



**STUDENTS' ERROR ANALYSIS ON USING SIMPLE  
PRESENT TENSE IN WRITING DESCRIPTIVE TEXT AT  
GRADE XI MIA 4 OF MAN PANYABUNGAN  
MANDAILING NATAL**

**A THESIS**

*Submitted to State Institute for Islamic Studies Padangsidimpuan  
As a Partial Fulfillment of the Requirements for the Degree of Graduate  
Education Scholar (S.Pd) in English*

**Written by:**

**NUR INTAN NASUTION**  
**Reg. Number: 14 203 00093**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2018**



**STUDENTS' ERROR ANALYSIS ON USING SIMPLE  
PRESENT TENSE IN WRITING DESCRIPTIVE TEXT AT  
GRADE XI MIA 4 OF MAN PANYABUNGAN  
MANDAILING NATAL**


**A THESIS**

*Submitted to State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the Requirements for the Degree of Graduate  
Education Scholar (S.Pd) in English*


**Written by:**

**NUR INTAN NASUTION**  
**Reg. Number: 14 203 00093**

**ADVISOR I**

  
**Dr. ERAWADI, M. Ag**  
**NIP. 19720326 199803 1 002**

**ADVISOR II**

  
**YUSNI SINAGA, M. Hum**  
**NIP. 19700715 200501 2 010**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2018**

: Thesis

Padangsidempuan,

2018

a.n. **Nurintan Nasution**

: 7 (seven) exemplars

To:

**Dean Tarbiyah and Teacher Training Faculty**

In-

Padangsidempuan

*Wassalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis by **Nurintan Nasution**, entitled "**Students' Error Analysis on Using Simple Present Tense in Writing Descriptive Text at Grade XI MIA 4 of MAN Panyabungan Mandailing Natal**". We assumed that the thesis has been acceptable to complete the assignments and fulfill requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

*Wassalamu 'alaikum wr.wb.*

**Advisor I**

**Dr. Erawadi, M. Ag**  
NIP. 19720326 199803 1 002

**Advisor II**

**Yusni Sinaga M. Hum**  
NIP. 197007115 200501 1 010

**DECLARATION LETTER OF WRITING OWN THESIS**

The name who signed here:

Name : NUR INTAN NASUTION

Registration Number : 14 203 00093

Faculty Department : Tarbiyah and Teacher Training Faculty/ TBI-2

The Title of Thesis : **STUDENTS' ERROR ANALYSIS ON SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT AT GRADE XI MIA 4 OF MAN PANYABUNGAN MANDAILING NATAL**

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14. Verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, Juni 2018

Yours Truly



NUR INTAN NASUTION

Reg. No. 1420300093

**AGREEMENT PUBLICATION OF FINAL TASK FOR  
ACADEMIC CAVITY**

---

As academic cavity of the State Institute for Islamic Studies Padangsidempuan, the name  
signed here:

Name : NUR INTAN NASUTION  
Reg. No : 14 203 00093  
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-2  
Title : Thesis

To develop science and knowledge, I hereby declare that I present to the State Institute  
Islamic Studies Padangsidempuan **Non Exclusive Royalty Right** on my thesis with entitled: "**Students' Error Analysis on Simple Present Tense in Writing Descriptive Text at Grade XI  
IPA 4 of MAN Panyabungan Mandailing Natal**" With all the sets of equipments (if needed).  
Based on this Non Exclusive Royalty Right, the State Institute for Islamic Studies  
Padangsidempuan has the right to save, to format, to organize in data base form, keep and publish  
this thesis as far as I am determined as writer and own creative right.

Based on statement above all, this statement is made truthfully to be used to properly.

Padangsidempuan, Juni 2018

The Signed



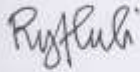
**NUR INTAN NASUTION**

**Reg. No. 14 203 00093**

RELIGION MINISTRY INDONESIAN REPUBLIC  
STATE INSTITUTE FOR CURRICULUM DEVELOPMENT  
**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : NURINTAN NASUTION  
Reg. Number : 14 203 00093  
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-2  
The title of the Thesis : **Students' Error Analysis on Using Simple Present Tense in Writing Descriptive Text at Grade XI MIA 4 of MAN Panyabungan Mandailing Natal**

Chief,



**Rayendriani Fahmei Lubis, M.Ag**  
Nip. 19710510 200003 2 001

Secretary,



**Zainuddin, S. S., M. Hum**  
Nip. 19760610 200801 1 016

Members,



**Yasni Sinaga, M. Hum**  
Nip. 19720326 199803 1 002



**Rayendriani Fahmei Lubis, M. Ag**  
Nip. 19710510 200003 2 001



**Zainuddin, S. S., M. Hum**  
Nip. 19760610 200801 1 016



**Fitri Rayani Siregar, M. Hum**  
Nip. 19700715 200501 2 010

Proposed :

Place : Padangsidempuan  
Date : Juny, 03<sup>th</sup> 2018  
Time : 08.30 until finish  
Result/Mark : 74 (B)  
IPK : 3.48  
Predicate : Very Good



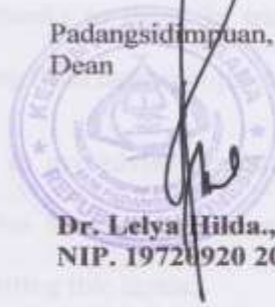
**RELIGION MINISTRY INDONESIAN REPUBLIC**  
**STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN**  
**TARBIYAH AND TEACHER TRAINING FACULTY**  
**Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733**  
**Padangsidimpuan**

## LEGALIZATION

**: Students' Error Analysis on Using Simple Present  
Tense in Writing Descriptive Text at Grade XI MIA 4  
of MAN Panyabungan Mandailing Natal**  
**By : Nurintan Nasution**  
**No : 14 203 00093**

The Thesis had been accepted as a partial fulfillment of the Requirement  
for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, July 2018  
Dean



**Dr. Lelya Hilda., M.Si.**  
**NIP. 19720920 200003 2 002**

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### **In the name of Allah, the Beneficent and the Merciful**

Praises to Allah SWT lord of the world Who has given me the health, time, chance, knowledge and strength to finish the thesis entitle “Students’ Error Analysis on Simple Present Tense in Writing Descriptive Text at Grade XI MIA 4 of MAN Panyabungan Mandailing Natal”. Shalawat and greet greeting to the prophet Muhammad SAW, his families, his companies, and his followers, who have brought the human from the darkness era into the lightness era.

In writing this thesis, I assisted by some people and institutions. Therefore, this opportunity I would like to say thanks to them. In truth, this thesis can’t be completed without a great deal of helping from many people, they are:

1. Mr. Dr. Erawadi , M. Ag., as my advisor I and Mrs. Yusni Sinaga M. Hum., as my advisor II who have given researcher suggestion, ideas, criticism, and guidance in writing this thesis.
2. Mr. Prof. Dr. H. Ibrahim Siregar, MCL., as the Rector of State Institute for Islamic Studies (IAIN) Padangsidempuan.
3. Mrs. Dr. Lelya Hilda, M. Si., as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Padangsidempuan.
4. Special thanks are also due to Mrs. Rayendriani Fahmei Lubis, M. Ag., as the Leader of English Education Department.
5. Mr. Yusri Fahmi, S. Ag. M, Hum., as the chief of IAIN Padangsidempuan Library and his staff for their cooperative and permission to use many books of the library.



6. All lecture and staff in English Education Department who have given their valuable, idea, acknowledge, advice, and cooperative.
7. Headmaster, teacher English and students MAN Panyabungan who have allowed me to the research information giving, and data collection admittance of the thesis.
8. My beloved parent, (H. Apnar Nasution and Nur Zakiah Lubis) who taught me how to fight the bended of my life and always be my patient in all life condition, three my brothers (M. Hidayat Nst S. Sos., Khoirul LatifNst S. Pd., and Wawan Sumuran) and two my sisters (Halimatus Zahro and Nur Madaniah) who given me motivation and advice for me.
9. Thanks to my beloved brother Abdul Rosak Lubis S, Pd., who help me and give motivation and advice to finish this thesis and thanks to my lovely friends, Mardiyah, Nur Lainun Hrp, wirdatul Fuadi, Esriati Pohan, Dinda Mutia, Siswanti, and all students of TBI-2, Fakhrurrozi S, Pd., Togu Martua Daulay S. E., Sartika Dewi, Rahma Erfida Hrp, Anni Novita, Mitaro, Syafrida, Derlina, who always give me motivation to be spirit more in learning.

Finally, I realize that there are some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan,        2018  
Researcher,

NUR INTAN NASUTION  
Reg. No. 1420300093

**Name** : Nur Intan Nasution  
**Reg. No.** : 14 203 00093  
**Faculty** : Tarbiyah and Teacher Training Faculty  
**Department** : English Education Department (TBI- 2)  
**Title of Thesis** : Students' Error Analysis on Using Simple Present Tense in Writing Descriptive Text at Grade XI MIA 4 of MAN Panyabungan  
**Year** : 2018

### **ABSTRACT**

This research is taken based on fact that of students' error on simple present tense in writing descriptive text at grade XI MIA 4 of MAN Panyabungan. The aim of the research is to analyze the students' error on simple present tense in writing descriptive text, the types of error in simple present tense in writing descriptive text and the reason of students' error is still occur on using simple present tense in writing descriptive text at grade XI MIA 4 of MAN Panyabungan.

The kind of this research is qualitative approach by using descriptive method. The sources of the data are taken from two sources; they are primary and secondary source. The primary source is the data from class XI MIA 4 of MAN Panyabungan there are 41 students and the secondary source ia the data from the English teacher of MAN Panyabungan. The technique of collecting the data uses test and interview.

Based on the research result, the researcher found the students' error on simple present tense in writing descriptive text was enough (42, 27%) that can be classified to the categorize into *enough categories* and the dominant type was in addition with 46 errors (44, 23 %). The reason of students' error on simple present tense in writing descriptive text were the students have not understand the simple present tense well, the students were confuse to differ between nominal, active verbal, and passive verbal in positive, negative, and interrogative form. The students forgot the formula and the rule of simple present tense especially when they were writing descriptive text, the students lack of vocabulary.

## TABLE OF CONTENTS

|  | <b>Page</b> |
|--|-------------|
| <b>TITLE PAGE .....</b>  | i           |
| <b>LEGALIZATION ADVISOR SHEET.....</b>                                   | ii          |
| <b>AGREEMENT ADVISOR SHEET.....</b>                                      | iii         |
| <b>DECLARATION LETTER OF WRITING OWN THESIS .....</b>                    | iv          |
| <b>AGREEMENT PUBLICATION OF FINAL TASK<br/>FOR ACADEMIC CAVITY .....</b> | v           |
| <b>SCHOOLAR MUNAQOSAH EXAMINATION SHEET.....</b>                         | vi          |
| <b>LEGALIZATION OF DEAN TARBIYAH AND TEACHER .....</b>                   | vii         |
| <b>ACKNOWLEDMEN .....</b>  | viii        |
| <b>ABSTRACT.....</b>   | ix          |
| <b>TABLES OF CONTENTS .....</b>  | x           |
| <b>LIST OF TABLES .....</b>  | xi          |
| <b>LIST OF FIGURES .....</b>   | xii         |
| <b>LIST OF APPENDIX .....</b>  | xiii        |
| <b>CHAPTER I : THE INTRODUCTION</b>                                      |             |
| A. Background of the Problem .....                                       | 1           |
| B. Focus of the Problem .....  | 4           |
| C. Formulation of the Problem.....                                       | 5           |
| D. Objective the research.....   | 5           |
| E. Significant of the Research .....                                     | 6           |
| F. Definition of Terminologies .....                                     | 6           |
| G. Systematical of the Thesis .....                                      | 8           |
| <b>CHAPTER II : THE THEORITICAL DESCRIPTION</b>                          |             |
| A. Theoretical Study   |             |
| 1. Error Analysis .....  | 9           |
| a. Definition of Analysis.....   | 9           |
| b. Definition of Error .....   | 9           |
| c. Definition of Error Analysis .....                                    | 10          |
| d. Types of Error .....  | 11          |
| 2. Simple Present Tense.....   | 13          |
| a. Description of Simple Present Tense.....                              | 13          |
| b. Kinds of Simple Present Tense.....                                    | 15          |
| 1) Nominal Sentence .....  | 15          |
| 2) Verbal Sentence .....   | 18          |
| a) Active Verbal .....   | 19          |
| b) Passive verbal.....   | 21          |

|  |    |
|--|----|
| c. Rule of Using Simple Present Tense .....    | 23 |
| 3. Writing .....                               | 24 |
| a. Definition of Writing .....                 | 24 |
| b. Purpose of Writing.....                     | 25 |
| c. Components of Writing.....                  | 26 |
| d. Process of Writing.....                     | 26 |
| 4. Descriptive Text.....                       | 27 |
| a. Definition of Descriptive Text .....        | 27 |
| b. Generic Structure of Descriptive Text ..... | 29 |
| c. Dominant Grammar Aspect .....               | 30 |
| d. Types of Descriptive Text.....              | 30 |
| e. Example of Descriptive Text .....           | 31 |
| B. Review of Related Finding .....             | 34 |

