and recommended in the curriculum K13 that the students should master it. Meanwhile, junior high school was the first stage to learn English, especially the writing. Thus, the students in this age, have to be directed immediately how to write a sentence properly in order to minimize the errors in their writing products. Therefore, the students' errors in using present tense in writing descriptive text have the important role from revealing the most dominant students' errors and the factors causing the errors that the second year students of MTsSJeumalaAmal made, so that they would know the errors and would not repeat the same errors.

Moreover, to obtain the data, the researcher asked permission from the teacher in that school. Then, on 1st June 2018, the researcher obtained the data through two steps; students' writing products and questionnaire. Additionally, the

researcher analyzed the whole data in order to identify the most dominant errors and to describe the factors causing students' errors.

E. Technique of Data Collection

As stated earlier in the introduction, the purposes of this study were to identify the most dominant students' errors and to describe the factors causing their errors in using present tense in writing descriptive text which made by second grade students of MTsSJeumalaAmal. So, in order to get the data, several steps were applied in collecting the data. Firstly, the researcher came directly to the school and submitted the students' writing products about descriptive text in using present tense. There were 27 students' writing products in using present tense in writing descriptive text. They were asked by the English teacher to write a descriptive text by using present tense in several sentences.

Each student had written the descriptive text by using present tense in different topics and ideas. Eventhough the entire students' writing products used present tense in writing descriptive text, but the researcher found the different errors since their ideas are different. Thus, the result of students' writing products was used to analyze their errors in using present tense correctly and to find out the number of students' errors.

Furthermore, in order to answer the second research question, the researcher distributed the questionnaire to the students which consist of 21 questions in order to find out the factors causing students' errors. The questionnaire which is used in this study was closed types questionnaire. The answers of questionnaire were determined by the researcher. They were asked to choose one of four available options (strongly agree, agree, strongly disagree and

disagree). However, the questionnaire consists of 21 questions which exploring the students' opinion about descriptive text and present tense, and also their problems caused the errors in using present tense in writing descriptive text (see appendix VIII).

In the process of distributing the questionnaire to the students, the researcher allocated 30 minutes to them for answering the questions. The researcher explained and gave instruction on how to answer the questionnaire. In this study, the researcher asked the students to choose four options (strongly agree, agree, strongly disagree, and disagree) which were provided by the researcher to represent their opinion on the questions.

F. Methods of Data Analysis

In this investigation, the researcher analyzes the data by using qualitative and quantitative methods. Furthermore, the whole data in this research will be described in a descriptive way and analyzed by using percentage formula.

1. Students' Writing Products

The researcher analyzes the data from students' writing products based on surface strategy taxonomy, which will identify and classify the errors into omission, addition, misordering and misformation (Dulay et al., 1982). Firstly, the researcher read and checked the sentences one by one whether the students used the simple present tense correctly or not. The following step is labelling the errors by using some codes based on surface strategy taxonomy, such as omission (o), addition (a), misordering (mo), and misformation (mf). Then, the researcher classified and counted the errors from 27 students' writing products into four types which based on

surface taxonomy strategy; omission, addition, misordering and misformation. Then, the researcher listed the number of errors in the form of table. Moreover, the researcher provided the table as well as based on those four the errors' types. Then, the researcher summarizes the sentences in the form of table based on the four types of error. Additionally, the researcher also writes the suggested correction in the same table in order to show the correct sentences and to avoid students to do the same errors in the other task (see appendix V). In this way, the researcher continues to identify the most dominant students' errors in using present tense in writing descriptive text by calculating all of the errors in the percentage form.

Subsequently, the researcher also provides the table for showing the result of errors, in order to state the total of errors clearly and to find out the most dominant students' errors. Moreover, in analyzing the 27 students' writing products, the researcher only focuses on the simple present tense errors. Therefore, this study, the researcher did not analyze the students' writing products in all aspects of writing skill, but just analyzed the students' errors in using present tense in describing the things. Thus, the result of analyzing the students' writing products will find out the most dominant students' errors in using present tense in writing descriptive text.

