

**AN ERROR ANALYSIS OF USING SIMPLE PRESENT  
TENSE IN DESCRIPTIVE TEXT WRITTEN BY THE  
SEVENTH GRADE STUDENTS OF MTs N 2  
KARANGANYAR IN ACADEMIC YEAR 2018/2019  
THESIS**

Submitted as A Partial Requirements  
For the writing thesis in English Education



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*Wassalamu'alaikumWr. Wb.*

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## **DEDICATION**

I relievedly dedicate this thesis to:

1. Allah SWT
2. My beloved father Mr.Sutanto Abdul Ghofur Al-Idrus and My beloved mother Mrs Suyamti.
3. My beloved advisor Dr. H. Giyoto, M. Hum.
4. My beloved sisters and brothers Siti Zulaikah Al-Idrus, Zahratul Sholihah Al-Idrus, Yahya Thohir Al-Idrus, Rahmat Wahyu Hidayatullah Al-Idrus and Rohmad Sahid Al-Idrus.
5. MybelovedfriendsAnggi,Tiyas,Afifah,Aisyah,Jeje,Padil,Acih,Mada,Isti,Husen, Iqbal,Dian,Galih,Hana,Avin,Tika,Gita,Tari,Maya,Nita, Copik,Pipin,Dunu,Mistia.
6. My beloved Teacher in MTs N 2 Karanganyar Mrs.Widya, Mrs.Agus and Mr. Syaiful Abror W
7. My Almamater IAIN Surakarta.

## **MOTTO**

But it is possible that you dislike a thing which is good for you, and that you love a thing which is bad for you. But Allah knows it, and you know not. (QS. Al Baqarah: 216)

If you want to be champion, you must play seriously.  
(Unknown)

The seeking of knowledge is obligatory for every Muslim.  
(HR. Ibnu Majah)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “*Error Analysis of Using Simple Present Tense in Writing Descriptive Text of the Seventh Grade Students of MTs N 2 Karanganyar Academic Year 2018/2019*” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, January 31<sup>th</sup> 2019

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## ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day judgment, God almighty, for all blessings and mercies so the researcher was able to finish the thesis entitled ***“AN ERROR ANALYSIS OF USING SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT WRITTEN BY THE SEVENTH GRADE STUDENTS OF MTs N 2 KARANGANYAR IN ACADEMIC YEAR 2018/2019”*** . Peace be upon for the Prophet Muhammad SAW, the great leader and good inspiration of revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing thesis. This goes to:

1. Dr. Mudhofir, M.Ag., as the Rector of the State Islamic Institute of Surakarta.
2. Dr. H. Giyoto, M. Hum., as the Dean of Islamic Education and Teacher Training Faculty of the State Islamic Institute of Surakarta.
3. Dr. Imroatus Sholikhah, M. Pd., as the Head of English Education Department of Islamic Education and Teacher Training Faculty of the State Islamic Institute of Surakarta.
4. Dr. H. Giyoto, M. Hum., as the advisor for his permission, guidance, precious advices, corrections, and help to revise the mistake during the entire process of writing this thesis.
5. All the lecturer of English Education and Letter Department of Islamic Education and Teacher Training Faculty of the State Islamic Institute of Surakarta.
6. Supriyani, S.Pd.,M.Pd., as the headmaster of MTs N 2 Karanganyar for facilitating the researcher in collecting the data.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the other in particular and the readers in general.

Surakarta, January 31<sup>th</sup>, 2019  
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## ABSTRACT

Rahmania Cahyaning Ayu Intan Pratiwi. 2019. *An Error Analysis of Using Simple Present Tense in Descriptive Text Written by the Seventh Grade Students of MTs N 2 Karanganyar in the Academic Year 2018/2019*. Thesis. English Education Department, Islamic Education and Teacher Trainer Faculty, The State Islamic Institute of Surakarta.

Advisor : Dr. H. Giyoto, M. Hum

Key words : Error Analysis, Descriptive, Writing

Writing skills are complex and sometimes difficult to teach. As the first foreign language, it is normal condition for the students who have various problems or difficulties in writing descriptive text. Therefore, the study of learner's errors is needed to give some contributions on attempts to deal with the students' difficulties. The aims of this research were (1) find out the types of errors in descriptive writing made by the tenth grade students of MTs N 2 Karanganyar in the academic year 2018/2019 and (2) find out the dominant types of errors in descriptive writing made by the tenth grade students of MTs N 2 Karanganyar in the academic year 2018/2019.

This researcher uses descriptive method with qualitative research. The research was conducted on Monday, August 10<sup>th</sup>, 2018 at MTs N 2 Karanganyar. The researcher came to the class and asked the students to write descriptive texts. Then the data was analyzed by Surface Strategy Taxonomy to classify the types of errors and sources of errors. The researcher collected the data from documentation. The researcher identified and classified the types of errors in descriptive writing made by the seventh grade students and classified the dominant types of errors in descriptive writing made by the seventh grade students. The subject of the research was VIIF which consists of 20 students. However the students' works submitted to the researcher were 20. The techniques of analyzing data were identification, classification, explanation and evaluation. After the data had been collected, the researcher identified, classified, explained, and evaluated the types of errors in descriptive writing made by the seventh grade students and dominant types of errors in descriptive writing made by the seventh grade students. The instruments to collect the data were writing task.

The result of the research showed that there are 4 types error made by the students on their descriptive writing. The totals errors were 53 errors which are divided Omission has the highest frequency (35 or 66.03% of errors). The second is Addition error (10 or 18.8% of errors). The third is Mis-ordering (6 or 11.32% of errors). The last is Mis-formation error (3 or 5.66% of errors).

According to the data analysis, the common error made by the students was mis-formation. The causes of errors were interlingual and intralingual transfer. The researcher concluded that the possible causes of errors are from the mother tongue (Interlingual transfer), those errors are resulted from the transfer of the first language (Indonesian) grammatical to the second language (English).



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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Language is one of the most important aspects of human life. Without language, communication will be difficult to be conducted. No one can communicate with other persons without using language. Language hold important part in life, especially in daily communication. That is why language and human beings cannot be separated . By using language, people can express their feeling, messages, thoughts, and whatever in their mind since language is an important tool for social interaction with other people.

Brown (2000:5) states, “Language is a system of arbitrary conventionalized vocal, written, or gestural symbols ha enable member of a given community to communicate intelligibly with one another.” Pinker in Brown (2000:5) also gives statement that language is complex, specialized skill, which develops in the child spontaneously, without conscious effort of formal instruction, is deployed without awarness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.

From the statements above, it can be concluded that language is a complex and special acquired by people naturally and unconsciously. It is used by people to communicate each other intelligibly by using a system of sound,

written, and gestural symbols. All people or even the children use language in their social interaction.

Language has a main important point for everyday to communicate with other people in the world. Without it the people will be difficult to communicate with other (Pardiyono,2007:99). The aims of language teaching learning are very often defined with reference to four language skills: listening, speaking, reading and writing. These aims, therefore, relate to the kind of activity which the learners are to perform. The learners are, after the teaching-learning has ended, supposed to reach the goals of the teaching-learning process that have been stated previously.

As stated in the Ministerial Education Regulation No. 22/ 2006, there are several objectives of English learning in junior high schools. Firstly, developing the students' communicative competences in oral and written forms to achieve the functional level of literacy. Secondly, the students have consciousness of truth in English having a key position of people to improve competitiveness in global community and thirdly to expand participants' understanding between language and culture connection.

The scope of English lesson in Junior High School includes: (1) discourse competence which focuses on the objectives to develop students' capability in listening, speaking, reading, and writing; (2) the students are expected to achieve competences in spoken and written text using suitable the literacy functional level in language variation fluently and accurately in

the form of descriptive, recount, procedure, narrative and report genres ( The National Department of Education).

One of the skills that must be mastered by students in learning English is writing. There are some reasons why the students must master in writing. By writing, they can communicate with other people to write in simple announcement, cards, and composing texts in the form of descriptive, recount, procedure, narrative, and report texts.

In the teaching learning process, the teacher always explains and gives example about the narrative text, recount text, descriptive text, etc. One of the curriculum in MTs N 2 Karanganyar is about descriptive text, so the teachers also teach descriptive text as their responsibility. All of teacher has purposed to make the students understand about the texts, to improve their skill in writing and to make students write sentences correctly. In line with the genres that the students must learn in 1<sup>st</sup> grade, the students have to learn at least simple present tense in the first grade. It is because in the seventh grade, the students deal with descriptive genre.

In fact, the teacher often finds wrong sentences or error sentences that made by the students in their writing. Oshima and Hogue (2007:3) stated that a paragraph has the first sentences to state the specific point, or main idea, and the rest of the sentences in the paragraph support that point. So, in writing skill to make a good and correct sentences or paragraph is very important for the students.

Based on the interview with the teacher on seventh grade of MTs N 2 Karanganyar, the students had difficulties in learning English, especially in writing a descriptive text using Simple Present Tense. Wishon and Burks(1980:379) states that “descriptive writing reproduces the way things look,smell, taste, feel or sound; it might also evoke moods, such as happiness, loneliness, or fear.

Many students in the seventh grade of MTs N 2 Karanganyar were introduced in writing skill by their teacher because many students still made errors in writing descriptive text. They were still confused in writing text about tense (simple present tense) and sometimes they forgot the use of tense (simple present tense). For example, “*He eat chicken*” the right sentences was “*He eats chicken*”. Unfortunately, most of them made a error in using simple present tense in sentence especially misformation and omission error.

This phenomenon shows that they are lack of understanding in English especially in writing sentences correctly. The students still construct English sentences by usin Indonesian rules,for example:

1. It is *has* a long tail.
2. I *have* a pet.

From the example of the sentences above, in the first sentence, the students use double *auxiliary verb*. In the second sentence, the student uses *has* as the verb, actually the subject I use ‘have’ to be the verb.

Then, the correct sentences are:

1. It *has* a long tail.
2. I *have* a pet.

From the phenomenon above error become the serious problem in learning English, especially in writing skill. Corder Sattayatham and Ratanapinyowong (2008:22), stated that errors are ‘the result of some failure of performance’. Norrish (1983:7), like Corder, defined ‘an error’ as a systematic deviation that happens when a learner has not learnt something and consistently ‘get(s) it wrong’. So, teacher must anticipate the error that made by the students. And dealing with the phenomenon, error analysis is the techniques to anticipate the occurrence of error.

The unexpected writing result of the students is caused by some factors. One of them is that they make errors in their writing. Brown (2000:170), stated that an error is that they make errors in their writing. Brown(2000:170), stated that error is the flawed side of learner speech on writing. Their errors in writing were caused by the difference between the rules of the language used by the students (Indonesian) and the rules of target language. Although the researcher admits that students, in their process of learning, usually cannot prevent themselves from making errors, she still thinks the errors made by the students need remedial work or otherwise they will remain errors.