### **CHAPTER III: THE RESEARCH METODOLOGY**

|  |    |
|--|----|
| A. Location and Time of the Research ..... | 36 |
| B. Research Design .....                   | 36 |
| C. Source of the Research .....            | 37 |
| D. Population and Sample .....             | 38 |
| E. Instrument of Collecting Data.....      | 39 |
| 1. Test .....                              | 39 |
| 2. Interview .....                         | 40 |
| F. Technique of Data Trustworthiness ..... | 41 |
| G. Technique of Data Analysis.....         | 43 |

### **CHAPTER IV : THE RESEARCH FINDING**

|  |    |
|--|----|
| A. Result of the Research .....  | 47 |
| 1. Description of the Student' Error in Using<br>Simple Present Tense in Writing Descriptive Text.....   | 47 |
| 2. Description of the Types of Error in Using<br>Simple Present Tense in Writing Descriptive Text.....   | 48 |
| 3. Reason of the Student' Error Occurs in Using<br>Simple Present Tense in Writing Descriptive Text..... | 56 |
| B. Discussion.....   | 60 |
| C. Threat of the Research .....  | 62 |

### **CHAPTER V THE CONCLUSION AND THE SUGGESTION**

|                     |    |
|---------------------|----|
| A. Conclusion ..... | 63 |
| B. Suggestion.....  | 64 |

**REFERENCES**

**APPENDIX**

**CURRICULUM VITAE**

## LIST OF TABLES

|  | <b>Page</b> |
|--|-------------|
| Table 1 Formula of Nominal Sentence in Positive Form .....   | 15          |
| Table 2 Formula of Nominal Sentence in Negative Form .....   | 16          |
| Table 3 Formula of Nominal Sentence in Interrogative Form .....  | 17          |
| Table 4 Formula of Active Verbal Sentence in Positive Form .....   | 19          |
| Table 5 Formula of Active Verbal Sentence in Negative Form .....   | 20          |
| Table 6 Formula of Passive Verbal Sentence in Positive Form .....  | 21          |
| Table 7 Formula of Passive Verbal Sentence in Negative Form .....  | 22          |
| Table 8 The Pattern of Simple Present Tense .....  | 23          |
| Table 9 The Function of Identification and Description in Descriptive Text...                                | 31          |
| Table 10 The Indicator of Students' Error on Using Simple Present<br>Tense in Writing Descriptive Text ..... | 41          |
| Table 11 The Classification Quality of Students' Score .....   | 46          |
| Table 12 The Percentage of Students' Error Data in Four Types of Error.....                                  | 54          |

**LIST OF FIGURES**

Figure 1: Histogram of Students' Error in Using Simple Present  
Tense in Writing Descriptive Text..... 48

## **LIST OF APPENDIXES**

- Appendix 1 The Instrument of Interview
- Appendix 2 The Instrument of Test
- Appendix 3 The Description of the Data on Students' Error in Using Simple Present Tense on Descriptive Text at Grade XI MIA 4 of MAN Panyabungan
- Appendix 4 The Name of Students at Grade XI MIA 4 of MAN Panyabungan
- Appendix 5 Documentation of the Research



## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Language is a system arbitrary signs that used as a communication tool to show feeling and thinking. People can interactions one to another by using language. Human can speaking, writing, interaction, communication, gives expression of felling and thinking through language. Therefore language needs to study of human especially students.

English is one of the materials based on the curriculum in Indonesia. English is one of subject that is taught in Indonesia school such as listening, speaking, reading, and writing. There are many people want to be able to mastery English well by mastering all the skills. The mastery of English often occur errors.

Error in the using of language is a good thing to analyze and to search which the reasons. Usually the errors in influenced by the ability to master vocabulary and grammar of language being studied, so that error in mastering a language component cannot be avoided completely. Examples are mastering grammar and vocabulary in writing a text. This means that the ability to write requires special skills and processes in arranging the material language by using the words and ideas of learners and be a good composition. Learners

often make error in learning English, especially when they are trying to arrange a word or sentences in their writings. Learners are difficult to form a correct sentence in using tense especially simple present tense. Learners are difficult to differ between active sentence, nominal sentence, and passive sentence also.

Realizing to this condition, and according to the curriculum of English in Senior High School very important to study about speaking, listening, reading, and writing, which include by language component, like grammar. Grammar is one of the language aspects which are taught to every language learners. By learning grammar, someone can communicate message clearly and perfectly. The statement above shows that grammar is basic knowledge to learn about English sentence structure and also keep an important role in learning and understanding the English language.

The aspects of grammar are the using of the tenses, sentence, and part of speech such as; noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. The using of tenses like simple present tense, simple past tense, simple future tense, present perfect tense, present continuous tense, etc.

Tenses have been studied start from first learning English subject in Junior High School and Senior High School especially simple present tense.

So, students at grade XI have studied simple present tense started from the grade VII Junior High School, but when the students learn writing descriptive text they still occur errors in tenses.<sup>1</sup> It means that many students have not comprehended about tenses in writing descriptive text. So, the students could not speak and write correctly, as happened to the students at grade XI in MAN Panyabungan.

So, in this subject, students must comprehend grammatical error, so that they are easy to comprehend writing descriptive text. Descriptive text has many rules; two of them are using simple present tense and generic structure. In the students' comprehending of grammatical are still low, it is known from students' score of formative test as give by the English teacher to the researcher.

In this case the researcher wants to analyze about any errors that are often encountered when writing descriptive text on some students. So to get a good result, students should be able to master and apply the generic structures properly, especially on the using simple present tense. If they do not shorten, of course an error occurs. Automatically they will be misleading to readers, because readers can't receive a message or expression of their ideas well. Most students still find problems in using it, because of their limited mastery,

---

<sup>1</sup> Zulkaedah, *Private Interview to the English Teacher*, (Panyabungan: MAN Panyabungan on March 21th 2018 at Wednesday 10 am)

especially the difference between regular and irregular verbs. Therefore, the researcher wanted to analyze the error made by students and try to provide solutions to superintend their problems.

Base on the background above, the researcher is interested in conducting the research about **STUDENTS' ERROR ANALYSIS ON SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT AT GRADE XI MIA 4 OF MAN PANYABUNGAN**. The researcher reason chooses this title is because most students find problems in using simple present tense in descriptive text. In writing descriptive text students must used words and good ideas, and the researcher chooses to analyze at grade XI MIA 4 of MAN Panyabungan, in writing descriptive text often used error in writing descriptive text.

## **B. The Focus of the Problem**

From the researcher explained above, there are many problems faced by the students in writing English text. So, in this research, the researcher focused on simple present tense includes nominal sentence, active sentence, and passive sentence in writing descriptive text to the students at grade XI MIA 4 of MAN Panyabungan as looking at to their curriculum that all these material have been learnt on the stage.

### **C. The Formulation of the Problem**

Base on the background above, the researcher would like to seek the answer by the following problem:

1. What is the students' error on using simple present tense in writing descriptive text at grade XI MIA 4 of MAN Panyabungan?
2. What are the types of errors found in using simple present tense in writing descriptive text at grade XI MIA 4 of MAN Panyabungan?
3. Why the students' error is still occurs on using simple present tense in writing descriptive text at grade XI MIA 4 of MAN Panyabungan?

### **D. The Objective of the Research**

The objective of the study is to know:

1. The students' error analysis on simple present tense in writing descriptive text at grade XI MIA 4 of MAN Panyabungan.
2. The types of error in simple present tense in writing descriptive text at grade XI MIA 4 of MAN Panyabungan.
3. The reason of the students' error is still occurs on using simple present tense in writing descriptive text at grade XI MIA 4 of MAN Panyabungan

### E. The Significance of the Research

The research is expected to be useful for:

1. English teacher to improve the teaching techniques and encourage students to be more cautious in using every aspect in writing descriptive text.
2. The students, this research may assist them in writing descriptive text correctly.
3. Researcher, this research becomes an input about the most typical errors that the students do and last benefit is for others, the result may serve as guidelines for the future study related to the subject.

### F. The Definition of Terminologies

The terms use in this research is as follows:.

1. Students

Students are person that is studying at a college or university, person studying at secondary school.<sup>2</sup> Whereas Sadirman said that students is a component who take places in central position in the learning process.<sup>3</sup> Students or learner is any persons who carry out education activities.<sup>4</sup> So that, based on above definition, researcher concludes that a student is

---

<sup>2</sup>As. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford Press, 2000), p. 859.

<sup>3</sup>Sardiman, *Interaksidan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2011), p. 111.

<sup>4</sup>Syaiful Bahri, *Gurudan Anak Didik Dalam Interaksi Edukatif*, (Jakarta: Rineka Cipta, 2002), p.

subject of learning who takes place in central position in the learning process

## 2. Error

Errors are the result of some failure of performance. Moreover, the noticeable thing about erroneous sentence is that they can readily be corrected by the speaker himself since they are cases of failure to follow a noun rule.<sup>5</sup>

## 3. Analysis

Hornby said, the analysis is “The study of something by examining its part and relationship”.<sup>6</sup> While Indonesian Dictionary state on “*analisis adalah penyelidikan terhadap suatu peristiwa untuk mengetahui keadaan yang sebenarnya.*”<sup>7</sup> So that, based on above definition, the researcher conclude that analysis is analysis that will do a researcher to fine condition, even, in the location that is planned by a researcher. In analysis there is no manipulation, but by doing analysis for finding the real situation.

---

<sup>5</sup>Carl James, *Error in Language and Use*, New York: Longman), p.79.

<sup>6</sup>AS. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford Press, 2000), p. 38.

<sup>7</sup>Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 43.

#### 4. Simple Present

Simple present tense is information happen, statement habitual action, general truth, to express what may happen at the time of speaking.<sup>8</sup>

#### 5. Descriptive Text

A descriptive text is usually started by a clear topic sentence which identifies a thing, place, or a person. It is about whom, what, and where. According to Juice said “description is writing that appeal to one or more live sense, sight, sound, smell, taste and touch. In this case, description tells about feeling, phenomena, sound, etc.”<sup>9</sup>

### **G. The Systematical of the Thesis**

The systematical of the research include in to three chapter, they are: the first chapter consist of introduction: background of the problem, the focus of the problem, the formulation of the research, the objective of the research, significant of the research, and the last the systematical of the thesis.

The second chapter, consist of the theoretical study: error analysis, simple present tense, writing, descriptive text, the review of related finding.

The third chapter consists of methodology of research: the location and time of the research, the research design, the source of the research, the instrument of collecting data, the technique of data analysis, the technique of data trustworthiness, and population and sample.

---

<sup>8</sup> Otong Setiawan Djure, *Functional English Grammar* (Bandung: YramaWidya, 2008), p. 80

<sup>9</sup> Juice and Armstrong, et. al, *Writng and Grammar* (New Jersey: Upper Saddle River, 2001),



## CHAPTER II

### THE THEORITICAL DESCRIPTION

#### A. Theoretical Study

##### 1. Error Analysis

###### a. Definition of Analysis

Analysis is interrogation carefully. According to dictionary analysis defined as the detail study or examination of something in order to understand more about it, or careful examination of a substance in order to find out what it consist of.<sup>1</sup>

###### b. Definition of Errors

Error is divergence of rule. According to Carl James Errors are the results of some failure of performance. More ever, the noticeable thing that erroneous sentence is that they can readily be corrected by the speaker himself since they are cases of failure to follow a noun rule.<sup>2</sup> Error is to be avoided and it is influence overcomes. However, as errors were the result of the negative transfer of first language

---

<sup>1</sup> AS Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 41.

<sup>2</sup> Carder in Carl James, *Error in Language Learning and Use* (New York: Longman. 1998), p. 79

habits, it is difficult to see how they could become habits simply by tolerating them.<sup>3</sup>

An error relates to student's systematic errors from being capable of reconstructing his knowledge of the language so far it differs from a mistake, a mistake refer to performance error that is either random or a slip of the tongue, in that is failure to utilize a known system correctly.

The difference between error and mistake is that error is grammatical utterance which refers to the language competence, while mistake is imperfectness of utterance refers to the language performance.

### c. Definition of Error Analysis

Error analysis is interrogation divergence carefully. According to Hornby said that, "Error is a mistake, especially one that causes problems or aspect' the result."<sup>4</sup> Meanwhile Henry Guntur Tarigan and Pjago Tarigan state that Error is a divergence in using of language.<sup>5</sup> Hornby state that "Analysis is the result of study".<sup>6</sup>

---

<sup>3</sup> Rood Ellis, *Understanding Second Language Acquisition* (Hong Kong: Oxford University Press, 1985), p.22

<sup>4</sup> AS Hornby, *Op Cit.*, p. 445.