2. Questionnaire

Moreover, the purpose of questionnaire in this research is to find out the factors causing the students' errors in using present tense in writing

descriptive text. This questionnaire supports the data which is obtained from the students' writing products. The researcher will analyze the questionnaire based on students' answers in order to identify the most common students' errors and to describe the factors causing students' errors in using present tense in writing descriptive text. The students' answers in the questionnaire will be calculated in percentage form.

Moreover, the students' answers also will be written in the form of table. Furthermore, to analyze the questionnaire, the researcher will use a percentage formula as follows (Hadi, 1982) :

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

F = Frequency

N = Number of Students

100 = Constant Value

CHAPTER IV

DATA AND DISCUSSION

In this chapter presents the analysis of students' writing products in using present tense in writing descriptive text and the questionnaire. Moreover, this chapter elaborates the findings on the students' errors in their writing products and the questionnaire. The students' writing products concerning the students' errors in using present tense in writing descriptive text and the questionnaire will describe the factors causing the students' errors. The data were analyzed to answer the research questions as stated in chapter 1.

A. Findings from students' writing products in using present tense in writing descriptive text

Based on the study that was conducted at MTsSJeumalaAmal, the researcher found some results of students' errors in using present tense in writing descriptive text. After collecting and identifying the data, the researcher explained them in detail. First, the researcher identified and then classified the errors into four types; omission, addition, misordering and misformation. Next, these errors were analyzed and summarized in the form of table. The total of errors was presented in the form of table in order to answer the first research question about the most dominant students' errors in using present tense in writing descriptive text.

1. Omission

After analyzing the students' writing products based on surface strategy taxonomy. In their writing products, the researcher found 56

errors of omission. Most of them did not add 's' or 'es' after using third singular person (she, he, and it), did not contribute the articles (a, an and the) before using noun, and did not use to be (is, am, and are) before adjective, etc. Moreover, the 56 errors of omission (see appendix IV), the examples:

Errors made by students:

- a) The cat always sleep in my mattress
- b) She come to play with me
- c) We go to many place

Suggested corrections:

- a) The cat always sleeps in my mattress
- b) She comes to play with me
- c) We go to many places

Based on the examples, the students did not add suffix 's' that should appear in using third singular person and plural noun. Omission errors happened when the learners did not contribute the important item that should be written. These errors happened because in Indonesia the subject did not change the verb and did not require to add s or es in using plural noun.

Errors made by students:

- a) I so happy to stay in my bedroom
- b) I can with them
- c) She taller than me

Suggested Corrections:

- a) I am so happy to stay in my bedroom
- b) I can be with them
- c) She is taller than me

Another omission also happened due to the students did not put to be (is, am, and are) before using adjective and adverb and they did not use the main verb after using modal auxiliary verb (can, must, and have to). According to the sentences, there were found 17 errors in their writing product (see appendix IV).

Students' Errors:

- a) She like learn Arabic
- b) I want with her forever
- c) Her father job is a civil servant

Suggested Corrections:

- a) She likes to learn Arabic
- b) I want to be with her forever
- c) Her father's job is a civil servant

Actually, there were 15 errors in this omission types which was presented in the table (see appendix IV). These errors happened due to the students did not use to-infinitive after using word want and like. The other omission of errors were the students did not use 's' in showing the possessive and did not use base word after using to-infinitive.

Furthermore, according to the examples, there were 56 errors of omission. Omission errors happened when the learners did not contribute

the important item that should be written in the sentence. According to the table, most of the students did not add 's' or 'es' when they used the third person singular and the plural noun. Additionally, they also still confused to differentiate between verb and adjective. The omission errors occurred due to the differences between Indonesian structure and English. In Indonesian, the subject did not change the verb, and the adjective did not need auxiliary verb, etc. Based on those problems, the errors appeared in their writing products. Therefore, the students should pay attention to the important items that should appear in English writing in order to avoid grammatical errors and to construct a good writing.

