THE USE OF FINITE IN WRITING DESCRIPTIVE TEXT
BY SECONDARY SCHOOL STUDENTS

(A Case Study of the Eighth Grade Students of SMPN 1 Ungaran Academic Year 2018/2019)

A final project
Submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
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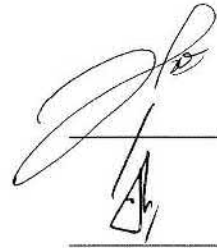# UNIVERSITAS NEGERI SEMARANG
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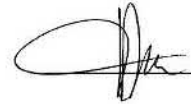   NIP. 198505282010121006

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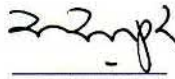   NIP. 197411042006042001

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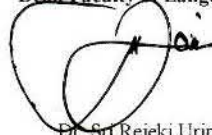   Intan Permata Hapsari, S.Pd., M.Pd.
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DECLARATION OF ORIGINALITY

I, Grace Wisara Sirait, hereby declare that this final project entitled *The Use of Finite in Writing Descriptive Text by Secondary School Students* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, July 17th 2019

Grace Wisara Sirait

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MOTTO AND DEDICATION

"Segala perkara dapat kutanggung di dalam Dia yang memberi kekuatan

kepadaku." (Filipi 4:13)

"Life is 10% what happens to us and 90% how we react it."

(Dennis P. Kimbro)

"It always seems impossible until it's done."

(Nelson Mandela)

This final project is dedicated to:

My dearest parents

My beloved siblings

My lovely friends

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Last but not least, she expects that this research will be useful for anyone who reads it.

Grace Wisara Sirait

ABSTRACT

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Finite is one of elements of grammatical patterns which should be found in forming a complete sentence that will be meaningful and understandable. This final project aims to explain how the students of VIII-A in SMPN 1 Ungaran use finite in writing descriptive text, what errors that students make on the use of finite, and the solution of students' problems in using finite.

This study used a qualitative research design with a method of description in presenting data. The data were collected from the students' descriptive written test. In writing their descriptive texts, the students of VIII-A in SMPN 1 Ungaran still used finite incorrectly. Sometimes, they added some meaningless words and omitted some meaningful parts such as finite and subject.

The errors that the students made were classified into four categories based on finite error category by Dulay, Burt, and Krashen theory. There are one hundred and twelve errors found in their descriptive texts, and the identification is as follows: misinformation with 75 errors (66.96%), then followed by addition with 17 errors (15.17%), omission with 13 errors (11.60%), and misordering with 7 errors (6.25%). The most frequent errors that the students made in writing descriptive text are dominated by misinformation category.

The solutions of the students' problems in using finite from the teacher's side are to enhance their knowledge about tenses by emphasizing the application of formulas from all tenses and giving more exercises and increase their awereness of the importance or function of finite, subject, and other parts which are contained in a sentence. While from the students' side is to enrich their vocabularies by doing more practices, so that they do not lack of words in paraphrasing while describing something.

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CHAPTER I

INTRODUCTION

This chapter contains the introduction of the study. It consists of background of the study, reasons for choosing topic, research questions, objectives of the study, significances of the study, definition of key terms, limitation of the study, and outlines of the research report.

1.1 Background of the Study

Language is a system of communication consisting of sounds, words and grammar, or the system of communication used by the people of a particular country or profession. Ramelan (2001, p.1) stated that "English has been taught in this country as the first foreign language since the proclamation of independence on the August, 17th 1945". It means that English has important role in Indonesian education and certainly becomes an important subject as well. And in this globalization era, English takes an important role as an international language as consideration that English is the common and communicative language in the world. As a foreign language, English has different grammatical rules from Indonesian language which is definitely not easy to be mastered by Indonesian learners for they do not use English as their mother tongue.

In spoken language, it does not need exact grammatical form because spoken language is used by speaking what we want to convey, so the important purpose is people who listen to us are understanding the meaning of our sentences. Meanwhile, written language is used by writing what we want to convey. It needs

exact grammatical form because if the grammatical is incorrect, the purpose of that writing will be undelivered. In other words, when there is communication, it means that the purpose of writing is reached.

Brown (1980) asserted that "In learning a language we must know the grammar rules for forming correct sentence". Hence, understanding the grammatical structure of English becomes priority to the Indonesian learners who learn English in order to master English skills. In learning English, there are four skills which have to be mastered. They are listening, speaking, reading, and writing. This study, further, is limited the scope of those skills by only focusing on writing skill since writing has been so crucial in school. Writing is constructed by putting sentences in sequence, one after another and, if a single sentence is read out aloud, it should be understandable. Writing skill is an important part of communication. By having good writing skill, it can drive us to deliver our message clearly. Meaning should flow from one sentence to the next, carrying the argument or point of view forward in a clear and concise manner. Thus, we cannot only master those skills without considering three components of English, such as grammar, pronunciation, and vocabulary known as linguistic competence.

Celce-Murcia (1995, p.16) explained that linguistic competence comprises the basic elements which are the sentence patterns and types, the constituent structure, the morphological inflections, and the lexical resources, as well as the phonological and orthographic systems needed to realize communication as speech or writing. Considering the definition offered by Celce-Murcia, linguistic competence is really needed because one cannot master those skills without it. By

mastering those skills and components, we are expected to be able to use English proficiently. When we have successfully made both content and context for communication, it means that they are using their discourse competence. According to Celce-Murcia (1995, p.13), discourse competence concerns the selection, sequencing, and arrangement of words, structures and utterances to achieve a unified spoken or written text. It means that students are creating communication while they are composing, selecting, and arranging words by integrating everything they have. Celce-Murcia (2007) maintains discourse competence as the central role in any construct of communicative competence. Therefore, this study focuses on linguistic problems.

However, based on the researcher's experience in learning English, grammar is one of the most difficult aspects to learn. But in this study, the researcher only focuses on the grammar which deals with finite where it seems to be very problematic among students. Finite is a form of a verb showing agreement with a subject and is marked for tense. Further, Gerot and Wignell (1994, p.25) defined that finite is one of the small number of verbal operators expressing tense, modality, and polarity. Therefore, there is always finite in every clause in English. Finite has a crucial role in determining whether our writing successfully transfer interpersonal meanings or not.

