



**STUDENTS' ERRORS IN USING SIMPLE PRESENT TENSE
IN WRITING DESCRIPTIVE TEXTS
The Case of the Eighth Year Students
of SMP N 2 Brebes in the Academic Year of 2006/2007**

a Final Project

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for the degree of Sarjana Pendidikan in English**

by

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To

My beloved late father

My beloved mother

My brother, Ressa (and wife) and

my sister, Nira (and husband)

My charming nephew, Kiefano D'Azfa

Actually, Allah will never change men's destiny, unless they make an effort to change it themselves. (Ar Ro'du: 11)

ABSTRACT

This final project is a study about students' errors in using simple present tense in descriptive text made by the eighth year students of SMP N 2 Brebes. Almost students consider writing is the most difficult skill than others. Therefore, the students often make errors, and also when they use simple present tense in descriptive text. This study was conducted under the consideration that simple present tense plays an important role in writing a descriptive text.

The problems of this study are what dominant errors in descriptive texts are made by the eighth year students of SMP N 2 Brebes and what possible causes of those errors are.

The purposes of this study are to find out the dominant errors on simple present tense in descriptive texts made by the eighth year students of SMP N 2 Brebes and to find out the possible causes of those errors.

The population of this study was the eighth year students of SMP N 2 Brebes in the academic year of 2006/2007 which consisted of 7 classes; they were 8A, 8B, 8C, 8D, 8E, 8F, and 8G. The total number of the population was 294 students; out of which 42 students were chosen as the samples. Cluster proportional random sampling was used to collect the data proportionally to represent each of the group, so that they were all well represented. The samples were taken 15% from every class to collect the data. The instrument that was used is a written test consisting of an outline in writing a descriptive text. In analyzing the data, error analysis is used in which there are five steps; they are identifying the errors, classifying the errors, calculating the errors, putting the result in tables and the last step is drawing conclusion.

Finally, the result of the analysis shows that there were 10 types of errors. They are omission of be, wrong form of be, double be, wrong use of singular and plural form, addition of be (before and after verb), omission of suffix -s/-es, wrong use of verb, wrong form of modal auxiliary, omission of verb, and wrong form of negative sentence.

It is concluded that the dominant errors lies on the omission of suffix -s/-es from the verb of third person singular subjects in the students' descriptive texts whose proportion of the errors is 24.65%.

Based on the result of the research, it is suggested that the eighth year students of SMP N 2 Brebes should be given intensive exercises on the correct structure of simple present tense in their writing. It is quite necessary for the eighth year students and the teacher of SMP N 2 Brebes to be informed about the result of this study so that they can improve their teaching and learning process.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a language spoken by people in English speaking countries or in international events among countries around the world. Ramelan (1992:2-3) stated that “English as an international language is used to communicate, to strengthen and to fasten relationship among all countries in the world in all fields, for example: in tourism, business, science and technology, etc. Considering the importance of English, people from various non-English speaking countries including Indonesia learn English.” Having proficiency in English, people will be able to face this over-changing world easily. So, it is not surprising if the number of people who are interested in learning English is getting increased from time to time.

In Indonesia, English has been taught as a foreign language. Ramelan (1992; 1) stated that “English has been taught in our country as the first foreign language since the proclamation in Indonesia on the 17th of August 1945.” It is taught as a compulsory subject in junior high school and senior high school and in universities or institutes for several terms. Even, it has been tried to be taught to the students of some elementary schools.

Many educational experts and the society do many efforts to make the teaching of English better and better. They also consider the urgent role of English in the world’s communication. To keep up with the world’s communication, Indonesian

government has made a significant step in the English teaching by renewing the 1994 curriculum into 2004 Competency-Based Curriculum. This new curriculum enables students to have a better way and materials in studying English.

In the 2004 Competency-Based Curriculum, English teaching in junior high school covers four competences; they are listening, speaking, reading, and writing. Those basic competences are integratedly taught because the main goal of teaching English is that students are able to develop their communicative skills in both written and spoken English. In addition, the language components – structure, vocabulary, spelling and pronunciation – are not separately taught. They are to support the development of those basic competences.

The students are expected to be able to communicate in English using correct structure. Structure or grammar is one of the basic components of language which must be learnt by students. It is very useful and important as Raja T. Nasr (1988:52) writes that grammar is a part of any language. Just as there is no language without sounds (at least no live or oral language) so, there is no language without grammar. Having knowledge of grammar will help people to comprehend what other people say or write. On the other hand, it is difficult for Indonesian students to use correct structure in English. This is mostly because the students are influenced by their mother tongue on the acquisition of the new structures. Smith and Kellerman (1986:1) called that as a cross linguistic influence because “it is about the interplay between earlier and later acquired languages.”

“It is now established beyond doubt that the first language can have a constraining role in the second language in the production of learners – that is to say that the perception of differences between first language and second language by learners may effectively prevent transfer of first language’s structures as Kean calls ‘short-sighted transfer’.”(Smith and Kellerman, 1986:2).

From the statement above, we may conclude that one of the Indonesian students’ problems in mastering English is that their mother tongue rules still influence them in using it.

Since having differences between their mother tongue from English languages, the students often find problems with grammar, vocabulary, spelling, pronunciation, and the like. Nevertheless, the students usually face difficulty in English grammar that is in arranging words into correct utterances or sentences. It means that grammar is one of the most important parts of English to communicate with others. When we communicate, both in written and spoken ways with other people, we should not only have a good vocabulary but also correct grammar. Therefore, without grammar, it is hard for people to understand what we say or write because grammar makes a string of words or utterances meaningful.

There are many rules in grammar that cannot be ignored. They are articles, parts of speech, sentence pattern, tense, etc. Part of the grammar that is considered to be most difficult to learn for Indonesian students is tenses. Simple present tense is the example. Frank (1972:66) states that “Simple present tense is used to express a habitual action with adverbs like usually, always, or often.” The use of simple present tense often makes students confused with its complexity, especially for the eight year

students of junior high school. They usually have some problems in finding out the verb form of simple present tense. They often write “He walk to school everyday,” instead of “He walks to school everyday.” The third singular persons such as *he*, *she*, and *it* need suffix –s or –es for the verb. It shows that Indonesian students do not consider that in English there are verbs formed in singular or plural. In Indonesian language, singular or plural forms do not affect the verb form.

