

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE IN
THE STUDENTS' DESCRIPTIVE TEXT AMONG THE EIGHT
GRADERS OF SMP N 1 METRO KIBANG**

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STATE INSTITUTE FOR ISLAMIC STUDENTS METRO

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THE STUDENTS' DESCRIPTIVE TEXT AMONG THE EIGHT
GRADERS OF SMP N 1 METRO KIBANG**

Presented as a Partial Fulfillment of the Requirements
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ABSTRACT

AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE IN THE STUDENTS' DESCRIPTIVE TEXT AMONG THE EIGHT GRADERS OF SMP N 1 METRO KIBANG.

By:
Toyyibatul Mukaromah

Key Words: Error Analysis, Simple Present Tense, Descriptive Text

This study was carried out to describe the kinds of errors on the use of simple present tense in the students' descriptive text of writing subject made by the eight graders of SMP N 1 Metro Kibang. This study was also intended to give some contributions concerning the factors that influence the errors on the use of simple present tense in students' descriptive text. This study is descriptive qualitative research. The writer had chosen the eight graders of SMP N 1 Metro Kibang in the academic year of 2017/2018 and the subject were 47 students. The data were analyzed by using error analysis method. The error types were classified based on linguistic category, especially surface strategy taxonomy. The factors that influenced the errors were found out from the result of the interview. The result of this study showed that there were kinds of errors based on surface strategy taxonomy such as omission of subject, omission of to be in the simple present tense, omission of -s/-es in the verb form, omission of prepositions, omission of - s/-es in the plural form, addition of s/-es in the singular form, addition of possessive marker ('s), addition of to be in the simple present tense, addition of preposition, misformation, and misordering. According to the result of the study, many errors in the students' paper assignments were due to several factors. Meanwhile, the dominant factor was the students' lack understanding of English grammar.

From the result above, the writer concludes that the students were still making a lot of grammatical errors that were mainly influenced by the students' lack understanding of English grammar.

ABSTRAK

ANALISIS KESALAHAN PENGGUNAAN SIMPLE PRESENT TENSE DALAM TEKS DESKRIPTIF SISWA KELAS DELAPAN SMP N 1 METRO KIBANG

**Oleh:
Toyyibatul Mukaromah**

Kata Kunci: Analisis Kesalahan, Simple Present Tense, Deskriptif Teks

Penelitian ini dilakukan untuk mendeskripsikan jenis kesalahan penggunaan simple present tense pada teks deskriptif siswa yang menulis subjek yang dibuat oleh siswa kelas delapan SMP N 1 Metro Kibang. Penelitian ini juga dimaksudkan untuk memberikan beberapa kontribusi mengenai faktor-faktor yang mempengaruhi kesalahan penggunaan simple present tense pada teks deskriptif siswa. Penelitian ini merupakan penelitian deskriptif kualitatif. Penulis telah memilih siswa kelas delapan SMP N 1 Metro Kibang pada tahun ajaran 2017/2018 dan subjeknya adalah 47 siswa. Data dianalisis dengan menggunakan metode analisis kesalahan. Jenis kesalahan diklasifikasikan berdasarkan kategori linguistik, terutama taksonomi strategi permukaan. Faktor-faktor yang mempengaruhi kesalahan ditemukan dari hasil wawancara. Hasil penelitian ini menunjukkan bahwa ada beberapa jenis kesalahan berdasarkan taksonomi strategi permukaan seperti kelalaian subjek, kelalaian dalam bentuk present present tense, kelalaian -s/-es dalam bentuk kata kerja, kelalaian preposisi, kelalaian of-s / -es dalam bentuk jamak, penambahan -s/-es dalam bentuk tunggal, penambahan penanda posesif (s), penambahan dalam present present tense, penambahan preposisi, misformation, dan misordering. Menurut hasil penelitian, banyak kesalahan dalam tugas tulis siswa disebabkan oleh beberapa faktor. Sementara itu, faktor yang dominan adalah kurangnya pemahaman siswa tentang tata bahasa Inggris.

Dari hasil penelitian di atas, penulis menyimpulkan bahwa siswa masih membuat banyak kesalahan tata bahasa yang terutama dipengaruhi oleh kurangnya pemahaman siswa tentang tata bahasa Inggris.

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MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge. and Allah is well-acquainted with all you do. (QS. Al Mujadalah: 11)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My beloved parents (Bp. H. Syamsul Huda and Ibu. Al Khotami) for giving their endless love and protecting me since I was born and breathed for the first time in this world, thank you so much for everything.
2. My beloved friends (Lisa, Aura, Risma, Ela, Septa, Silvi, Titik, Dewi) who have been support me and always give me more strength in my life and to give me strength to finished my study.
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In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the world whom without his mercy and blessing, none of these would be possible. Let us thank to Allah SWT who always blesses us until now and keeps our healthy so that we can finish this thesis. May peace will not stop to be upon our idol, the one perfect human, Prophet Muhammad SAW, his family and his companions.

This Undergraduate Thesis entitles "An Error Analysis On The Use Of Simple Present Tense In The Students' Descriptive Text Among The Eight Graders Of Smp N 1 Metro Kibang".

In this research the researcher focused to identify the understanding of the use of simple present tense in the students' descriptive text writing among the eight graders of SMP N 1 Metro Kibang. The researcher do apologizes for all mistakes in writing this Undergraduate Thesis and presentation items. All constructive comments and suggestions are extremely welcomed to lighten up the quality of this undergraduate thesis. Hopefully, this Undergraduate Thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, Januari 2018
Yang menyatakan



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CHAPTER I

INTRODUCTION

A. Background f The Study

Most countries in the world use English as a cross country communication tool. It has become the dominant language around the world, and now most people use English as an international language. Thus, we are to learn this international language in order to get easy of communicating with other people from other countries.

Writing is the last skill mentioned on all the texts of language skills but it is not the least. It is because that writing is the basic skill, just as important as speaking, listening, and reading. Moreover, writing is not only for communicating each other but also for expressing an idea. In addition, it can be used for remembering something and for thinking critically as well. So, it has to say that writing is one of important aspects for the students to learn since it is one of the productive skills that is frequently used to convey the idea (to communicate with the other) besides speaking.

In English subject at school, the students learn about simple present tense and how to construct it in order to become a proper sentence. Simple present tense is one of tenses which is most used in daily communication. Simple present tense is used to state the event (s) in the present time. Even though, the students still find it difficult to construct simple present tense to become a proper sentence.

This problem can be caused by some factors. First, the students have lack of vocabulary mastery. Second, most students do not understand about the form and usage of simple present tense. Third, the students often make some mistakes to put the proper verb in the sentence they have made. Due to the problems, the students must comprehend about simple present tense in order to get easier in communicating to state something in present time.

There are many kinds of material in English subject; one of them is writing descriptive text. In the institution, the students learn about descriptive text. In this material, the students learn how to explore their ideas to make a good paragraph in describing something or someone by paying attention on its generic structures. Furthermore, descriptive text uses simple present tense to build the sentences in it.

Learning descriptive text it is important because it frequently appears in final examination. So, that's why, the students must understand all about descriptive text and how to make it properly. In Indonesian context, even though the students have studied about descriptive text, they are still doing many mistakes in making the descriptive text. Thus, the students must understand not only the generic structures of descriptive text but also the tenses which must be used in descriptive text that is simple present tense.

To get the early data, the writer has conducted the pre survey on August 22, 2016 in SMP N 1 Kibang. The writer asked some of students to make a descriptive text. Here are some examples of students' descriptive text writing:

Table 1
The Examples of Students' Descriptive Text Writing

Student 1	<p style="text-align: center;">My Girl</p> <p>I have a girl. His name is Vivi Esti. She live in Punggur. She school in Junior School of One Punggur. His beautiful. She has white skin and she has flat nose.</p>
Student 2	<p style="text-align: center;">My Cat</p> <p>I have a cat. A male my cat. He has two color, black and white. My cat like a fish. I called my cat Dito. She hair bald and huge body.</p>
Student 3	<p style="text-align: center;">My classmate</p> <p>The name of Ezza Panggungan. The house was born in Punggur. Again learned her quite handsome like to sleep in the classroom and like going out in the class also he often in call Keling.</p>

From the data above, the students still do many mistakes in making descriptive text. They still do many mistakes in making simple present tense in the descriptive text. Moreover, the word order in each sentence is till not good enough. Plus, the structure of the paragraph in three students' descriptive text above is not organized well.

