



**THE ANALYSIS OF STUDENTS' ERROR IN USING
SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE
TEXT AT THE EIGHT GRADE STUDENTS
OF MTsN 2 DELI SERDANG**

A THESIS

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera Medan as Partial Fulfillment of the
Requirements for S-1 Program*

By :

LISA SERSANAWAWI

Reg. No: 34.16.2.091

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2020**

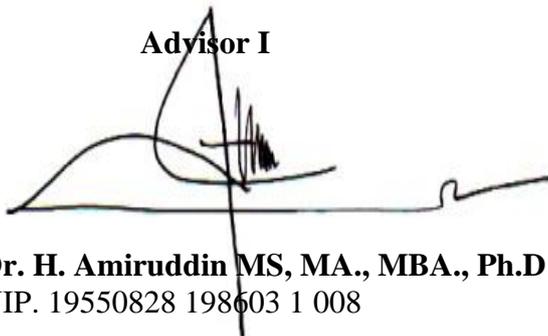


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Advisor I



Dr. H. Amiruddin MS, MA., MBA., Ph.D
NIP. 19550828 198603 1 008

Advisor II



Yani Lubis, S.Ag., M.Hum.
NIP. 19700606 200003 1 006

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2020**

Nomor : Istimewa
Lampiran : 6 (Enam) sks
Perihal : Skripsi
a.n. **Lisa Sersanawawi**

Medan, 19 Oktober 2020

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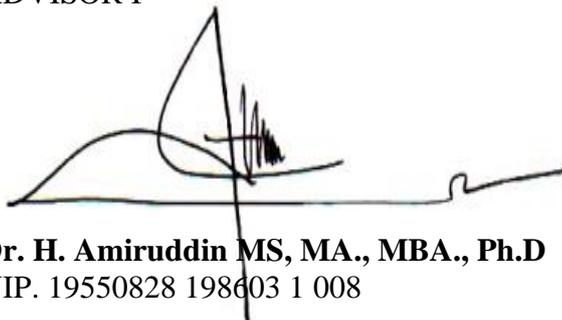
Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan
seperlunya terhadap skripsi saudara:

Nama : Lisa Sersanawawi
NIM : 0304162091
Jurusan : Pendidikan Bahasa Inggris
Judul : **THE ANALYSIS OF STUDENTS' ERROR IN USING
SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE
TEXT AT THE EIGHT GRADE STUDENTS OF MTsN 2
DELI SERDANG**

Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan
dalam sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN
Sumatera Utara Medan

Wassalamualaikum Wr. Wb.

ADVISOR I



Dr. H. Amiruddin MS, MA., MBA., Ph.D
NIP. 19550828 198603 1 008

Medan, 19 Oktober 2020
ADVISOR II



Yani Lubis, S.Ag., M.Hum.
NIP. 19700606 200003 1 006

PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama : Lisa Sersanawawi

NIM : 0304162091

Jurusan : Pendidikan Bahasa Inggris

Judul : **THE ANALYSIS OF STUDENTS' ERROR IN USING
SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE
TEXT AT THE EIGHT GRADE STUDENTS OF MTsN 2
DELI SERDANG**

Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, 19 Oktober 2020
Yang Membuat Pernyataan

Lisa Sersanawawi
NIM. 0304162091

ABSTRACT

Name : Lisa Sersanawawi.
NIM : 034162091.
Faculty : Tarbiyah Science and Teachers Training
Department : English Education Department
Advisor I : Dr. H. Amiruddin MS, MA., MBA., Ph.D
Advisor II : Yani Lubis, S.Ag., M.Hum
Skripsi Title : **The Analysis of Students' Error in Using
Simple Present Tense in Writing
Descriptive Text at the Eight Grade
Students of MTsN 2 Deli Serdang.**

The objective of this research is to identify the types of error in using simple present tense in writing descriptive that made by eight grade students of MTsN 2 Deli Serdang, to identify the cause of students make error in using simple present tense in writing descriptive text at MTsN 2 Deli Sedang. This research is qualitative research. The object of research was the eight grade students of MTsN 2 Deli Serdang. The technique of colleting the data are test and questionnaire. The researcher use the technique of analyzing the data from James and Brown. The total of result from students' errors are 49 errors. Then, the students make error in omission are 21 students' (42,85%), addition 11 students' (22,44%), misformation 15 students' (30,61%), and misordering 2 students' (4,08%). For result of questionnaire the students' get cause from context of learning, so to minimize he error outcome in simple present tense, the researcher suggest that the teacher should give the explanation how to write a descriptive text to be a good sentence and also give more examples to the students because more example can make the students understand about writing descriptive text.

Keywords : Descriptive Text, Writing, Students, Present tense

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First of all, I would like thank to Allah Swt who had bestowed mercy, chance and knowledge to the writer therefore the I can finish this paper thoroughly. Peace and solution be upon to Prophet Muhammad saw as a role moel for me and all the people.

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In the process of conducting the thesis, the writer has faced a much difficulties such as finding references, collecting the data, analyzing the data, and especially in arranging tis paper thoroughly. Moreover, I have also received many supports and help from many people to complete this paper well. By those reason, I would like to thanks :

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3. **Yani Lubis, S.Ag, M.Hum**, as the head of English Education Department
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Over all, the researcher expect this thesis can give much contribution to English Education program. Moreover, the researcher also reliezed that in this thesis still has some weakness and mistakes. Therefore, I am felling free to accept some constructive criticism and suggestion from every people who read this thesis in order to build this thesis better

Medan, 19 Oktober 2020

Lisa Sersanawawi
Reg. No. 34.16.2.091

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CHAPTER I

INTRODUCTION

A. The Background of Study

Human as a social beings need to interact with other in society both in oral and written. In order to be able to interact with other social creatures, humans need a tool which called by language. Language is the essential thing in the entire of human life. They can express their feeling, ideas, intention, and etc. Without language, human beings are not be able to interact and cooperate and get along with another. Its exactly that language is important. Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentence this combination to that of ideas into thoughts.¹ English is stacking to develop a knowledge and skills through a basic skills like listening, speaking, reading and writing.²

Harmer stated that we use language in terms of four skills; reading, writing, speaking and listening.³ English taught at Junior High School for 3 years that goal to improve and develop oral communication and communication in writing as there are four competence which includes like listening, speaking, reading, and writing. Fourth competence is obtained by the students through the activity of their way shows or deliver the ideas to other

¹ Sholihatul Hamidah Daulay., (2011). *Introduction to General Linguistic*. Medan : La-Tansa Press, p. 11

² Yen Aryni. *Analysis Students' Errors in Writing Descriptive Text Using Present Tense*. English Study Program, Asahan University. p.1

³ Jeremy Harmer. (2007). *The practice of English Language Teaching*. Harlow : Longman, p. 4

logically.⁴ Students must master four competences to use English effectively, because writing is one of media to communication. But writing is difficult, most of students have some problems in their writing. They get difficulty to put the words when they make a text.

One aspect of language teaching and learning process is writing skill. Writing is an activity of expressing messages, ideas and information in witten form. It can be said that writing is an activity of producing written products or as the writers or learners' effort to transfer their thoughts into words in a witten form.⁵ Graham; Kurt and Atay in Rahmah Fithrianis' Jurnal (2018), said that writing is one of skills that is considered to have an esential significance in second language (L2) learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas.⁶ Based on the explanation above, writing is one of activity to deliver a message in writing using certain rules so that the message can be understood by the readers.

Simple present tense is one of the English tenses which is usually used by the English language users both in speaking and writing. Simple present tense usually associated with daily activities that are often done and generally occur frequently. Simple present tense has characteristics such as the form of sentences used which have subject and verb or predicate. The purpose of this tense is to

⁴ Rahmah, Fithriani. *Writing Skill in Indonesia Academic Setting*. State Islamic University of North Sumatera

⁵ Yosi, Founisce Putri. *Students' Error in Using Simple Present Tense in Writing Descriptive Texts*. State University of Malang. p. 1

⁶ Rahmah, Fithriani. (2008). *Cultural Influence on Students' Perceptions of Written Feedback in L2 Writing*. *Journal of Foreign Language and Teaching Learning*. 3(1), p.1

show the daily activities that are carried out by everyone. The form of simple present tense is subject + infinitive + object (S + Verb I + Object).⁷

In order to develop a coherent text, backed by the use of appropriate cohesion markers, learners also need to know grammar in accordance with the type of text. In English class, there are several types of text that are descriptive text, procedure text, and recount text, should be known that by students to the Junior High School based Curriculum 2013. In descriptive text, learners are required to be able to understand and master the descriptive text, especially for those who have been in eight grade students. Descriptive text is one of the Minister of Education and Culture of the Basic Framework and Curriculum Structure of Junior High School/MTs.⁸

According to Siti Nurjanah on her research, the students in Junior High School in Purworejo, she found that many students make errors in grammar, especially in using simple present tense in writing descriptive text. Not only make the mistake in using simple present tense in writing descriptive text but also the students lowest ability in using simple present tense especially is using subject-verb agreement, adverb and usage. Many students often did not understand why some sentence used auxiliaries, is, am, are instead of auxiliaries do and does.⁹

The research conducted in MTsN 2 Deli Serdang is one of school that already implemented curriculum 2013 in the academic year of 2020/2021. Some

⁷ Siswoyo. (2016). Students' Error in Using Simple Present Tense Mastery. *English Education : Jurnal Tadris Bahasa Inggris*. 9(2), p. 4

⁸ Departemen Pendidikan Nasional. (2003). *Kurikulum 2004 : Standar Kompetensi*. (Jakarta : Departemen Pendidikan Nasional, p. 65

⁹ Siti, Nurjanah. *The Analysis of Students' Error in Using Simple Present Tense in Students' Writing Descriptive Text*. Department of English Education, Purworejo Muhammadiyah University

students in that school like to English subject but the other students don't like to English subject. They said that english is the difficult subject and they also cannot understand weell about the english. Some students still make errors in grammar, especially in simple present tense in writing descriptive text. They don't know how to use the form of simple present tense, they get the difficulties when their using the verb I, and then their make mistake in using words and punctuation in writing descriptive text when using present tense. For all the problems, some students are still confused to make the descriptive text.

Ideally, for students junior high school should know about the tense and how to use it, because tense in the basic of english grammar. So based on the exlanation above, the researcher wants to conduct a research entitled “ **An Analysis of Students' Error in Using Present Tense in Writing Descriptive Text at Eight grade students of MTsN 2 Deli Serdang.**

B. The Formulation of Problems

In conducting a research, the problem must be stated clearly so that the objective of the study and method can be meaningful. The problem of this study is stated as the following question :

1. What are the types of errors made by eight grade students in using present tense in writing descriptive text ?
2. What are the cause of errors made by eight grade students in using present tense in writing descriptive text ?

C. The Objective of Study

To summarize the research background, this study will be concern to accomplish the following purposes :

1. To find out the types of errors made by eight grade students in using present tense in writing descriptive text.
2. To find out the cause of errors made by eight grade students in using present tense in writing descriptive text.

D. The Significant of Study

The result of this study must be useful for :

1. Theoritically, this research can provide information about students' errors in using present tense in writing descriptive text of the eight grade at MTsN 2 Deli Serdang.
2. Practically, the teachers of English know how the students' errors in using present tense in writing descriptive text, the researcher hopes that this research will be inspiring for English teacher to give correction and more exercise about students' errors in using present tense in writing descriptive text.

CHAPTER II

LITERATURE REVIEW

A. **Theoretical Framework**

In conducting the research, those theories are needed to explain some concepts applied in research. This part must be clarified to avoid confusion between the writer and the readers.

1. **Error Analysis**

a. **Definition of Error**

For learning English, most people will make error because error is one of things that happen in the process of teaching and learning language. According to Hedge, error is one part of error that cannot be avoided for language learning. In addition, Heide said that, error as a reflection for learners as a media to develop in the language¹⁰. Therefore, error is one part of significant that is done by students in the language learning.