In this final project, I discuss students’ English skill in writing descriptive text using simple present tense. Writing a descriptive text should be clear, vivid, and concrete. If a student has made a mistake in using simple present tense, it means that he/she is not competent yet in making his/her text. It makes the reader confused and difficult to understand what the writer means. Therefore, through descriptive text, I would like to find out the students’ learning problems, to know the students’ achievement and difficulties in learning the simple present tense. Wishon and Burks (1980:379) stated that “descriptive writing is used to create a visual image of people, places, even units of time days, times of day or seasons.” Hopefully, it will help students in using the simple present tense.

1.2 Reasons for Choosing the Topic

As I mentioned above, some different components between the two languages, Indonesian and English, cause learning problems for Indonesian students who learn English, and also when they use simple present tense. Therefore, my reasons to analyze students’ errors are:

- (1) I would like to know the dominant factors that cause the eighth year students' errors of SMP N 2 Brebes in using simple present tense and
- (2) I would like to anticipate the errors made by the students of the following year, so that the same errors can be avoided in the future.

1.3 Statements of the Problem

The problems discussed in this research are as follows:

- (1) What are the dominant errors made by the eighth year students of SMP N 2 Brebes in using simple present tense?, and
- (2) What are the possible causes of the errors, if any?

1.4 Objectives of the Study

This study aims:

- (1) To find out the dominant errors made by the eighth year students of SMP N 2 Brebes in using simple present tense,
- (2) To find out the possible causes of those errors.

1.5 Limitation of the Study

In this study, I limit the discussion on the students' errors in using the simple present tense in writing a descriptive text.

Students of junior high school consist of three levels. They are students of the seventh year, eighth year students, and ninth year students. In this research, I

choose the eighth year students of SMP N 2 Brebes in the academic year of 2006/2007 and did a study on their knowledge of simple present tense.

1.6 Significance of the Study

I would like to investigate “Students’ Errors in Using Simple Present Tense in Writing Descriptive Texts (the case of the eighth year students of SMP N 2 Brebes).

It would be useful to provide input to:

(1) English teachers of junior high school

The result of this study is to give a guideline for the teachers of English to improve students’ knowledge of simple present tense. The teachers can anticipate specific problems when they teach common cases of the sentence pattern of simple present tense for the eighth year students of junior high school.

(2) Junior high school students

It is important for the students to realize their mistakes after they have been given an explanation and then tested with simple tests of writing a descriptive text by using simple present tense. The answers will be discussed together with the students; therefore, they will not make the second mistakes. By the end of the study, the students will have used simple present tense correctly by writing a short descriptive text about things, places, and people.

1.7 Outline of the Study

This thesis consists of five chapters. Chapter I, the introduction, consists of background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, limitation of the study, and outline of the study. Chapter II presents a review of related literature. It discusses psychological background of the eighth class students of junior high school, Junior High School English Curriculum 2004, simple present tense: definition of simple present tense uses of simple present tense, form of simple present tense, descriptive writing, and errors and mistakes. Chapter III deals with method of investigation, which presents subjects of the research: population and sample, instruments for collecting data, procedures of collecting data, and formula of analyzing data. Chapter IV presents data analysis which discusses the analysis covering statistical analysis, and non statistical analysis. Chapter V presents the conclusion of the investigation and the suggestions for the improvement of teaching and learning grammar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of a number of sub-chapters. They are psychological background of the eighth class of junior high school, Junior High School English Curriculum 2004, simple present tense, descriptive writing, and errors and mistakes.

2.1 Psychological Background of the Eight Class of Junior High School

The range of age of junior high school students varies between thirteen to fifteen years old. They are in the process of changing from children to adults. Puchta and Schrats (1993:1) commented that the children of thirteen to fifteen seemed to be less lively and humorous than adults. They were so much less motivated, and they presented outright discipline problems.

It is widely accepted that one of the key issues in teenagers is the search for individual identity. Identity has to be forced among classmates and friends; peer approval may be considerably more important for the students than the attention of the teacher, which, for younger children, is so crucial.

Harmer (1998:39) stated that teenagers, if they were engaged, had a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interested them.

As education always walks side by side with psychology, it is better to connect these psychological aspects of the students with their ways of learning a language. Along this line Edward Ray Guthrie (1982) suggested:

“It is essential that the students are led to do what is to be learned...
A student does not learn what was in a lecture or in a book.
He learns only what the lecture or book cause him to do. We learn what to do”
(Guthrie, Edward Ray; Hergehahn, BR. Learning Theories, E. Sadtono, 1982)

Based on the explanation above, students like to be encouraged to respond to texts and situation with their own thoughts and experiences, rather than just by answering questions and doing abstract learning activities. Teacher has to give students tasks that they are able to do. It is a supporting point for writing descriptive paragraph about a student’s favorite animal. As a result, junior high school students of the eighth class could be asked to write a descriptive writing using simple sentences. In addition, it could provide a valuable learning experience in which students practice language in a meaningful way.

2.2 Junior High School English Curriculum 2004

English, as a foreign language, is used to communicate both in oral or written ways. In this case, to communicate is defined as to understand and to give information, thought, and feeling and to develop science, technology and culture through language.

To overcome the failure of English teaching in junior high school, the government has tried to improve the 1994 curriculum into 2004 Competency-Based Curriculum. It is stated in the 2004 Competency-Based Curriculum:

“The ability to communicate in the intact meaning is said as Discourse Competence, it means that if someone is good in communication in oral or written, he or she is implicated in a discourse. Discourse is a communication event, which is influenced by the topic that is communicated, the interpersonal relationship between people who communicate, and the communication lare, which is used in one context of culture” (Kurrikulum 2004, 2003:2)

To achieve the discourse competence, it needs the mastery of the proponent competences as Linguistic Competence (grammar, vocabulary, pronunciation, spelling, etc), Actional Competence (language act: spoken and written), Sociocultural Competence (the way how to communicate: literary style, good mannered, etc), Strategic Competence (how to overcome the communication difficulties) which support the discourse competence acquisition. And in language learning process, all of competences could be separated in each competence, but they must be integrated to gain the discourse competence.

2.2.1 Function and Objective of the English Lesson

In the context of education, English is used as an instrument to communicate in getting information, and in daily context it is used to make interpersonal relationship, to alternate information, and to enjoy language aesthetics in English culture.

And the objectives of the English lesson that stated in the 2004 English Curriculum are as follows:

- (1) To develop the communication ability in this language, both in oral and written. The communication ability includes listening, speaking, reading, and writing.
- (2) To enhance the awareness of the importance of English, one of foreign languages to become the main learning instrument.
- (3) To develop the understanding of the language and culture connection, and expand the cultural understanding. So, the students have cross-culture insight and involve themselves in the diversity of culture.

