THE TEACHER'S STRATEGY TO OVERCOME STUDENTS' ERRORS IN USING VERB FORM OF SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXTS AT EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 4 SURABAYA

THESIS

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i

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This thesis by Ahmad Itmam entitled "The Teacher's Strategy to Overcome Students' Error in Using Verb Form of Simple Present Tense in Descriptive Text at Eighth Grade Students of SMP Muhammadiyah Surabaya", has been approved by the thesis advisors for further approval by the Board of Examiners.

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iii

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ABSTRACT

Ahmad Itmam. 2011. *The Teacher's Strategy to Overcome Students' Errors in Using Verb Form of simple present Tense in Descriptive texts at Eighth Grade Students of SMP Muhammadiyah 4 Surabaya*, English Education Department, State Institute for Islamic Studies Sunan Ampel Surabaya. Advisors: Dr. Muhammad Salik. M.Ag and Auliya Ridwan, M.Pd.I

Key Words : The teacher's strategy, overcome, students' error, verb form of simple present tense, descriptive text.

This final project is a study about the teacher's strategy to overcome students' errors in using verb form of simple present tense in descriptive texts. Most of students find difficulties in writing, moreover in verb form of simple present tense. This research was conducted, because simple present tense plays important roles in descriptive text. This thesis tries to answer the following questions ; 1) What errors are made by students of SMP Muhammadiyah 4 Gadung Surabaya in using verb form of simple present tense? 2) what are the causes of those errors 3) What is teacher's strategy to overcome students' errors in using verb form of simple present tense?

The research design of the study uses qualitative research analysis. The object of this research was the eighth grade students of SMP Muhammadiyah 4 Surabaya in the academic year of 2010-2011. The researcher took one class to conduct this research, namely 8A. The data of this research is collected from the observation, documentation, interview for the teacher, checklist of erros.

The result of analysis shows that most of students produced errors in 5 kinds of errors. They are errors in using verb, error in using verb 'be', errors in using verb 'has and have', errors in using modal auxiliary, and errors in negative form. Besides, those errors are classified in to types based on surface strategy based on Dulay. They were omission, addition, misformation, and misordering. From analysis above, that is caused by additing and omiting of be (before and after verb), the students ignore the general target language structure, the students' failure to fully develop a structure, the students did not comprehend the structure in singular and plural form it is concluded that the students produced errors is caused by both mother tongue influence (interlanguage errors) and target language causes (intralanguage errors). According to the result of observation and interview, the teacher's strategy to overcome the students' errors was using team work. In this activity, the students are more active in group for learning teaching process. Based on the results of the research, the researcher suggested that the teacher should be clever in choosing appropiate tehniques to improve the students writing skill.

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

CHAPTER II REVIEW OF RELATED LITERATURE

CHAPTER III RESEARCH METHOD

CHAPTER IV RESULTS AND DISCUSSION

CHAPTER V

BIBLIOGRAPHY

APPENDICES

CHAPTER 1

INTRODUCTION

A. Background of study

There are four English language skills to be mastered. They are listening, speaking, reading, and writing. Also, English components such as: grammar, vocabulary, pronunciation, etc. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language. On the other hand, speaking and writing belong to productive skills in which the language users require the ability to produce language both spoken and written.[1] Writing, which belongs to productive skills, can be described as an act of forming graphic symbols or making marks on flat surface. Based on curriculum KTSP, all skills in teaching and learning English that are integrated each other must be learnt and taught by both students and teacher, including writing skill. Writing will help students master the other skills and of course in mastering English completely.[2]

However, among the four skills above, the most difficult one is writing. Due to the fact that it needs demonstrating control a number of a variable simultaneously. Those variables are control of content, format, sentence structure, vocabulary, punctuation spelling, etc. According to the results of a research by a student of State Institute of Islamic Studies, it shows that most of students find difficulties in learning

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[1] Jeremy Harmer. *The Practice of English Teaching* (New York: Longman, 1983), 44
[2] Nn. *Syllabus of 2006 Kurikulum Tingkat Satuan Pendidikan for SMP and MTs* (2006)

1

English. Their difficulties are found in applying grammar rules in their speaking and writing.[3] Therefore, they produce mistakes and errors. It describes that learners' English ability is still poor, and they need attention from the teacher. That statement is supported by Tribble as follows:[4]

> Learning to write in either a first or second language is one of the most difficult tasks a learner encounters. Many native speakers school with a poor command of writing. Learning to write is a difficult and lengthy process, one that induces anxiety and frustration in many learners. Learning to write is not just a question on developing a set of mechanical 'orthographic skill': it also involves learning a new set of cognitive and social relations.

The learners often produce mistakes and even errors in learning English, especially when they try arranging sentences or using tenses in their writing. As a result, they will write sentences ungrammatically. Actually, ungrammatical sentences have great influence on writing sentences for learners. That can be influenced by the first language which is different from the second language in written form. Therefore, the first language can interfere learners in the process of the second language. Sometimes, the error in learning second language is caused by the interference of the learners' mother tongue. In other words, errors made by the learners sometimes are caused by using first language. Smith and kellermen stated that "the differences between first language and second language may effectively prevent transfer of first

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[3] Dian Aprita widiarti. Bachelor's Thesis: *The Use of Self Assessment as a Feedback Strategy to Improve Students' Ability at MAN Sidoarjo* (Surabaya: IAIN Sunan Ampel, 2009), 3
[4] Christopher Tribble. *Writing* (Oxford: Oxford University Press, 1996), 12

language's structure".[5] Due to the fact that we are learners, have to know a second or foreign language by understanding and practicing the structure or grammar. Richard Shawstack quoted by Fuad Mas'ud stated that "to learn a new language, he must practice, and more practice, the more mistakes he is likely to make; the secret is to make one's mistake and correct them".[6]

Structure or grammar is one of basic components of languages which should be mastered by learners. To make good composition, the learners must be able to master and apply English structurally correct. If people master the grammar, they can speak English correctly in structure. Besides, grammar makes a string of words or utterances meaningful. In brief, people will get difficulties to understand what we say or write if we disobey grammar rules in speaking or writing. In this case, the learners always have problems in tense used, especially in simple present tense.