<sup>5</sup> Henry Guntur Tarigan and Pjago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa* (Bandung: Angkasa 1990), p. 41

<sup>6</sup> AS Hornby, *Op Cit.*, p. 41

According to Siti Zubaida said that, “Analysis is the result process of considering something carefully and detail, in order to understand and explain it.”<sup>7</sup>

Base on those definitions above, error analysis is process of considering something carefully and detail that happen a divergence in using of language. As explained in the hadith that human beings escape from mistakes and forget. As follows :

كُلُّ ابْنِ آدَمَ حَطَّاءٌ وَخَيْرُ الْخَطَّائِينَ التَّوَّابُونَ

Translate : *Every son of Adam has done wrong and the best of wrongdoing is the repentant of his guilt (HR. At Tirmidzi no.2499, Hasan).*<sup>8</sup>

#### d. Types of Errors

Types of error there are four kinds of descriptive taxonomy that are commonly used:

##### 1) Comparative Taxonomy

Comparative taxonomy is classifiers error based on comparison between the structure of language learner error and certain other types of construction. The error is classified into developmental, errors, Interlingua error, ambiguous errors, and unique errors.

##### 2) Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on listener or reader. This

<sup>7</sup>Siti Zubaidah, *Constarative and Error Analysis* (Medan: IAIN, 2009), P. ii

<sup>8</sup><https://almanhaj.or.id/3617-hadis-tentang-kesalahan-kesalahan-yang-dimaafkan.html>

taxonomy classifies error into global errors and local errors.

### 3) Linguistic Category Classification

This type of taxonomy carries out specification of errors in terms of linguistics categories, in term of where the error is located in the overall system of the TL based on the linguistic item which is affected by the error.

### 4) The Surface Structure Taxonomy

There are four principal ways in which learners ‘modify’ target form, in other words, four ways in which IL and TL forms diverge in specific and systematic ways.<sup>9</sup> In addition there are:

#### i. Omission

In this case, when the students make sentence, there is one aspect is omitted. It tends to effect function word rather than content words at least in the early stage. More advanced learners tend to be aware of their ignorance of content words, and rather than omit one, they resort compensatory strategies to express their idea.<sup>10</sup>

#### ii. Addition

It is a sentence in which certain aspect of language rules is added in a correct sentence. This is manifestation of error is the result of all too faithful use of certain rules and they suggest there are subtypes.<sup>11</sup>

#### iii. Misformation

What the learner who produced this error has done is not misform but misselection errors. In this case the students used of the wrong from of a structure of sentence.<sup>12</sup>

#### iv. Misordering

In this case student makes sentence in incorrect order. Misordering is often the result of learners relying on carrying out word for word translation of native language surface structures when producing written or spoken utterances in TL.

---

<sup>9</sup>Carl James, *Op Cit*, p.104.

<sup>10</sup> H. Guntur Tarigan dan Djogotarigan, *Pengajaran Analisis Kesalahan Bahasa* (Bandung: angkasa, 1988), p. 149

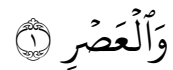
<sup>11</sup> *Ibid*, p. 151

<sup>12</sup> Carl James, *Errors in Language Learning And use : Explorng Error Analysis*, (New York: Wesley Longman inc., 1998), P. 77

## 2. Simple Present Tense

### a. Description of Simple Present Tense

The simple present tense comes from simple word means easily to understand not difficult, present word means existing or happening now, and tense means verb form that shows the time of the action or state. Allah explains in Al-qur'an about time as follows al-'Ashr



Translate : *by al Ashr (the time)*.<sup>13</sup>

In the holy book Al Jawaabul Kaafi creation of Ibnul Qayyim say that Imam Syafi'i get lesson and advise from Sufi people about time as below:

الوقت كالسيف فإن قطعته وإلا قطعك، ونفسك إن لم تشغلها بالحق وإلا شغلتك بالباطل

Translate: *time like a sword, if you do not use it then the one who will actually cut you. And if you are not preoccupied with goodness of it, you will be busied by futility*<sup>14</sup>

The using of simple present tense is when an action happening right now, or when it happens regularly. Generally, it is used to describe actions that are factual or habitual things that occur in the

<sup>13</sup> *Op Cit.*, Khadim AL-Haramain asy Syarifain, p.1077

<sup>14</sup> <https://rumaysho.com/2782-waktu-laksana-pedang-2.html> uploaded on Wednesday, 16 May 2018 at 05. 00 am

present but those are not necessarily happening right now. According to Slamet Riyanto, et. al. The simple present tense is a verb form that is used to express:

- a) An action that happens all the time or habit  
Example: Ahmad always goes to school on time
- b) A thing that is true in general  
Example: I am Indonesian
- c) A schedule/time table or a plan  
Example: Mr. Harry arrives at 6:30 a.m in airport.
- d) A description and definition

Example: a doctor works in hospital. He examines the sick people. He gives medicine too.<sup>15</sup>

The simple present tense is used to express an event or action habits (an action have has become a habits), a thing that is true in general. And according to Otong Setiawan Djure the simple present tense is information happen, statement habitual action, general truth, to express what may happen at the time of speaking.<sup>16</sup>

So, based on those definitions above, the researcher concludes that the simple present tense is information that uses to express a habitual action, general truth, definition and description of something.

## b. The Kinds of Simple Present Tense

### 1) Nominal Sentence

---

<sup>15</sup> Slamet Riyanto, Leila NH, et. al, *A Complete Grammar for Toefl*, (Yogyakarta: Pustaka Pelajar, 2009), p.98.

<sup>16</sup> Otong Setiawan Djure, *Functional English Grammar* (Bandung: YramaWidya, 2008), p. 80

Simple present tense is form of time that uses stated action a do repeated, or habitual action not correlation with time. According Jayanthy Dakshisina Murthy “The simple present tense issue to know that action takes places at present, it is known as the present tense”<sup>17</sup>

Simple present tense in nominal can be divided in to three forms on the formula. They can be seen as the bellow:

The formula of simple present tense in nominal:<sup>18</sup>

### 3. Positive

The formulation of positive sentence can be seen as bellow:

**Table 1**

**Formula of Nominal Sentence in Positive Form**

| S    | To be | Complement           |
|------|-------|----------------------|
| I    | Am    | ...Object/complement |
| We   | Are   |                      |
| You  |       |                      |
| They |       |                      |
| He   | Is    | ...Object/complement |
| She  |       |                      |
| It   |       |                      |

<sup>17</sup> Jayanthy Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace, 1990), p. 151.

<sup>18</sup> *Op Cit.*, Ottong Setiawan Djhure, p. 80

Example:

a) I am a student

e) He is a doctor

b) We are hungry

f) She is teacher

c) You are clever

d) They are brave

## 2. Negative

The formulation of negative sentence can be seen as bellow:

**Table 2**

### **Formula of Nominal Sentence in Negative Form**

| S    | To be | Not   | complement           |
|------|-------|-------|----------------------|
| I    | Am    | + not | ...Object/complement |
| We   | Are   |       |                      |
| You  |       |       |                      |
| They |       |       |                      |
| He   | Is    |       |                      |
| She  |       |       |                      |
| It   |       |       |                      |

Example:

a) I am a student

e) He is a doctor

b) We are hungry

f) She is a teacher





are two types of sentences are sentences of active and nominal, verbal phrase (main verb) that shows the activity, for example, in the sentence “I always go to book store every two weeks. Meaning “I always go to book shop every two weeks”, now that the word is a verb that means go away or action shows activity.

Verbal sentence is a sentence that uses the predicate verb. Verbal sentence is a sentence that separates elements with three verbs be his complement. Verbal sentence divided in to two such as:

a) Active Verbal/ Voice

Active voice is used when we want to say that the subject (for example: I, We, You, They, He, She, It, Susana, The car **DOES AN ACTION**. So the subject is the actors of the activist/ deed.<sup>20</sup> The formulation of active verbal in positive sentence can be seen as bellow:

**[+]: S + V1 +.... But for subject He, She, It + v1 + S/ ES.**<sup>21</sup>

**Table 4**

**Formula of Active Verbal Sentence in Positive Form**

---

<sup>20</sup> *Op Cit*, Slamet Riyanto,, et. al, p.180.

<sup>21</sup> Kresna, *English Language Institute Parts of Speech Verbal and Nominal Sentence*, (Seruni Sreet, No. 11 Pare Kediri 2005), p.2

| S                      | V             | Complement             |
|------------------------|---------------|------------------------|
| I<br>WE<br>YOU<br>THEY | Verb 1        | .... (Object + adverb) |
| HE<br>SHE<br>IT        | Verb 1 + s/es |                        |

Example:

- |                            |                     |
|----------------------------|---------------------|
| 1. I go to the mosque      | 5) He plants a tree |
| 2. We love Muslim<br>grass | 6) She cuts the     |
| 3. You read al- Qur'an     | 7) It looks fine    |
| 4. They drink honey        |                     |

**[-]: S + Do/ Does + Not + V1 + ....**

The formulation of active verbal in negative sentence can be seen as bellow:

**Table 5**

**The Formulation of Active Verbal sentence in Negative  
Form**

| S                      | Helping Verb | V  | .....                |
|------------------------|--------------|----|----------------------|
| I<br>WE<br>YOU<br>THEY | Do not       | V1 | .... (objek+ adverb) |
| HE<br>SHE<br>IT        | Does not     |    |                      |

Example:

- |  |                                     |
|--|-------------------------------------|
| 1. I do not go to the mosque<br><br>plant a tree | 5) He does not<br><br>cut the grass |
| 2. We do not love Muslim<br><br>cut the grass    | 6) She does not<br><br>look fine    |
| 3. You do not read al- Qur'an<br><br>fine        | 7) It does not look<br><br>fine     |
| 4. They do not drink honey                       |                                     |

**[?] Short answer: Do/ Does + S + V1...?**

Example:

1. Do you go to the mosque?
2. Does he plant a tree?
3. Does it look fine?

**[?] Long Answer: Q. Word + Do/ Does + S + V1+.....?**

Example:

1. Why do you love Muslim?
2. Where does he plant a tree?
3. What does it look fine?

**To ask subject: Q. Word + V1 + S/ES + ....**

b) Passive Sentence/Voice

Passive voice is used when we want to say that the subject (for example: I, We, You, They, He, She, It, Susana, The car **IS NOT THE DOER**, but **RECEIVES AN ACTION**.<sup>22</sup> The formulation of passive verbal in negative sentence can be seen as bellow:

---

<sup>22</sup>*Op Cit*, Slamet Riyanto, p. 181

[+] Subject+ be (is, am, are) + Past participle verb/  
verb-3 ± [by, of in]

**Table 6**

**The Formula of Passive Sentence in positive form**

| S                 | To be | V   | Complement                           |
|-------------------|-------|-----|--------------------------------------|
| I                 | Am    | V-3 | [by, of in] ....<br>(object+ adverb) |
| WE<br>YOU<br>THEY | are   |     |                                      |
| HE<br>SHE<br>IT   | Is    |     |                                      |

The formulation of passive verbal in negative sentence can be seen as bellow:

**Table 7**

**The Formula of Passive Verbal Sentence in Negative Form**

[-] S + is, am, are + not + verb-3+...

| S                 | To be | Not | V   | Complement                           |
|-------------------|-------|-----|-----|--------------------------------------|
| I                 | Am    | Not | V-3 | [by, of in] ....<br>(object+ adverb) |
| WE<br>YOU<br>THEY | are   |     |     |                                      |

|     |    |  |  |  |
|-----|----|--|--|--|
| HE  | Is |  |  |  |
| SHE |    |  |  |  |
| IT  |    |  |  |  |

[?] **Short answer: is, am, are + S + Verb-3+...**

**Long answer: Q. Word + is, am, are+ S+ verb-3+...**

Example:

- a.) [+] A letter **is sent** by Hamid
  - b.) [-] A letter is not sent by Hamid
  - c.) [?] Short answer: is a letter sent by Hamid?
  - d.) [?] Long answer: where is a letter sent by Hamid
- c. The Rules of Using Verb in Simple present Tense

The pattern of simple present tense can be seen as the bellow:

**Table 8**

**The Pattern of Simple Present Tense**

|                   |                  |
|-------------------|------------------|
| I/ We / You/ They | Infinitive       |
| He/ she/ it       | Infinitive S/ ES |

Adding S/ ES to the infinitive:

- a. Infinitive ended by o, ss, sh, ch, x must be added by es.<sup>23</sup>

Infinitive ended by o, added by es

---

<sup>23</sup> Fuad Mas'ud, *Essential of English Grammar A Practical Guide Third Edition*, (Yogyakarta: Fakultas Ekonomi, Jln. Prof Notonagoro, 2005), p. 20

Do + es : does

Go + es : goes

Infinitive ended by ss, sh, ch, x, added by es:

Teach + es : teaches

Wish + es : wishes

Discuss + es : discusses

Fix + es : fixes

- b. Infinitive ended by consonant y that preceded by consonant, y changed become I then added es :

Fly + es : flies

Study + es : studies

- c. Besides infinitive ended by o, sh, ch, ss, x added by s:

Eat + s : eats

Drink + s : drinks

Cook + s : cooks

From the explanation above forming the kinds of sentence are divided in to two such as: active and nominal sentences. The forms are active positive, negative, and interrogative. The researcher limits the explanation only about active and nominal



using simple present tense in form positive, negative interrogative in students' error analysis on simple present tense in descriptive text at XI Man Panyabungan.