(Kurikulum 2004, 2003:7)

2.2.2 Standard and Range of the English Lesson

2004 English Curriculum (Kurikulum 2004, 2003:8) has stated that the competence standard of English for SMP and MTS is to communicate in oral or written by using appropriate language style fluently and accurately in the interactional discourse and/or in monolog that involve discourse, in the form of descriptive, narrative, spoof/recount, procedure, report, anecdote, with sense variation of interpersonal, ideational, and simple textual.

The range of the English lesson that is stated in the 2004 English Curriculum (Kurikulum 2004, 2003:7) involves three important things. First are the language skills which cover listening, speaking, reading, and writing. Second is sub-competence which involves actional competence, linguistic competence, sociocultural competence, strategic competence, and discourse competence. Third is the positive attitude development as an instrument of communication.

Curriculum designers always try to find a better way to keep up with what the world needs. As the needs are progressive, the quality of graduates should follow the stakeholder demands. 2004 Competency-Based Curriculum is designed to tackle this case because it equips students with language skills. English language teaching, then, is aimed to equip students with the skills, enabling the graduates to communicate the language. The urgency here stipulates students to have proficient English both in speaking and writing. To that end, 2004 Competency-Based Curriculum lays its foundation on students' competence in using English as a means of communication as well as expressing and understanding meaning.

2.3 Simple Present Tense

2.3.1 Definition of Simple Present Tense

Tense is a systematic structure to describe different forms of verbs that showed the time of action. Meanwhile, simple present tense is formed by using the simple form of the verb that is the form which was listed in the dictionary or it was called infinitive without 'to'. When the third person singular subject is present, an -es or -s ending is added (Cook and Suter, 1983:49). Brewton et al also stated that the present tense expresses an action or a state of being in the present (Brewton et al, 1962:263). Based on the explanation above, I can conclude that simple present tense is formed by using infinitive without 'to' and when the third person singular subject is present, a suffix -es or -s is added to the verb. Simple present tense expresses an action or a state of being in the present.

2.3.2 Form of Simple Present Tense

1) Present Tense of Verb Be

Present tense form of 'be' is formed with to be *am, are, or is* after the subject of the sentence. According to Praninskas (1961:2) in English, the present tense of 'be' is used to express following situations:

(a) Profession, trade, occupation

Mr. Allen is a Professor.

(b) Nationality

Mr. Suharto is an Indonesian.

(c) Size and shape

Mr. Allen is tall.

(d) Age

Doni is twenty-five

(e) Characteristic

Mr.Allen is clever

(f) Condition

Jack is sick.

(g) Place

The children are here.

(h) Color

This book is green.

- **Pattern of Present Tense of Verb Be**

S+ be + a noun or a noun phrase

Madona is a singer.

Madona is a beautiful woman.

S + be + adjective or adjective phrase

Michael Jackson is famous.

Dewi is extremely courteous.

S + be + adverb or adverbial phrase

Eric is here.

Clinton is from the State of Arkansas.

In negative statements with the verb *be*, the word *not* is used after the verb *be*. For example: He is not a teacher. In yes/no question, *be* comes before the subject of the question. For example: Is he a teacher? In question word, *be* comes before the subject and after the question word. For example: Who is he?

The verb 'be' has different forms after different subjects. The present tense forms of *be* are *am*, *are*, and *is* (construction: 'm, 're, and 's). *Am* is used after the first person singular subject (I); *are* is used after the first person plural subject (we), second person singular and plural subjects (you, you) and the third person plural subjects (they, the boys, cows, etc); *is* is used after the third person singular subject (he, she, it, the boy, a cow, etc)

2) Present Tense of Verb

The present tense of verb is formed with simple form of a verb for first person, and third person plural subject except for third person singular subject; the verb ends in s, or es, (Soemarto, 1994:27). In terms of forms, the simple present can be divided into: positive, negative, interrogative, and negative interrogative. The adverbs of frequency or adverbial phrases that are often used in the simple present tense are *always, often, usually, everyday, sometime, never, occasionally, seldom, twice a week*, etc.

For example: I *always* go to school by bus.

He *often* goes to bed late.

• Pattern of Present Tense Form of Other Verb

(a) Positive Form

I, We, You, They + Verb + Complement

He, She, It, Singular name of people, Noun + Verb + s/es + Complement

For example: I have much money.

We read a newspaper everyday

She seldom watches television.

Doni often goes to bed late.

(b) Negative Form

To make the negative sentence in the simple present tense, we put *do not* or *does not* after the subject. The pattern is:

I, We, You, They + Do not + Verb + Complement

He, She, It, Singular name of people, Noun + Does not + Verb + Complement

For example: I do not have much money.

We do not read a newspaper everyday.

She does not always watch television.

Doni does not often go to bed late.

(c) Interrogative Form

To make the interrogative sentence or yes/no question in the simple present tense, we put *do* or *does* before the subject. The pattern is:

Do + I, We, You, They + Verb + Complement?

Does + He, She, It, Singular name of people, Noun + Verb + Complement?

For example: Do I have much money?

Do we read a newspaper everyday?

Does she seldom watch television?

Does Doni often go to bed late?

(d) Negative Interrogative Form

To make the negative interrogative question in the simple present tense, we put *do* or *does* before the subject. The pattern is:

Do not + I, We, You, They + Verb + Complement?

Does not + He, She, It, Singular name of people, Noun + Verb + Complement?

Or

Do + I, We, You, They + Not + Verb + Complement?

Does + He, She, It, Singular name of people, Noun + Not + Verb + Complement?

For example: Do not I have much money?

Or

Do I not have much money?

Or

Do we not read a newspaper everyday?

Or

Does she not watch television?

Or

Does not Doni often go to bed late?

In the information question, we use question word *who*, *what*, *when*, and *where*. When *who* or *what* is as a subject, the auxiliary *do/does* is not used in this sentence, and the verb that follows is singular, but the answer could be either singular or plural. And in negative question word, we put *do* or *does* after the question word.

Example: Who lives in the house? The answer could be John or John and Michael.

What makes him happy? The answer could be movie or money and health.

Who does not come here?

What does not he buy in this shop?

And when *who* and *what* are as an object and *where*, *when* are as an adverbial, we put *do* or *does* after question word.

Example: Who does Jack live with?

What does Doni buy?

Where do they go?

When do they study in a group?

The *s / es* form is used after a singular name, noun, or one of the pronouns; he, she, or it. There are some characteristics in making the *s / es* form in the simple present tense. Add *es* for verbs ending in *o*, or in a letter or combination of letters which represent a sibilant sound such as: *s, sh, ch, x, or, z*.

