

A THESIS

**ERROR ANALYSIS ON USING SIMPLE PRESENT TENSE IN WRITING
DESCRIPTIVE TEXT BY THE TENTH GRADE STUDENTS
OF UPT SMA NEGERI 2 PINRANG**



BY

**INDAH KHAIRUNNIZA
REG NUM. 16.1300.083**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic
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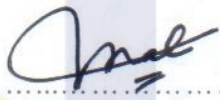
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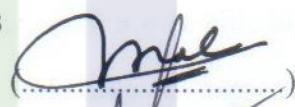
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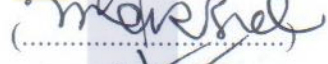
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Parepare, January 10th 2023

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree has been gotten would be postponed.

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ABSTRACT

Indah Khairunniza. *Error Analysis on Using Simple Present Tense in Writing Descriptive Text by the Tenth Grade Students of UPT SMA Negeri 2 Pinrang* (Supervised by Magdahalena Tjalla and Abdul Haris Sunubi)

The aim of this research is to identify the students' error in writing descriptive text using simple present tense. This research are focus to find out the types of error in the descriptive writing using simple present tense made by the tenth grade students of UPT SMA Negeri 2 Pinrang, and to find out the most dominant error in the descriptive writing using simple present tense made by the students.

This research used descriptive quantitative method. The sample of this research was 30 students of class X.1 that were taken by using simple random sampling. The data collected from students' writing test in google form that distributed to the students via WhatsApp group chat.

The finding of this research showed that there were four types of errors that found in students' descriptive text with the total of 161 errors which consist of omission errors were 88 errors, addition were 14 errors, misinformation are 53 errors and misordering are 6 errors. The dominant error in this research was omission error with the percentage was 54,7%.

Keywords: *Error analysis, simple present tense, descriptive text*

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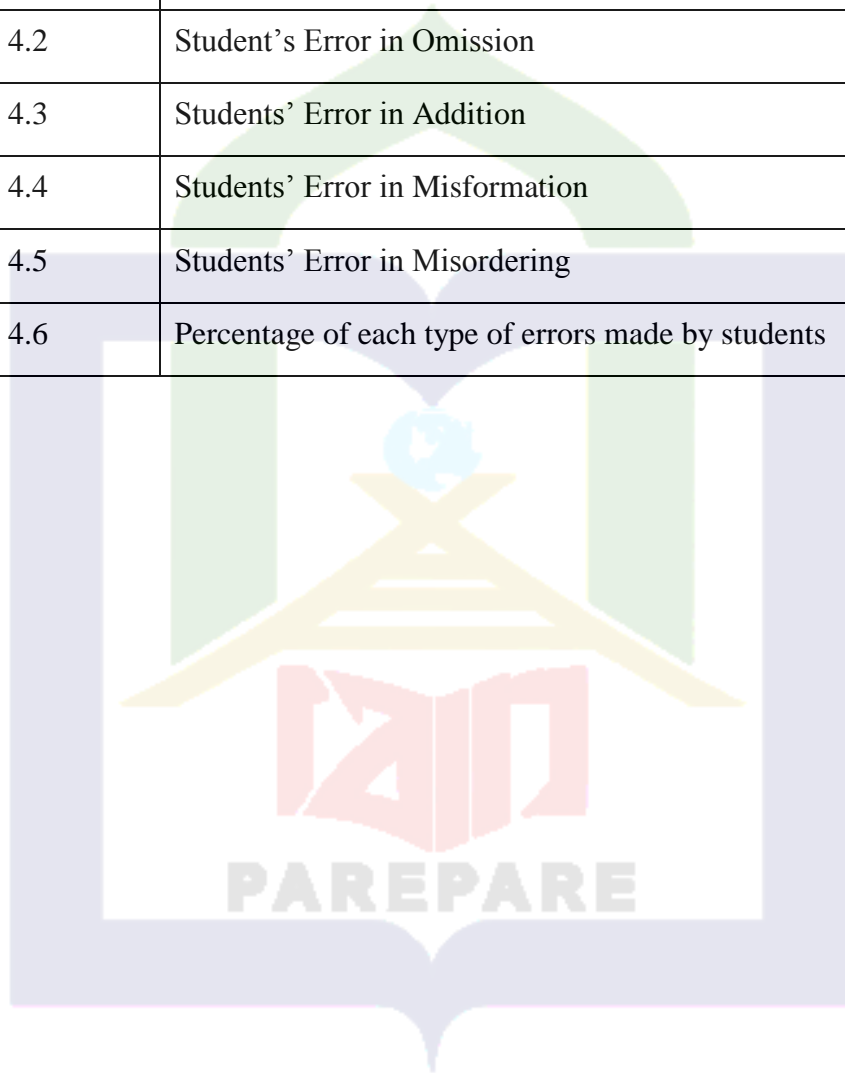
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CHAPTER I

INTRODUCTION

A. Background

Language is an important aspect of human life. It is utilized as a primary instrument for communication. Language may convey our ideas and information to others while also assisting us in receiving information. Every country has its own language, and we need a universal language to connect with other people around the world.

In worldwide communication, English is the most extensively used language. As an international language, English becomes one of the most essential courses taught at all educational levels today. To become proficient in English, students must practice 4 language skills: Speaking, Reading, Listening and Writing. Writing is one of the crucial skills to master since it is used to convey information that is truthful, effective and entertaining by expressing thoughts and opinions in methodical manner and in accordance with established guidelines.¹ Writing is not an easy skill for students, there are various procedures they must follow to produce high-quality writing.² Writing becomes a difficult skill, because to master in writing, students have to master both vocabulary and grammar to construct correct sentences structurally.

¹ Indah Lestari, *Error Analysis of Simple Present in Writing Descriptive Text* (ELTICS JOURNAL Vol.5, No.2, 2020) p.1.

² Tuti, et al., *An Error Analysis in Writing Recount Text At SMPN 02 Sepauk*, INOVISH JOURNAL, 7.1 (2022) p. 91-92.

Writing is the process of communicating in written form through the use of symbols such as letters, alphabet, punctuation, and space.³ It is important to understand the use of proper grammar to write clearly. In other words, writing and grammar are two inseparable things. Grammar is crucial because it provides meaning to language.⁴ Grammar consists of a language's fundamental principles for modifying the form of words and combining them into sentences.⁵ To master the English language, it is very important to learn about grammar because it can help students to be able to make a sentence correctly. So grammar is an important thing in writing skill, because the reader will easily understand the ideas conveyed by using a good grammar. But nowadays, many students have problems in understanding grammar and this causes students to often make errors in learning English.

Errors in writing might occur when students do not understand how to use grammar correctly. Error is an inaccurate or a mismatch of the rules. Errors frequently committed by students and non-native speakers who have not mastered all aspects of grammar properly.⁶ So it means the students especially a non native speaker students might making errors first to understand the English rules. Making an error is basically a human process especially for the students who are still learning. Therefore, error analysis is required to for the teachers to

³ Tara Benwell, *What is Writing?*, <https://www.englishclub.com/writing/what.htm> , (diakses pada Jumat, 5 Agustus 2022 pukul 13.47)

⁴ Ihda Atira Muis, *An Error Analysis of Using Present Tense by The Tenth Grade Students of Senior High School in Writing Descriptive Text at MAN 2 Model Medan*, (Unpublished UIN Sumatera Utara, 2019), p.2.

⁵ Oxford Learner's Dictionaries, *Definition of Grammar*, <https://www.oxfordlearnersdictionaries.com/definition/english/grammar> , (diakses pada 22 November 2022 pukul 07.51).

⁶ Ratna Agustin, et al., *The Analysis of Grammatical Errors on Students' Essay Writing by Using Grammarly*, *Jurnal Pendidikan Bahasa Inggris Proficiency*, 4.1 (2022), p.41.

analyze students' errors. Error analysis is a set of processes for recognizing, describing, and explaining the errors made by the learners.⁷ This is important for the teachers because through this process, teacher can identify what errors are made by the learners and find the solutions to solve the students' error.

For Indonesian students, the difference between Indonesian and English grammar becomes one of the problems faced. The usage of verbs in Indonesian language is not strictly regulated. In English, however, there are other regulations that must be followed, especially with the usage of tenses that express actions within a specific time frame.

One of the most used tenses is simple present tense. There are two primary uses for simple present tense. The first is to describe an activity that is occurring right now, and the second is to describe something that occurs frequently.⁸ Therefore, simple present tense is employed to describe situations or actions that do not change regularly, such as routines and habits. Additionally, simple present tense can be employed to express an opinion or to make a general statement. Simple present tense is the basic sentence but becomes one of the important tenses because it is used to express daily habit. Having a good knowledge in simple present tense will help the students to make a correct sentences so that they can express their opinion or tell about daily habits correctly.

⁷ Ellis, "The Grammatical Errors on The Paragraph Writing", *Nadiahma'mun*, *Jurnal Vision*, 5.1 (2016), p.98.

⁸ Grammarly, *Simple Present Tense: How to Use It, with Examples*, <https://www.grammarly.com/blog/simple-present/>, (diakses pada Selasa, 22 November 2022 pukul 10.00).

Based on the researcher's observation in UPT SMA Negeri 2 Pinrang, the students still find some difficulties in making sentence using simple present tense. It is found that students often make errors especially in using subject-verb agreement, or how to use the correct auxiliaries in the sentence. Another error like incorrect placement of word are still made by students sometimes. This happened because they still do not clearly understand the rule of simple present tense.

Descriptive text is one of the text that uses simple present tense. Descriptive text explains something such as a person, place, or daily activity. Students must comprehend the simple present tense in order to create effective descriptive texts, because simple present tense is the fundamental guideline for describing anything or describing daily activities.

Based on the explanations above, the researcher thinks that it is important to do an error analysis to identify the errors that the students made. Therefore, the researcher would like to perform a study with the title "Error Analysis on Using Simple Present Tense in Writing Descriptive Text Made by Tenth Grade Students of UPT SMA Negeri 2 Pinrang". This research is aimed to analyze the students error on using simple present tense in writing descriptive text.

B. Research Question

Based on the background of the research, the researcher formulated the problem statements as follows:

1. What are the types of error found in the descriptive text using simple present tense written by the tenth grade students of UPT SMA Negeri 2 Pinrang?

2. What is the dominant error found in the descriptive text using simple present tense written by the tenth grade students of UPT SMA Negeri 2 Pinrang?

C. The Objective of the Research

Based on the questions above the researcher formulates the objective of the research as follows:

1. To describe the types of error found in the descriptive text using simple present tense written by the tenth grade students of UPT SMA Negeri 2 Pinrang.
2. To find out the dominant errors in the descriptive text using simple present tense written by the tenth grade students of UPT SMA Negeri 2 Pinrang.

D. The Significance of the Research

The significance of this research is hopefully give contribution for:

1. Teachers

This research can provide some information about the students' error on using simple present tense in writing descriptive text so that teacher can find the solution to improve the teaching of English Grammar.

2. Students

Through this study, the students can improve their writing ability especially on using simple present tense in writing descriptive text.