The learners have problems in implementing verbs form into verbs in present simple formula. For example, they write "he drive motorcycle every day." The sentence should have been "he drives motorcycle every day." The third singular persons such as she, he and it needs suffix -s or –es for the verb. It shows that Indonesian students do not consider that in English there are verb form in singular and plural. In Indonesian language, singular or plural forms do not affect the verb form.

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[5] Smith and kellerman. *Crosslinguistic Influence in Second Language Acquisition* (Pergamon: Pergamon Institute of English: 1986), 2
[6] Fuad mas'ud. *Essentials of English Grammar* (Yogyakarta: BPFE, 2002), 18

In this research, the researcher discusses students' English skill in writing descriptive text using simple present tense. Through descriptive text, I want to find out the students' problems in learning simple present tense. The researcher wants to analyze the errors made by the students and tries to give solutions to overcome their problems. Wishon and Burks stated that "writing descriptive is used create a visual image of people, place, even units of time-days, times of day, or season".[7]

The researcher hopes this study will be useful to provide input to English teachers and Students of junior high school. For the teachers, it is useful to give a guideline to them, to improve students' knowledge of simple present tense. Also when they teach common cases of the sentence pattern simple resent tense, especially for the Eighth Grade students of junior high school. For the students, it is useful to show students' mistakes, after they had been given an explanation and tested with simple test of writing a descriptive text. Also, the writer hopes it will be useful for students to avoid mistakes later.

B. Problem of the study

Based on the background of the study above, this study will try to answer the following questions:

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[7] GeorgeWishon.E. and Julia M. Burks. *Let's Write English* (New York: American Book Company, 1980), 379

1. What errors are made by students of SMP Muhammadiyah 4 Gadung Surabaya in using verb form of simple present tense?

2. What are the causes of those errors?

3. What are the teacher's strategies to overcome their students' errors in using simple present tense in writing descriptive text?

C. Objective of the study

1. To find out the errors in using verb form of simple present tense in writing descriptive texts made by the eighth grade of SMP Muhammadiyah 4 Gadung Surabaya.

2. To find out the causes of those errors.

3. To know the teacher's strategy to overcome the students' errors in using verb form of simple present tense in writing descriptive text.

D. Significance of the study

The significances of this study are as follows:

1. This research is useful for English teachers. The results of this study are expected to be able to give a guideline for English teachers to improve teachers' English teaching skills, especially in teaching simple present tense in descriptive text. The teacher can also anticipate the common cases the sentence pattern, moreover in simple present tense. For the eighth grade students of Junior high school.

2. This research is also useful for students. It is important for the students to show their mistakes after they have been given an explanation and then tested with simple tests of writing a descriptive text by using simple present tense. The answers will be discussed together with the students. Therefore, they will not make the same mistakes twice. By the end of the study, the students will have used simple present tense correctly by writing a short descriptive text about things, places, and people.

3. Readers understand and know the common mistakes that always happen in simple present tense in descriptive using.

E. Limitation of the study

In this study, the researcher conducts the research at eighth grade students of SMP Muhammadiyah 4 Gadung Surabaya. There are two classes there; I take one class to conduct the research. The research is a study about simple present tense, but the researcher limits this discussion on using verb form of simple present tense in writing descriptive texts.

F. Definition of key term

1. Strategy is a planned series of actions for achieving something.[8] In teaching learning process, teaching strategy is the way to teach something.

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[8] *Longman Dictionary American English Tutorial* (Pearson Longman)

2. Overcome is to try to correct a weakness or mistake by doing too much of opposite thing.[9] In this case, one way to correct errors and mistake is by doing opposite thing

3. Simple Present is tense expresses events or situations that exist always, usually, and habitually.[10] This tense is kinds of tenses that to tell about the truth or situation happens at present.

4. Error is the noticeable deviation from the adult grammar or native speaker, reflect the competence of the learner.[11]errors are several unrealized mistakes that faced by students in learning process about foreign language.

5. Descriptive text is a text which describes particular person, things or places.[12] A descriptive text as the simplest and easiest writing form compared to narrative, recount, or procedure, for particularly for the beginning writers.

G. Thesis organization

This thesis is organized in five chapters. The first chapter is about introduction, including background of the study, problems of the study, objective of the study, significant of the study, scope and limitation, and definition of key term. The second chapter is review of related literature. It discusses about teacher's

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[9] Ibid

[10] Betty schramper Azar. *Understanding and Using English Grammar*(London: Prentice Hall Regents, 1989), 2

[11] Opcit

[12] Cicik Pariwara and Marta Yuliana. *PR Bahasa Inggris untuk SMP/Mts* (Klaten: Intan Pariwara, 2010), 6

strategy in English, simple present tense, descriptive writing, error and mistakes. The third chapter, the researcher discusses about research design, source data, research instruments, data collection techniques, and data analysis techniques. The fourth chapter, the writer will discuss about the analysis of research finding. The last chapter is the conclusion of research that has been done by the researcher. Here, the researcher also gives suggestions for the teacher on English subject.

REVIEW OF RELATED LITERATURE

In his chapter, the researcher reviews the related theories and literature to understand the question theorically.

A. Review of Previous Studies

In this review study, the researcher aims to avoid replication of study. Before choosing this topic, the researcher found two theses related to this study. The first thesis entitled "A Study on Grammatical Errors in the Descriptive Composition of English Produced by the Seventh Grade Students of Mts Al-wachid of Surabaya" by Olivia Yuniar Renata. The research problems of that research are:

1. What is type of errors occurred in the English composition of simple descriptive text produced by the seventh grade students of Islamic junior high school Al-wachid os Surabaya?

