

## **CHAPTER I**

### **INTRODUCTION**

Language is the primary medium of communication worldwide. It is undeniable that English was the first international language that was extensively used until recently. Richards & Rodger (1986) state that English is widely utilized by individuals from different nations as a medium of communication during significant international gatherings. Mastery of English is critical because practically all sources of worldwide information in various facets of life use this language. This language is used in many different contexts. English is one of the subjects that are required to be taught in junior high school. Students who wish to study English effectively must master four crucial skills: speaking, listening, reading, and writing.

Writing is typically the final language skill discussed in any work, but it is not always the most important. The reason behind this is that writing is a fundamental skill that has the same importance as speaking, listening, and reading. According to Hellen and Al-Hafizh (2014), writing is a crucial skill that students must acquire to effectively communicate information, thoughts, and ideas with readers. Writing plays an important function in communication by facilitating the exchange and expression of ideas in written form among students. Descriptive text type is important to students, especially those who attend junior high school.

A descriptive text is a kind of writing that explains a detailed description or assessment of a particular object or subject. A descriptive text provides detailed information on a person, place, emotion, circumstance, and other related elements. Alice Oshima and Ann Hogue (2007, page 61). Descriptive writing differs from other texts in that it contains characters such as identification and description. Descriptive text differs from other text, where descriptive text has characters consisting of identification and description. Although identification stands for an introduction subject or object that will be described, the description is just a summary of who, and what concerning the topic. Students should also be conversant with the language structure especially, with regard to grammar when they try to write a descriptive paragraph.

Grammar proficiency is indispensable for students who are studying English. This is the cornerstone of effective communication, as it enables more effective interactions (Suryanto, 2018). The ability to precisely organize words is enhanced by students' comprehension of grammar, which in turn enhances their writing and speaking skills. The curriculum in Indonesia mandates the acquisition of grammar; nevertheless, numerous pupils continue to encounter difficulties in its practical application. Many students neglect to correctly employ grammatical rules in their English language acquisition, despite their significance. For individuals who aspire to excel in English, a comprehensive understanding of grammar is indispensable, as it enables them to construct sentences that are grammatically correct (Willis, 2021). Grammar is the field of study that examines all potential distinctions in meaning within sentences. Proficient knowledge of grammar enables individuals to effectively and logically convey their thoughts and ideas in the English language. Students are required to acquire a variety of language structures, such as various verb tenses, with a particular emphasis on the simple present tense, which is frequently employed in descriptive texts.

In common speech, the most common tense is the simple present tense, which is used to describe commonplace things, routine occurrences, or universal facts. It is vital for building descriptive works, as it acts as the typical tense for such compositions (Leo, 2021). However, students in Indonesia often make errors when creating descriptive texts. As a result, error analysis is a beneficial tool for studying and comprehending the errors that students make when learning a foreign language, as well as determining the factors that contribute to these errors.

The researchers were inspired by the research Jitra Muta and Nutprapha K. Dennis (2016) in a study published in the "International Journal of Research Granthaalayah" examined errors in the use of simple present tense in descriptive text writing by students. Using qualitative research methods, they found that students often make mistakes on various aspects of grammar. Their main findings showed that misformation errors were the most dominant, followed by omission, addition, and misordering errors. Misformation errors include the use of incorrect morpheme forms or structures, while omission errors occur when an important element in the sentence is omitted. Addition errors involve the addition of unnecessary elements in the sentence, and misordering errors occur when the order

of words in the sentence is incorrect. This study suggests the need for a more effective teaching approach to improve students' understanding of English grammar, particularly in the use of simple present tense, in order to reduce the frequency of these errors.

Based on the explanation above, the purpose of the researchers is to investigate the mistakes in using simple present tense that occur in students' descriptive text written by seventh-grade students from Pangeran Antasari High Junior School in Medan.

The research problems are as follows:

1. What kinds of errors do seventh-grade students at SMP Pangeran Antasari Medan in using Simple Present Tense in the descriptive text?
2. What are the most common errors made by seventh-grade students at SMP Pangeran Antasari Medan when using the Simple Present Tense?
3. What are the main reasons for the errors in the use of Simple Present Tense by seventh-grade students at SMP Pangeran Antasari Medan in descriptive text?

Based on the questions mentioned above, this research aims to?

1. Identify the types of errors in using Simple Present Tense in students' descriptive texts.
2. Identify the most frequent errors when using the Simple Present Tense.
3. Determine the primary factors that cause errors when using the Simple Present Tense.

The research aims to analyze the errors in using Simple Present Tense in descriptive texts made by seventh-grade students at Pangeran Antasari High Junior School in Medan. Both inter-lingual (including interference from the mother tongue) and intra-lingual (involving mistakes within the target language itself) sources of error are investigated in the study.

Research results were expected to offer the following advantages:

1. For the Student  
As support for students in solving problems in their English class, particularly concerning the material on creating descriptive texts.
2. For the teacher

As a teacher, the findings of this study can be valuable in offering assessments for English classes, especially those focusing on descriptive texts.

3. For the other researcher

Based on the results of this investigation, other researchers may conduct further investigations into descriptive or simple present-tense texts.