While Brown claims that, an error is noticeable of grammar from the adult grammar from native speaker and reflection of the interlanguage competition from the learners¹¹. As we know that errors are typically produced by people who do not yet fully command some of the language system. So errors include some problems that happen like psychological condition, memory lapses, carelessness of people from learning language. Humans also make mistakes or errors in their

¹⁰ Hedge, T. (2003). *Teaching and Learning in the Language Classroom*. New York : Oxford University Press, p. 3

¹¹ H. Douglas Brown. (2000). *Principles of Language and Teaching*. (Longman : San Francisco State University, p.165

life, like mistake when their learn something or mistake when their use language.

Allah SWT says in Al-baqarah : 286.

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا أُكْتَسَبَتْ رَبَّنَا لَا
تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إَصْرًا كَمَا حَمَلْتَهُ
عَلَى الَّذِينَ مِنْ قَبْلِنَا رَبَّنَا وَلَا تَحْمِلْنَا مَا لَا طَاقَةَ لَنَا بِهِ ۗ وَاعْفُ عَنَّا وَاعْفِرْ
لَنَا وَارْحَمْنَا أَنْتَ مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ ﴿٢٨٦﴾

286. On no soul doth God place a burden greater than it can bear. It gets every good that it earns and it suffers every ill that it earns. (Pray): “Our Lord! condemn us not if we forget or fall into error; our Lord! Lay not on us a burden like that which Thou didst lay on those before us; Our Lord! lay not on us a burden greater than we have strength to bear. Blot out our sins and grant us forgiveness. Have mercy on us. Thou art our Protector; help us against those who stand against faith.”¹²

This one of hadist that say about the mistake of human in their life or something in their language.

إِنَّ اللَّهَ تَجَاوَزَ لِي عَنْ أُمَّتِي الْخَطَأَ وَالنِّسْيَانَ وَمَا اسْتُكْرَهُوا عَلَيْهِ

¹²Abdullah Yusuf Ali, 1946. *Quran Translation in English with Arabic Text*. Islamic Propagation Centre International : Durban, South Africa.

”Sesungguhnya Allah memaafkan dari umatku kesalahan (yang tanpa sengaja) dan kesalahan karena lupa serta kesalahan yang dilakukan karena terpaksa.” (HR. Ibnu Majah, No. 2045)¹³

Translation : Verily Allah forgives from my people mistakes (which are unintentional) and mistakes due to forgetfulness and mistakes made due to forced. ”

b. Types of Error

Heidy Dulay divided the error into four types, they are omission, addition, misformation, and misordering.

a) Omission

Omission error are characteristic by absence of an item that must be appear in a well-formed utterance. In content morpheme carry the bulk of referential meaning of a sentence, noun, verbs, adjective and adverbs. Language learners are omimmit the grammatical morphemes more fluently than content morphemes.

- 1) Jennie the president of he new company. (Omission of grammatical morpheme “is”)
- 2) Jennie is the president of the new. (Omission of content morpheme “company”)
- 3) Chen the idol Kpop in South Korea. (Omission of grammatical morpheme “is”)
- 4) Chen is the idol Kpop in. (Omission of content morpheme “South Korea”)
- 5) My sister smart in dancing. (Omission of grammatical morpheme “is”)

¹³<https://www.inilahkoran.com/berita/16779/ini-hukum-duniawi-dan-ukhrowi-ketika-kita-lupa> accessed on 4th June 2020

6) My sister is smart in. (Omission of content morpheme “dancing”)

b) Addition

Addition errors are opposites of omission error. They are characterized by the presence of an item, which mustn't appear in a well-formed utterance. There are three types of addition such as double marking, regularization, and simple addition.

1. Double Marking

Double marking is two items that marked for the same features. Learners that who have acquired the tense of both auxiliary and verb often place in the marker, like :

1) He doesn't knows my job.

The correction of sentence is “He doesn't know my job”.

2) We didn't went there.

The correction sentence is “We didn't go there”.

3) Joon didn't ate pizza.

The correction sentence is “Joon didn't eat pizza”.

2. Regulation

Regulation error is mean fall under the addition category are those in which a marker that is typically add a linguistic items is erroneously added to exceptional items of given class that do not take a marker. It means that regularization error occurs when learners add morpheme to exceptional words, for example :

1) Sheeps = Sheep

2) Putted = Put

- 3) Beated = Beat
- 4) Hitted = Hit
- 5) Speaked = Spoke

3. Simple Addition

There is no particular feature characterized but it uses an item that should not appear in well-formed utterance. For example : article (a) = a this

c) Misformation

Misformation errors are characterized by using of wrong form of the morpheme or structure. In misformation error the learners supplies something although it is incorrect. There three types of misformation such as regulation error, archi forms, and alternating forms.

1. Regulation Errors

Regulation error means that fall under of the misformation category are those I which regular market for used in place of an irregular one as in runned (run), geoses (geese), mouse (mice), woman (women), and tooth (teeth).

2. Archi-forms

The selection one of member a class of forms to represent others in the class is a common characteristic all of stages second language acquisition. For example : the dog (that dogs), that cat (that cats).

3. Alternating Forms

As the learner's vocabulary and grammar grow, for use archi-forms often give way to apparently fairly free alternation of various members from a class with each other. For example : I seen him last week, the correct is "I saw him last week", we go to the shop the correct sentence is "we went to the shop".

d) Misordering

Misordering error are characterized by the incorrect placement of a morpheme or group of misformation in an utterance. For example :

- 1) Chanyeol is all the time late.

The correct utterance is “Chanyeol is late all the time”.

- 2) I don't know what is that.

The correct utterance is “I don't know what that is”¹⁴.

- 3) What daddy is doing ?

The correct utterance is “What is daddy doing ?”.

c. Cause of Error

According to brown, he say that the cause of errors divided into four categories, such as ¹⁵:

a) Interlingual Transfer

Richard in Erdogan, convey that an interlingual error is the result of language transfer which is caused by the learner's first language. However, this should not be confused with behavioristic approach of language transfer. Interlingual transfer that is error of influenced by the learners of mother tongue. The different class of error is represented by sentence.¹⁶

b) Intralingual Transfer

¹⁴ Heidi Dulay, Marina Burt, and Stepsen Krashen. (1982). *Language Two*. New York : Oxford University Press, p. 53

¹⁵ H. Douglas Brown. (2000). *Teaching by Principle*. Longman : San Fransisco State University, p. 224

¹⁶ Richards, John. C., & Richard Schmidt. (2002). *Longman Dictionary of Language Teaching and Applied Linguistic. Third Edition*. London : Pearson Educational Limited, p. 263

Intralingual transfer is cause of errors influenced by the compiled system of the target language itself. Richards, say that the intralingual transfer can be divided into 4 terms, namely :¹⁷

1. Over-generalization Error

Over-generalization is where the learners' basic experience of certain structure causes the learners creating the deviant structure on the basic of their experience of the other stuctures in the target language. According to Corder, he said that the learners process new language data in their mind and produce rule for its production based on the evidence. Some over-generalization is signed by :¹⁸

- 1) Over-generalization generally involves the creation of one deviant structure in place of two regular structure.
- 2) Over-generalization is associated with redundancy reduction, for the example the -ed marker, in past tense or pas context often appears to carry no meaning, on sentence -I buy the bag last week.

2. Ignorance of Rule Restriction

Ignorance of rule restriction is failure to observe the restriction of existing structure. That is the application of rules to context where they do not apply.

3. Incomplete Application of Rules

This error involve a failure to fully develop a structure. The learners fail to produce a correct sentence according to the standard rules.

4. False Concepts Hypothesized

¹⁷ Ibid, p. 265

¹⁸ Corder, S. P. (1983). *Error and Interlanguage*. London : Oxford University Press, p. 140-12

False concept hyphotesized means developmental error which are derived from faulty comprehension of disctinction in the target language. In other word, the learner fails to fully comprehend the target language.

c) Context of Learning

It is overlaps both of types in transfer. In this part, “context” refers to the teacher or the textbook. In the classroom, the teacher or textbook can lead the students to make the error. It can be said “false concept”. It is caused there are some error in teacher explanation or textbook in the presentation.

d) Communication Strategies

In this part the students have to use their production strategies for getting message from their teacher.

d. Error Analysis

Some expert give their opinions about error analysis like according to Gass and Selinker said that error analysis provides a broader range of possible explanation than constrative analysis to researchers/teachers to use account for error.¹⁹ Than Ellis and Barkhuizen further explain that error analysis consist a set of procedures for identifying, describing, and explaining learner error.²⁰

Meanwhile Erdogan states in his Journal that error analysis appeared in the sixties to demonstrate that learner error were not only from the learner, native language but also they reflected some universal learning strategies. According to him, EA deals with the learners performance in terms of cognitive process they

¹⁹ Gass, Susan and Selinker, Larry. (2008). *Second Language Acquisition : An Introductory Course (Third Edition)*. New York : Routledge.

²⁰ Ellis, Rod. (2008). *Second Language Acquisition*. New York : Oxford University Press and Gary, B. *Analysis Laerner Language*. Oxford : Oxford University Press, p. 51

make use in recognizing or coding from input they form receive of target language.²¹

2. Tense

a. Definition of Present Tense

Present tense indicated the regular activity that happens in this period. Therefore, this tense is used to express a general fact or truth and daily activities. According to Baehaqi, he said that the time signal of present tense is signified by adverb such as usually, always, sometimes, etc.²² While, according to Azar he said that simple present tense is used to state the usual activities.²³ Simple present tense is one of the English tense which used by the English language users both for speaking and writing.

The simple present tense has the specific characteristic. These characteristic can be seen from the fluctuation and the form of simple present tense. It has the agreement of the subject and verb or predicate.²⁴ Furthermore, Werner and Spaventa has explained simple present tense often refers for actions or situations that don't change frequently. It is used to describe habits or routines, express opinions, make general statement of the fact.²⁵

b. The Form of Present Tense

Sentence Patterns : S + Verb I (s/es)

²¹ Vecide Erdogan. (2005). *Contibution of Error Analysis to Foreign Language Teaching*. Mers in University Journal of the Faculty of Eduaction. 1(2), p. 262

²² Baehaqi, I. (2005). *Practical English Grammar*. Yogyakarta : Dua Satria Offeset.

²³ Azar, B. S. (2003). *Fundamentals of English Grammar*. America : Longman.

²⁴ Siswoyo. (2016). *Students' Error in Using Simple Present Tense Matery*. English Education : Jurnal Tadris Bahasa Inggris. 9(2), p. 4

²⁵ Werner, P. K., & Sapventa, L. Mosaic. (2003). *Grammar, 4th Edition*. New York : McGrawHill.

That should be considered as well as in mind in using simple present tense this is the addition of (-s) or (-es) on the subject of the third single.

a) Affirmative (+)

Form : S + Verb I (s/es)

Example : (+) Mr. Hadi teaches English

(+) They go to school everyday

b) Negatif (-)

Form : S + Do/Does + Not + Verb I

Example : (-) We do not buy a shirt

(-) She does play badminton every saturday

c) Interrogative (?)

Form : Do/Does + S + Verb I

Example : (?) Does he go to school everyday ?

(?) Do you get exam every month ?

3. Writing

a. Definition of Writing

Writing is one activities that we regularly do in our life since we learnt to write early in the school. When we were young, we started to make scratches in a piece of paper, then by the time, we grow older, our hand-writing improved become more meaningful writing. on the other hand, in the book of Gateways to Academic Writing by Alan Meyers, the word ‘writing’ comes from a verb, it means an activity or a process.²⁶ As Utami Dewi stated that writing was the

²⁶ Alan Meyers. (2005). *Gateway to Academic Writing : Effective Sentence, Paragraphs, and Essays*. New York : Pearson Education, Inc, p. 1

process of transferring the language through letters, symbols, or words.²⁷ Harmer also mentioned that writing involves planning what we are going to write. Writing is an activity that takes time and cannot be treated as a one-step affair.²⁸

Fithriani states, Writing is one of the skill that is considered to have an essential significance in second language (L2) learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas. Unfortunately, L2 learners have also considered among the most difficult to master it involves problem solving in addition to the deployment of strategies to achieve communicative goals. For L2 learners, the difficulty in L2 writing is doubled because they need to transfer ideas from their first language into the target language and organize those ideas into new and different patterns than those in their first language (L1). These challenges that learners encounter in L2 writing call for teachers and researchers to find better ways for instructing writing. Providing feedback is one of the most appropriate ways of instruction to help L2 learners successfully learn a writing skill.²⁹

Human can written and save all of the event in writing to keep it always remembered by people. Prophet Muhammad himself emphasized the importance of writing something. He followed the advice given by the QS. al-Baqarah : 282, to put everything in writing :

....وَلْيَكْتُبْ بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ..... (282).