One big cause which may contribute to the failure in delivering content and context which is carried by finite is tense. Tense has been the most problematic thing which finite has among students. Tense is the forms of verb that may be used to indicate the time of the action or state expressed by the verb, such as present,

past, and future. English has various kinds of tenses, such as present tense, present progressive tense, past progressive tense, etc. On the other hand, the Indonesian language has no such kind of things.

Based on the definition of tense, it can, thus, be concluded that tense surely determines the coherence of a writing. Coherence is one aspect of writing which really determines whether the meaning is delivered or not. Coherence, according to Celce-Murcia (1995, p.15) was concerned with macrostructure in that its major focus is the expression of content and purpose in terms of top-down organization of propositions. Broadman and Jia (2002, p.31), furthermore, added that a coherent paragraph is made up of sentences that are ordered according to a principle. In order to gain a good order, here tense takes a crucial role. Accordingly, it can be a big problem in delivering content and context of writing if there is still a problem dealing with tenses.

There are some kinds of texts. They are narrative text, descriptive text, recount text, procedure text, report text, etc. The researcher focuses on descriptive text. Descriptive text is one of text types in English which tells particular person, place, or thing is like. In writing descriptive text, we use present tense. However, Indonesian students find some difficulties in writing descriptive text, as English is not their mother language and Indonesian language does not use tenses. Thus, students need to concern on grammatical forms on their writing. They also need to concern on the use of finite on writing descriptive text. Finite verb or we can just call it finite is one of the most important aspect in grammatical patterns that should

be mastered by them in order to make their writing be well structured and meaningful sentences.

From the explanation above, this research needs to be done because the researcher believes that revealing learners problems in using finite in writing descriptive text enables students to improve students' writing skill. The later findings show a pattern or the distribution of the finite problems which students have. In addition, it is expected that it can be made use to give teachers input to develop the way they teach.

1.2 Reasons for Choosing the Topic

This topic is chosen by regarding some reasons. First, the researcher chooses topic "The Use of Finite in Writing Descriptive Text" because of knowing the grammatical pattern is a must in learning English as a foreign language. Grammar guides us how to make the correct form of English sentence patterns. Finite is one of elements of grammatical patterns. Without it, we cannot make any sentence correctly. It is called a sentence when it consists minimally of a subject and a predicate. Finite is an element that should be available in forming a sentence with the result that it be meaningful and understandable. There is always one finite in every clause and the remainder, if any, is called residue. The finite element is one of the small number of verbal operators expressing tense, modality, and polarity (negative and positive). Some kinds of finite expressing tense are past (did, was, had, used to), present (does, is, has), and future (will, shall). Then, some kinds of finite that express modality are low (can, may, could), median (would, will), high (must, ought to, has to). The last kinds of finite expressing polarity are negative and

positive polarity such as didn't, can't, isn't, etc. Therefore, students should be able to use finite verbs properly to make their sentences meaningful and understandable.

Second, writing is one of the ways how people communicate in written form to deliver a message. Writing is also one of English skills which is quite difficult for students and getting more essential nowadays. In writing, we have to make our writing can be easily understood by the reader. We have to be able to organize parts of speech such as noun, verb, adjective, adverb, etc; into a good arrangement of phrases, or clauses; which also need subject, predicate, etc. The use of tenses is inevitable as well. However, all those are still confusing for students. Sometimes, they put *to be* in verbal sentence. They think that all sentences need *to be* like nominal sentences. As we all know finite is a form of verb which shows person, tense, and number. Therefore, we can know what tense is used of a sentence from the verb. When a sentence uses past form, we can conclude that it is a past sentence; in other case, when a verb is added by *s* or *es* we know that the subject is the third singular person.

Third, the researcher chooses descriptive test as media in this research since it is one of text types in English which describes something such as person, thing, animal, or place in details in order to the readers or the listeners are able to understand what we describe and are able to imagine the thing we describe even though they have not seen it before. This text uses present tense in which the verb is bare-infinitive, but when we create a sentence whose subject is the third singular person, the verb must be added "s" or "es". This makes the students often get confused while in Indonesia there is no tenses and the difference of verb-form

which is influenced by the subject. Here, the researcher wants to know what error which common appear when the students are writing descriptive text in case of using finite. Besides, the researcher wants to know how far students' mastery about the use of finite in writing descriptive text as well.

Forth, this study focuses on the eight graders as we know on that grade students are taught to write more complex sentences and paragraphs. In addition, based on junior high school syllabus, there are text types which should be learned by the students especially in the eighth grade. They are descriptive, recount, and narrative text. The purposes of learning those texts is that the students can express their ideas in a simple written form such as functional text and essay, and they can use those texts in their daily life. However, in the real writing classes, there have been obstacles faced by students regarding writing is a complex activity since requiring students' comprehensive abilities such as grammar, vocabulary, and punctuation. They often get confused about determining whether it is nominal or verbal sentence. In other case, their grammar used is also not suitable for the tense desired. Therefore, the researcher wants to know what makes students do mistake in writing descriptive text concerning finite and what solutions they can use in solving difficulties in using finite. Thus, they can avoid those mistakes and do not do on the next grade.

1.3 Research Questions

The problems in this final project can be stated as follows:

(1) How do the students use finite in writing descriptive text?

(2) What kinds of finite problems are made by the students in writing descriptive text?

(3) How do the students solve the problems on the use of finite in writing descriptive text?

1.4 Objectives of the Study

Based on the problems mentioned above, the purposes of this study are:

(1) to explain the use of finite by the students in writing descriptive text.

(2) to describe the errors that the students make on the use of finite in writing descriptive text.

(3) to explain the solution of students' problems on the use of finite in writing descriptive text.

1.5 Significance of the Study

The researcher hopes that this study will give significant advantages as follows: How the students use finite in writing descriptive text is explained so that theoretically the result of this study can increase the knowledge of the readers about how the students use finite. It is expected to be useful for the next researches who will conduct a research with the same topic as well. Practically, this research provide a deeper about how the students use finite in writing descriptive text. Therefore, the teachers can know how the students use finite in writing descriptive text, whether it is correct or not. Pedagogically, the researcher hopes that this research is expected to be useful not only for teachers but also for the students especially in enhancing their mastery in grammar in case of using finite.

