CHAPTER I

INTRODUCTION

1.1 Background of the Study

As social human being, human always interact each other in various fields. Everyone is aware how significant the role of language as media of communication each other in everyday life. Using language is one of peculiarity types that are by human. It is similar to Brown statements (2006:6) that language is essentially human, although possibly not limited to human. That is because of using language for communication in their activities. Without language, human cannot communicate each other, either in spoken or written.

Every country has their languages to communicate. English as an international language has a crucial role in the world communication. Nowadays, in daily activities, the use of English has been a habitual when communicating with another, such as: when studying in International School, going a board, or chatting in different countries by social media, such as: Twitter, Path, Instagram, Facebook, etc. By having skill in English, people will be able to face over-changing world easily. Therefore, it is not something new that the number of people is interested in learning English from time to time.

Education is very important, but not all people are aware about that. In terms, they have responsibility to know the important of education as early as possible. An education has to follow and improve for being better along with the

improvement of education in the world. When we are taught by someone about anything, either formal or informal situations, it is an education. It is caused we get some knowledges. Thus, education can be stated as process of teaching someone, either formal or informal educations.

Many countries in the world including Indonesia are learning and inserting English to be one subject in educational program, either formally or informally in all fields. It is caused English as the important language of the first foreign language. It means that English is the second language for Indonesian. English is taught and learned in kindergarten and elementary school as supplementary subject. Besides that, English is also taught in Junior High School and Senior High School as compulsory subject, in universities or institutes for several terms.

Discussing about language learning, Brown (2006:1) states that language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. It can be said that language learning is not something easy and simple to be learned, especially English as foreign language. Learning English is needed a long time to understand and know the language well. It is not just about how we can speak English, but learn about all, the culture, the way of thinking, feeling and acting.

There are four competences which are learned in studying English, they are listening, speaking, reading, and writing. Those basic competences have been taught in learning English. Therefore, the main purpose of teaching English is students are able to develop their communicative skills in both written and spoken English, can be reached. There are some supporting basic competences in English

learning. They are the language components-structure, vocabulary, spelling and pronunciation.

Writing is one of the productive skills in learning English that must be learned by the students. Linse (2005:117) states that writing as a process and a product were discussed as well as the physical act of forming letter. She further states that writing as a process is the act of gathering ideas and working with them until they are presented in a manner by using some steps. Writing is also a product. It means the produce pieces of written text.

In learning English, writing is considered as the most difficult activity. It is similar to what stated by Heaton (2005:135), the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rethorical devices but also of conceptual and judgemental elements. Almost similarly, Harris (2001) in Nanda's article entitled "Teaching writing paragraph by combining RAFT (Role, Audience, Format, Topic) and cubing strategies for junior high school" states that writing is a complex skill for learners. It is usually caused by some difficulties that faced by the students in organizing the texts; using grammatical sentences, choosing the suitable vocabulary, and good mechanics. Based on the explanation above, consequently, the students find it difficult to express their opinion, feeling, emotion, ideas, and estimation as well.

The students often do errors in their composition because they are still influenced by their native language 'Indonesian' in making and composing the structure of English sentences in writing. For instance, when the student wants to make a noun phrase, she makes the sentence by using Indonesia rule 'Head +

Modifier' by using words 'flower beautiful'. It is wrong in English, she applies Indonesia rule to English rule. It is contrast with English rule. In English rule, the pattern of noun phrase is 'Modifier + Head'. So the right noun phrase should be 'beautiful flower'.

English grammar is quite different from Indonesian. In second language learning, writing and translating from Indonesian into English is different. It depends on the context of sentences. For instance, in Indonesian verbs, there are no differences verbs in present time, past, or future. It is also different in using determiner in English sentence, such as: the article, possessive adjective, demonstrative adjective, and quantitatives. Hence, the students should be able to arrange sentences based on the grammatical rules to avoid misunderstanding and error.

One of the types of composition which are learned by the first year students of junior high school is descriptive text. It is a text which describes something. According Priyana, Riandi and Mumpuni (2008:104), descriptive text describes the characteristics of a specific thing, for example a specific person, animal or object. Tense used in descriptive text is simple present tense, because it describes something concrete. The purpose of this text is to describe and reveal a particular person, place or thing.

In writing descriptive text, the difficulty which is usually faced by most of students is the use of simple present tense. It is about the grammar. Because of their limited grammar, the students make an error in constructing the text,

especially the grammatical error. Automaticly their writing will cause misunderstanding for the readers, because the readers cannot get the meaning well.

Teaching English grammar is not something easy to be done in teaching the target language. It is caused grammar is a wide English rule. The teachers must know the difficulty and the weakness of students in English composition in order to the teachers can do some correction for finding some problem solving in teaching English grammar well. Thus the students will prevent to make the same errors in the future.

