

CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the research. It consist of background of the problem, setting of the problem, limitation of the problem, formulation of the problem and purpose of the research. This research also discusses about the significance of the research and definition of the key terms.

A. Background of the problem.

The ultimate goal of teaching English is expected mastered four language skills, namely Listening, Speaking, Reading and Writing. Writing is one of the four skills that must be mastered by students.

According to Rahayu (2015), language is very a important tool in the lives of children, as language to communicate with other. So language is the one way of human to communicate with the others.

According to Weigle (2002:5) Writing is not only as completed system in communication but also Writing is it is the main tool for learners in learning. So by Writing the students could write everything. Writing also refers to the students activities in the classroom. The first kind of studying writing is writing text. On the other hand, it is difficult for Indonesian to use correct structure in English. Students tend to make errors because it is influenced by mother tongue on the acquisition of the new structure.

There are many kinds of the text learn by the students at senior high school. One of them is descriptive text. Descriptive text is the text to present to reader the characteristics or qualities of an object , place, or person. So by making short descriptive text the students have to describe about something.

Based on my observation and my experience in practice teaching PPL the students still difficult to write descriptive text. Although the teacher has applied strategies teaching learning process. In fact the students always made some errors in their writings especially for using Ending S in it.

The importance of ending S in some aspects in writing descriptive paragraph is using simple present tense which add Verb(s/es) and using plural. This is the one of the error made by students in writing descriptive text. For example the students make error when using ending s in simple present tense “ My father take the cat” the true one is by using the third singular person must be followed by adding S in the end of verb so the sentence must be changed becomes “ my father takes the cat” but in Indonesian the word should not be changed although the noun is plural for example “ Three tas” so in Indonesia language it could not be changed but in English if in Indonesian say about “3 tas “ it will be changed become “three bags”. So based on the explanation, writing the descriptive text must add the S in the End of verb simple present tense and plural noun if the subject is the third singular person.

The students at SMAN 1 Tambusai write the English by using Indonesian role. The students often change Indonesian Strucuture into English. This problem happen when the students has been the influenced by their mother tongue in

learning the role of English. Moreover the students translate the Indonesian sentence, word by word as like in google translation without using the good structure and grammar.

Many students do not know how to write this text correctly. Finally, based on the background above the researcher should carry out the research under title *“Errors Made by the Students of in Using Ending-S in Writing Descriptive text at the X grade of SMAN 1 Tambusai”*

B. The Setting of the Problems

Based on the background of the problems above there are several problems that students found in writing Descriptive text. The first, the students used the wrong tense in Descriptive text. The second is the students still made error at grammar. And the last they still write English text by Indonesian grammar. So based on the description above the researcher was conducted this research in order to do deep *Errors Made by the Students of Using Ending-S in Writing Descriptive text at the X grade of SMAN 1 Tambusai*.

C. Limitation of the problem.

There are many problems can be investigated from the students' problem in learning writing. But in this research , the researcher want to limit the problem of the research only focus on *Errors Made by the Students of Using Ending-S (simple present tense and plural) in Writing Descriptive text at the X grade of SMAN 1 Tambusai*.

D. Formulation of the problem

The formulation of this research can be formulate as following question “
*what are the errors made by the students of Using Ending-S in Writing
Descriptive text at the X grade in SMAN 1 Tambusai ?*”

E. Purpose of the research

Based on problem above the researcher wants to find Errors Made by the Students of Using Ending-S in Writing Descriptive text at the X grade of SMAN 1 Tambusai.

F. Importance of the research

By doing the research , the researcher hopes that the result will be helpful to provide :

1. The researcher hopes that the result of this research could give contribution to development of writing skill .
2. This research could give essential that reader to understanding the compenent of descriptive text include content, grammar and organization
3. This research could be reference to the English teacher.

G . Definition of the key terms.

There are some terms in this research that will be clarify in order to avoid missunderstanding the terms can be seen as follows :

1. **Writing** : According to Homby in Suwarni (1998 : 15), Writting is making letters or other symbols (ideograph) on a surface. It concluded that

writing is the process of producing the words in a form that can be read and understood.