The error that the students make on the use of finite in writing descriptive text is explained, so that theoretically the readers know what kind of errors of finite

that usually the students face in writing descriptive text, so they can avoid it. Practically, by providing an explanation about the error that the students make on the use of finite in writing descriptive text, it would be useful for teacher. It can develop their skill in teaching and know what errors that common occur among their students in writing descriptive text. Pedagogically, this research is beneficial for those who want to know common error in using finite.

How the students solve the problems on the use of finite in writing descriptive text is explained so that theoretically this study can give further information for people who are concerning about using finite in writing descriptive text. Practically, this research is expected to be able to solve students' problems in writing descriptive text by using finite. Furthermore, it can encourage the students to deepen their knowledge about the use in terms of finite. Pedagogically, the result of study is also hoped will be beneficial for the teachers especially in raising awareness in regarding the grammatical terms in finite.

1.6 Definition of Key Terms

In order to avoid ambiguity and also to make this study easier to be understood, the definition of terms in this study will be drawn briefly as follows:

(1) Finite is always a verbal element, i.e. it is always realized through a verbal group. The finite expresses the process part of the clause that makes it possible to argue about the subject participant. (Eggins and Slade 1997).

(2) Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong' (Norrish, 1987, p.7) and errors are systematic

deviations from the norms of the language being learned (Cunningworth, 1987, p.87).

(3) Writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. (White, 1986, p.10).

(4) Descriptive is as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the researcher is interested in. (Tompkins, 1994; Stanley, 1988).

1.7 Limitation of the Study

In this study, the researcher limits the problem in identifying the error in using finite only, not whole grammatical errors that occur in sentences. The test is in writing test that is descriptive text. This research is conducted to the eighth graders of SMP N 1 Ungaran in academic year 2018/2019. The analysis of finite errors made by the students is categorized in 4 categories according to Dulay, Burt, Krashen quoted by Ellis (1994, p.56) in surface strategy taxonomy: omission, addition, misinformation, and disordering.

1.8 Outline of the Research Report

This final project is organized into five chapters. Each chapter explains different matters in line with the topic which is discussed.

The first chapter is introduction. It presents background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of

the study, defenition of key terms, limitation of the study, and outline of the study. Each sub-chapter has a different purpose. Background tells about principle of language, grammar, and the importance we learn second language in this era even it is not our mother language. Reasons for choosing the topic describes why the researcher chooses that topic to be her final chapter based on keywords of the title. They are finite, writing, descriptive, and students. Research questions contain questions that have to be answered in this final project. Objectives of the study explains the purpose this research is needed to be done. Limitation of the study presents research's limitation and what is the conducted test be like. Significance of the study tells about the advantages of this study theoretically, practically, and pedagogically.

The second chapter describes theoretical analysis about the research topic, they are review of the previous studies, review of theoretical background, and theoretical framework. Review of the previous studies contains previous researches or journals related to the topic that is the use of finite in writing descriptive text. Review of theoretical background explains related literature used in this study that includes general concept of finite, writing, descriptive text, and also definition of error. Theoretical framework presents road map how the research is going to be.

The third chapter tells about research methodology that includes research assumptions, subject and object of the study, role of the researcher, type of data, instrument for collecting data, procedures of collecting data, procedures of analyzing data, technique of reporting data, and triangulation.

The fourth chapter describes result of analysis that talks about how the test works and gives further data about error identification, dominant error, and the solutions. This chapter also provides research findings and discussions. It covers the study findings which are described and interpreted in this chapter.

The fifth chapter contains the conclusions and suggestions. In the end of this study, the researcher gives summary for this study and contributes some suggestions for further research and error analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature contains of theoretical analysis about the research topic. There are three main sub chapters discussed here. The first part is previous studies, it presents some analyses of researches that relate to this topic; moreover, those studies can support this study. Next is followed by second part that describes theoretical studies underlying this research. It contains the definition of terminology which is used in this study, and the third or last part is theoretical framework which is used as the basic of the research. It represents the framework of this study.

2.1 Review of the Previous Studies

To strengthen the analysis in this study, the researcher presents some studies that concern to the same topic. They are about students' writing ability, finite, grammatical error, and grammatical problem in writing descriptive text which were conducted by many scholars.

Studies on an analysis of students' ability in writing descriptive text have been conducted (see Kristanti, 2011; Muda, 2016; Husna, 2013; Atmono, 2015; Siahaan, 2013; and Fitri, 2017).

The similarity between those studies is analyzing the factors that affect the students' writing skill in five aspects of writing namely grammar, vocabulary, mechanics, fluency, and form. Research studies above use a descriptive text as a research design and involve a class of students as the sample of the research. The

data were collected through writing test. From the writing test is obtained the result that there are still many errors made by students in writing a descriptive text, such as developing and organizing ideas, grammar, using vocabulary appropriately, word selecting in case the students do not know how to deliver their ideas in English or in other words poor choice of words, spelling, and punctuation. However, the most serious problem is grammar especially the use of simple present tense. Most of the students do not master well and still get difficulty in making grammatically and meaningful sentences.

On the other hand, the difference between those researches is the method used. Kristanti (2011) used purposive method. The sample of this research is taken through proportional random sampling by lottery as many as 50% from the population. The descriptive text writing test is in the form of essay. In line with this, Muda (2016) employed descriptive method. The sample of this study is only taken 20 from 27 students randomly by the researcher. For the next study is conducted by Husna (2013). She used descriptive quantitative method with purpose to gain information about phenomena in order to describe existed condition in the field. On those studies, the researchers analyze the students' difficulties in composing descriptive text. Then the researchers examine the problems that they face. This research contains deep and rich description and it is more concerned with process rather than specifying outcome or product. Then the data were analyzed inductively to provide meaning, where the researchers worked to collect data and to find the relevant information and get the conclusion.