This case happens because some reasons, such as they do not understand the steps how to make descriptive text, they do not have enough vocabularies, or they do not understand about simple present tense.

Regarding to all explanation above, the researcher tries to analyze the error of the use of simple present tense in the students' descriptive text writing among the eight graders of SMPN 1 Kibang.

B. Focus of The Study

In English learning, tenses take a role as the crucial aspect that must be mastered in order to comprehend the all materials in English learning. The students need to use the appropriate tenses to state an event based on the time it happens. Including the descriptive text, which describe something or someone particularly, that must use simple present tense in building all sentences on it. Thus, this research focuses on error analysis on the use of simple present tense in the students' descriptive text writing among the eight graders of SMP N 1 Kibang.

C. Problem Formulation

Considering the background that had been presented above, the writer formulate the problems as follows:

1. What kind of errors on the use of simple present tense in the students' descriptive text made by the eight graders of SMP N 1 Metro Kibang?
2. Why do the eight graders of SMP N 1 Metro Kibang find it difficult to make descriptive text?

D. Objectives and Benefits of The Study

1. Objectives of The Study
 - a. This research is to identify the understanding of the use of simple present tense in the students' descriptive text writing among the eight graders of SMP N 1 Metro Kibang.

- b. This research is to identify the difficulties in using simple present tense in making descriptive text among the eight graders of SMP N 1 Metro Kibang.
- c. This research aims to explain the difficulties are encountered by the eight graders of SMP N 1 Metro Kibang in using simple present tense to make descriptive text.

2. Benefit of The Study

a. For the Students

As a contribution for students' problem solving in comprehending the material in English subject, especially in making descriptive text.

b. For the Teacher

As an educator, the result of this research can be useful for the teacher to give evaluation in teaching English subject especially descriptive text.

c. For the Other Researchers

The research can be a consideration for other researcher to conduct further research about either descriptive text or simple present tense.

CHAPTER II

REVIEW OF THE LITERATURE

A. Prior Research

The writer is inspired by the research of Tiur Asih Siburian, The Faculty of Languages and Arts, of Universitas Negeri Medan. Her research title is “Improving Students’ Achievement on Writing Descriptive Text through Think Pair Share.”¹ The conclusion of the research is that the students’ achievement in writing descriptive text can be improved when they are taught by TPS Method. In this case, the writer uses this data as the prior research.

The second research which is inspiring the writer to conduct this research is M. Uma Devi. She is from Sreenidhi Institute of Science & Technology, Ghatkesar, Ranga Reddy, Telangana, India. Her title journal is “Teaching Tenses-A Comparative Method.”² She tried to study the grammatio-pedagogical approaches to English Tenses. She said that as English had many intricacies in its spelling, verb forms, structure and use of tenses, an attempt was made in this paper, emphasizing on the teaching of tenses, making the teaching-learning process easy.³

¹ Tiur Asih Siburian, “International Journal of Language Learning and Applied Linguistics World (IJLLALW),” *Improving Students’ Achievement on Writing Descriptive Text through Think Pair Share*, EISSN: 2289-2737 & ISSN: 2289-3245, Volume 3 (3), July 2013; 30-43

² M. Uma Devi, “Journal of English Language and Literature (JOELL),” *TeachingTenses-A Comparative Method*, ISSN: 2349-9753, Vol. 2 Issue 2, 2015

³ *Ibid.*

The next research is written by Jittra Muta and Nutprapha K. Dennis from Ubon Ratchathani Rajabhat University, Thailand. Their title journal is “A Study of Tenses Used in English Online News Website”. The purposes of this study were to analyze and describe English tenses used in an online news website and to examine which types of English tenses are frequently used in an online news website.⁴

Based on the previous studies, the writer conducted the research entitled “An Error Analysis on The Use of Simple Present Tense in The Students’ Descriptive Text Writing Among the Eight Graders of SMP N 1 Metro Kibang”. In this case, the researcher investigates the error of the use of simple present tense in the students’ descriptive text writing among the eight graders of SMP N 1 Metro Kibang. The difference between this research and above research is that this research only analyzes the error in grammatical aspect of simple present tense in the students’ descriptive text writing among the eight graders of SMP N 1 Metro Kibang

B. Theoretical Framework

1. The Notion of Error Analysis

It is undeniable that students make mistakes and commit errors in their writing products. However, all of those can be inhibited through realizing the errors and operating on them according to the feedbacks given. The steps that students follow get the writer realizes that if the

⁴ Jittra Muta and Nutprapha K. Dennis, “International Journal of Research Granthaalayah”, *A Study of tenses Used in English Online News Website*, ISSN-2350-0530 (O) ISSN-2394-3629, Vol. 4 (Iss, 7): July, 2016

mistakes and errors of language in constructing new language system are analyzed carefully, the process of writing shall be understood.

Erdogan states in terms of error correction, the analyses of errors are supposed as a strategy to inhibit the errors that have been made in writing product such as paper assignment. Erdogan also explains error analysis enables lecturers to find out the sources of errors and take pedagogical precautions towards them. As indicated above, the analysis of students' errors has become an essential need to organize remedial courses, to compose appropriate material and teaching strategies based on the findings of error analysis⁵

According to Sanal, error analysis is a study to identify, to describe and systematically to explain the learners' errors by using any of the principles and techniques provided by linguistics. It can be said that error analysis as a process based on analysis of the students' errors. Whereas Brown as cited in Sanal asserts that error analysis is the activity to observe, to analyze and to classify the students' errors for conveying something of the system operating.⁶

The other notion is from Nunan who defines that error analysis involves studying samples of students' written language to identify

⁵ Vacide Erdogan, *Contribution of Error Analysis to Foreign Language Teaching*. <http://efd.mersin.edu.tr/dergi/meuefd/.pdf>. Retrieved on November 9, 2017

⁶ Fahretin Şanal, *A Learner Based Study on Second Language Lexicology of Turkish Students of English*, Doctoral Thesis, Çukurova University. http://www.sosyalbil.selcuk.edu.tr/sos_mak/articles/.pdf. Retrieved on November 10, 2017

grammatical errors they make.⁷ This analysis is absolutely needed to be the basis for providing feedback to the students, or for tabulating the errors. Although, these analyses are extremely time consuming and also probably not feasible in large classes, it is helpful for being basis to decide on the focus of review lessons.

Practically, error analysis can be a very useful device of a foreign language teaching program. Errors provide feedback, they tell the lecturers something about the effectiveness of their teaching materials and their teaching techniques. There are several steps of analyzing the errors based on Corder as cited by Ellis. Those include:⁸

a. Collection of samples of learner language

It refers to deciding what samples of learner language to use for the analysis and how to collect these samples.

b. Identification of errors

In this step, we have to compare the error sentences (the writer mentions it as ‘original sentence’) with what seem to be the normal or ‘correct’ sentences in the target language. It can be done by underlying the errors sentences. Corder as cited by Ellis points out the importance to differentiate mistakes sentences that are result of processing

⁷ David Nunan, *Practical English Language Teaching: Grammar*, (Singapore: McGraw-Hill, 2005), p. 31

⁸ R. Ellis, *Understanding Second Language Acquisition*. (Oxford: Oxford University Press, 1996), p. 52

limitations rather than error sentences that are result of lack of competence.⁹

c. Classification of errors

This next step is the step where the errors are described and classified into kinds. This step can be done by several ways. There are two ways to classify errors as mentioned by Corder in Ellis, they are:¹⁰

- 1) The first way is classifying the errors through grammatical categories. It means classifying the errors through their tenses. As an example:

Original sentence : The girl sing beautifully.

Reconstruction : The girl sings beautifully.