2. What is the frequency of occurrence of each type in the students' composition?

3. What is the possible cause of errors occurred in the students' composition?

She described some types of errors, there are 57 sentences consisting grammatical errors produced by students in both classes. The highest frequency of error occurrence goes with "be" forms with 33 times ((39.3 %). It is followed by "prepositions" as a second rank, 14 times (16.7 %). Then, simple present tense as the

9

third, 10 times (11.9%). Next, Pronouns: Subject –object, 7 times (8.3%). Next, possesive : pronoun adjective that occur 3 times (3.6 %). The lowest frequency of error , in this research occurred only twice out of 84 errors (2.9 %), that is article. Another result of data analyzed, there are 13 errors of addition, 49 of omission, 15 of misformation and 7 of misordering from those 844 errors.

Another thesis entitled "The Analysis of Grammatical Errors in Recount Text by The First Year Student of SMA Wachid Hasyim 2 Taman Sidoarjo" belongs to Jannatul Laily Novia Bahari. The research problems of that research are:

1. What grammatical errors in recount text are made by the first year student of SMA wachid Hasyim 2 Taman sidoarjo?

2. What are the causes of those errors?

3. What strategies does the teacher solve this students' grammatical errors in recount text?

This final project primarily deals with grammatical error on recount text. The grammatical errors categorized into seven categories. They were error in producing verb form, errors in using auxiliary verb, errors in using articles, errors in using prepositions, errors in using noun singular or plural, errors in using pronouns, and errors in using conjunctions. Those grammatical errors are classified into the types based on Dulay's surface strategy. They were omission, addition, misformation, and misordering.

My study is different from both theses, because they just want to know and describe grammatical errors in writing paragraph. However, in my study, the researcher focuses on how the teacher's strategy to overcome students' errors in simple present tense in descriptive text. In this study, the researcher wants to find the errors that always happen to students, especially to student of junior high school. Finding of this research is aimed to know the teacher's strategy to overcome that problem.

B. Simple present tense

1. Definition of Simple Present Tense

There are some explanations about this grammar. One of them is said that Tense is a systematic structure to describe different forms of verbs that showed the time of action. Meanwhile, simple present tense is formed by using simple form of the verb that is the form which was listed in the dictionary or it was called infinitive without 'to'. When the third person singular subject is present, an –es or –s ending is added.[1] Brewton et, al. also stated that the present tense expresses an action or a state of being in the present. Based on the explanation above, it can be concluded that simple present tense is formed by using infinitive without 'to' and when the third person singular subject is present, a suffix –es or –s is added to the verb. Simple present tense expresses an action or a state of being in the present.

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[1] Cook and Suter. *The Scope of Grammar* (Oxford: University Press, 1983), 49

2. Present Tense of Verb

The present tense of verb is formed with simple form of a verb for first person, and third person plural subject except for third person singular subject; the verb ends in s, or es, (Soemarto).[2] In terms of forms, the simple present can be divided into: positive, negative, interrogative, and negative interrogative. The adverbs of frequencyor adverbial phrases that are often used in the simple present tense are *always, often,usually, everyday, sometime, never, occasionally, seldom, twice a week*, etc.

For example: I *always* go to school by bus.

3. Present Tense of Verb Be

Present tense form of 'be' is formed with to be *am, are,* or *is* after the subject of the sentence.He *often* goes to bed late.

The present tense forms of *be* are *am, are,* and *is* (construction: 'm, 're, and 's). *Am* is used after the first person singular subject (I); *are* is used after the first person plural subject (we), second person singular and plural subjects (you, you) and the third person plural subjects (they, the boys, cows, etc); *is* is used after the third person singular subject (he, she, it, the boy, a cow, etc).

For example: he is my best friend

                 They are clever

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[2] Soemarto, and Suharjito. *English in Context I* (Jakarta: Depdikbud. Direktorat Jenderal Pendidikan Tinggi, 1994), 27

C. Feedback strategy to teach writing descriptive text.

1. Definition of feedback

There are some literatures that defined about feedback in teaching writing, the feedback is proposed to know the nature and the function in circumstance when feedback is given. According to Keh as quoted by Reid feedback is defined as any input from readers to writer that provides information for revision.[3] According to Heidi, feedback generally refers to the listeners' or readers' response given to the learner speech or writing. One type of feedback is correction.[4]

Some different above initiates that feedback is a kind of information the teachers can say to their students about the drafts essays they have produced; this information is much more helpful if it is provided on preliminary and intermediate stage, rather than the final one, and cooperation between teacher and students is very necessary for the successful implementation of feedback.

2. Types of feedback

One of students of Islamic studies writes in her thesis that there are three types of feedback. They are teacher's feedback, and peer feedback, self-feedback:[5]

a. Teacher's feedback

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[3] Reid, J. M. *Teaching ESL Writing* (Prentice Hall Regents: Englewood, 1993), 218

[4] Heidi Dulay. *Language Two* (Oxford: Oxford University Press, 1982), 62

[5] Dian apriati, Bahelor's Thesis: *The use of self assesment as a feedback strategy to improve students' writing ability at MAN sidoarjo* (Surabaya: IAIN Sunan Ampel, 2009), 20-23.

Giving feedback on students' writing is one of teacher's important roles during writing activity. Teacher gives feedback through written or spoken in this activity. After the students finish their writing , the teacher give comments or responses on student's writing. Teacher gives writer gives writer feedback after students finished their writing and collect it to the teacher. Teacher gives comments or responses on students' writing. Besids, Teacher also gives suggestion in order to improve their writing.

b. Peer feedback

Students give feedback each other during writing activity (peer feedback). They give comments on other students' writing in order to give feedback. Students who receive feedback from peer can improve their writing based on the comments given by peer. Peer editing generally refers to commenting on a paper's organization, tone, format, flow, grammar, punctuation, and so on. Peer feedback/peer review usually includes an examination of the content as well. When reviewing a paper for content, students assess factors such as a well-defined thesis statement, the depth to which the topic was adequately covered, assumptions and biases, and the strength of the paper's argument. Peer feedback or peer review is an active learning strategy with a number of benefits for learners. It focuses on the writing process, improves students' critical analysis skills, and allows them to improve their work before it is graded.

c. Self correction

According to Harmer and Lynne as quoted by Dian Apriati stated that teacher also can ask students to evaluate their own writing. Through this self evaluation, they are expected to the strength and weakness of their own writing. Doing self-evaluation, students are usually given such kind of self-evaluation guide.

