

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher explained about the research background, research question, research purpose, research significance, limitation of the research, and terminology. The following was an explanation of these matters, which were as followed:

### **A. Research Background**

Learning English was a process to develop language skills contextually and can be accepted according to the context, conditions, and situations of students. Contextual learning can be interpreted as a process of full involvement of students to find and capture the meaning and purpose of the English language that has been learned. While, acceptable English learning means a process of students' involvement in capturing and using language that must be precise and consistent in accordance with the target language, so that it can be understood by students.

Students will understand English learning better if they got learning in an educational institution environment. SMA Nusantara Indah Sintang was one of the high school level educational institutions that have as an English curriculum. The 2013 curriculum was the curriculum was applied at SMA Nusantara Indah where the rules that have been made and planned prioritize students as the intended object. This requires all SMA Nusantara Indah students to obey the rules and adapted to the implementation of the 2013 curriculum.

The implementation of the 2013 curriculum required students to be more active when the English learning process taken place. This will greatly affect the process of learning English during the covid-19 pandemic in 2021. During the learning process, the researcher found many students who did not understand in using simple present tense. We know that the use of the simple present tense was very important in writing English sentences. This was also supported by the existence of sentences or everyday conversations that used a lot of simple present tense. In addition, the simple present tense was also often found in English texts that to describe an activity that was currently happening.

Descriptive text was one type of genre that was used to describe an object in which have language features, one of which was the simple present tense. The simple present tense was one of the most important components in compiling descriptive text. So, every student needed to know and learned the use of the simple present tense properly and correctly. The goal was that students did not experience errors in using simple present tense found in writing descriptive text.

Based on the discussion above, the researcher conducted pre-observation in SMA Nusantara Indah about the kinds of errors found in writing descriptive text, especially in using simple present tense. This was evidenced by the field note at the time of the pre-observation at school. During the pre-observation process, the researcher found out that SMA Nusantara Indah used online or non-face to face English learning system during the covid-19 pandemic in 2021. Based on the learning system, researcher found various kinds of

problems faced by students of SMA Nusantara Indah, especially at class X science. These problems included the following, namely: the first was the students did not master and have low English vocabulary; the students did not understand the arrangement of grammar in English sentences; the students did not have much time to study descriptive text; the students did not know the structure and elements of descriptive text, especially in using simple present tense; and the students have difficulty in translating Indonesian sentences into English sentences.

Based on the problems above, the researcher will conduct follow up observations at class X of SMA Nusantara Indah. Researcher took this research while still paying attention to the health protocol held at the school. In the process of completing this research, the researcher used previous research that has similarities to analyze students' errors in using simple present tense to support this research. However, this study also has significant differences with previous research.

The differences between this research and previous research were the researcher will conduct research that focused to analyze the kinds of errors found in writing descriptive text, the most commons errors found, and the factors that caused students made errors. Therefore, the researcher took this research with the theme "An Error Analysis in Writing Descriptive Text in SMA Nusantara Indah in The Academic Year 2021/2022".

## **B. Research Question**

Based on the problems of the research, the general question was how students' understanding in using simple present tense on students' descriptive writing product at class X of SMA Nusantara Indah. Furthermore, to answer the question above, the researcher formulated research questions into more detail, namely:

- a. What kinds of errors found in writing descriptive text?
- b. What are the most common errors found?
- c. What are the factors that cause students to make errors?

## **C. Research Purposes**

Based on the explanation of the research questions, the general objective of the research was to describe students' understanding in using simple present tense that found in writing descriptive text at class X of SMA Nusantara Indah. Furthermore, to find out the general objectives in more detail as follows:

- a. To classify the kinds of error found in writing descriptive text.
- b. To recognize the most common errors found.
- c. To describe the factors that causes students to make errors.

## **D. Research Significance**

In the research significance, the researcher hoped that this thesis can be useful for the parties involved in it, both in theory and practice. Theoretically, the researcher hoped that this thesis can provide new insights for readers. While in practice, the researcher hoped that this thesis can be useful

for the parties concerned. The following was an explanation of the research significance in theory and practice in more detail as follows:

#### 1. Theoretically

Based on the discussion above, the researcher can describe some of theoretical benefits of this research that are:

- a. Provide additional reference and experience directly to students in using simple present tense in writing descriptive text. Students learn English language learning about descriptive text provided by the teacher. Therefore, teachers needed to provide English learning about descriptive text that related directly to everyday life so that it was easier for the students to understand.
- b. As the basis and reference of subsequent research in a row to analyze the kinds of errors found in writing descriptive text, especially in using and become further research material. Therefore, the results of this research can be used as a reference to conduct further research. This was intended as a material consideration in making research that was still the same relevant, but still has differences with previous research.

#### 2. Practically

The results of the research were expected can bring some benefits for some parties that are:

a. For researcher

The researcher hoped that she/he will get new knowledge and experience when conducting the research. In terms of knowledge, the writer will know and found out the kinds of errors, the commons of errors, and the cause of errors found in writing descriptive text, especially in using simple present tense. Meanwhile, in terms of experience, the researcher will know the process to conduct educational research.

b. For Students

The results of this research brought a benefit for the students. They will know the using of simple present tense in writing descriptive text. They got the understanding about the using of simple present tense and the examples of simple present tense in writing descriptive text.

c. For School

School will get benefits such as consideration in compiling programs and determining learning methods which were appropriate for teaching English. As a consideration, this research can be used as a guideline for preparing teaching programs in using simple present tense in writing descriptive text. Meanwhile, in terms of method determination, the teacher will understand how to deliver and provided the process of teaching English about the using of simple present tense based on the method was used in this research.

### **E. Limitation of the Research**

Based on the background, research questions, and research purposes, the researcher limited the research only to describe the students' error in writing descriptive text, especially in using simple present tense at class X in SMA Nusantara Indah. Therefore, the researcher used descriptive qualitative research to classify the kinds of errors found in writing descriptive text, to recognize the most common errors found, and to describe the factors that caused students to make errors.

### **E. Terminology**

In terms of terminology, the researcher described the important points that were the subject of discussion in this thesis. These points were the theories that were the main focus in this thesis. The following was a complete explanation of the terminology as follows:

#### **1. An Error Analysis**

An error analysis was a process to identify an English sentence in writing descriptive text. The researcher analyzed the students' descriptive writing product that focused in using simple present tense. Based on this, the researcher focused to analyze errors found in writing descriptive text, especially in using simple present tense. The errors found in writing descriptive text were addition, omission, misinformation, and misordering.

## 2. Writing

Writing was a process of putting ideas and thoughts into paragraphs. This writing produced a writing descriptive text which contained an explanation lot of an animal. Therefore, in writing about animal, researcher was required to analyze the using of simple present tense in writing descriptive text.

## 3. Descriptive Text

Descriptive text was a lesson that was taught at the senior high school. Which was descriptive text learning was taught for students at class X. Simple present tense was the main point which was taught in descriptive text. Descriptive text was one of the genres to describe something, especially an animal. The sentence should be completely and clearly of the characteristic, shapes, types, and colors of the animal. Therefore, each sentence must be related to each other so as a form a coherent and cohesive sentence.