Related to the phenomenon above, in this research the researcher would like to conduct a research about “ **Error Analysis of Using Simple Present**



## **Tense in Writing Descriptive Text of the Seventh Grade Students of MTs N 2 Karanganyar 2017/2018 Academic Year”.**

### **A. Identification of the Problem**

Some conditions at the eighth grade students of SMP N 12 Purworejo influence the identification of the problem in this research, among other things are:

1. The seventh grade students of MTs N 2 Karanganyar academic year 2017/2018 have troubles in using “verb 1” in the sentences.
2. The seventh grade students of MTs N 2 Karanganyar academic year 2017/2018 do not know the form and the usage of simple present tense.
3. The seventh grade students of MTs N 2 Karanganyar academic year 2017/2018 forget to use adverbial of time in the sentences.
4. The seventh grade students of MTs N 2 Karanganyar academic year 2017/2018 do not understand why some sentences use auxiliary “*is, am, and are*” some other sentences use auxiliary “*do and does*”.
5. The seventh grade students of MTs N 2 Karanganyar academic year 2017/2018 make mistakes in word choice and punctuation.
6. The seventh grade students of MTs N 2 Karanganyar academic year 2017/2018 have troubles in using subject verb agreement and its usage.

The major problem of this research is most of the students have low achievement in English. The seventh grade students of MTs N 2 Karanganyar academic year 2017/2018 grade students are not familiar with structure particularly simple present tense.

## **B. Limitation of The Problem**

In this research, the researcher limits the discussion of the thesis on the analysis of students' error in using simple present tense in writing descriptive text made by the seventh grade students of MTs N 2 Karanganyar in the academic year 2017/2018. It is going to discuss the students' errors in writing descriptive text.

This research is conducted in the seventh grade students of MTs N 2 Karanganyar in the academic year 2017/2018.

## **C. Problem Statement**

Based on the limitation above, the problems that will be analyzed by the researcher are stated as follows:

1. What types of error are found in simple present tense of writing descriptive text made by the seventh grade students in MTs N 2 Karanganyar in the academic year 2017/2018?
2. What dominant types of error are found in simple present tense of writing descriptive text made by the seventh grade students in MTs N 2 Karanganyar in the academic year 2017/2018?

## **D. Objective of the Study**

In line with the problem statement above, researcher has some objectives as follows:

1. To find out the types of error are found types in simple present tense of writing descriptive text made by the seventh grade students in MTs N 2 Karanganyar in the academic year 2017/2018

2. To find out the dominant types of error are found types in simple present tense of writing descriptive text made by the seventh grade students in MTs N 2 Karanganyar in the academic year 2017/2018

#### **E. Benefit of the Study**

1. Theoretical Benefit

It is hoped that the other reseacher can have an additional knowledge in the error analysis in using simple present tense in writing descriptive text.

2. Practical Benefit

For the students, they can know about the problem and difficulties that they always get in grammar especially simple present tense. The students must realize that learning English is also learning about grammar. There are sixteen tenses that must be learnt in English. If students can master all of them, it can help them to learn English easily. The researcher hopes that they can study English more, especially to learn about tenses. So the students can master English. They can write correctly, speak fluently, etc.

#### **F. Previous Studies**

There are some researchers who have conducted the similar study about different object of students'ability. The first researcher is done by Krisetyawati (2010) from Sebelas Maret University, she conducted an error analysis research entitled "Error analysis in the Students' Writing Narrative Paragraph at MTs N Pamulang". The researcher started from collecting data by giving the students test. Then, the researcher identified the error and analyzed using strategy taxonomy. The result of this research was divided

into two parts, namey; irregular and regular verb. Regular verb had 58.3% of the whole of errors, irregular had 41% of error.

Omission errors using regular verb were 29.86%, addition errors using regular verb were 13.88%, misformation errors using verb were 26.38%, and misordering errors using regular verb were 29.86%. While, Omission errors using irregular verb were 19.41%, addition errors using irregular verb were 4.85%, misinformation errors using irregular verb were 61.6%, and the last was misordering errors that used irregular verb were 14.56%.

The second researcher is Herlinawati (2011) from State Islamic University Syarif Hidayatullah Jakarta, she conducted an error analysis research entitled “An Error Analysis in the Translation of English Noun Phrase into Indonesian of the Fifth Semester Students of the English Department of the Teacher Training and Education Faculty”. The researcher started from collecting data by giving the students test. Then, the researcher identified the error and analyzed using strategy taxonomy. The result of the study showed that there were a number of errors made by the fifth semester students of English Department of Teacher Training and Education Faculty of State Islamic University Syarif Hidayatullah Jakarta in translating English noun phrase into Indonesian. After counting, the researcher found 355 errors made by the studens of possible errors. There were four types of errors made by the students. The number of omission errors were 175 (49,3%). The number od addition errors were 9 (2,53%). The number of misformation errors were 144 (40.56%). And the number of misordering

errors were 27 (7.61%). The description above showed that the highest errors made by the students was omission errors (175 error or 49.3%) and lowest error was addition errors (9 errors or 2.53%)

In this research had similarities and differences from the researches above. The similarities are the researches wanted to do the research which focused on writing errors and also the researcher conducted same research about error analysis. Beside that, the researchers used a test to collect data. But, there are many differences between the researcher and researches above about the object of the student's ability. The researcher of this research focused on students' error analysis on the translation of english noun phrases into Indonesian, and Herlinawati limited her research on error analysis in the students' writing narrative paragraph.

## CHAPTER II

### THEORETICAL REVIEW

This chapter consist of a number of sub-chapters. They are Definition of Writing, Definition of Descriptive text, Tenses, Simpe Present Tense, and Definition of Error.

#### **A. Definition of Writing**

Writing is one way to communicate with other people besides speaking,reading,and listening. The word ‘writing’ seems to be very simple and easy to understand. However, it cannot be ignored. When a student writes a paragraph, he/she should write not only semantically correct but he/she should also use a correct grammar. Writing is not a spontaneous activity. It is learnt in a formal instruction.

There are many definitions of writing according to many experts. According to Barnet and Stubbs (1975:3), writing is a physical act. It requires material and energy. On the other side, Axelrod and Cooper (1985:3) states that writing is a complex process and as such contains element of mystery and surprise. We know and believe that writing is a skill that anyone can learn to manage. The meaning of writing is not only the way of thinking and learning but also contributes to the personal development.

From the definition above, it can be concluded that writing is the way to expres learners’ knowledge from what they see and think into sentences and paragraphs by the correct grammatical rules.

#### **B. Writing Skill**

In learning language, includes English and other ones, the students have to require four skills, such as reading, listening, speaking, and writing which each other. From all of those skills, writing is the most difficult one. The reason is cultural differences. The writer has to understand about cultural and social context of using the language according to its background. Writing skill also includes complicated proces. First, the writer has to plan, then modify by organizing option of vocabulary, sentences, and paragraph into readable text.

In this case, English cultural context create several text, called as genre, which has their own characteristics and purpose. Accrding with *Departemen Pendidikan Nasional*(2003:44), it is mentioned that standard of competence for writing skill is expressing the meaning by developing the right rhetorical in write text as narration, explantion, discussion, commentary, and review with variation structures of modification. In writing a readable and logical text, the students have to apply several strategies as bellow:

1. Reading for many kinds of text.
2. Brainstorming to collect ideas.
3. Using semantic mapping to find out specific ideas in writing.
4. Viewing the ideas in writing from any diections
5. Making the list.
6. Correcting the result.
7. Using the vocabulary which found for any sources.(DepartemenPendidikan Nasional,2003:44)

It is a common assumption that writing skill is the most difficult in learning language. The students also face some problems in writing. Wardhana and Ardianto (2007:7-13) divided that problems as internal and external factors. Internal factors come from the inside of the students. Internal factor occur because the students are not usual with reading, not require an adequate language skill, and lack of interest in writing. External factor come from the outside of the students. External factor occur because students are lack of reference, lack of theme, and face difficulties to arrange the correct sentences.

Shih (in Brown, 2001:335-336) stated the process approach to writing instruction. The instructions are mentioned below:

1. Focus on the process of writing that leads to the final written product.
2. Help student writers to understand their own composing process.
3. Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
4. Give students time to write and rewrite
5. Place central importance on the process of revision
6. Let students discover what they want to say as they write.
7. Give students feedback throughout the composing process as they attempt to bring their expression closer and closer to intention
8. Encourage feedback from both the instructor and peers.
9. Include individual conferences between teacher and students during the process of composition.



In short, writing skill is the target of learning process of writing in making effective written text. The competence include the ability to make grammatically and rhetorically structured text the appropriate communicative context.

## **C. Text**

### **1. Definition of Text**

There are some definitions of text in Wikipedia Ditionary among others:

- a. The actual structure of words in a piece of writing
- b. Any of the forms, versions, or editions in which a written works exist
- c. Something, usually a piece of writing, regarded as an object of analysis or interpretation (Wikipedia Dictionary.org)

Pardiyono in his book “Teaching Genre-Based Writing” defines text as the context of language in use, in the form of spoken and written (Pardiyono, 2006:1). He also explained that dealing with the application of spoken and written form, the language user has to be aware with context of culture and context of situation. Brown states texts are “any of a wide variety of types of genres of linguistic forms. Text can be spoken and written”(Brown, 2000;141).

In conclusion, text is a set of written work dealing with variety of genres and used by the language community based on the context of situation and context of the culture.

### **2. Kinds of Text**

There is many kinds of text, often called as genre. In term of writing in a second language, Byram (in Kim, 2004:234) stated that text is a framework for language instruction. The text framework supports students' writing with generalized, systematic guiding principle about how to produce meaningful passages.

Swales (in Kim, 2004:58) stated that identified a text (genre). He also explained each text, including the characteristic, the function, the structure and also the examples. He mentioned those several kinds of text like below:

a. Recount Text

Recount text is used to reconstruct past experiences. It is used to inform and entertain. It is concerned on events that happened on the past times. It is important on research and experiment report. The example of the recount text is about the experience at the past time. The outhor will use Past tense on writing recount text. Recount text tends to tell on "who" and "how".

b. Procedure Text

Procedure text is used to show the manner to do something correctly. It is concerned on operating the tools and recipe on cooking. The example of procedure text is about how to operate tools. The author will use Present Tense on writing procedure text. Procedure text tends to tell on "how".

c. Description Text

Description text is used to illustrate the process. It is used to illustrate something will using definition and classification. The example of description text is about process on something. The author will use Present Tense on writing description text.

d. Report Text

Report text is used to show the result of observation. It is used to classify about something according to its characteristic. The example of report text is about animal, likes mammal, bird, and fish. The author will use Present Tense and Past Tense on writing report text.

e. Explanation Text

Explanation text is used to explain “ how things are as they are” or “ how things do as they do”. This text related with the other one, such as report text. Report text is used to describe something and its relation according with the characteristic. The author will use simple present,past tense and present perfect.

f. Exposition Text

Exposition text is used to serve ideas or opinons from a single point of view. This text is used to convince the receiver(s) who read about ideas or opinion and the acceptance depends on its argumentation. The author often use “I” and “We” also “sould” to suggest the reader(s) on writing exposition text.

g. Discussion Text

Discussion text is used to serve ideas or opinion with double point of view. This text is used to write on article or scientific paper. The strength of this text lays on argumentation on both sides who involve. This text is a framework that controls written to communicate with certain purpose.

#### **D. Descriptive Text**

Wishon and Burks (1980:379) stated that “descriptive writing reproduces the way things look, smell, taste, feel or sound, it may also evoke moods, such as happiness, loneliness, or fear”. Callaghan (1988:138) also said that “descriptive writing creates a clear and vivid impression of person, place, or thing”. According to the statements above, I can conclude that a descriptive writing should be concrete and detailed, so the readers know and understand what the writer is telling about.