Petty as also quoted by Dian stated that there are some kinds of self-assessment that used to improve learning. One of them suitable of them are suitable for writing activity. Self assessment-against learning goal, self assessing against goal learned from an exemplar, and self- assessing to improve summative assignment.

Using self assessment can give advantages, they are:

a. It makes the students aware of the goal and familiar with the characteristic of good work.

b. It helps them work out how to improve

c. It encourages students to take responsibility for their own learning.

d. Students learn to learn

e. It makes the students realize that the success or failure depends not on talent, luck or, ability, but on practice, effort, and using the right strategies.

3. Types of Error

In this section, there are the most useful and commonly used for the descriptive classification of errors. They are linguistics categories, surface strategy, comparative analysis and communicative effect based on Dulay et,. al. theory. [6]

a. Linguistics Category

The linguistics category classifies errors according to their both the language components or the particular linguistics constituents the error effect. Language components include phonology (pronunciation), syntax, and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style) while constituents include the elements that comprise each language component.

Politzer and Ramirez quoted by Dulay introduce their classification as follow:

"The errors were categorized as an aid in presenting the data rather than to create a basis for extensive speculation concerning the sources for the errors. For this reason they were categorized along fairly traditional lines into errors in morphology, syntax, and and vocabulary...The three main categories were further subdivided according to different parts of speech or parts of the sentence..."

b. Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered. The learners may omit necessary items, add unnecessary ones, misform items

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[6] Opcit, p. 150-163

or misorder them. Analyzing errors from them to it to concern with identifying cognitive process that underline the learner's reconstruction of the new language.

Dulay, Burt, and Krashen stated that Surface strategy taxonomy includes errors of omission, addition, mis-formation and mis-ordering as stated by that surface strategy taxonomy highlights the way surface structures are altered, learners may misform items or misorder them.

i.   Omission

Omission errors are characterized by the absence of an item that must appear in a well-form utterance. Language learners omit grammatical morphemes much more frequently than contents words. Content words include nouns, verbs, adjectives and verb.

Example: - Susilo Bambang yudhoyono the president of Indonesia

The correct sentence is Susilo Bambang Yudhoyono is the President of Indonesia

ii. Addition

Addition errors are characterized by the presence of an item which must not appear in well-formed utterance or correct sentence. This type is the opposite of omissionn. There are three types of addition errors.

a) Double Marking

Double marking describe as The failure to delete certain items which are required in some linguistics contraction but not in others.

Example: - He doesn't likes her honey

            - I didn't wrote the letter

b) Regularization

This type is a rule typically applies to a class of linguistic items, such as the class of main verbs or the class of noun. For example:

- eat eated

- sheep sheeps

c) Simple Addition

Simple addition is not a double marking regularization. The use of an item which should not appear in well-formed utterance.

iii. Misformation

Misformation erros are characterized by the used of the wrong form of the morpheme. Misformation errors are categorized into three types, they are:

a) Regularizations

Regularization errors that fall under misformation category are those in which a regular marker is used in place of an irregular marker such in the example below:

– runned for ran

– gooses for geese

b) Archi-form

The selection of on member of a class of forms to represent other in the class. For example: a learner may temporarily select just one of the English demonstrative adjective this, that, these, those to do the work for several of them:

– that dog

– that dogs

c) Alternating form

As the learners' vocabulary and grammar grow the use of archi-form often gives the way to the free alternation of various members of a class with each other. For example: -those dog – this cat

iv. Misordering

Misordring errors characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance. For example : " what you are doing?", you are doing is misordered, it should be : " what are you doing?"

4. The Importance of Teacher's Feedback

As researcher writes in the background of study, There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also translating these ideas into readable text. In many cases, the students would need intervention from the teachers in terms of not only their writing instructions but also their comments on their submitted drafts in order to identify their own strength and weaknesses, which, in the case of the latter, will make the students know how to go about improving themselves and become effective writers. Thus feedback can be considered a pedagogical tool for the students' writing improvement.[7]

Written feedback is an essential aspect of any English language writing course. This is especially true now with the predominance of the process approach to

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[7] Riyani. Bachelor's Thesis: *Improving The Students' Writing Skill Through Feedback at The Second Grade of SMP Negeri 16* (Surakarta: Sebelas Maret University, 2009), 30

D. Another strategy to overcome students' errors

Based on the finding the research by Jannatul Laili the researcher notes that the teacher's strategy to overcome the students' errors is by giving worksheet or exercising. For the first time, the teacher gives worksheet to the student. Then, the teacher asked the student to write it, either descriptive text or recount text. After finishing their work, teacher collects score of students' worksheet. That is to know the grammatical errors that the students produced. Then, He gave the next worksheet to motivate the students to do the best by Giving understanding and practicing continually to recognize part of speech (he or can use both of spoken and written). To know the students achievement, they are tested based on the difficulties student have.

Beside worksheet, the teacher had to have strategy that related to grammar section. It is the way to avoid bored student in the class, one of the ways is by giving feedback. That is kind of information that teacher can say to students about draft essay they have produced.

E. Teaching Writing Skills

The most important factors in writing exercises is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide

Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation. By pragmatically combing these objectives, the teacher can expect both enthusiasm and effective learning.[8]

Choosing the target area depends on many factors; What level are the students, What is the average age of the students, Why are the students learning English, Are there any specific future intentions for the writing (i.e school tests or job application letters etc.). Other important questions to ask oneself are: What should the students be able to produce at the end of this exercise? (a well written letter, basic communication of ideas, etc.) What is the focus of the exercise? (structure, tense usage, creative writing). Once these factors are clear in the mind of the teacher, the teacher can begin to focus on how to involve the students in the activity thus promoting a positive, long-term learning experience.

