

CHAPTER I

INTRODUCTION

1.1 Research Background

Study English is very important for people, because English is an international language. In learning English, there are four skills that we have already known there, namely listening, speaking, reading, and writing,. So, we have to learn about them for mastering and getting complete thought about English itself because each skill has general or specific function in communicating.

English as one of the international languages is widely taught in various countries in the world. Many people in different countries use English as a communication tool in a variety of important meetings at the international level (Richards, 2002). English has been declared as the international language and used in many aspects of global life. English has been taught as a second language in Indonesia, starting from junior high school to University level, and as a local content at elementary school level.

Writing is usually the most difficult skill to learn, because students learn to know the meaning of their writing and the reader to like reading. In writing skill, grammar is really needed to be learned, because the errors made in writing seem so clear when someone writes it and will read by the reader. Therefore, it is very important for the students to pay attention about grammar when they are writing.

English and Indonesian do not have similar grammar. For example, in Indonesian, we do not have to know about the form of the verb, but in English we have to know about the form of the verb based on the tenses. There is no change of verb form in Indonesia, but not in English. If we say “*saya makan nasi*” and “*Jaya makan nasi*”, there is not different verb “*makan*” for different subject, but in English we say “I eat rice” and “*Jaya eats rice*”, there is different verb added with *s* in the verb for the subject. This is in line with Setiadi (2003: 22) who points out that English has different grammar from Indonesian language which might be difficult for language learners to understand the system of target language.

The structure different between Indonesian and English could make students make some errors. Brown (2007: 165) stated that an error is noticeable grammar from the adult grammar of native speakers, reflecting the inter language competence of the learners. These errors occur because of many things. Richards (2002: 124) distinguishes three sources of competence errors; Interference errors occurs as a result of the use of element from one language while speaking another; interlingual errors reflect the general characteristics of rules and failure to learn conditions under which rules apply ; Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Based on the 2013 curriculum, descriptive text is being taught in tenth grade, so the eleventh grade students have to master how to write a good descriptive composition in English. For vocational high school/senior high school in Indonesia, the students are expected to be able to understand the social function

, text structure , and language features to make them competent in English (Permendikbud,2016). There are some types of text which are in syllabus of 2013 curriculum for tenth grade vocational high school/senior high school students. One of them is descriptive text.

According to Mukarto (2007: 140-141) descriptive text is used to describe a particular person, place, or thing. The researcher conducts an analysis of the use of simple present tense in writing descriptive text made by tenth grade students in SMK YPSEI Palangka Raya in academic year 2019/2020. SMK YPSEI Palangka Raya is located at Yosudarso street/Palangka Raya city, Jekan Raya subdistrict, the province of Central Kalimantan. It has some vocational programs such as: cullinary art and office management.

The researcher had a short interview with English teacher the tenth grade students in SMK YPSEI Palangka Raya, writing was one of the skills that must be mastered by the students who were learning English. The main cause that made the students, the problem was because they always translated the sentence from Indonesian language to the target language by using “word by word”. Because of the habit, the students always found problems in their writings and they cannot produce a good writing. Many students thing that writing was difficult to master because the students were worried about vocabulary, generic structure, and any other elements.

Based on the above, therefore, the researcher is interested focus on students in using simple present tense in writing descriptive text. Then, the researcher was interested in conducting research entitled “**THE USE OF**

SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT MADE BY TENTH GRADE STUDENTS”.

1.2 Research Focus

The focus of the research is to describe the errors on language features of the use simple present tense in writing descriptive text. It is the use of “to be”, verb 1, noun phrase, and have/has in writing descriptive text by students of SMK YPSEI Palangka Raya in academic year 2019/2020.

1.3 Research Problem

Based on the background presented above, the researcher plans to analyze error of the use of simple present tense in writing descriptive text made by the tenth grade students of SMK YPSEI Palangka Raya in academic year 2019/2020. The general question of this research is “what are the errors of simple present tense made by tenth grade students of SMK YPSEI Palangka Raya in writing descriptive text?”

1.4 Significances of Research

The result of this research can provide useful information for:

1. The teacher

The teacher know the types of error that find in text that made by the students, so the teacher can prepare how to teach them well.

2. Students

The students know the error they made in their text, so they can learn more how to write a good sentence or paragraph.

3. Other researcher

For further researchers who are interested in error in descriptive writing at vocational high school level can get the basic information from this research to do further research.

1.5 Definition of Key Terms

To avoid misunderstanding in this research, the researcher clarifies the key term used in research to have the same understanding. The key terms in this research are:

1. Writing

Writing is also an action and a process of discovering and organizing our ideas, putting them on paper, reshaping , and then revising them. In this research, writing means the use of simple present tense in writing descriptive text to describe a particular person.

2. Descriptive Text

Descriptive text is text which says to describe a particular person.

3. Error Analysis

Error analysis is to analyze errors that cannot be corrected by students due to the lack of knowledge. In this research, error Analysis means to analysis difficulties in the use of simple present tense in writing descriptive text made by tenth grade students of SMK YPSEI Palangka Raya.