3. For the other researcher

This research can be used as the reference of relevant research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Relevant Research Results

Some researchers had conducted researches that focused on error analysis as follows:

The first research was conducted by Khairunia Gusti (2021) by the title “An Error Analysis of Simple Present Tense on Descriptive Writing Made By Eight Grade Students Mts Nurussa’adah Kota Jambi” her research was aimed to describe error analysis of simple present tense on descriptive text made by the students. She conducted descriptive qualitative method with documentation as the technique of data collecting. The researcher found that there were six types of errors that the students made in writing descriptive text with a total of 73 errors which consist of errors in Omission of Verb Inflection are 21, Omission of auxiliary verbs are 5, Misinformation Error using simple present tense form are 20 errors, Misinformation Error on object are 4 errors, Misinformation error on using to be are 20 errors, and simple present tense error are 3 errors.⁹

The second research was from a journal with the title “An Error Analysis in Using Simple Present Tense in Writing Descriptive Text by the Eighth Grade Students of SMP Hang Tuah Manado” conducted by Nur Halimah, Nirmala Nemin Kaharuddin and Vivi Dyah Rahmawati (2021) the research was aimed to analyze students’ error in using simple present tense especially in the use of verb be and verb I in writing descriptive text. They focused on one of error

⁹ Khairunia Gusti, *An Error Analysis of Simple Present Tense on Descriptive Writing Made by the Eight Grade Students of MTs Nurussa’adah Kota Jambi*, (Faculty of Education and Teachers Training: UIN Sultan Thaha Saifuddin Jambi, 2021).

classifications by Dulay named misformation error. The result of the research indicate that the total errors committed by 32 students were 329 out of 655 items with the percentage was 46.84%. The use of verb be and verb in simple present tense that contains the most error is verb with 169 by the percentage was 47.98%. It is followed by the use verb be with 160 frequency and percentage of error like 45.70%.¹⁰

The two previous research was also studied about error analysis on using simple present tense in students' descriptive writing, but there are some differences of theory that used to analyze the students error. The first previous research used Ellis' theory that only used 3 types of errors namely omission, misformation and misordering. The first previous research also added one type of error namely simple present tense error. Meanwhile the second previous research used the same theory with the theory that used in this study. Both the two studies use Dulay's surface strategy taxonomy, but the second previous research only focused in misformation error while this study discussed about all four types of errors based on Dulay's surface strategy taxonomy.

B. Some Pertinent Ideas

1. Writing

a. Definition of Writing

Writing, which is one of the four language skills in learning becomes the important form of communication in daily life beside speaking, especially in school and college. Writing is a whole brain activity

¹⁰ Nur Halimah, et al., *An Error Analysis in Using Simple Present Tense in Writing Descriptive Text by the Eighth Grade Students of SMP Hang Tuah Manado*, IJRETAL JOURNAL, 2.1 (2021).

that requires the formulation and organization of ideas in the correct terms in order to deliver and explain the writer's goals to the reader on paper.¹¹ Writing is a technique that enables writers to express their ideas, opinions, and proposals in a readable manner. It is the language ability concerned with the transition from oral to written language.¹²

Writing is also one of the most difficult skills to master especially for EFL students, many students consider that mastering writing skill is a difficult thing to achieve. There are some grammatical rules that need to be understood before doing the writing process. It is important to note so that the ideas that are written can be delivered well to the readers.

Based on the explanations above, the researcher concludes that writing is one of the important skill among the four English language skills. Writing is a process of producing our ideas into a written form. In the process of writing, students should pay attention to grammatical rules in order to deliver a clear information. That is the reason why writing become one of the difficult skills for the students. In other words, writing is about conveying messages clearly in written form by paying attention to the use of correct grammar and vocabularies.

¹¹ Surta Deviana Pasaribu, *Students' Grammatical Errors in Writing Procedural Text: A Case Study in SMA Yayasan Perguruan Tinggi Tri Sakti Laguboti*, (University of Sumatera Utara Medan, 2018). p. 15.

¹² Syarifah, "Error Analysis of Affixation on Eleventh Grade Students in Writing Analytical Exposition Text", Unpublished Thesis, Medan: State University of Medan, 2015, p.29.

b. Process of Writing

There are four main elements of the process of writing:

1.) Planning

Before starting to write, the writers think and decide what topic they are going to write. Then the writers make a preliminary notes, or just make a planning in their heads about the topic.

2.) Drafting

Drafting means putting ideas into words and paragraphs on paper. Drafting is essential to the writing process since it assists the writer in composing their ideas.

3.) Editing

In this step, the writer rereads the draft they have written to discover the flaw in what they have written and the writer may change it, such as unclear informations, wrong grammar, inappropriate diction, etc.

4.) Final Version

This is the final writing step. Due to modifications made during the editing process, the final writing product of this step may be differ visually from the first draft that was created previously. After that, the writer is prepared to offer the writing product to the readers.

2. Descriptive Text

a. Definition of Descriptive Text

Descriptive involves describing the features of a person or something.¹³ Descriptive text is a text that consists of description, characteristics, or definition about something.¹⁴

Descriptive or description describe about details of a particular person, place or thing. The purpose is to tell about something by describing the features as detailed as possible.

From several definitions above, it can be concluded that descriptive text is a factual text which contains the explanation about person, place or thing. Descriptive text tells about the details of something in real without including someone's personal opinion.

b. Generic Structure of Descriptive Text

Generic structure of a text contains the stages that the text goes through. There are two generic structure in descriptive text:

1.) Identification

The purpose of identification is to introduce and identify a specific participant, such as a person, thing, place, animal, or event, by providing the main idea of the things that will be described.

¹³ Merriam Webster Dictionary, <https://www.merriam-webster.com/dictionary/descriptive> (diakses pada Minggu, 7 Agustus 2022 pukul 17.22).

¹⁴ Lailatul Husna, et al, eds., 'An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA of MAN 2 Padang', *Journal English Language Teaching*, 1,2 (2013). p.2.

2.) Description

This stage contains more information or explanations about the thing. It can be physics, characters, hobbies, activities, habitat, diet, location, particular parts etc.¹⁵

c. Language Features in Descriptive Text

Language features are linguistic choices that influence the text's meaning. Language features assist students in writing effective paragraphs in accordance with grammatical and semantic rules. There are four language features of descriptive text:

- 1.) Using simple present tense as the dominant tenses; it typically indicates a present action, a habitual action, a general truth, or a command.
- 2.) Adjectives are used to modify nouns and pronouns by describing, identifying, or quantifying words. It explains feeling, quality, origin, age, size, color, etc. Descriptive text also uses adverbs as the additional information to nouns (participant) and verbs (actions) to provide more detailed description about the topic.
- 3.) Focus on generic participant; it means descriptive text only focuses on one thing to be described.
- 4.) Frequent use of linking verbs or relational process (is, are, has, have, belongs to) in order to classify and describe the participant's appearance or qualities and parts and functions.

¹⁵ Wahyu Purnomo, *et al.*, eds., *Sukses UN SMA/MA IPS* (Jakarta Selatan: Kawah Media, 2015) p.154.

3. Simple Present Tense

a. Definition of Simple Present Tense

Simple present tense is defined as a tense that tells about general truth, it is also used to express habitual actions like daily activity. We use simple present tense to explain things that are always true or situation that exist now, and to explain about general statement of fact.

Simple present tense is commonly used in everyday conversation and descriptive writing. Present denotes the phenomenon's current occurrence. It also explains the routine behavior or general truth. Azar (2002) stated that the simple present tense indicates that something was true in the past, is true now, and will be true in the future. It contains factual generalizations and eternal truths.

From the explanation above, it can be concluded that simple present tense is a tense that we use to explain things that happen habitually like daily activity. Simple present tense is also used to express about present state and general truth.

b. Form of Simple Present Tense

There are two forms in simple present tense such as verbal and nominal. Verbal is used when the predicate in the sentence is a verb and nominal is used when the predicate in the sentence is a noun, pronoun, noun phrase, adjective or adverb.

1.) Verbal

Positive form

S + V1(s/es) + O/C

Example: We clean our classroom every morning

Allen lives in Los Angeles

Negative form

S + do/does + not + V1 + O/C

Example : We do not clean our classroom every morning

Allen does not live in Los Angeles

Interrogative form

Do/does + S + V1 + O/C?

Example: Do we clean our classroom every morning?

Does Allen live in Los Angeles?

2.) Nominal

Positive form

S + to be + Adjective/Adverb of Place/Noun

Example: They are in the park

Kevin is funny

Negative form

S + to be + not + Adjective/Adverb of Place/Noun

Example: They are not in the park

Kevin is not funny

Interrogative form

To be + S + Adjective/Adverb of Place/Noun?

Example: Are they in the park?

Is Kevin funny?

4. Error

a. Definition of Error

Error is something done or written by accident that is not correct, not accurate, or does not give the right result.¹⁶ Error occurs because the learners do not know what the correct item is. In writing, students often make errors especially in grammar, this is a common thing for EFL students.

Error is a students' weakness in learning both spoken or written as a part of conversation and composition so that deviations occur. Error is a result of incompetence learning and linguistic incompetency of the learners. Furthermore, learner's errors were considered as the result of the existence and interference of the rules of the first language.¹⁷

From several explanations above, it can be concluded that error is students' failure in using the language system because of their lack of knowledge of language learning or the distraction of the rules of the first language, and error is a common thing for the students who still do not know how to use grammar properly and still learning.

b. Types of Error

Dulay (1982) classified errors into four categories such as linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. In this study, the researcher focused on surface strategy taxonomy that consisting of four errors as follows:

¹⁶ Cambridge English Dictionary, <https://dictionary.cambridge.org/dictionary/english/error> (diakses pada Rabu, 17 Agustus 2022 pukul 14.04)

¹⁷ Aqsa Jabeen, et al., eds., 'The Role of Error Analysis in Language Teaching and Learning of Second and Foreign Language', *Macrothink Institute*, 1.2 (2015). p. 53-54.

1.) Omission

This error happened when students forget to write some important components when they make a sentence. They did not write the required component that it is necessary for their sentences which makes it grammatically correct.

Example:

- ✘ Eric play badminton every Saturday
- ✓ Eric plays badminton every Saturday

In this example, students forgot to put s/es in the verb for the third singular person.

2.) Addition

This error is the opposite of omission. This error happened when students add component that is not necessary in the sentence.

Example:

- ✘ I am cook meatball
- ✓ I cook meatball

It can be seen on the example above that students made an error by adding unnecessary components in the sentence.

3.) Misformation

This error occurs when student use wrong form of morpheme or structure because of their misunderstanding of language in using some forms.

Example:

- ✘ My favorite color is pink, blue, and white.
- ✓ My favorite colors are pink, blue, and white.

From the example above, it can be seen that students still did not use simple present tense properly because they do not understand the rules. They use wrong to be to explain plural things and also did not add 's' for a word with plural meaning.

4.) Misordering

Misordering error happens when students put words or phrase in wrong order.

Example:

- ✘ Louis have house big
- ✓ Louis has a big house

In this example, students put some words in incorrect placement in a sentence.

5. Error Analysis

Error analysis is a process that identifies learners' errors in writing and speaking. Error analysis is also the study of second language and foreign language learners' errors. Error analysis is a technique for documenting the errors that occur in a learner's language, identifying whether they are systematic, and if possible, explaining their causes.¹⁸ Error analysis consists of some actions like identifying, describing, and explaining the errors made by the learners.

Error in learning language are generally caused by competency factors, this means that students do not understand the rules of the language used. Therefore, in dealing with this problem, efforts are needed to minimize language

¹⁸ CARLA (Center for Advanced Research on Language Acquisition), *Overview of Error Analysis*, https://carla.umn.edu/learnerlanguage/error_analysis.html (diakses pada Rabu, 17 Agustus 2022 Pukul 19.31)

errors in students' writing. This can be achieved by an in-depth examination about the errors. The study of all aspects of language errors is called error analysis.¹⁹ By doing error analysis, teacher will know what errors learners make and it may help learners to learn when they do a self-correct of the errors they make.