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[8] Kenneth Beare, " Teaching Writing Skill", (http://esl.about.com/cs/teachingtechnique/a/a_twrite.htm, accessed on June 5, 2011)

required, it is of little use to employ a free expression type of exercise. Likewise, when working on descriptive language writing skills, a formal letter is equally out of place.

With both the target area and means of production, clear in the teachers mind, the teacher can begin to consider how to involve the students by considering what type of activities are interesting to the students; Are they preparing for something specific such as a holiday or test?, Will they need any of the skills pragmatically? What has been effective in the past? A good way to approach this is by class feedback, or brainstorming sessions. By choosing a topic that involves the students the teacher is providing a context within which effective learning on the target area can be understaken.

Finally, the question of which type of correction will facilitate a useful writing exercise is of utmost importance. Here the teacher needs to once again think about the overall target area of the exercise. If there is an immediate task at hand, such as taking a test, perhaps teacher guided correction is the most effective solution. However, if the task is more general (for example developing informal letter writing skills), maybe the best approach would be to have the students work in groups thereby learning from each other. Most importantly, by choosing the correct means of correction the teacher can encourage rather discourage students.

thereby learning from each other. Most importantly, by choosing the correct means of correction the teacher can encourage rather discourage students.

F. Descriptive Text in Terms of Teaching English

One of the text types taught for MTs/SMP student is a descriptive text presented in grade seven. Stanley mentions that description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. In this kind of text, the students are required to "list the characteristics of something and usually deals with the physical appearance of the described thing (Smalley et. al.). In other words, a particular person, place or thing is described in details in this composition.

By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. Thus, in writing a descriptive text the writers should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch. Anderson & Anderson add that descriptive text is different from information reports because they described a specific subject rather than general group.[9]

Besides, Writing is one way to communicate with other people besides speaking, reading, and listening. The word 'writing' seems to be very simple and easy to understand. However, it cannot be ignored. When a student writes a paragraph,

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[9] Nn, " Descriptive text" , (http://teachingenglish4all.wordpress.com), accessed on June 28, 2010

he/she should write not only semantically correct but he/she should also use a correct grammar.

In the school setting, writing plays two distinct but complementary roles. First, it is skill that draws on the use of strategies. Second, it is a means of extending and deepening students' knowledge.

The researcher will analyze the students' problems in using the simple present tense when doing the descriptive writing. I choose this kind of writing because it paints a colorful picture of a person, place, thing, or idea using concrete and also vivid details. I hope that through descriptive writing, the students who still have problems in using simple present tense will be facilitated in using them correctly in a short time.

Wishon and Burks stated that "descriptive writing reproduces the way things look, smell, taste, feel or sound; it may also evoke moods, such as happiness, loneliness, or fear."[10] Callaghan also said that "a descriptive writing creates a clear and vivid impression of person, place, or thing."[11] According to the statements above, the researcher concludes that a descriptive writing should be concrete and detailed, so the readers know and understand what the writer is telling about.

From the statement above, it is clear that descriptive writing uses simple present tense to describe an object. There are so many rules in simple present tense in

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[10] George Wishon E. and J. M. Burks. *Let's Write English* (New York: American Book Company, 1980), 379

[11] Callaghan, M. *"Descriptive Writing", in Macmillan English: Thinking and Writing Process* (Lake Forest: Glencoe. Macmillan. McGraw-Hill, 1988), 138

more attention to the rules in identifying the object's parts, qualities, and characteristics to avoid the readers' confusion.

G. Mistake and Error

As the learner, making errors happen not only isn leaning the first language but also in learning target language. In teaching EFL it is common practice to distinguish between mistakes and errors. A mistake can be thought of as a slip of tongue or pen. The student is able to correct it himself or herself, either completely unprompted or with the guidance of the teacher or other students. An error is much more deeply ingrained. The students might:

· Believe what he or she is saying or writing is correct.

· Do not know what the correct form should be.

· Know what the correct form should be, but not be able to get it right.

Several conditions may cause the errors in learning process. One of them is that errors may arise from the choice of the materials. It includes the presenting of the materials, the ordering of the examples, practicing works or tasks after the examples. As the learners may get many difficulties in learning English, the teacher has to motivate their students and teach them with the right and simple way according to their abilities.

Linguists have different description of error. Some of them also made a distinction between error and mistake. Corder states that the term error tends to be reserved for willful or negligent breaches of rules that are known, or ought to be known by the offender.[12] Meanwhile, Brown defines that an error is noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learners.[13]

In the terms of mistake, Brown states that a mistake refers to a performance error that is either random guess or "a slip', in that it is a failure to utilize a known system correctly. It means that the learners actually have known their own mistakes so that they can easily correct them. In this case the learners have already known the grammatical rules of the mistake. While Norris says that the inconsistent deviation done by the learner is called mistakes; sometimes the learner 'gets it right' but sometimes he makes a mistake.

Dulay et. Al., also stated that errors are flawed side of learner speech of writing. They are those parts of conversation or composition that the deviated norm of mature language performance. In other words, errors are several unrealized mistakes that faced by students in learning process about foreign language; in this case, they have not mastered its grammar yet.

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[12] Corder, S. Pit. *Introducing Applied Linguistics* (Britain: Hazzel Watson and Veney Ltd, 1973), 260
[13] Douglas Brown. *Principles of Language Learning and Teaching* (New Jersey: Prentice Hall Regents, 1994), 205

From the discussion above, it can be concluded that error is a systematic and noticeable results from lack of knowledge of the correct rule. It reflects interlanguage competence of a learner and consistently made by a learner who is unable to make correction. Mistake is deviation in learner language which results from failure to perform learners' competence.

H. Sources of Error

Errors are usually produced by learners when they use grammar, especially in writing. As Brown writes, arise from several possible general sources, namely interlingual errors of interference from the native language, intralingual errors within the target language, the sociolinguistic context of communication, psycholinguistic and cognitive strategies, and no doubt countless affective variables. [14] In the fact, those second language learners' errors are important for understanding of the process of second language acquisition.

(1) Interlanguage errors.