282. ”..... let you write it down. and let a writer among you put it right.....”

²⁷ Utami Dewi. *How to Write*. (2013). Medan : La-Tansa Press, p. 2

²⁸ Jeremy Harmer. (2004). *How to Teach Writing*. New York : Longman.

²⁹ Rahmah Fihriani. (2018). *Cultural Influence on Students' Perception of Written Feedback in L2 writing*. *Journal of Foreign Language Teaching and Learning*. 3(1), p. 1-2

One of the first actions he took upon arrival in Medina was to write a constitution for the citizens of the city that guaranteed security and religious freedom, established a tax system, and a conflict resolution mechanism (Hamidullah 1975)³⁰. The other Surah Allah SWT says in Al-Alaq : 4-5

الَّذِي عَلَّمَ بِالْقَلَمِ (4)
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَم (5)

4. *Who teaches (human) with the delivery of kalam*

5. *He taught humans what he did not know*

The word “Qalam” in verse 4 has meaning the tool of write is a pen. It means that people use the pen to write to make a writing product and the result of using pen is text that already written.³¹ Discovery of pen and writing are the greatest gifts from God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of writing and writing itself have important roles.³² The other surah about writing, Allah SWT says in QS. Qalam : 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (1)

1. *“Nun, by the pen and the (record) which (men) write”.*

From Tafsir by Abdullah Yusuf Ali, in verse 1 means that the strength of writing and the words are outstanding. “By the pen” the apparent meaning is that the refers to actual pen that is used to write. The pen is the symbol of permanent record, the written decrease and perfect order in government of the world. Then,

³⁰ M. Hamidullah. (1975). *Muslim Conduct of State*. Lahore : M. Ashraf.

³¹ M. Quraish Shihab. (1997). *Tafsir al-Quran, al-Karim atas surat-surat Pendek Berdasarkan Turunnya Wahyu*. Bandung : Pustaka Hidayah, p. 98

³² Ibid. p. 99

by that taken the man of God comes with a plan and guidance that must win a gains all destruction.³³ There is a Hadith that states the existence of writing, Allah created pen as a media that can be used by people for knowing, and understanding something to though writing. Allah teaches us that writing is an activity to give information in written form that are connected with three somponents, such as thought, heart, and hand. The hadith was narrated by Abu Huraira :

وَهَبُ بْنُ حَدَّثَنَا عَلِيُّ بْنُ عَبْدِ اللَّهِ، قَالَ حَدَّثَنَا سُفْيَانُ، قَالَ حَدَّثَنَا عَمْرُو، قَالَ أَخْبَرَنِي مُنَبِّهٌ، عَنْ أَخِيهِ، قَالَ سَمِعْتُ أَبَا هُرَيْرَةَ، يَقُولُ مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو فَإِنَّهُ كَانَ يَكْتُبُ وَلَا أَكْتُبُ. تَابَعَهُ مَعْمَرٌ عَنْ هَمَّامٍ عَنْ أَبِي هُرَيْرَةَ

Meaning : He told us, Ali bin Abdullah said that he had narrated to us Sufyan said, had told us Amru said, had told me Wahhab bin Munabbih from his brother said, I heard Abu Huraira said, there is one among the companions of the Prophet who has narrated more Hadiths than I except Abdallah bin Amr (bin Al'as) who used to write them and I never did the same. Ma'mar also narrated from Hammam from Abu Hurairah. (HR. Al-Bukhari : 113).³⁴

The process of writing is virtually the same for all writers. Writers get their ideas from many different sources. They organize what they have to say (on paper, computer, or in their head). They write a draft then they ask what others think . they revise, making changes an addition to clarify their meaning. They edit for capitalization, punctuation, grammar, sentence sense, and spelling. Then, they

³³ Zainal Arifin Zakaria, (2013), *Tafsir Inspirasi*, Medan : Duta Azhar, p. 709

³⁴M. Mukhsin Khan, 2009, *The Translation of the Meanings of Sahih Al-Bukhari Arabic-English* Vol. 1, Book 3, Darussalam, Riyadh, Saudi Arabia, p. 121.

publish. It's the same for English Language Learners, they need to move through the writing process just like everyone else.

The other Hadist from Asy-Sya'bi rahimahullah said that :

إذا سمعت شيئاً فاكتبه ولو في الحائط

"Apabila engkau mendengar sesuatu (dari ilmu) maka tulislah walaupun di atas tembok." (HR. Abu Khaitamah dalam Al-Ilmu no.146)³⁵

Meaning : "When you hear something (from knowledge) then write it down even on the wall." (Narrated by Abu Khaitamah in Al-Ilmu no.146)

Then the other Hadist also said that :

حَدَّثَنَا قُتَيْبَةُ حَدَّثَنَا اللَّيْثُ عَنْ الْخَلِيلِ بْنِ مُرَّةَ عَنْ يَحْيَى بْنِ أَبِي صَالِحٍ عَنْ أَبِي هُرَيْرَةَ قَالَ: كَانَ رَجُلٌ مِنَ الْأَنْصَارِ يَجْلِسُ إِلَى النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَيَسْمَعُ مِنَ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ الْحَدِيثَ فَيُعْجِبُهُ وَلَا يَحْفَظُهُ فَشَكَا ذَلِكَ إِلَى النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَقَالَ يَا رَسُولَ اللَّهِ إِنِّي أَسْمَعُ مِنْكَ الْحَدِيثَ فَيُعْجِبُنِي وَلَا أَحْفَظُهُ فَقَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ اسْتَعِنَ بِيَمِينِكَ وَأَوْمَأَ بِيَدِهِ لِلْحَطِّ

Meaning : Qutaibah told us, Al-Laits told us, from Al-Khallil bin Murrah, from Yahya bin Abi Salih, from Abu Hurairah said: "A person from the Ansar class sat beside Rasulullah SAW, then he heard hadiths from the Prophet SAW, then he attracted to him but could not memorize it, then he complained about it to Rasulullah SAW, saying: 'O Messenger of Allah, I really heard a hadith from you then I was interested in him but I could not memorize it.' Rasulullah SAW said:

³⁵ Syaikh Hamad bin Ibrahim Al Utsman. *An-Nubadz fi Adabi Thalabil ilmi. Darul Furqan Mesir. p. 138*

'Ask your right hand for help', and he gestured with his hand to the writing. "³⁶

b. The Purpose of Writing

There are three purposes writing based on O'Malley and Pierce : ³⁷

a) Information

Informative writing help the writing help the writer to explore the idea and examine existing knowledge. It means the writer can share and give information, ideas or direction.

b) Expressive/Narrative Writing

Expressive writing is the writer imaginative in producing story or essay. The writing often use to entertainment, pleasure, discovery as fun writing such as poems.

c) Persuasive Writing

This type writing the writer attempt influence everyone and make changes. Include evaluation of a book, consumer product, movie, or controversial issues.

4. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a paragraph that describe a person, a place, or a thing. According to Fiderer he said that a descriptive paragraph gives a clear picture of a person, place, object, event or idea. Details for escriptive paragraph come from

³⁶ Hadits Riwayat Tirmidziy dalam *Sunannya*, Kitab al-Ilmi, Bab Kitaabatu al-Ilmi (Beirut: Dar al-Fikri, 1994 M/ 1414 H), jld. 3, hal. 303-304.

³⁷ J. Michael O'Malley and Lorraine Valdez Pierce. (1996). *Austhetic Assesment for English Language Learner*. Practical Approaches for Teacher, p. 137-138

the writers sense smell, taste, touch, hearing, and sight .³⁸ Based on the school based curriculum as endorsed by department of National Education of the Republic of Indonesia 2004, the teaching for English writing should cover five different text genres such as recount, narrative, procedure,, descriptive and report at Junior High School.³⁹

Descriptive text is a part of factual genres, its social function is to describe a particular person, place or thing.⁴⁰ However, description is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writers point of view.⁴¹

b. The Purpose of Descriptive Text

As social beings we want to share our experience, it means we write to others to describe things such as vacations, childhood homes and people that the researcher encounter. According to Rise and Friends said that the purpose of descriptive writing first, by descriptive text writer's purpose of giving readers an impressions of a person, of a place, will achieve. Second, it will give the readers further information or explanation through illustration of abstract ideas from writer. Third, the information that given by describing will has a memorable

³⁸ Adele Fiderer. (2020). *Paragraph Power*. New York : Scholastic Professional Books, p.1

³⁹ Depdiknas. (2005). *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan*. Jakarta : Depdiknas Republik Indonesia

⁴⁰ Artono Wardiman, et al. (2008). *English in Focus : for Grade VII Junior High School (SMP/MTs)*. Jakarta : Pusat Perbukuan, DEPDIKNAS, p. 122

⁴¹ Linda Woodson. *From Cases to Composition*. University of Texas : Scott, Foresman and Company, p. 37

information for readers, and the fourth the writer use description to support their idea about something.⁴²

Table. 4.2
Purpose of Description

Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in.
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the similar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade women)	A description of a regarding music video

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perception. As human beings, we have a compelling desire to connect with other people by sharing our experience with them.

c. The Generic Structure of Descriptive Text

⁴² Rise, B. A., & Charles, R. C.(2010). *The ST. Martin's Guide to Writing 9th edition*. New York : Bedford/St. Martin's, p. 628

The schematic or generic structure of descriptive text consist of identification and description. For example :

Table 4.3
The Example of Descriptive Text⁴³

Title	My Father
Paragraph 1 Identification	Yuli tells about her father in front of the class. Her father is Mr. Mahmud. His complete name is Mahmudi Ahmad. He lives in Kartasura, Sukuharjo. He is a doctor and he works in Dr. Oen Hospital
Paragraph 2 Description	His father is 38 years old and he is tall. He is about 172 cm tall and 75 kg in weight. He likes playing badminton. He has black, wavy hair. His nose is pointed. He has round and black eyes.
Paragraph 3 Description	He is kind and friendly and rarely angry, so many people like him.

a) **Generic Structure Analysis :**

- Identification : Identifies a particular thing to be described (My father)

⁴³ Kusuma, D. S. (2008). *Function Text in Use*. PT. Era Intermedia, Surakarta, p.

b) **Description** : Describes the parts of the body from people (tall, weight, hair, eyes) and characteristics body of people (black, wavy, pointed, round, riendly)

c) **Language Feature Analysis :**

- Using adjectives : color (black), size (tall, weight),
- Using noun : Hospital
- Using noun phrase : Oen Hospital
- Using verb : to be (is), has. The tense is simple present tense

According to Anderson in Artami, features of a factual description regarded as following generic structure of descriptive paragraph :⁴⁴

a) **Identification**

Identification is general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience.

b) **Description**

Description is a series of paragraphs about the subject were each paragraph usually begins with a topic sentence.

c) **Conclusion**

Conclusion is the last part of the descriptive paragraph and it is optional. In this part, the writer restates the topic sentence or the identifications with different words, nevertheless, it has the same meaning.

d. **The Kinds of Descriptive Text**

⁴⁴ Artami, N. R. *Teaching Descriptive Paragraph through PPP Technique to the Eight Grade Students of SMP Dharma Wiweka in Academic Year 2012/2013.*

As we know that the descriptive text is a text to describe something such as persons, place, or things. So, it normally takes on three forms, they are :

a) Description of People

People are different and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, “What’s so and like ?”.

1. Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consist only of certain static information (height, weight, age), visible characteristic (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).⁴⁵

2. Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individuals’ striking or distinctive traits.⁴⁶

3. Character Sketch

More complete descriptions of people are usually called character sketch, they may also be referred to as profiles, literary portraits, and biographical sketches.

b) Description of Place

The description must be organized so that the reader can imagine the scene

⁴⁵ Michael E. Adelstein., & Jean G. Pival. (1976). *The Writing Commitment*, (Harcourt Brace Jovanovich, Inc, p. 149.

⁴⁶ *Ibid*, p. 150.

being described. To make the paragraph more interesting you can add a controlling idea that state an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.⁴⁷

c) **Description of Thing**

To describe a thing the research must have a good imagination about that thing that will be described. Besides, to make our subject as interesting and as vivid to our readers as they are to us using proper nouns and effective verbs.

B. **Conceptual Framework**

Students error in writing are one of problem that mostly face by many students' at school. Students' still get the error in writing because they do not know what they want to write and cannot transfer the ideas well into written form. Writing is a way of communication in which people can convey their thoughts, ideas or perceptions based on what they have been read, seen or experienced.

Writing is the most difficult subject that should master by students. In learning, students should have a good knowledge in writing. Writing is not just how to write, but it's a process how to put our ideas into written form.

Present tense is tells about the activites that always happened in the present. Descriptive text also tells an describe something that already in the present. It is easily to write, because the object always near with our life. To writing descriptive text the student also use their imagine the object to made their handwriting. But to writing descriptive the student also can see directly the object

⁴⁷ Regina L. Smalley and Mary K. Rotten. *Refining Composition Skill*, New York: International Thompson Publishing Company, 4th Edition, p. 69.

that are around them. In descriptive text, some language features using that students usually feel easy to write, students can make descriptive text using present tense. But when their make the descriptive text their still confused to use punctuation or mistake when their using words. It is correlation when their using present tense in writing descriptive text. In present tense their confused to use the verb especially verb I so it can effect on wiring descriptive text.

This research will analyze qualitative research. The researcher will focus to find out the error that face by students. There are some steps that are apply it getting the findings or the research; they are giving the test to the students in order to know what error which has been done by the students in writing descriptive text. After identifying the error in the students' writing, then the researcher categorize them in its type, in order to find the dominant error which is done by the students.

C. **Related Studies**

The reseracer takes three related studies related to her research which the title is an analysis of students' error in simple present tense in writing descriptive text. The detail explanation is below.

The first related study was An Error Analysis of Using Simple Present Tense in Descriptive Text Written by the Tenth Grade Students, written by Laela Hayati Rohmah at MAN 1 Surakarta. The phenomena showed that they were lack of understanding in English especially in writing sentence correctly. The problem of the research are type errors and cause of errors made by tenth grade students. The researcher use the qualitative research design. The result of the analysis, the

researcher found some findings of the research. The researcher found types of error and she counted the errors found are 229 total of errors consist of 99 error of omission, 25 errors of addition, 81 errors of misinformation and 2 errors of misordering. And the researcher found that there are three causes of errors in intralingual transfer are errors caused by over-generalization, errors caused by ignorance of rule restriction and errors caused by incomplete application of rules.

The second related study was *The Analysis of Students' Errors in Using Simple Present Tense in Writing Descriptive Text by Eight grade student*, written by Siti Nurjanah at SMPN 12 Purworejo. The researcher focus on students make errors, find the types of errors and know the source of errors. The researcher take the qualitative data. The result of the data that already found by the researcher, the students make errors are 177 errors. The students make error in 70 misinformations (39.54%), 57 omissions (32.21%), 29 misorderings (16.39%), 21 additions (11.87%).

The third related study was *Students' Errors in Using Present Tense in Writing Descriptive Text by second students at MTsJ Jeumala Amal*. This study use the qualitative data. The researcher using the random sampling to selecting. The researcher show the points of the study are students most dominant made errors and factor causing students made errors. Based on the research, the researcher found that the most dominant students' error were omission errors with 56 items (62, 92%). So the factor causing the students' error in using present tense in writing descriptive text were interlingual transfer and intralingual interference.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher use the descriptive qualitative research. A descriptive qualitative method is a research that describes systematically a situation or area from interest factually and accurately⁴⁸. In other meaning, the qualitative research has the nature setting as a direct source and data, so the key of instrument is researcher.

Based on the statement above, for this research the researcher only focus on types and cause of errors that made by students' in the classroom. The researcher will analyzing the students' writing test in descriptive text and gives questionnaires to know the their error in writing and cause of of the students' error.

B. Research Subject

The source of data is the important things in this research it is included :

1. Population

Population is all of subject for this research is the Eight grade students at MTsN 2 Deli Serdang in Academic Year 2019/2020, because based on the background research there is a tendency of students difficulties in using simple present tense in writing descriptive text.

2. Sample

⁴⁸ Issac, S., & Michael, W. B. (1987). *Handbook in Research and Evaluation for Education and the Behavioral Sciences*. San Diego : Edits Publisher, p. 42

There are eleven classes of eight grade students in MTsN 2 Deli Serdang such as VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, VIII-8, VIII-9, VIII-10, VIII-11 and the researcher only choosing one class, that is VIII-5 class. In that class there are 34 students with the 16 male students and 18 female students. But when the research, the researcher only take 20 students because some of students didn't come to school. It was occurred Pandemi COVID-19, the students also cannot stay long in their class. They have 30 minnute in their class just to collect their exercise. The researcher was choosen this class because this class in English subject has studied about descriptive text.

C. **Technique of Collecting Data**

In this research, the researcher collected the data by using writing test in descriptive text and give questionnaires as the instrument for collect the data.

1. Test

Test is a method or means to conduct investigations that to use problem, questions or other tasks. According to Arikunto, test is a questions or exercise used to measure the knowledge and ability to understand for individual or grup⁴⁹. For collecting the data, there are several steps to carried by the researcher as follows :

1. First, the researcher come to school to ask the principle's permission who has the authority to allow the researcher conducted the research. After getting the permission the researcher was allowed the English teacher to discussion how to arrange the time of this research.

⁴⁹ Suharsimi Arikunto. (2013). *Prosedur Penelitian : Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta, p. 193

2. Second, the researcher did the research in class VIII-5 and the researcher gave the first instruction about how to do the writing test.
3. Next, the researcher prepared the instrument and gave it to them. The writing test was about describing their parents "mother or father" (descriptive text).
4. Next, the researcher collected students' writing tests.
5. Then, the researcher analyzed their writing tests to find the errors made by students based on Heidi Dulay about classification of errors.
6. The researcher calculated the total errors by drawing it up in a table based on the classification of errors then the researcher made the result of total errors into percentages and charts.
7. The last step was the researcher made a conclusion.

2. Questionnaires

The researcher used a questionnaire to ask students' understanding regarding writing tests in descriptive text. The researcher will give the questionnaires to the students that the questionnaire is about SS, S, TS, STS.

D. Technique of Analyzing Data

According to Creswell, analyzing qualitative data requires understanding how to make sense of text and images so that the researcher can form answers to their research question. There are six steps in analyzing and interpreting qualitative data. They are preparing and organizing the data, exploring and coding the data, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of

the finding. Those steps are not always taken in sequence, but they represent preparing and organizing the data for analysis.⁵⁰

1. Technique Analyzing of the test

To analyze the data, the researcher used the techniques according to Carl James⁵¹ in his book *Error in Language Learning and Use: Exploring Error Analysis*. He explains that there are five procedures identification of errors:

1) Error detection

In this step, the data collected to find out the errors by underlying the errors.

2) Locating error

After underlying errors, the researcher sorts errors into four aspects: omission, addition, misinformation, misordering. Put the errors according to its aspects.

3) Describing error

After sorts errors into four aspects, the researcher made table to describing all the students' errors. then, the researcher made table to describing errors in omission, errors in addition, errors in misinformation and errors in misordering.

4) Classifying error

After describing errors, the researcher classified errors into table to draws up the result of each error /to present total of each errors and total of all error.

5) Counting error

⁵⁰ John W. Creswell (2012). *RESEARCH DESIGN Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta : Pustaka Pelajar, p. 236-237

⁵¹ Carl James. (1998). *Errors in language learning and use. Exploring error analysis*. Longman, London - New York.

The last step was counting error. The researcher counted the errors written by students to find out the dominant error. So to get the percentage of errors, the data is calculated by the formulation as follows:

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

Where:

P= Percentage

F= frequency of errors occurred

N= number of cases (total frequent/total individual)

Table 4.1 The Classification of Students' Errors

No.	Students Initial	Errors of Omission	Errors of Addition	Error of misinformation	Errors of Misordering
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Total of Each errors					
Total of All Errors					

Table 4.2 Types of errors, Frequency, Percentage

No.	Types of errors	Frequency	Percentage
1.	The Errors of Omission		
2.	The Errors of Addition		
3.	The Errors of Misinformation		
4.	The Errors of Misordering		

2. Technique Analyzing Questionnaire

Here are the steps that the writer will use in analyzing the data from questionnaire:

- a. Checking the students' responses
- b. Tabulating the data

In this step, the researcher uses Likert Scale to give score for the students' answer. In Likert scale, the researcher makes the type of the questionnaire in check list form. Each statement of the questionnaire has four answer choices. Those are "*strongly agree, agree, disagree, and strongly disagree*". The type of questionnaire used in this research is positive items. The way to score the students' responses is as follows:

- 1) *Strongly agree* is scored 4
- 2) *Agree* is scored 3
- 3) *Disagree* is scored 2
- 4) *Strongly disagree* is scored 1

- c. Calculating the data

In this stage, the researcher analyzes the students' responses with the following formula:

- a. Calculating the percentage of the students' responses to the questionnaire.

$$P = \frac{NS}{IS} \times 100$$

Where :

P = Percentage

NS = The total of questionnaire score

IS = Ideal of questionnaire score

- b. Calculating the average score of each item to obtain the gradation of item scores.

$$Me = \frac{\sum x}{n}$$

Where :

Me = Mean (average)

\sum = Total of score observed

N = The total of items

- c. Classifying the data
- a) Making the gradation of the students' responses
 - b) Drawing conclusion about the possible factors of students' errors in using simple present tense.

E. Trustworthiness

To fulfill the trustworthiness, the researcher used 2 techniques, namely:

1. Data triangulation was done by using more than several source to analyze the data. In this case the researcher took several theories to analyze the errors in using simple present tense in writing descriptive text.
2. Peer debrief was done by asking the teacher of English as an expert to check the analysis of data.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Data Description

In this research, the researcher uses two instruments such as test and questionnaire to analyzing the data. The researcher choose those kinds of instrument to find out the analysis of students' error in writing descriptive text and sources of error. In collecting the data the researcher give the test and questionnaires to the eight grade students of MTsN 2 Deli Serdang. They were taken by 20 hands writing in descriptive genre and written by 20 students. The process of collecting the data was held on September 22th, 2020. The aim of the test is to know the students error in using simple present tense in writing descriptive text. The researcher has indentified the students' error and also has calculated the number of each error.

The researcher make the result of calculation into table and converting into percentage. Below is the table of students' error in writing descriptive made by eight grade students at MTsN 2 Deli Serdang.

In this part the researcher will be analyze the classification of students' error. It is have 20 students with the initial of their name. For the first students (AS) in his writing they get 3 omission, 0 addition, 1 misformation, and 0 misordering.

Second student (A) in his writing they get 2 omission, 0 addition, 0 misformation, and 0 misordering.

Third student (EZH) in her writing they get 0 omission, 0 addition, 3 misformation, and 0 misordering.

Fourth student (GDN) in her writing they get 2 omission, 2 addition, 2 misformation, and 0 misordering.

Fifth student (HH) in her writing they get 0 omission, 0 addition, 2 misformation, and 0 misordering.

Sixth student (IA) in his writing they get 0 omission, 1 addition, 0 misformation, and 0 misordering.

Seventh student (ISS) in her writing they get 1 omission, 1 addition, 0 misformation, and 0 misordering.