There are four steps of error analysis explained by Ellis as follows:

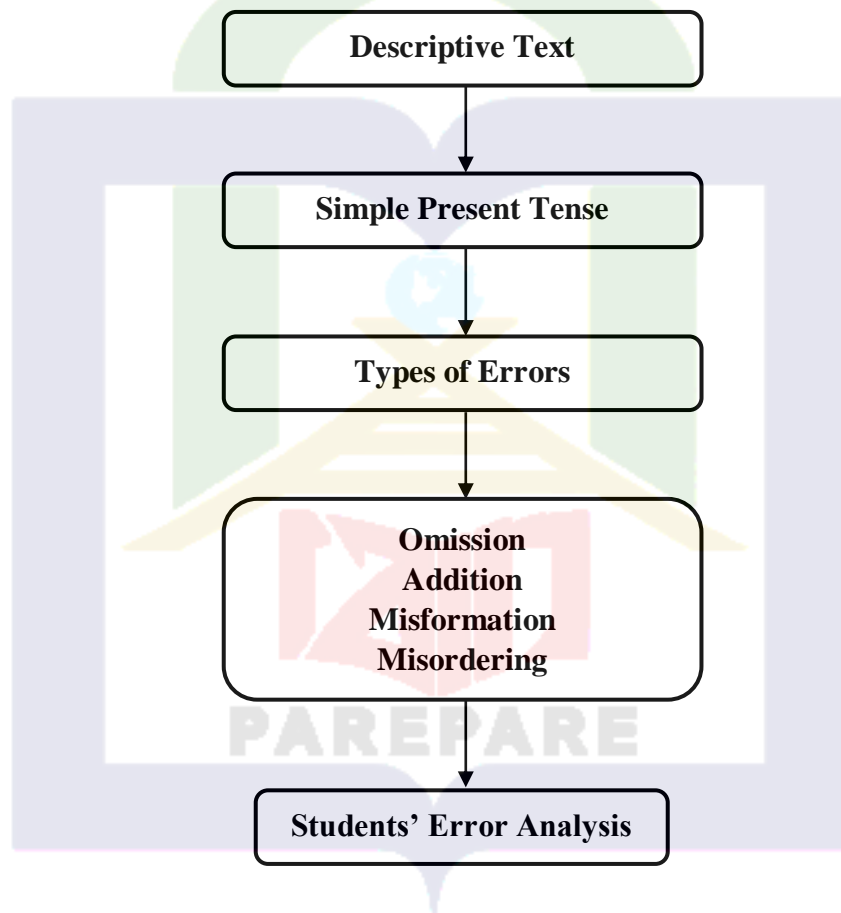
- 1.) Identifying Errors: In this step, teacher can compare the students' sentence with the correct ones to recognize the students' errors.
- 2.) Describing and Classifying Errors: After identifying the errors, teachers can describe and classify them into types. There are several methods for classifying errors, with grammatical classification being the first. Teachers can collect all verb-related errors and then identify the various types of error. Identifying the ways in which learners' utterances differ from the reconstructed target-language utterances is another method.
- 3.) Explaining Errors: Based on the results of the two previous steps, teacher can explain the cause of why the errors occur.
- 4.) Error Evaluation: Finally, after doing all steps, teacher can evaluate all of the results to find the solution for the problems that the students faced.

¹⁹ Feny Oktaviani, et al, eds., *'Analisis Kesalahan Berbahasa Indonesia Pada Karangan Eksposisi Kelas X MIPA (Studi Kasus di SMA Negeri 4 Surakarta)*, BASASTRA Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya, 6.1, (2018), p.98.

C. Conceptual Framework

A framework is an illustration of the pattern of relationships between concepts or variables, which provides a comprehensive picture of the research topic. Typically, the conceptual framework is presented in the form of a schematic diagram.²⁰

The conceptual framework underlying this research is designed as follows:



²⁰ Sekolah Tinggi Agama Islam, *Pedoman Penulisan Karya Ilmiah*, (Parepare: Departemen Agama, 2013), p. 26.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used descriptive quantitative research as the method in this research. Descriptive research is the method of research that reveals the characteristics of the population or phenomenon under investigation. This approach focuses primarily on explaining the subject of study and answering what events or phenomena occur.²¹ Quantitative research is a systematic scientific investigation of the causal relationships between phenomena and their constituents. It is also defined as the systematic investigation of phenomena using statistical, mathematical, or computational techniques to collect measurable data.²²

To analyze the problem, the researcher used the procedures of error analysis itself. The procedures consists of identifying, classifying, describing, explaining and evaluating. The researcher collected the test that given to the students, then the researcher will find and describe the types of errors are made by the students.

B. Location and Duration of the Research

The location of this research took place in UPT SMA Negeri 2 Pinrang and the duration of the research was 1 month to collect the data and analyze the data.

²¹ Sampoerna University, *Penelitian Deskriptif, Tujuan Hingga Contohnya*, <https://www.sampoernauniversity.ac.id/id/penelitian-deskriptif-tujuan-hingga-contohnya/> (diakses pada Senin, 21 November 2022 pukul 23.25)

²² Universitas Raharja, *Penelitian Kuantitatif*, <https://raharja.ac.id/2020/10/29/penelitian-kuantitatif/> (diakses pada Senin, 21 November 2022 pukul 23.35)

C. Population and Sample

In this research, the researcher took the tenth grade students of UPT SMA Negeri 2 Pinrang as the population of the research. For the sample, the researcher used simple random sampling technique and choose the 30 students of class X.1.

D. Technique of Collecting Data

Data is something collected by researcher in the form of empirical facts that are used to solve the problems or answer the research questions.²³

The purposes of this study are to find what types of error the students made and find the most dominant errors on using simple present tense in writing descriptive text by tenth grade students of UPT SMA Negeri 2 Pinrang. In this research, there are some procedures to collect the data:

1. The researcher gathered the students in a WhatsApp group
2. The researcher gave instructions about how to write the descriptive text and how to submit it in Google Form
3. The researcher shared the link of the Google Form in the WhatsApp group
4. The researcher analyzed the students' writing product

E. Research Instrument

A research instrument is a tool used for collecting, measuring, and analyzing data pertinent to the research topic.²⁴ In this research, the researcher used test as the instrument to collect the data. The test is a writing test. The writing test is in the form of a worksheet on Google Form that students used to submit their descriptive text, students wrote a descriptive text by choosing between 3 topics that has been

²³ Sandu Siyoto, Ali Sodik, *Dasar Metodologi Penelitian*, (Yogyakarta: Literasi Media, 2015) p. 67.

²⁴ Teachers College of Columbia University, *Research Instrument Examples*, (Published Study Material) p.1.

provided, namely “My Favorite Person”, “Beautiful Place in Pinrang” or “My Pet”.

Student's Writing Test

Silahkan baca dengan seksama petunjuk dibawah ini

Formulir ini ditujukan kepada seluruh siswa kelas X.1

Buatlah sebuah teks deskriptif menggunakan kalimat Simple Present Tense minimal 3 paragraf dengan memilih salah satu tema dibawah ini:

1. MY FAVORITE PERSON
2. BEAUTIFUL PLACE IN PINRANG
3. MY PET

Teks deskriptif ditulis di selembar kertas lalu di-upload di kolom yang sudah disediakan di formulir ini.

researchindah2022@gmail.com [Switch account](#)

The name and photo associated with your Google account will be recorded when you upload files and submit this form. Your email is not part of your response.

*** Required**

Nama Siswa *

Your answer

Figure 3.1 Students' Writing Test on Google Form

Nama Siswa *

Your answer

Nomor HP/WA *

Your answer

Tugas Descriptive Text *

[Add file](#)

Submit [Clear form](#)

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Google Forms

Figure 3.2 Students' Writing Test on Google Form (advanced)

F. Technique of Data Analysis

Data analysis is the process of searching for data and systematically compiling the data obtained from the results of data collection, by organizing the data into categories, breaking it down into units, synthesizing, compiling into patterns, selecting which ones are important and what will be studied, and drawing conclusions in a manner that is easily understood by the researcher and others.²⁵ The process of data analysis is based on Ellis' statement about four steps process of error analysis as follows:

1. Identifying Errors

The researcher read the students' writing product and identify the errors that they made.

2. Classifying and Describing Errors

After identifying the students' error, the researcher will classify them into the types of errors and describe them.

3. Explaining Errors

In this step, the researcher explained the errors and give some explanation about the cause of the errors.

4. Error Evaluation

Finally, the researcher evaluated the errors.

²⁵ Sugiyono, *Metode Penelitian Kuantitatif*, (Bandung: Alfabeta, 2018), p.482.

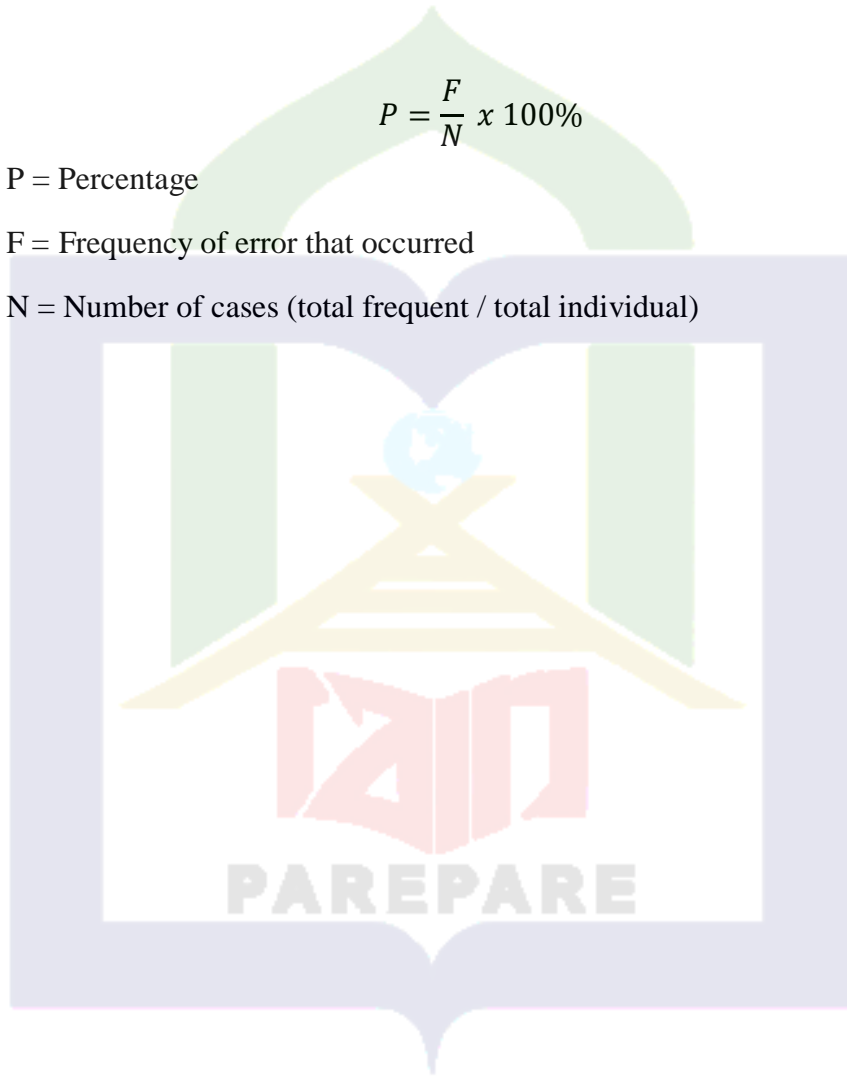
In analyzing the data, the researcher also used percentage to see each percentage of the 4 kinds of errors and then find the dominant errors. The researcher used the formula proposed by Anas Sudjiono.

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of error that occurred

N = Number of cases (total frequent / total individual)



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The finding of the research contains the description of the data that has been collected and analyzed which answered the research question formulated in the first chapter. Based on the research that conducted in the tenth grade students of UPT SMA Negeri 2 Pinrang, the researcher finally found the result of students' errors in writing descriptive text using simple present tense. The data collected from a writing test that was given to 30 students of class X.1 and the researcher used Ellis' theory (1997) to analyze the data.