2. **Descriptive Text** : According to Frydenberg (2008:19), a Descriptive text is a paragraph that paints a picture with words so that the readers can picture in their minds the object or place that they want to describe. In other words, describe anything directly in a written form of paragraph. It is meant that descriptive text is a text that describes about a person, place, and thing.
3. **Error analysis** : Ellis and Barkhuizen (2005) argue that error analysis is a method used to document the systematic errors that appear in learner language. Language teachers should be active to check their students' errors first.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this section, the researcher explains and puts some theories related to the writing, descriptive text, the use of ending-S, and error. There is review of related finding to compare the difference this research paper among several results of some researches which took error analysis as their variables of the research. Conceptual framework also becomes the part on this chapter.

A. REVIEW OF RELATED THEORIES

1. The Nature of Writing

Writing is the activity or skill of marking coherent words on paper and composing text. As pointed by Langan (2009:10) “Writing is a skill. It is a like driving, typing, cooking or any skill. It can be learned”. It means that writing can be learned with the effort of the learners’ skill but it always concerns in the grammar of sentences structure and vocabulary. The ability apply by rules of the language. In other words it can define as the transfer the information or ideas to the readers effectively. Tarigan (2008:22) states that writing is composing graphic symbol that describe language that is understood by someone, so the other one can read the graphic symbols if they understand the language and graphic The information that will be transferred to the reader in communicate. Nowadays, writing is an important subject that conducted in school to process of

communicating and share feels, thoughts, and ideas in the written text which are concerning in the grammar and vocabulary . From the definitions above, it can be concluded that the writing is the process of communicate and sharing feeling, thoughts, and ideas in the written text that concern in the grammar and vocabulary.

2. General concepts of descriptive text.

Descriptive text is a text describes about people, places, objects, or events using appropriate details. An effective description will contain sufficient and vary elaboration of details to communicate .

Mark and Anderson (2003) say that the description specifically to describe a particular place or thing . in means the descriptive text is describe something or place more specific than the other text.

According to boardman and frydenberg (2008:19) descriptive text or descriptive paragraph paints a picture with words so that the readers can picture in mind the object, place to describe. So based on the theories above the research conclude the descriptive text is a text describe and reveal a particular person, animal, place or things.

Descriptive text also has the generic structure consist of :

1. Identification

This part has function to introduces the subject of description.

2. Description

This part gives details of the characteristic features of the subject.

3. The Use of Ending-S

A. General concepts in plural nouns.

a noun plural (capable of referring to many things) by simply adding an s to the end for example: walls, books, dogs, streets, cars, planks, lights, windows, trees. According to Mark and Katty Anderson (2003) say that Singular Noun Definition is When a noun means one only, it is said to be singular. Examples: boy, girl, book, church, box .Plural Noun Definition is When a noun means more than one, it is said to be plural. Examples: boys, girls, books,etc

Table 1. The Rules of using plural of noun.

No.	Rules	Example
1.	The plural of nouns is usually formed by adding s to a singular noun.	Lamp – lamps,cat – cats, flower – flowers And etc.
2.	Nouns ending in s,z,x,sh and ch form the plural by adding s	Moss – mosses, Buzz – buzzes , Box – boxes,dish – dishes, church–churches. And etc.

3.	Nouns ending in y preceded by a consonant is formed into a plural by changing y to ies .	Lady – ladies, city – cities, army – armies and etc.
4.	Nouns ending in y preceded by a vowel form their plural by adding s.	Boy – boys, day –days and etc.
5.	Most nouns ending in o preceded by a consonant is formed into a plural by adding es.	Hero – heroes, grotto – grottoes and etc.
6.	Some nouns ending in f or fe are made plural by changing f or fe to ves.	Beef – beeves, wife – wives and etc.

a. Irregular plurals.

Man - men , foot – feet , mouse – mice , woman – women , tooth – teeth ,
louse – lice , child – children , ox – oxen , goose – geese.

b. The following nouns have no singular .

