AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT MADE BY THE FIRST GRADE STUDENTS OF SMA NEGERI 2 BOYOLALI IN THE ACADEMIC YEAR 2014/2015

THESIS
MUHAIMIN ABDILLAH
K2211057

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PRONOUNCEMENT

I would like to certify that the thesis entitled **AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT MADE BY THE FIRST GRADE STUDENTS OF SMA NEGERI 2 BOYOLALI IN THE ACADEMIC YEAR 2014/2015** is really my own work. It is not plagiarism or made by others. Everything related to other works are written in quotation, the sources of which are listed on bibliography.

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This Thesis Has Been Approved
Date: 2016

Consultant I
Drs. Martono, M.A.
NIP. 196003011988031004

Consultant II
Dewi Sri Wahyuni, S.Pd., M.Pd.
NIP. 197808182003122002
LEGALIZATION OF THE EXAMINERS

This thesis has been examined by the Board of the Examiners of Teaching Training and Education Faculty of Sebelas Maret University and accepted as fulfillment of the requirements for the Undergraduate Degree of Education in English.

Day : 
Date : 

The Board of Examiners:

1. Chairman
   
   Teguh Sarosa, SS., M.Hum.  
   NIP. 197302052006041001

2. Secretary
   
   Hefy Sulistyawati, S.S., M.Pd.  
   NIP. 197812082001122002

3. Examiner I
   
   Drs. Martono, M.A.  
   NIP. 196003011988031004

4. Examiner II
   
   Dewi Sri Wahyuni, S.Pd., M.Pd.  
   NIP. 197808182003122002

Teacher Training and Education Faculty
Sebelas Maret University

The Dean,

Prof. Dr. Joko Nurkamto, M.Pd.  
NIP. 1961012419870201001
ABSTRACT


The aims of this study are to answer the problem statements which are formulated as: (1) to find out types of errors on the use of simple present tense in descriptive texts made by the first grade students of SMA Negeri 2 Boyolali; (2) to find out the cause of students’ errors on the use of simple present tense in writing a descriptive text.

This research is descriptive. To collect the data, the researcher uses a test in the form of descriptive text compositions made by the first grade students of SMA Negeri 2 Boyolali. The sample of this research is 24 students of class X 5 of SMA Negeri 2 Boyolali. The sampling technique applied in this research is purposive sampling. To analyze the students’ errors, the researcher follows some steps which include the identification of errors, the description of errors, and the explanation of errors. The researcher uses surface strategy taxonomy to sort the types of errors produced by the students from their descriptive text compositions.

The results of this research are: (1) there are three types of errors on the use of simple present tense produced by the students which are addition errors with the percentage of 7.83% or, omission errors with the percentage of 33.91% and misformation errors with the percentage of 58.26%; (2) there are three sources of errors found on the use of simple present tense in descriptive text which are overgeneralization with the percentage of 7.20%, ignorance of rule restrictions with the percentage of 40.00% and incomplete application of rules with the percentage of 52.80%.

The results of this research are beneficial to the process of learning English. The results of this research give information about the ability of the students on the use of simple present tense. The errors which appear in this research could help the teacher to make a good method or teaching strategy in learning process so the students will not make the same errors.

Keywords: Error Analysis, Surface Strategy Taxonomy, Simple Present Tense, Descriptive Text.
ABSTRAK


Tujuan dari pembelajaran ini adalah: (1) mengetahui jenis-jenis kesalahan dalam penggunaan simple present tense pada teks deskriptif oleh siswa kelas sepuluh SMA Negeri 2 Boyolali; (2) mengetahui sebab-sebab dari kesalahan siswa dalam penggunaan simple present tense di teks deskriptif.


Hasil penelitian ini meliputi: (1) terdapat tiga kesalahan dalam penggunaan simple present tense yang dilakukan oleh siswa diantaranya addition error dengan persentase 7.83%, omission error dengan persentase 33.91%, dan misformation error dengan persentase 58.26%; (2) terdapat tiga penyebab kesalahan dalam penggunaan simple present tense yang ditemukan dalam karangan deskriptif siswa yaitu overgeneralization dengan persentase 7.20%, ignorance of rule restrictions dengan persentase 40.00%, dan incomplete application of rules dengan persentase 52.80%.

Hasil penelitian ini bermanfaat terhadap proses pembelajaran Bahasa Inggris. Hasil-hasil penelitian ini memberikan informasi tentang kemampuan siswa dalam penggunaan simple present tense. Kesalahan-kesalahan yang muncul dalam penelitian ini dapat membantu guru untuk membuat metode dan strategi pembelajaran yang bagus sehingga siswa tidak akan melakukan kesalahan yang sama.

MOTTO

- Surely there is ease after hardship. (Q.S Al – Insirah : 6)
- Tidak ada yang namanya kegagalan, yang ada itu pembelajaran. (Abdillah M)
- Life is not about finding yourself. Life is about creating yourself. (Shaw G. B)
- Life is not problem to be solved, but reality to be experienced. (Kierkegaard S)
DEDICATION

This thesis is dedicated to:

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- My relatives, Hakim’s family and Milati’s family.
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The writer

Muhaimin Abdillah