Example: kiss kisses

go goes

watch watches

And for verbs ending in *y* preceded by a consonant, the *y* is changed to *i* and *es* is added.

Example: study studies

hurry hurries

cry cries

2.3.3 Uses of Simple Present Tense

Frank (1972) stated that the simple present tense could be used:

- (a) To express a habitual action, with adverbs like usually, always, or often.

Example: They often play football together.

- (b) To state a general truth

Example: The earth revolves around the sun.

- (c) To express future action, especially with verbs of movement or travel such as 'come', 'leave', 'stay', or 'arrive'.

Example: I arrive in Hong Kong on Saturday.

- (d) In commentaries on games and plays

Example: He takes the shuttlecock and sends it high above the net.

- (e) In exclamations, announcements or demonstrations.

Example: Our club gives its annual dinner next week.

(Frank, 1972:66)

Moreover, Azzar (1981:20) stated that the simple present tense is used to express events or situations that exist *always, usually, habitually*; they exist now, have existed in the past, and probably will exist in the future. For example: It snows in Alaska.

The simple present tense is also used to express non-action states or condition. It may indicate an action that exists right now or at the moment of speaking (Frank, 1972: 69). The verbs involve:

- (a) Mental states: know, understand, believe, think, agree, etc.

Example: She knows you very well.

I think you are right.

I agree with you.

- (b) Emotional states: like, love, hate, appreciate, etc.

Example: Tono loves Dewi very much.

He likes pop music.

- (c) Sense perception: see, hear, taste, smell, feel, etc.

Example: Do you hear me now?

I feel cold today.

(d) Possession: have, own, belong, and posses.

Example: Anton has a new car.

This house belongs to Mr. Rahman.

(e) Other existing states: costs, weight, contain, appear, etc.

Example: This dictionary costs Rp. 50.000,-

This package contains books and shoes.

For Indonesian students, they will undergo some interference from their mother tongue when they study simple present tense. For example, the existence of suffix -s or -es of the verb for the third person singular subject, the auxiliary do or does in negative and interrogative sentences, and the verb 'be' in the nominal sentences that never exist in Indonesian language. Those will make the Indonesian students have difficulties in applying them in sentences.

2.4 Descriptive Writing

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

Writing is not a spontaneous activity. It is learnt in a formal instruction. Robert Schools and Carl H Klaus (1972: 2) supported this statement. They described, "Writing is an unnatural activity. It must be taught formally and deliberately. In

addition, it requires some conscious mental efforts; we think of sentences and consider various ways of combining and arranging them.” Moreover, Eric Glaude et al. (1989: 3) explained that: “...writing as a series of related text-making activities: generating, arranging and developing ideas in sentences, drafting, shaping and reading the text we make: and editing and revising them.” It supports the statement that writing requires some conscious mental effort and considers various ways of combining and arranging.

Besides that, Rebecca M. Valette (1997: 4) on her book entitled “Modern Language Testing” corroborated the mental efforts of writing theory. She mentioned that by writing frequently, not only your mastering of elements of writing could improve but also the acquisition of new vocabulary and grammatical structures.

From the statements above, I can conclude that writing includes various ways of combining and arranging sentences which consists of our knowledge of vocabulary and grammatical structures.

I would like to analyze the students’ problems in using the simple present tense when doing the descriptive writing. I choose this kind of writing because it paints a colorful picture of a person, place, thing, or idea using concrete and also vivid details. Abilene (2004:5) said that ‘it should make the reader see, hear, smell, taste, and feel what the author is describing.’ I hope that through descriptive writing, the students who still have problems in using simple present tense will be facilitated in using them correctly in a short time.

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

Abilene (2004; 7) describes some principles in descriptive writing. First, a descriptive writing has one, clear dominant impression. If someone is describing snowfall, for example, it is important for him/her to decide and to let his/her readers know if it is threatening or lovely; in order to have one dominant impression it cannot be both. The dominant impression guides the author’s selection of detail and is thereby made clear to the reader in the thesis sentences. The second one, a descriptive writing can be objective or subjective, giving the author a wide choice of tone, diction, and attitude. For instance, an objective description of one’s dog would mention such facts as height, weight, color, and so forth. A subjective description would include the above details, but also stress the author’s feeling toward the dog, as well as its personality, and habits. Then the last, the purpose of a purely descriptive writing is to involve the reader enough so he or she can actually visualize the things being described. Therefore, it is important to use specific and concrete details.

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

(1) Identification : identifies phenomenon to be described.

(2) Description : describes parts, qualities, characteristics.

Then, the significant lexicogrammatical features of descriptive writing are focus on specific Participants, use of attributive and identifying processes, frequent use of Epithets and classifiers in nominal groups, and use of simple present tense. (Gerot and Wignell, 1994:128)

From the statement above, it is clear that descriptive writing uses simple present tense to describe an object. There are so many rules in simple present tense in arranging words into meaningful utterances or sentences. Therefore, we should pay more attention to the rules in identifying the object's parts, qualities, and characteristics to avoid the readers' confusion.

In describing the object, the author may use imaginative language, interesting comparisons, and images that appeal to the senses to make the reader easily form the object being described. However, we should be careful in choosing words and then placing them correctly. Basically most of the words in descriptive writing are determiners, adjectives, and adverbials. In short, determining words, sentences, structure, and organization is very important to make the audience aware of descriptive writing purpose. Then, Guth (1961:20-23) gave these three elements below that we should be aware of choosing the right words in writing a descriptive paragraph:

(1) Specific words

The words we use in descriptive writing should be specified because they will make the writer's idea definitely concern with their shape and function for the reader; therefore, it will be more accurate and economical. They will also be easier for the reader to communicate and understand the main point of the story.

(2) Technical terminology

We should use technical terminology when we write it. First, we should consider our readers, because they could be from any level of social status, level of education, and so on. They might also have different way of thinking in perceiving something they do not know before nor even see it. Our term should be understood by them correctly to get an obvious interpretation of our writing. If we think that our readers will not understand our terms, do not use it. Another alternative to explain the term is by writing down some glossaries of unknown words below our writing or in footnote.

(3) Figurative language

Figurative expressions make use of the similarities or associations between different things or ideas. There are three kinds of figurative language that are frequently used in writing descriptively. First of all is a *simile* which is defined as “a compressed but explicit comparison that commonly uses the word *as* or *like*.” Another comparison is *metaphor* which is “implicit or implied comparison that uses one thing or quality as the equivalent of another”. The third one is *personification*, it gives human qualities to object and ideas; therefore, the object acts like human being.