According to Clifford in Brown there are six categories as the causes of interlanguage errors:[15]

(a) Level 0 – Transfer, there is no contrast or difference between the two languages.

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[14] Ibid, 66

[15] ibid, 152-154

(b) Level 1 – coalescence. Two items in the native language are united into one item in the target language.

(c) Level 2 – under differentiation, two items in the target language are considered the same.

(d) Level 3 – reinterpretation, to give new shape to the target language because of interference of semantic form in the native language.

(e) Level 4 – over differentiation, an item is considered the same as in the target language.

(f) Level 5 – spilt, one item in the native language becomes two or more items in the target language.

(2) Intralanguage errors

The second sources of errors that will be discussed in this final project is what is called intralanguage (intralingual) source of errors. Here, Brown considers the significance of the intralingual source of errors, namely those which occur within the target language itself. According to Richard, these types of errors are direct result of the learner's attempt to create language system he is hearing.[16] The interlanguage errors are caused by:

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[16] Jack C. Richards. *Error Analysis* (London: Longman Group. 1974), 6

(a) Overgeneralization, to draw a general conclusion from the previous strategies.

(b) Ignorance of rule restrictions, errors occur because of lack of knowledge of correct English sound pattern.

(c) Incomplete application of rules, the learner fails to apply correct English spelling pattern to different words.

(d) False concept hypothesized, the learners borrow an element from one part of English pronunciation and put it into another.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher uses descriptive qualitative research. According to Donal Ary, in descriptive qualitative research, the data are gathered from the understanding and meaning through verbal narrative and observations rather than through numbers.[1] The description is about the using verb form of simple present tense to the eighth grade students of SMP Muhammadiyah 4 Gadung Surabaya.

In this research, the researcher chooses descriptive qualitative research because simple present tense is already learned in SMP Muhammadiyah 4 Gadung Surabaya. Threrefor, the researcher observe, interview, and take the result of the students' test . Then, The researcher describes all of the data that the writer gets.

B. Source of Data

1. Primer data

The researcher conducts this research in SMP Muhammadiyah 4 Surabaya. The object of the research is the students of the eighth grade and the teacher, the material focuses on simple present tense. The researchers gets primer data from observation, documentation, interview and checklist of errors.

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[1] Donal Ary, *Introduction To Research In Education* (USA: Wadsworth Group A Division Of Thompson Learning Inc, 2002), 426

2. Secondary data

The books are used to get secondary data that related to the research. It aims to make easy the reseacrcher to support the research.

C. Research Instrument

According to Arikunto, Research instrument is a tools or facilities that are used by the researcher in order to collect data. By using this tools, can make the job easier, complete, and systematic.[2] The instruments of this research, the researcher use the teacher and the students as the key. Another instrument was: observation checklist, documentation, interview, and checklist.

1. Observation checklist

The researcher come to English class. Then, the researcher begins to observe. This step aims to find out the students' errors in using verb form of simple present tense and observe the teacher strategies to overcome the errors in using verb form simple present tense.

2. Documentation

The researcher uses tehnique to collect data answer sheet that have been given by the teacher about students' error in using verb form of simple present tense in descriptive texts. After getting answer sheet, the researcher

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[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Reineka Cipta,2006), 149

present tense in descriptive texts. After getting answer sheet, the researcher will anlyze it. And the result of errors on using verb form of simple present tense in decriptive texts will be shown on the table by using checklist

3. Interview

In this step, the researcher interview teachers. The researcher have purpose to add the data about the teacher strategy to overcome the students' errors in using verb form simple present tense in writing descriptive texts.

4. Checklist of errors

The researcher uses this tehnique to use identify and classify about the data of the students' writing score from the test, and it also to describe the kinds of error that have calculated.

Table of errors sentences

NO	Question sentences	Linguistic categories			
		Omission	Addition	Misformation	Misordering

D. Data Collection technique

For collecting data, the researcher comes to class and observe the teacher and the students' activity when the teaching English grammar about the use of simple the

rules in writing descriptive texts was on going in the classroom. And then, the researcher collects data from the test that have been given from the teacher. The next is the researcher starts to analyze the students' work by making a list of the students' errors in using verb form of simple present tense in writing descriptive texts. Based on those errors the researcher begins to conduct an error analysis. The last step is interview, it is useful to get additional information in collcting data to know about students' error in using simple present tense in descritive texts and the teacher's strategy to overcome students' error in using verb form of simple present tense in writing texts.

E. Data Analysis Technique

The researcher uses descriptive qualitative in the data analysis technique. In this research, the researcher does observation to the students in the learning process. Then the writer analyse

1. Identification of errors

   In analyzing data the researcher identify the errors and make a list of student students' errors by underlying the errors that have done by the student

2. Classification of errors

   I will check and classify the sentences that student make whether use the simple present tense correctly or not when they describe their test

3. Tabulation of errors

   In the tabulation the researcher Uses this formula (levin and fox 1994 : 224-25)[3]

   $$P = \frac{F}{N} x100\%$$

   Note :

   P : the total percentage of errors

   F : the total of errors on each type

   N : the total of occurrences of error

4. Drawing of errors

   After caltulating that error, the last step is drawing based on analysis. The researcher makes valid coclusion in the form of simple present tense in descriptive texts. On the other hands, the researcher analyzed data that have got from observation checklist, interview and drawing conclusion of those errors.

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[3] Jack levin and James fox. *Elementary Statistic in Social Reseach*, 6th edition (New York : harper collins college publisher, 1994), 24- 25

CHAPTER IV

FINDINGS AND DISCUSSION

After collecting the data by conducting observation and interview in the research, the researcher explained, organized and interpreted the result. In this chapter, the researcher answered the result of problem of the study. Since this study the researcher intend to analyze the students' errors in using verb form of simple present tense, the cause of errors and the teacher's strategy to overcome that problem.

A. Classification of errors

After finding the students' errors, the researcher started to analyze the data. The source of data of this study was eighth grade students of SMP Muhammadiyah 4 Gadung Surabaya. To find out the students' errors, the researcher classified in to several categories.