1. Types of Errors Found in Students' Descriptive Text

In this study, the researcher used Dulay's Surface Strategy Taxonomy to identify and classify the types of errors that students made in writing descriptive text using simple present tense. According to Dulay's Surface Strategy Taxonomy, there are four types of error that found in students' writing test consist of omission, addition, misformation and misordering.²⁶ The result of errors made by each students will be displayed in the table below.

Table 4.1 Students' error identification

No	Students' Name (Initial)	Omission	Addition	Misformation	Misordering	Total
1	ABP	7	1	2	-	10
2	NHD	2	-	1	-	3
3	MAR	1	2	1	-	4
4	AA	2	-	-	-	2

²⁶ Heidi Dulay, *et al.*, eds., *Language Two* (New York: Oxford University Press, 1982).

5	NHK	5	-	2	-	7
6	AN	5	-	1	2	8
7	ARN	1	-	3	-	4
8	AAT	6	-	3	-	9
9	NRM	2	-	-	-	2
10	MIK	4	2	1	-	7
11	HAR	1	-	1	1	3
12	SSY	3	-	-	-	3
13	IDY	1	-	-	-	1
14	AAM	1	-	-	-	1
15	AY	3	-	1	-	4
16	MTR	3	1	-	1	5
17	MIR	3	-	9	-	12
18	NVT	-	1	3	-	4
19	STN	-	-	-	-	0
20	MLD	6	-	5	1	12
21	ASD	5	-	3	-	8
22	ADP	2	1	4	-	7
23	NHA	-	-	2	-	2
24	ALY	1	-	1	-	2
25	JWI	1	2	3	-	6
26	SFM	5	-	3	1	9
27	NFD	6	1	2	-	9
28	MZA	4	-	-	-	4
29	IS	5	-	1	-	6
30	ZSY	3	3	1	-	7
	Total	88	14	53	6	161

Source: Students' writing test written by the tenth grade students of UPT SMA Negeri 2 Pinrang.

The table showed that there were 161 total cases of errors made by students in writing descriptive text using simple present tense where the total of errors were divided into 4 types of errors namely omission that consist of

88 errors, addition consist of 14 errors, misinformation consist of 53 errors and misordering consist of 6 errors.

After obtaining the data, the researcher found that there were four types of errors found in the students' descriptive text based on surface strategy taxonomy by Dulay namely Omission, Addition, Misformation and Misordering. Then, the researcher classified and described each types of errors and give reconstruction. The following data will be displayed in the form of table for each type of errors.

a. Omission Error

Table 4.2 Students' Error in Omission

Students' Sentence	Reconstruction
1.) It can angry.	It can be angry.
2.) My cat become docile.	My cat becomes docile.
3.) When I call it names.	When I call its name.
4.) It come to me mewing.	It comes to me mewing.
5.) And if night fall .	And if night falls .
6.) My cat sleep in my bed.	My cat sleeps in my bed.
7.) She live near my house.	She lives near my house.
8.) She always help me.	She always helps me.
9.) He will fall sleep .	He will fall asleep .

10.) Many people come to look the view because very beautiful.	Many people come to look the view because it is very beautiful.
11.) The sea very clean.	The sea is very clean.
12.) She is 2 year old.	She is 2 years old.
13.) It make her look cute.	It makes her looks cute.
14.) She like to play with me.	She likes to play with me.
15.) She always play with that doll.	She always plays with that doll.
16.) She play alone or watch cocomelon.	She plays alone or watch cocomelon.
17.) Location is in Data.	The location is in Data.
18.) It is beach beautiful.	It is a beautiful beach.
19.) My brother like to play.	My brother likes to play.
20.) He like to make a sand castle.	He likes to make a sand castle.
21.) There are many tree .	There are many trees .
22.) What impressed me the most beautiful scenery.	What impressed me the most is the beautiful scenery.
23.) She live in Pinrang.	She lives in Pinrang.
24.) She teach us every Wednesday.	She teaches us every Wednesday.
25.) She explain the lesson.	She explains the lesson.
26.) Sometimes she bring some chocolates.	Sometimes she brings some chocolates.

27.) Mrs. Nelly make me love English.	Mrs. Nelly makes me love English.
28.) She never angry to us.	She is never angry to us.
29.) My father put some fish.	My father puts some fish.
30.) It is three month old fish.	It is three months old fish.
31.) It always swim around the pond.	It always swims around the pond.
32.) Piko also eat well.	Piko also eats well.
33.) I have two bird in my home.	I have two birds in my home.
34.) He also good at cooking.	He is also good at cooking.
35.) He often cook delicious food.	He often cooks delicious food.
36.) He also good at carpentry.	He is also good at carpentry.
37.) So I decided to bring him home and take care until now.	So I decided to bring him home and take care of him until now.
38.) She always helps me everyday starting with helping me with assignments, reminding me to pray.	She always helps me everyday starting with helping me with assignments and reminding me to pray.
39.) The name of BTS fans is army.	The name of BTS' fans is army.
40.) Has cool air.	It has cool air.
41.) Inside there are 35 of our students.	Inside the class there are 35 of our students.
42.) Big glass window.	It has big glass window.

43.) She always finish her food.	She always finishes her food.
44.) She eat well.	She eats well.
45.) I hope she always healthy.	I hope she is always healthy.
46.) She is a female of the angora type and soft fur.	She is a female of the angora type and she has soft fur.
47.) She only drink water.	She only drinks water.
48.) She grow up into adulthood.	She grows up into an adult.
49.) My mom dad they are the favorite person in my life.	My mom and dad they are the favorite people in my life.
50.) They kitten cute.	They are cute kittens .
51.) My kitten also always play in the home.	My kitten also always plays in the home.
52.) My kitten always sleep in matress.	My kitten always sleeps in the matress.
53.) My kitten always sleep in near me.	My kitten always sleeps in near me.
54.) My kitten know if I want to eat.	My kitten knows if I want to eat.
55.) If my kitten hear voice plate.	If my kitten hears the sound of the plate.
56.) He had different eye colors from other cats its green and blue.	He had different eye colors from other cats it is green and blue.
57.) Kitty's mother are cat that I picked up from the side of the road.	Kitty's mother is a cat that I picked up from the side of the road.
58.) Mom Kitty wear shoes.	Kitty's Mom wears shoes.

59.) Kitty Mom has white fur.	Kitty's Mom has white fur.
60.) I feed Kitty mom everytime she comes home.	I feed Kitty's Mom everytime she comes home.
61.) He can rap, beautiful voice.	He can do rap and has beautiful voice.
62.) Can play some instruments like drum, guitar.	He can play some instruments like drum and guitar.
63.) His is very long.	His tail is very long.
64.) The mustache is long and thick and have blue eyes.	The mustache is long and thick and it has blue eyes.
65.) Ria Ricis is woman is mentioned everywhere.	Ria Ricis is a woman that is mentioned everywhere.
66.) She is know to many people.	She is known by many people.
67.) Ricis always wear hijab.	Ricis always wears hijab.
68.) Ricis full name is Ria Yunita.	Ricis' full name is Ria Yunita.
69.) Was born in 1995.	She was born in 1995.
70.) She cook delicious food.	She cooks delicious food.
71.) She is always take care of my family.	She always takes care of my family.
72.) She like to teach us.	She likes to teach us.
73.) She love all of family members.	She loves all of family members.
74.) She like to collect flowers.	She likes to collect flowers.
75.) She like to spend her time in the garden.	She likes to spend her time in the garden.

76.) My father buy the hamster for me.	My father buys the hamster for me.
77.) He is very small, about 8 centimeter.	He is very small, about 8 centimeters.
78.) He always sleep in his cage everyday.	He always sleeps in his cage everyday.
79.) He will not bored.	He will not be bored.
80.) Kevin like to eat fish.	Kevin likes to eat fish.
81.) He is so cute when he ask for food.	He is so cute when he asks for food.
82.) He also like to eat with people in my home.	He also likes to eat with people in my home.
83.) He always with me in every situation.	He is always with me in every situation.
84.) He afraid with vechile sound.	He is afraid with vechile sound.
85.) Was born in Canada.	He was born in Canada.
86.) His voice good.	His voice is good.
87.) He will happy if someone give him watermelon.	He will be happy if someone gives him watermelon.
88.) She go to school in Pinrang city	She goes to school in Pinrang city

Source: Students' writing test written by the tenth grade students of UPT SMA Negeri 2 Pinrang.

Omission is an error that occurred when students forgot to write the important component in a sentence where that component is necessary for the sentence to make it grammatically correct. There are some kinds of omission errors that found in students' descriptive text:

1. Omission of verb inflection

Example: “She like to collect flowers”.

In this sentence, the student did not put suffix “-s” that is necessary to put in using verb for third person singular. So the correct sentence is “ **She likes to collect flowers**”.

2. Omission of To Be

Example: “He also good at cooking”.

In this sentence, the student did not write the to be after the subject. To be is necessary in this kind of sentence, because it is used to link the subject and the adjective. So the correct sentence is “**He is also good at cooking**”.

3. Omission of Plural Inflection

Example: “She is 2 year old”.

In this sentence, the student did not write suffix “-s” for a plural object (2 year). The suffix “-s” is important to write because it gives meaning for plural object. So the correct sentence is “**She is 2 years old**”.

4. Omission of Subject

Example: “Was born in 1995”.

As we can see in the example above, that is not a complete sentence because there was no subject in it. This example were taken from a student’s descriptive text about a woman, so the correct sentence that the student should write is “**She was born in 1995**”.

5. Omission of Conjunction

Example: “He can play some instruments like drum, guitar”.

In this sentence, it is important to write a conjunction to link the two objects that the student wrote. So instead of writing a comma between the two object, it is more appropriate to use conjunction “and” in the sentence. So the correct sentence is “**He can play some instruments like drum and guitar**”.

b. Addition Error

Table 4.3 Students’ Error in Addition

Students' Sentences	Reconstruction
1.) When I call it names .	When I call its name .
2.) It's has a very short tail.	It has a very short tail.
3.) I am give it name Piko.	I give it name Piko.
4.) Everyday month too.	Every month too.
5.) Her long ears looks cute.	Her long ears look cute.
6.) He also can drawing .	He also can draw .
7.) It's loved to play with me.	It loves to play with me.
8.) She is always takes care of my family.	She always takes care of my family.
9.) He is has talent in music since childhood.	He has talent in music since childhood.

10.) He is also can sing.	He also can sing.
11.) I likes him.	I like him.
12.) The song has a beutiful lyrics.	The song has beautiful lyrics.
13.) It has 2 colors of fur namely white white and black.	It has 2 colors of fur namely white and black.
14.) Cat I am also beautiful and beautiful.	My cat is also beautiful.

Source: Students' writing test written by the tenth grade students of UPT SMA Negeri 2 Pinrang.

Addition is an error that occurred when student write an unnecessary component in the sentence. There are some kinds of error addition that found in students' descriptive text:

1. Addition of To Be (am/is/are).

Example: "She is always takes care of my family".

In this sentence, to be "is" is unnecessary because the sentence is a verbal sentence that does not need any to be to explain the verb. So the correct sentence is **"She always takes care of my family".**

2. Addition of Suffix "-s" in Verb.

Example: "I likes him"

In this sentence, the suffix "-s" was unnecessary, it is because the students used subject I that does not need a suffix "-s" in the verb. So the correct sentence is **"I like him".**

3. Addition of Suffix “-s” in Object

Example: “When I call it names”

In this sentence, the suffix “-s” was unnecessary because the object “name” in the sentence was used for a singular subject. So the correct sentence should be **“When I call its name”**.

4. Addition of Suffix “-ing” in Verb.

Example: “He also can drawing”

In this sentence, the suffix “-s” was unnecessary because there are modals (can) in the sentence. Basically, modals is always followed by verb 1. So the correct sentence is **“He also can draw”**.