- 2) The second way of classifying the errors is trying to identify general ways in which the students' written form differs from the reconstructed target language. It means the errors are classified into several types:

a) Omission

Omission is the error of leaving out an item that is required for an utterance to be considered grammatical, for example: There is picture on the wall. This sentence leaves out an article "a" that must be added before the word picture.

b) Addition

⁹ R. Ellis, *Understanding Second Language Acquisition*, p. 52

¹⁰ R. Ellis, *The Study of Second Language Acquisition*. (Oxford : Oxford University Press, 1994), p. 56

Addition is the error of adding some unnecessary or incorrect element in an utterance. For instance: The books is here. There is suffix “-s” added after the word “book”. Hence, this indicates addition error.

c) Misformation

Misformation is the error of using one grammatical form in place of another grammatical form, for example: “I see her yesterday.” This sentence contains misformation in using irregular verb which marked by the using the wrong form “see” to replace “saw”.

d) Misordering

Misordering is the error of putting the words in utterance in the wrong order. For example: “She will come evening tomorrow.” This sentence has the wrong order of adverb of time “evening tomorrow”. It must be changed becomes: “She will come tomorrow evening.”

d. Explanation of errors

In this stage of the procedure an effort is made to identify the cause of errors. In other words, in this step the researcher tries to explain how and why a sentence called to be erroneous.

e. Evaluation of errors

Evaluating serious errors is designed to reduce, revised and devise remedial lessons in teaching learning. However, in this study,

the researcher uses evaluating the errors as a step that involves drawing conclusion.

2. The Differences Between Errors and Mistakes

An error is different from mistake, so we have to be careful to differentiate both of them. Based on Corder, errors are breaking the rule, due to a lack of competence such as knowledge of the language, which may or may not be conscious. As they are due to a lack of competence they tend to be not self correctable.¹¹

According to *Dictionary of Language Teaching and Applied Linguistics*, a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is called.

In other words, a mistake is a slip that a learner can self-correct whereas an error is what a learner can not self-correct. From those definitions above, the writer can also conclude that a mistake is just a slip that the learner forgets the right form. While, an error is a deviation made by the learner because he/she does not know the rule and he /she will make it repetitively.

To distinguish between an error and mistake, Ellis as mentioned by Erdogan also suggests two ways. The first one is to check the consistency of learner's writing. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it

¹¹ S.P. Corder, *Introducing Applied Linguistics*, (England: Penguin Education, 1973), p.257

is then an error. The second way is to ask learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.¹²

Indeed, learners often make mistakes in the process of foreign language learning. Thus, it is still not a big deal when the learners commit the mistake either in speaking or writing since they are capable to correct the mistake. However, learning other language becomes difficult since the target language has different system from the native language. This difference sometimes makes the learners make errors especially in applying the grammar. This is why analyzing learner's errors in learning other language would be interesting instead of mistake analysis.

3. The Concept of Descriptive Text

a. The Definition of Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc. A good description is a word picture; the reader can imagine the object, place or person in his or her mind.¹³ Meanwhile, Kane states that description is about sensory experience-how something look, sounds, and tastes.¹⁴ In addition, Randall adds that

¹² Vacide Erdogan, *Contribution of Error Analysis to Foreign Language Teaching*. <http://efd.mersin.edu.tr/dergi/meuefd/.pdf>. Retrieved on November 9, 2017

¹³ Alice Oshima and Ann Hogue, *Introduction to Academic Writing, Third Edition*, (New York: Pearson Education, Inc., 2007), p. 61

¹⁴ Thomas S. Kane, *The Oxford Essential Grade to Writing*, (New York: Berkley Books, 2000), p. 351

effective descriptive passages offer precise details that help readers sensually and thoughtfully experience the topic.¹⁵

From the definition above, it can be concluded that descriptive is describing things where the reader can feel the sensory experience about the things which is described through the words.

Besides, descriptive text has several elements as Lila Fink et. All. Have explained. They are:¹⁶

- 1) Concrete detail. A concrete detail is a specific description that support, reflects, expands a writer's attitude of purpose. For example, The modern math students, using the calculator instead of a slide rule, makes speedy and accurate calculations.
- 2) Images. An image is a concrete, literal (real, actual) description of person,, physical object, or sensory experience that can be known through one of five sense (sight, sound, taste, touch, and smell). For example, *Lightning crackled and sizzling across the darkened sky. (sound and sight).*
- 3) Similes. A simile is comparison, using like or as between two objects. The comparison between two things essentially different yet similar in one aspect. For example:
 - a) Anger heated up in me like water about to boil.
 - b) The lecturer was as exciting and informative as stale beer.

¹⁵ Randall Vander Met, et al., *The College Writer: A guide to Thinking, Writing, and Researching, Fourth Edition*, (Boston: Wadsworth, Cengage Learning, 2012), p. 142

¹⁶ Lila Fink, et.al., *Choices A Text for Writing and Reading*, (Boston: Little, Brown and Company, 1983), p. 41

b. The Purpose of Descriptive Text

Based on the definition above, it can be said that the purpose of descriptive text is to give the information to the reader about the particular things in words such as place, person, situation or animal. According to Fred D. White, there are several aims of descriptive text.

1) *To understand*. It's means to help the reader to see the objects, persons and sensations your present, as you might guess.

2) *To identify*. It's means to explain to the reader about a subject. Explain about what the things look like and the characteristic of the things described.

c. The Characteristic of Descriptive Text

The characteristic of descriptive text is different from other text. According to Imelda Wardani et.al in the journal, "The generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject."¹⁷

1) *Identification*: In this part, the writer introduces the subject of description.

¹⁷ Imelda Wardani, et.al., "E-Journal of English Language Teaching Strategy (ELTS)", *Improving The Ability in Writing Descriptive Text Through Guided-Questions Technique*, Vol. 2 No 1 2014 – ISSN 2331-1841, p. 2

2) *Description*: In this part, the writer gives details of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, etc.

To make descriptive text, the writer has to determine the topic/subject that will be describe. Then the writer makes specific description of topic in order to give the details of the topic/subject in the text.

Furthermore, descriptive text has some characteristics as follow:¹⁸

- 1) Focus on specific participants.
- 2) Use of attributive and identifying processes.
- 3) Use of being/having verb.
- 4) Use of adjectives.
- 5) Frequent use of epithets and classifiers in nominal groups.
- 6) Using simple present tense.

Here is the example of descriptive text is as follow:

My Best Friend, Nanda

Identification	My best friend is Nanda and he is my classmate. We go to school together, Nanda comes from educated family. His father is a school principle and his mother is also a teacher.
-----------------------	--

¹⁸ www.idwriting.com/2015/4/definition-and-characteristic-of.html?m=1, 5/3/2017

<p style="text-align: center;">Description</p>	<p>He is punctual, well-educated and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. Nanda has a well-built body. He is gentle but fearless. He takes part in all sport, scout, tracking and mountaineering activities. He has a good heart, he is truthful, honest and obedient. I am happy to have such a friend.</p>
---	--

From the example above, in part identification of the first paragraph, it introduces the subject that is going to be described that is *my best friend, Nanda*. After introducing the subject that is going to be described, the next paragraph is description. From the example above, in second paragraph, the writer describes all about Nanda, what he looks like, what activity he is always doing in school, what kind of person he is, and still many more.

4. The Concept of Present Tense

a. The Definition of Present Tense

The present tense is used to describe everyday activity and habits, to make general statement of fact, and to express opinion.¹⁹ Some verb, the present tense shows an existing condition (something that is happening now). According to Sylvia Chalker, simple present tense is identical to the base of verb (except in case of “be”) and add –s for third person singular (also called present (tense) simply).²⁰ Moreover, Raymond Murphy stated that we used present simple for things in general or things that happened repeatedly.²¹ Plus, Hewing Martin also explain abot the definition of simple present tense. he explained that we used the present simple to describe things that were always true, or situation that exist now and, as far as we know, will go on indefinitely.²²

When the subject in a sentence is the third person singular such as *he*, *she*, and *it*, the verb in the sentece must be added by –s or –es.

For example:

- 1) He **tells** me a story about the legend of Sangkuriang.
- 2) She **makes** a delicious cake.
- 3) My cat **catches** a rat.

¹⁹ Elaine Kirn and Darcy Jack, *Interaction 1 Grammar 4th Ed*, (New York: McGraww Hill, 2002), p. 11.

²⁰ Sylvia Chalker and Edmund Weiner, *The Oxford Dictionary of English Grammar*, (New York: Oxford University Press, 1994), p. 395.

²¹ Raymond Murphy, *English Grammar in Use 3th Ed*, (United Kingdom: Cambridge University Press, 2004), p. 6.

²² Hewing Martin, *Advanced Grammar*, p. 2.

The –s or –es ending is pronounced three ways, depending on the ending of the verb.²³

1) /iz/ after -ch, -sh, -s, -x and -z endings.

Example: teaches, washes, kisses, boxes, buzzes.

2) /s/ after voiceless endings: p, t, k or f.