Eighth student (KA) in her writing they get 1 omission, 0 addition, 2 misformation, and 0 misordering.

Ninth student (KP) in her writing they get 1 omission, 1 addition, 0 misformation, and 0 misordering.

Tenth student (LW) in her writing they get 1 omission, 1 addition, 0 misformation, and 0 misordering.

Eleventh student (MA) in her writing they get 1 omission, 1 addition, 0 misformation, and 0 misordering.

Twelfth student (MIH) in his writing they get 0 omission, 0 addition, 1 misformation, and 0 misordering.

Thirteenth student (MUME) in his writing they get 1 omission, 1 addition, 0 misformation, and 0 misordering.

Fourteenth student (NQH) in her writing they get 1 omission, 0 addition, 0 misformation, and 0 misordering.

Fifteenth student (PKR) in her writing they get 1 omission, 0 addition, 1 misformation, and 0 misordering.

Sixteenth student (RHP) in his writing they get 1 omission, 0 addition, 0 misformation, and 1 misordering.

Seventeenth student (SSS) in her writing they get 1 omission, 1 addition, 1 misformation, and 0 misordering.

Eighteenth student (SH) in her writing they get 2 omission, 1 addition, 1 misformation, and 1 misordering.

Nineteenth student (YAL) in his writing they get 1 omission, 1 addition, 0 misformation, and 0 misordering.

Twentieth student (ZR) in her writing they get 1 omission, 0 addition, 1 misformation, and 0 misordering.

Based on the data were collecting and analyze above, there were 49 errors from students written works. Those 49 errors were classified into these following :

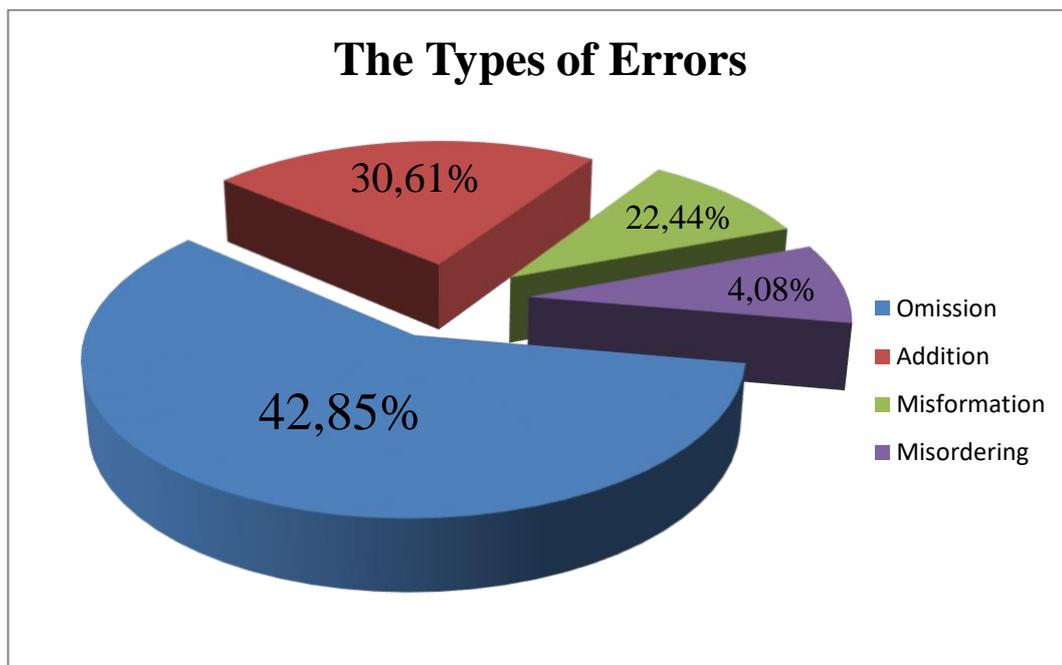
1. Errors of Omission : 21
2. Errors of Addition : 11
3. Errors of Misformation : 15
4. Errors of Misordering : 2

1. Frequency of Students' Errors

From this frequency the researcher made the table of it to know how much of the percentage each types of error by students in their writing descriptive text, so to see the table you can find it in appendix page 89.

Not only in the table the researcher also make the percentages of students' errors are converted into a pie chart. The pie chart covers the highest until the lowest rank as follows :

Chart 4.2
Types of Errors



From the pie chart, the analysis types of error existed in descriptive text that as written by eight grade students at MTsN 2 Deli Serdang. After analyzing all of the descriptive text, the researcher findings of this study is types of error were omission (21 error or 42,85%), addition (11 error or 22,44%), misformation (15 error or 30,61%), misordering (2 error or 4,08%). For answer the question result of data analysis showed that the dominant of error in writing descriptive text is Omission.

2. The Questionnaire Result

In this part, the researcher gives questionnaire to know the sources of students' error. There are fifteen statements in the questionnaire. According to Brown, there are four sources of error, there are interlingual transfer, intralingual transfer, context of learning and communication strategy.

The first is interlingual transfer, it is the beginning stage of learning second language. It is the negative influence of the mother tongue of learner. In this part, the students are not familiar with to use of target language so they use a previous experience when they learn it. The second is intralingual transfer, it is the negative transfer of items within the target language. In this part, the students just learn some of target language so they apply the structure into a new form and develop it doesn't correspond to the target language or mother tongue. The third is context of learning, it overlaps both of types in transfer. In this part, "context" refers to the teacher or the textbook. In the classroom, the teacher or textbook can lead the students to make the error. It can be said "false concept". It is caused there are some error in teacher explanation or textbook in the presentation. The last is communication strategies, in this part the students have to use their production strategies for getting message from their teacher.

The researcher will be presents the table of students' response in appendix page 91. From the data the researcher make 15 statement and every statement has different questions, so to calculate the data the researcher calculate every students responses (SS, S, TS, STS) by 20 students so total can be 20 point every statement.

From the data, the researcher will analyze the data based on likert scale. In this section, the researcher use likert scale by giving 4 alternatives options, namely, SS (sangat setuju or strongly agree), S (setuju or agree), TS (tidak setuju or disagree), STS (sangat tidak setuju or strongly disagree). Every option has different score, for answer (SS) will be scored 4 point, (S) will be 3 point, (TS) will be scored 2 point, and (STS) will be scored 1 point.

After make scoring of the students' responses, the researcher want tries to finding the percentage of each statement by using this following formula :

$$P = \frac{NS}{IS} \times 100$$

Where :

P : percentage

NS : total of questionnaire score

IS : ideal of questionnaire score

Example IS = $4 \times 20 = 80$

Statement 1 : $P = \frac{NS}{IS} \times 100$

$$P = \frac{63}{80} \times 100$$

$$P = 78,76\%$$

Based on the example above, the researcher has percentage for the first statement is 78,76%. So for all percentage of each statement will draw in this table that you can see in the appendix page 93.

In this part to find the gradation of each possible cause of students' error in using simple present tense in students' writing descriptive text, so the researcher

uses the description of students' responses which is present in the table 4.4. After that, the mean percentage of each group will be dividing by total of each group with the number of group statement. The researcher will be present the table gradation of students' response that you can see in appendix page 95.

Based on the table, it can be seen that the highest gradation that possible cause made of students' error in using simple present tense in writing descriptive text is context of learning with mean 88,73%. For the second gradation is communication strategy with mean 82,46%. Then, the third gradation is intralingual transfer with mean 80,07%. And the last gradation is interlingual transfer with mean 70,37%.

B. Data Analysis

Based on the data description above, the researcher will be going to discuss about students' error analysis in writing descriptive text. The analysis data are :

1. Data Analysis on the Test Result

The researcher classified the students error in four aspects there are omission, addition, misformation, and misordering.

a. Omission

Students made error in omission which the error is 21. Some of the example of the omission that has done by students are :

- 1) "He very tall like menara apel". It should be, "He **is** very tall like menara apel". (S. AS. Appendix III, Page 67). Based on the example, the sentence can be seen omission of grammatical morpheme "**is**".

- 2) “She always cook something delicious for me”. It should be, “She **is** always cook something for me” (S. KA. Appendix III, Page 68). Based on the example, the sentence can be seen omission of grammatical morpheme “**is**”.
- 3) “My mother is short, brownish skinned”. It should be, “My mother is short, brownish **skin**”. (S. LW. Appendix III, Page 69). Based on the example, the sentence can be seen omission of content morpheme “**skin**”.
- 4) “My mother was a special woman in my life”. It should be, “My mother **is** a special woman in my life”. (S. PKR. Appendix III, Page 70). Based on the example, the sentence can be seen omission of grammatical morpheme “**is**”.

b. Addition

Students made error in addition which the error is 11. Some of the example of the addition that has done by students are :

- 1) “My **mother’s** is tall”. It should be, “My mother is tall”. (S. IA. Appendix V, Page 76). Based on the example, the sentence can be seen simple addition “mother’s”. In this sentence adding “**s**” it could be mother.
- 2) “My mother’s job is **as** a housewife”. It should be, “My mother’s job is a housewife”. (S. ISS. Appendix V, Page 76). Based on the example, the sentence can be seen simple addition “**as**”.
- 3) “He works **as** an entrepreneur”. It should be, “He works an entrepreneur”. (S. SSS. Appendix V, Page 77). Based on the example, the sentence can be seen simple addition “**as**”.

c. Misformation

Students made error in misformation which the error is 15. Some of the example of the misformation that has done by students are :

- 1) **“My father has a friendly nature and easy to smile”**. It should be, “My father is a friendly nature and easy to smile”. (S. EZH. Appendix V, Page 76). Based on the example, the sentence can be seen misformation alternating form. In this sentence using present perfect tense “has”, it should be simple present tense (nominal sentence) **“is”**.
- 2) **“My mother name is Haslinda”**. It should be, “My mother’s name is Haslinda”. (S. ZR. Appendix V, Page 78). Based on the example, the sentence can be seen misformation archi form.

d. Misordering

Students made error in misordering which the error is 2. Some of the example of misordering that has done by students are :

- 1) **“My father is name Edi Syahputra”**. It should be, “My father’s name is Edi Syahputra”. (S. RHP. Appendix V, Page 77). Based on the example, the sentence can be seen misordering.
- 2) **“He is 167 cm tall”**. It should be, “He is tall 167 cm”. (S. SH. Appendix V, Page 78). Based on the example, the sentence can be seen misordering.

2. Data Analysis of the Questionnaires Result

In this part, the researcher gives questionnaire to know the sources of students’ error. There are fifteen statements in the questionnaire. According to Brown, there are four sources of error, there are interlingual transfer, intralingual transfer, context of learning and communication strategy.

The first is interlingual transfer, it is the beginning stage of learning second language. It is the negative influence of the mother tongue of learner. In this part, the students are not familiar with to use of target language so they use a previous

experience when they learn it. Second is, intralingual transfer, it is the negative transfer of items within the target language. In this part, the students just learn some of target language so they apply the structure into a new form and develop it doesn't correspond to the target language or mother tongue. Third is context of learning, it overlaps both of types in transfer. In this part, "context" refers to the teacher or the textbook. In the classroom, the teacher or textbook can lead the students to make the error. It can be said "false concept". It is caused there are some error in teacher explanation or textbook in the presentation. The last is communication strategies, in this part the students have to use their production strategies for getting message from their teacher.

In part, the researcher will be analyze one by one of the students questionnaires based on the table of gradation of students responses. First student with initial AS, in his questionnaire the researcher found his choice in TS (disagree) in interlingual transfer its mean that he never using English language in his daily activity. Then, in intralingual transfer his dominant choice is S (agree) its mean that he is like to study tense especially in simple present tense because in can be seen at his test of writing test of descriptive text, he is put to be with right. Next, in intralingual transfer his dominant choice is S (agree) its mean that, the teacher didn't make the false concept when her teaching in the class, so the students can receive it clearly. The last, in communication strategies his dominant choice is S (agree) its mean that the teacher was successful in her teaching present tense.