1. Students' errors

Afterr conducting the research, the researcher found 70 grammatical errors produced by students in descriptive text. The highest frequency of error occurs in using verb with 31 times (44 %). It is followed by "verb be" as a second rank 16 times (23%). Then, modal auxiliary, 11 times (16%). The lowest frequency of error, in this research occurred only 4 errors (58 %), that are negative form. Another result

of data analyzed, there are 29 errors of addition, 26 of omission, 8 of misformation and 7 of misordering from those 70 errors.

a. Errors in using verb

These errors are the biggest proportion of errors than other types produced by students. They always forget to use suffix –s/es for verb of third person singular, and put verb ing in simple present tense. Here, the researcher describes some errors as follow:

1) He eat fish and meat

2) I giving towel

3) My mom giving a flower

4) It like bark in night

It shows that the student still find it difficult to pay attention. To the existence of a particular rule applied in the English language that is use suffix –s/es for verb singular subject in simple present tense especially in descriptive text. The sentence should have been:

1) He eats fish and meat

2) I give towel

3) My mom gives a flower

4) It likes bark at night

b. Errors in using verb 'be'

The students also failed to recognize the correct form of verb 'be' used in their sentence. The verb 'be' are am, are, and is (construction: 'm, 're, 's). Am is used after the first person singular subject (I). Are is used after the first person plural subject (we), second person singular and plural subject (you, you) and the third person plural subject (they, the boys, cows, etc). Is is used after the third person singular subject (he, se, he, it, the boy, a cow, etc). There are some errors as follows:

    1) The animal in the jungle

    2) I like a cat because it beautiful

The sentences should have been:

    1) The animal is in the jungle

    2) I like a cat because it beautiful

c. Errors in using verb 'has and have'

The verb has is used after third person singular subject (she, he, it, the girls). Have is used after the first person singular (I), after the first person plural subject second (we), second person singular and plural subject (you), the third person plural subject (they, the girls, the students, etc). There are some errors as follow:

    1) Cat have eyes

2) Cat memiliki legs and hands

The sentences above should have been:

1) Cat has eyes

2) Cat has legs and hands

d. Errors in using modal auxiliary

Sometimes students failed to use modal auxiliary in correct sentences, moreover in writing descriptive text. Modal auxiliary (can, could, ad better, may, might, must, ought to, shall, should, will, would) express a speaker's attitudes, "moods."[1]

The errors are as follows:

1) I will protecs it

2) I must can give vitamin

The sentences should have been:

1) I will protect it

2) I must give vitamin

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[1] Betty Schramper Azar.1989 Understanding and Using Englsih Grammar, (New Jersey: Prentice Hall Regents), 68

e. Error in negative form

To make the negative sentence in the simple present tense, we put *do or does not* after the subject. The pattern is: I, we, you, they +Do not+Verb+Conjunction. In this type, the students produce error as follow:

1) I haven't animal again

2) It has not legs

The sentences should have been:

1) I don't have animal again

2) It does not have legs

2. Surface strategy Taxonomy

Based on the classification above, it was found that the subject produced errors on 5 kind of student errors in using verb form of simple present tense in descriptive text. Those errors are classified into the types based on surface taxonomy according to Dulay, krashen, and kurt. They were omission, addition, misformation, and misordering. In order to know which types of the errors belong to, is is important to show wrong sentences, they were 29 errors in addition, 26 errors in omission, 8 errors in misformation, and the last 7 errors in misordering. The example of the student error on the type will be described below:

a. Errors of omission

Omission errors are characterized by absence of an item that must appear in a well-formed sentence. These errors are influenced by absence of grammatical morphemes in a certain construction. The errors of omission based on the data obtained were found as follow:

1) They health

2) Turtle very beautiful

3) It can angry

In the sentence above, errors of omission occurred in is the omission verb be. The sentence should have been:

1) They are health

2) Turtle is very beautiful

3) It can be angry

b. Errors of addition

Error additions are characterized by the presence of an item which must appear in a well-formed sentence. Based on the data obtained were found as follow:

1) It is have a long nose

2) Sakura Flower will looks very beautiful and glamour

The examples above showed that in sentences 1) and 2), the students made errors of addition by applying double marking. These errors occur when the students give more one marker in their tenses. The students of simple addition in which this error occur when one use an item which should not appear in well-formed sentence. The sentence should have been:

1) It has a long nose

2) Sakura Flower will looks very beautiful and glamour

c. Errors of misformation

Errors of misformation are characterized by the use of wrong form of the morpheme or structure. This error occur when the students supplies something although it is incorrect. The errors of omission based on the data obtained were found as follow:

1) Its looks cute

2) Its always meowing

3) Its can sneeze

The examples above showed that in sentences 1) and 3), the students made errors in the types of regulation. The sentence should have been:

1) It looks cute

2) It always meows

3) It can sneeze

d. Errors of misordering

Misordering error is characterized by the incorrect placement of morpheme or group of morphemes in an utterance. The examples were as follow:

1) A weak, it gets vitamin

2) In there, it play with me

The examples above showed that sentences 1) and 2), the students made errors by incorrect placement of adverb of place. Those adverbs should be placed in the end of sentences.. The sentences should have been:

1) It gets vitamin a week

2) It plays with me there

B. The causes of errors

During the process of second language learning, every learner always produces any errors or mistake. Based on finding above, the writer notes that most of the students make errors in using verb form of simple present tense in descriptive texts, I found the errors are caused by both intralanguage and interlanguage errors based on Brown and Richard theory.

1. Interlanguage errors

Interlanguage errors are errors caused by the interference of the learners' mother tongue. Here, I found that the students always produce mistake when they use verb be. Sometimes they omit or add the verb be. It proves that the students are still difficult in using correct be in the sentences. In this case the researcher has example will describe below:

    a. It colors is black and white

    b. it can angry

From the examples above, the students do not care to sentence 'be'. They do not consider that is correct or wrong form.