#### 4. Writing

##### a. Definition of Writing

Writing is one of language skills that should be taught besides the other skills. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written. The process of writing integrates visual, motor and conceptual abilities. Therefore, the students must have extensive knowledge if they want to write something.

Writing is a method of represent language in visual form. Writing system use sets of symbols to represent sound of the speech and also have symbols for such things as function and minerals. Minto Rahayu says: "writing is express opinion in written form".<sup>24</sup>

According to David Nunan:

Writing is both of physical and mental acts the most basic level. On other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be

---

<sup>24</sup> Minto Rahayu, *Bahasa Indonesia*.....p.143.

clear to a reader. It also both a process and a product the writes imagines, organizes, drafts, edits, and reads.<sup>25</sup>

On other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statement and paragraph that will be clear to reader. It also both a process and a product, the writer imagines, organize, drafts, edits and read. This is process of writing id often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter or research report.<sup>26</sup> Because of writing is important thing for students and Allah command. As explained in the firman Allah SWT as follows :

يَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنْتُمْ بِدَيْنٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ وَلْيَكْتُبَ بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ وَلَا يَأْبَ كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ ....

*Translate: O you who believe! When you contract a debt for a fixed period, write it down. Let a scribe write it down in justice between you. Let not the scribe refuse to write as Allah has taught him, so let him writ..... (282)<sup>27</sup>*

<sup>25</sup> David Nunan, *Writing Academic*....p. 88

<sup>26</sup> H. dougals Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents), p. 321.

<sup>27</sup> Khadim AL-Haramain asy Syarifain, *Al-Qur'an dan Terjemahnya*, (Jakarta: Yayasan Penyelenggara Penterjemah/Penafsir Al-Qur'an, 1971), Pg. 70.

## b. The Purpose of Writing

As the guide line there are purpose of the writing, they are: informative, narrative, persuasive.<sup>28</sup>

1. Informative writing, it means that the purpose are to give information, direction, or ideas.
2. Narrative writing, it gives purpose a personal or imaginative expression which the writer procedures stories or essay.
3. Persuasive writing, it means that writes attempt to influence others and imitate action or change.

Base on the purposes of writing above, the researcher conclude that the purpose of writing as follow:

- a) To give information and knowledge to the readers
- b) To introduce or define author to the readers.
- c) To make sure the readers about the truth of idea

## c. The Components of Writing

In teaching writing activities, teacher is expected to be able to recognize the general components of writing; content, form, grammar, style and mechanics. Haris states the five general components of writing. He says: “Although the writing process had been analyzed in

---

<sup>28</sup> *Ibid.*, p.137.

many different ways, most teachers would probably agree in recognizing at least the following five general components:

1. Content: the substance of the writing the ideas expressed.
2. Form: the organization of the content.
3. Grammar: the employment of grammatical forms and syntactic patterns.
4. Style: the choice of structures and lexical items to give particular tone or flavor to the writing.
5. Mechanics: the use of the graphic conventions of the language.<sup>29</sup>

d. Process of Writing

1. Pre writing, in prewriting stage students might use graphic organizer as an aid to clarify the concepts the students will use in writing.
2. Writing, which take place in classroom or at home so students can rely on both teacher and others and other students for feedback and support.
3. Post writing, in which students share their writing with others, read aloud what the students have written, or change writing which other students.<sup>30</sup>

According to Jack. C. Richard, Willy A. Renandya that, the

four basic, they are:

- i. Planning (prewriting), prewriting is any in the classroom that encourages students to write.
- ii. Drafting (writing), one sufficient ideas is gathered at the planning stage my proceecquicly.
- iii. Revising (reradiating) when students revise, the student review their text on the basic of the feedback give in the responding stage.

---

<sup>29</sup> [www.englishteachingtechniques.blogspot.co.id/2012/09/unit-18teaching-writing.html?m=1](http://www.englishteachingtechniques.blogspot.co.id/2012/09/unit-18teaching-writing.html?m=1).

Uploaded on Wenesday, 28 March 2018, at. 08.45 WIB.

<sup>30</sup> *Ibid*,...p.136

- iv. Editing, at this stage, students are engaged in tidying up their texts as the students prepare the final draft for evaluation by the teacher.<sup>31</sup>

## 5. Descriptive text

### a. Definition of Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc. in words. Descriptive text is also a text which describes something that appeal directly to the sense like John E. Warrier said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjectives. It depends on details, not action, to hold the readers interest.

On the other hand according to Sri Dwi Astuti is a text that describes the characteristic of a particular thing, a place or a person.<sup>32</sup> A descriptive text is usually started by a clear topic sentence which identifies a thing, place, or a person. It is about whom, what, and where. According to Juice said “description is writing that appeal to

---

<sup>31</sup> Jack C. Richards, Will, A, Renandya, *Methodology In Language Teaching: An Anthology Of Current Practice*, (Cambridge University Press: 2002),p. 315-319.

<sup>32</sup> Sri DwiAstuti, *Comparing and Contrasting Descriptive and Report Text* (Bekasi: Aldhi Aksaea Abadi Indonesia, 2006), p.30

one or more live sense, sight, sound, smell, taste and touch. In this case, description tells about feeling, phenomena, sound, etc.<sup>33</sup>

According to Sanggam Siahaan and Kisno Shinoda, description is a written English text in which the writer describes an object. In this text, the object can be concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about topic.

Description is a text containing two components i.e., identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object.<sup>34</sup>

#### Components of descriptive text

Description is containing two components identification and description by which writer describes a person, or an animal. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics; the part of the object the

---

<sup>33</sup> Juice and Armstrong, et. al, *Writing and Grammar* (New Jersey: Upper Saddle River, 2001), p .6.

<sup>34</sup>SanggamSiahaan & Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 89

function of description is to describe a particular person, place or thing.<sup>35</sup>

b. The Generic Structure of Descriptive Text

The generic structure of descriptive text is identification and description. Identification intended of the topic which is wanted to describe, and description intended of description is the kind of writing that tries to put a picture in the reader's mind. Description tells how something looks or sounds or taste or smell or fell.

Description text consists of:

1. Identification is writing the name of something, place, pictured, city, and family with brief description.
2. Description is described parts, qualities and characteristics of thing.

The function of identification and description in descriptive text is can be seen as the bellow:<sup>36</sup>

**Table 9**

**The Function of Identification and Description in**

**Descriptive Text**

| Text element | Function |
|--------------|----------|
|--------------|----------|

<sup>35</sup> *Ibid*, Sanggam...p.89

<sup>36</sup> Pardiyo, *Teaching Genre-Based Writing* (Yogyakarta: Andi Offset, 2007), p.36-37

|                |  |
|----------------|--|
| Identification | <ul style="list-style-type: none"> <li>– Form of statement that describe the objects to be described</li> <li>– Statement should be interesting, able to provoke readers to become interested in reading the text description</li> <li>– The use of the objective degree of comparison is helpful.</li> </ul>  |
| Description    | <ul style="list-style-type: none"> <li>– Provided an overview of the condition of objects that can be viewed from several aspects in terms of: location, means of transport, people, weather, size, etc.</li> <li>– Grammatical pattern: <ul style="list-style-type: none"> <li>• Present tense, the present perfect tense</li> <li>• Verb: be (is, are), have, linking verbs.</li> <li>• Use of adjectives to describe or illustrate function of object condition.</li> </ul> </li> </ul> |



c. Dominant Grammatical Aspect

- 1) Focus on specific participant
- 2) Use of attributive and identifying processes
- 3) Frequent use of epithets and classifiers in nominal groups
- 4) Use of simple present tense.<sup>37</sup>

d. Types of Descriptive Text

Buscemi in Martha Octavia Togatorop says that there are types of descriptive writing namely:

1) Descriptive of place

When describe a place, the writer often goes beyond physical appearances of it is place that reveal its character as well.

2) Description of people

The writer describes human being because he is fascinated by their personalities, values and motivations as well as by their looks and the sound of their voices.

3) Description of thing

In describing a thing, it is also started by presenting the physical appearances of its character well. There are important points that can you describe such as its shape, size, and the cost.<sup>38</sup>

6. The Example of Descriptive Text

---

<sup>37</sup>Sanggam Siahaan, *Op Cit*, p. 89.

<sup>38</sup>Pardiyono, *Op Cit.*, p.36

### **My Family**

My family has four members; those are I, my sister, and my parents of course.

My mother is 47 years old. Her name's Annisa. She is thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He is very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. He is cooking and his meals are always very tasty as well as my mother.

Finally, my sister is Nadina. She is 22. She is also red-haired and green eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart, and co-operative. Right now she is studying English also knows Arabic and Mandarin. I want to be smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister has been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I cannot speak Sundanese. Now we are happily living in Jakarta.<sup>39</sup>

### **My Classmate**

Rina is my classmate. She is smart and beautiful. Everyone who doesn't understand and know how to do the homework frequently ask her for help. She is very nice person and I am proud to be her friend. However, we have different interests. Rina prefers math to other subject. I prefer science. Rina is very helpful. She always help me do my math homework when I find it too difficult do it on my own. I do the same thing for her. I always help her do her science homework whenever she asks me. We are the best partners in the world.

---

<sup>39</sup> <https://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html?m=1>

Unlike Rina and I, our classmate, Edo is a little different. He is cute but not clever. He is very lazy in class and seems to be helpless. He is a god boy, but he never does his homework. Many students call him a stupid boy. However, I'm sure he is not stupid. He is just lazy. Most all of students in my class don't want to be in the same group with him or be his partner when there is homework to do together. Since Rina and I sometimes feel sorry for him, we usually invite him to do the homework together. Finally, I have to admit one thing: he is the worst partner ever.<sup>40</sup>

## B. Review of Related Finding

There are related findings that discuss about writing descriptive text.

The first, research done by Anni Mardiyah which title students Mastery on simple present tense of grade VIII in Madrasah Tsanawiyah Negeri 1 GunungTuleh Pasaman Barat.<sup>41</sup>

The second, research done by Rahmad Hadi Muharram Lubis which title "An analysis students' ability in using simple present tense at grade VIII MTs N 1 Padangsidempuan". The result of this research there is a positive qualitative research. The research uses one variable.<sup>42</sup>

---

<sup>40</sup> Entin Sutinah, dkk., *Get Elong With English for Vocational School Grade X Novice Level*, (Jakarta: Erlangga, 2006), p. 50.

<sup>41</sup>Anni Mardiyah, Students Mastery on Simple Present Tense of grade VIII in Madrasah Tsanawiyah Negeri 1 Gunung Tuleh Pasaman Barat( Padangsidempuan: STAIN.2011), P.32

<sup>42</sup>Rahmad Hadi Muharram Lubis, An Analysis on Students' Ability in Using Simple Present Tense at Grade VIII MTS N 1 Padangsidempuan. (Padangsidempuan: IAIN. 2016), p. 18

The next, the research done by Nurasiah which titled "Ability in Writing Descriptive Text at Grade X MA YPKS Padangsidimpun".<sup>43</sup>

So, the researcher thinks, it is for senior high school subject that must be understood about descriptive text by the students. This is one basic reason why researcher chooses the title "Students' Error Analysis on Simple Present Tense in Descriptive Text at Grade XI MAN Panyabungan" with two variables. Researcher thinks, if students want to write something, they must understand from the basic like they have mastery about simple present tense and able to understand what descriptive text is, what the generic structures are and what the dominant grammatical aspects are.

---

<sup>43</sup>Nurasiah, Ability in Writing Descriptive Text at Grade X MA YPKS Padangsidimpun,( Padangsidimpun: IAIN.2016), P.17

## **CHAPTER III RESEARCH METHODOLOGY**

### **A. The Location and Time of the Research**

This research has done at Grade XI MIA 4 of MAN Panyabungan in 2016/2017 academic year. It is located at Medan-Padang Street, No.7 Panyabungan, Kab. Mandailing Natal and North Sumatera. Then, the time of this research will be done from March 2018 up to June 2018

### **B. The Research Design**

The researcher conducted this research as in analysis content and qualitative research, according to Moleong says qualitative research is research produce descriptive data as a written or spoken language from the research object. Combination and process of qualitative research are going on simultaneity; research is done with collecting, analyzing and interpreting data and fact and concluded with inductive method.<sup>1</sup> Base on the method, this research uses descriptive method. Sumadi Suryabrata stated that descriptive research is a study that intends to make a descriptive of situation or events.<sup>2</sup>

So, it can be concluded that descriptive research means to analyze or make a sense perception (descriptive) about situation or events. The method was used to describe problems of case that happened in the field.