Besides, a research conducted by Atmono (2015) employed descriptive method with purpose to examine a phenomenon that is occurring at a specific place and time. In addition, a study conducted by Siahaan (2013) used qualitative case study as a method and texts analysis as the data collection techniques. The sample is only nine students are chosen as the participants. The nine students are selected based on the level of their English proficiency in writing descriptive text they produce. The nine students are categorized into: low, middle and high achievers. The three categories are identified by the researcher and English teacher. The nine texts are written by low, mid, and high achievers are analyzed in terms of schematic structure and linguistic features using Systemic Functional Linguistics. Furthermore, a research conducted by Fitri (2017) employed descriptive quantitative method. The number of sample in this research is 40 students and they are asked to write a descriptive text based on the topics given to them. The researchers analyze the result.

Studies relating to improving students' writing skill in writing descriptive text through strategies have been conducted (see Alawi, 2011; Sa'diyah, 2010; Yuli and Meisuri, 2014; Faisal & Wulandari 2013; Khasanah, 2015; Sadana, 2017; Utami, 2014; Marom, 2016; Supiani, 2010; Purna, 2014).

The similarity of them is all of the studies analyze about improving students' skill in writing descriptive through strategies. Then, the difference is the strategies used. A study which is conducted by Alawi (2011) used *clustering technique*, where clustering strategy itself is a strategy that can be used to generate material for a paper. This technique is helpful for the writers who like to do their thinking in a

visual way. In clustering, the writers can use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to them. In addition, a research from Sa'diyah (2010) applied *picture series-aided learning strategy*. The picture series-aided learning strategy is applied primarily in the prewriting stage in the first meeting. The picture series which in this study uses namely photographs are implemented with some consideration of its attractive nature to evoke students' imagination.

Furthermore, a study conducted by Yuli and Meisuri (2014) uses *mind mapping technique*. Mind map is a technique that appeals visual intelligence, gives students chance to express themselves freely and that is easily applied. This technique can be applied in all grades of learning and in early years of primary education it is more appropriate to use mind map than concept map. In line with this, a research by Faisal and Wulandari (2013) applied *fresh strategy*. Fresh technique is the new one of generating ideas to write a descriptive text in which each letter of the acronym has meaning F stands for Fact, R stands for Reason, E stands for Elaboration, SH stands for Shift, which can also mean decision or conclusion. Through this technique, it is hoped that the students can write a descriptive text easily since "FRESH" technique will help them to organize their ideas in writing descriptive. As the result, students will be able to write a descriptive text in a clear, detail, and fluent organization.

In one hand, a study which is conducted by Khasanah (2015) used *write pair share technique* where the technique itself is one of the cooperative learning techniques which the teacher poses topics, questions or statements to the students,

then the students write their answer in their note individually, then discuss their work with their pair and finally, share their work in the whole class. For the next research conducted by Sadana (2017) applied *content based instruction strategy* that can be used as an alternative way to improve students' writing skill because content based instruction is a kind of approach which provides chances to students to construct the information themselves based on the process of it.

Besides, a study conducted by Utami (2014) used *brainstorming technique* which can be applied in prewriting stage to encourage students to generate ideas on a certain topic they are about to write. Brainstorming technique is a useful technique that usually results in a list of words and phrases, while free writing takes on a format which looks something like a paragraph. In addition, a research conducted by Marom (2016) applied *the power of two strategy*. Through learning activities such as discussion and exchange of ideas, students get more portions to be directly involved in the learning process and learn on how to take responsibility in the teaching and learning process. Thus, the power of two is the way of making an active learning in teaching and learning process in the classroom.

Additionally, a study conducted by Supiani (2010) used *collaborative writing technique*. In this technique, the students are required to jointly discuss a topic, plan an outline, and contribute elements of the text (paragraphs, sentences, phrases, words) in a collaborative writing. By working in groups, the students enjoy more opportunity to see how their peers think and create new ideas. Moreover, discussion in a group can provide less anxiety- producing context in which learners are likely to feel free to try out new ideas. In line with this, a research conducted

by Purna (2014) applied *short video clips strategy*. Video can bring the thing become interesting in the classroom. It can attract students' attention and motivate the students in learning process. The duration of short video clip is about 3-6 minutes which can be a documentary, trailer, endorsement, music video, etc. The use of media technologies such as video offers new experience to the students. They can get a new model of learning that can make them interested. Short video clip can help them to write descriptive text because when they see the object directly, they will be able to form sentences more easily.

In terms of students' descriptive text perspective, the researcher has been reviewing two studies related topic (see Wulandari, 2017; and Noprianto, 2017). These studies are about students' descriptive text in systematic functional linguistic perspective. This analysis aims to investigate the students' error in writing descriptive text and to design the appropriate pedagogical plan that can be used for junior high school students in Indonesian education based on the result of the research. Therefore, this research is simply a starting point in the much-needed into the role and status of English in the Indonesia.

As regards Systemic Functional Linguistic, it basically deals with how language creates meaning among the speakers. The meaning is realized by language metafunction which means that it sees language as a function which works in clauses in text seen in three types of meaning namely ideational or experiential, Interpersonal and textual (Butt et al., 2000; Gerot and Wignel, 1994; Thompson, 1996).

Studies on grammatical error in writing descriptive text have been conducted (see Wahyuningsih, 2015; Rafaidah, 2014; Amalia, 2014; Hidayah, 2017). All those studies are actually equal namely analyze students' error in writing descriptive text especially grammatical. They also analyze the cause of grammatical errors in students' descriptive writing.

In terms of finite the researcher has been reviewing studies related to the topic (see Muhartoyo, 2016; and Parodi, 2000). Muhartoyo analyses a study on the completeness, finite verb tense, and voice of coconut research abstracts which asserts the tenses of finite verbs commonly used in abstract writing consist of four tenses, they are Simple Present tense, Simple Past tense, Present Perfect, and Past Perfect tenses.

While Parodi (2000) analyzed finiteness and verb placement in second language acquisition. The relationship between finiteness and verb placement has often been studied in both first language (L1) and second language (L2) acquisition and many studies claim that, while there is a correlation between finiteness and verb placement in L1 acquisition, these areas represent separate learning tasks in second language acquisition (SLA). Verbs are classified as thematic and nonthematic and analysed with respect to overt subject–verb agreement and verb placement as seen in negation patterns. A clear association between subject–verb agreement and verb placement is seen for nonthematic verbs: they are in most cases morphologically finite and show the syntactical distribution of finite verbs. These verbs are interpreted as a spell-out of agreement features, differing both from the speakers' L1 and from the L2, but conforming to a universal grammar (UG) option.