Scissors , oats , tongs , dregs , trousers , pinchers , bellows , cattle , shears ,
measies , mumps , victuals , tweezers , vespers.

c. Singular nouns use this and that.

Plural nouns use these and those.

B. General concepts of simple present tense.

The simple present tense refers to action or situation that do not change frequently. It is used to describe habits or routines, to express opinion, or to make general statement of fact. In English grammar the simple present tense is a form of the verb that refers an action regularly takes place in present time. According to Hoffman (2001:83) states that the word tense stands for a verb form used to express a time relation. So from the statements above we know that tense is a verb form that use to shows time.

It is has different opinion with Cook (2001) say that the simple present tense does not ordinarily refer to actions taking place at the moment .it's mean that simple present tense more used to describe recurring action at a period time. This is the function of simple present tense.

Table 2 function of simple present tense.

No	Function of simple present tense.	Examples
1.	To express a habitual action with adverb.	The train leaves every morning at 8 a.m.
2.	To state the real truth.	California is in America.
3.	To express future action, especially with verbs of movement or travel.	The plain leaves tonight at 6 P.m

4.	In Exclamation, announcement or demonstration	Open the door ! (Exclamation)
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Based on the table above, the researcher could take a conclusion that simple present tense has four function in the sentence. Firstly, it could be used to express the idea that an action is repeated or usual. secondly, it could be used to state the fact or generalization. thirdly, it could be used to talk about schedule events in the near future. fourthly, it could be used in announcing something in the present.

The forms of simple present tense could be classified into affirmative, negative, and interrogative. There are two types of sentences such as verbal and nominal sentence. for the complete explanation it could be seen from the following table below.

Table 3. the verbal form of simple present tense.

No.	Form of simple present tense (verbal)	formula	Examples
1.	Affirmative	Subject + verb (s/es) + complement.	She speaks English everyday.
2.	Negative	Subject + do not /	Julie doesn't

		does not + verb + complement.	like sport.
3.	Interrogative	Do/does + subject + verb + complement ?.	Do he play bathminton ?

From the table above, we know that all form of it using has the different form. simple present tense also has the form in nominal sentence. we can see it in the table below.

Table 4 The nominal form (simple present tense)

No.	Form of simple present tense	formula	Examples
1.	Affirmative	Subject + tobe + complement	She is beautiful.
2.	Negative	Subject + tobe + not +complement	She is not beautiful.
3.	Interrogative	Tobe + subject + complement ?	Is she beautiful ?

From the table above we could take the conclusion that simple present tense has different form between verbal and nominal sentence. simple present tense also has the rules to gives the Ending-S in the end of verb 1, this is the rules of it :

- a. Commonly, it is just adding “s” in the end of verbs, example:call - calss,wait - waits etc.
- b. If the verbs end with the consonants (ss, sh, ch, x, o) add the “-es” in the end. Example: kiss +es = kisses, catch- catches, wash-washes, fix-fixes, go-goes.
- c. If the verb ends with “y” which is begun consonants, so it’ll be changed into “ies”. Example: study-studies, try-tries, fly-flies, fry-fries, cry-cries, dry-dries.
- d. If the verb ends with “y” which is begun vocals, so it is enough adding “s”. example: play - plays, say - says, buy - buys.

So In conclusion, the ending S could be seen in plural nounsand present simple tense with the verbs if the subject is the third singular person.

3. Error Analysis.

Error analysis is the main part of the research that would like to observe by the researcher in this research. The researcher put some theories about error analysis based on some experts and will give conclusion about those theories . for more explanation , it can be seen in the following description.

a. The nature of error analysis.

Error analysis ia a methodology for dealing with which can be observed, analyzed , and reveal the incidence , nature ,causes,and consequencesof unsuccessfull language learning for the learners. As stated by cook (1993:22)

“error analysis was a methodology for dealing with data rather than a theory acquisition errors here are addressed to sentences that are grammatical incorrect”.the data can be obtained by conducting a test with the respondents.