---

<sup>1</sup>Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 2009), p. 126.

<sup>2</sup> Sumadi Surtabrata, *Metode Penelitian*, (Jakarta: Raja Grafindo Persada, 1983), p.76

### C. The Source of the Research

The source of data this research consists of:

- a. The primary source of the data is taken from students at Grade XI MIA 4 of MAN Panyabungan

Primary source, the researcher interviews some students by using technique purposive sample. Suharsimi Arikunto stated the sample is aimed at taking a subject not based on strata, random, or area but based on a particular purpose.<sup>3</sup>

(Purposive sample is by doing with step take subject not building on strata, random, or area but building on purposive a particular).

Base on above the researcher interviews some students, there were 5 students who would be interviewed in this research.

- b. Secondary data source of the data is the English teacher Grade XI MIA 4 of MAN Panyabungan

Secondary source, the researcher interviews the teacher English about students' error occurred on using simple present tense in writing descriptive text.

---

<sup>3</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), p. 183

So, the question that had been given to students was 4 items and the question to the English teacher 4 items also. It can be seen in appendix 1

#### **D. Population and Sample**

##### 1. Population

According to Gay, population is the group of interest to the researcher, the group to which she or he would like to result of the study to be generalizable.<sup>4</sup> Base on the above explanation can be concluded that population is whole of the subject that is researched. It has been clear that the population of this research is all the students at grade XI MIA of MAN Panyabungan academic years 2017/2018

##### 2. Sample

According to Gay, stated that sample comprises the individuals, items or events selected from a larger group referred to as a population and the purpose to gain information about the population using sample.<sup>5</sup> In this research researcher takes 43 people on class XI MIA 4 of MAN Panyabungan from all of population as a sample.

#### **E. The Instrument of the Collecting Data**

The key instrument of this research is the researcher herself. The researcher taken the data by their self and meets the students to collect the

---

<sup>4</sup> L. R Gay and Peter Airasian, *Educational Research Competences for Analysis and Application*, (USA: Prentice Hall, 2000), p. 122.

<sup>5</sup>*Ibid*, p. 121

data. Based on source of data, to instrument of collecting data that used by researcher as follows:

### **1. Test**

Suharsimi Arikunto state that: “Test is the instrument which the instruments is arranged with especially because the test is used the measure of something important and certain”.<sup>6</sup> Here, the researcher uses writing test. The students will ask choose one topic from 3 topics given. The topics are about the news that familiar to them. They are “My neighbor”, “Nur Alan Nur’ is the Bigger Mosque in Panyabungan” and “Monas National Monument”. Then, they will write in the table given. The time allocate for the test is 2 x 45 minutes. Here are the indicators of the test.

The test is not the main instrument but as the interview assistant as the main instrument in this study. Test are done to prove the interview is correct, students still do not mastery about simple present tense especially when writing descriptive text.

The Indicators of error on simple present tense in writing descriptive text:

---

<sup>6</sup>Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: PT. Rineka Cipta, 2003), p. 223.



**Table 10**  
**The Indicator of Students' Using Error on Simple Present**  
**Tense in Writing Descriptive Text**

| No. | Indicators                                       | Sub Indicators | Item                         | Total error | % |
|-----|--|----------------|------------------------------|-------------|---|
| 1.  | Simple present tense in writing descriptive text | Nominal        | Addition,                    | 1           |   |
| 2   |  | Active verbal  | Omission                     |             |   |
|     |  | Passive verbal | Misordering<br>Misformation. |             |   |
|     | Total  |                |                              |             |   |

## 2. Interview

Interview is a purposeful interaction usually between two peoples, focused on one person to get information from the other person.<sup>7</sup> In this research, the researcher used structural interview. In structural interview the researcher has prepared the question alternative of the answer that has been given to the respondent.<sup>8</sup> So, in this interview is one of the techniques of collecting data by doing oral interview in individual meeting.

The research will interview the students about their mastery and their difficulties of using simple present tense in writing descriptive text.

<sup>7</sup> L. R Gay & Peter Airasian. *Educational Research*..... p.219

<sup>8</sup> AmirulHadi and Haryono, *Metodologi Penelitian*, (Bandung: PustakaSetia, 1998), p. 136.

Interview also will be given to the teacher about the methods that use in teaching descriptive text, does she explain writing theory before ask the students' exercises, how is the teaching system in descriptive text, and the students' result in learning writing especially writing descriptive text.

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

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data. In trustworthiness is some several strategies that will use to checking the trustworthiness of the data one of them are triangulate.

Triangulate is a powerful technique that facilitates validation of data through cross verification from two or more source. In particular, it refers to the application and combination of several methodologies in the study of the same phenomenon.<sup>9</sup> So, it means triangulation is the technique that can use to checking trustworthiness by using different data source to confirm one another.

---

<sup>9</sup>Sudarwan Denim, *Menjadi Peneliti Kualitatifs* (Bandung: Pustaka Setia, 2002), p. 136.

There were nine techniques to determine the data trustworthiness stated by LexyJ.Meleong as:

1. The participation of researchers is crucial in data collection. The participation not only done in a short time, but requires an extension of the researcher's participation in the background of the researcher.
2. The observer's persistence aims at determining the features and elements in situations that are highly relevant to the issue or issue being sought and then deciding on those in detail
3. Triangulation is a technique of checking the validity of data that utilizes something other than that data for checking purposes or as a comparison against that data.
4. This technique is carried out by exposing the interim results or the final results obtained in the form of analytic accumulation with peers.
5. Negative cases analysis techniques are conducted by collecting samples and cases that are inconsistent with the pattern and trends of information that have been collected and used as a comparative material.
6. This concept of referential adequacy as a tool to accommodate and adapt to written criticisms for evaluation purposes.
7. Checking with the members involved in the data collection process which is very important in examining the degree of trust.

8. In qualitative research it is done by a detailed description, depending on the knowledge of a researcher's knowledge of the context of the sender and the context of the recipient.
9. Auditing is a business concept, especially in the field of fiscal that is used to check the reliance and certainty of data.<sup>10</sup>

From all of techniques to determine the data trustworthiness above, the researcher use the one and eight numbers was description.

### **G. Technique of Data Analysis**

After data has been collected, the research analyzed the data by using some steps, they are:

1. Collecting the data based on the completion test's result of the students' works
2. Checking the students work, the writer judge whether the students make errors or not.
3. Identifying the students' error works by marking their error. They are using as a nominal, as a verbal, and as a possessive.
4. Counting the total number of error made by the students
5. Count the percentage of error for each type, the writer use this formula

$$P = \frac{f}{n} \times 100$$

P = percentage

---

<sup>10</sup>Lexy J. Maleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosda karya, 2009), p. 175.

F = frequency of wrong answer

N = number of sample<sup>11</sup>

6. After counting the percentage of errors, the writer analyzed sources of error to know why students make errors.
7. Finally, by looking up the result of the analysis, the next step drawing some conclusion.

After doing all the steps above, researcher made conclusion (see in chapter V). So, the researcher can arrange the sentence briefly and correctly.

The technique of data analysis will be presented in descriptive term.

The data will be analyzed by the following procedure:

1. Classification of data. It will do classify of primary data. In this step researcher calculate the oral test result every student on test descriptive text sheet with the formula by as follows:

$$P = \frac{f}{n} \times 100$$

P = percentage

F = frequency of wrong answer

N = number of sample

2. Description of data. It is done to describe or interpretation of data that have been collected systematically. The data is presented by using score interpretation.

---

<sup>11</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja GrafindoPersada, 1991) p. 43

**Table 11****The classification Quality of Students' Score**

| <b>Percentage</b> | <b>Criteria</b>         |
|-------------------|-------------------------|
| 0% - 20%          | Very low                |
| 21% - 40 %        | Low                     |
| 41% - 60%         | Enough                  |
| 61% - 80%         | Good                    |
| 81% - 100%        | Very good <sup>12</sup> |

3. Take a conclusion. It is done to conclude the discussion solidly and briefly.

---

<sup>12</sup> Riduan, *Belajar Mudah Penelitian untuk Guru Karyawan dan Peneliti Muda*, (Bandung: Alfabeta, 2005), p. 89.

## CHAPTER IV

### THE RESEARCH FINDING

#### A. Result of the Research

##### 1. Description of Students' error in Using Simple Present Tense In Writing Descriptive Text at Grade XI MIA 4 of MAN Panyabungan

In this research, the researcher took class XI MIA 4 of MAN Panyabungan. The students in class MIA 4 of MAN Panyabungan they are 41 students. The test is descriptive text (using simple present tense include nominal, active verbal and passive verbal) which is consist 1 item in essay form.

The description students' error on using simple present tense in writing descriptive text at grade XA MIA 4 of MAN Panyabungan could be seen as like this: AP got 2 errors, AZ got 5 errors, DR got 2 errors, DM got 4 errors, DA got 1 error, FS got 3 errors, HD got 2 errors, HT got 3 errors, HH got 5 error, IN got 0 errors, KF got 2 errors, LSR got 3 errors , MF got 1 error, MS got 6 errors, MB got 2 errors, NUA got 0 error, NA got 2 errors, NAZ got 1 error, NH got 3 errors, NLS got 5 errors, NRA got 5 errors, NUH got 3 errors, NP got 3 errors, PM got 2 errors, RF got 2 errors, RK got 3 errors, RAD got 4 errors, RP got 4 errors, RA got 3 errors, RR got 3 errors, SH got 2 errors, SF got 1 error, SS got 3 errors, SR

got 3 errors, UP got 2 errors, US got 2 error, WRH got 2 errors, WS got 3 errors, YU got 3 errors, YRD got 2 errors, and ZUL got 0 error.

Base on the result of the test, it can be known that the error of the respondents was between 0 up to 6. It means the highest error gotten by respondent was six, and the lowest error was zero.

Thus from the description above it can be taken that the highest error is addition type with 46 cases (44,23%), then error in misinformation type with 22 cases (21,15%), next error in omission with 21 cases (20,19%), and last error in misordering with 15 cases (14,42%)

Next, from 41 students, the researcher found that were 3 students got 0 error, 4 students got 1 error, 13 students got 2 errors, 13 students got 3 errors, 3 students got 4 errors, 4 students got 5 errors, and 1 student got 6 error.

It can be drawn from the histogram below:



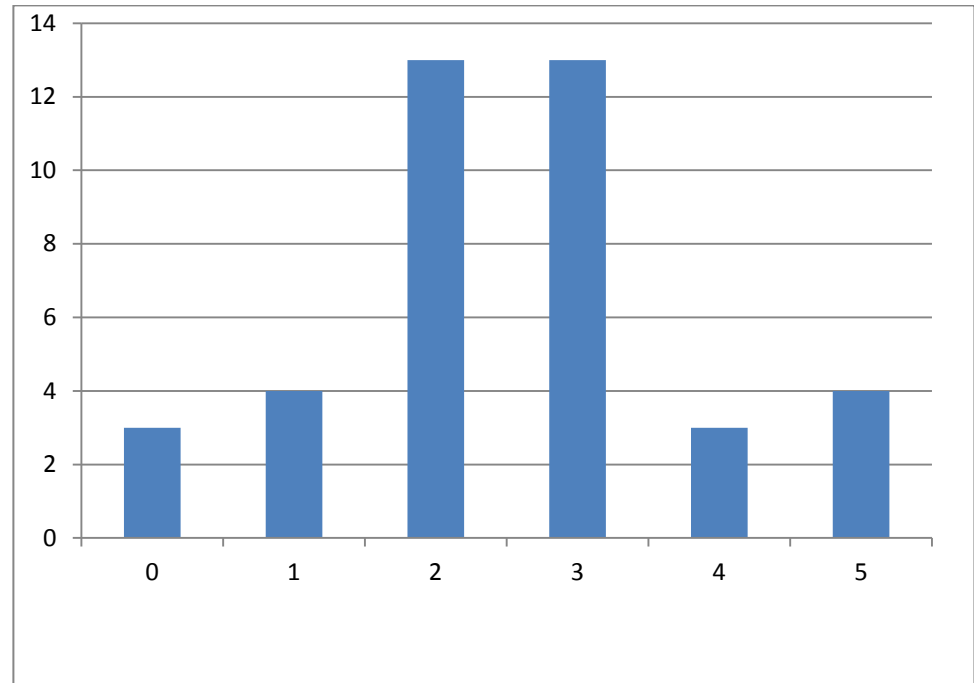


Figure 1: Histogram of students' error on simple present tense in writing descriptive text.

## 2. Description of the Types of Error in Using Simple Present Tense in Writing Descriptive Text at Grade XI MIA 4 of MAN Panyabungan

The researcher gave the best to get valid data. The data analysis will be described as follows:

- a. Error Analysis in omission type on using simple present tense in writing descriptive text

Base on the result of the test given to the participants, there are 41 students that writing descriptive text. From students' writing descriptive text, there are omission types of error found on simple

present tense include nominal sentence, active verbal sentence, and passive sentence in writing descriptive text at grade XI MIA 4 of MAN Panyabungan.