Abilene (2004:7) describes some principles in descriptive writing. First, a descriptive writing has one, clear dominant impression. If someone is describing snowfall, for example, it is important for him/her to decide and to let his/her readers know if it is threatening or lovely; in order to have one dominant impression it cannot be both. The dominant impression guides the author's selection of detail and is there by made clear to the reader in the thesis sentences. The second one, a descriptive writing can be objective or subjective, giving the author a wide choice of tone, diction and attitude. For instance, an objective description of one's dog would mention such facts as height, weight, color and so

forth. A subjective description would include the above details, but also stress the author's feeling toward the dog, as well as its personality, and habits.

Then the last, the purpose of a purely descriptive writing is to involve the reader enough, so he/she can actually visualize the things being described. Therefore, it is important to use specific and concrete details.

To guide the students in a descriptive writing, Gerot and Wignell (1994:208) gave the generic structure of descriptive writing, they are:

1. Identification: identifies phenomenon to be described.
2. Description: describes parts, qualities, characteristics.

The language features of descriptive text are:

1. Specific participant
2. Using simple present tense
3. Noun Phrase
4. Adjective

In describing the object, the author may use imaginative language, interesting comparisons, and images that appeal to the senses to make the reader easily form the object being described. However, we should be careful in choosing words and then placing them correctly. Basically most of the words in descriptive writing are determiners, adjectives, and adverbials.

In short, determining words, sentences, structure, and organization is very important to make the audience aware of descriptive writing purpose.

## **E. Tenses**

### **1. Definition of Tense**

Tense is a set of form taken by a verb to indicate the time (and sometimes also the continuance or completeness) of the action in relation to the time of the utterance. Some grammarians define a tense as an inflection of the verb—a change of meaning you achieve by altering the form of the verb. So the past tense of *win* is *won*. In this sense, English has only two tenses, present and past. But for everyday use—especially for those who are studying foreign language—this strict definition of tense is not very helpful. There is a broader use of the word [tense]: a form of the verb phrase which gives information about aspect and time.”(Seely,2007:102).

## 2. Kinds of Tenses

Strictly speaking, in the terminology of modern grammar, English only has two tenses: past and present:

**Table 2.1**  
**The Form of Tenses**

| Verb  | Present Tense | Past Tense |
|-------|---------------|------------|
| Walk  | walk/walks    | Walked     |
| Write | Write/writes  | Wrote      |

Many people are surprised to be told that English has not future tense and for everyday purpose it isn't a particularly helpful way of describing how English verbs work. It's more useful to talk about the whole verb phrase and to look at the way it gives information about time and aspect. If we do this, we can say that English has the following tenses:

**Table 2.2**

### Kinds of Tenses

|         | Simple            | Continous               | Perfect                  | Perfect Continous              |
|---------|-------------------|-------------------------|--------------------------|--------------------------------|
| Past    | I walked          | I was walking           | I had walked             | I had been walking             |
| Present | I walk            | I am walking            | I have walked            | I have been walking            |
| Future  | I shall/will walk | I shall/will be walking | I shall/will have walked | I shall/will have been walking |

#### F. Simple Present Tense

##### 1. Definition of Simple Present Tense

According to Krohn (1971), simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say something is true in general.

The present tense is a grammatical tense whose principal function is to locate a situation or event in present time. The term “present tense” is usually used in descriptions of specific language to refer to a particular grammatical form or set of forms; these may have a variety of uses, not all of which will necessarily refer to present time. For example, in the English sentence *My train leaves tomorrow morning*, the verb form *leaves* is said to

be in the present tense, even though in this particular context it refer to an event in future time. Similarity, in the historical present, the present tense is used to narrate events the occurred in the past.

Akhlis and Sosiowati (2002:2) say that simple present tense explains an action that occurs in present time, in a simple form or an activity that is done regularly or a habitual activity, or an action which is not have relationship what time. Azar (1989:6) also states that simple present tense expresses events or situations that exist always, usually, and habitually. Simple present tense can existed in the past and probably will exist in the future is the simple present tense can also be used to express future time in sentences that concern events that are on a define schedule or timeable. These sentences usually contain futurse time words. Only a few verbs are used in this way: open,close,begin, end, start, finish,arrive, come, and return. According to Praninskas (1980: 19-20) simple present tense is a tense that is used to express verb a general truth to show a regular or habitual action and to show a regular future action. In conclusion, present tense is a grammatical tense whose principal function is to locate a situation or event in present time.

## **2. Kinds of Simple Present Tense**

Frank (1972:48) states that simple present tense is divided into three parts. They are:

- a. Express repeated action (includes the past,present, and future) such as:
  1. The earth revolves around the sun. (general truth)
  2. I go there very often. (custome)



- b. Express non-action (state or condition)
  - 1. He seems tired.
  - 2. She loves her children.
  - 3. I remember him.
  - 4. I hear some music.
- c. Express future action (especially with verb of arriving and departing)
  - 1. We leave tomorrow.
  - 2. The ship sails next week.

### 3. Forms of Simple Present Tense

- a. Affirmative sentences in active voice

**(+) Subject+verb base**

*I, you, we, they + verb base*

*He, she, it + (verb base + s/es)*

Figure 1. The Formulation of Positive Sentences

The above formulation can be read as subject (*I, you, she, he, it, we, they*) is followed by verb base (Verb 1). However especially the subject 3<sup>rd</sup> person singular (*he, she, and it*), verb in the affirmative is added with *-s/-es*.

For example:

- i. I play tennis every week*
- ii. She plays tennis every week*
- iii. They play tennis every week*

b. In negative sentence, the formulation is as follows:

|   |
|---|
| <p><b>(-) Subject+doesn't/don't+verb base</b></p> <p><i>I,you,we,they+don't+verb base</i></p> <p><i>He,she,it+doesn't+verb base</i></p> |
|---|

Figure 2. The Formulation of Negative Sentence

The above formulation can be read as subject (*I, you, she, he, it, we, and they*) is followed by *doesn't/don't* and added by verb base.

The subject (*he, she, is and it*) is added “*not*” after auxiliary verb “do” and can be “*doesn't or don't*”.

For example:

- i. *I don't play tennis every week*
- ii. *She doesn't play tennis every week*
- iii. *You don't every week*

c. In interrogative sentence of active voice form, the formulation is as follows:

|  |
|--|
| <p><b>(?) Do/Does+subject+verb base?</b></p> <p><i>Do+I,you,we,they+verb base?</i></p> <p><i>Does+he,she,it+verb base?</i></p> |
|--|

Figure 3. The Formulation of Interrogative Sentence

The above formulation can be read as *does/do* is followed by subject (*I, you, she, it, we, and they*) and added by *verb base* (verb 1).

For example:

- i. *Do I play tennis every week?*
- ii. *Does she play tennis every week?*
- iii. *Do you play tennis every week?*

d. The formulation of the simple present in passive voice:

Affirmative sentence in passive voice form, the formulation is as follows:

|   |
|---|
| <p><b><i>Subject+be (is,am,are) + verb III</i></b></p> <p><i>I+am+verb III</i></p> <p><i>You,we,they+are+verb III</i></p> |
|---|

*Figure 4.The Formulation of Affirmative Sentence*

The above formulation can be read as subject (I,you,she,it,we,and they) is added by to be (am,is,are) and followed by verb III.

*For example:*

*Active : He meets them everyday*

*Passive: They are met by him everyday*

i. In negative sentence of passive voice form, the formulation is as follows:

|   |
|---|
| <p><b><i>Subject+be (is,am,are) + not+verb III</i></b></p> <p><i>I+am+not+verb III</i></p> <p><i>You,we,they+are+not+verb III</i></p> |
|---|

*Figure 5.The Formulation of Negative Sentence*

The above formulation can be read as subject (I,you,she,he,it,we, and they) is added by to be (is,am,are), added by not and followed by verb III.

ii. In Interrogative sentence of passive voice form:

|  |
|--|
| <p><i>(is,am,are) + subject +verb III ?</i></p> <p><i>I+am+not+verb III?</i></p> <p><i>You,we,they+are+verb III?</i></p> |
|--|

Figure 6 .The Formulation of Interrogative Sentence of Passive Voice.

The above formulation can be read as am/is/are is followed by subject (I,you,she,he,it,we, and they), and followed by verb III. And then, an interrogative sentence ends with a question mark.

*For example:*

- 1) *Is this plant watered by her everyday?*
- 2) *Are they met him everyday?*

#### **4. The Function of Simple Present Tenses**

According Nelson (1992:18), Simple Present Tense has some functions.

They are:

- a. The simple present tense is used to denote truths:
  - 1) Habitual truths: ( He smokes 40 cigarettes a day)
  - 2) Eternal and unvarying truths: (The newspaper says....)
  - 3) Recurrent truths: (The sun rises in the east.)
  - 4) Permanent human truths: (I like sweets . I live here.)

- 5) General truths : (English people drink a lot of tea)
- 6) Mathematical and scientific truths :(Two and two make four.)
- 7) Internal truths :(verb of thinking,kowing,wishingetc; expressing a mental state : I think he's very nice, I know it's here.)

b. simple present tense is used for giving instructions, directions, or demonstrartion, often with the impersonal you. You beat the eggs, and then you add the flour. Nowadays many demonstrations, especially on TV use the more conversational form; I beat the eggs and then I add the flour.

c. The simple present tense is often used as a narrative device, for dramatic effect in certain situations.

1) In commentaries, especially those about activities where the action is swift, e.g. football: He passes the ball to clark, he swerves, aims and scores.

2) In headlines and captions. For example, " Reagan meets Gorbachev".

3) In very informal spoken narrative. For example," This goes into a restaurant and he says, "Do you serve frogs?" The waiter say, "Yes", so he says, Right. I'll have a coffe for myself and some flies my frog".

d. The simple present tense is used in describing feelings and senses, especially sudden ones, over which the speaker has no control. For example, *I feel sick*.

- e. With the future time marker the tenses gives a timeable future; usually for schedules (especially transport); *My bus leaves at three.*
- f. After when, to form a time clause. This usually occurs with:
- 1) The main verb in the present e.g *I catch a bus when it rains. When you heat ice, it melts.* This creates the general condition expressing habitual, general or eternal rules. *When* in such sentences can be replaced by either *if* or *whenever* without changing the meaning.
  - 2) The main verb in the future. Most commonly the verb is in the *will* future. *When I get home. I'll make tea.* In this usage the *when* clause has a future time reference.

## **G. Definition of Error**

In order to understand what an error is in the process of learning, it will be useful for us to the definition of “error” which are proposed by some linguists. Corder in Dulay’s *Language Two* states that errors referred to

*“The systematic deviations because of the learners still-developing knowledge of the L2 rule system. So, error are as a result from the lack of knowledge of the language being learned (Dulay et.al, 1982:139).*

The define error as a part of conversation or a composition that deviates from some selected norm of mature language performance”. Sometimes researchers distinguish between: 1) errors caused by factors such as fatigue and inattention, what Chomsky, 1965, called “performance” factors, and errors

resulting from lack of knowledge of the rules of language, what Chomsky, 1965, called “competence”.