5. Addition of Article

Example: “The song has a beautiful lyrics”

In this sentence, the student wrote plural noun “beautiful lyrics” but there was an article before the noun that is unnecessary. So the correct sentence is **“The song has beautiful lyrics”**.

6. Addition of Repeated Words.

Example: “It has 2 colors of fur namely white white and black.”

In this sentence, the student repeated words that are unnecessary or only need to be written once. So the correct sentence is **“It has 2 colors of fur namely white and black”**.

c. **Misformation Error**

Table 4.4 Students' Error in Misformation

Students' Sentences	Reconstruction
1.) I give name Okta	I named her Okta.
2.) My cat don't like if there is new cat.	My cat doesn't like if there is new cat.
3.) It have eyes and ears very cute.	It has very cute eyes and ears.
4.) It's loved to play with me.	It loves to play with me.
5.) She have beautiful eyes and black wavy hair.	She has beautiful eyes and black wavy hair.
6.) She have favorite doll namely Hello Kitty.	She has favorite doll namely Hello Kitty.
7.) The beach have grass green.	The beach has green grass.
8.) Which are precisely in Data.	Which is precisely in Data.
9.) The name of the place are Al Fath Stira Paradise.	The name of the place is Al Fath Stira Paradise.
10.) While is tours offered in that place are:	While the tours offered in that place are:
11.) She is a English teacher.	She is an English teacher.
12.) She is beautiful and have a small body.	She is beautiful and has a small body.
13.) I want to be a English teacher.	I want to be an English teacher.
14.) Because they too.	Because of them too.

15.) Its colors is red, orange and white.	Its colors are red, orange and white.
16.) Seniati mother is our class teacher.	Mrs. Seniati is our class teacher.
17.) She have orange and white all over his body.	She has orange and white all over his body.
18.) It have orange stripes on its forelegs.	It has orange stripes on its forelegs.
19.) She have a long tail.	She has a long tail.
20.) She have a pair of orange triangular shaped ears.	She has a pair of orange triangular shaped ears.
21.) She have claws on his feet.	She has claws on her feet.
22.) She only drink water because I never give him milk.	She only drinks water because I never give her milk.
23.) When he saw me walking she immediately ran.	When she saw me walking she immediately ran.
24.) She is very annoying but I still like him .	She is very annoying but I still like her .
25.) I will take care of him until she grow into adulthood .	I will take care of her until she grows into an adult .
26.) My mom dad they are the favorite person in my life.	My mom and dad they are the favorite people in my life.
27.) My kitten have hobby.	My kitten has hobby.
28.) If my kitten hear voice plate .	If my kitten hears the plate sound .
29.) My kitten too direct awakened and go to the kitchen.	My kitten also wakes up immediately and go to the kitchen.
30.) I gave him eat.	I feed him.
31.) My kitten tidur return .	My kitten back to sleep .

32.) Kitty's mother are cat that I picked up from the side of the road.	Kitty's mother is a cat that I picked up from the side of the road.
33.) Mom Kitty wear shoes.	Kitty's Mom wears shoes.
34.) Mom Kitty is a very active cat.	Kitty's Mom is a very active cat.
35.) I admire it because he is so multitalented.	I admire him because he is so multitalented.
36.) I have a faborite person.	I have a favorite person.
37.) The are willing to work in the hot sun.	They are willing to work under the hot sun.
38.) The also don't let us feel hungry.	They also don't let us feel hungry.
39.) My cat usually when it's eaten .	My cat usually when it eats .
40.) Cat I am also beautiful.	My cat is also beautiful.
41.) The mustache is long and thick and have blue eyes.	The mustache is long and thick and it has blue eyes.
42.) She is know to many people.	She is known by many people.
43.) She figure is so easily recognize by many people.	Her figure is so easily recognized by many people.
44.) Because his behavior is funny.	Because her behavior is funny. (the text is about a woman)
45.) She have a interesting hobby.	She has an interesting hobby.
46.) She have good voice.	She has good voice.
47.) He have black and white fur.	He has black and white fur.

48.) He will bite may leg.	He will bite my leg.
49.) His parents is musician.	His parents are musician.
50.) He has thin lips, white skin, beutiful eyes,....	He has thin lips, white skin, beautiful eyes,...
51.) The song is really good and has a beutiful lyrics.	The song is really good and has beautiful lyrics.
52.) Kiki is a famale .	Kiki is a female .
53.) The fovorite people in my life.	The favorite people in my life.

Source: Students' writing test written by the tenth grade students of UPT SMA Negeri 2 Pinrang.

Misformation error is an error that occurred when there is a misuse component in the sentence. The researcher found 53 total of misformation error in students' descriptive text with the percentage was 32,9%. There are some kinds of misformation errors that found in students descriptive text:

1. Misformation of Article

Example: "She is a English teacher".

There are two kinds of article, such as "a" and "an". The each kind of the article has its own use, we can use "a" if the word after the article is started with consonant and we use "an" if the word after the article is started with vowels. In the example above, the student wrote article "a" but it is followed by a word that started with vowel. So the correct sentence is "**She is an English teacher**".

2. Misformation of Subject-Verb Agreement

Example: “She have good voice”.

In this sentence, there is a wrong form of subject-verb agreement. The verb “have” does not match the subject “she”. This person singular subject should use “has” instead of “have”, so the correct sentence should be **“She has good voice”**.

3. Misformation of Subject

Example: “Seniati Mother is our class teacher”

In this sentence, the students’ wrote “Seniati Mother” to describe his/her class teacher. This is an inappropriate form to use in writing a subject. So the correct sentence that the student should write is **“Mrs. Seniati is our class teacher”**.

4. Misformation of Object

Example: “She is very annoying but I still like him”.

In this sentence, the students wrote a compound sentence. But there is a mismatch between the subject of the first sentence and the object of the second sentence. The correct sentence that the student should write is **“She is very annoying but I still like her”**.

5. Misformation in Translating Sentence

Example: “My Kitten too direct awakened and go to the kitchen”.

In this sentence, seems like the student translated the sentence word by word without paying attention to the rules of the target language so the error occurred. The correct sentence that the

student should write is “**My kitten also wakes up immediately and go to the kitchen**”.

6. Misformation in Writing a Word.

Example: “Kiki is a Famale”.

In this sentence, the students wrote a wrong word “famale” that it should be female. So the correct sentence is “**Kiki is a female**”.

d. Misordering Error

Table 4.5 Students’ Error in Misordering

Students' Sentences	Reconstruction
1.) It is beach beautiful .	It is a beautiful beach .
2.) The beach have grass green .	The beach has green grass .
3.) I put them in a cage bird .	I put them in a bird cage .
4.) She likes to run in my yard house .	She likes to run in my house yard .
5.) They kitten cute .	They are cute kitten .
6.) Other well-known artist Indonesian .	Other well-known Indonesian artist .

Source: Students’ writing test written by the tenth grade students of UPT SMA Negeri 2 Pinrang.

The last type of error is misordering. There were 6 total of misordering error that found in the students’ descriptive text with the percentage is 3,7% and becomes the smallest error that occurred in student’s decriptive text. Misordering is an error that ocured when students wrote words or phrase in a wrong order. This example below is

the explanation of the misordering error and the explanation about how it became an error.

Example: “It is beach beautiful”

This error occurs because students do not yet understand the pattern of noun clauses. A noun clause’s head must be placed at the end of the clause. In this sentence, the students did not understand the position of a modifier in a noun clause. An adjective like “beautiful” in this sentence should be placed before noun “beach”, so the correct sentence is **“It is a beautiful beach”**.

2. Students’ Dominant Error in Writing Descriptive Text Using Simple Present Tense

After classifying the students’ error, the researcher then calculated the percentage of each type of error to find out the most dominant error that the students made. There were 88 omission error, 14 addition error, 53 misformation error and 6 misordering error. The percentage of error will be displayed in the table below.

Table 4.6 Percentage of each type of errors made by students

No	Types of Errors	Total (F)	Percentage ($P = \frac{F}{N} \times 100\%$)
1	Omission	88	54,7%
2	Misformation	53	32,9%
3	Addition	14	8,7%
4	Misordering	6	3,7%
	Total	161	100%

Source: Students' writing test written by the tenth grade students of UPT SMA Negeri 2 Pinrang.

The table above showed each percentage of the four types of errors. As shown in the table it can be concluded that the most dominant error that students made was in omission which was 54,7% total of error. Meanwhile, the percentage of the other errors made by the students were misformation was 32,9%, addition was 8,7% and misordering was 3,7%.

B. Discussion

The result of this research that has shown in finding prove that the students still find some difficulties in writing descriptive text using simple present tense. Various types of errors was found in students' descriptive text, this showed that the students still do not understand the rules of simple present tense well.

Omission error occurred because the students did not write the important component of the sentence. Based on the students' writing product, some kinds of omission error that the students made was because the student still did not understand about how to write a verb with a third person singular subject and how to write a plural object so they omitted the suffix "-s" that is necessary in the sentence. Another reason was because they really forgot to put subject, article, to be, or conjunction in the sentence.

Addition error was also found in the students descriptive text. They wrote or add something unnecessary in the sentence for example, "I am give it name Piko" meanwhile the correct sentence should be "I give it name Piko". The students wrote to be in a verbal sentence, this error happened because the

students still think that every type of sentences use to be after the subject especially the subject “I” followed by “am”.

Misformation error occurred because the students wrote the wrong structure in a sentence. This error happened because the students are confused about what they should write so that the auxiliary verb or the article can match the subject. The errors also occurred due to pure errors of the students in writing subject or object. Beside the common misformation that occurred such as misformation in subject, object, to be, etc, the researcher also found some misformation in arranging the sentences. These errors happened because the inability of students to choose the right word to refer to something. Another factor is because students still do not understand how to do translation from their mother language to the target language properly. Hourani stated that errors in English writing are caused by language transfer, which requires a process between the source language and the target language, this factor caused students need to understand more. Additionally, a student’s mother tongue may influence their writing.²⁷

The last error that occurred in the students’ descriptive text was misordering. This error happened when the students wrote a word or phrase in wrong order. The reason why this error happened because the student did not understand the pattern of noun phrase so they wrote the word order based on Indonesian sentence.

²⁷ Hourani, “An Analysis of the Common Grammatical Errors in the English Writing Made by Secondary Male Students in the Eastern”, (Dissertation Institute of Education British University Dubai, 2008), p: 42.

After finding and classifying the students' errors, the researcher accumulated the each types of error with percentage formula. The findings showed that the highest percentage of error was in omission error. Omission error is an error that happened when students forgot to write some important components when they make a sentence. The total of omission error that occurred was 88 among 161 errors with the percentage was 54,7%. This made omission became the most dominant error that occurred in students' descriptive text. This type of error caused because students did not understand or forgot to write down components that are considered important in writing sentences.