The description students' error on using simple present tense in writing descriptive text at grade XA MIA 4 of MAN Panyabungan on omission type could be seen as like this: AP got 0 error, AZ got 1 error, DR got 2 errors, DM got 2 errors, DA got 1 error, FS got 2 errors, HD got 1 errors, HT got 2 errors, HH got 0 error, IN got 0 error, KF got 0 error, LSR got 1 errors , MF got 1 error, MS got 2 errors, MB got 0 errors, NUA got 0 error, NA got 2 errors, NAZ got 0 error, NH got 0 error, NLS got 5 errors, NRA got 1 errors, NUH got errors, NP got 0 errors, PM got 2 errors, RF got 2 errors, RK got 1 errors, RAD got 0 errors, RP got 0 errors, RA got 0 errors, RR got 0 errors, SH got 0 errors, SF got 0 error, SS got 0 errors, SR got 0 errors, UP got 0 errors, US got 2 error, WRH got 2 errors, WS got 0 errors, YU got 0 errors, YRD got 0 errors, and ZUL got 0 error.

Base on the description above, it could be known that from 41 students as the participant of this research there were 21 (20, 19 %) students that made errors in omission type on using Simple Present Tense in Writing Descriptive Text.

- b. Error Analysis Addition Type on Using Simple Present Tense in Writing Descriptive Text

Base on the result of the test given to the participants, there are 41 students that writing descriptive text. From students' writing descriptive text, there are some addition types of errors found on using simple present tense include nominal sentence, active verbal sentence, and passive sentence in writing descriptive text at grade XI MIA 4 of MAN Panyabungan.

The description students' error on using simple present tense in writing descriptive text at grade XA MIA 4 of MAN Panyabungan could be seen as like this: AP got 0 error, AZ got 0 error, DR got 0 error, DM got 2 errors, DA got 0 error, FS got 0 error, HD got 0 error, HT got 0 error, HH got 1 error, IN got 0 error, KF got 0 errors, LSR got 0 errors , MF got 1 error, MS got 1 error, MB got 0 error, NUA got 0 error, NA got 0 errors, NAZ got 0 error, NH got 2 errors, NLS got 2 errors, NRA got 1 error, NUH got 0 error, NP got 3 errors, PM got 1 error, RF got 2 errors, RK got 2 errors, RAD got 1 error, RP got 4 errors, RA got 1 error, RR got 1 error, SH got 0 error, SF got 1 error, SS got 3 errors, SR got 3 errors, UP got 2 errors, US got 1 error, WRH got 0 error, WS got 3 errors, YU got 2 errors, YRD got 1 error, and ZUL got 0 error.

Base on the description above, it could be known that from 41 students as the participant of this research there were 46 (44, 23 %)

students that made errors in addition type on using Simple Present Tense in Writing Descriptive Text.

c. Error Analysis Misordering Type on Using Simple Present Tense in Writing Descriptive Text

Base on the result of the test given to the participants, there are 41 students that writing descriptive text. From students' writing descriptive text, there are some misordering types of error found on using simple present tense include nominal sentence, active verbal sentence, and passive sentence in writing descriptive text at grade XI MIA 4 of MAN Panyabungan.

The description students' error on using simple present tense in writing descriptive text at grade XA MIA 4 of MAN Panyabungan could be seen as like this: AP got 1 error, AZ got 0 error, DR got 0 error, DM got 0 error, DA got 0 error, FS got 2 errors, HD got 1 error, HT got 0 error, HH got 0 error, IN got 0 error, KF got 0 errors, LSR got 2 errors , MF got 1 error, MS got 1 error, MB got 2 errors, NUA got 0 error, NA got 0 errors, NAZ got 0 error, NH got 0 error, NLS got 0 error, NRA got 0 error, NUH got 0 error, NP got 0 error, PM got 1 error, RF got 0 error, RK got 0 error, RAD got 0 error, RP got 0 error, RA got 1 error, RR got 1 error, SH got 2 errors, SF got 0 error, SS got 0 error, SR got 0 error, UP got 0 error, US got 0 error, WRH got 0

error, WS got 0 error, YU got 0 error, YRD got 1 error, and ZUL got 0 error.

Base on the description above, it could be known that from 41 students as the participant of this research there were 15 (14, 42 %) students that made errors in misordering type on using Simple Present Tense in Writing Descriptive Text.

d. Error Analysis Misformation Type on Using Simple Present Tense in Writing Descriptive Text

Base on the result of the test given to the participants, there are 41 students that writing descriptive text. From students' writing descriptive text, there are some misformation types of errors found on using simple present tense include nominal sentence, active verbal sentence, and passive sentence in writing descriptive text at grade XI MIA 4 of MAN Panyabungan.

The description students' error on using simple present tense in writing descriptive text at grade XA MIA 4 of MAN Panyabungan could be seen as like this: AP got 1 error, AZ got 0 error, DR got 0 error, DM got 0 error, DA got 0 error, FS got 1 error, HD got 1 error, HT got 1 error, HH got 4 errors, IN got 0 error, KF got 2 errors, LSR got 1 error, MF got 0 error, MS got 1 error, MB got 0 error, NUA got 0 error, NA got 0 errors, NAZ got 0 error, NH got 0 error, NLS got 3 errors, NRA got 3 errors, NUH got 0 error, NP got 0 error, PM got 0

error, RF got 0 error, RK got 0 error, RAD got 1 error, RP got 0 error, RA got 0 error, RR got 1 error, SH got 0 error, SF got 0 error, SS got 0 error, SR got 0 error, UP got 0 error, US got 1 error, WRH got 0 error, WS got 0 error, YU got 1 error, YRD got 0 error, and ZUL got 0 error.

Base on the description above, it could be known that from 41 students as the participant of this research there were 22 (21, 15 %) students that made errors in misformation type on using Simple Present Tense in Writing Descriptive Text.

After analyzing the frequency of error in simple present tense in writing descriptive text include nominal, active verbal and passive verbal. Base on the result of the test given to the participants, there are 41 students that writing descriptive text, there are four types of errors happened on simple on simple present tense in writing descriptive text. The data description below:

**Table 12**  
**The Percentage of The Data on Students' Error in Four**  
**Types of Error**

| <b>No.</b> | <b>Types of error</b> | <b>Total of errors</b> | <b>Percentage</b> |
|------------|-----------------------|------------------------|-------------------|
| 1          | Omission              | 21                     | 20,19%            |
| 2          | Addition              | 46                     | 44,23%            |
| 3          | Misordering           | 15                     | 14,42%            |
| 4          | Misformation          | 22                     | 21,15%            |
|            | Total                 | 104                    | 100%              |

$$P = \frac{\text{frequency of total error}}{\text{number of sample}} \times 100 \%$$

$$P = \frac{21}{104} \times 100$$

$$P = 20,19 \%$$

Thus from the table above it can be taken that the highest error is addition type with 46 cases (44,23%), then error in misformation type with 22 cases (21,15%), next error in omission with 21 cases (20,19%), and last error in misordering with 15 cases (14,42%). The average of students' error on using simple present tense in writing descriptive text as follow:

The researcher calculated the error by using the formula:

$$\frac{\sum \text{error}}{\sum \text{respondent} \times \sum \text{item} \sum \text{the highest error}} \times 100 \%$$

$$= \frac{104}{41 \times 1 \times 6} \times 100 \%$$

$$= 42,27\%$$

So, base on above calculating the average of students' error on writing descriptive text was 42,27% that can be classified to categorize into *enough categories*.

### **3. The Reason of The Students' Error Occurs on Using Simple Present Tense in Writing Descriptive Text at Grade XI MIA 4 of MAN Panyabungan**

In this research, the researcher had conducted interview with students and English teacher to get the data needed. To validate the data the researcher conducted deep interview with participant how error occurred on using simple present tense in writing descriptive text, why these error occurred and what the type of error dominant happened when they are writing descriptive text.

The researcher interviewed students and English teacher by asking question how is students' error occurring on using simple present tense in writing descriptive text, what are the kinds of the error occurring dominant on using simple present tense in writing descriptive text, why these errors occurring, and what the efforts to over comes those errors.

The researcher got the result like their answers as follows: **Dina Miranda Nasution** stated that error occurred on using simple present tense in writing descriptive text because of have not understood in simple present tense especially to differ nominal sentence, active verbal, and passive verbal, the kinds of dominant error in addition s/es. She said that the cause of the error were forgot the formula, unfocussed, nervous, and



less of application. To overcome the error she said that to study more about simple present tense in descriptive text.<sup>1</sup>

**Nur Azizah** stated that error occurred on using simple present tense in writing descriptive text because of have not understood perfectly about use of simple present tense. The kind of dominant error was in using is, am, are. She confused if the sentence conducted always, often, usually in simple present tense and the using of s/es placed. She said the cause of error occurred because the explanation of teacher English from beginning learn English learning was less. When writing she did not know what to write. To overcome the error, study more at home and enrich vocabulary, she said.<sup>2</sup>

**Siti Fadilah** said her error occurred because have not understood about descriptive text. The kind of dominant error was in confused the using auxiliary verb when arrange nominal sentence, active verbal sentence and passive verbal sentence. The error occurred because did not carefully when write and she did not repeat the lesson again and again. To overcome the error was occurred study more focus and study at home again, she said.<sup>3</sup>

---

<sup>1</sup> Dina Miranda Nasution, the Student of XI MIA 4, *Research Written Interview*, On Saturday, May<sup>th</sup> 2018, at 11. 00 am.

<sup>2</sup> Nur Azizah, the Student of XI MIA 4, *Research Written Interview*, On Saturday, May<sup>th</sup> 2018, at 11. 00 am

<sup>3</sup> Siti Fadilah, the Student of XI MIA 4, *Research Written Interview*, On Saturday, May<sup>th</sup> 2018, at 11. 00 am

**Zulhamdi** stated the error on using simple present tense in writing descriptive text because felt difficult to differ simple present tense and past tense especially the using is, am, are and verb. I forgot the formula when I write. I felt difficult to express the idea because poor vocabulary. The kinds of dominant error was in using is, am, are what when there were using verb and verb participle in passive verbal sentence. The error occurred because forgot the formula. To overcome those errors was by study at home again and private tutorial lesson.<sup>4</sup>

**Risky Amaliah Daulay** stated that the error occurred on using simple present tense in writing descriptive text because: she did not pay attention the sentence composition. The kind of dominant error was in the structure and grammar of a sentence. Sometimes started from adverb then confuse the auxiliary verb used. The error occurred because poof of close attention. To overcome the error was by private tutorial lesson.<sup>5</sup>

Hence, after interviewing the students XI MIA 4 of MAN Panyabungan, the researcher concluded that the students' error on using simple present tense in writing descriptive text because have not understood about simple present tense well especially in writing descriptive text.

---

<sup>4</sup> Zulhamdi, the Student of XI MIA 4, *Research Written Interview*, On Saturday, May<sup>th</sup> 2018, at 11. 00 am

<sup>5</sup> Risky Amaliah Daulay, the Student of XI MIA 4, *Research Written Interview*, On Saturday, May<sup>th</sup> 2018, at 11. 00 am

The researcher also has interview Mrs. Siti Zulkaedah, S. Pd., as English teacher of XI MIA 4 of MAN Panyabungan. She answered like this:

The student error on using simple present tense in writing descriptive text occurred because they have not understood the using simple present tense in writing descriptive text. They poor of vocabulary and felt difficult to differ regular and irregular verb, they felt difficult to differenciate the formulation of nominal sentence, active verbal sentence, and passive verbal sentence in positive, negative and interrogative form also. They felt difficult to construct although only one sentence truly and how about to construct one paragraph well in describe place, person and thing in descriptive text. The solution of the problem were the first one, review about simple present tense again when learn descriptive text such as nominal, active verbal, and passive verbal in simple present tense. If they have understood about it, they would be easily to construct descriptive text. Second one, teacher gave exercise and test again to students.<sup>6</sup>

From Mrs. Siti Zulkaedah' statement, the researcher concluded that the students' error on using simple present tense in writing descriptive text because have not understood well about simple present tense include nominal, active verbal, and passive verbal in positive, negative, and interrogative especially in writing descriptive text.

To check the trustworthiness of data above, the researcher used participant modes of research (structural interview). The researcher checked

---

<sup>6</sup> Mrs. Siti Zulkaedah, the Teacher of XI MIA 4, *Research Written Interview*, On Saturday, May<sup>th</sup> 2018, at 11. 00 am

the result of the all interviews with the participants. If the answer from all participants had similarities it meant the data were already valid.

After interview all the participants, the researcher concluded that the validity of the data had valid, because the researcher had validated the data by comparing the result of the interview from all participants, the researcher found sameness of answer concerned students' error on using simple present tense in writing descriptive text at grade XI MIA 4 of MAN Panyabungan.