2.2 Review of Theoretical Studies

This subchapter gives a description about related literature used in this study. It includes general concept of Finite, Writing, and Descriptive Text and Definition of Error.

2.2.1   *General Concepts of Writing*

In this part, the researcher gives a review about the general concept of writing, it consists of the definition of writing, steps in writing, the process of writing and the importance of improving writing skill.

2.2.1.1   The Definition of Writing

Writing is usually regarded as the most difficult skill to learn, not only because of the needs to master many skills of English; reading, speaking, and listening, but also because of the difference between the learners' native language rules and that of the language being learned. Writing becomes the most difficult skill when it is learned by the foreign language learners. "Writing is a difficult skill for native speakers and non-native speakers because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization" (Abu-Rass, 2001, p.30).

According to Brown (2001, p.336): "Writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization". Moreover, Hugley (1983, p.3) explained that "Writing is a communicative act. It depends upon the awareness of the social expectation". This means as communicative act, writing can develop

social relationship and social expectation because writing is one of the tools in communication. Furthermore, writing is an essential aspect of interaction on language teaching beside reading and speaking. The students learn it because it can be used to practice grammatical rules.

Besides, Harris (1993, p.38) stated that "the students can use writing to express their ideas, opinions, realities, and point of view. People can communicate a variety of depending on the learning area or intent of the writer". Writing is one skill in language learning including English. Writing is used to inform ideas or feeling to others in written form. The skill to write could make people are able to gather or obtain second- and foreign- language learning (Weigle, 2002, p.116).

In line with this, writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of "writing things down". It is one of the four basic skills that are very complex and difficult to learn.

Furthermore, Wordreference cited in Harmenita and Triana (2010) claimed that writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually.

In addition, Jim A.P in Hongqin (2014) stated that writing skill in second language, explains that writing skill is complex and difficult to learn. Requiring

mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter. Therefore the researcher concludes that writing is making a hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. The researcher has to be able in using written language to give an idea or message.

2.2.1.2   Steps in Writing

Meyers (2005, p.3) mentioned a series of action in writing is as follows:

(1) Explore Ideas

Writing first involves discovering our ideas. Before we sit down to write, let our mind explore freely. Thoughts will occur while travelling to work, eating dinner, or lying on the couch. We can record those thoughts by writing on whatever we can-napkins, scraps of paper, or even the back of our hand. In exploring our ideas, we should pay attention to consider the subject, purpose, and the audience.

(2) Prewrite

The second step of writing process involves writing our thoughts on paper or on the computer. We can use one or more of these methods: brainstorming, clustering, and free writing.

(3) Organize

After we have put our ideas into words, we can begin to organize them. This process involves selecting, subtracting, and adding ideas, and then outlining them.

(4) Write a first draft

In writing a first draft, we do not need to worry about being perfect. New ideas will come to us later, and we may discover a better arrangement of ideas. In this step what we should do is write fast, as if we were speaking to our readers. If an idea occurs to us that belong earlier in the draft, we can make a note about it in the margin.

(5) Revise the draft

Revising is among the most important steps of writing especially for people who write in a second language. It is the part of writing process that may take the most time. Here is the procedure for revising: (a) read it aloud, (b) add or omit material, and move material around.

(6) Produce the final copy

After we have finished revising our paragraph, we can begin the final copy. There are some ways for producing the final copy: (a) edit, (b) copy over, or print a clean copy, (c) read carefully for errors, and then make another clean copy.

2.2.1.3   The Process of Writing

Harmer (2001, p.4-5) suggested that the process has four main elements:

(1) Planning

In this stage, the writers have to think about three main issues: the purpose of the writing, the readers or audience of writing, and the content structure of the writing.

(2) Drafting

This is the first version of a piece of writing and will produce final version.

(3) Editing

This stage is very useful, the writers have to reread the draft and correct their mistakes.

(4) Final version

After editing the draft and making some changes, the writers can produce their final writing.

2.2.1.4   The Importance of Writing

Pillai (2012, p.9) wrote an article about the importance of improving writing skill, and here are the points:

(1) Expression

Writing is one of the important ways of expressing your thoughts, and communicating ideas and views to others. Writing is more beneficial, specifically for those who are emotional, and do not express verbally. This tool allows them to express their ideas, thoughts or their existing mental condition, which otherwise, may not be possible.

(2) Judgment of a Person

Often, a person is judged by their quality of writing, he/she possesses. In a school, college, workplace or a society, writing has become a vital yardstick to assess one's knowledge, and intellectually. When we come across a person who is prim and proper, we immediately make an impression about that person being careful, responsible, and sincere.

(3) Flexibility and Maturity

Writing is an art, which you develop over a period of time. This practice will make you more mature as a writer because you gradually start putting yourself into the shoes of the reader, and express accordingly. Also, the more you write, the more flexible your vision and thought process become towards the requirements and demands of the readers.

(4) Ability to Explain

While writing, one has to be extra cautious with regard to the tone and tenor of language, grammar, spellings, etc., so that the reader can decipher the intended meaning of the content. When we write something, there is a tendency to read the content over and over, for possible errors or mistakes. By doing this, we thoroughly understand what we have written, and how we can improve it, to explain to the reader in a simple and concise way what we are trying to convey.

(5) Serves as a Record

Writing skills are important to write our ideas and expression for future references. For example: scientific and technological accomplishments cannot be communicated verbally. They have to be presented in a written format, such as scientific journals and white papers.

(6) Communication

The following are will throw light on writing as a form of communication.

> *(1) Business.* It is not possible to conduct all transactions by speech alone. If there exists a business project or an opportunity, one needs to send written

proposals or electronic mail which has become a very popular means of communication in the business world today.

(2) Education. One learns the art of writing in school and college. The skill of expressing one's thoughts, and communicating ideas and views to others is developed here. Exams are an ideal opportunity to demonstrate this facet.