2. Addition

After analyzing the 27 students' writing products, the researcher found 12 errors of addition. The sample of sentences are:

Students' Errors:

- a) I am is the most beautiful
- b) Dilla and Rania is wear glasses
- c) She always waiting for me

Suggested Correction:

- a) I am the most beautiful
- b) Dilla and Rania are wear glasses
- c) She always waits for me

The examples above represented the other examples of students' errors in using present tense in writing descriptive text. Addition happened when the learners used the unwanted items. Based on the table (see

appendix V) the students add to be after using verb and modal auxiliary verb, adding to-infinitive after modal auxiliary verb, and applying the double marking items. These errors happened since they had obtained inadequate rules of English. Thus, they just applied the rules that they had already known in writing the sentences by using present tense. Meant, they only knew that to be (is, am, and are) was necessary, but they did not know when it was required. Therefore, they had to learn more about the English rule in order to minimize those errors.

3. Misordering

Students' Errors:

- a) She is a girl sweet
- b) She has a short hair, her hair is black
- c) She likes learn language Arabic

Suggested correction:

- a) She is a sweet girl
- b) She has a short and black hair
- c) She likes to learn Arabic language

In this category of errors, the students made 3 errors in their writing products. They wrote the sentences in the incorrect placement which based on Indonesian pattern. These errors happened due to they just translated the word from Indonesian to the English pattern. Means, they were still familiar with their first language structure.

4. Misformation

After the researcher identifying and classifying the errors based on surface strategy taxonomy, the researcher found 18 students' errors in misformation (see appendix VII).

The three examples of misformation:

- a) I can be with their forever
- b) There is many people in Marwah
- c) She is a fat and short body

Suggested Correction:

- a) I can be with them forever
- b) There are many people in Marwah
- c) She has a fat and short body

Based on the examples above, misformation errors occurred when the learners used wrong to be (is, am, and are), pronoun, auxiliary verb (have or has). According to the table, the students tended to make the errors since they do not use the correct form of tobe, auxiliary verb, and pronoun. Most of the students were still difficult to use the right to be (is, am, and are) based on subject and they were difficult to differentiate between subject and object pronoun. If they used the plural noun, they had to contribute the appropriate tobe on it.

Therefore, in English the subject would determine the verb or the auxiliary verb. Moreover, the students tended to make this error because they just obtained some English rules, but they were hard to decide whether the items were appropriate or not.

Table 4.1: The total of errors

No.	Types of Errors	Total of Errors	Percentages
1.	Omission	56	62,92%
2.	Addition	12	13,48%
3.	Misordering	3	3,37%
4.	Misformation	18	20,22%
Total		89	100%

The table above showed the total of students' errors in using present tense in writing descriptive text. As was presented in the table, most of students omitted the important items in the sentences. Most of them did not use to be (is, am, and are), auxiliary verb (have and has), the article (a, an, and the), etc. Thus, the highest error was omission, which they made 56 errors (62,92%). Meanwhile, the students made 12 (13,48%) errors of addition, 3 (3,37%) errors of misordering, and 18 (20,22%) errors of misformation. Therefore, a number of errors were 89 errors in using present tense in writing descriptive text.

B. Findings from students' questionnaire

The questionnaire was distributed to the students on second grade of junior high school in MTsSJeumalaAmal, Pidie Jaya. The Analysis of this data would be highlighted in relation to the second research question which aimed to describe the factors causing students' errors in using present tense in writing descriptive text. Thus, the table above showed the analysis of questionnaire by using the percentage formula.

Table 4.2: Factors causing students' errors in using present tense in writing descriptive text

Questionnaires	Options	F	Percentages	Total Percentages
1. Writing a descriptive text is easy.	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	4 23 0 0	14,81% 85,19% 0% 0%	100%
2. Simple present tense is the easiest tense to learn	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	19 8 0 0	70,37% 29,63% 0% 0%	100%
3. But simple present tense is difficult to be used in writing descriptive text	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	0 4 16 7	0% 14,81% 59,26% 25,93%	100%
4. When I use present the tense in writing the descriptive text I always confused in :				
a. Adding 's/es' for the plural nouns and the subject she, he and it.	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	5 16 3 3	18,52% 59,26% 11,11% 11,11%	100%
b. Using the right to be (is, am are) based on the subject	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	2 10 7 8	7,41% 37,04% 25,93% 29,63%	100%
c. Frequently I write English based on Indonesian structured	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	3 11 9 4	11,11% 40,74% 33,33% 14,81%	100%
d. Sometimes I forget to put the important part in a sentence	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	4 18 1 4	14,81% 66,67% 3,70% 14,81%	100%
e. Sometimes I do not use the articles (a, an or the) in the sentence	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	1 12 9 5	3,70% 44,44% 33,33% 18,52%	100%
f. Use incorrect be or verb	a. Strongly Agree b. Agree	2 12	7,41% 44,44%	