Second student with initial A, in his questionnaire he choose SS (strongly agree) in interlingual transfer, intralingual transfer and context learning its mean

that he using the English language language in daily activity. Then, he use the simple present tense little bit correctly because it can be seen in his writing test of descriptive text and the teacher not make the false concept when her teaching simple present tense. Next, for communiation strategies his choice is S (agree) it means that his communication of production strategies fo getting message is clearly.

Third student with initial EZH, in her questionnaire she choose SS (strongly agree) in interlingual transfer, intralingual transfer, context learning and communication strategies its mean that she using the English language in her daily activities. Then, she use the simple present tense little bit correctly because it can be seen in her wiritng descriptive text, she put the context and grammatical morpheme with the right. Next, in communication strategies she can use her production strategies for getting the message for her teacher.

Fourth student with initial GDN, in her questionnaire she choose S (agree) in interlingual transfer its mean that she is often using English language for her beginning stage of learning second language. Then, in intralingual transfer he most dominant choose in SS (strongly agree) its mean that she use the simple present tense because in her writing descriptive text product she use the tobe correctly. Next, for context learning she also choose SS (strongly agree) in her questionnaire its mean that the teacher not make false concept in when she lead the students to not make error when she teaching in the classroom. Last, in communication strategies, she choose S (agree) in her questionnaires its mean that she use her production strategies for getting message from her teacher.

Fifth student with initial HH, in her questionnaire she choose S (agree) in interlingual transfer its mean that she use English language for the stage for he beginning second language. Then, in intralingual transfer, context learning and communication strategies she choose SS (strongly agree) in her questionnaire its mean that she apply the structure of simple present tense, in context learning teacher not make the false concept when she lead presentation in the classroom and she also use her production strategies for getting message from her teacher in the class.

Sixth student with initial IA, in his questionnaire he choose TS (disagree) in interlingual transfer its mean that he is not familiar yet to use target language for the beginning stage of learning second language. Then, for intralingual transfer and context learning he is choosing S (agree) its mean that he learn some of structure especially in simple present tense because his writing production on descriptive text he use the form clearly and context learning the teacher doesn't make false concept when lead teaching in the classroom. Next, communication strategies he choose S (agree) its mean that he use the production strategies to getting message from his teacher.

Seventh student with initial ISS, in her questionnaire she choose STS (strongly disagree) in interlingual transfer its mean that she is not familiar yet to use English language for her beginning stage of learning second language. Then, in intralingual she choose TS (disagree) its mean that she not study some structure of simple present tense and apply it in writing product in descriptive. Next, in context learning and communication strategies she choose SS (strongly agree) its mean that the teacher doesn't make false concept when she lead the presentation

in the classroom and her communication strategies she use the production strategies for getting the message from her teacher.

Eighth student with initial KA, in her questionnaire she choose S (agree) in interlingual transfer its mean she is familiar yet to use target language for her beginning stage of learning second language. Then, for intralingual transfer, context learning and communication strategies he choose SS (strongly agree) its mean that she learn some of structure of simple present tense and also apply it in her writing production of descriptive text. Next, for context learning its mean the teacher doesn't make false concept when the teacher presentation in the classroom and she use her communication for getting message from her teacher in the class.

Ninth student with initial KP, in her questionnaire he choose S (agree) for interlingual transfer its mean that he is familiar with yet with English language for beginning stage to learning second language. Then, for intralingual transfer and context learning she choose S (agree) its mean that he learn structure of target language and apply it for his writing product of descriptive text and for context learning the teacher not make false concept when lead presentation in the classroom. Next, for communication strategies he choose three answer of SS, S, and TS its mean that sometimes he use the production strategies for get the message form his teacher.

Tenth student with initial LW, in her questionnaire she choose three answer of SS, S, and TS its mean that sometimes she familiar yet with use English language for beginning stage of learning second language. Then, in intralingual transfer she choose TS (disagree) its mean that she not learn of structure from simple present tense and also not apply it in her writing production in descriptive

text. Next, for context learning she choose S (agree) its mean that teacher not make false concept when lead the presentation in the classroom. Last, for communication strategies she choose three answer of SS, S, and TS its mean that she sometimes get the message of her teacher in the classroom.

Eleventh student with initial MA, in her questionnaire she choose STS (strongly disagree)in interlingual transfer its mean that she is not familiar yet with the English language in the beginning stage to learn second language. Then, for intralingual transfer, context learning and communication strategies she choose SS (agree) its mean that she learn English language and apply it for writing product of descriptive text using simple present tense, for context learning its mean the teacher doesn't make false concept when lead the presentation in the classroom and also in communication strategies she get the message from her teacher.

Twelfth student with initial MIH, in his questionnaire he choose TS (disagree) for interlingual transfer and intralingual transfer its mean that he is not familiar yet with English language for the beginning stage he learn second language and he also not learn of English language clearly and didn't apply it in his writing descriptive text using present tense. Then, for context learning he choose S (agree) its mean that the teacher not make false concept in the classroom when lead the presentation. Next,for communication strategies he choose SS (strongly disagree) its mean that he get the message from her teacher in the classroom.

Thirteenth student with initial MUME, in his questionnaire he choose STS (strongly disagree) it means that he is not familiar yet with the English language for his beginning learn second language. Then, for intralingual transfer he also

choose STS (strongly disagree) it means that he not learn structure of simple present tense and not apply it too. Next, for context of learning he choose SS (agree) it means that the teacher doesn't make false concept when lead the presentation or be a textbook in the classroom. Last, for communication strategies he choose TS (disagree) it means that he not get or receive the message from his teacher in the class.

Fourteenth student with initial NQH, in her questionnaire she choose TS (disagree) for interlingual transfer it means that she is not familiar yet with English language for her beginning she learn second language. Then, for intralingual transfer she choose SS (strongly agree) it means that she learn the structure of simple present tense and also apply it because from her writing test of descriptive text she make the good sentence. Next, context learning and communication strategies she choose S (agree) it means that in the class the teacher doesn't make the false concept of presentation or textbook and the student get the message frm the teacher in the class.

Fifteenth student with initial PKR, in her questionnaire she choose SS (strongly agree) for interlingual transfer it means that she is familiar yet with English language for her beginning when learn the second language. Then, intralingual transfer she choose S (agree) it means that she learn the simple present tense and apply it because her writing descriptive text was clearly. Next, for context learning she choose S (agree) it means that the teacher doesn't make false concept in the classroom when lead the presentation or explanation in the class. Last, for communication strategies she choose S (agree) it means that she receive or get the message from her teacher in the class.

Sixteenth student with initial RHP, in his questionnaire he choose S (agree) for interlingual transfer it means that he is familiar yet with use the English language and start to learn second language. Then, for intralingual transfer he choose S (agree) it means that she learn of target language and apply it. Next, for context learning he choose S (agree) it means that the teacher doesn't make false concept when lead presentation in the classroom. Last, for communication strategies he also choose S (agree) it means that he get the message from his teacher in the classroom.

Seventeenth student with initial SSS, in her questionnaire she choose TS (disagree) for interlingual transfer it means that she is familiar yet with English language when she start to learn second language. Then, for intralingual transfer she choose S (agree) it means that she learn about simple present tense and apply it. Next, for context learning she choose S (agree) it means that when lead the presentation or explanation the teacher doesn't make false concept in the classroom. Last, communication strategies she choose three answer S, TS, and SS it means that sometimes she getting the message from her teacher in the classroom.

Eighteenth student with initial SH, in her questionnaire she choose S (agree) for interlingual transfer it means that she is not familiar yet in English language when the start learn second language. Then, for intralingual transfer she choose SS (strongy agree) it means that she learn structure of simple present tense and also apply it because from her writing descriptive text she make it clearly. Next, for context learning she also choose SS (strongly agree) it means that when teaching or lead the explanation the teacher doesn't make false concept so the

students not make error. Last, for communication strategies she choose S (agree) it means that she get the message from her teacher in the classroom.

Nineteenth student with initial YAL, in his questionnaire she choose SS (strongly agree) for interlingual transfer it means that he familiar yet to use English language and start to learn second language. Then, for intralingual transfer he choose SS (strongly agree) it means that he learn the structure of target language and apply it too. Next, for contenxt learning he also choose SS (strongly agree) it means that from the lead eplanation in the classroom teacher doesn't make false concept to the student in the class. Last, for communication strategies he choose SS (strongly agree) too it means that he getting the message from the teacher in the class.

Twentieth student with initial ZR, in her questionnaire she choose S (agree) for interlingual transfer it means that she is familiar yet to use target language and when she beginning to learn the second language. Then, for intralingual transfer she choose SS and S (strongly agree and agree) it means that she sometimes learn the target language and maybe she apply it too. Next, for context learning she choose SS (strongly agree) it means that when lead the presentation or be a textbook the teacher doesn't make the false concept in the classroom so it maybe doesn't make the students error. Last, for communication strategies she also choose SS (strongly agree) it means that she getting the message from the teacher in the classroom.

Based on the table in appendix page 95, it can be seen that the highest gradation that possible cause made of students' error in using simple present tense in writing descriptive text is context of learning with mean 88,73%. For the

second gradation is communication strategy with mean 82,46%. Then, the third gradation is intralingual transfer with mean 80,07%. And the last gradation is interlingual transfer with mean 70,37%.

Context learning become a highest possible factor, my be in the classroom the teacher or textbook can lead the students to make error it can be said “false concept”. Its caused occurred because there are some error in the teachers explanation or textbook in presentation. So, the teacher should be improve teaching learning to get the satisfactory of the result. The communication strategy become the second possible factor. It can possible that in the classroom, the students uses their production strategies to getting the message that it possible make students errors.

C. Research Findings

In this part, the findings show that the eight grade students of MTsN 2 Deli Serdang still make errors in their composition. The total of number errors is 49, it is derived from 4 types of error. The researcher find that the omission is the most dominant type of error that the total is 21 numbers of errors. While, the dominant of error in omission are grammatical morpheme and content morpheme. It means that the students still have the difficulties in these area. From knowing this phenomena, it will be know that the some areas that are most likely difficult for students. Therefore, to anticifation for teaching of this difficult areas it should be emphasized.

After analyzing the data, the researcher find the most dominant source of students' that cause the students' error. The cause is context of learning why

because context learning is produced by teacher or textbook in the classroom that can lead the students to make error. It cause occurred because there are some error in the teacher explanation or textbook presentation.

D. Discussion

This study was conducted by applying a qualitative research. For collecting data the researcher uses two instrument that are the test and questionnaire. The researcher would like to discuss about findings of students' error in their writing descriptive text and their most dominant in writing descriptive text by 20 participats of students in the eight grade students at MTsN 2 Deli Serdang. Based on the result from this data there have 4 students' error such as error of omission, addition, misformation, and misordering.

First, the error of omission occurred when the students didn't complete of writing sentences. Second, for error in addition occurred when the students add the words that shouldn't be in sentence. Third, in error of misformation when the students' make incorrect placement of morpheme or group of morpheme.

Based on the result from this data, it was found that the most of dominant error made by students in writing descriptive text is omission. The writer analyzed each of sentence in descriptive text and classified the error based on strategy. Based on the table 4.2, it can be show that the first rank in students error is omission with 21 error on percentage 42,85%, the second rank is misformation with 15 error on percentage 30,61%, the third rank is addition with 11 error on percentage 22,44%, and the last rank is misordering with 2 error on percentage 4,08%.

Based on the table above, it can be seen that the highest gradation that possible cause made of students' error in using simple present tense in writing descriptive text is context of learning with mean 88,73%. For the second gradation is communication strategy with mean 82,46%. Then, the third gradation is intralingual transfer with mean 80,07%. And the last gradation is interlingual transfer with mean 70,37%. This is the things that should do by students is learning from the error. Context learning become a highest possible factor, my be in the classroom the teacher or textbook can lead the students to make error it can be said "false concept". Its caused occurred because there are some error in the teachers explanation or textbook in presentation. The students can write good sentence by doing a process of learning from error because it is true that error made by students to learn.