(3) Career Planning. When it comes to career planning, written communication skills invariably become the deciding factors. The various entrance exams conducted like: SAT, GRE, ACT, GMAT, etc., assess the verbal and written communication skills of the candidates.

(4) Job Application. A recruiter receives thousands of applications which he sifts through. He has barely enough time to read each individual application. If one needs to be noticed, one must write content, which is impressive and unique. Your credentials must be presented in an elegant and systematic fashion. It should create a favorable impact on the recruiting authority. There should be no grammatical of spelling errors.

2.2.2   General Concepts of Finite

In general concepts of finite, the researcher shows the definition of finite itself and errors in using finite.

2.2.2.1   The Definition of Finite

As what has been stated before that this study focuses on finite, now we shall begin dealing with it. Finite is one of elements of grammatical patterns. Without it, we cannot make any sentence correctly. According to House and Harman (1950, p.93) a finite of verb is one which asserts, or predicates. It is limited

by person and number. Moreover, Thomson (1996, p.41) proposed that finite is the first functional element of the verbal group. Besides, Hornby (1995, p.437) asserted that finite is grammar of a verb form that has specific tense.

When we are talking about finite, it means that we are dealing with mood system which consists of subject and finite. Gerot & Wignell (1994, p.25) asserted that the subject is realized by a nominal group that the speaker gives responsibility to the validity of the clause, while the finite is realized by the first of the verbal group. Finite is one of the small number of verbal operators expressing tense, modality, and polarity (Gerot & Wignell 1994, p.25). In other words, finite is a form of a verb that shows agreement with a subject and is marked for tense. Gerot & Wignell as cited in Halliday (2004, p.76) listed the finite verbal operators as follows:

    a. Temporal

        (1) Past   : did, was, were, had, used to

        (2) Present   : does, do, is, am, have, has

        (3) Future   : will, would, shall, should

    b. Modal

        (1) Low   : can, may could, might

        (2) Median   : will, would, is to, was to

        (3) High   : must, ought to, need, has to, had to

However, sometimes the finite element and the lexical verb are fused. This could happen when the verb is in:

a. Simple past or simple present: studied = did+study / studies = does+study

b.   Active voice: they study English = they do + study English

c.   Positive polarity: They study = they do + study vs they don't study

d.   Neutral contrast: go away = do + go away

The following table will make it clearer.

Subject	Finite (conflated)	Residue
Deny	Teaches (does+teach)	English
They	Brought (did+bring)	their homework
Pinky and Curly	Love (do+love)	each other
Michael	Made (did+make)	me angry

Table 2.1 Conflated Finite

Finite is so vital that cannot be ignored in writing or producing sentence. Furthermore, Hudson (2010) explained the importance of finite as follows.

"The reason **finite verbs** are so important is their unique ability to act as the sentence-root. They can be used as the only verb in the sentence, whereas all the others have to depend on some other words, so finite verbs really stand out."

The other reasons why finite is influential is because it has some roles. They are: 1) Carries tense (present / past), 2) Carries agreement (singular / plural), 3) Carries polarity (Positive / negative), 4) Determines speech functions (declarative / interrogative), 5) Carries modality (can, may, must etc.), and 6) Enables negotiation.

Gerot & Wignell (1994, p.27) defined the function of finite which does in three ways, elaborated as follows. The function of finite is to anchor or locate an exchange with reference to the speaker and making a proposition something that can be argued about. It does in three ways:

(1) Primary tense which means past, present or future at the moment of speaking.

(2) Modality which indicates the speaker's judgment of the probabilities or the obligations involved in what he or she is saying.

(3) Polarity which indicates positive or negative.

From the explanation above, it can be concluded that finite verbs are classified into present and past form:

(1) The present form of finite verbs are *is, am, are, do, does, have, has* (primary verbs), and *will, shall, can, may, must, have/has to* (modality).

(2) The past form of finite verbs are *was, were, did, had* (primary verbs), and *would, should, could, might, had to, ought to* (modality).

2.2.2.2   Errors in Using Finite

The error in using finite may occur by some categories of errors. According to Dulay, Burt, Krashen quoted by Ellis (1994, p.56) in surface strategy taxonomy of errors distinguish errors into four categories:

(1) Omissions

It is the absence of an item that must appear in well-formed utterance.

For example: *He sleeping.*

(2) Addition

It is the presence of an item that must not appear in well-formed utterances.

For example: *I did not went there.*

(3) Misinformation

It is the use of wrong of the morpheme or structure.

For example: *The cat ated the chicken.*

(4) Misordering

It is the incorrect placement of a morpheme or group of morphemes in an utterance. For example: *Where you are going?*

Based on the errors that probably occur in sentences, the researcher can conclude that error in using finite probably caused by omission, addition, misinformation, and disordering.

2.2.3   General Concepts of Error

In this section, the researcher provides two points about text. They are the definition of error and error analysis.

2.2.3.1   The Definition of Error

Error is an unavoidable problem that would be by the second language learners. According to Dulay, Burt, and Krashen (1982), quoting Chomsky (1965) an error is caused by the learners' lack of competence or knowledge of the rules of the language. In addition, Richards (1974, p.27) defined as:

"The use of a linguistic item such as a word, a grammatical item, a speech act in the speech or writing of a second or foreign language learner in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning."

Moreover, Brown (2001, p.164) strongly argued that "language learning is fundamentally a process that involves the making of mistakes. Error made by learners can be observed, analyzed, and classified to reveal something of the system operating within the learner."

On the other hand, a mistake is not a result of lack of knowledge on behalf of the learner. It merely results from lack of attention, careness, or fatigue that the learners experience when they speak or write in the language they are learning (Richards, 1974; Dulay, Burt, and Krashen, 1982). The technical term for mistake is performance error. James (1998) added that mistakes can be self-corrected. He stated, "If the learner is able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intented, and we shall say that the fault is a mistake". Mistakes, therefore, are not a result of deficiency in competence but rather of factors such as memory limitation, fatigue, and emotional strain. Unlike mistakes, errors are not self-corrected.