Figurative languages or figures of speech also make writing more concrete and colorful that the readers will be more interested in reading it. Moreover, a creative and skillful writer who is fresh enough in using figures of speech makes his/her reader more easily memorize his idea.

Holman (1997:197) gave almost the same statement about the comparisons that can be used in the descriptive writing, “they are simile, metaphor, and personification.”

(1) Simile

Simile is a figure of speech in which two essentially unlike things are compared, often in a phrase introduced by ‘like’ or ‘as’. Simile is easily understood than metaphor because it is stated directly.

I was just like a zombie.

(2) Metaphor

Metaphor compares two different things by speaking of one in terms of the other. Unlike simile or analogy, metaphor asserts that one thing is another thing.

She’s just a kittycat to me.

This expression is a metaphorical one. It can be identified by looking at the girl (*‘she’*) who is compared with *‘kittycat’*. She is ordinary, obedient and harmless girl.

(3) Personification

Personification metaphorically represents an animal or inanimate object as having human attributes-attributes of form, character, feelings, behavior, and so on. Ideas and abstractions can also be personified.

A dry tongue screams_at the sky

This expression is personification because there is the representation of an object or concept as if it were a person. In this expression, the writer of the song lyric gives human attributes to '*dries tongue*' as if it was human which can scream. It is identified as personification since it gives the attribute of human to an inanimate object.

Comparison and contrast could also be more informative for the readers and give them great imagination about the object being described. On the contrary, if a comparison is used many times, it could make the readers confused in interpreting the first narrator's idea. Therefore, we should be careful in choosing and placing words in sentences especially in descriptive writing.

2.5 Errors and Mistakes

In order to analyze the errors in the use of simple present tense, it is necessary to make distinction between errors and mistakes.

According to Ellis, errors reflect gaps in a learners' knowledge; they occur because the learner does not know what is correct. While, mistakes reflect occasional lapses in performance; they occur because, in particular instance, the learner is unable to perform what he or she knows (Ellis, 1997; 17).

The definition above shows that mistake is a fault which is made by the learner and he or she can make correction. Meanwhile, error is a fault which is made by the learner, and he or she is unable to make correction. Brown (1980: 163) stated that 'a mistake refers to a performance error that is either a random guess or a slip in

that it is a failure to utilize a known system correctly. Meanwhile, error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner’.

From the definitions above, I conclude that error is a systematic and noticeable deviation in learner language from the grammar of a native speaker which results from lack of knowledge of the correct rule. It reflects the interlanguage competence of a learner and consistently made by a learner who is unable to make correction. And mistake is a deviation in learner language which results from the failure to perform learners’ competence and to utilize a known system correctly but they are able to correct their fault.

2.5.1 Error Analysis

In learning and using a foreign language, one of the most inhibiting factors is the fear of making mistakes or errors. The making of errors is a sign that students have not yet mastered the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguist is error analysis. Brown (1980: 166) says that error analysis is the study of students’ error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. Brown’s point of view implies that error analysis is useful for the teacher. Error analysis will show teachers some problems confronting the students. It is an advantage that error analysis may be tracked down to the importance of students’ errors.

According to Johansson (1975: 248), “An analysis of the learner’s error gives the teacher evidence of the learner’s competence in the foreign language.” The

teacher will also gain information concerning learner's difficulties at different levels. Such information is important for the planning of courses and the constructions of the teaching materials.

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

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

2.5.2 Sources of Error

Errors, as Brown writes, arise from several possible general sources, namely interlingual errors of interference from the native language, intralingual errors within the target language, the sociolinguistic context of communication, psycholinguistic and cognitive strategies, and no doubt countless affective variables (Brown,1980: 66).

(1) Interlanguage errors.

According to Chaistain quoted by Agus Sururi (1996: 12), interlingual errors are caused by the interference of the mother tongue which has something to do with

a contrastive analysis hypothesis that aims at describing the differences and similarities between the two languages with a view to predicting possible learning problems. According to Clifford (in Brown, 1980: 152-154) there are six categories as the causes of interlanguage errors:

- (a) Level 0 – Transfer, there is no contrast or difference between the two languages.
- (b) Level 1 – coalescence. Two items in the native language are united into one item in the target language.
- (c) Level 2 – under differentiation, two items in the target language are considered the same.
- (d) Level 3 – reinterpretation, to give new shape to the target language because of interference of semantic form in the native language.
- (e) Level 4 – over differentiation, an item is considered the same as in the target language.
- (f) Level 5 – spilt, one item in the native language becomes two or more items in the target language.

(2) Intralanguage errors

The second sources of errors that will be discussed in this final project is what is called intralanguage (intralingual) source of errors. Here, Brown considers the significance of the intralingual source of errors, namely those which occur within the target language itself. According to Richard (1974: 6), these types of

errors are direct result of the learner's attempt to create language system he is hearing. The interlanguage errors are caused by:

- (a) Overgeneralization, to draw a general conclusion from the previous strategies.
- (b) Ignorance of rule restrictions, errors occur because of lack of knowledge of correct English sound pattern.
- (c) Incomplete application of rules, the learner fails to apply correct English spelling pattern to different words.
- (d) False concept hypothesized, the learners borrow an element from one part of English pronunciation and put it into another.

2.6 Theoretical Framework

Descriptive text is used to express a clear and vivid impression of person, place, or thing using present tense, for example simple present tense. In this study, I would like to analyze the students' errors in using simple present tense in writing a descriptive text and the result will be presented in Chapter IV. From the analysis, I would show the most dominant errors in using simple present tense in descriptive text and show the possible causes of those errors; intralanguage errors and interlanguage errors.

CHAPTER III

METHOD OF INVESTIGATION

I decided to do two activities in doing the research - library research and field research. The former has been discussed in Chapter II, while in this chapter, I discuss the field research. Arikunto (1996:10) stated that a field research can be carried out at the hospital, school, factory, family, society, etc. Referring to Arikunto's statement, I did a field research at school, which is SMP N 2 Brebes.

3.1 Population and Sample

Population is the whole subject of the research. It is also given in "Encyclopedia of Educational Evaluation", population is a set (or collection) of all elements possessing one or more attributes of interest (Arikunto, 1996:125). If researchers want to deal with all elements of the subject, the study is called population research. However, if they want to deal with part of the elements, it is called sample research. Arikunto (1996:117) stated, "Sample is a part of population that will be examined."