While Brown claims that, “an error is a noticeable deviation from the adult grammar of native speakers, reflecting the interlanguage competence of the learner” (Brown, 2000:170). The different system of language could make us to make errors when using the target language. An error is noticeable grammar from the adult grammar of native speaker, reflecting the interlanguage competence of the learners (Brown, 2000:165). Errors are typically produced by people who do not yet fully command some institutionalized language system (Corder, 1975:53). The errors themselves are competence errors. According to Corder, true errors are marker of the learners’ competence (Richard, 1986:98). Errors are caused by deficiency in competence and shortcoming in the knowledge of language learners make errors when they have not learnt something correctly.

From the definition above, it is concluded that mistake refers to the failures to use the language system correctly caused by some factors such as carelessness, memory lapses, and physical condition. While error, refers to the failure to use the system correctly caused by the lack of the learners’ competence.

## **H. Types of Error**

Types of error are dealing with the surface characteristic error that is often called surface strategy taxonomy. The researcher uses the surface strategy taxonomy because by analyzing the types of error based on the surface strategy

taxonomy, some advantages can be obtained. There are four types of errors as stated by Dulay, Burt, and Krashen (1982:150) in *Language Two*, they are: Omission, Addition, Misformation, and Misordering.

### **1. Ommision**

Ommision errors are characteristics by the absence of an item that must appear in a well-formed utterance (Dulay,1982:155).

Example: *Marry President new company.*

The well formed sentence is "*Marry is the president of the new company*".

### **2. Addition**

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. There are three types of addition errors:

#### **a. Double Marking**

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistics constructions.

Example:

*He doesn't knows my name*

*Here, the marker for tenses is doubled (both of them are simple present tense).*

#### **b. Regularization**



Regularization is a type of errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example, in the word “*sheeps*”, the correct plural form of “sheep” is “sheep”, not “sheeps”. The other example is “*readed*”, the past tense form of “read” is “read”, not “readed”. They are both regularizations in which the regular plural and past tense markers –s and –ed, have been added to items which do not take markers.

c. Simple Addition

It is addition error that is double marking or regularization. No particular features characterize all addition errors, that is the use of an item should not appear in well-form utterances.

Example: *The fishes doesn't live in the water*

Here, the student makes a wrong sentences. He adds “does” for fishes.

The well-formed sentence is “The fishes don't live in the water”.

### 3. Misformation

Misformation errors are characterized by the use of wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect.

For example :

*The dog eated the chicken.*

A past tense marker was supplied by the learner; it was just not the right one. There are three types of misformation errors:

a. Regularization errors

The regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *readed* for *read*.

b. Archi-forms

It is the form selected by the learner. A learner may temporarily select just one of the English demonstrative such as, “this”, “that”, “these” and “those” to point out an object that should be in singular but the learner uses it in plural and vice versa, as in *that cats* or *that dogs*.

c. Alternating Forms

As the learner’s vocabulary grows, the use of archi-form often gives way to the apparently free alternation of various members of class with each other. For example, in the case of pronouns, a learner alternates the use of *he* for *she*, *they* for *it*: in the case of tense, the learner uses perfect form for the past, etc.

#### **4. Misordering**

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. This type of error can be caused by the word-for word translation of native language surface structure.

*Example: I don't know what is that.*

The learner misorders the word “*is*” and the well-formed sentence is

*“I don’t know what that is”.*

The researcher uses surface strategy taxonomy by Dullay in this research in the seventh grade students of MTs N 2 Karanganyar.

### **I. The Causes of Error**

The errors made by students are caused by some factor either from the student himself or from the other person. Norrish (in Hasyim, 2002:47) classifies the causes of error into three types that is carelessness, first language interference, and translation. Those are discussed below.

#### 1. Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student’s fault if he loses interests; perhaps the materials and/or style of presentation do not suit them.

#### 2. First language

Norrish (in Hasyim, 2002: 47) states that language learning is matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called the first language interference.

#### 3. Translation

Translation is one of the causes of errors. It happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This probably the most common cause of error.

## **J. Definition of Mistake**

Mistake is different with error. A mistake refers to a performance error that is either random or slip of tongue, in that it is failure to utilize a known system correctly (Brown, 2000:165). A mistake refers to performance errors that are a random guess or a slip, in that it is failure.

Mistakes are caused by hesitation, slip of the tongue. The learner who make mistakes will sometime use one form and sometime the others. These show an inconsistency. For example:

1. If learners produce “he must go” and “he must to go”.
2. If the Indonesian learners pronounce the word error “istruction” not “instruction” .

## **K. The Difference Between Error and Mistake**

Brown (in James, 1998:217) differentiates between errors and mistakes. He defines errors as a systematic mistakes due to lack of language competence, while mistakes refer to performance errors because of a random guess or slip. Error cannot be self-corrected, mistakes can be self-corrected if the deviation is pointed out to the speaker. Edge (1989-217) states that a slip or mistake is what a learner can self-correct and error is what a learner cannot self-correct.

In conclusion, mistake are failure to use language because of slip of the tongue or spelling. This is easily corrected by the learner since they conceptually understand the language system. On other hand, error are mistakes the student’s make due to lack of competence. They not able to be self-corrected because they do not know the concept.

## **L. Definition of Error Analysis**

In learning and using a foreign language, one of the most inhibiting factors is the fear of making mistakes or errors. The making of errors is a sign that students have not yet mastered the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguists are error analysis. Brown (2000:166) says that Error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. Brown's point of view implies that error analysis is useful for the teacher.

Error analysis will show teachers some problems confronting the students. It is an advantage that error analysis may be tracked down to the importance of students' errors. According to Johansson (1975:248), "An analysis of the learner's error gives the teacher evidence of the learner's competence in the foreign language". The teacher will also gain information concerning learner's difficulties at different levels. Such information is important for the planning of courses and the construction of the teaching materials.

In addition, it is necessary to discuss error analysis for teaching English as a foreign language. English teachers should know error analysis because it becomes a useful key to understanding the process of foreign language acquisition. They should know how the target language is learnt or acquired and what the best strategy the learners employ in order to master the target language. By conducting a systematic study of error, they may improve their teaching

method and attempt to find some answers or solutions to solve some problems faced by their students.

From the definition above, it can be concluded that error analysis is a methodology for investigating learner's competence in acquiring a second language acquisition or a foreign language. It describes learners' interlanguage and can be used to identify the possible mistakes or errors that are made by students.

### **M. Procedure of Error Analysis**

In error analysis research, there are some procedures that are suggested by the experts. Corder (in Ellis, 1994:48) proposes the steps in error analysis research as follows:

#### 1. Collecting of a sample of learner language

It is deciding what samples of learners' language to use for the analysis and how to collect these samples.

#### 2. Identification of error

A corpus of learner language has been collected, they have to be identified. It is also necessary to decide, therefore, what constitutes an error and to establish a procedure for recognizing one.

#### 3. Classifying of error

It involves a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language. It needs attention to the surface properties of the students' utterances.

#### 4. Explanation of error

It is concerned with establishing the source of the error i.e accounting for why it is made.

#### 5. Evaluation of error

Error evaluation involves a considering of the effect that error have on the person(s) addressed. It also involves assessing the seriousness of each error in order to take principaled teaching decisions. Error evaluation is necessary because its purpose is pedagogic.

### **N. Teaching Writing**

Teaching can be defined as helping someone to learn something. This is supported by Brown (1994) who define teaching as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand. This means that teaching is guiding someone in studying something which results in the improvement of his or her knowledge. Brown (2001) states that many years ago, the writing was taught by the teacher only focused on the final product of writing. It can be in the forms of essay, report, and story.

### **O. Teaching English at Junior High School Students**

There are many languages in the world that are spoken by many societies. Chaer (1994:65) defines that in the open society, they will accept a new society with different language backgrounds that cause language contact. A language contact will interfere human in doing communication.

Consequently, people will try to study other language beside their mother tongue. The language will be foreign language for them since they do not speak in that language. Indonesian people also have such condition. One of the foreign languages that is taught in Indonesia as a compulsory subject in elementary, junior and senior high school is English. The consideration of the choosing English to be taught to students at those grades is because English is an International language that is spoken by many people all over the world so that it will help the students in taking part in the international communication.

Teaching English to junior high school students include four language skills: listening, speaking, reading, and writing. Those skills influence students' achievement in learning English. In addition, it will prepare the students to compete with other students from over the world and to achieve science and technology for the shake of national development.

The goals of teaching English to junior high school according to School-Based Curriculum (BSNP, 2006:278) are as follows:

1. To improve spoken and written communicative competence in reaching functional literacy level.
2. To give an understanding of the basic and the importance of English to compete with other students from over the world in the global era.
3. To improve students' understanding about the relationship between language and culture.

In supporting the goals of teaching English to junior high school students, the BSNP (National Education Standard Council) have organized



the standard competence and basic competence that should be reached by junior high school students.

#### **P. The Teaching of Tense in School-Based Curriculum**

The teaching of English in junior high school covers four language skills; listening, speaking, reading, and writing. In mastering those skills, the students are given some kind of genres especially in reading and writing. The seventh grade students get procedure and descriptive texts, the eighth grade students learn descriptive, recount and narrative texts, and the ninth grade students study procedure, report, and narrative texts. Those genres apply different kind of tenses. For that reason, the students will learn about genres themselves, the social function of the genres, schematic structure of the genres, and language focus (tenses usually learnt in it). Based on the writer's observation, there are 5 genres that are taught to junior high school students according to School-Based Curriculum that applies two kinds of tenses. They are: simple present tense (descriptive, report, and procedure) and simple past tense (recount and narrative).

#### **Q. Spelling Error**

Spelling error is one of part of writing problems. The writing problems include grammatical problems; mechanical problems; sentence structure and problem of word choice; cognitive problems (punctuation, capitalization, spelling error, and content problem); and problem organization. Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the readers' judgement. According to Harmer, if incorrect

spelling occurs frequently, all too often bad spelling is perceived as a lack of education and care. Besides, according to Croft, the only possible justification for learning to spell is accurate spelling is necessary for effective writing. On the other word, if there is no need to communicate by writing there is no need to learn to spell. It means that spelling is a skill of writing, we learn to spell in order to communicate through writing. According to Al-zuoud & Kabilan spelling is the learner's ability to write a word correctly. Moreover, according to Croft spelling is an aspect of written language so the teaching learning of spelling must take place as far as possible within the context of writing. In short, spelling is a part of mechanical component of writing that have role in writing. We need to be aware of our spelling in writing activity so that the information that we write will be conveyed well. Harmer stated that:

*An issue that makes spelling difficult for several students is the fact that not all varieties of English spell the same words in the same way. Which is correct: color or colour, and theater or theatre? How do we decide between the use of s and z in words like apologise and customize.*

It can be inferred from the way the students face the problem in spelling. It is cover the amount of problem that being faced almost a lot of students. Moreover, he stated that one of the reasons spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious. As matter of fact, English learners as foreign language writing often make an error in writing.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In writing a thesis, the researcher needed a method that is appropriate with the research done. In this research; the researcher used the descriptive method. It was kind of method using technique of seeking accurate and adequate description of activities, object, processes and person. The aim of this research was to describe the real situation and condition of the variable which was being observed.