It should be pointed out here that native speakers of a language also make mistakes when they are using their own language. They are different from the errors made by the second or foreign language learners. According to Corder (1967, p.161), mistakes made by native speakers can be caused by changes of plans, slips of false starts, or confusions of structure, so that their mistakes are in the forms of syntatic blends, and slips of tongue or slips of the pen. He labeled these kinds of mistakes as lapses.

Language switch also can be seen as the possible cause of errors (Brown 1980, p.180). That is, a learner may simply use his native language whether listener

knows that native language or not. It happens when the non-native speakers produce English sentences, the grammar of the first language impose themselves on the new language and this leads to faulty grammatical patterns.

Thus, the researcher concludes that the students of VIII-A in SMPN 1 Ungaran do some errors in their descritive texts because those errors cannot be self-corrected and the students tend to do the errors in almost all over their writing of descriptive texts.

2.2.3.2 Error Analysis

To minimize the language learners' errors, there should be a study for it that is called error analysis. According to Richards et al. (1996, p.127), error analysis has been conducted to identify strategies which learners use in language learning, to track the causes of learner's errors, obtain information on common difficulties in language learning or on how to prepare teaching materials.

Similarly, Michaelides, (1990, p.30) conceded that the systematic analysis of students' error can be great value to all those concerned, i.e., teachers, students, and the researchers. For the teachers it can offer clear and reliable picture of his students' knowledge of the target language. Willcott, (1972, p.73) conducted an error analysis to discover some of problems that native speakers of Arabic had with the syntax of written English.

In the other hand, Corder, in Ellis and Barkhuizan (in Putra 2008, p.13), contended that there are three functions of learner's error which are as follows: (1) They serve a pedagogic purpose by showing teachers what learners have learnt and what they have not yet mastered; (2) they serve a research purpose by providing

evidence about how languages are learnt; and (3) they serve a learning purpose by acting devices by which learners can discover the rules of the target language. It means that errors contain a lot of information's about which part of the students difficulties that are hard to produce correctly.

Knowing students' error is very important to foreign language teacher and those errors should be observed, analyzed, and classified. Brown (1980) stated that the study of learners' error is called analysis. The use of error analysis is to show some problems of the students. It also gives information to teachers about the process of acquiring a foreign language made by students.

Based on the explanation above, the researcher concludes that it is necessary to discuss error analysis for teaching English as a foreign language. English teacher should know error analysis because it is useful key to understand the process of foreign language acquisition. They should know how the target language is learned or acquired, what the best strategies the learners employ in order to master the target language.

2.2.4 General Concepts of Descriptive Text

In this part, the researcher gives a review about the general concepts of descriptive text which consists of the definition.

2.2.4.1 The Definition of Descriptive Text

Wishon and Burks (1980, p.379) proposed that "Descriptive writing reproduces the way things look, smell, taste, or sound; or it may also evoke moods, such as happiness, loneliness, or fear." In line with Wishon and Burks, Callaghan (1988, p.138) also stated "A descriptive writing creates a clear and vivid impression

of person, things, and place." Wishon and Burks (1980, p.128) said that in a descriptive writing a writer is required to give his/her readers a detailed vivid picture of a person, place, scene, object, or anything. A description is a drawing in words. The aim of description is to help the readers "see" the objects, persons, and sensations which are presented. Another definition is given by Callaghan (1988, p.138) that descriptive writing is concrete and detailed.

Furthermore, according to Zumakhsin (2005), descriptive text is to describe what we see. Meanwhile Pardiyono (2007, p.33-34) noted that description is a type of written text which has the specific function to give description about an object (human or non-human).

Descriptive text is a text which is intended to describe a particular person, place or thing. The schematic structure of descriptive text is divided into two: identification and description. Besides schematic structure, descriptive text also has its own linguistic features. Linguistic features of descriptive text are: use specific participant, written in present tense, use linking verbs, use adjectives, use relational and material processes (Beverly, 1990; Gerot and Wignell, 1994; Nafisah and Kurniawan, 2007; and also Butt, et al, 2000).

In conclusion, from all theories of descriptive text, the researcher makes conclusion that descriptive text is a text to retell about person, thing, and place.

2.2.4.2   The Structure of Descriptive Text

In writing descriptive text, it should consist of generic structure, such as: identification, description, and conclusion. Anderson and Anderson (2013, p.9) take

the view that features of a factual description have regarded as following generic structure of descriptive text.

(1) Identification

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

(2) Description

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

(3) Conclusion

The last part of the descriptive text is optional. In this part, the researcher concludes the text or restates the identification or description. A conclusion is not absolutely necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

Mark and Kathy in Alawi (2011, p.25) maintained that the generic features of description usually use verbs which are in the present tense or the verbs which

are infinitive. Moreover, to describe the features of the subject, the use of adjectives is very necessary because it explains how the subject is described. Adjectives usually give sensory details about how something feels, tastes, smells, and looks like.

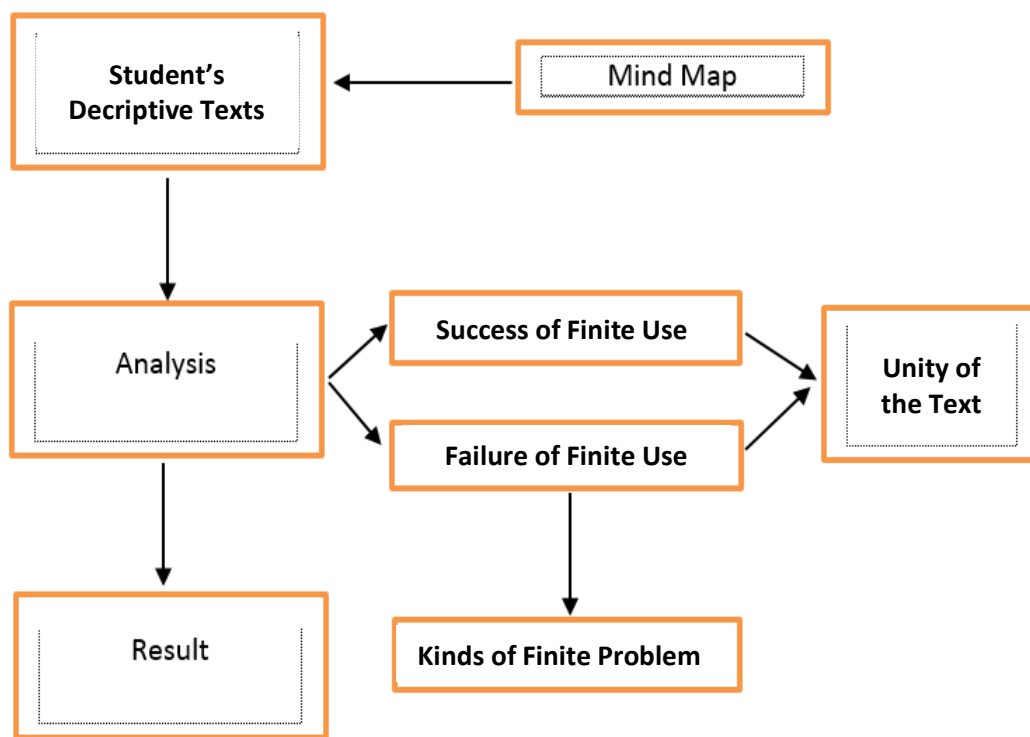2.2.4.3   Language Features of Descriptive Text