In a study, a researcher should determine the population. After determining the population, he/she selects the sample. A good sample is the one that becomes the representative of the population. Therefore, the representative ness of a sample determines the validity of the generalization.

3.1.1 Choice of Population

I used the eighth year students of SMP N 2 Brebes in the academic year of 2006/2007 as the population. The choice of the population was based on the fact that the students have studied the use of simple present tense and have been taught several types of writing particularly descriptive writing both in Indonesian and in English since they were at the first year. Based on this consideration, I assumed that the students have had the basic knowledge of the use of simple present tense and writing a descriptive paragraph.

The total number of the population used in this study is 294 students. I did not take the whole population as sample because of the limitedness of time.

3.1.2 Sampling Technique

In order to get sample, I chose cluster random sampling because it saved my time to analyze the data I obtained from the whole population. Gay (1987:110) stated that: “cluster sampling is more convenient when the population is very large or spread out over a wide geographic area as long as they have similar characteristics.” My reason in using this kind of sampling was that I did not have the control over all the population.

According to Arikunto (1998:117) “if the number of population is too big to investigate, a researcher can take 10-15% or 20-25% of the population as sample.” There are seven classes of the second year students: each of them consists of 43, 43, 41, 43, 41, 42, and 41 students, and the total number of the population is 294

students. Therefore, I took those 42 students as the samples proportionally. In my study, I took 6 students from 8A, 6 students from 8B, 6 students from 8C, 6 students from 8D, 6 students from 8E, 6 students from 8F, and 6 students from 8G. It was based on the consideration that I took the subjects 15% from the total number of the population.

3.2 Instruments for Collecting Data

According to Saleh (2001:31), “the term of ‘instrument’ means equipments for collecting the data.” Based on this statement, instrument plays an important role in conducting a research that is for gathering the data accurately. The equipments I used in my research were question sheets and answer sheets because this study talked about the subjects’ achievement in using the simple present tense in descriptive text. Consequently, I used such a writing test to measure the students’ writing ability in order to obtain the empirical data. Therefore, I used 42 pieces of paper consisting of outlines to write the descriptive text to treat the same theme of the students’ writing, and 42 pieces more were for the students’ writing.

3.3 Logical Validity

In this study, I used an outline in writing a descriptive text. It has logical validity; therefore I did not measure the validity of the instrument because it had already followed the rules in that writing. According to Arikunto (2002:65-66), logical validity for an instrument of evaluation shows the condition of the instrument which

meets valid requirements of logical reasoning. Moreover, Arikunto stated that a written test is considered to be good if the writer had followed the rules in writing. Based on the explanation above I concluded that the logical validity would be reached if the instrument is arranged by following the theory or the rules in arranging the instrument. That is why the conditions of logical validity should not be tested because the validity has been already got after the instrument is arranged.

3.4 Method of Gathering Data

In gathering the data, I first explained the subjects about the use of the simple present tense, and then I also explained about the rules in writing a descriptive text. Next, I held a field research by preparing questions sheet and answer sheets. Each of the question sheets consisted of an outline that will guide them in writing a descriptive text and the answer sheets were for the students' writing. I looked after the test to avoid the same writing among the students. Then I analyzed the students' works by making a list of the students' errors in using the simple present tense in descriptive text. Based on those errors, I furthermore began to conduct an error analysis.

3.5 Formula of Analyzing Data

In analyzing the data, first I made a list of students' errors, then I checked the sentences that the students made whether they used the simple present tense correctly or not when they described their favorite animal. After that I classified their errors individually and then I calculated their percentages of errors individually by the total

number of the simple present tense they used by using the formula of percentage of errors as follows:

$$X = \frac{\sum Er}{\sum W} \times 100\%$$

Which: X = the percentage of errors

Er = various kinds of errors

W = words, and

Σ = the total number

After having the proportion of the students' errors in using the simple present tense in descriptive writing individually and getting the mean of the proportion of the students' errors, then I carried out an error analysis in order to find out the dominant errors that often occurred. Here, I classified their errors into several types. Then, I counted the percentage of each type of error. In this analysis, I used the 'Preselected Category Approach' favored by Etherton (1977) as adapted by Norrish (1983) in which the statistical computation is based on Gulo's formula as follows:

$$pi = \frac{fi}{n} \times 100\%$$

Which: pi = the proportion of frequency of errors.

fi = absolute frequency of a particular type of error, and

n = the total number of errors observed

After computing the proportion or percentage of each type of error, I then calculated the average proportion of frequency of occurrence. In this study, I used a

simple statistical method namely the proportion as whole (100%) was divided by the types of the errors observed. The result was called the mean (PI).

The final step was to identify the degree of dominance of the particular error. Any error whose (pi-PI) is plus (+) is considered to be dominant. On the contrary, if the result of (pi-PI) is minus (-), the error is considered to be less dominant. The dominant errors were considered to be the students' problem.

CHAPTER IV

ANALYSIS OF THE DATA

After I collected the data by conducting a writing test on November 2nd, 2006, in this chapter, I organized, analyzed, and interpreted the data in order to solve the problems of my research. Since this study intends to analyze the students' errors in using the Simple Present Tense in descriptive writing made by the eighth year students of SMP N 2 Brebes, I used both statistical analysis and non-statistical one.

4.1 Statistical Analysis of the Data

After finding the students' errors, I started to analyze the data. First, I counted the proportion of errors made by each student. Next, I calculated the dominant errors by conducting an error analysis. To find out the dominant errors, I classified the errors into several categories based on the students' errors. The results of the computation are put in tables.

In order to determine the proportion of errors made by each student in using the Simple Present Tense in descriptive writing, I used the following formula:

$$X = \frac{\sum Er}{\sum W} \times 100\%$$

Where: X = the percentage of errors,

E_r = various kinds of errors,

W = words, and

Σ = the total number.

Since there were 42 students participating in this study, I had 42 computations for the percentages of errors in using Simple Present Tense. The result of the data can be seen in table 1. The first column is the total number of the students who participated in this study that is 42 students. The second column is the total number of the Simple Present Tense that was used in the students' descriptive writing. Here, the students were to write at least 10 sentences in their writing. The total number of the Simple Present Tense occurrences is 515. The third column is the total of various kinds of errors made by the students. I found that there were 228 Simple Present Tense errors meaning that the errors almost took a half proportion of the students' writing. The last column is the percentages of the errors made by each student. The result of the study shows that the students made errors in various degrees of percentages. Then the mean of the error proportion which is obtained by dividing the total percentages of errors by the total number of the students is 45, 27%. It means that there were still some students who faced some difficulties in using correct structure.