The result of this research is different from previous research. The first is the research conducted by Khairunia Gusti (2021) showed that there are 44 misformation error that occurred in students' descriptive text which made misformation error became the most dominant error that occurred. And the research conducted by Nur Halimah, Nirmala Nemin Kaharuddin, and Vivi Dyah Rahmawati (2021) that focused on misformation error, the result showed that the dominant error was the error of using verb which consist of 169 error with the percentage was 47,98%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

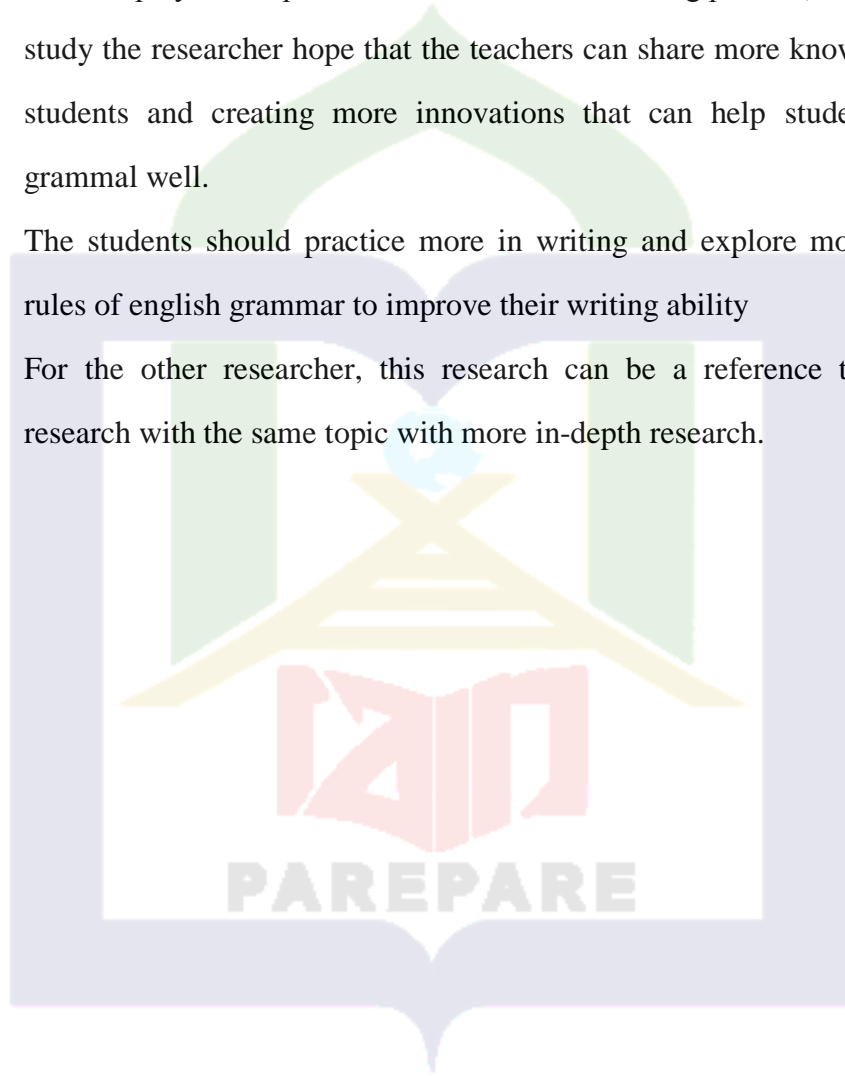
Based on findings and discussions in the chapter IV, the researcher finally concluded the types of errors that found in students' descriptive text using simple present tense made by the tenth grade students of UPT SMA Negeri 2 Pinrang and find the most dominant error made by the students. The conclusions are:

1. There are four types of errors that found in the students' descriptive text based on surface strategy taxonomy namely omission, addition, misformation and misordering. The researcher found that there are 161 total of errors which consist of 88 omission error, 14 addition error, 53 misformation error and 6 misordering error. This data showed that the student still find difficulties in using simple present tense because they still do not understand the rules of simple present tense well. The student still confused about what component that is important to write in the sentence or what component that is unnecessary in the sentence. The influence of the student's mother language was also become the factor of the students' error in making sentence.
2. After calculating the percentage of each error, it is found that omission is the most dominant error made by students in writing descriptive text using simple present tense with the percentage is 54,7%. Omission error occurred because the student did not understand or forgot to write the important component in the sentence.

B. Suggestion

Based on the conclusion, the researcher would like to give some suggestions as follows:

1. Teacher plays an important role in students' learning process, so through this study the researcher hope that the teachers can share more knowledge to the students and creating more innovations that can help students to learn grammal well.
2. The students should practice more in writing and explore more about the rules of english grammar to improve their writing ability
3. For the other researcher, this research can be a reference to conduct a research with the same topic with more in-depth research.



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APPENDICES



Appendix 1: Research Instrument

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS EKONOMI DAN BISNIS ISLAM Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421) 21307</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

NAMA MAHASISWA : INDAH KHAIRUNNIZA
 NIM : 16.1300.083
 FAKULTAS : TARBIYAH
 PRODI : TADRIS BAHASA INGGRIS
 JUDUL : ERROR ANALYSIS ON USING SIMPLE PRESENT TENSE IN
 WRITING DESCRIPTIVE TEXT BY THE TENTH GRADE
 STUDENTS OF UPT SMA NEGERI 2 PINRANG

STUDENTS' WRITING TEST

Name:.....

Class:.....

Choose one of the topics and write a descriptive text consist of 3 paragraphs in the box below!

Topic: 1. My Favorite Person 2. Beautiful place in Pinrang 3. My Pet

Setelah mencermati instrumen dalam penelitian skripsi mahasiswa sesuai dengan judul diatas, maka instrumen tersebut dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 26 Oktober 2022

Mengetahui,

Pembimbing Utama

(Dr. Magdhalena Tjalla, M.Hum.)
NIP. 197003202005012006

Pembimbing Pendamping

(Dr. Abdul Haris Sunubi, M.Pd.)
NIP. 197503082006041001



Appendix 2: Research Data

Nama: INDRY
Kelas: X.1

jeki is my cat. He is a 9 years-old British short hair.

He has orange fur with light yellow spots.
I like to cuddle jeki because his fur feels soft.
Every morning I give jeki a bowl of milk. jeki doesn't like rice, so I usually give him cat food.

jeki was a skinny cat few years ago.
He was one of the homeless cat. I felt pity of him, so I decided to bring him home and take care until now.

jeki is more active than other cats.
He likes to run around the house. He usually sleeps on the sofa in the living room or sometimes under the dining table.

No. _____
Date: _____
Adelia putri x.1.

Tugas

Bahasa Inggris membuat teks deskriptif menggunakan kalimat simple present.

- Tema: <my favorite person>

I have a favorite person, his name is Jung Jungkook. ~~ket~~ Jung Jungkook is my favorite K-pop artist. He is one of the member of a K-pop boygroup named BTS. He has thin lips white skin beautiful eyes and that eyes always shine.

He is my role model, I admire it because he is so multi talent. He has the nickname golden maknae because he is the youngest member and can do anything. he can rap beautiful voice, and can ~~per~~ play some instrumentar like drum, guitar. He also can drawing ~~and~~. He likes to share his @ cover song from another artist.

~~Jungkook~~ have many song Jungkook has many collaboration songs with other artists.

one of the collaboration songs is "still alive". The song is really good and has a beautiful lyrics and the meaning is quite deep.



MY PET

No.:

Date:

- They kitten cute, they always play in ~~Page~~ home not only in Page home, my kitten also always play in the home, sometimes my kitten urinate big/small on mattress and sofa and make my parent angry.
- My kitten have hobby that is, sleep, eat, and play every day ~~my~~ my kitten always sleep in mattress and sofa and my kitten always sleep in near me.
- If my kitten hear voice plate in the kitchen my kitten know. If I want to eat, my kitten too direct awakened and going to the kitchen and I gave him eat after that my kitten tidur return.

Date : _____

I have a favorite cat, his name is blacky.
 blacky is one of the cats that has black
 fur and slightly yellowish eyes.

Blacky likes to eat raw fish, he is
 also a smart cat when he wants to
 poop he immediately runs into the
 bathroom and when he finishes pooping
 he doesn't stop to moan.

Blacky is also an active cat he
 often runs around the house,
 when he wants to sleep he goes
 into his cage by himself.



PAREPARE

hi Friends, introduce my name is Anggun amanda, here i want to share a story about my mother, my mother is a hero for me because she always helps me every day starting from helping with assignments, reminding me to pray.

My mother's name is angriani, she is a housewife, and ~~she is not~~ ~~give up easily~~ she has 3 children namely my older sister, older brother and myself.

She is a mother who has a hardworking character and does not give up easily in facing every situation in her life mother is a person who i really care about and love in this life, she has a beautiful face, wavy hair, round eyes, and a beautiful smile, she has traits that can make me admire and be proud of her and make me want to be it seems like.

Kelas

Class no is class 10.1. My class is near the canteen. my classroom is big, has cool air and has a lot of fruit. big glass window. inside there are 35 of our students. Setting up benches for two students. If you enter my class ditch das beside a large leanan whiteboard and the debate asks for the teacher's desk. ~~Set teacher~~ ~~seniati~~ Mother is our class teacher on the left there is a large cupboard and there is a mirror behind the side of the left cupboard keeps cleaning tools. every morning we clean the class

PAREPARE


No: _____ Date: _____

MY FAVORITE PERSON

I have a favorite person, namely my parents.
 I really love and love them, without them I can't
 do anything. I have great and loving parents.
 My father is my prince and my mother is my
 angel, they are the people that I will always
 care for.

For me my parents are very great people, they
 are tough people. They always treat me kindly
 and lovingly, they never scold me. My mom dad
 they are the favorite person in my life.

That's the reason why I made my parents
 the favorite people in my life. Because his
 kindness, behavior and personality made me
 want to be like my parents.



PAREPARE

No. _____
Date : _____

My favorite animal

I have a favorite animal at home, namely a cat, I really like cats, I call this cat cute, that name was given by my mother, because of its cuteness, ~~and~~ my cat is very big, has thick fur, and has 2 colors of fur, namely white and black in color, and whatever he eats, he likes crackers, vegetables, meat and so on, my cat is very fat because he eats hard.

My cat usually when it's eaten sometimes plays with things around it, it also likes to spoil me a lot when I relax like playing with a cellphone. it also really likes to sleep, then when it sleeps its style is always funny. behind that cuteness, cat I am also beautiful and beautiful, because the mustache is long and thick, and have blue eyes.

And this is the reason why I really like cats, I hope my cats stay healthy and grow up.

PAREPARE

Date: _____

name : Ariel Nugraha
class : X.1

Beautiful Place in pinrang
so i will tell you about beautiful place
in pinrang, which are precisely in data
village, Duamparua sub-district, Pinrang
district. The name of the place are "~~stira~~
Alfath stira paradise beach, while is tours
offered on that place are:

1. cafe and restaurant
2. snorkeling
3. camping grounds
4. gazebos
5. motorbike atv
6. views of sea and mountain

When I visited the place I was very happy
especially the service provided by the people
there is very friendly and what impressed
me the most beautiful scenery in the
afternoon which made me calm.

PAREPARE

6

No. :

Date. :

Nama : Azizah Nur

Kelas : X.1

Beautiful Place in Pinrang

Al-fath Stira Paradise Beach is a tourist attraction in Pinrang. Location is in Data, Kecamatan Duampinra. We can go to the beach by motorcycle or car.

It is Beach beautiful, I like ~~go~~ to go there in weekend with my family. I like to swim in the beach, the water is cold and clear. My brother like to play in the sand, he like to make a sand castle.

There is a cafe in the beach, the foods are delicious. There is camping ground there and we can rent a tent if we want to camping. The beach have grass green, it is so beautiful. There are many tree, people like to ~~sit~~ sit down under the tree.

That is my story about my favorite place, I hope my parents will bring me to this beach in weekend again.

Descriptive text Use Simple Present Tense.

MY PET

Mila is the name of my pet cat. She is a female kitten of the Angora type and soft fur. She has orange and white all over her body and tail. It has orange stripes on its forelegs and hind legs. The color of her eyes is orange and her nose is also orange. She has a long tail. She has a pair of orange triangular shaped ears. Although she has claws on her feet but she is harmless.

I feed Mila when her food runs out, so the time is uncertain. She eats the food I give her when she is hungry. I give her cat food which is a kind of Whiskas. She only drinks water because I never give her milk.

I train Mila to keep her clean by providing a toilet for her in the cage. Sometimes, I also used to take it out ~~in~~ in the morning or at night to play. I usually play with her which is chase because when she saw me walking she immediately ran and jumped on me, and startled me to run, while being chased by her. She is very annoying, but I still like her because maybe she likes me too. I will take care of her until she grows into adulthood.