## **B. Discussion**

After analyzing the data, it was known that students' error on simple present tense in writing descriptive text at grade XI MIA 4 of MAN Panyabungan was categorized into enough categories. It can be known from appendix 3.

Base on the result of students' error analysis on simple present tense in writing descriptive text (see in table 9), there are 4 types which has been found. The first one consist 21 errors (20,19%) in omission, second one consist 46 errors (44,23%) in addition, third one consist 15 errors (14,42%) and the last one consist 22 errors (21,15%).

The students got errors at grade XI MIA 4 of MAN Panyabungan in simple present tense were; *the first*, the students less understanding of the using simple present tense include nominal, active verbal, and passive verbal, besides that, students forget the formula of simple present tense, they not yet

understand the rule of simple present tense. *The second*; students difficult to construct one sentence goodly, how about to construct one paragraph in writing descriptive text; they lack of vocabulary.

To anticipate this learning difficulties are the efforts were the English teacher to review material simple present tense when study writing descriptive text. Teacher gave exercise and test about descriptive text. The other, the English teacher always motivated the students in learning process. In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remedial.

Base on triangulation of students' test, students' interview and teacher interview that students' error on simple present tense in writing descriptive text is enough categories. Then students have not understood about simple present tense well include nominal, active verbal, and passive verbal in writing descriptive text. It's all known from result of students' test, students' interview and teacher interview. So, the data obtain is true according to triangulate the results.

### **C. The Threats of The Research**

In this research, the researcher believed that there were many the threats of the researcher. So the researcher known that it was so far from the best one. It started from proposal until finishing thesis.

The researcher was aware all the things would want to be researcher but to get the excellence result from the researcher were the threads of the

researcher. The researcher had searched this research only. Finally, this research had been done because the helping from the entire advisor, headmaster, English and teacher.

However, the researcher had done the best in this research. The researcher was very aware of the treats that exist in this paper, but with hard work, this paper could be fully resolved. Therefore, to get a fix for this chapter, the researcher expected from teachers, friends, and readers.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After getting the result of the research, the writer gives the conclusion as follows:

1. Base on the result that have been given to the participant, it could be seen in the ninth table analysis that there were four types of students' errors in omission, addition, misordering, misformation on simple present tense in descriptive text. The first was in omission consist of 21 errors (20, 19%),. The second, it was in addition with 46 errors (44, 23 %). The third, it was in misordering with 15 errors (14, 42%). The last was by misformation consist 22 errors (21, 15%). It happened on simple present tense in writing descriptive text.
2. The students got errors on simple present tense in writing descriptive text were; the students not yet understand the simple present tense goodly. The students confuse to differ between nominal, active verbal, and passive verbal in positive, negative, and interrogative form. The students forget the formula and the rule of simple present tense especially when they are writing descriptive text. The students lack of vocabulary.

## **B. Suggestions**

Base on the conclusion of the research, the writer purposes some suggestion as follow:

1. The writer on this occasion hopes that other researcher will conduct a research related to the topic study.
2. The teacher should give review about simple present tense as clear as possible when they are learning descriptive text. Teacher should pay attention to the students' error in order to prevent and minimize the errors by using exercise. The teacher finds out the appropriate technique in teaching simple present tense in descriptive text.
3. For students at grade XI MIA 4 of Man Panyabungan must study hard and serious when studying English. If the students do not understand, you can ask to your teacher sister and friend and don't be afraid.
4. The reader, to improve their knowledge in learning simple present tense on descriptive text.



## REFERENCES

- Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, 1991
- AS Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 2000.
- Carder in Carl James, *Error in Language Learning and Use*, New York: Longman. 1998.
- Entin Sutinah, dkk., *Get Elong With English for Vocational School Grade X Novice Level*, Jakarta: Erlangga, 2006.
- Fuad Mas'ud, *Essential of English Grammar A Practical Guide Third Edition*, Yogyakarta: Fakultas Ekonomi, Jln. Prof Notonagoro, 2005.
- Henry Guntur Tarigan and PjagoTarigan, *Pengajaran Analisis Kesalahan Berbahasa*, Bandung: Angkasa 1990.
- H. Dougals Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, New Jersey: Prentice Hall Regents.
- Jack C. Richards, Will, A, Renandya, *Methodology in Language Teaching: An Anthology Of Current Practice*, Cambridge University Press: 2002.
- Juice and Armstrong, et. all, *Writing and Grammar*, New Jersey: Upper Saddle River, 2001

Jayanthi Dakshina Murthy, *contemporary English Grammar* New Delhi: Book Palace, 1990.

Khadim AL-Haramainasy Syarifain, *Al-Qur'an dan Terjemahnya*, (Jakarta: Yayasan Penyelenggara Penterjemah/Penafsir Al-Qur'an, 1971), P. 70.

Kresna, *English Language Institute Parts of Speech Verbal and Nominal Sentence*, JL.Seruni No. 11 Pare Kediri, 2005.

Moh. Kusnadi, *Complete English Grammar*, Surabaya: Bintang Usaha Jaya, 2011.

Otong Setiawan Djure, *Functional English Grammar*, Bandung: Yrama Widya, 2008.

Otong Setiawan Djuharie, *Genre dilengjapi 700 Soal Uji Pemahaman*, Bandung: Yrama Widya, 2007.

Pardiyono, *Teaching Genre-Based Writing*, Yogyakarta: Andi Offset, 2007.

Rood Ellis, *Understanding Second Language Acquisition* (Hong Kong: Oxford University Press, 1985.

Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008.

Sardiman, *Interaksidan Motivasi Belajar Mengajar*, Jakarta: PT. Raja Grafindo Persada, 2011.

Siti Zubaidah, *Contrastive and Error Analysis*, Medan: IAIN, 2009.

Slamet Riyanto, Leila NH, et. al, *A Complete Grammar for Toefl*, Yogyakarta: Pustaka Pelajar, 2009.

Sri Dwi Astuti, *Comparing and Contrasting Descriptive and Report Text*, Bekasi: Aldhi Aksaea Abadi Indonesia, 2006

Syaiful Bahri, *Guru dan Anak Didik Dalam Interaksi Edukatif*, Jakarta: Rineka Cipta, 2002

Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2010

Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: balai pustaka, 2001.

Anni Mardiyah, *Students Mastery on Simple Present Tense of grade VIII in Madrasah Tsanawiyah Negeri 1 Gunung Tuleh Pasaman Barat*, Padangsidempuan: STAIN. 2011.

Nurasiah, *ability in writing descriptive text at grade X MA YPKS Padangsidempuan*, Padangsidempuan: IAIN. 2016.

Rahmad Hadi Muharram Lubis, *An Analysis on Students' Ability in Using Simple Present Tense at Grade VIII MTS N 1 Padangsidempuan*, Padangsidempuan: IAIN. 2016.

[www.englishteachingtechniques.blogspot.co.id/2012/09/unit-18teaching-](http://www.englishteachingtechniques.blogspot.co.id/2012/09/unit-18teaching-)

[writing.html?m=1](http://www.englishteachingtechniques.blogspot.co.id/2012/09/unit-18teaching-writing.html?m=1). uploaded on Wednesday, 28 March 2018 at 08.45 WIB

[https://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-](https://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html?m=1)

[singkat.html?m=1](https://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html?m=1) uploaded on Wednesday, 11 April 2018 at 10.00 am

[https://almanhaj.or.id/3617-hadis-tentang-kesalahan-kesalahan-yang-](https://almanhaj.or.id/3617-hadis-tentang-kesalahan-kesalahan-yang-dimaafkan.html)

[dimaafkan.html](https://almanhaj.or.id/3617-hadis-tentang-kesalahan-kesalahan-yang-dimaafkan.html) uploaded on Monday, 14 May 2018 at 08.00 am

## **Appendix 1**

### **The instrument of Test**

#### **Pengantar**

1. Instrument ini hanya bertujuan untuk mengetahui data dari siswa-siswi tentang kemampuan siswa dalam menulis teks deskriptif.
2. Jawablah sesuai dengan kemampuan anda!
3. Jawaban anda tidak mempengaruhi nilai anda.

**Direction : Write descriptive text by the choose one of three titles. Write it with simple present tense.**

1. My Neighbour
2. Nur Alan Nur is the biggest mosque in Panyabungan
3. Monas National Monument

**Petunjuk : Tulislah teks deskriptif dengan memilih satu dari ketiga judul.**

1. My Neighbor
2. Nur Alan Nur is the bigger mosque in Panyabungan
3. Monas National Monument

# The Result of The Test RP

## My Neighbor

| Generic structure | Texts   |
|-------------------|---|
| Identification    | <p>my neighbor is busy family, every day they have much work such going to office until night. → <u>mis ordering</u></p> <p>They have much works such as going to office until night every day.</p>   |
| Description       | <p>my family neighbor have two son, my neighbor <sup>is</sup> <u>not have</u> time for their son because busy around their house much thngs. and they have <u>much trees</u>, flower and plants and dirty area. → <u>at 8:00</u></p> <p>1 makes me not comfortable live beside them. → <u>at 8:00</u></p> <p>I will move to another place, because many things.</p> <p style="text-align: center;">(60)</p> |

4

at 8:00

at 8:00

at 8:00

| <b>Generic structure</b> | <b>Texts</b> |
|--------------------------|--------------|
|                          |              |
|                          |              |





## **Appendix 3**

### **The instrument of Interview**

#### **A. Interview to the English Teacher**

1. How students' error is occurs on using simple present tense in writing descriptive text at grade XI MIA 5 MAN Panyabungan?
2. What are the students' difficulties of using simple present tense in descriptive text at grade XI MIA 5 MAN Panyabungan?
3. According to you, what is the basic problem of students' error for using simple present tense in writing descriptive text?
4. What is your solution to overcome the students' error on using simple present tense in writing descriptive text?

#### **B. Interview to the students**

1. Why your error is occurs on using simple present tense when you are writing descriptive text?
2. What are the types of the error occurring dominant on using simple present tense when you are writing descriptive text?
3. Why these errors occurring on using simple present tense include nominal, active verbal and passive verbal in positive, negative and interrogative form when you are writing descriptive text?
4. Do you have efforts to overcome those errors?

## Appendix 4

### The Result of Interview

#### C. Interview to the English Teacher

5. Me : How students' error is occurs on using simple present tense in writing descriptive text at grade XI MIA 5 MAN Panyabungan?

Teacher : They are less understanding how to use simple present tense in descriptive text

6. Me :What are the students' difficulties of using simple present tense in writing descriptive text at grade XI MIA 5 MAN Panyabungan?

Teacher : the students are poor of vocabulary. They are difficult how to differ regular and irregular verb. The students confuse to differentiate the formulation of nominal, verbal and possessive in positive, negative, and interrogative also. The students difficult to construct just one sentence truly. So, how about to construct one paragraph in describe place, person and thing in descriptive text.

7. Me :According to you, what is the basic problem of students' error for using simple present tense in writing descriptive text?

Teacher : the students less of understanding about simple present tense especially how to differ positive sentence, negative sentence, and interrogative sentence

8. Me :What is your solution to overcome the students' error on using simple present tense in writing descriptive text?

Teacher : first, review again about simple present tense when studying descriptive text such as nominal, active verbal and passive verbal. If they have understood about it, they would be easily to make descriptive text. Second, they should be give exercise and test again.

#### **D. Interview to the students**

5. How does your error occur on using simple present tense when you are writing descriptive text?

Student A : it happened because less understood about simple present tense especially to differ nominal sentence, active verbal sentence, and passive verbal sentence.

Student B : I did not understood with simple present tense well

Student C : My understanding about descriptive text was poor

Student D : I felt difficult to differ between simple present tense and simple past tense especially the using of auxiliary verb and the using verb. I forgot the formula when I write. I lack of vocabulary then I felt difficult to expressed my ideas.

Student E : I did not pay attention to the order of sentences

6. What are the types of the error you dominant feel on using simple present tense when you are writing descriptive text?

Student A : the dominant error was in added s/es

Student B : the dominant error did occur in addition is, am are if use always, often, usually in a sentence and the time of using s/e placed.

Student C : I felt confuse of the using verb in simple present tense include nominal sentence and active verbal sentence.

Student D : the dominant error did occur in addition is, am are if use always, often, usually in a sentence and the time of using s/e placed. I still felt confuse about nominal sentence and the using v3 in passive sentence.

Student E : the dominant error found in structure of a sentence. Sometimes started at adverb then I felt confuse the auxiliary verb used.

7. Why do these errors occur on using simple present tense include nominal, active verbal and passive verbal in positive, negative and interrogative form when you are writing descriptive text?

Student A : because I forgot the formula and the rule of simple present tense. I did not focus to done a task. I thought less of application.

Student B : because teacher explanation from early learning English less and unwell. Then, when I write a paragraph, I did not know what want to write.

Student C : I was less learning and not careful. I did not repeat again my lesson.