Table 1: The Percentages of Errors

Sample Code (1)	ΣW (2)	ΣEr (3)	Percentage (%) (4)
1	16	5	31,25
2	12	5	41,67
3	12	8	66,67
4	11	8	72,73
5	14	4	28,57
6	12	9	75
7	13	9	69,23
8	12	6	50
9	13	9	69,23
10	12	3	25
11	13	2	15,38
12	13	3	23,08
13	11	2	18,18
14	11	2	18,18
15	17	5	29,41
16	11	8	72,73
17	13	4	30,77
18	10	1	10
19	14	3	21,43
20	11	4	36,36
21	11	8	72,73
22	11	5	45,45
23	10	6	60
24	10	2	20
25	10	6	60
26	13	7	53,85
27	13	2	15,38
28	12	8	66,67
29	18	2	11,11
30	15	6	40
31	10	7	70
32	10	4	40
33	13	6	46,15
34	11	6	54,55
35	10	5	50
36	13	9	69,23
37	10	5	50
38	12	7	58,33

(1)	(2)	(3)	(4)
39	11	6	54,55
40	13	6	46,15
41	12	9	75
42	16	6	37,5
Total	515	228	1901,52

After finishing the computation of the percentage of errors, I conducted an error analysis in order to find out the dominant errors. In this calculation, I used the 'Preselected Category Approach' favored by Etherton (1977) as adapted by Norrish (1983). The formula can be seen as follows:

$$p_i = \frac{f_i}{n} \times 100\%$$

Where: p_i = the proportion of frequency of errors,

f_i = absolute frequency of a particular type of error, and

n = the total number of errors observed.

Based on the data, I classified the students' errors into several types. The result of the data can be seen in this following table:

Table 2: The Proportions of Each Type of Errors

Headings	f_i	$p_i\%$
1. Omission of be	40	17,54
2. Wrong form of be	16	7,02
3. Double be	1	0,44
4. Wrong use of singular and plural form	11	4,82
5. Addition of be (before and after verb)	16	7,02
6. Omission of suffix -s/-es	79	34,65
7. Wrong use of verb	47	20,61
8. Wrong form of modal auxiliary	14	6,14
9. Omission of verb	1	0,44
10. Wrong form of negative sentence	3	1,32
Total	228	100

Table 2 shows that there were 10 types of errors made by the students in dealing with the use of the Simple Present Tense. The mean of the proportions of each type of error is derived from the total proportion of error of frequency of errors divided by the total number of errors types.

Before finding out the degree of dominant errors, I computed the proportion of frequency of occurrences of errors as a whole by using the formula:

$$PI = \frac{FI}{N} \times 100\%$$

Where: PI = the proportion of frequency of occurrence of errors as a whole,

FI = the absolute frequency of types of errors of all categories, and

N = the total number of possible errors of all the categories.

The PI was computed as follows:

$$PI = \frac{FI}{N} \times 100\%$$

$$PI = \frac{100}{10} \times 100\%$$

$$PI = 10\%$$

The final step was to identify the degree of dominance of the particular error. As I stated before in Chapter III, any error whose (pi - PI) is plus (+) is considered to be dominant. On the contrary, if the (pi - PI) is zero or minus (-), it is considered to be less dominant. After the calculation, the most dominant errors through the least dominant one can be seen in the table below.

Table 3: The Most Dominant Errors

Headings	pi%	(pi – PI)
1. Omission of be	17,54	7,54
2. Wrong form of be	7,02	-2,98
3. Double be	0,44	-9,56
4. Wrong use of singular and plural form	4,82	-5,18
5. Addition of be (before and after verb)	7,02	-2,98
6. Omission of suffix –s/-es	34,65	24,65
7. Wrong use of verb	20,61	5,79
8. Wrong form of modal auxiliary	6,14	-3,86
9. Omission of verb	0,44	-9,56
10. Wrong form of negative sentence	1,32	-8,68

It could be seen from the table above that there are 3 out of 10 types of errors whose degree of dominance result is in plus (+). They are:

- (1) Omission of be
- (2) Omission of suffix –s/-es
- (3) Wrong use of verb

The biggest proportion of errors among the three types is the omission of suffix –s/-es from the verb of third person singular subjects. It shows that the students still find it difficult to pay attention to the existence of a particular rule applied in the English language that is the use of suffix –s/-es for verb of third person singular subject in simple present tense especially in descriptive text.

That is the result of students' dominant errors in using the Simple Present Tense made by the eighth year students of SMP N 2 Brebes based on the statistical analysis. Then, I discuss those errors based on non-statistical analysis.

4.2 Non-Statistical Analysis

Here, I discuss the errors made by the students based on the causes of errors. From the result of the analysis of the students' errors in using simple present tense in descriptive text, I found that the errors are caused by both intralanguage and interlanguage errors.

4.2.1 Intralanguage Errors

Intralanguage errors are errors which reflect the learners' competence at particular stage, and illustrate some of the general characteristic of language acquisition. Based on the data, I distinguished the intralanguage errors proposed by Richards (1974:6) as follows:

4.2.1.1 Overgeneralization

Overgeneralization errors arise when the students apply a structure that they already experience in another new situation. Sentences (1) show the students' overgeneralization errors.

- (1) a. It is has four legs.
- b. They are like playing ball.
- c. It eats is meat.

These errors are categorized as the addition of *be* (before and after verb). The sentences above prove that the students overgeneralized the verbs *has*, *live*, *like*, and *eat* by adding *be* before and after the verbs. In fact, the verb for the Simple Present Tense is formed by using simple form of the verb called infinitive without *to* or *be* and when the third person singular subject is present, a suffix *-s/-es* is added to the

verb. Since the students already acquired the rules of *be* before, they applied the rules in another new situation that is when they had to use ‘infinitive’ in simple present tense.

The use of double *be* in the sentence (2) is also a result of overgeneralization.

(2) They are is lively.

There is only one student who made the error. The student may thought that *be* is always identical with *is*. Though the subject is they and he already used are, he still added the sentence with is after are.

4.2.1.2 Ignorance of Rule Restrictions

Ignorance of rule restrictions occur when the students ignore restriction of certain structures as in sentences (3) below:

(3) a. Her skin are full color.

b. There is also people that not like it.

c. The colors is orange, white, and black.

These errors are categorized as wrong form of *be*. The students ignored the restrictions on the use of auxiliary *be* for singular and plural subjects. They picked the auxiliaries without considering the correct use of them. The use of auxiliary *be* depends on the subject. When the subject of the sentence is singular, the students should use *is* instead of *are*. While when the subject is plural, the students should use *are* instead of *is*.