Generally, for the students' error in using simple present tense in writing descriptive text because from the complexity of grammar especially in present tense and also lack of vocabulary. The sentences made by students are often too long and make confusing. Then, the meaning is also unclear and they should be able make appropriate sentences in comprehending paragraph in their writing descriptive text. However, it is natural if they still make errors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There are four types of error that has made by students' in this study such as omission, addition, misformation and misordering. After the researcher analyzing the students' error in writing descriptive text so the researcher has found some results there are follows :

1. Students have error in writing descriptive text such as omission, addition, misformation and misordering.
2. The result of students written showed that the students' errors in writing descriptive text there are, 42,85% students get the error in omission, 22,44% students get the error in addition, 30,61% students get the error in misformation, and 4,08% students get error in misordering. So based on the result, the most dominant of error in writing descriptive text is omission.
3. The possible factor from students' error is context learning. Therefore, it can be called that students' error made refer to not only about English grammar but also English vocabulary. It means, the error are made not only from students but also from teacher or other learners.

B. Suggestion

From the conclusion above, the researcher want to tries to give some suggestion as follows :

1. Suggestion for teacher

- a. The teacher should give the explanation how to write a descriptive text to be a good sentences and give more examples to the students, more examples can make the students understand about writing descriptive text. Therefore, the students understand about writing descriptive text clearly and can make good descriptive text.
 - b. The teacher should give attention and motivation in their English writing.
2. Suggestion for the students
 - a. The students should learn and practice more in English writing to develop their ability.
 - b. The students should ask the teacher about particular aspects in descriptive text that they do not understand.

C. Recommendation

Since this research is far from being perfect, it is hoped for the other researcher can discuss analyzed the students' error deeply. Therefore, hopefully this research will be able to be a kind of references for the other researchers to make further researchers in concerning error analysis with deeper analysis and results.

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APPENDIX I
INSTRUCTION FOR WRITING
TEST

Writing Test

RESEARCH INSTRUMENT

DESCRIPTIVE TEXT

TIME ALLOCATION : 40 MINUTES

NAMA : _____

CLASS : _____

Please Write Descriptive Text in the Blank Box Bellow! Choice One of the Title “My Father” or “My Mother”

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Types of Errors :

- Omission :
- Addition :
- Miss – formation :
- Misordering :

APPENDIX II
INSTRUCTIONS FOR
QUESTIONNAIRE

Questionnaire

NAMA :

KELAS :

QUESTIONNAIRE PENYEBAB YANG MEMPENGARUHI KESALAHAN SISWA DALAM MENGGUNAKAN SIMPLE PRESENT TENSE

Keterangan Pilihan Jawaban :

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	Pilihan Jawaban			
		SS	S	TS	STS
1	Orang tua mengajarkan penggunaan bahasa Inggris di rumah.				
2	Saya sering menggunakan bahasa Inggris di rumah.				
3	Saya menggunakan bahasa Inggris dalam percakapan dengan tetangga dan teman.				
4	Saya senang belajar simple present tense di dalam bahasa Inggris.				
5	Saya mudah mempelajari simple present tense dalam bahasa Inggris.				
6	Saya mengerti bentuk tentang simple present tense.				
7	Saya paham penggunaan simple present tense dalam bahasa Inggris.				
8	Saya menerapkan simple present tense dalam menulis descriptive text.				
9	Ketika saya menemui kesulitan dalam memahami simple present tense guru				

	menjelaskan kembali tentang materi.				
10	Guru memberikan buku bahasa inggris yang membantu saya memahami materi simple present tense.				
11	Guru mengajarkan materi simple present tense dengan metode yang bagus sehingga mudah dipahami.				
12	Metode yang digunakan guru menuntut siswa aktif di dalam kelas.				
13	Jika saya mengalami kesulitan dalam memahami materi simple present tense saya selalu bertanya dan guru memberikan jawaban dengan sesuai.				
14	Saya bertanya kepada guru ketika tidak memahami materi				
15	Guru selalu menanyakan kembali materi yang telah diberikan pada pertemuan selanjutnya.				

APPENDIX III
RESULT OF WRITING
STUDENTS' ERROR

Aditya

RESEARCH INSTRUMENT

DESCRIPTIVE TEXT

TIME ALLOCATION : 40 MINUTES

NAMA : ADITYA BARNUR
CLASS : V S

Please Write Descriptive Text in the Blank Box Below! Choice One of the Title "My Father" or "My Mother"

my father
 my father / skip saws writing his is
 very tall he like a woman and my father
 job is writing words his hair is woman
 Atton

Types of Errors :

- Omission : 3
- Addition : -
- Miss - formation : 1
- Misordering : -

8

Omission
Misinformation

RESEARCH INSTRUMENT

DESCRIPTIVE TEXT

TIME ALLOCATION : 40 MINUTES

NAMA : Kanis Azzahra
CLASS : VIII-5

Please Write Descriptive Text in the Blank Box Below! Choice One of the Title "My Father" or "My Mother"

Mother

My mother's name is Irma Sari. Mother is a woman who always take care of everything for me. When I still a kid, she always cook something delicious for me. She is very special woman who always gave me support when I fall.

Give (misinformation)
She is (omission) ✓

Types of Errors :

- Omission : 1
- Addition : -
- Miss - formation : 2
- Misordering : -

~~Omission~~

RESEARCH INSTRUMENT

DESCRIPTIVE TEXT

TIME ALLOCATION : 40 MINUTES

NAMA : Lilis Wahyuni
CLASS : VIII-5

Please Write Descriptive Text in the Blank Box Below! Choice One of the Title "My Father" or "My Mother"

"MY MOTHER"

"MY MOTHER'S name is syahfitri, MY MOTHER'S
 Job is as a housewife, My Mother is short, brownish
 skinned, my mother was born on August 8 1979, my
 Mother is wearing a hijab.

.....

addition
Content Morpheme

Omission (she has brown skin)

Types of Errors :

- Omission : 1
- Addition : 1
- Miss - formation : -
- Misordering : -

Omission

RESEARCH INSTRUMENT

DESCRIPTIVE TEXT

TIME ALLOCATION : 40 MINUTES

NAMA : Putri Khairani Rambe
CLASS : VIII-5 (8⁵)

Please Write Descriptive Text in the Blank Box Bellow! Choice One of the Title "My Father" or "My Mother"

My Mother

My mother, I describe my own mother, my mother
 was a special woman in my life she took care of
 me and megactivate me

is (omission)
 was (morphological morphem)
 took (misformation)

Types of Errors :

- Omission : 1
- Addition : -
- Miss - formation : 1
- Misordering : -

APPENDIX IV
RESULT OF STUDENTS'
QUESTIONNAIRE

NAMA : ADITYA SAFA NCR
KELAS : VII 5

QUESTIONAIRE PENYEBAB YANG MEMPENGARUHI KESALAHAN SISWA
DALAM MENGGUNAKAN SIMPLE PRESENT TENSE

Keterangan Pilihan Jawaban :

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	Pilihan Jawaban			
		SS	S	TS	STS
1	Orang tua mengajari penggunaan bahasa Inggris di rumah.		✓		
2	Saya sering menggunakan bahasa Inggris di rumah.	✓			
3	Saya menggunakan bahasa Inggris dalam percakapan dengan tetangga dan teman.			✓	
4	Saya senang belajar simple present tense di dalam bahasa Inggris.		✓		
5	Saya mudah mempelajari simple present tense dalam bahasa Inggris.		✓		
6	Saya mengerti bentuk tentang simple present tense.		✓		
7	Saya paham penggunaan simple present tense dalam bahasa Inggris.		✓		
8	Saya menerapkan simple present tense dalam menulis descriptive text.			✓	
9	Ketika saya menemui kesulitan dalam memahami simple present tense guru menjelaskan kembali tentang materi.		✓		
10	Guru memberikan buku bahasa Inggris yang membantu saya memahami materi simple present tense.	✓			
11	Guru mengajarkan materi simple present tense dengan metode yang bagus sehingga mudah dipahami.		✓		

2 0 2 0
11

NAMA : Putri Khairani Rambe
KELAS : VIII - 5 (85)

QUESTIONAIRE PENYEBAB YANG MEMPENGARUHI KESALAHAN SISWA
DALAM MENGGUNAKAN SIMPLE PRESENT TENSE

Keterangan Pilihan Jawaban :

SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju

No	Pernyataan	Pilihan Jawaban			
		SS	S	TS	STS
1	Orang tua mengajari penggunaan bahasa Inggris dirumah.	✓			
2	Saya sering menggunakan bahasa Inggris di rumah.	✓			
3	Saya menggunakan bahasa Inggris dalam percakapan dengan tetangga dan teman.	✓			
4	Saya senang belajar simple present tense di dalam bahasa Inggris.	✓			
5	Saya mudah mempelajari simple present tense dalam bahasa Inggris.		✓		
6	Saya mengerti bentuk tentang simple present tense.		✓		
7	Saya paham penggunaan simple present tense dalam bahasa Inggris.		✓		
8	Saya menerapkan simple present tense dalam menulis descriptive text.		✓		
9	Ketika saya menemui kesulitan dalam memahami simple present tense guru menjelaskan kembali tentang materi.		✓		
10	Guru memberikan buku bahasa Inggris yang membantu saya memahami materi simple present tense.		✓		
11	Guru mengajarkan materi simple present tense dengan metode yang bagus sehingga mudah dipahami.	✓			

6 9 0 0

NAMA : Mhd Udrikal Wuna Eyzaki
KELAS : VIII - 5

QUESTIONAIRE PENYEBAB YANG MEMPENGARUHI KESALAHAN SISWA
DALAM MENGGUNAKAN SIMPLE PRESENT TENSE

Keterangan Pilihan Jawaban :

SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju

No	Pernyataan	Pilihan Jawaban			
		SS	S	TS	STS
1	Orang tua mengajari penggunaan bahasa Inggris di rumah.	✓			
2	Saya sering menggunakan bahasa Inggris di rumah.				✓
3	Saya menggunakan bahasa Inggris dalam percakapan dengan tetangga dan teman.				✓
4	Saya senang belajar simple present tense di dalam bahasa Inggris.			✓	
5	Saya mudah mempelajari simple present tense dalam bahasa Inggris.			✓	
6	Saya mengerti bentuk tentang simple present tense.			✓	
7	Saya paham penggunaan simple present tense dalam bahasa Inggris.			✓	
8	Saya menerapkan simple present tense dalam menulis descriptive text.		✓		
9	Ketika saya menemui kesulitan dalam memahami simple present tense guru menjelaskan kembali tentang materi.	✓			
10	Guru memberikan buku bahasa Inggris yang membantu saya memahami materi simple present tense.	✓			
11	Guru mengajarkan materi simple present tense dengan metode yang bagus sehingga mudah dipahami.	✓			

4 3 6 2

APPENDIX V
TABLE OF STUDENTS' ERROR

a. Students' Error

No	Students' Error
1	My father skin sawo mateng.
2	He very tall
3	My father job is wiraswasta
4	He hair is warna hitam
5	My mother so beautiful
6	My father so handsome like me
7	He is 180 cm tall
8	My father has a friendly nature and easy to smile
9	He was good at making jokes to make other people laugh
10	My mother is 40 by this September
11	She still looks so young
12	She still looks so young
13	She is a greatly kind person
14	My mother is the chef in my house
15	Mother is a talkactive person
16	Mother is a woman who always take care
17	She always cook something
18	She is very special woman who always gave me support when I fall
19	My mother's is tall
20	My mother's job is as a housewife
21	My mother is short, brownish-skinned

22	Mother is a woman who always take care
23	She always cook something
24	She is very special woman who always gave me support when I fall
25	His duty is designing the building concept
26	He has been working for almost twenty years
27	My mother's job is as a housewife
28	My mother is short, brownish skinned
29	My mother's job is as a housewife
30	My mother is short, brownish-skinned
31	My father is a hero in my family
32	His duty is designing the building concept
33	He has been working for almost twenty years
34	The cooking is so delicious
35	My mother was a special woman
36	She took care of me
37	My father is name
38	Hes hear short
39	My father is Mr. Sofyan Chan
40	He works as an entrepreneur
41	He is high
42	He weight about 70 kg
43	Her hair is straight
44	He always make a joke when he talk

