CHAPTER I

INTRODUCTION

This chapter described some points including the background of study, statement of the problem, objective of the study, significances of the study, scope and limitation of the study and operational definition.

1.1 Backgroud of study

English was taught as a foreign language in indonesia which became compulsory subject on primary and secondary level . One of the aim of teaching english was developing skills to communicate. In english there were two types of communication there were written and spoken. Written was considered to be one of the important skills in english that the students still felt difficult to learn it.

Writing was a complex process, the writers had to think hard to express what was on his/her mind and then represented it in the form of the text (Flynn & Stainthrop , 2006, pp. 23-25). Therefore the students should be master to apply grammar and vocabulary correctly. Writing was related with text. There were several text types that was taught in senior high school, namely narrative, hortatory exposition and analytical exposition.

Analytical exposition was a text that elaborated the idea about the phenomenon surrounding (Sudarwati & Grace, 2007, p. 116). It was to convince the readers that it was important matter to get attention, thus it gave some arguments to support the idea. Analytical exposition contained of thesis, argument and conclusion. Thesis was the first part of analytical exposition which had the function to tell introduce the topic and indicates the writer's position then argument

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was the second part of analytical exposition which had the function to consists of point and elaboration meanwhile, conclusion was the last part of analytical exposition which has the function to restates the thesis. The students used simple present tense and conjunction to express their idea. In fact the students often found difficulties. Therefore, many students made some mistakes and face difficulties to build and develop their ideas especially of using simple present tense.

Simple present tense included as familiar tenses which was used as learning material of text types in senior high shcool that express a habitual action with adverbs like usually, always or often (Frank, 2015, p. 66). It was important rule to arrange words and indicates whether an action activity or statement was in present, it was used for general statements of fact or to express the habitual or everyday activity. There were only two forms of simple present tense by adding "-s" or "-es" (Azhar & Betty, 2009, p. 18). Consequently the students made errors when they produced sentences or paragraphs. they found difficulties about simple present tense and finally they were unconscious that they made erros about it.

Making errors were a natural and unavoidable part of the process in learning English. Therefore in the phenomena of teaching learning writing, error analysis consisted of a set of procedure for identifying, describing, and explaining learner errors (Ellis & Barkhuizen, 2009, p. 51). It was clear that, there were

many students who had middle writing with low ability in writing english. Indeed the students still needed teacher guidance on their learning process of writing.

This research was conducted based on the reason above, the researcher wanted to focuss on analyzing "An Error Analysis on the Use of Simple Present Tense in Writing Analytical Exposition Made by the Eleventh Grade Students. moreover, it could give new horizon for educational practitioners about that issue.

1.2 Statement of the Problem

Based on the background of the study, the statements of the problem were:

1.2.1 What types of errors were made by the eleventh grade students of SMA Muhamadiyah 3 Tulangan of using simple present tense in writing analytical exposition ?

1.2.2 What was the highest frequently of error occurs of using simple present tense in writing analytical exposition made by the eleventh grade students of SMA Muhamadiyah 3 Tulangan ?

1.3 Objective of the Study

Related to the statement of the problem above, so the objectives of the study were :

1.3.1 To describe the types of errors made by the eleventh grade students of SMA Muhamadiyah 3 Tulangan of using simple present tense in writing analytical exposition.

1.3.2 To describe the highest frequently of error occured of using simple present tense in writing analytical exposition made by the eleventh grade students of SMA Muhamadiyah 3 Tulangan.

1.4 Significances of the Study

The use of the result of the study had great significances:

1.4.1 For Teacher :

The result of the study could be as reference the errors that usually made by the students of using simple present tense. So that the teacher would be able to predict the errors that probably would happen to the students so that she would be able to overcome the difficulties.

1.4.2 For the Student :

The result of the study could enlarge the student's knowledge about the errors of simple present tense. Therefore that they could make correction on their writing about the use of simple present tense in analytical exposition. In order to make them able to study the simple present tense more easily in their learning process.

1.4.3   For Researcher:

This study gave benefit for researcher as new experience and experiment to analyze student's errors writing of analytical exposition.

1.4.4   For Further Researcher:

Through study it was hope that this study could be as references to the another researcher and useful later.

1.5   Scope and Limitation of the Study

Regarding the background of the study above, this study only focussed of using simple present tense to analyze student's errors in writing analytical exposition. This research only took indonesian students who were in the eleventh grade students of SMA Muhamadiyah 3 Tulangan in the XI-MIPA 4 which had 15 students did not concentrate on all structure or tense problems found in students writing, since the researcher limited her study in the problem of simple present tense.

1.6   Operational Definition

To avoid misunderstanding of the concepts used in this study, some definitions are provided as the following:

1.6.1 Error analysis was equipment to identify, describe, and explain learner errors (Ellis & Barkhuizen, 2009, p. 51).

1.6.2 Simple present tense was the sentences to indicate that something was true in the past, was true in the present, and will be true in the future. It was used for general statements of fact or to express the habitual or everyday activity (Azhar & Betty, 2009, p. 116).

1.6.3 Writing was one of skill in English that should be taught through practice. It was the product skill (Yi, 2009, pp. 7-9).

1.6.4 An analytical exposition was a type of text to persuade the readers about the phenomenon environs (Subari, 2013, p. 4).