In this case, the students may be confused to use what kind of *be* must be used in the sentences, because in their mother tongue rules there is no differences in meaning between both of them.

The ignorance of rule restrictions can also be found in sentences (4) below:

- (4) a. It can also plays football.
- b. It will protects the eggs.
- c. It is can run very fast.
- d. It can eating, flying, diving, and sleep.

These errors are categorized as wrong form of modal auxiliary. The students ignored the rule of using modal auxiliary that is the presence of infinitive after the modal auxiliary. The verb should not be added with *be*, suffix *-s/-es*, *-er*, or *-ing*.

The next sentences, sentences (5), show the students' errors which are categorized as wrong form of negative sentences. In this case, the students failed to use the correct form of auxiliary verb *do*. To make the negative sentence in the Simple Present Tense we should put *do not* or *does not* after the subject. These incorrect sentences are as follows:

- (5) a. It has not legs.
- b. I am not like this animal.
- c. There is also people that not like it.

The sentence (6) also the result from the students' ignorance of the use of auxiliary verb for third person singular subject where *have* should be changed into *has*.

(6) Bird have beautiful color

4.2.1.3 Incomplete Application of Rules

This cause of errors refers to the students' failure to fully develop a structure, like in sentences (7) below:

(7) a. The animals in the jungle..

b. I like cat because it tame.

c. My elephant smart and strong.

The errors are categorized as omission of *be*. The students, in this case, failed to apply a complete structure in the Simple Present Tense as they omitted an element that is *be*. These errors occur since their native language does not require *be* to make a sentence followed by an adjective, a noun, or an adverb. They make English sentences as the way they do in their native language.

Incomplete application rules can also be found in sentences (8) below:

(8) a. It live in the jungle.

b. It look like people.

c. My family love it.

In the sentences, the students omitted suffix *-s/-es* from the verb. Because the subjects of the sentences are third singular person, so the students must use verb-s as the predicators. The words *live*, *look*, and *love* should be *lives*, *looks*, and *loves*.

The next sentence, the student omitted the verb like in sentence (9):

(9) It short tail.

From the example above, the student seemed to be careless to observe presence of the verb as predicator in the sentence.

4.2.1.4 False Concept Hypothesized

False concept hypothesized derives from the students' faulty comprehension of distinctions in the target language. It may be due to poor gradation of teaching item which lead to students' confusion to distinguish two or more structures.

The following sentences, which are sentences (10) result from the students' faulty comprehension to distinguish singular and plural form.

- (10) a. It is big mammals.
 b. It ear are sharp.
 c. It is a wild animals.

The sentences above indicate that the students did not comprehend the structure in singular and plural form. Plural form is a process of adding morpheme (s/es) to plural words while singular form does not need morpheme (s/es) adding. In this case, the students seem confused in distinguish singular and plural form in English language especially in simple present tense.

4.2.2 Interlanguage Errors

Interlanguage errors are errors caused by the interference of the learners' mother tongue. I found out only two kinds of errors from the types of errors which are categorized into interlanguage errors. The two errors also resulted from intralanguage errors; they are omission of *be* and wrong form of *be*. Many students

still found it difficult in using correct *be* in the sentences. Many of which still failed in using it, even they omit it. The examples are in sentences (11) below:

- (11) a. It colors is chocolate and yellow.
- b. We do not afraid to elephant.

In this case, some students have already known that the sentences need *be*. But they seem careless by picking the *be* as they like without considering the correct form. Then, some students also failed to apply *be* by using auxiliary *do*.

While in the sentences (12) below, the students omit the presence of *be*. As stated before, English maintains the presence of *be* to make sentences comprising of noun, adjective, or adverb.

- (12) a. It very cute and funny.
- b. It wild animal.
- c. My favorite animal an elephant.

These types of error occur because *be* does not exist in the students' mother tongue, so that the cause of errors called over differentiation in which a certain target language item is not found in the native language.

Those are the data analysis that were made based on the students' writing of using simple present tense in descriptive text. In the next chapter, I will give conclusion and suggestions.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The main objectives of this study are to analyze the students' errors in dealing with simple present tense in descriptive writing made by the eighth year students of SMP N 2 Brebes in the academic year of 2006/2007 and after analyzing the errors I find the causes of the errors.

Based on the findings of the analysis, I found that the students have most dominant problem particularly in dealing with suffix *-s/-es* from the verb of third singular person subjects. The proportion of the errors is 24.65%.

The errors made by the students resulted from both the mother tongue influence (interlanguage errors) and target language causes (intralanguage errors). The interlanguage errors are caused by over differentiation and the intralanguage errors are subdivided into overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

Based on the statements above, I conclude that because of the limited amount of the data, this study is just a descriptive analysis. I hoped that the findings would be useful for English teachers in predicting the eighth year students' problems in using simple present tense.

5.2 Suggestions

Based on the result of the study, I would like to offer some suggestions to the teachers to improve the students' ability in using the Simple Present Tense especially in descriptive writing. The suggestions are as follows:

- (1) The teachers should give more clear explanation of grammatical rules in English, particularly in the Simple Present Tense, so that the students will understand more about this kind of tense.
- (2) The teachers should know their students' ability in order to find out the students' difficulties, thus the teachers can solve the students' problems.
- (3) The students should be given more chance to have writing exercises and should be encouraged in using correct grammar.
- (4) The students should also be given more clear explanation about other grammatical rules, such as article, spelling, sentence pattern, parts of speech, etc so that the students can apply those rules correctly both in oral and in written ways.

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Appendix 1**INSTRUMENTS FOR COLLECTING THE DATA****INSTRUCTIONS:**

1. Write your name on the place given.
2. Make a descriptive paragraph by following to the outline given.
3. Use simple present tense.
4. The length of the paragraph is at least 10 sentences.
5. You may look up to your dictionaries in case there are some vocabularies which you are not familiar with.
6. The time allotment is 40 minutes.

OUTLINE

Theme : A Favorite Animal
Tenses : Simple Present Tense
Genre : Descriptive
Purpose : To describe a favorite animal and why it becomes favorite for the students.

I. Topic Sentence

Write a sentence that tells what animal you are going to describe.

II. Supporting Details

- Write sentences that describe parts of the body of the animal.
- Write sentence about where the animal usually lives.
- Write sentence about what the animal likes to eat.
- Write sentence about what the animal can do.

III. Concluding Sentence

Write a summary statement that shows your feeling about the animal.

Good Luck.....