Example: stops, hits, looks.

3) /z/ after voice consonant endings.

Example: calls, listens, plays, sounds, runs.

Furthermore, according to Mark Lester, the simple present tense express the factual statements and generalizations and describing predictable future events or action.²⁴

From the explanation above, it can be concluded that simple present tense is a tense which expresses or states the activities that is habitual and fact which are formed by verb base, except for the third singular person subject by adding -s or -es in the verb of the sencece.

b. The Form of Simple Present Tense

The simple present tense uses the verb base and is added by –s or –es when the subject in the sentence is third singular person (e.g. She, He, It, Your friend, Maria). The affirmative statement of simple present tense is as below:²⁵

²³ Elaine Kirn and Darcy Jack, *Interaction*, p. 12.

²⁴ Mark Lester, et. al., *English Irregular Verb*, (United State: McGraww Hill, 2010), p. 6.

²⁵ <http://www.wordsmile.com/rumus-contoh-kalimat-negative-simple-present-tense>,

Verbal statement:

S (I, you, they, we) + V₁ + O + ...

and

S (she, he, it) + V₁ + s/es + O + ...

Example:

- 1) Jean **plays** Badminton three times a week.
- 2) My aunt **teaches** English in high school.
- 3) We **learn** how to make a painting.
- 4) My mother and I **clean** the house up today.

From the patterns above, it can be summarized that when the subject is third singular person, it is added -s or -es in the verb and for the other subjects just put the verb base. While in the nominal statement pattern, put the appropriate be (am, is, are) after subject and followed by complement (adjective, adverb, noun).

Meanwhile, here is the pattern of simple present tense for negative statement.²⁶

Verbal statement:

S (I, you, they, we) + do not + V₁ + O + ...

and

S (she, he, it) + does not + V₁ + s/es + O + ...

Example:

- 1) I **don't know** who you are.
- 2) She **doesn't want** to come to the party.
- 3) My friend and I **don't like** spicy food.
- 4) They **don't understand** about my feeling.
- 5) John **doesn't love** is lover anymore.

From the patterns above, to make a negative statement for the third singular person, add *does not* or *doesn't* after the subject. While for the other subject (I, you, they, we), add *do not* or *don't* after the subject.

In addition, here is the pattern of simple present tense for interrogative statement as follow:

Verbal interrogative affirmative statement:

Do + S (I, you, they, we) + V₁ + O + ... + ?

and

Does + S (she, he, it) + V₁ + s/es + O + ... + ?

Example:

- 1) Do you know where is my jacket?
- 2) Does she like cooking?

Verbal interrogative negative statement:

Do not/Don't + S (I, you, they, we) + V₁ + O + ... + ?

and

Does not/Doesn't + S (she, he, it) + V₁ + s/es + O + ... + ?

Example:

- 1) Don't you look so stressed today?
- 2) Doesn't my father go back from the office?

In verbal interrogative affirmative/negative sentence, *do/does* or *don't/doesn't* comes before subject and then followed by V₁/verb base.

c. The Usage of Simple Present Tense

Generally, the usage of simple present tense is to state the event or habitual action in the present time. According to Hornby, the usage of simple present tense divided into five kinds. They are:²⁷

- 1) To describe an activity that is actually in progress at the moment of speaking, e.g. in demonstration, explanation, step by the way to cook something.

Example:

I sift the flour, salt and baking powder into a bowl and then I mix them.

²⁷ A.S. Hornby, *Guide to Pattern*, p. 82-85.

- 2) To be used in the commentaries, e.g. broadcast during a sporting event such as a football match.

Example:

Green passes the ball to Brown, and Brown passes it to Black who heads it pass to goalkeeper and goal.

- 3) To be used in exclamatory sentences beginning with here and there.

Example:

Here he come!

- 4) In the general statement of what was true in past time, is true now, is likely to be true in future time.

Example:

The sunshine shines during the day.

- 5) To be used for references to what was communicated in the past.

Example:

The newspapers say it's going to be cold today.

5. The Problems to Teaching of The Descriptive Text

Tenses is very important in learning English. An error analysis of the use of simple present tense in the students' descriptive text writing among the eighth graders of SMPN 1 Metro Kibang is to know how far the students comprehend simple present tense and descriptive text, also the application of simple present tense in building the sentences to make a descriptive text.

Descriptive is one of text genres which has the purpose to present or give the information about the particular thing, person, place and etc. In both middle school and high school, these topics are become materials that be taught to the students. Hence the students require to understand descriptive text and how to make it.

Description gives sense impressions the feel, sound, taste smell and look of things. Emotions may be describes too – feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion

Descriptive text is one of text included in genre. It is taught for students at junior high school. There are many students who get difficulties to understand descriptive text on how they describe person, place, or thing, what its purpose involve the generic structure and language features, and how to apply those descriptive features in the text.

CHAPTER III

RESEARCH METHOD

A. The Characteristic and Type of The Research

In this research, the writer uses qualitative research design. According to Donald Ary, et.al., qualitative is a generic term for an array of educational research approaches, such as ethnography, naturalistic inquiry²⁸²⁹

Through one or more cases within bounded system.³⁰ In this research, the writer decides to proposes a qualitative research as the characteristic and case study as the type of this research. This research is conducted to review one of phenomena of the use of simple present tense in the students' descriptive text writing among the eight graders of SMP N 1 Metro Kibang.

B. Source Data

Sutanto Leo et. All., explained that there were basically two kinds of sources, namely primary sources and secondary sources. Primary source is firsthand information and secondary source provides secondhand information.³¹ In this research, the primary source is the students' descriptive text writing products. Then, the secondary source is from books, e-books, journal, English dictionary, observation and documentation that were related to the research is gained.

²⁸

²⁹

³⁰ John W. Creswell, *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, (California: Sage Publications Inc., 2007), p. 73

³¹ Sutanto Leo et., all., *English for Academic Purpose: Essay Writing*, (Jakarta: Andi, 2007), p. 70

C. Data Collection Technique

According to Creswell, in many qualitative studies, inquiries collect multiple forms data and spend a considerable time in natural setting gathering information.³² Therefore, the instruments which are used in conducting the research as follows:

1. Documentation

Zina stated, "... the term 'document' can refer to more than just paper, and can include photographs, works of art, and even television programs."³³ Documentation saves the time expense of transcribing. Accordingly, the writer collects the data which are ten students' descriptive text writing among the eight graders of SMP N 1 Metro Kibang.

2. Interview

To get the data, the writer will also conduct the interview. According to W. Gulo, "Interview is the direct communication between the researcher and the respondents."³⁴ Interview aims at gaining some information regarding to the primary data. The writer is planning to get the data from the informants based on their competency and knowledge in making descriptive text. The informants who will be interviewed to the ten eight graders of SMP N 1 Metro Kibang.

3. Observation

³² John W. Creswell, *Research Design*, p. 184

³³ Zina O' Leary, *The Essential Guide to Doing Research*, (London: Sage Publications, 2004), p. 177

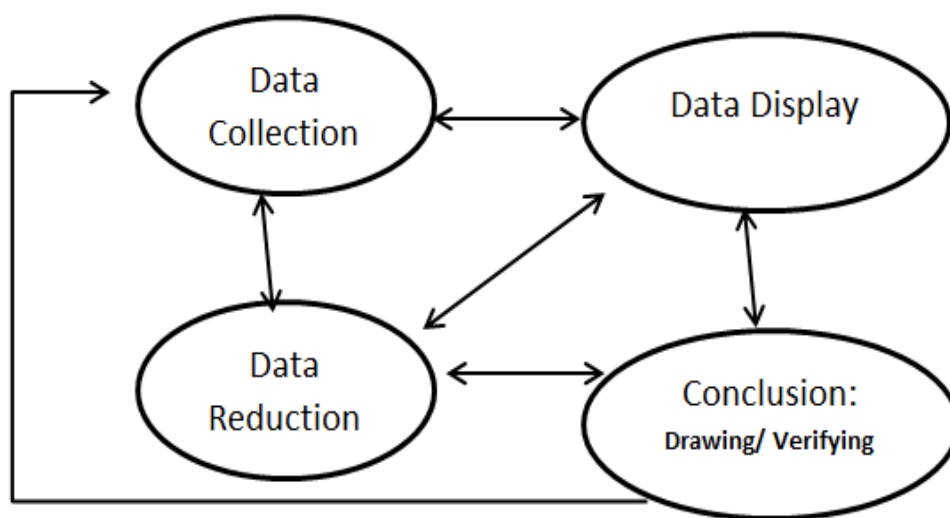
³⁴ W. Gulo, *Metodologi Penelitian*, (Jakarta: Gramedia, 2003), p. 199

Observation will be used to get the information when the teacher teaches the material in the class and to know the students' activity in learning³⁵. The writer want to know phenomena of the use of simple present tense in the students' descriptive text writing among the eight graders of SMP N 1 Metro Kibang.