According to Creswell (2010:36), descriptive qualitative research is research procedure that the result is descriptive data namely written and speech form from people act and attitude that can see. The method used to obtain the objective of this thesis is a survey in which the writer provided a writing test for the subject to obtain the data. The writing was employed in order to find out the students' error in their writing result. The result of this survey is presented in descriptive ways.

Based on the statement above, the researcher used descriptive method to analyze students' error on the use of simple present tense in writing descriptive text.

#### **B. The Place and Time of the research**

This research conducted at MTs N 2 Karanganyar in the academic year 2018/2019. It was conducted in Maret 17<sup>th</sup> until April.

### **C. Data and Source of Data**

In undertaking a research, the determination of data source, either primary or secondary is the first step that should be done. In qualitative research with descriptive analysis the data required for the study are in the form of words or picture rather than numbers as the essential concern is meaning (Bogdan and Biklen,1982:28).

In this research used students writing about error analysis of present tense at the seventh grade student of MTs N 2 Karanganyar in 2018/2019 Academic Year to get the data to be analyzed. The researcher used the errors found in the descriptive text composed by the seventh grade students of MTs N 2 Karanganyar in the academic year of 2018/2019 as the data. Based on this consideration, the researcher assumed that the students had the low achievement how to write a descriptive text.

### **D. The Technique of Collecting The Data**

Arikunto (2002: 136) argues that the method of research is the various ways in which researchers in collecting data research. The data will be gathered from three main sources. The data sources are from test and document.

#### **1. Test**

Test was a method or means to conduct investigations that use problems, questions, or other tasks. According to Arikunto (2013:193), test is questions or exercises used to measure the knowledge and ability to understand individual or group.

Based on the theory above, the researcher uses test as the technique of collecting data. Test is used to know the student's errors in writing descriptive text.

## 2. Documents Analysis

Moleong (2007:39) states that the written documents are source of research which often have important role in qualitative research. Thus, the documents used in the research because it has many advantages. The document is stable, rich and supported. It functions as evidence for testing and it has natural characteristic. So that it is appropriate to qualitative research.

In this research, the researcher used document analysis in the form of the students written descriptive text. Then the researcher analyses the students written descriptive text based on the language features, grammatical structure of descriptive text.

### **E. The technique of analyzing the data**

According to Rod Ellis (2003:15-20) there are four steps in error analysis:

#### 1. Identification of errors

The first step in analyzing learner error is to identify them. To identify errors we have to compare the sentence in target language which correspond with them. Sometimes this is fairly straightforward. (Ellis 2003: 15-16)

#### 2. Description of errors

The next step is describing the learner's error. There are several ways of doing this. One way is to classify errors into grammatical categories. We

could gather all the errors relating to verbs and then identify the different kinds of verb errors. (Ellis 2003:18)

### 3. Expaination of error

Error evaluation involves a consideration of the effect that errors have on the person(s) addressed. This effect can be gauged either in terms of the addressee's comprehension of the learner's meaning or in term of the addressee's affective response to the errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what somene says. (Ellis 2003:19)

To find out the dominant of error, the researcher used the technique for calculated the errors, the formula as follows;

$$P = \frac{F}{N} \times 100\%$$

Where:

*P*= error percentage

*F*= the number of errors each students

*N*= the total number of students' errors

## **F. The Trustworthiness of the Data**

In analyzing the data, the researcher also needs to analyze the validity of the data sources to get the valid data. To prove the trustworthiness of the data,

the researcher uses the triangulation technique. Triangulation technique is the technique of examining the trustworthiness of the data which use the things outside data in order to examine the data and to be compare of the data.(Moleong,2002:178)

Patton in Sutopo (2002:78) stated that there are four kinds of triangulation. The first is data triangulation of sources triangulation, in which the researcher uses some source in collecting the data to make validation. The second is inverstigator triangulation in which the validation of the data can be axamined by some researchers. The third is metodological triangulation, in which the researcher can validate the data by using some technique is collecting the data. Then the theoretical triangulation is used with more than one theory to discuss related to the topic discussion.

In this research, the source of the data was students' worksheet in writing text. Therefore, the researcher used data triangulation. The data in this research was text written by the students. The researcher used this triangulation to get the valid data of the text. The processes of triangulation are done along the analysis of the data.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the research explains the researcher finding and discussion. The first section is research findings of the result from analyzing of the data to answer the problem statement mentioned in chapter I, namely: (1) the dominant type of errors produced by the seventh grade students of MTs N 2 Karanganyar in the academic year 2018/2019, (2) the causes of error produced by the seventh grade students of MTs N 2 Karanganyar in the academic year 2018/2019. The second section of this chapter is discussion. It deals with the discussion of the data analysis.

#### **A. Research Findings**

As previously stated on chapter I, the data analysis here is intended to answer problem statements. This chapter is classified into two parts: (1) the type of error (2) the dominant of error. The data analysis is as follows:

##### **1. The Types of Error**

To find the types of error, the researcher conducted the following in previous chapter, based on explanation of analyzing data in chapter III, the procedural steps used by the researcher after collecting the data were identifying the error, describing the error, and classifying the error.

###### **a. Identification of Error**

Based on the researcher conducted on July 2018 at MTs N Karanganyar, the researcher got the data needed to be analyzed in



Table 4.1.1 Identification of Error

| No | Type of Error          | Wrong Sentences                    | Correct Senteces                             | Explanation  |
|----|------------------------|------------------------------------|--|--|
| 1. | a. Omission of Article | Monkey is_animal.                  | Monkey is <b>an</b> animal.                  | First sentence is incorrect, because in the blank space there is an article. The word “ <i>animal</i> ” in the sentence is a singular noun. This error occurs because the students do not know the use of the article for making a singular noun. The function of singular noun is denoting or referring to just one person or thing. From the incorrect sentences above,it can be suggested tha the correct one is “ <i>Monkey is <b>an</b> animal</i> ”.   |
|    |                        | _body of monkey is like the human. | <b>The</b> body of monkey is like the human. | The researcher found the omission of article. In the blank space should be put an article. In this case, the word “body” is countable noun. The function of countable noun is refer to something that can be counted.  |
|    |                        | Monkey is_clever animal.           | Monkey is <b>a</b> clever animal.            | An article is used for making a singular noun in order to know the number of noun clearly. This error occurs because the students were still confused in using the article. The students follow the principle of Indonesian. In Indonesia, form of article does not always exist and the existence of an article is separated from the noun, free, and independent. They can be used in a general statement or to introduce a subject that has not been previously mentioned or has been mentioned for the first time. From the incorrect sentence above, it can be suggested that the correct one is “ <i>Monkey is</i> |

|  |  |                                |                                  |   |
|--|--|--------------------------------|----------------------------------|---|
|  |  |                                |                                  | <i>a clever animal</i> ".   |
|  |  | Tokyo is town centre in Japan. | Tokyo is a town centre in Japan. | From the descriptive text above, the researcher found some errors. Omission of article," <i>Tokyo is town centre in Japan</i> ". Article is important in a sentence to indicate singular count noun. To make this sentence correct, it should be added article in front of noun. The correct sentence should be," <i>Tokyo is a town centre in Japan</i> ". |

The number of error omission of article is 4 errors.

Based on the information in the table above, we can conclude that there are three errors made by students. It happened because the students do not know the function of the article, especially in grammatical. In English there are three articles: *a*, *an*, and *the*. The definite article (*the*) is used before a noun to indicate that the identity of the noun is known to the reader. By using *the*, we are signalling to our listener that s/he is very likely to know what we are referring to and that the context of our conversation should help them to identify this. The indefinite article (*a*, *an*) is used before a noun that is general or when its identity is not known. There are certain situations in which a noun takes no article. This is used when the noun that we wish to refer to is unknown to our listener/reader or is not part of the common ground that we share. It is most often used to introduce new information.

Table 4.1.2 Identification of Error

| No | Type of Error      | Wrong Sentences                                 | Correct Sentences                            | Explanation   |
|----|--------------------|---|--|---|
| b. | Omission of Plural | Elephant has grey skin, four leg_____and trunk. | Elephant has grey skin, four legs and trunk. | The sentence is incorrect. If it is plural noun, it should be added by <i>-s / -es</i> after noun. A single form should be without additional of <i>-s / -es</i> . If using <i>is</i> , the form should be singular. If using <i>are</i> , the form should be plural. From incorrect sentence above, it can be suggested that the correct one is <i>Elephant has grey skin, four legs, and trunk.</i> |
|    |                    | There are many elephant _in zoo.                | There are many elephants in zoo.             | The students do not know how to write a plural noun. In the sentence above the word “ <i>elephant</i> ” should be added by suffix- <i>s</i> because there is word “many” that the meaning is more than one noun. Besides, there is also to be “are” that should be followed by plural noun. In making plural noun, the noun should be added by suffix <i>-s/-es</i> .                                 |

|  |  |   |   |   |
|--|--|---|---|---|
|  |  | <p>I see various koala_ in the jungle.</p>                                  | <p>I see various koalas in the jungle.</p>  | <p>The word “<i>koala</i>” should be added by suffix _s/es. The “<i>various</i>” means many but differentiations, so it should be followed by plural noun. This error occurs because the students do not know clearly about the meaning of <i>various</i> and also the form of plural noun.</p>   |
|  |  | <p>There are much building as tall as Monas now, even taller than Monas</p> | <p>There are many building which are as tall as Monas now, even it is taller than Monas</p> | <p>In addition, the researcher also found omission of plural marker. It is shown in the sentence, “<i>There are much building as tall as Monas now, even taller than Monas</i>”. It is clear that the student translates the sentence word to word. In the context of omission error, the student omits plural marker in <i>building</i>. Instead, the student adds unnecessary items in a sentence such as, conjunction and preposition. However, the use of conjunction in the first sentence above is unnecessary and it must be omitted. Then <i>much</i></p> |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  |   |  | <p>should be changed into <i>many</i> because <i>building</i> is count plural noun. The correct sentence should be, "<i>There are many building which are as tall as Monas now, even it is taller than Monas</i>". The source of this type error is interlingual transfer because the student translates the sentences from Bahasa Indonesia to English.</p>   |
|  |  | <p>She also has pointed nose, red lip and two dark brown eyes</p> | <p>She also has pointed nose, red lips and two dark brown eyes</p> | <p>The researcher also found omission of plural marker from descriptive text above. The error is found in the sentence, "<i>She also has pointed nose, red lip and two dark brown eyes</i>". In detail, omission of plural marker is found in the noun phrase, red lip. Lip is count noun and it is included regular plural noun. Therefore, it should be added by plural marker to show the plural noun. The correct sentence will be, "<i>She also has pointed nose, red lips and two dark brown eyes</i>". The source of those type of errors is interlingual</p> |

|  |  |                       |                        |  |
|--|--|-----------------------|------------------------|--|
|  |  |                       |                        | transfer because errors are made as the result of transferring from the native language.   |
|  |  | I have three chicken. | I have three chickens. | In this short descriptive text, the researcher found some error sentences. Omission error found three times in the text such as, omission of subject, omission of plural marker and omission of suffix-s. The example of omission of plural marker is," <i>I have three chicken</i> ". It has been clear that <i>chicken</i> should be added with final <i>-s</i> to indicate as a plural noun. The correct sentence should be," <i>I have three chickens</i> ". |

The number of error omission of plural is 6 errors.