	c. Disagree d. Strongly Disagree	8 5	29,63% 18,52%	100%
g. I write the word without realizing the tense that I used	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	7 11 7 2	25,93% 40,74% 25,93% 7,41%	100%
h. Still confused with the plural and singular nouns	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	1 17 6 3	3,70% 62,96% 22,22% 11,11%	100%
i. I prefer to write based on the word order of Indonesian	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	3 10 5 9	11,11% 37,04% 18,52% 33,33%	100%
5. When I write the descriptive text by using present tense, the errors always appear because of :				
a. The influence of Indonesian structure	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	12 10 3 2	44,44% 37,04% 11,11% 7,41%	100%
b. Just translate the word from Indonesian to English	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	5 12 6 4	18,52% 44,44% 22,22% 14,81%	100%
c. In Indonesian, the subject does not change the verb	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	11 11 2 3	40,74% 40,74% 7,41% 11,11%	100%
d. The sentence pattern is same both in Indonesian and English	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	1 4 11 11	3,70% 14,81% 40,74% 40,74%	100%
e. Memorizing the English sentence pattern while writing is hard	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	5 8 11 3	18,52% 29,63% 40,74% 11,11%	100%
f. When I do not know the structure, I will write it based on my first language	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	2 18 5 2	7,41% 66,67% 18,52% 7,41%	100%

g. My mental capacity in memorizing tenses while writing is difficult	a. Strongly Agree	2	7,41%	100%
	b. Agree	13	48,15%	
	c. Disagree	10	37,04%	
	d. Strongly Disagree	2	7,41%	
h. The form of Indonesian more familiar than English	a. Strongly Agree	7	25,93%	100%
	b. Agree	17	62,96%	
	c. Disagree	3	11,11%	
	d. Strongly Disagree	0	0%	
i. I write the words based on my language	a. Strongly Agree	10	37,04%	100%
	b. Agree	9	33,33%	
	c. Disagree	7	25,93%	
	d. Strongly Disagree	1	3,70%	

C. Discussion

After analyzing the data collection; students' writing products in using present tense in writing descriptive text and questionnaire were necessary to discuss the result of this study. The purposes of this study were to find out the answer of the research questions. Furthermore, the aims of this study were to identify the most dominant errors and to describe the factors causing the students' errors in using present tense in writing descriptive text. Thus, first research question was "What are the most dominant errors made by the second grade students in using present tense in writing descriptive text?". Thus, first discussion would focus on the analysis of students' writing products in using present tense in writing descriptive text. This stage was to find out the types of error and identified the most dominant students' errors in using present tense in writing descriptive text based on surface strategy taxonomy (omission, addition, misordering and misformation). In this study, the researcher analyzed the 27 students' writing products in using present tense in writing descriptive text.

In this section, the researcher would classify the errors from the students' writing products into four types (omission, addition, misordering and

misformation). Omission was identified by the absence of an item or a morpheme that must appear in a well-formed utterance (Dulay et al., 1982). Regularly, students made this error when they want to add –s or –es (Liasari et al., 2011). Based on the result from the students' writing products, most of students did not use suffix s or es when they used third person singular and plural nouns. Thus, the most dominant students' errors in using present tense in writing descriptive text were omission. In this research was found 56 (62,92%) errors of omission.

The second error type was addition, where the students used the unwanted items in the sentence. According to Dulay et al (1982) this type occurred since the learners had obtained several rules in English. Based on the students' writing products were found that most of students tended to use to-infinitive after using modal auxiliary verb (must and can). This case happened because their equation about the verb want (+to), so when they wrote "must or can" they produced 'to' (Norrish, 1983). Thus, this study was found 12 (13,48%) errors of addition. These errors happened as Dulay et al (1982) claimed because of the inadequate knowledge of the English rules.