D. Data Analysis Technique

This research applied Miles and Huberman model to analyze the data that has been collected. The qualitative researches first collect the data and then prepare it for data analysis.

Figure 1
The Component in Data Analysis (Interactive Model)
By Miles and Huberman³⁶



The data analysis using this model is conducted as follows:

1. Data Collection

³⁵ Yogesh Kumar Singh, *Fundamental Of Research Methodology And Statistics*, (New delhi: new international Ltd. 2006) P.263

³⁶ Matthew B. Miles, *Qualitative Data Analysis 2th Ed.*, (London: Sage Publication Ltd., 1994), p. 10-12

The first step in conducting qualitative research is collecting the data. The writer must collect the information as many as possible. In this case, the writer will gain the information from the students' descriptive text writing among the eight graders of SMP N 1 Metro Kibang as the major data and the documents as well.

2. Data reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting and transforming the information that appear in transcription.

3. Data Display

Data display is presenting the information. The writer should display multiple perspective from individual and be supported by diverse quotations and specific evidence.

4. Conclusion

A final steps in data analysis involves conclusion that includes drawing and verifying. It is the elaborating process by giving the lengthy argumentation and review of the research.

E. Approach

This research is conducted by using Mile and huberman model. Moreover, there have been the procedures in conducted the research, as follows:

1. *Selecting the problem.* The first step, the writer selects the phenomena to analyze the error of the use of simple present tense in the students'

descriptive text writing among the eight graders of SMP N 1 Metro Kibang.

2. *Reviewing the literature on the problem.* The writer reviewed the relevant literature to gain more comprehending and insight into the use of simple present tense in the students' descriptive text writing among the eight graders of SMP N 1 Metro Kibang.
3. *Designing the research.* The design includes the method which is used in the research, what, where, how and from whom the data to be gathered.
4. *Collecting the data.* It involves executing the research plan. This study embraces observation and documentation to obtain the comprehensive data.
5. *Analyzing the data.* The writer takes the form of words (description, observation and documentation) to be organized and categorized.
6. *Interpreting the finding and stating conclusion.* The writer presents the interpretations and the explanation in the narrative form.
7. *Reporting result.* It is the last step in which the writer reported the procedures, findings and conclusion in the research.

CHAPTER IV

RESEARCH RESULT AND INTERPRETATION

A. Research Result

In this chapter the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at SMP Negeri 1 Kibang Lampung Timur especially for the Eight grade of student in class VIII E SMP Negeri 1 Kibang Lampung Timur in academic year 2017/2018.

1. The Profile of the School

a. The Brief Story of SMP Negeri 1 Kibang Lampung Timur

SMP Negeri 1 Kibang Lampung Timur is one of the State Junior High School in East Lampung which is found under the Department Education Decision. It is located on the Harapan Street, Margototo District which was accredited B by BSNP (National Standardization of Education Board).

After knowing that Margototo village headman and society's figure of Margototo (Supardi, Zainal, Kamto) when to the province purposing a proposal in order SMP Negeri 1 Kibang Lampung Timur founded in Margototo. With some considerations and strategic location so that proposal was accepted. After that the building was started to be develop, because of the restricted area, so the school was canceled to be founded.

For the sake of the reaching of the building of SMP so the village headman and society figure of Margototo purposing the proposal seriously to the regency and to the chief of commission. The proposal was not agreed directly because they would hold an observation first to the location. Then the proposal of developing SMP Negeri 1 Kibang was agreed.

SMP Negeri 1 Kibang was founded in 1985 with 2 units of building, 1 unit 3 locals for study and 1 unit for office SMP Negeri 1 Kibang began the new year of education in 2003-2004.in 2003-2004 SMP Negeri 1 Kibang is led by Drs Junaidi. Now the headmaster SMP Negeri 1 Kibang is Sri Suhartini,S.Pd.,M.M.

Besides that, SMP Negeri 1 Kibang Lampung Timur for many times has applied the curriculum since it firstly established such as 1985 curriculum, 1995 curriculum, 1997 curriculum, the supplement of 1997 and 2000 curriculum, KBK, KTSP and now 2013 curriculum. Furthermore, this school has three levels of classes. Those are seventh grade, eighth grade, and ninth grade.

To prepare the school that has good standard of quality to face the challenges ahead, the students are expected to be able to overcome the challenges and global competitiveness by forecasting on the vision and mission to realize good standard school which brings up Islamic values, science and technology.

b. Vision and Mission of SMP Negeri 1 Kibang Lampung Timur

1) Vision

- a) Having Quality
- b) Religious
- c) Populist

2) Mission

- a) Building Harmonious Relationship and Democratize
- b) Improvement Insight
- c) Optimal of Utilization
- d) Improvement of Learning Process

3) Objective

Creating a good graduation of SMP Negeri 1 Kibang Lampung Timur who have good quality of skill in religion and competent.

4) Strategy

- a) Make a discussion with another party's.
- b) Intensive development to the teacher and all of employee
- c) Added and utilization of infrastructure
- d) Guided course in intra or extra
- e) Continue and control to student's activity

B. The Description of Research Result

In writing descriptive text, sometimes it is not easy for learners of English to write a text since this skill requires several aspects that should be noticed such as grammatical structure, organization of idea, and the spelling. There are some difficulties that students face during writing the descriptive paragraph those are the problem in developing the ideas, the problem in organizing the ideas, grammar, lack of vocabulary, spelling, punctuation and capitalization.

C. The Kinds of Errors on the Use Of Simple Present Tense Made By Students Of Eight Graders of SMP N 1 Metro Kibang

As previously stated in chapter I, this study aimed at finding the errors on the use of of simple present tense in the students' descriptive text in paper assignment of writing subject made by the among the eight graders of SMP N 1 Metro Kibang. After collecting and analyzing the data to know the error sentences, the writer found that there were a lot of errors.

Fifty sentences especially those uses the simple present tense were found. The writer provides all of those sentences in the table below completed with the error types of each sentences. The errors are classified based on surfaced strategy taxonomy those include four types of errors:

Table 4.4

Error Sentences and Types of Errors

No.	Error Sentences	Correct Sentences	Types of Errors
1	She likes playing her's hand and then she flatter her's hand.	She likes playing her hand and then she flatters her hand.	Addition of possessive marker 's and omission-s in the verb form.
2	She looks beautiful when wears it.	She looks beautiful when she wears it.	Omission of subject
3	She always looking for someone who call her name.	She always looks for someone who calls her name.	Misformation and omission-s in the verb form.
4.	She always lying her face down.	She always lies her face down.	Misformation
5.	She also likes watching Television and smile when watch it.	She also likes watching Television and smile when she watches it.	Omission of subject
6.	You different with another.	You are different with another.	Omission of to be in the present tense
7.	You like angel come	You are like angel who	Omission of to be

No.	Error Sentences	Correct Sentences	Types of Errors
	down from heaven.	comes down from heaven.	in the present tense and omission –s in the verb form.
8.	You always there.	You are always there.	Omission of to be in the present tense
9.	I hope you always beside me when open my eyes.	I hope you are always beside me when I open my eyes.	Omission of to be in the present tense and omission of subject
10.	I want be your shoulder when you cry.	I want to be your shoulder when you cry.	Omission of preposition
11.	You really makes me in love.	You really make me in love.	Addition of –s in the singular form
12.	I want accompany you to your house.	I want to accompany you to your house.	Omission of preposition
13.	You have something that disturb my mind.	You have something that disturbs my mind.	Omission –s in the verb form.
14.	Now, you became my baby.	Now, you become my baby.	Misformation
15.	Hopefully, have handphone your number.	Hopefully, I have your phone number.	Omission of subject and misordering