Nama : Nurhikmah

Kelas : X.1

MY LITTLE SISTER

My little sister is my favorite person in this world. She is 2 year old. She is cute and so active. She have beautiful eyes and black wavy hair. Her skin is bright and she is chubby, it make her look cute. She like to play with me. She have favorite doll namely hello kitty, she always play with that doll. When I go to school, she play alone or watch cocomelon. I love my little sister so much, I will always play with her. I hope she will grow up and become a beautifull and smart girl.

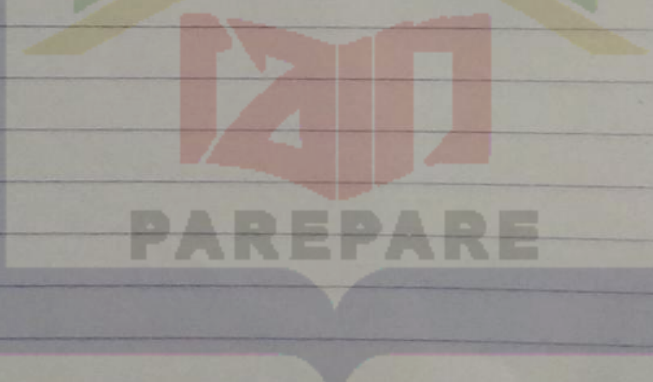



No. _____
Date _____

Nama : Afriyanti Ayudia
Kelas : X.1

Stira Beach

Today, I want tell you about my favorite place in Pinrang it's stira beach, in this stira beach there are many people come to look the view because very beautiful. the sea very clean and also the environment beside that, there are many gazebo to rest and enjoy the breeze. you can bring your food and tires for swimming there, but you should keep cleaning and not damaging. I like the place every holiday I always go there with my family.


PAREPARE



Nama : Muh Arif Rizal
Kelas : X.1

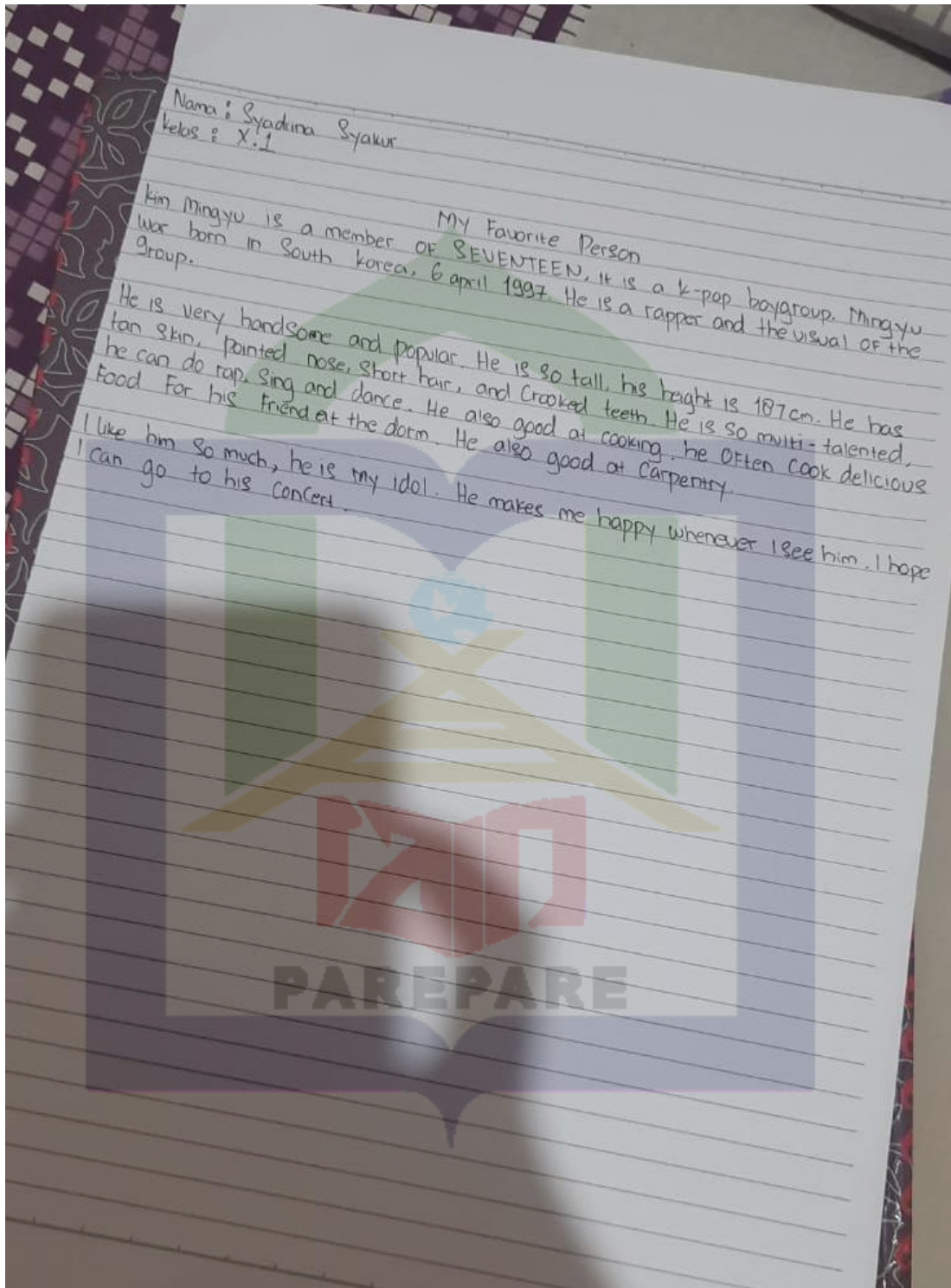
My Pet Is Cat

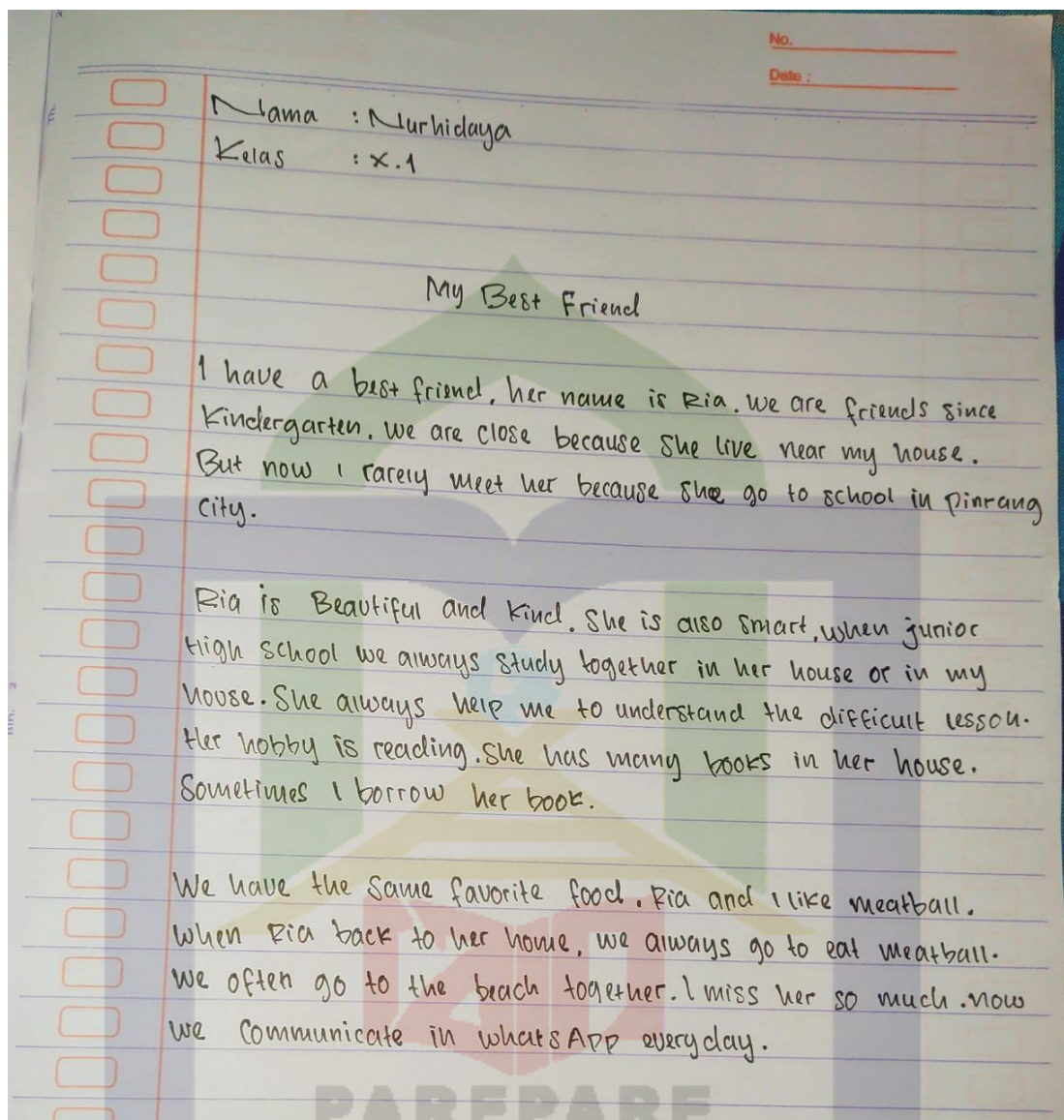
I have a pet cat. It's name is Muezza. It's white and oranges in color. It eats fish and drinks milk. It has a very short tail. When I call it Muezza it comes to me meowing. I give it fish, meat, milk and rice.

It's loved to play with me and the new things he found. I also like to hold him in my hand, when I hold him like that he will fall sleep.

PAREPARE







Nama : Ahmad Bima Putra
Kelas : X.1

My favorite pet

I have cat and i give name okta.
It have eyes and ears very cute.
I always give my cat Rice and fish.

My cat don't like if there is new
cat. It can angry, Biting and scratching
the cat. But when with me, my cat
become docile.

When i call it names, it come
to me meowing. And if night fall
my cat sleep in my bed.

No. _____

Date: _____

my pet.

Long ago I had a pet that I really loved, a cat ~~with~~ with very soft fur, color black and white, he also had a long tail, with sparkling eyes. he had different eye colors from other cats its green and blue, then I gave him name KITTY.

Kitty's mother, are cat that I picked up from the side of the road and without an owner so I decided to keep it and take care of ~~mam~~ kitty it. kitty mom has ~~with~~ ~~the~~ fur with white fur with a little black pattern on her feet that looks like mam kitty wear a shoes. mam kitty is a very active cat she often goes out and ~~walks~~ play but she doesn't forget to go home so I feed titty mam every time she comes home.

kitty is a very lazy cat, very contrary to her mother, her ~~day~~ daily life is just eat and sleep, but there are not signs that she is sick, so I assume that it is a normal thing for a cat. every time I have the chance I always take it to play and go for walks. after 3 years he

SIDI

NAMA : NURFADILLAH
KELAS : X.1

"MY MOTHER"

I have a person I love, it is my mother. She is 48 years old. She is a housewife skin and tight hair.

She is the best chef in my home, every morning she cook delicious food. She is always take care of my family. She is strong and kind to her children. She like to teach us and help our home work. She love all of family members in my house. She have a interesting hobby, she like to collect flowers. There is a garden in my house, she like to spend her time in the garden

My mom is beautiful and she can sing, she have good voice. She is multitaleanted and funny, that is why I love my mother.

Nama: Sahara Fatima Musti
Kelas: X.1

No.

Date

Ria ricis is woman is mentioned everywhere. Ria ricis often ~~show~~ appears in social media. She is known to many people and is a telegram and Youtube YouTuber.