A plural noun indicates that there is more than one of that noun (while a singular noun indicates that there is just one of the noun). Most plural forms are created by simply adding an *-s* or *-es* to the end of the singular word. However, English has both regular and irregular plural nouns. Regular plurals follow this rule (and other similar rules), but irregular plurals are, well, not regular and don't follow a "standard" rule. In the Irregular plurals noun that becomes plural by changing its spelling in other ways than adding an "s" or "es" to the end of the word. This change can happen in a variety of ways.

Table 4.1.3 Identification of Error

| Types of Error                 | Wrong Sentences           | Correct Sentences            | Explanation  |
|--------------------------------|---------------------------|------------------------------|--|
| c. Omission of be/Linking verb | My cat_very funny.        | My cat <b>is</b> very funny. | This sentence is incorrect, The error in the sentence above is omission of <b>to be</b> ( <i>is</i> ). This auxiliary usually accompanies main verb; it cannot stand alone and it is used to add functional or grammatical meaning to the clause. This auxiliary of the form of <i>be</i> ; ' <i>is</i> ', it always accompanies adjective or noun. The revision of sentence above is <i>My cat is very funny</i> .  |
|                                | Now, she is just at home. | Now, she is just at home.    | Moreover, omission of be is also happened. For example, " <i>Now she just at home</i> ". This sentence is grammatically incorrect because there is no <i>be</i> in the sentence. The sentence should be added by <i>be</i> and the correct sentence should be " <i>Now, she is just at home</i> ". The function of be in this sentence is as the substitution of verb. Then, to be should be <i>is</i> because the student describes something in the simple present form. |

The number of error omission of to be/linking verb is 2 errors.

This errors occurs because the student does not master English grammatical structure yet, especially about linking verb / to be. The function of linking verb is a verb that connects a subject with information or a description of the subject (subject complement - in the form of noun, adjective, or adverb). A linking verb is a traditional term for a type of verb (such as a form of *be* or *seem*) that joins the subject of

a sentence to a word or phrase that tells something about the subject. The subject complement that follows a linking verb is usually an adjective (or adjective phrase), a noun (or noun phrase) or a pronoun. Linking verbs (in contrast to action verbs) relate either to a state of being (*be, become, seem, remain, appear*) or to the senses (*look, hear, feel, taste, smell*).

Table 4.1.4 Identification of Error

| Types of Error          | Wrong Sentences       | Correct Sentences           | Explanation   |
|-------------------------|-----------------------|-----------------------------|---|
| d. Omission of subject. | _Also keep advise me. | She also keeps advising me. | The kinds of omission error found in the student's writing are the omission of subject, omission of suffix-s and suffix-ing. Here is an example of error of omission of subject that the researcher picks from the data. In Bahasa Indonesia, the student wants to say " <i>juga selalu menasehatiku</i> ". The student translated it word by word and it becomes: " <i>Also keep advise me</i> ". This sentence is grammatically incorrect because there is no <i>subject</i> in the sentence. The correct sentence should be " <i>She also advises me</i> " or " <i>she also keeps advising me</i> ". In the first correction, the verb is followed by suffix- s because it is based on subject -verb agreement. Verb which follows third person singular in the simple present tense |



|  |  |  |   |
|--|--|--|---|
|  |  |  | should be added by suffix s/es. The second correction is based on gerund form.  |
|  | His name is Frankie Grande, working as an actor, dancer and producer | His name is Frankie Grande and he works as an actor, dancer and producer | Student often forgets the importance of subject in the sentence and it makes the sentence is incorrect. Omission of subject is shown in this sentence, " <i>His name is Frankie Grande, working as an actor, dancer and producer</i> ". From this example, it can be seen that student translates word to word. The main verb is, " <i>His name is Frankie Grande</i> " and the other sentence has the function as supporting sentence. It should be added by subject in front of verb. Moreover, conjunction is needed to separate the main and supporting sentence. As the result, the correct sentence should be, " <i>His name is Frankie Grande and he works as an actor, dancer and producer</i> ". |
|  | In Tokyo, can found many place for get cheap and healthy             | <b>We</b> can find many places to get cheap and healthy food in          | " <i>In Tokyo, can found many place for get cheap and healthy food</i> ". Adverb of place will be more appropriate if it is put in the end of the sentence. There is no subject.  |

|  |       |        |  |
|--|-------|--------|--|
|  | food. | Tokyo. | Meanwhile, subject is the main item that must appear in the sentence. The researcher also found omission of plural marker in this sentence. The use of many is to indicate the plural noun, so the noun should be added with plural marker –s. Then, it is more appropriate when article for is changed into to. Found should be changed into find because it is simple present sentence. The correct sentence becomes,” <i>we can find many places to get cheap and healthy food in Tokyo</i> ”. The source of those kinds of error is context of learning. Student memorized in a drill but improperly contextualized. |
|--|-------|--------|--|

The number of error omission of to Subject is 3 errors.

Subject is the most important item that must appear in the sentence and it is useful to make the reader understand the context easily. The subject refers to the doer of the action or to what (or whom) the sentence is all about. It can either be a person, a place, a thing, or an idea, and can come in the form of a noun or a pronoun. The subject tells us who or what the sentence is about, and the predicate tells us about the subject.

Table 4.1.5 Identification of Error

| Types of Error           | Wrong Sentences   | Correct Sentences   | Explanation   |
|--------------------------|---|---|---|
| e. Omission of suffix-s. | She <b>wear</b> a veil.                                       | She <b>wears</b> a veil.  | This is a general phenomenon happened in EFL students. Here is an example of error of omission of <i>suffix-s</i> , “she wear a veil”. The sentence is incorrect because the student ignores the rule of subject- verb agreement. In this sentence, the subject pronoun is indicated with <i>she</i> (singular). Verb which follows third person singular should be added by suffix <i>s/es</i> . The correct sentence should be “she wears a veil”.  |
|                          | Her friend call her Alfi, but my family <b>call</b> her Fifi. | Her friend calls her Alfi, but my family <b>calls</b> her Fifi. | Omission error occurs because student omits suffix-s in the v1. Here is one example of omission error,” <i>Her friend call her Alfi, but my family call her Fifi</i> ”. This sentence is an example of compound sentence. Compound sentence is a sentence which has two sentences and it is combined by conjunction. To make correct sentence, student has to pay attention subject-verb agreement. A final –s or –es is added to a simple present verb when the subject is a singular noun (third person singular). The sentence above is clear that it uses |

|  |   |  |   |
|--|---|--|---|
|  |   |  | singular noun, thus the verb should be added by suffix-s. The singular noun is shown in <i>her friend</i> and <i>my family</i> . The correct sentence should be,” <i>Her friend calls her Alfi, but my family calls her Fifi</i> ”.   |
|  | My father <b>give</b> them some rice every morning. | My father <b>gives</b> them some rice every morning. | Here is the example of omission of suffix-s,” <i>my father give them some rice every morning</i> ”. Based on subject-verb agreement, the sentence is incorrect. Simple present verb should be added by suffix-s/-es if the subject is singular. Besides, additional information in the form of adverb of time can be put in the last sentence. It can be put in front of sentence, but it must be added comma. Therefore, the correct sentence should be,” <i>My father gives them some rice every morning</i> ”. The source of this error type is interlingual transfer because it is made as the result from direct translation from native language. |
|  | She is very friendly and she <b>like</b> smile.     | She is very friendly and she <b>likes</b> smile.     | Besides that, the researcher found the omission error which is caused by omitting suffix-s. Here is an example of omission of suffix-s, “ <i>She is very friendly and she like smile</i> ”. In arranging a sentence, we have to pay attention subject-verb agreement. Third person singular should be followed by verb with suffix -s/es. This sentence is incorrect because student  |

|  |   |  |  |
|--|---|--|--|
|  |   |  | omits suffix-s in the simple present verb. The correct sentence should be, “ <i>She is very friendly and she likes smile</i> ”.  |
|  | A horse <b>live</b> on the land.                    | A horse <b>lives</b> on the land.                    | It is omission of suffix-s. Here is the example of omission of suffix-s, “ <i>A horse live on land</i> ”. The student omits suffix-s in the simple present verb. While, the subject is singular. It means that it does not complete the subject- verb agreement. The correct sentence should be, “ <i>A horse lives on the land</i> ”.   |
|  | Every morning my father <b>give</b> them some rice. | My father <b>gives</b> them some rice every morning. | The last is omission of suffix-s. Here is the example of omission of suffix-s,” <i>Every morning my father give them some rice</i> ”. Based on subject- verb agreement, the sentence is incorrect. Simple present verb should be added by suffix- <i>s/-es</i> if the subject is singular. Besides, additional information in the form of adverb of time can be put in the last sentence. It can be put in front of sentence, but it must be added comma. Therefore, the correct sentence should be,” <i>My father gives them some rice every morning</i> ”. |

The number of error omission of suffix-s is 6 errors.

Suffixes are attached to the end of words and have an important impact on a word's meaning. Some suffixes can change the grammatical function of vocabulary by transforming a noun into an adjective or forming verbs from nouns. With many examples of

common suffixes and their meanings, you will see how suffixes can show grammatical tenses, plural nouns, and comparisons in comparative and superlative forms.

Table 4.1.6 Identification of Error

| No | Type of Error           | Wrong Sentences                                      | Correct Sentences  | Explanation   |
|----|-------------------------|--|--|---|
| f. | Omission of possessive. | When he sleeps, my cat looks very comfort with__fur. | When he sleeps, my cat looks very comfort with <b>his</b> fur. | This error is caused by the student is still confused in using possessive. There are two kinds of possessive, possessive pronoun and possessive 's". From the incorrect sentence above, it can be written that the correct one is <i>When he sleeps, my cat looks very comfort with <b>his</b> fur.</i> |
|    |                         | My <b>pet cage</b> is clean and nice                 | My <b>pet's cage</b> is clean and nice                         | This error is caused by the student does not know the form of noun phrase yet. Besides, the student does not know the use of possessive pronoun and possessive's". From incorrect sentence above, it can be suggested that the correct one is <i>My <b>pet's</b> cage is clean and nice.</i>            |

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The number of error Omission of possessive.is 2 errors.

The possessive form is used with nouns referring to people, groups of people, countries, and animals. It shows a relationship of belonging between one thing and another. To form the possessive, add apostrophe + s to the noun. If the noun is plural, or already ends in s, just add an apostrophe after the s.

Table 4.1.7 Identification of Error

| No | Type of Error           | Wrong Sentences                     | Correct Senteces                               | Explanation  |
|----|-------------------------|-------------------------------------|--|--|
| g. | Omission of Conjungtion | He has long ear, red eyes, grey fur | He has long ear, red eyes, <b>and</b> grey fur | The sentence is incorrect . This error occurs because the student does not realize that the conjunction takes important place in a sentence. |

|  |  |  |  |  |
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The number of error Omission of Conjunction is 1 error.

The conjunction is the part of speech used as a “joiner” for words, phrases, or clauses in a particular sentence. It links these words or groups of words together, in such a way that certain relationships among these different parts of the sentence will be established, and the thoughts that all of these convey will be connected. The conjunction “*and*” included in coordinating conjunction, that joins two similarly constructed and/or syntactically equal word or phrases or clauses within a sentence.