No.	Error Sentences	Correct Sentences	Types of Errors
16.	Your smile in the disturb my every time.	Your smile disturbs me every time.	Misformation and omission –s in the verb form.
17.	Your hand have soft.	Your hand is soft.	Misformation
18.	Your long hair black and soft.	Your long hair is black and soft.	Omission of to be in the present tense
19.	Pink lipstick make you sweet.	Pink lipstick makes you sweet.	Omission –s in the verb form.
20.	It make you look wonderful.	It makes you look wonderful.	Omission –s in the verb form.
21.	Your eyes to give light in the life.	Your eyes give light in the life.	Addition of preposition
22.	Your light always shine.	Your light always shines.	Omission –s in the verb form.
23.	Your eye has lens beautiful color brown.	Your eye has beautiful brown lens.	Misordering
24.	You have nail very neat.	You have a very neat nail.	Misordering
25.	Eye brow color black make you clear.	Black eyebrow make you clear.	Misordering
26.	You very interesting.	You are very interesting.	Omission of to be in the present tense
27.	I very interesting to you.	I am very interested to you	Omission of to be in the present tense

No.	Error Sentences	Correct Sentences	Types of Errors
28.	I think it just my dream.	I think it is just my dream.	Omission of to be in the present tense
29.	I want to know where are you live.	I want to know where you live.	Addition of to be in the present tense
30.	Unlike you, I just ordinary people.	Unlike you, I am just ordinary people.	Omission of to be in the present tense
31.	There are many function use handphone.	There are many functions on the use of handphone.	Omission of –s in the plural form and omission of preposition
32.	If it leave, make me confused.	If it is left, it makes me confused.	Omission of subject and omission of to be in the present tense
33.	In the morning the air so fresh.	In the morning the air is so fresh.	Omission of to be in the present tense
36.	Usually, I doing it with my mother and my sister.	I usually do it with my mother and my sister.	Misformation and Misordering
37.	We cycled all morning.	We cycle all morning.	Misformation
38.	We traveled around my village.	We travel around my village.	Misformation
39.	Sometimes, we changed the place in the rice field.	We sometimes change the place in the rice	Misformation and misordering

No.	Error Sentences	Correct Sentences	Types of Errors
		field.	
40.	This handphone is usual type because is not memory card, but can to take photo.	This handphone is usual type because it is not memory card, but it can take photo.	Omission of subject and addition of preposition
41.	A. Graham Bell is discovery handphone.	A. Graham Bell discovers handphone.	Misformation
42.	My family proud with my work result.	My family is proud with my work result.	Omission of to be in the present tense
43.	He is a someone who give me support and suggestion in my study.	He is someone who gives me support and suggestion in my study.	Omission –s in the verb form.
44.	My father very loving me.	My father very loves me.	Misformation
45.	He show me his love.	He shows me his love.	Omission –s in the verb form.
46.	He always obey my will.	He always obeys my will.	Omission –s in the verb form.
47.	Everyday he work in the field, but usually he get job to build a house.	He works in the field every day, but he usually gets job to build a house.	Omission –s in the verb form and misordering
48.	I'm very thanks to Allah.	I thank to Allah.	Addition of to be in the present tense

No.	Error Sentences	Correct Sentences	Types of Errors
49.	Everyday in my pray, I didn't forget to pray for them.	I do not forget to pray for them every day in my pray.	Misformation
50.	It challenging for me because I doesn't know English well.	It is challenging for me, because I do not know English well.	Omission of to be in the present tense and addition of -es in the

The explanation of classifying the grammatical errors sentences above will be presented in the following table completed with the explanation how the writer can decide that fifty (50) sentences include grammatical errors sentences. The following table will inform us the evidences to strengthen that those sentences are errors which are accepted from the deep interview to the 20 students. The table below also informs us the types of errors that have been classified by the writer.

Table 4.5

The Form of Omission Errors (Type 1)

Error Categories	Error Sentences	The Similar Error Sentences
Omission of Subject	She looks beautiful when wears it. (2) The Result of Interview : Some of the students did not	The error is almost similar with the items number (5), (9), (15), (32), (38), (44), and (45).

Error Categories	Error Sentences	The Similar Error Sentences
	<p>know that the sentence above is wrong. The students admitted that they had problems in forming the complex sentence. So, there were missing subject in their sentences.</p>	
<p>Omission of to be in present tense</p>	<p>Without grammar, our English skill no perfect.</p> <p>The Result of Interview :</p> <p>The students were not able to correct the error sentence above.</p> <p>The students said that they actually knew the pattern but they were still confused and got difficulties in applying “to be” in the sentence.</p>	<p>The error is almost similar with the items number (6), (7), (8), (18), (26), (27), (30), (42), etc.</p>
<p>Omission of –s/-es in the verb form</p>	<p>So, it can be used by your brother when he continue his study.</p> <p>The Result of Interview :</p> <p>The students admitted that they were still confused in understanding the agreement between subject and verb</p>	<p>The error is almost similar with the items number (3), (13), (20), etc.</p>

Error Categories	Error Sentences	The Similar Error Sentences
	<p>Listening music on my net book make me enjoy.</p> <p>The Result of Interview :</p> <p>The students explained that they committed the error above because of the longer of singular subject in context that was difficult for them in deciding the verb form.</p> <p>She teaches me clearly (52)</p> <p>The Result of Interview :</p> <p>The students said that they did not know the rule that when the infinitive ended –ch, we must add –es in the end of verb. So that, they just added the -s without considering the rule.</p>	
Omission of prepositions	<p>I often study with my friends when the lecturer does not come in class.</p> <p>The Result of Interview :</p>	<p>The error is almost similar with the items number (10), (12) and (39).</p>

Error Categories	Error Sentences	The Similar Error Sentences
	The students did not understand well that there are words like “come”, which have to be followed by preposition.	
5 Omission of –s/-es in the plural form	<p>It gives many benefit for me</p> <p>The Result of Interview :</p> <p>Some of the students had already hypothesized that English noun have plural and singular forms.</p> <p>However, they were not sure when they should apply the plural form.</p>	The error is almost similar with the items number (31) and (40).

Table 4.6

The Form of Addition Errors (Type 2)

Error Categories	Error Sentences	The Similar Error Sentences
Addition of – s/-es in the singular form	<p>I thanks a lot of her.</p> <p>The Result of Interview :</p> <p>The students admitted that they were still confused in</p>	The error is almost similar with the items number (11), (57).

Error Categories	Error Sentences	The Similar Error Sentences
	understanding the agreement between subject and verb.	
Addition of possessive marker 's	<p>She likes playing her's hand.</p> <p>The Result of Interview :</p> <p>The student stated that he/she was still confused in differentiating whether to use the possessive pronoun or possessive marker.</p>	The error is almost similar with the items number (42) and (44).
Addition of to be in simple present tense	<p>They are always support and suggest me in everything.</p> <p>The Result of Interview :</p> <p>The students assumed that the verb has "to be" in all the sentences.</p>	The error is almost similar with the items number (29), (48)
Addition of preposition	<p>Your eye to give light in the life.</p> <p>The Result of Interview :</p> <p>The directly translation process from Indonesia language into English had been done by the students without considering the rule.</p>	The error is almost similar with the items number (45).

Table 4.7

The Form of Misformation Errors (Type 3)

No.	Error Sentences	The Similar Error Sentences
1.	<p>Usually, I doing it with my mother and my sister.</p> <p>The Result of Interview :</p> <p>Some of the students knew the “ing” form but they were not sure of the application in the English sentence.</p>	<p>The error is almost similar with the items number (4), (39), and etc.</p>
2.	<p>Everyday in my pray, I didn’t forget to pray for them. (98)</p> <p>The Result of Interview :</p> <p>The students were still confused to apply the tenses in correct form.</p>	<p>The error is almost similar with the items number (14), (35), (36), and etc.</p>
3.	<p>Graham Bell is discovery handphone</p> <p>The Result of Interview :</p> <p>The students admitted that they got difficulties in grammar arrangement.</p>	
4.	<p>Listening music in my net book makes me enjoy</p> <p>The Result of Interview :</p> <p>The students were still confused in deciding preposition, which preposition should be used</p>	

No.	Error Sentences	The Similar Error Sentences
	whether to use in, on, or at.	