She figure is so easily recognize by many people because his behavior is funny, attractive, and cute. Ricis always wear hijab in every content. Ricis full name is Ria Yunita was born in 1995.

The number of Instagram followers of Ria Ricis is fantastic because it is able to exceed the number of followers of other well-known artis Indonesian.

PAREPARE

JAMA : MUTIARA
KELAS : X.I

" MY Pet "

I love rabbits, they are cute. I have a rabbit in my house namely Mochi. I give her name Mochi because she is fluffy like a mochi. She is 5 months old now.

Mochi has white and grey fur. Her long ears looks cute. She likes to run in my yard house. I like to play with Mochi, I run with her in the yard and take care of her everyday. She likes to eat kale, I always give her a lot of kale and she always finish her food. She is a healthy rabbit, she eat well so that she is so active, I hope she always healthy, because I love Mochi very much.

PAREPARE

No.: _____ Date: _____

Nama : Haedar Ali Ridho
 kelas : XI

I want to tell about my pet

I have two bird in my home. It is a type of lovebird
 I give them name koko and kiki. koko is a male and
 kiki is a female. I get them from a market near
 my house. I put them in a cage bird.

They have similar fur color. Their colors are green
 and yellow with red peck. kiki has more yellow
 fur and koko has more green fur. They like to
 fly around the cage, and they always fly close
 when I am near their cage.

koko and kiki like to eat seeds, I feed them well
 everyday. They also have beautiful sound. I hear them
 sing in their cage every morning.

PAREPARE

Smile and the world smiles with you. deli

Nama : Muhammad Zaki Alfavezi

Kelas : X-1

My Pet

My pet is a hamster. It is a male hamster. My father buy the hamster for me in my birthday. I named him jajo.

Jajo is 2 months old. He is very small, about 2 centimeter. He is very cute. He has white and brown fur, red eyes, and sharp nails. He has long mustaches. It will be shocked when I touch it. He always sleep in his cage everyday. I often play with him, so that he will not bored.

I feed him every day. His foods are, seeds like corn and so on. Sometimes I give him vegetable. His favorite vegetable is cabbage and he likes to drink a lot of water every day.

My Pet

I have a cat. His name is Si Leo. I often have cats, but they die from disease or poisoning.

The cat has black fur, from head to tail is jet black. His tail is very long and waving when he walks. His eyes were yellow and looked very fierce. His fur is short because he is an ordinary cat. But the fur is very smooth and shiny.

I really love the cat. When I was studying, he would accompany me while licking his paws. If he asks for food, he will bite my leg or hand lightly, as if inviting me to a place to eat. Every morning he wakes me up by stroking his head on my hands and feet. That's why I love him so much.

Nama : ISMAIL

Kelas : X-1

My Cute Cat

I have a cat in my house. I give him name Kevin. He is male. He is domestic cat. He have black and white fur. His tail is too short but it is cute.

Kevin like to eat fish and cat dry food. He is so cute when he ask for food. He will not stop meowing and follow us everywhere until we give him food. He also like to eat together with people in my home. He is good at catching mouse. His hobby is sleeping in a soft place. He is afraid with keehike sound, he doesn't like to stay near the street.

I love my cat so much. He always with me in every situation. I never feel lonely in my home because of my cat.

— HAPPY STAR —

Mark Lee

My favorite person is a k-pop artist. His name is Mark Lee. He is a member of NCT. was born in Canada, 2 August 1999. He is handsome and has tall body.

Mark is the leader of NCT Dream, and he is the main rapper in group. He is a smart and nice person. He has talent in music ~~is~~ since childhood, because his parents is musician. He is a rapper but he is also can sing, his voice is good. Mark is amazing, he can compose and write a song. He has a song with the title "child", the song is good.

Mark really likes watermelon, he will happy if someone give him watermelon. He is also a funny ~~pe~~ person, I likes him because he has good and fun personality. He is a hardworking person and always helps the other member.

Nama : Zhalsabila syarifuddin

Kelas : X.I.

PAREPARE

NIA RAMADANI

No.

Date: 11/25/21

 EXAMPLE OF DESCRIPTIVE TEXT: MY Favorite Person

I Like KPOP KPOP, Namely BTS, they come
 From South Korea, There are Seven
 of them namely, Kim Namjoon, Kim Seokjin,
 Min yonggi, Jung Hoseok, Park Jimin, Kim
 Tehyung, and Jeon Jungkook.
 and the name of BTS fans is army
 BTS debut in 2013, and became famous
 in 2018. they are from a small agency
 called big hit.

They used to be belittled by the Korean
 Media, because they were from a small
 agency, and in the end they proved
 that they could achieve their
 dreams with their hard work, I'm
 very proud of them and that's the
 reason why I like them, because they
 too I want to have dreams the more.
 also they taught me to love myself

nama: Muh. ikwan

kelas = X.1

My koi fish

There is a small pond in my house yard. My father put some fish in the pond. There is a fish I like in the pond. ~~its~~ it is a koi fish, I am give it name piko

piko has beautiful color pattern. its colors is red, orange and white. its color pattern is very unique it is three month old fish, so it is still small. But piko is very active, it always swim around the pond everyday. piko also eat well

everyday month too. it is because I love fish and I will take care piko and the other fish

PAREPARE

No. _____

Date: _____

My Favorite person

I have people I love, namely my parents. My parents are angels to me. I love them both very ~~much~~ much.

They are my role models because they have worked hard for me and my brother. They are willing to work in the hot sun for me and my sister. They also don't let us feel hungry and always live well.

This is the reason why I chose my parents as people I love, their love and hard work towards us, I can be motivated to be someone like them in the future.

The logo for PAREPARE features a stylized red and yellow emblem above the word "PAREPARE" in bold, grey, uppercase letters. The emblem consists of a central vertical bar with two horizontal bars extending outwards, forming a shape reminiscent of an open book or a stylized 'A'.

PAREPARE

No. _____
Date: _____

Favorite Teacher


Mrs. Nelly is my favorite teacher. she is a English teacher. she live in Pinrang. she is beautiful and have a small body.

She teach us every Wednesday. She is so kind and Patient, she never angry to us. she explain the lesson until we understand. sometimes she bring some chocolates and share it to us in the class, all studets love her because she has good attitude.

Mrs. Nelly make me love English, I always study English well. I want to be a English teacher like her. For me, she is the best teacher in my school.

Nama: Ashabil A.A. Tadang
Kelas: X.1

PAREPARE



Appendix 3: Administration Letter

**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR 437.20 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBİYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;

Mengingat : b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (SISDIKNAS);

2. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;

3. Undang-Undang Nomor 12 Tahun 2015 tentang Guru dan Dosen;

4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;

5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;

6. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;

7. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;

8. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;

9. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;

10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;

b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;

MEMUTUSKAN

Menetapkan : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;

b. Menunjuk Saudara: 1. Dr. Magdahelena Tjalla, M.Hum.
2. Dr. Abdul Haris Sunubi, SS., M.Pd.

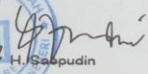
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:
Nama Mahasiswa : Indah Khairunniza.
NIM : 16.1300.083
Program Studi : Pendidikan Bahasa Inggris.
Judul Penelitian : *Comparative Analysis Between Buginese Students and Javanese Students in Pronouncing Word Stress at the Eleventh Grade of SMAN 2 Pinrang.*


c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;

e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare
Pada Tanggal : 10 Februari 2020

Dekan,

H. Saepudin





KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI PAREPARE
 FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fsx.24404
 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.4677/In.39/FTAR.01/PP.00.9/ /11/2022 29 November 2022
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
 Provinsi Sulawesi Selatan
 di-

Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Indah Khairunniza
 Tempat/Tgl. Lahir : Makassar, 10 Agustus 1998
 NIM : 16.1300.083
 Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
 Semester : XIII (Tiga Bbelas)
 Alamat : Jl. Andi Cambo, Pekkabata, Kec. Duampanua, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "Error Analysis On Using Simple Present Tense In Writing Descriptive Text By The Tenth Grade Students Of UPT SMA Negeri 2 Pinrang". Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : **12754/S.01/PTSP/2022** Kepada Yth.
Lampiran : - Kepala Dinas Pendidikan Prov. Sulsel
Perihal : **Izin penelitian**

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.4677/IN.39/FTAR.01/PP.00.9/11/2022 tanggal 29 November 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **INDAH KHAIRUNNIZA**
Nomor Pokok : **16.1300.083**
Program Studi : **Pendidikan Bahasa Inggris**
Pekerjaan/Lembaga : **Mahasiswa (S1)**
Alamat : **Jl. H.M. Yasin Limpo No.36 Romang Polong-Gowa**

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" ERROR ANALYSIS ON USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT BY THE TENTH GRADE STUDENTS OF UPT SMA NEGERI 2 PINRANG "

Yang akan dilaksanakan dari : Tgl. **30 November s/d 30 Desember 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 30 November 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



Ir. H. SULKAF S LATIEF, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal.*



**PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
UPT SMA NEGERI 2 PINRANG**

Jalan Poros Pinrang Polmas KM.24 Kode Tlp. 0421.3922598 Pos 91253E-mail : admin@smanduapinrang.sch.id

SURAT KETERANGAN

Nomor : 421.3/906-UPT SMA.2/PRG/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 2 Pinrang, Kab. Pinrang menerangkan bahwa :

Nama : INDAH KHAIRUNNIZA
Nim : 16.1300.083
Agama : Islam
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Institut Agama Islam Negeri Pare-pare
Alamat : JL. Andi Cambo RT 002 RW 005 Pekkabata

Telah melakukan Penelitian di SMA Negeri 2 Pinrang , dalam rangka penyelesaian Program Pendidikan Strata Satu (S.1), dengan judul :

"ERROR ANALYSIS ON USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT BY THE TENTH GRADE STUDENTS OF UPT SMA NEGERI 2 PINRANG"

Demikian Surat Keterangan dibuat untuk dipergunakan sebagaimana mestinya.

Pinrang, 16 Januari 2023
Pdt. KEPALA UPT SMAN 2 Pinrang,



GUNTUR S.Pd, M.Pd
NIP. 19731112 199903 1 003

Appendix 4: Documentation





PAREPARE

https://docs.google.com/forms/d/1rk3eGSZ1S4ajtY3SEMk-SzUc630c4OrN5OmKHD75OvQ/edit

Questions Responses 30 Settings

Student's Writing Test

Silahkan baca dengan seksama petunjuk dibawah ini

Formulir ini ditujukan kepada seluruh siswa kelas X.1

Buatlah sebuah teks deskriptif menggunakan kalimat Bahasa Inggris Simple Present Tense minimal 3 paragraf dengan memilih salah satu tema dibawah ini:

1. MY FAVORITE PERSON
2. BEAUTIFUL PLACE IN PINRANG
3. MY PET

Teks deskriptif ditulis di selembar kertas lalu di-upload di kolom yang sudah disediakan di formulir ini.

Nama Siswa Short answer

Nama Siswa *
Your answer

Nomor HP/WA *
Your answer

Tugas Descriptive Text *

Never submit passwords through Google Forms.

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Google Forms

BIOGRAPHY



ah Khairunniza, the writer was born on August 10th 1998 in Makassar, she is the first child from two children in her family. Her father name is Aryanto Judda and her mother's name is Hikmiati Abdullah. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. She began her study on 2004-2010 at SDN 30 Duampanua. After graduating at 2010, she continued her study at SMPN 1 Duampanua from 2010 until 2013. Then she continued her study at SMAN 2 Pinrang and graduated in 2016. After graduating from high school, she continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with a thesis by the title "*Error Analysis on Using Simple Present Tense in Writing Descriptive Text by the Tenth Grade Students at UPT SMA Negeri 2 Pinrang.*"