When the students learn about English, they can make many errors. It is impossible if the learners never make some errors in their language learning process, because doing some errors is natural. Learning the second language is a process which involves making of mistakes, although errors as in this new system of language a learner will directly connect with such a new vocabulary, a new grammatical pattern and a foreign pronunciation which is different from the learner's native language. According to Harmer (2001:34), errors are part of the learner inter language that is a version of the language which a learner has at any one stage of development and which is continually reshaped as he/she aims toward full mastery. From the statement above we know that with error the learners can re-improve their ability.

According to Ellis (1997 :17) “errors reflect gaps in a learners’ knowledge,they occur because the learner does not know what is correct”. Mistakes reflect lapses in performance they occur because in a particular instance the learner is unable to perform their knows.

There is an example of their error writing like the following:

“she speak English everyday”

Make look to be a simple present tense error, because they are still confused to adding S in the end of Verb. They false in the changed the verb into simple present tense then be a mistake.

Based on the statements above a mistake occurs not because of lack of competence but because of processing limitation which clarifies learners' inability in using knowledge of target language. An error results in an infraction of the rules of target language.

b. The sources of Errors

Errors can be source from many things. One of the Experts, J.C. Richards (1987:32). He classifies sources of errors into six points . First, Interference, that is an error resulting from the transfer of grammatical or stylistic elements from the source language to the target language. Second, Overgeneralization, that is an error caused by extension of target language rules to areas where they do not apply.

Third, is performance error. That is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion. Fourth, markers of transitional competence, that is an error that results from anatural inevitable development sequence in the second language learning process (by analogy with first language acquisition). Fifth, is strategy of communication and assimilation that is an error resulting from the attempt to communicate in the target language without having completely acquire the grammatical form necessary to do do. Last is teacher induced error is an error resulting from pedagogical procedures contain in the text or employe with the teacher.

Another expert who discusses about the sources of error is Brown (1980:24), classifies sources into four parts . the first is interlingual transfer (

the negative influence of mother tongue of learner. The second is intralingual transfer (the negative transfer of items within the target language). The third is context of Learning (overlaps both of types of transfer. The last is Communication Strategies (the conscious employment of verbal mechanism for communicating an idea whwn linguistic form are not available to the learner for some reason).

c. The cause of error

The cause of error is very important to do before doing this research. Many things can be causes of error. There are some factors that cause errors in a sentence (Norrish, 1983:21) such as : (1). Carelessness, which is the error caused by the less inspiration of the students while they learn the second language or the uninteresting material that makes students less enthusiastic in learning language.(2) First Language Interference, which is caused by the mother tongue that gets involve while the students are using the foreign language. (3) Translation, which is because of students blindly translating a sentence, phrase or an idiomatic expression from their first language into the language they are learning.

1. Error versus mistake

Mistake and error have different meaning .they exist in learning process.ehen the students study foreign language they sometimes make something wrong.that is what so called a mistake or an error

According to Brown (1980:134) A mistake refers to a performance error that is either random on slip of the tongue in that it is failure to utilize a known

system correctly. The students cannot correct their mistake by themselves. However, when the students make an error.

There are two sources of errors, namely interlingual errors and intralingual errors. According to Richards (1974:35), states that interlingual errors are errors caused by interference of the learner's mother tongue. These errors come from the language background of the learner's. Because of this, the learners need to know the concept of their target language before they can be a master in it. This kind of error is called interlingual errors.

Intralingual errors according to James (1998:183) are the less the learner knows about the target language, the more is forced to draw upon any other prior knowledge processes. It happens because the learners do not know about the target language.

d. Types of Error

There are some types of error. One of them is surface taxonomy. According to Dulay, Burt and Krashen (1982) say that the taxonomy developed in analyzing error made by the learner. It means that there is one way to check students' errors on the way is using strategy taxonomy. There are four kinds of strategy taxonomy: omission, addition, misinformation, and misordering. Below indicates several types of error that are frequently omitted by the learners in producing utterance as well as in written form.