Furthermore, the third error type was misordering. It was defined as the incorrect placement of the words. In addition, it happened due to the differences between the word sequence in English and Indonesian (Saad&Sawalmeh, 2014). Based on the result of the students' writing products, there were 3 (3,37%) errors of misordering. Some of them wrote in English, but they used the Indonesian word order. Meant, the students were still familiar with the Indonesian word order.

Moreover, the fourth error was misformation. It occurred because the students still confused about the use of subject would influence to be (is, am, and are) and the verb that they used such as auxiliary verb (have and has). Thus, in English the verb depended on the subject, whereas in Indonesian the subject did not change the verb. Therefore the students were difficult to use the right form of to be (is, am, and are) and auxiliary verb (have and has) based on the subject. This study was found 18 (20,22%) misformation. Hence these errors appeared since the students were misunderstanding in using some forms in English (Soetikno, 1996).

In conclusion, based on analyzing the 27 students' writing products in using present tense in writing descriptive text, the researcher found several errors that were made by the second grade students of MTsSJeumalaAmal. Thus, after analyzing and calculating the errors were found 56 (62,92%) omission, 12 (13,48%) addition, 3 (3,37%) misordering, and 18 (20,22%) misformation. According to the result, the total of all errors in this study which classified the errors into four categories (omission, addition, misordering and misformation) were 89 errors. In this section, the first research question had been answered through the result of students' writing products. Thus, the most dominant errors in using present tense in writing descriptive text made by the second grade of MTsSJeumalaAmal was omission, which were found 56 (62,92 %) items.

Moreover, the second research question was "What are the factors causing students' errors in using present tense in writing descriptive text?". Thus, the second discussion would describe the factors causing students' errors in using present tense in writing descriptive text through the questionnaire. This discussion would describe the result of questionnaire which was administered to the students.

Based on the result of analyzing the questionnaire by using percentage formula, could be found several proves that related to the factors causing students' errors in using present tense in writing descriptive text, there were most students understand simple present tense well, but still faced difficulties when they applied it in writing descriptive text.

According to the questionnaire, most students strongly agreed that they were still difficult to write a descriptive text in using present tense because the differences between the rules of mother tongue and English. Based on the questionnaire, there were 12 (44,44%) students strongly agree that the errors appeared because the influence of mother tongue. Furthermore, there were 12 (44,44%) students agreed that in English writing they just translated the word from Indonesia to English. Additionally, there were 18 (66,67%) students agreed that they confused in adding the important items in the sentence since the differences between Indonesian and English structure. In this case, the interlingual transfer happened since the students more familiar with the Indonesian structure than English. Thus, when they wrote the sentence in English, they just translated the word based on Indonesian structure.

Furthermore, there were 12 (44,44%) students agreed that the errors appeared because the use of incorrect tobe or verb. The students were still difficult to use tobe based on the subject. Additionally, they also confused with subject that required toend with s or es. Moreover, based on the result of questionnaire showed that there were 17 (62,96%) students agreed that they also confused with the singular and plural noun. The errors occurred because they were difficult to differentiate between singular and plural noun. Meant, they were hard in adding s

or es for the plural noun. Thus, when the students did not know the English structure they would write based on their knowledge of English pattern. Since they did not know the English well and they just obtained some of English rules. So, when they wrote the word they just applied several rules they had learned. But, when they did not know the structure, they would write it based on their knowledge of foreign language.

Based on the explanation above, it could be concluded that the most dominant students' errors in using present tense in writing descriptive text were omission and the factors causing the students errors' in using present tense in writing descriptive text were the interlingual transfer and intralingual interference. Thus, the second grade students of MTsSJeumalaAmal have to practice writing after learning the tenses and the teacher should correct their writing product in order to minimize the errors. The teacher should ask the students to apply their knowledge of tenses in their writing products in order to make them more familiar with the English pattern.