Student D : I was less of studied so that I did not forget the formula and the rule of simple present tense.

Student E : I was not careful and pay attention when write a paragraph

8. Do you have efforts to overcome those errors?

Student A : I thought to study more about simple present tense in descriptive text.

Student B : I would to study harder at home and enrich vocabulary.

Student C : I would try to more focus when I study at home.

Student D : I would to repeat again my and follow tutoring private

Student E : I would to follow tutoring private

The students' name:

A : DINA MIRANDA NST

B : NUR AZIZAH

C : SITI FADILAH

D : ZULHAMDI

E : RIZKY AMALIAH DAULAY

## Appendix 5

### Students' Error on Using Simple Present Tense in Descriptive Text at XI

#### MIA 4 of MAN Panyabungan

| No. | Initial Name | Nominal |    |    |    | Verbal |    |    |    | Possessive |    |    |    | Total of students' error | Score | Percentage of students' error |
|-----|--------------|---------|----|----|----|--------|----|----|----|------------|----|----|----|--------------------------|-------|-------------------------------|
|     |              | Om      | Ad | Mo | Mf | Om     | Ad | Mo | Mf | Om         | Ad | Mo | Mf |                          |       |                               |
| 1   | AP           |         |    |    |    |        | 1  | 1  |    |            |    |    | 2  | 80                       | 20 %  |                               |
| 2   | AZ           |         | 4  |    |    | 1      |    |    |    |            |    |    | 5  | 50                       | 50%   |                               |
| 3   | DR           | 1       |    |    |    | 1      |    |    |    |            |    |    | 2  | 80                       | 20%   |                               |
| 4   | DM           | 1       | 1  |    |    | 1      | 1  |    |    |            |    |    | 4  | 60                       | 40%   |                               |
| 5   | DA           | 1       |    |    |    |        |    |    |    |            |    |    | 1  | 90                       | 10%   |                               |
| 6   | FS           |         |    |    |    |        |    | 2  | 1  |            |    |    | 3  | 70                       | 30%   |                               |
| 7   | HD           |         |    |    |    |        |    | 1  |    |            |    | 1  | 2  | 80                       | 20%   |                               |
| 8   | HT           | 2       |    |    |    |        |    |    | 1  |            |    |    | 3  | 70                       | 30%   |                               |
| 9   | HH           |         | 1  |    |    |        |    |    | 4  |            |    |    | 5  | 50                       | 50%   |                               |
| 10  | IN           |         |    |    |    |        |    |    |    |            |    |    | 0  | 100                      | 0%    |                               |
| 11  | KF           |         |    |    |    |        |    |    | 2  |            |    |    | 2  | 80                       | 20%   |                               |
| 12  | LSR          |         |    | 1  |    |        |    | 1  | 1  |            |    |    | 3  | 70                       | 30%   |                               |
| 13  | MF           | 1       |    |    |    |        |    |    |    |            |    |    | 1  | 90                       | 10%   |                               |
| 14  | MS           | 2       | 1  | 1  | 1  | 1      |    |    |    |            |    |    | 6  | 40                       | 60%   |                               |
| 15  | MB           |         |    | 1  |    |        |    | 1  |    |            |    |    | 2  | 80                       | 20%   |                               |
| 16  | NUA          |         |    |    |    |        |    |    |    |            |    |    | 0  | 100                      | 0%    |                               |
| 17  | NA           | 2       |    |    |    |        |    |    |    |            |    |    | 2  | 80                       | 20%   |                               |
| 18  | NAZ          | 1       |    |    |    |        |    |    |    |            |    |    | 1  | 90                       | 10%   |                               |
| 19  | NH           |         | 1  |    |    |        | 1  |    |    | 1          |    |    | 3  | 70                       | 30%   |                               |
| 20  | NLS          |         | 1  |    |    |        | 1  |    | 3  |            |    |    | 5  | 50                       | 50%   |                               |
| 21  | NRA          | 1       |    |    | 3  |        | 1  |    |    |            |    |    | 5  | 50                       | 50%   |                               |
| 22  | NUH          |         |    |    |    | 2      |    |    |    |            |    |    | 3  | 70                       | 30%   |                               |
| 23  | NP           |         | 3  |    |    |        |    |    |    |            |    |    | 3  | 70                       | 30%   |                               |
| 24  | PM           |         |    | 1  |    |        | 1  |    |    |            |    |    | 2  | 80                       | 20%   |                               |
| 25  | RF           |         | 1  |    |    |        | 1  |    |    |            |    |    | 2  | 80                       | 20%   |                               |
| 26  | RK           |         | 2  |    |    | 1      |    |    |    |            |    |    | 3  | 70                       | 30%   |                               |

|                             |     |          |    |   |     |   |    |       |    |   |      |   |   |     |     |     |
|-----------------------------|-----|----------|----|---|-----|---|----|-------|----|---|------|---|---|-----|-----|-----|
| 27                          | RAD |          | 1  |   |     |   | 2  |       | 1  |   |      |   |   | 4   | 60  | 40% |
| 28                          | RP  |          | 2  |   |     |   | 2  |       |    |   |      |   |   | 4   | 60  | 40% |
| 29                          | RA  |          | 2  |   |     |   |    | 1     |    |   |      |   |   | 3   | 70  | 30% |
| 30                          | RR  |          |    |   | 1   |   | 1  |       |    |   |      | 1 |   | 3   | 70  | 30% |
| 31                          | SH  |          |    |   |     |   |    | 2     |    |   |      |   |   | 2   | 80  | 20% |
| 32                          | SF  |          | 1  |   |     |   |    |       |    |   |      |   |   | 1   | 90  | 10% |
| 33                          | SS  |          | 3  |   |     |   |    |       |    |   |      |   |   | 3   | 70  | 30% |
| 34                          | SR  |          | 1  |   |     |   | 2  |       |    |   |      |   |   | 3   | 70  | 30% |
| 35                          | UP  |          | 1  |   |     |   | 1  |       |    |   |      |   |   | 2   | 80  | 20% |
| 36                          | US  |          | 1  |   |     |   |    |       | 1  |   |      |   |   | 2   | 80  | 20% |
| 37                          | WRH |          |    |   |     | 2 |    |       |    |   |      |   |   | 2   | 80  | 20% |
| 38                          | WS  |          | 1  |   |     |   | 2  |       |    |   |      |   |   | 3   | 70  | 30% |
| 39                          | YU  |          |    |   |     |   | 2  |       | 1  |   |      |   |   | 3   | 70  | 30% |
| 40                          | YRD |          | 1  | 1 |     |   |    |       |    |   |      |   |   | 2   | 80  | 20% |
| 41                          | ZUL |          |    |   |     |   |    |       |    |   |      |   |   | 0   | 100 | 0%  |
| Total of error in each item |     | 12       | 27 | 5 | 5   | 9 | 18 | 9     | 16 | 0 | 1    | 1 | 1 | 104 |     |     |
|                             |     | 49       |    |   | 52  |   |    | 3     |    |   | 104  |   |   |     |     |     |
| Percentage                  |     | 47, 11 % |    |   | 50% |   |    | 2,89% |    |   | 100% |   |   |     |     |     |
| The highest error           |     |          |    |   |     |   |    |       |    |   |      |   |   |     | 6   | 60% |
| The lowest error            |     |          |    |   |     |   |    |       |    |   |      |   |   |     | 0   | 0%  |

Researcher calculated the score of nominal, active verbal and passive verbal by using formula :

$$P = \frac{\text{frequency of wrong answer}}{\text{number of sample}} \times 100 \%$$

$$P = \frac{49}{104} \times 100$$

$$P = 47,11 \%$$

Researcher calculated the percentage of students' error by using formula:

$$N = \frac{\Sigma \text{total of students' error}}{\Sigma \text{the possible highest error}} \times 100\%$$

$$= \frac{2}{10} \times 100 \%$$

$$= 20 \%$$



## Appendix 6

### The Name of Students at Grade XI MIA 4 of MAN Panyabungan

| No. | Initial Name | Name of students            |
|-----|--------------|-----------------------------|
| 1   | AP           | Alpi Padilah                |
| 2   | AZ           | Azizah Nur Nst              |
| 3   | DR           | Desi Rahmadani              |
| 4   | DM           | Dian Miranda                |
| 5   | DA           | Dio Pria Ananda             |
| 6   | FS           | Filda Sahli Pulungan        |
| 7   | HD           | Hafsah Dewi                 |
| 8   | HT           | Hajjah Tunnur Amelia        |
| 9   | HH           | Hulwah Hisanah Azhar Hillah |
| 10  | IN           | Intan Sri Husein            |
| 11  | KF           | Khoirul Falah Lubis         |
| 12  | LSR          | Lutfiah Sa'adah Rkt         |
| 13  | MF           | Mhd. Fajarul Falah          |
| 14  | MS           | Mhd. Sulpan Iswandi         |
| 15  | MB           | Muhammad Bismar             |
| 16  | NUA          | Novita Ully Alfia           |
| 17  | NA           | Nur Atikah                  |
| 18  | NAZ          | Nur Azizah                  |
| 19  | NH           | Nur Hasanah Lbs             |
| 20  | NLS          | Nur Lila Sopia Ardina       |
| 21  | NRA          | Nur Rahmah Amini Lubis      |
| 22  | NUH          | Nurma Hayani                |
| 23  | NP           | Nurul Puspa Dina            |
| 24  | PM           | Puan Maharani Kumlawan      |
| 25  | RF           | Rahmi Fauziah Siagian       |
| 26  | RK           | Rizka Khairani Nst          |
| 27  | RAD          | Rizki Amaliyah Daulay       |
| 28  | RP           | Rizki Permata Aulia         |
| 29  | RA           | Rizki Amaliyah              |
| 30  | RR           | Ropikoh Rahmadani           |
| 31  | SH           | Sholihati Hsb               |
| 32  | SF           | Siti Fadilah                |
| 33  | SS           | Sonia Shafitri              |
| 34  | SR           | Sri Rezki Handayani         |

|    |     |                  |
|----|-----|------------------|
| 35 | UP  | Ulwiyah Pulungan |
| 36 | US  | Ummi Syakilah    |
| 37 | WRH | Wahda Rahmi Hsb  |
| 38 | WS  | Wanty Syahmita   |
| 39 | YU  | Yusro            |
| 40 | YRD | Yusuf Risky Dany |
| 41 | ZUL | Zulhamdi         |

## Appendix 7

### Documentation of the Research

Picture 1: The students at Grade XI MIA 4 of MAN Panyabungan



Picture 2. The researcher interview with English teacher



Picture 3. The researcher giving instruction to students



Picture 4 : The researcher checking the test



## CURRICULUM VITAE

### A. Identity

Name : Nur Intan Nasution  
Nim : 14 203 00093  
Place and Birthday : Tanjung, 16 October 1995  
Sex : Female  
Religion : Moslem  
Address : Tanjung, Kec. East Panyabungan

### B. Parent

1. Father's Name : H. Apnar Nasution  
2. Mother's Name : Nur Zakiah Lubis

### C. Educational Background

1. Graduated from Elementary School in SD N 142591 Tanjung from
2. Graduated from Junior High School in MTsN Panyabungan from
3. Graduated from Senior High School in SMK N 1 Panyabungan from
4. Be university Student in IAIN Padangsidempuan.



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5Sihitang 22733,  
Telp (0634) 22080 Fax (0634) 24022

Nomor : 40/In.14/E.6a/PP.00.9/09/2017 Padangsidempuan, 11 September 2017  
Sifat : Biasa  
Lamp : -  
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

Bapak/Ibu:

1. Dr. Erawadi, M. Ag (Pembimbing I)
2. Yusni Sinaga, M. Hum (pembimbing II)

Di-

Padangsidempuan

*Assalamu 'Alaikum Wr. Wb*

Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang T Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama : NUR INTAN NASUTION  
Nim : 14 203 00093  
Fak/Jurusan : FTIK/Tadris Bahasa Inggris 2  
Judul Skripsi : STUDENTS' ERROR ANALYSIS ON SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT AT GRADE XI MAN PANYABUNGAN

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjembahpembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

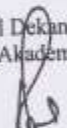
Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

  
Ravendriani Fahmei Lubis, M. Ag  
NIP. 19710510 200003 2 001

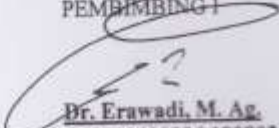
  
Fiteh Kayani Siregar, M. Hum  
NIP. 19820731 200912 2 004

Wakil Dekan  
Bidang Akademik

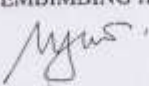
  
Dr. Lelva Hilda, M. Si  
NIP.19720920 200903 2 002

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA  
PEMBIMBING I

  
Dr. Erawadi, M. Ag  
NIP. 19720326 199803 1 002

BERSEDIA/TIDAK BERSEDIA  
PEMBIMBING II

  
Yusni Sinaga, S. Pd, M. Hum  
NIP. 19700715 200501 2 010