Knapp and Watkins (2005, p.98) agreed that there are several grammatical features of descriptive writing as the following:

(1) In descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.

(2) The use of action verbs are needed in describing especially for describing behaviors.

(3) When describing feelings, mental verb are used. Adjectives, adverb, and adverbial phrase are used most often.

2.3 Theoretical Framework

From the previous and theoretical studies above, it can be concluded that the use of finite is one of important things to deliver the other persons' feeling, thought, and utterance. Without using finite correctly, the message will be undelivered. In this case, errors happen in writing descriptive text made by students. Based on previous studies, there have been researchers dealing with grammar and carrying studies related to teaching genre like descriptive text. However, there have not been any research or study which focuses on finite in writing descriptive text.

Therefore, the researcher intends to carry a study dealing with learner's problem in using finite in writing descriptive text.

In this research, the researcher assumes that there are many problems related to finiteness which can influence the quality and unity of their writing. Thus, the researcher identifies what errors which common appear made by the students by conducting English written test. It can be done since the teacher has already taught them about descriptive text and its features. Next, the researcher does a classroom observation and analyze what the students' problems in using finite in writing descriptive text.

In the last section, the researcher does an interview with the English teacher and the students to get any information about the class, the students, and also the difficulties in learning the use of finite in writing descriptive text. In the end, the researcher analyzes all of the instruments, and also synchronizes between each

instrument. The analysis of the students' writing will also show the pattern of their problems. The errors are focused on three aspects. First is error in differentiating nominal and verbal sentence, second is error in changing verb form based on the subject, and the last but not least is error in identifying what the finites are.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

For the ending of this study, the researcher presents conclusions and suggestions. The conclusions are drawn based on the findings and discussions of the research stated in the previous chapter. In the same way, some suggestions are provided for the readers or researchers who are focusing on the finite study and in teaching English grammar.

5.1 Conclusions

Based on the discussion above, this study generally concludes that the use of finite in writing descriptive text by secondary students of SMP N 1 Ungaran still needs improvement. There are still many errors found. The further conclusion will be explained below.

This study concerns the finite error analysis in writing a descriptive text. Regarding Dulay, Burt, Krashen quoted by Ellis (1994, p.56) in surface strategy taxonomy of errors distinguish error into four categories: Omission, Addition, Misinformation, and Misordering. In line with this, it also reveals the failure and success in the use of finite displayed by the students and how they contribute to the unity of their descriptive text which matches the theory of Thornbury (2005, p.19) that maintains that there are seven aspects a text need to be: self-contained, well-formed, hang together, make sense (coherent), has a clear communicative purpose, recognizable text types, and appropriate to the context of use. Based on the data analysis in the previous chapter, the conclusions can be drawn as follows:

First, there are one hundred and twelve errors found. 11.60% of finite errors are found in the error category 'misinformation', 15.17% of finite errors are found in the error category 'addition', 66.96% of finite errors are found in the error category 'misinformation', and 6.25% of finite errors are found in the category 'misordering'.

Second, the most frequently occurred is error category 'misinformation'. Most of the finite errors caused by the errors in using tenses. As descriptive text uses present tense, but most of the students used a progressive form as the tense. Some of the finite errors are also caused by the incorrect use of appropriate words. Error category 'omission' and 'misordering' are the least frequent. Additionally, the error category 'omission' is mostly caused by the omission of finite, noun, and article.

Third, both failure and success in using finite have a big contribution to the unity of the text. Using incorrect finite also has a negative impact on the level of meaning of the clause. The reader cannot see exactly the meaning of what the writer wants to say when there is a clause with the incorrect use of finite. In order to avoid the failures or errors, students should be aware of the importance or function of finite, verb, subject, and other parts which are contained in a sentence. They should also enrich their vocabularies that they do not lack of words in building idea and paraphrasing while describing something. For the last, they should practice a lot. The more they practice, the more they will know many vocabularies and use them appropriately. Thus, they are well-versed in arranging sentences then creating a good writing.

5.2 Suggestions

There are some suggestions directed to the readers, researchers, students, teachers, and particularly for those who are focusing on the finite study.

(1) For English teachers

Writing is the most advanced skill which is considered as a difficult and avoided skill among students. This causes many problems particularly finite problems which lead to the poor quality of the writing product. Therefore, teachers need to raise their awareness regarding the grammatical terms of finite. Teachers should teach not only in the level of form but also the function and use of finite. Regarding that, teachers need to be more creative in delivering the materials related to the finite use so that the students are interested in the process of learning. Teachers also need to pay more attention to the kinds of finite problems found in this study to help them determine the aspect that should be more focused on. Furthermore, more practice is still needed since writing is not an instant learning.

(2) For the students

Students should have more practice in writing in order to obtain a good quality in writing. They also need to realize the use of finite so that their writing quality will increase.

(3) For the readers

This study is expected to give benefits to the readers. In addition, the readers who are interested in finite and want to conduct other studies related to the topic of this

study may use this as a reference and they are expected to be able to make better studies in the future and hope this study will be a useful contribution to the study of error analysis.

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