Based on the background above, the writer wants to analyze the errors made by the student and tries to give solutions to overcome the problem. The writer discusses students' errors in writing descriptive text made by the first year students of Madrasah Tsanawiyah Negeri Krian, whether the use of present tense is correct or incorrect in building up a descriptive text.

1.2 Statement of the Problems

Based on the background of the study above, the statements of the problems are formulated as follows:

1. What types of errors of simple present tense are found in the descriptive composition made by the First year students of Madrasah Tsanawiyah Negeri Krian?

2. What are the possible causes for the errors to take place?

3. What are the dominant errors in the descriptive composition made by the First year students of Madrasah Tsanawiyah Negeri Krian?

1.3 Objectives of the Study

Based on the statemens of the problem above, the objectives of the study are as follows:

1. To identify and classify the errors of simple present tense in descriptive composition made by the First year students of Madrasah Tsanawiyah Negeri Krian.

2. To describe the possible causes of errors in descriptive composition made by the second year students of Madrasah Tsanawiyah Negeri Krian.

3. To describe the dominant errors made by the students of the first year students of Madrasah Tsanawiyah Negeri Krian.

1.4 Significance of the Study

The results of this study are expected to be one reference on improving the teaching learning process and give benefits for both teachers and students. The teachers will get information about the difficulties the students often face in learning present tense and they could predict the effectiveness of their teaching methods for their students. For the students in Madrasah Tsanawiyah Negeri Krian esspecially, it will help them to identify their weakness in the use of simple present tense. By knowing the weakness, the students become more careful and will minimize their errors.

In addition, the results of this study are in theoretical and practical significances. As stated by Corder (1982:45), the theoretical significance is part the methodology of investigating the language learning process. Furthermore, it

can be one reference to know student's ability and their errors in writing descriptive composition.The practical significance is the writer wants to find the students's difficulties in the use of present tense in building up descriptive composition correctly. Thus, the students will inspire them to improve their skill in writing descriptive composition. Beside that, the students are expected to understand in writing descriptive composition, so the result of the study will give information about how to cope with difficulties to make the student understand and motivate them in building up descriptive composition.

1.5 Scope and Limitation of the Study

In this study, the writer focuses on the errors in the use of simple present tense in descriptive composition made by the First year students of Madrasah Tsanawiyah Negeri Krian. The writer used a test to find the students errors. By conducting this study, it is intended to know the types of errors and the causes of errors in the use of simple present tense in descriptive composition made by the first year students of Madrasah Tsanawiyah Negeri Krian.

1.6 Definition of Key Terms

To avoid misunderstanding and misinterpretation, the following terms and definition are used in this study:

1.6.1   Error

According to Dulay, *et al* (1982:138) error is as the flawed side of learner speech or writing. This is the part of conversation or composition that devise from selected norm of mature language performance. In addition, Brown (2006:258)

states that an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.

Furthermore, Jain in Richard (1974:202) states that errors show a consistent system and are internally principled and free from arbitrariness. They are therefore systematic. Those systematic errors may look up as rule governed for they follow the rule of whatever grammar the learner has. Based on the explanation above, it can be concluded that error is the systematic deviations due to the learner's developing knowledge of the second language rule system or the norms of the target language, without consider what the characteristics or causes of the deviation might be.

1.6.2   Error Analysis

Dulay, *et al* (1982:141) state that error analysis can be characterized as an attempt to account for learner's errors that could not be explained by Contrastive Analysis or Behaviorist Theory. In Ellis's view (1994:47) error analysis supplanted Contrastive Analysis, which shought to predict the errors that learners make by identifying the linguistic differences between the first language and the target language. Error analysis provided a methodology for investigating learner language.

According to Corder (1982:35) it provides a validation of the findings of contrastive linguistic studies. Based on the linguist views above, it can be argued that error analysis is a branch of applied linguistics that describes the errors made by students in the language learning process.

1.6.3 Descriptive Text

According to Oshima and Hogue (2007:61), descriptive text tells how something looks, feels, smells, tastes, and/or sounds. According Kasa Rambe in blog, in line with it, descriptive text is a text which says what a person or a thing is like. The purpose of this text is to describe and reveal a particular person, place or thing. Furthermore, it can be stated that descriptive text is a kind of text which describes what a person, place, or thing is like.

1.6.4 Present Tense

Comrie (1985:36) states that there are three basic tenses that have formed the backbone of much linguistic works on time reference in grammar. One of the tenses is namely present tense which means coincidence of the time of the situation and the present moment. It can be argued that present tense is used to express events or situations that exist at the present moment, but which began in the past and may well continue in the future.