Table 4.8

The Form of Misordering Errors (Type 4)

No.	Error Sentences	The Similar Error Sentences
1.	<p>Everyday he work in the field, but usually he get job to build a house.</p> <p>The Result of Interview :</p> <p>The students did not understand how to construct the sentence in the right form because they were still confused in the placement of adverb.</p>	<p>The error is almost similar with the items number (34).</p>
2.	<p>Your eye has lens beautiful color brown.</p> <p>The Result of Interview :</p> <p>The directly translation process from Indonesia language into English had been done by the students without considering the rule.</p>	<p>The error is almost similar with the items number (24) and (25).</p>

Here, the writer tries to explain why a sentence called to be erroneous in each type of errors.

1. Omission

As mentioned, omission is considered to be the absence of an item that should appear in a well-formed utterance. The following sentences are the examples that indicate this type of errors.

a. Omission of Subject

“She looks beautiful when wears it.” From this sentence, it demonstrates that the student had committed the omission error since the student omitted the subject pronoun "she" before the verb. While actually, the sentence should be “She looks beautiful when she wears it.”

b. Omission of to be in the present tense

“Without grammar, our English skill not perfect.” From this sentence, it can be seen that the student left out to be “is” that must be added before the word “not perfect”, whereas it should be “Without grammar, our English skill is not perfect.” Therefore, the student had committed the omission error.

c. Omission of –s/ -es in the verb form

“So, it can be used by your brother when he continue his study.” Dealing with this sentence, the student omitted –s/ -es in the verb, whereas it should be “So, it can be used by your brother when he continues his study.” As a result, the student had committed the omission error.

d. Omission of prepositions

“I often study with my friends when the lecturer does not come in class.” This sentence points out us the omission error. The student omitted the prepositions “to”, that has to be added after the word “in”. The right once is “I often study with my friends when the lecturer does not come into class.”

e. Omission of –s/-es in the plural form

“It gives many benefit for me.” Regarding this sentence, the student omitted –s/-es in the plural form, whereas it should be “It gives many benefits for me.” In this case, the student had made the omission error.

2. Addition

As outlined earlier, addition is considered to be the presence of an item that should not appear in a well-formed utterance. Dealing with this type of errors, the writer provides the example of sentences which are called addition errors. They are:

a. Addition of –s/-es in the singular form

“I thanks a lot of her.” This sentence demonstrates the addition error since the student added –s/-es in the singular form, whereas it should be “I thank a lot of her.”

b. Addition of possessive marker ‘s

“She likes playing her’s hand.” This sentence indicates the addition errors since the student added possessive marker “s”, whereas it should be “She likes playing her hand.”

c. Addition of to be in the simple present tense

“They are always support and suggest me in everything.” This sentence indicates addition error because the student added “to be” to the present simple sentence. The correct sentence should be “They always support and suggest me in everything.”

d. Addition of preposition

“Your eyes to give light in the life.” This sentence points out us the addition error. It is caused the student added the prepositions “to”. It must be changed become “Your eyes give light in the life.”

3. Misformation

We should remember that misformation is considered to be the use of the wrong form of the morpheme or structure. This error could effect the different interpretation and confusing meaning, like the sentences below that has been founded by the writer in her research.

a. “Usually, I doing it with my mother and my sister.”

The above sentence contains misformation error. The student used an incorrect form, because he/she used word “doing” instead of “do”. The suffix “ing” applied is not relevant to the context because the context required verb “do” to be written in the present tense form.

It is signed with the word “usually” that is time signal of present tense form.

- b. “Everyday in my pray, I didn’t forget to pray for them.”

Misinformation is presented in the sentence above. This is evidenced in the use of “didn’t forget” instead of “don’t forget”. While actually, there is “every day” in the beginning of the sentence as a time signal of simple present tense. As a result, the student had committed the misinformation error.

- c. “A. Graham Bell is discovery handphone.”

Misinformation also occurs in the sentence above. Indeed, the sentence is correct grammatically. There is to be “is” followed by noun. However, the structure actually changes the sentence meaning that can cause misinformation error. Possibly, the student means to write is A. Graham Bell discovers a handphone.

- d. “She always have free time for me.”

The above sentence contains misinformation errors. The student failed to make the agreement between subject and verb. Instead of using “has” for third person singular subject, he/she used “have” and vice versa.

4. Misordering

We should bear in mind that misordering is considered to be the incorrect placement of a morpheme or group of morphemes in an

utterance. There are some students' sentences that are indicated as misordering error. Those include:

- a. "Everyday he works in the field, but usually he gets job to build a house."

Misordering is presented in the sentence above. This sentence has the wrong order of adverb of time "every day" and "usually". It must be changed becomes "He works in the field everyday, but he usually gets job to build a house."

- b. Your eye has lens beautiful color brown.

From the above sentence, it can be known the student incorrectly ordered the words. The correct syntactical order is "Your eye has beautiful brown lens."

D. Discussion of the Findings

The result of the study mentioned above has collected some important information from the student's writings. The study reveals errors that the students made in their paper assignments. Also, the grammatical errors that occurred in this study belong to four types: omission, addition, misformation and misordering. Additionally, it can be known the factors that influence the grammatical errors made by the students.

According to the findings, it can be seen that there are 20 students from 47 students as the subject of the research had made the four types of errors,

with the total number of errors sentences is 50. This mark indicates that nearly 50% students of all subjects had made a lot of errors on the use of simple present tense. Meanwhile, the omission error that indeed becomes the most frequent error had been produced by 20 students.

Furthermore, it is also necessary to know that the students' reasons how they could commit the errors when making paper assignment by using simple present tense are actually almost similar each other. For instance: some students admitted that they got difficulties in applying "to be" in the sentence. All of those reasons can be seen in table 4.4, table 4.5, table 4.6, and 4.7. From those reasons, it can be concluded that the students do not fully understand on the use of simple present tense. Although they had been taught about it before, they were still confused which one to use when making a grammatical sentence.

While actually, many errors in the students' paper assignments were due to several factors. In fact, those are not only internal factor as well as the students' lack understanding of vocabularies but also external factor such as inappropriate teaching method. However, the dominant factor is the students' lack understanding of English grammar. It means that it becomes the factor which influences many students in committing the errors. Thereby, it is expected for the lecturers to give attention more about the dominant factors that influence students in making errors. So, it is possible for the lecturers in order to be able to find the appropriate solution to overcome the problem.

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the research, doing the analysis, and presenting the results, the conclusion and suggestion of this study will be presented in this last chapter.

A. Conclusion

The analysis of the data presented in the chapter IV gives an illustrations of some conclusions concerning with the errors on the use of simple present tense in the students' descriptive text made by the eight graders of SMP N 1 Metro Kibang.

The result of the study shows that there are some types of errors on the use of simple present tense in the students' descriptive text. Due to the students' errors above, it can be concluded that types of errors on the use of simple present tense in the students' descriptive text are as the following

Kinds of grammatical errors on the use of simple present tense which are classified based on surfaced strategy taxonomy are as follow:

1. Omission Errors

- a. Omission of subject
- b. Omission of to be in the simple present tense
- c. Omission of –s/-es in the verb form
- d. Omission of prepositions
- e. Omission of –s/-es in the plural form

2. Addition Errors

- a. Addition of –s/-es in the singular form
- b. Addition of possessive marker (’s)
- c. Addition of to be in the simple present tense
- d. Addition of preposition

3. Misformation Errors

4. Misordering Errors

According to the result of the analysis, the writer may conclude that omission becomes the errors that often made by the students in the eight graders of SMP N 1 Metro Kibang.

B. Suggestion

Regarding the problem of the study, some suggestions are ordered for the students and the teacher of writing class.

1. For the students

- a. The students should improve their understanding on English grammar in order to reduce the errors in their written products.
- b. The students are expected to take responsibility for their own learning and become aware of their own strategies.
- c. The students should increase their awareness of the importance of English grammar, so they have motivation to master English grammar.
- d. The students are needed to improve their capability in writing skill, by practicing writing regularly either in class or at home that is useful for them to recognize their errors made.

2. For The Teacher

- a. Concerning the teacher, there is a view plan strategies for teaching writing in English. There should be flexible and effective techniques of error correction for the lecturers. For instance, the teacher correct the students' paper assignments directly in class and give explanation to them one by one dealing with their errors.
- b. They should pay much attention to their students' error by giving more practical writing tasks for students in order to reduce errors in their writing.
- c. In teaching English related, the teacher should give more easily understood explanation in order to make the students more interested in learning English.
- d. The teacher should be able to not only detect and describe the errors, but also understand the factor for their occurrences.