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the research, doing the analysis and presenting the result. Moreover, this chapter provides the conclusion and the suggestion of this study. This chapter is divided into two parts; conclusion about the students' errors in using present tense in writing descriptive text and suggestion for the students, teachers and further researchers in related topic.

A. Conclusion

1. Based on the finding of students' writing products in using present tense in writing descriptive text. It showed that students made a total of 89 errors which consist of 56 (62,92%) errors of omission, 12 (13,48%) errors of addition, 3 (3,37%) errors of misordering and 18 (20,22%) errors of misformation. Thus, the omission was the most dominant students' errors in using present tense in writing descriptive text.
2. The questionnaire showed that the factors causing the students errors' in using present tense in writing descriptive text were the interlingual transfer and intralingual interference.

B. Suggestion

Based on the result and conclusion of this study, the researcher would suggest:

1. The teacher should give more exercised in applying the simple present tense in writing descriptive text.

2. After the teacher checked the errors in their writing, the teacher should return the tasks with some notes. Thus, they would not repeat the same errors in the further writing tasks.
3. Since in writing descriptive text focused on simple present tense, the teacher should concern more to teach the students how to write the sentences by using the proper tense.
4. The weakness of this study was highlighted as implicit recommendations for the next research. The aims of this research were to identify the most common errors made by the second grade students and to describe the factors causing students' errors in using present tense in writing descriptive text. However, the findings of this research focused only on the four types; omission, addition, misordering and misformation. Therefore, this study would provide the chances to the other researchers to conduct research which categorized the errors in other types.

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Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Errors in Using Present Tense in Writing Descriptive Text
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;
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Pada Tanggal: 22 Januari 2018
An. Rektor
Dikm.



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31 Mei 2018

Lamp : -

Maf : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Vattia Sahal
N I M	: 140 203 157
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: VIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Utama Rukoh Lam Ara 3 Darussalam Kota Banda Aceh

Untuk mengumpulkan data pada:

MTsS Jeumala Amal Pidie Jaya

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Errors in Using Present Tense in Writing Descriptive Text

Demikianlah harapan kami atas bantuan dan ketizinan serta kerja sama yang baik kami ucapkan terima kasih.

Ani, Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali



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Lamp : -
Hal : Izin Penelitian

Kepada
Yth. Kepala MTsS Jeumala Amal
di
Tempat

Assalamualaikum wr. wb

Dengan hormat,

Kepala Kantor Kementerian Agama Kabupaten Pidie Jaya dengan ini menerangkan bahwa:

Nama : Vattia Sahal
NIM : 140 203 157
Prodi/Jur : Pendidikan Bahasa Inggris

Berdasarkan Surat Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Nomor : B-5651/U.n.08/TU-FTK/TL.00/05/2018 tanggal 31 Mei 2018 untuk mengadakan penelitian pada MTsS Jeumala Amal Kabupaten Pidie Jaya, maka dengan ini Kepala Kantor Kementerian Agama Kabupaten Pidie Jaya tidak menaruh keberatan dalam rangka Penyusunan Skripsi yang berjudul:

"Students' Errors in Using Present Tense in Writing Descriptive Text"

Demikian Rekomendasi ini kami berikan agar dapat dipergunakan sebagaimana.

Meureudu, 4 Juni 2018

Kepala Kantor
Kantor
M. Yami

Tembusan :
Universitas Islam Negeri Ar-Raniry



**YAYASAN TEUKU LAKSAMANA HAJI IBRAHIM
MTS.s JEUMALA AMAL**

Status Terakreditasi (A) Sertifikat Akreditasi Nomor :DP 050215 Tgl. 7 Desember 2015
KEMENTERIAN AGAMA KABUPATEN PIDIE JAYA

ALAMAT: JL. B.ACSH+MEDAN DESA, KEUDE LUENG PUTU KAB.PIDIE JAYA/EMAIL:mtsjeumalaamal@gmail.com



SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : B-287/ Mts.01.20/ 6 /Kp.06/06/2018

Kepala Madrasah Tsanawiyah Swasta (MTs.S) Jeumala Amal Lueng Putu, dengan ini menerangkan bahwa :

Nama : **Vattia Sahal**
NIM : 140 203 157
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam

Benar yang namanya tersebut di atas telah mengadakan penelitian pada Madrasah Tsanawiyah Swasta (MTsS) Jeumala Amal Lueng Putu, Mulai Tanggal 1 S/d 2 Juni 2018 dalam rangka untuk penyusunan Skripsi dengan judul :

“ Students’ Errors in Using Present Tense in Writing Descriptive Text “

Demikian surat keterangan ini dibuat agar dapat dipergunakan seperlunya



4 Juni 2018

Muhammad Zainal, S.Ag

NIP. 19630502 200003 1 005

Name :

Students ID :

Class :

No.		SA	A	D	SD
1.	Writing a descriptive text is easy				
2.	Simple present tense is the easiest tense to learn				
3.	But simple present tense is difficult to be used in writing descriptive text				
4.	when using present the tense in writing the descriptive text I always confused in : j. Adding 's/es' for the plural nouns and the subject she or he k. Using the right to be (is, am are) based on the subject l. Frequently I write English based on Indonesia structured m. Sometimes I forget to put the important part in a sentence n. Sometimes I do not use the article (a, an or the) in the sentence o. Use incorrect be or verb p. I write the word without realizing the tense that I used q. Still confused with the plural and singular nouns r. I prefer to write based on the word order of Indonesian				
5.	When I write the descriptive text by using present tense, the errors always appear because of : j. The influence of Indonesian structure k. Just translate the word from Indonesian to English l. In Indonesian, the subject does not change the verb m. The sentence pattern is same both in Indonesian and English n. Memorizing the English sentence pattern while				

	<p>writing is hard</p> <p>o. When I do not know the structure, I will write it based on my first language</p> <p>p. My mental capacity in memorizing tenses while writing is difficult</p> <p>q. The form of Indonesian more familiar than English</p> <p>r. I write the words based on my language</p>				
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SA : STRONGLY AGREE

SD : STRONGLY DISAGREE

A : AGREE

D : DISAGREE

Appendix IV. Students' errors in omission

No.	Students' Errors	Suggested Correction
1.	The cat always sleep in my mattress	The cat always sleeps in my mattress
2.	My grandmother like fried chicken	My grandmother likes fried chicken
3.	He always eat burger	He always eats burger
4.	My room has 55 cupboard and bed	My room has 55 cupboards and beds
5.	We go to many place	We go to many places
6.	It stay in the farm	It stays in the farm
7.	It use to make blanket	It is uses to make a blanket
8.	She come to play with me	She comes to play with me
9.	Many chair and table	Many chairs and tables
10.	I have two best friend	I have two best friends
11.	She always help me	She always helps me
12.	There are four assistant	There are four assistants
13.	She come from Bireun	She comes from Bireun
14.	She give me a present	She gives me a present
15.	She always make me happy	She always makes me happy
16.	She stay in the boarding	She stays in the boarding
17.	She always smile, laught, and cry	She always smiles, laughs, and cries
18.	She is like to sing a song	She likes to sing a song
19.	Azka and Tahira the smart girl	Azka and Tahira are the smart girls
20.	Every day, she bring bag to the school	Every day, she brings bag to the school

21.	Her mother come to visit her in Boarding	Her mother comes to visit her in Boarding
22.	Azka always get first rank	Azka always gets first rank
23.	She very kind with me	She is very kind with me
24.	I very happy	I am very happy
25.	We not together again	We are not together again
26.	I very lucky have best friend	I am very lucky to have a best friend
27.	My room very large	My room is very large
28.	We always happy	We are always happy
29.	I can with them	I can be with them
30.	She taller than me	She is taller than me
31.	I so happy to stay in my bedroom	I am so happy to stay in my bedroom
32.	Her house beside my house	Her house is beside my house
33.	Her father and my mother twin	Her father and my mother are twin
34.	Sophia shorter than me	Sophia is shorter than me
35.	Sophia smarter than me	Sophia is smarter than me
36.	She not my best friend	She is not my best friend
37.	He always patient	He is always patient
38.	She always beside me	She is always beside me
39.	Her room in Madinah room	Her room is in Madinah room
40.	She has curly hair	She a has curly hair
41.	She has fat body	She has a fat body
42.	She is diligent girl	She is a diligent girl
43.	Her hobby is disturbing, eating, and	Her hobbies are disturbing, eating, and