Table 5. Surface Taxonomy

No	Types of error	Wrong form	Correct form
1	ommission	I have two pet	I have two pets
		It foot is small and short	Its foot is small and short
		She live in jakarta	She lives in jakarta
2.	Addition	Its has many friends	It has many friends
		I have a cats	I have a cat
3.	Misformation	These car are very beautiful	These cars are very beautiful

So from the explanation above the researcher could conclude that all of types of taxonomy has different function to check the studentd error.

B. Review of Related Findings

Review of related finding is a part where this researchs which have same point to be observe such as using ending S and descriptie text . They are :

First, Prayogo (2009) on his thesis “using mind mapping in teaching descriptive writing at seventh grade students of SMP riyadlul jannah Bogor” atated the teacher’s way in using mind mapping in teaching descriptive writing makes the students easier to erfome the test.it can prove by the result of the test

between student who use mind mapping and not use it so different.the students who use mind mapping in descriptive writing got better score.

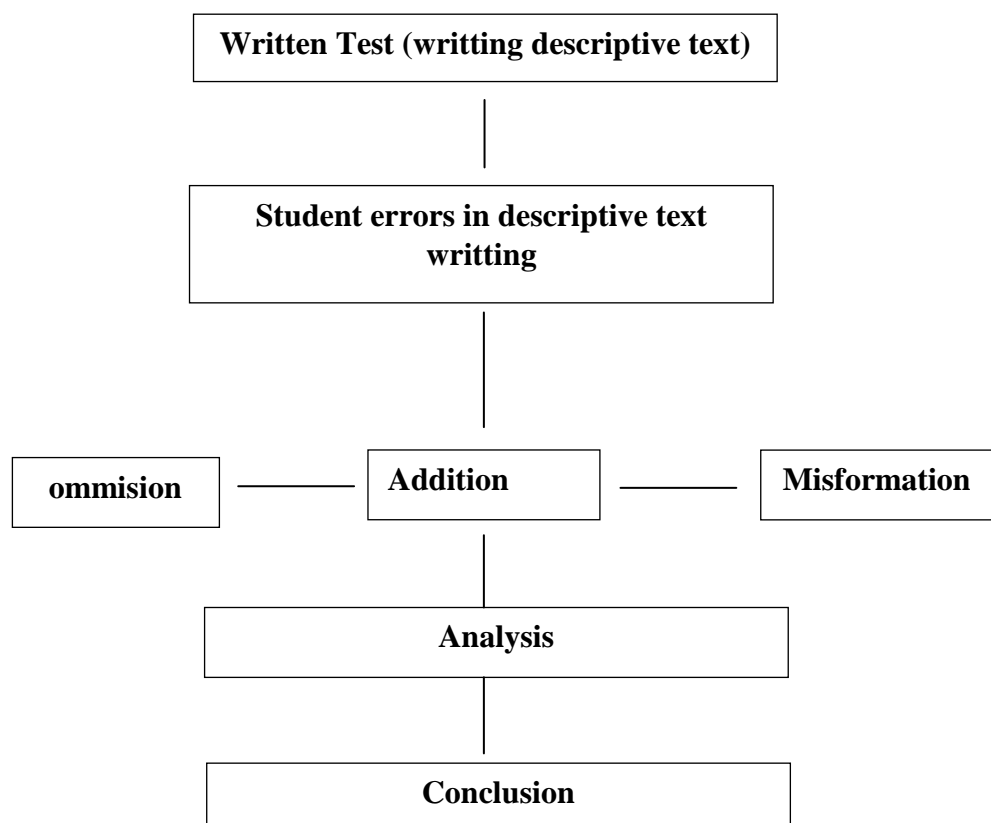
Second, Ulfah (2010) on her thesis “ teaching how to write descriptive text using descriptive video ” says that writing is part of English skill.writing as a process to get the product to make the influence by some elements such as vocabularies, grammar, organization , spelling , and punctuation .however it use to make specification describe object about descriptive text .both of these process are more efective then manual writing which doesn't use technology in teaching learning.