45	His duty is designing building concept
46	He has been working for almost twenty years
47	He is 167 cm tall
48	My mother name is Haslinda
49	She weight about 59 kg

1. Errors in Omission

No	Students' Initial Name	No	The Error Sentences	Correction Sentences
1	AS	1	My father skin sawo mateng	My father has skin dark
		2	Hes very tall like menara apel	He is very tall
2	A	1	My mother so beautiful	My mother is beautiful
		2	My father so handome	My father is handsome
3	EZH	-	-	-
4	GDN	1	My mother is 40 by this September	My mother is 40 years old
		2	She still looks so young	She still looks very young
5	HH	1	She always cook	She is always cook

			something delicious	something delicious
6	IA	-	-	-
7	ISS	1	My mother is short, brownish skinned	My mother is short, brownish skin
8	KA	1	She always cook something delicious	She is always cook something delicious
9	KP	1	His duty is designing the building concept	His duty is desing building concept
10	LW	1	My mother is short, brownish skinned	My mother is short, brownish skin
11	MA	1	My mother is short, brownish skinned	My mother is short, brownish skin
12	MIH	-	-	-
13	MUME	1	His duty is designing the building concept	His duty is desing building concept
14	NQH	1	The cooking is so delicious	Her cooking is so delicious
15	PKR	1	My mother was a special woman	My mother is a special woman
16	RHP	1	Hes hear short	His ear is short
17	SSS	1	My father is Mr. Sofyan Chan	My father's name is Mr. Sofyan Chan
18	SH	1	He is 167 cm tall	He is tall 167 cm

		2	Her hair is straight	His hair is straight
19	YAL	1	His duty is designing the building concept	His duty is desing building concept
20	ZR	1	She weight about 59 kg	She has weight 59 kg

2. Errors in Addition

No	Students' Initial Name	No	The Error Sentences	Correction Sentences
1	AS	-	-	-
2	A	-	-	-
3	EZH	-	-	-
4	GDN	1	She still looks so young	She looks so young
		2	My mother is the chef in my house	My mother is chef in my house
5	HH	-	-	-
6	IA	1	My mother's is tall	My mother is tall
7	ISS	1	My mother's job is as a housewife	My mother's job is a housewife
8	KA	-	-	-
9	KP	1	He has been working for almost twenty years	He has work for twenty years

10	LW	1	My mother's job is as a housewife	My mother's job is a housewife
11	MA	1	My mother's job is as a housewife	My mother's job is a housewife
12	MIH	-	-	-
13	MUME	1	He has been working for almost twenty years	He has work for twenty years
14	NQH	-	-	-
15	PKR	-	-	-
16	RHP	-	-	-
17	SSS	1	He works as an entrepreneur	He works is a entrepreneur
18	SH	1	He has a mustaches	He has a mustache
19	YAL	1	He has been working for almost twenty years	He has work for twenty years
20	ZR	-	-	-

3. Errors in Misformation

No	Students' Initial Name	No	The Error Sentences	Correction Sentences
1	AS	1	He hair is warna hitam	His hair is black

2	A	-	-	-
3	EZH	1	He is 180 cm tall	He is tall 180 cm
		2	My father has a friendly nature an easy to smile	My father is a friendly nature and easy to smile
		3	He was good at making jokes to make other people laugh	He is good at making jokes to make oter people laugh
4	GDN	1	She is a greatly kind person	She is a great kind person
		2	Mother is a talkaktive person	She is a talkaktive person
5	HH	1	Mother is a woman who always take care	She is a woman who always take care
		2	She gave a birth and raise me with love	She give a birth and raise me with love
6	IA	-	-	-
7	ISS	-	-	-
8	KA	1	Mother is a woman who always take care	She is a woman who always take care
		2	Woman who always gave me support when I fall	Woman who always give me support when I fall

9	KP	-	-	-
10	LW	-	-	-
11	MA	-	-	-
12	MIH	1	My father is a hero in mylife	My father are a hero in mylife
13	MUME	-	-	-
14	NQH	-	-	-
15	PKR	1	She took care of me	She take care of me
16	RHP	-	-	-
17	SSS	1	He is high	He is tall
18	SH	1	Make a joke when he talked	Make a joke when he talk
19	YAL	1	-	-
20	ZH	1	My mother name is	My mother's name is

4. Misordering

No	Students' Initial Name	No	The Error Sentences	Correction Sentences
1	AS	-	-	-
2	A	-	-	-

3	EZH	-	-	-
4	GDN	-	-	-
5	HH	-	-	-
6	IA	-	-	-
7	ISS	-	-	-
8	KA	-	-	-
9	KP	-	-	-
10	LW	-	-	-
11	MA	-	-	-
12	MIH	-	-	-
13	MUME	-	-	-
14	NQH	-	-	-
15	PKR	-	-	-
16	RHP	1	My father is name	My father's name is
17	SSS	-	-	-
18	SH	1	He has a eyes round	He has a round eyes
19	YAL	-	-	-
20	ZR	-	-	-

APPENDIX VI
CLASSIFICATION OF
STUDENTS' ERROR

Table 4.1**The Classification of Students' Errors**

No	Students Initial	Errors of Omission	Errors of Addition	Errors of Misformation	Errors of Misordering
1	AS	3	0	1	0
2	A	2	0	0	0
3	EZH	0	0	3	0
4	GDN	2	2	2	0
5	HH	0	0	2	0
6	IA	0	1	0	0
7	ISS	1	1	0	0
8	KA	1	0	2	0
9	KP	1	1	0	0
10	LW	1	1	0	0
11	MA	1	1	0	0
12	MIH	0	0	1	0
13	MUME	1	1	0	0
14	NQH	1	0	0	0
15	PKR	1	0	1	0
16	RHP	1	0	0	1
17	SSS	1	1	1	0
18	SH	2	1	1	1
19	YAL	1	1	0	0

20	ZR	1	0	1	0
Total of Each Errors		21	11	15	2
Total of All Errors		49			

APPENDIX VII
FREQUENCY OF STUDENTS'
ERROR

Table 4.2

Frequency of Student's Errors

No	Types of Errors	Frequency	Percentage
1	The Errors of Omission	21	42,85%
2	The Errors of Addition	11	22,44%
3	The Errors of Misformation	15	30,61%
4	The Errors of Misordering	2	4,08%
Total		49	99,98%

APPENDIX VIII
DATA OF STUDENTS'
RESPONSES

Table 4.3**The Data of Students' Responses**

Statement	Student's Responses				Total
	SS	S	TS	STS	
1	7	10	2	1	20
2	7	7	4	2	20
3	3	4	10	3	20
4	13	5	1	1	20
5	9	6	5	0	20
6	9	6	5	0	20
7	9	6	4	1	20
8	7	8	5	0	20
9	12	7	1	0	20
10	13	6	1	0	20
11	13	7	0	0	20
12	8	12	0	0	20
13	10	8	2	0	20
14	7	10	2	1	20
15	10	8	1	1	20

APPENDIX IX
PERCENTAGE OF STUDENTS’
RESPONSES

Table 4.4**Percentage of Students' Responses**

Statement	Students' Responses				Total	Percentage
	SS	S	TS	STS		
1	28	30	4	1	63	78,76%
2	28	21	8	2	59	73,76%
3	12	12	20	3	47	58,76%
4	52	15	2	1	70	87,50%
5	36	18	10	0	64	80,00%
6	36	18	10	0	64	80,00%
7	36	18	8	1	63	78,76%
8	28	24	10	0	62	77,50%
9	48	21	2	0	71	88,76%
10	52	18	2	0	72	90,00%
11	52	21	0	0	73	91,26%
12	32	36	0	0	68	85,00%
13	40	24	4	0	68	85,00%
14	28	30	4	1	63	78,76%
15	40	24	2	1	67	83,76%

APPENDIX X
GRADATION OF STUDENTS'
RESPONSES

Table 4.5**The Gradation of Students' Responses**

Possible Factor	Item Number	Students' Responses (%)	Mean (%)
Interlingual Transfer	1	78,7%	70,37%
	2	73,7%	
	3	58,7%	
Intralingual Transfer	4	87,5%	80,07%
	5	80,00%	
	6	80,00%	
	7	78,7%	
	8	77,5%	
	9	88,7%	
Context of Learning	10	90,00%	88,73%
	11	91,2%	
	12	85,00%	
Communication Strategies	13	85,00%	82,46%
	14	78,7%	
	15	83,7%	

APPENDIX XI
DOCUMENTATION





APPENDIX XII

BIOGRAPHY

BIOGRAPHY

The writer's name is Lisa Sersanawawi. She was born on October 25th 1997 in Galang, North Sumatera. She is 23 years old. She is Muslim and a nature Acehnese ethnic. She is first daughter of Mr. Pelda Safdar and Mrs. Haslinda, S.Pd. She has a young sister, her name is Zahra Ramadhany. She is Indonesian girl who currently lives in Jl. Mesjid II Komp. Harmoni Blok F.21 Sekip Village, Lubuk Pakam subdistrict, Deli Serdang district, North Sumatera.

Her formal education started from 2004-2010 in SD Negeri 106843 Jaharun B, Galang. Then she continued her education to Junior High School in MTs Negeri Lubuk Pakam, North Sumatera and graduated in 2013. After that, she continued to Senior High School in MAN Lubuk Pakam, North Sumatera and graduated in 2016. Next in 2016-2020, she graduated from English Education Department in Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

Medan, 19 Oktober 2020
The Writer

Lisa Sersanawawi
34.16.2.091

APPENDIX XIII
PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Willem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-11252/ITK/ITK.V.3/PP/00.9/09/2020
Lampiran : -
Hal : Izin Riset

18 September 2020

Yth. Bapak/Ibu Kepala Madrasah Tsanawiyah Negeri 2 Deli Serdang

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Lisa Sersanawawi
NIM : 0304162091
Tempat/Tanggal Lahir : Galang, 25 Oktober 1997
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. Mesjid II Sekip Kec. Lubuk Pakam Kelurahan Sekip Kecamatan Lubuk Pakam

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Madrasah Tsanawiyah Negeri 2 Deli Serdang, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Analysis of Students's Error in Using Simple Present Tense in Writing Descriptive Text at the Eight Grade Students of MTsN 2 Deli Serdang

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 07 Oktober 2020
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa
Inggris



Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag.
M.Hum
NIP. 197506222003122002

Terselasaan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silakan scan QRCode diatas dan klik link yang muncul, untuk mengetahui lebih lanjut



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN DELI SERDANG
MADRASAH TSANAWIYAH NEGERI 2 DELI SERDANG

Jl. Karya Agung Komplek Pemkab Deli Serdang, Telepon :081361653292KodePos : 20515
Email :mtsnlubukpakam@gmail.com

SURATKETERANGAN RISET

Nomor : B- 180/MTs.02.30/PP.00.9/09/2020

Yang bertanda tangan dibawah ini :

Nama : Muhammad Syukur Harahap, S.Pd.I.,MA
NIP : 19731108 199303 1 002
Pangkat dan Golongan : Pembina/(IV/a)
Jabatan : Kepala Madrasah Tsanawiyah Negeri 2 Deli Serdang
Tempat Tugas : Madrasah Tsanawiyah Negeri 2 Deli Serdang

dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama : Lisa Sersanawawi
NIM : 0304162091
Tempat/TanggalLahir : Galang, 25 Oktober 1997
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Universitas : UIN SUMATERA UTARA

Telah selesai melakukan Riset di Madrasah Tsanawiyah Negeri 2 Deli Serdang, pada tanggal 22 September 2020 untuk memperoleh Informasi/Keterangan dan data-data dalam rangka penyusunan Skripsi yang berjudul **The Analysis of Students's Error in Using Simple Present Tense in Writing Descriptive Text at the Eight Grade Students of MTsN 2 Deli Serdang.**

Demikian surat keterangan Riset ini di buat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Lubuk Pakam, 23 September 2020
Kepala,

Muhammad Syukur Harahap