Table 4.1.8 Identification of Error

| No | Type of Error | Wrong Sentences | Correct Sentences | Explanation |
|----|---------------|-----------------|-------------------|-------------|
|----|---------------|-----------------|-------------------|-------------|



|    |                               |                  |                          |   |
|----|-------------------------------|------------------|--------------------------|---|
| h. | Omission of object/complement | It has two eyes. | It has two <b>eyes</b> . | The sentence is incorrect . The error made by the writer is that she did not give an object/complement in his sentence. The correct sentence should be <i>It has two eyes</i> . The word <i>two</i> needs object, because <i>two</i> here is functioned as adjective. |
|----|-------------------------------|------------------|--------------------------|---|

The number of error Omission of object/complement is 1 error.

There are three types of object are direct, indirect object and object of preposition. A direct object is, as its name suggests, directly affected by the action of the main verb. A subject does something, and the product is the object itself. An indirect object is usually a person or thing that benefits in some way from the action of the main verb. Indirect object receive or respond to the outcome of an action. Object of a preposition are noun and pronouns that modify the meaning of a verb.

Table 4.1.9 Identification of Error

| No | Type of Error                   | Wrong Sentences            | Correct Senteces                   | Explanation   |
|----|---------------------------------|----------------------------|------------------------------------|---|
| i. | Omission of – s / es after verb | She also like_eating fish. | She also <b>likes</b> eating fish. | The sentence is incorrect. This error is due to the omission of a certain linguistic item (suffix –s/-es). It appears in English verbs when one wants to make a sentence using present tense and the subject as a singular noun. It happens because the student is influenced by the structure of Indonesian sentences. The student does not care if subject of “she, he, it use – s / es” after verb. The subject “they, we, I, you do not – s/-es after verb. |

|  |  |                     |                            |  |
|--|--|---------------------|----------------------------|--|
|  |  |                     |                            | From the incorrect sentence above, it can be changed that the correct one is <i>She also <b>likes</b> eating fish.</i>   |
|  |  | Frog like _jumping. | Frog <b>likes</b> jumping. | The sentence above is wrong, because “frog” is singular form, so that the verb after singular verb must be added by –s/-es. So, the correct sentence is <i>Frog likes jumping.</i> |

The number of error Omission of –s / es after verb is 2 errors.

Many of the students have confusion in when to use s or es or ies while working with verbs. In English you have to add an "s" to the verb when you talk about a single person or thing (as the subject) in a sentence. In the third person singular the verb always ends in –s. Negative and question forms use **DOES** (= the third person of the auxiliary '**DO**') + the infinitive of the verb. Verbs ending in -y : the third person changes the -y to -ies:. Add -es to verbs ending in: -ss, -x, -sh, -ch.

Table 4.1.10 Identification of Error

| No | Type of Error | Wrong Sentences                        | Correct Senteces              | Explanation  |
|----|---------------|--|-------------------------------|--|
| 2. | Addition      | The eyes of animals is <b>a</b> small. | The eyes of animals is small. | The sentence is incorrect . The error made by the writer is that she adds “a” before “small”. The article should be eliminated from that sentence to be a well- formed sentence. The revision of the sentence is “ <i>It is small</i> ”. |
| a. | Addition of   |  |                               |  |

|  |         |                                 |                        |   |
|--|---------|---------------------------------|------------------------|---|
|  | Article |                                 |                        |   |
|  |         | Owl have a short <b>a</b> beak. | Owl have a short beak. | In this case, the student does not understand the use of article for a singular countable noun. “short” is adjective, “beak” is a noun. So, if those words exist in a sentence, we must add “a” before adjective, and no need to add “a” after the adjective. From incorrect sentence above, we should write correct sentence that is <i>Owl have a short beak.</i>   |
|  |         | He also <b>a</b> like milk.     | He also like milk.     | Third sentence is incorrect, The sentence above is incorrect. This error occurs because the student still does not know that an article is only used for making noun, especially for definite article, a and an that are used for singular countable noun. The word “like” in the sentence above is a verb, so it does not need an article. From the incorrect sentence above, it can be suggested that the correct one is <i>He also likes milk.</i> |

|  |  |   |   |   |
|--|--|---|---|---|
|  |  | A horse has a long tail, a big eyes and a small ears. | A horse has a long tail, big eyes and small ears. | Addition error happens because student adds unnecessary items that must not appear in the sentence such as, article. Thus, it is called as addition of article. Here is the example of addition of error, “A <i>horse has a long tail, a big eyes and a small ears</i> ”. Article <i>a</i> is not important in the sentence because the plural noun. <i>A</i> should be omitted. The correct sentence should be,” <i>A horse has a long tail, big eyes and small ears</i> ”. The source of this types error is intralingual transfer because error is made as failure to delete certain items which are not required in the sentence. |
|  |  | Penguin has legs like a chicken legs.                 | Penguin has legs like chicken legs.               | Then, addition error is also found in the form of addition of article. Here is an example, “Penguin has legs like a chicken legs”. In this sentence, the researcher found that article stands together with plural noun and it is incorrect form. Plural noun is shown by <i>legs</i> and it is found in the noun phrase <i>chicken legs</i> . The article must be omitted and it must be added plural marker in <i>leg</i> which stands after auxiliary verb. The  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  | correct sentence will be,” Penguin has legs like chicken legs”. The source of this error type is intralingual transfer because the student forgets to delete unimportant item in the sentence. |
|--|--|--|--|--|

The number of error Additional of Article is 5 errors. Articles in English grammar are determiners that specify the grammatical definiteness of a noun or noun phrase. Article is a grammatical form. The grammatical function performed by articles is determinative. In English, *a* and *an* are indefinite articles, which means that they don't refer to anything definite or specific. *The* is used in front of singular or plural nouns and adjectives to refer to something with which both the speaker/writer and listener/reader are familiar.

Table 4.1.11 Identification of Error

| No | Type of Error         | Wrong Sentences                   | Correct Senteces               | Explanation  |
|----|-----------------------|-----------------------------------|--------------------------------|--|
| b. | Addition of Auxiliary | <b>I am</b> got it from my uncle. | <b>I get</b> it from my uncle. | This error occurs because the student does not follow the rules. The student considers that all type of sentences must use auxiliary after subject, especially subject “I” that is followed by “am”. This sentence does not need “am” after “I”. To make the correct simple present tense, we should write <i>I get it from my uncle</i> . |

|  |  |                                     |                           |  |
|--|--|-------------------------------------|---------------------------|--|
|  |  | She is sleep in the stable.         | She sleeps in the stable. | Second sentence is incorrect, The sentence above contains errors. The tobe “Is” should be eliminated from that sentence to be a well-formed sentence. The correct sentence is <i>She sleeps in the stable.</i>   |
|  |  | So, Japanese people are love rules. | So, Japaneselove rule.    | In the sentences, “ <i>So, Japanese people are love rules</i> ”. In this research, double marking error happens because learner combines be and v1 in active sentence. Whereas, be cannot stand in line with verb. Be and verb can stand together as passive sentence, if be is followed by V3. To make correct sentence, are should be eliminated. In addition, Japanese has a meaning as Japan people and language. The use of people in the sentence is wrong and it must be eliminated. The correct sentence should be, “ <i>So, Japanese loves rule</i> ”. The verb is added with suffix-s because it is the rule of subject-verb agreement, in which verb is added by –s/es if the subject is third person singular. The source of this error type is intralingual transfer because error is made as the failure to delete unimportant item in the sentence. |

The number of error Addition of Auxiliary is 3 errors.

Auxiliary, in grammar, a helping element, typically a verb, that adds meaning to the basic meaning of the main verb in a clause. Auxiliaries can convey information about tense, mood, person, and number. An auxiliary verb occurs with a main verb that is in the form of an infinitive or a participle. English has a rich system of auxiliaries. English auxiliary verbs include the modal verbs, which may express such notions as possibility (“may,” “might,” “can,” “could”) or necessity (“must”). In “Sam should write to his mother,” the modal verb

“should” adds the sense of obligation to the main verb “write.” Other English auxiliaries are “will” and “shall,” which often indicate futurity, among other meanings, and “would,” which usually indicates desire or intent. Auxiliaries also help form the passive voice.

Table 4.1.12 Identification of Error

| No | Type of Error           | Wrong Sentences  | Correct Senteces  | Explanation  |
|----|-------------------------|--|---|--|
| c. | Addition of preposition | we can see almost the whole of Jakarta city and many beautiful views in there. | We can see almost the whole of Jakarta city and many beautiful views there. | The second error is addition error. Addition error is the opposite of omission error. Sometimes, student adds unimportant item in the sentence. It can be in the form of preposition. Here is an example of addition of preposition. student wants to write this sentence in English, “kami dapat melihat hampir seluruh kota Jakarta dan banyak pemandangan indah disana”. Then, he translates into English, “we can see almost the whole of Jakarta city and many beautiful view in there”. The meaning of <i>there</i> ( <i>disana</i> ) is clear and it does not need preposition <i>in</i> . The correct sentence becomes, “We can see almost the whole of Jakarta city and many beautiful views there”. This source of error is also intralingual transfer. It is indicated when student fails to delete unimportant item which is not needed in the sentence. |

The number of error Addition of preposition is 1 error.

A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. They act to connect the people, objects, time and locations of a sentence. Prepositions are usually short words, and they are normally placed directly in front of nouns. In some cases, you’ll find prepositions in front of gerund verbs. A nice way to think about prepositions is as the words that help glue a sentence together. They do this by expressing position and movement, possession, time and how an action is completed.

Table 4.1.13 Identification of Error

| No | Type of Error    | Wrong Sentences                     | Correct Senteces         | Explanation  |
|----|------------------|-------------------------------------|--------------------------|--|
| d. | Addition of verb | So, Japanese people are love rules. | So, Japanese love rules. | In the sentences, “ <i>So, Japanese people are love rules</i> ”. In this research, double marking error happens because learner combines be and v1 in active sentence. Whereas, be cannot stand in line with verb. Be and verb can stand together as passive sentence, if be is followed by V3. To make correct sentence, are should be eliminated. In addition, Japanese has a meaning as Japan people and language. The use of people in the sentence is wrong and it must be eliminated. The correct sentence should be, “ <i>So, Japanese loves rule</i> ”. The verb is added with suffix-s because it is the rule of subject-verb agreement, in which verb is added by –s/es if the subject is third person singular. The source of this error type is intralingual transfer because error is made as the failure to delete unimportant item in the sentence. |

The number of error Addition of verb is 1 error.

In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb may also agree with the person, gender or number of some of its arguments, such as its subject, or object. Verbs have tenses: present, to indicate that an action is being carried out; past, to indicate that an action has been done; future, to indicate that an action will be done. Verbs are the action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence or phrase, telling a story about what is taking place. In fact, without a verb, full thoughts can’t be properly conveyed, and even the simplest sentences.