ALAT PENGUMPUL DATA (APD)

AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE IN THE STUDENTS' DESCRIPTIVE TEXT AMONG THE EIGHT GRADERS OF SMP N 1 METRO KIBANG

A. Metode Wawancara

Interview dengan Pihak SMP Negeri 1 Metro Kibang

1. Wawancara dengan Kepala Sekolah SMP Negeri 1 Metro Kibang

- a. Bagaimana sejarah berdirinya SMP Negeri 1 Metro Kibang?
- b. Bagaimana pembelajaran bahasa Inggris SMP Negeri 1 Metro Kibang?

2. Wawancara dengan guru Bahasa Inggris di SMP Negeri 1 Metro Kibang.

- a. Bagaimana pengetahuan siswa tentang tenses terutama simple present tense?
- b. Bagaimana siswa dalam penggunaan simple present tense saat menulis deskriptif teks?
- c. Apa saja kesalahan-kesalahan yang umumnya terjadi saat siswa belajar menulis teks deskriptif?
- d. Bagaimana guru Bahasa Inggris mengatasi kesulitan-kesulitan siswa dalam belajar menulis teks deskriptif?

3. Wawancara dengan Siswa SMP Negeri 1 Metro Kibang

- a. Apakah anda menyukai pelajaran Bahasa Inggris?
- b. Apakah anda dapat menulis deskriptif teks dengan simple present tense?
- c. Apakah anda merasa kesulitan belajar menulis deskriptif teks?

- d. Kesulitan-kesulitan apa saja yang ditemui saat belajar menulis deskriptif teks?

B. Dokumentasi

1. Dokumentasi foto SMP Negeri 1 Metro Kibang
2. Data guru dan karyawan SMP Negeri 1 Metro Kibang
3. Data siswa SMP Negeri 1 Metro Kibang
4. Sejarah SMP Negeri 1 Metro Kibang

Mahasiswa Ybs

THOYYIBATUL MUKARROMAH
NPM 1293657

Pembimbing I

Pembimbing II

Dr. MAHRUS AS'AD, M.Ag
NIP. 19611221 199603 1 001

TRISNA DINILLAH HARYA, M.Pd
NIP. 19830511 200912 2 004

INSTRUMENT TEST

Name :

Class :

Arrange the sentences into descriptive text!

1. He is really playful, He loved to play with me and the new things he found.
2. I have a stray cat as my pet.
3. He has orange and white fur, his fur is so soft and I like to rubs it for him.
4. He is also always try to catch his tail sometimes.
5. I also like to hold him in my hand, when i hold him like that he will fall asleep.
6. He has a long tail. He likes to play with it.

Answer

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

INSTRUMENT TEST

Name :

Class :

Create a descriptive text based on the theme below:

1. Family
2. Hobby

Answer

[illegible]

INSTRUMENT TEST

Name :

Class :

Create a descriptive text!

Answer

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A. Inggmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: iaim@metrouniv.ac.id

Nomor : B-2780/In.28.1/J/TL.00/11/2017
Lamp : -
Hal : BIMBINGAN SKRIPSI

24 November 2017

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag.
 2. Trisna Dinillah Harya, M.Pd
- Dosen Pembimbing Skripsi

Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Thoyyibatul Mukarromah
NPM : 1293657
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2890/In.28/D.1/TL.01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : TOYYIBATUL MUKARROMAH
NPM : 1293657
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 1 METRO KIBANG EAST LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE IN THE STUDENTS' DESCRIPTIVE TEXT AMONG THE EIGHTH GRADERS OF SMP N 1 METRO KIBANG EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 29 November 2017

Mengetahui,
Pejabat Setempat

SRI SUHARTINI, S.Pd., M.M.



Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2891/In.28/D.1/TL.00/11/2017
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP N 1 METRO KIBANG
EAST LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2890/In.28/D.1/TL.01/11/2017,
tanggal 29 November 2017 atas nama saudara:

Nama : TOYYIBATUL MUKARROMAH
NPM : 1293657
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 1 METRO KIBANG EAST LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE IN THE STUDENTS' DESCRIPTIVE TEXT AMONG THE EIGHTH GRADERS OF SMP N 1 METRO KIBANG EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 29 November 2017
Hati Dekan I,

[Signature]
Drs. Isti Fatonah MA
No. 49670531 199303 2 0094



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 1 KIBANG



Alamat: Jl. Harapan Margotolo Metro Kibang Kab. Lampung Timur Kode pos: 34135 Telpn: 0725 7853123 email : smpn1kibanglantmr@gmail.com

Nomor : 420/ ~~342~~ /11/SMP.1/2016

Lamp. : -

Hal : Izin Pelaksanaan PRA SURVEY

Kepada

Yth : Ketua Jurusan Tarbiyah STAIN Jurai Siwo Metro

Di

Tempat

Berdasarkan surat yang kami terima bernomor Sti.06/JST/PP.00.9/1671/2016 tertanggal 25 Agustus 2016 tentang Izin Pelaksanaan Pra Survei Program Study Bahasa Inggris , kami selaku pihak SMP Negeri 1 Kibang dan bertindak selaku Kepala Sekolah memberikan Izin kepada :

Nama : **THOYYIBATUL MUKARROMAH**

NPM : 1293657

Judul Skripsi : **'AN ANALYSIS OF STUDENTS' MOTIVATION
WRITING NARRATIVE TEXT AT THE EIGHTH
GRADERS OF THE SMPN 1 KIBANG ACADEMIC
YEAR 2016 / 2017'**

Waktu Pelaksanaan : 22 Agustus 2016

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.



Kibang, 07 September 2016
Kepala Sekolah

Drs. H. M. NGADENAN, M.MPd
NIP. 19620602 199103 1 003



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 1 KIBANG

Alamat: Jl. Harapan Margototo Metro Kibang Kab. Lampung Timur Kode pos: 34135 Telpn: 0725 7853123 email : smpn1kibanglamtim@gmail.com

SURAT KETERANGAN

No: 800/198/11/SMP.1/2017

Yang bertanda tangan di bawah ini :

Nama : **SRI SUHARTINI, S.Pd., M.M.**
NIP : 19640915 199203 2 006
Jabatan : Kepala Sekolah
Pangkat / Gol : Pembina Tk.1/ IV b
Unit Kerja : SMP Negeri 1 Kibang

Menerangkan bahwa :

Nama : **TOYIBATUL MUKARROMAH**
NPM : 1293657
Program Study : Pendidikan Bahasa Inggris

Telah melaksanakan Observasi/survey di SMP Negeri 1 Kibang Kab. Lampung Timur pada :

Hari dan tanggal : 13-15 Desember 2017.
Tempat : SMP Negeri 1 Kibang Kab. Lampung Timur
Judul : **"AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE IN THE STUDENTS DESCRIPTIVE TEXT AMONG THE EIGHTH GRADERS OF SMP NEGERI 1 METRO KIBANG EAST LAMPUNG"**

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Metro Kibang, 15 Desember 2017

Kepala Sekolah



SRI SUHARTINI, S.Pd., M.M.

NIP.19640915 199203 2 006



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Thoyyibatul mukarromah
NPM : 1293657

Jurusan : TBI
Semester : XII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.		✓		Revisi ch. <u>III</u> .	
2.	Kamis 28-12-2017	✓		Revisi th. <u>IV</u> .	
3.	Selasa 02-01-2018	✓		ACC. ch. <u>IV</u> Revisi ch. <u>V</u> Revisi skripsi dan magang	

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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Jurusan : TBI
Semester : XII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis 20/12-2017		✓	Revisi grammar!	
2	Selasa 02/01-2018		✓	Revisi ch <u>IV</u>	
3			✓	ACC th. <u>IV</u> , <u>V</u>	

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PHOTOS











CURRICULUM VITAE



Toyibatul Mukaromah was born in Pelindung Jaya on September 28th 1994, and spent her childhood in Pelindung Jaya, a remote area in East Lampung. Ethnically speaking, she comes from javanese family descent. She lives in Metro to finish her study and to get a job.

She took the elementary school at MI Al Khoiriyah Pelindung Jaya for three years. Having graduated from Junior High School at SMPN 1 Gunung Pelindung she continued her study in MAN 1 Metro East Lampung and was finished in 2012. After graduating from senior high school she decided to have lecture in English major at STAIN Jurai Siwo Metro.