Third, Utomo (2005) conducted research entitled “ Error Analysis on simple present tense in descriptive writing made by the eight year students of SLTPN 2 Unggaran Year Academic 2005/2006 “ stated that the teacher should give more explanation of grammatical rules in English,particularly in simple present tense so that the students will understand more about this kind of tense. The teachers should drill the students with more exercises dealing with simple present tense .it will help them to apply this tense.Fourth, Indrayani (2015) conducted research entitled “ An analysis of students' skill in writing descriptive text grade X of MA AL FATA Pasir Agung Purba”'.from the research finding show that most of the students problems in understanding write in descriptive paragraph.

The difference between this researches above was only in the problem. The researcher would like to analyze the Errors Made by the Students of in Using Ending-S in Writing Descriptive.

C. Conceptual Framework.

In this research, the conceptual framework of the research explained about how the researcher conduct the reseach to get the data about the Errors Made by the Students of in Using Ending-S in Writing Descriptive in form of picture below :



From the picture above, the researcher tried to explain the outline of this research using written test to determine the error made by the students in using ending S in writing descriptive text. The researcher will give them a written test . the , the result of the test will be check by the researcher to get the conclusion about what error made by the first grade students of SMAN 1 Tambusai in using ending S in writing descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the design of the research includes the place will be taken for doing the research, the population and sample of the research, the technique in collecting and analyzing the data will be taken at the students of grade X of SMAN 1 Tambusai. This chapter will explain about the direction of this research and also the procedure will be taken by the researcher in collecting data.

A. Research Design

The design of this research is descriptive qualitative research. According to Rahayu (2014), Qualitative research involves collecting the data to test hypothesis or to answer question concerning the current status of the subject of the study

According to Gay in Eli Susanti (2000:275) said that a descriptive research determines and describes the things are. In this problem a descriptive research is use to analyze the Errors Made by the Students of Using Ending-S in Writing Descriptive text at the X grade of SMAN 1 Tambusai.

B. Setting of the Research

As it has been explained above. This research was conducted at SMAN 1 Tambusai. The location of this school at Transmigrasi street. Tambusai sub district of Rokan Hulu Regency, on 14 Mei 2018.

C. Population and Sample

1. Population

According to Koentjaraningrat in Suwarni (1986:89), “ population is all subject involved in research as direct target or as the sources of information”. Based on the statement above , it is very helpful for the researcher in getting the data. The population of this research was the grade X students of SMAN 1 Tambusai which is consist of 182 students into six classrooms.

2. Sample

According to Arikunto (2010:174) states that “ sample is partially or represent the populations are going to be researched”. Total of population were 182 students. In choosing class to be a sample, the researcher used cluster sampling because all classes have an equal chance of being sample in the research. Therefore, the researcher took one class as the sample of the research. The research sampling was class X Ips² which consist of 27 students. So, the samples in this research were 27 students.

D. Instrumentation of the research

Instrumentation of the research is very significant for gathering the data accurately. The instrument was used a writing test. The researcher used is students' paper consisting of outlines to write the descriptive text . The students were given 45 minutes to finish it. The students was given some topics to write in the test such as my school , my favorite canteen, my family. The descriptive text made by students will be used as the source data.

E. Technique of collecting the data

The test was conducted at SMAN 1 Tambusai. The total respondents of the students of grade X Ips² are 27 students. The researcher ask the students to

write descriptive text in a piece of paper. The researcher explain about the rules of writing the descriptive text and the answer sheet for the students' writing test. The research analyzed the students' works by making a list of the students errors of using ending S in descriptive text. From these errors the researcher start to conduct error analysis from students works.

F. Technique of Analyzing the Data

This research deal with the purpose of knowing the Ending -S problems made by the students in descriptie writing . In analyzing the students' written work, the researcher start to read all of the text. It help the researcher to find some errors, especially in using Ending S (simple present tense , plural)

The researcher make a list of errors to find out what errors made by the students in writing description. And then the researcher carries out an error analysis in order to find out the types of errors. Then the researcher count the percentage and number of each error to analyze.