Table 4.1.14 Identification of Error

| No | Type of Error | Wrong Sentences | Correct Senteces | Explanation |
|----|---------------|-----------------|------------------|-------------|
|----|---------------|-----------------|------------------|-------------|



|    |               |  |  |   |
|----|---------------|--|--|---|
| 3. | Mis-formation | You can meet many <i>fisherman</i> .     | You can meet many <i>fisherman</i> .     | There are some nouns which have irregular plural form and they do not end in <i>-s/-es</i> . Here is an example of of plural noun," <i>You can meet many fisherman</i> ". <i>Many</i> indicates plural count noun. The noun should be <i>fishermen</i> because it is included irregular plural form. Thus, the correct sentence should be," <i>You can meet many fishermen</i> ". The source of this error type is interlingual transfer because it is made as the result from direct translation from native language. |
|    |               | There is <i>mouse</i> in the kitchen.    | There is <i>mice</i> in the kitchen.     | The noun " <i>mouse</i> " should be " <i>mice</i> " because it is included irregular plural form. Thus, the correct sentence should be," <i>There is mice in the kitchen</i> ". <i>The</i> source of this error type is interlingual transfer because it is made as the result from direct translation from native language.  |
|    |               | The <i>man</i> in the room is my father. | The <i>men</i> in the room is my father. | Irregular plural nouns are nouns that do not become plural by adding <i>-s</i> or <i>-es</i> , as most nouns in the English language do. The noun " <i>man</i> " should be " <i>men</i> " because it is included irregular plural form. Thus, the correct sentence should be," <i>The men in the room is my father</i> ".   |

The number of error Mis-formation is 3 errors.

Regular means that when they change their form (for example, when they become plural) they follow the usual pattern. Irregular means, as you might expect, that they do not follow the usual pattern of most words. Fortunately most words in English are regular, but a significant number of everyday words are not. In the TEFL classroom students just need to learn these.

Table 4.1.15 Identification of Error

| No       | Type of Error                                   | Wrong Sentences   | Correct Senteces  | Explanation   |
|----------|---|---|---|---|
| 4.<br>a. | Mis-Ordering<br><br>Missordering of<br>Modifier | I love panda because panda is <b>animal a beautiful.</b>                    | I love panda because panda is <b>beautiful animal.</b>                            | This error happens because the students do not know how to place an adjective in a sentence. In this case, the students do not know the position of adjective “beautiful” that should be placed before noun. The students are influenced by Indonesian sentence.                        |
|          |   | Every month, Usually I and holiday family to see many rabbits in his house. | Every month, I and <b>family have a holiday to see many rabbits in his house.</b> | The students are influenced by Indonesian sentence in making an English sentence. Besides, they still do not know the structure of English sentence, therefore they often make an error sentence. The students know the vocabularies, but they do not know the structure of a sentence. |
|          |   | She is <b>Singer solo.</b>  | She is <b>Solo singer.</b>  | The student did errors because the students put some elements or words in wrong place. Third sentence is Mis-ordering error table showed that student was wrong in arranging the words. From the incorrect sentence above,it can be suggested that the correct one                      |

|  |  |  |   |   |
|--|--|--|---|---|
|  |  |  |   | is “ <i>She is Solo singer</i> ”. The student did errors because the students students translated Indonesian language to English word by word. They were influenced by their first language (mother tongue).  |
|  |  | She has <b>skin white and skin smile nice.</b> | She has <b>white skin and nice smile.</b> | Mis-ordering error table showed that student was wrong in arranging the words. From the incorrect sentence above,it can be suggested that the correct one is “ <i>She has white skin and nice smile</i> ”. The student did errors because the students put some elements or words in wrong place. |

The number of error Missordering of Modifier is 4 errors.

In grammar, a modifier is an optional element in phrase structure or clause structure. A modifier is so called because it is said to *modify* (change the meaning of) another element in the structure, on which it is dependent. There are two types of modifier, Premodifiers and postmodifiers. Modifiers may come either before or after the modified element (the *head*), depending on the type of modifier and the rules of syntax for the language in question. A modifier placed before the head is called a premodifier; one placed after the head is called a postmodifier. The function of modifier is to describe a word or make its meaning more specific.

Table 4.1.16 Identification of Error

| No | Type of Error | Wrong Sentences | Correct Senteces | Explanation |
|----|---------------|-----------------|------------------|-------------|
|----|---------------|-----------------|------------------|-------------|

|    |                        |  |  |  |
|----|------------------------|--|--|--|
| b. | Missordering of Clause | I can hug <b>cat cute</b> every morning          | I can hug cute cat every morning.                | The sentence is incorrect. This error happens because the students still do not know the pattern of noun clause. The head in a noun clause must be placed at the end out the clause. The students do not know the position of modifier in a noun clause. An adjective like “cute” in this cate should be placed before noun “cat”. |
|    |                        | My cat often follows the <b>competition pet.</b> | My cat often follows the <b>pet competition.</b> | The error occurs because the students are influenced by Indonesian sentence. They just translate from Indonesia to English. Besides, the students still do not understand to make a noun clause. In this case, <i>competition</i> is the head, It should be placed in the end.   |

The number of error Missordering of Clause is 2 errors.

A clause is a group of words that includes a subject and a verb and forms a simple sentence or part of non-simple sentence. The finite verb is most central to what constitutes a clause. There are two main types of clauses: Independent and Dependent Clause. An independent clause could be a sentence by itself or could be combined with other clauses. A dependent clause cannot be a sentence by itself. If it was by itself it would be a sentence fragment. It needs to be combined with an independent clause to be a full sentence.

Table 4.2 Classification of Error

| Types of errors |          |               |              |       |
|-----------------|----------|---------------|--------------|-------|
| Omission        | Addition | Mis-formation | Mis-ordering | Total |

|    |    |   |   |    |
|----|----|---|---|----|
| 35 | 10 | 3 | 6 | 53 |
|----|----|---|---|----|

## 2. The Dominant of Errors

To find out the dominant of error, the researcher used the technique for calculated the errors, the formula as follow:

$$P = \frac{F}{N} \times 100\%$$

Where:

$P$ = error percentage

$F$ = the number of errors each students

$N$ = the total number of students' errors

Based on the formula above, the result of the research is described into the table below. The table below shows the sequence of highest frequency of errors among sub-categories of errors.

Table 4.3 The Highest Frequencies Of Error In Omission

| No. | Error of Omission           | Number | Percentage |
|-----|-----------------------------|--------|------------|
| 1.  | Omission of Articles        | 4      | 7.54%      |
| 2.  | Omission of Plural          | 6      | 11.32%     |
| 3.  | Omission of be/linking verb | 2      | 3.77%      |
| 4.  | Omission of Subject         | 3      | 5.66%      |
| 5.  | Omission of Suffix-s        | 6      | 11.32%.    |
| 6.  | Omission of Possesive       | 2      | 3.77%      |
| 7.  | Omission of Conjungtion     | 1      | 1.88%      |
| 8.  | Omission of Object          | 1      | 1.88%      |

|       |                                   |    |        |
|-------|-----------------------------------|----|--------|
| 9.    | Omission of –s / es after<br>verb | 2  | 3.77%  |
| Total |                                   | 35 | 66.03% |

Table 4.31 The Highest Frequencies Of Error In Addition

| No.   | Error of Omission       | Number | Percentage |
|-------|-------------------------|--------|------------|
| 1.    | Addition of Article     | 5      | 9.43 %     |
| 2.    | Addition of Auxiliary   | 3      | 5.66%      |
| 3.    | Addition of Preposition | 1      | 1.88%      |
| 4.    | Addition of Verb        | 1      | 1.88%      |
| Total |                         | 10     | 18.8%      |

Table 4.32 The Highest Frequencies Of Error In Mis-Formation

| No.   | Error of Mis-formation | Number | Percentage |
|-------|------------------------|--------|------------|
|       | Mis-formation          | 3      | 5.66%      |
| Total |                        | 3      | 5.66%      |

Table 4.33 The Highest Frequencies Of Error In Mis-Ordering

| No. | Error of Mis-Ordering             | Number | Percentage |
|-----|-----------------------------------|--------|------------|
| 1.  | Missordering of Modifier<br>error | 4      | 7.54%      |

|       |                        |   |        |
|-------|------------------------|---|--------|
| 2.    | Missordering of Clause | 2 | 3.77%  |
| Total |                        | 6 | 11.32% |

## B. Discussion

The goal of writing language is to convey information accurately, effectively, and appropriately. Writing produce is necessary to be grammatical correct. Teaching and learning process cannot be free from error and mistake. Based on phenomena, there are some problems in students' writing skill, especially in writing composition. Although, the students must take writing subject, in fact there are still many students who have difficulties in writing composition.

In this research, the researcher uses surface strategy taxonomy to classify errors. It means that the researcher will classify error which is related with writing composition namely; omission, addition, misformatin, misordering, and spelling error.

The second section of this chapter is discussion. It deals with the discussion of the data analysis:

### 1. The type of errors

After analyzing the data, the researcher is found that from 20 student's works there were found 53 errors which are divided into four categories, they are omission, addition, misformation, and mis-ordering. In omission errors, the researcher found 35 errors, In addition errors, the researcher found 10 errors, In mis-formation errors, the researcher found 3 errors,



In mis-ordering errors, the researcher found 6 errors, and In conclusion, the researcher found 53 errors that were made by seventh grade of MTs N 2 Karanganyar.

## 2. The dominant of error

Based on frequencies of error above, the researcher concluded that the dominant type of error is Omission has the highest frequency (35 or 66.03% of errors). The second is Addition error (10 or 18.8% of errors). The third is Mis-ordering (6 or 11.32% of errors). The last is Mis-formation error (3 or 5.66% of errors).

## CHAPTER V

### CONCLUSION AND SUGGESTION

After findings the result of the study, the researcher made conclusion and gave suggestion. This chapter discusses about the conclusion and suggestion.

#### A. Conclusion

According to the explanation in the previous chapter, the researcher concluded that there are some writing error made by the seventh grade students of MTs N 2 Karanganyar found in this research. They were five types of error made by the students in writing composition. They are omission, Addition, Mis-formation, Mis-ordering and spelling error.

The researcher found that from 20 student's works there are 34 errors which were divided into four categories, they are omission, Addition, Mis-formation, Mis-ordering error. In omission error, the researcher found 35 errors, in addition error, the researcher found 10 errors, in mis-formation error, the researcher found 3 errors, in mis-ordering error, the researcher found 6 error made by seventh grade MTs N 2 Karanganyar.

Based on frequencies of error in previous chapter, the researcher concludes that that the dominant type of error is Omission as the highest percentage. Based on frequencies of error above, the researcher concluded that the dominant type of error is Omission has the highest frequency (35 or 66.03% of errors). The second is Addition error (10 or 18.8% of errors).

The third is Mis-ordering (6 or 11.32% of errors). The last is Mis-formation error( 3 or 5.66% of errors).

## **B. Suggestion**

Finally, the researcher wants to propose some suggestion at the end of this chapter. Hopefully the recommendations are useful for the teachers, students, and the readers.

### 1. For the English teacher

The teacher is expected to motivate his students to improve their English especially writing skill. By knowing what the most students' get errors in to be and word choice, the teacher should know what should he/she does. The teacher should give more understanding about English grammar and also English vocabulary. Besides, teaching learning activity must be improved to get the satisfactory result.

### 2. For the students

The students should do more practice in writing English sentences, try to overcome the errors, and learn from the errors. Students' writing will improve if only they can learn from the errors they make.

### 3. For the reader

The researcher expects this research may be useful for the reader. Hopefully, this research can be inference for the learning.

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