	sleeping	sleeping
44.	I have best friend	I have a best friend
45.	She is beautiful girl	She is a beautiful girl
46.	She has sharp nose	She has a sharp nose
47.	Qayla is good girl	Qayla is a good girl
48.	There is teacher	There is a teacher
49.	Her father job is a civil servant	Her father's job is a civil servant
50.	Her mother job is house wife	Her mother's job is house wife
51.	She like learn Arabic	She likes to learn Arabic
52.	I want with her forever	I want to be with her forever
53.	She is sweetest friend	She is the sweetest friend
54.	She like to drink cool water	She likes to drink cool water
55.	My house very beautiful	My house is very beautiful
56.	Colour yellow	The colour is yellow

Appendix V. Students' errors in addition

No.	Students' Errors	Suggested Correction
1.	I am is the most beautiful	I am the most beautiful
2.	Dilla and Rania is wear glasses	Dilla and Rania wear glasses
3.	She is a beautiful girls	She is a beautiful girls
4.	If we are make a mistake	If we make a mistake
5.	When we are go together	When we go together
6.	She always waiting for me	She always wait for me
7.	I am give for her too	I give for her too
8.	We are go to place	We go to place
9.	I am is very like this class	I very like this class
10.	We are always play in the park	We always play in the park
11.	She is like to sing a song	She likes to sing a song
12.	She is will to be a good teacher	She will be a good teacher

Appendix VI. Students' errors in misordering

No.	Students' Errors	Suggested Correction
1.	She is a girl sweet	She is a sweet girl
2.	She has a short hair, her hair is black	She has a short and black hair
3.	She likes to learn language Arabic	She likes to learn Arabic language

Appendix VII. Students' errors in misinformation

No.	Students' Errors	Suggested Correction
1.	Their name is Sophia, Alya, Dila and Rania	Their names are Sophia, Alya, Dila and Rania
2.	I can be with their forever	I can be with them forever
3.	Her hobby is disturbing, eating and sleeping	Her hobbies are disturbing, eating and sleeping
4.	She have a beautiful fur	It has a beautiful fur
5.	She did not like dirty place	She does not like dirty place
6.	He have a good character	He has a good character
7.	He is always patient with we are	He is always patient with us
8.	I need a best friend like she	I need a best friend like her
9.	There is many people in Marwah	There are many people in Marwah
10.	She is a fat and short body	She has a fat and short body
11.	We are not study in the park	We do not study in the park
12.	Them name is Azka and Tahira	Their names are Azka and Tahira
13.	Azka and Tahira is smart	Azka and Tahira are smart
14.	She came from Peudada	She comes from Peudada
15.	She is school in Jeumala Amal	Her school is in Jeumala Amal
16.	I like she	I like her

17.	She seat beside me	She sits beside me
18.	Her favourite food is fried rice, and donut	Her favourite foods are fried rice, and donut

AUTOBIOGRAPHY

1. Full Name : Vattia Sahal
2. Place/ Date of Birth : Ulee Gle, Aceh Pidie/ 19 Mei 1996
3. Sex : Female
4. Religion : Islam
5. Nationality/ ethnic : Indonesia/ Acehnese
6. Matrial Status : Single
7. Occupation : Student
8. Address : Jl. Rukoh Utama, Ir. Lam Ara 3, Syiah
Kuala, Banda Aceh
9. The Parent
 - a. Father's Name : Syarifuddin
 - b. Mother's Name : Halimah
 - c. Father's Occupation : Bussines Man
 - d. Mother's Occupation : Housewife
10. Address : Ulee Gle, Pidie Jaya
11. Educational Background
 - a. Elementary School : SDN 24 Lampineung Graduated in
2008
 - b. Junior High School : MTsN Bandar Dua Graduated in
2011
 - c. Senior High School : MAS Jeumala Amal Graduated in
2014
 - d. Univeristy : UIN Ar-Raniry, entered 2014 until 2018