I the examples below, the students omit the presence of be (is or are). For example:

    a. They health

    b. Turtle very beautiful

    c. This my favorite animal

These types are occur because 'be' does not exist in the students' mother tongue. So the causes of error called over differentiation in which a certain target language item is not form in the native language.

2. Intralanguage language

Intralanguage are errors which reflect the learner competence at particular stage, and illustrate some of the general characteristic of language acquisition. Based on the data, I found the intralanguage error based on Richard, as follow:

1) Overgeneralization

Overgeneralization occurs when the learners create a structure on the basis of his experience of other structures in target language. In the sentences below the students produces errors:

a. It is have long nose

In this case, the students make errors in the addition of be (before verb). The students overgeneralized the verb have/has by adding be before the verb. Verb form of simple presents tense is formed by using called infinitive to or be and when the third person singular subject is present, a suffix –s/-es is added to verb.

2) Ignorance of Rule Restriction

In these types of errors, the students ignore the general target language structure, as in sentences below:

a. Her skin are full colorful

b. The colors is orange, white, and black

These errors are characterized as wrong form of 'be'. The students ignored the restriction on the use of auxiliary be for singular and plural subject. They picked the auxiliaries without considering the correct use of them. The use of auxiliaries be depends on the subject. When the subject of the sentence is singular, the sentences should use *is* instead of *are*. While when the subject is plural, the sentences should use *are* instead of *is*.

3) Incomplete Application of Rules

This cause of errors refers to the students' failure to fully develop a structure, like in sentences below:

a. The animals in the jungle.

b. I like cat because it tame.

c. My elephant smart and strong.

The errors are categorized as omission of be. The students, in this case, failed to apply a complete structure in the Simple Present Tense as they omitted an element that is be. These errors occur since their native language does not require be to make a sentence followed by an adjective, a noun, or an adverb.

They make English sentences as the way they do in their native language. Incomplete application rules can also be found in sentences below:

a. It live in the jungle.

b. It look like people.

c. My family love it.

In the sentences, the students omitted suffix –s/-es from the verb. Because the subjects of the sentences are third singular person, so the students must use verb-s as the predicators. The words live, look, and love should be lives, looks, and loves.

The next sentence, the student omitted the verb like in sentence:

a. It short tail.

From the sentence above, the student seemed to be careless to observe presence of the verb as predicator in the sentence.

4) False Concept Hypothesized

False concept hypothesized derives from the students' faulty comprehension of distinctions in the target language. It may be due to poor gradation of teaching item which lead to students' confusion to distinguish two or more structures.

The following sentences, which are sentences, result from the students' faulty comprehension to distinguish singular and plural form.

a. It is good animals

b. It ear are long

c. It is a wild animals.

The sentences above indicate that the students did not comprehend the structure in singular and plural form. Plural form is a process of adding morpheme (s/es) to plural words while singular form does not need morpheme (s/es) adding. In this case, the students seem confused in distinguish singular and plural form in English language especially in simple present tense.

C. The teacher's strategy to overcome students' errors

Based on finding the result, the researcher found the teacher' strategy as follows:

1. The first meeting

The first meeting was conducted on Monday, 23rd of May, 2011. The topic was favorite animal. The teacher started the lesson by explaining about the generic structure that used in descriptive text, like the using verb form of simple present tense. She also explained time signal that should be used in descriptive text. Having finished the explanation, she asked students understand or not that had been given. Afterwards, she asked the students to do assignment. The assignment is writing about favorite animal, by using simple present tense form. The time is 40 minutes. After finishing the assignment, she asked for students to

collect their work. The last, the teacher closed the lesson by saying thanks to the students and saying goodbye.

2. The second meeting

This meeting was conducted on Monday, 31st of May, 2011. The topic taught was still favorite animal. After the first meeting, the teacher found most of errors in students' work. She tried to overcome that problem by using teamwork. The researcher distributed the students' worksheet again. She made some groups; they are divided into three groups. Then, she asked for students to do the assignment in teamwork.

In team work, the students sometimes asked the teacher when they found any difficulties. The researcher checked their work by asking them in groups to read their work in front of the class based on the plot of the story. This time, it was not hard either to ask them to come forward in groups and read their work. The other students also paid attention to the group in the front and sometimes responded to what they read and did. Their writings were mostly still simple but it was more and better than the previous.

While this case, the teacher also gives feedback to the students that still made mistake. That is kind of information that teacher can say to students about draft essay they have produced. They also seemed to have better understanding about the way of constructing simple sentences. Most of the students could

construct sentences correctly when they were asked to write a simple composition. The teacher had applied better control towards the students' behavior in the class. So that, the teaching and learning process could run smoothly and the students could concentrate well. At the time, the students and did their assignment well when she give them a duty in descriptive text.

From the result of research above, it can be concluded the strategy that had been implemented by the teacher is success or effective. Due to the fact that, the strategy that has been applied is appropriate for indicators of teaching strategies. The strategy makes students actively participate in teaching learning process. Student can cooperate each other by doing assignment together. Also, the students who have capability of under level can be able to work each other with clever students.

Particularly, the result of research, team work is much related to feedback. In this case, team work is always applied for teacher to lack of facilities in the class, the different capability of students and the different proclivity of their selves.[2] While feedback is applied for all condition in the teaching process. Feedback is appeared after team work.

On the other hand, team work has strong and weakness. The strong are:

a. Students are more active in group for learning teaching process

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[2] Ahmad Sabri. *Srategy Belajar mengajar* (Padang, Quantum Teaching, 2005), 60

b. The teacher might pay attention to the capability of students

c. By Team work, the students might develop their leadership's talent and increase the discussion's skilled.

While, the weakness of teamwork is:

a. The active students dominate the passive students

CHAPTER V

CONCLUSION AND SUGGESTION

Having finished the result of the study, the researcher will present conclusion and suggestion.

A. Conclusion

1. Based on the finding. It shows that the students made a lot of grammatical errors. There were 5 kinds of students' errors. There were classified as follows: errors in using verb forms, errors in using verb 'be', error in using verb 'has and have', error in using modal auxiliary, error in negative form. Besides, those errors are classified into their types based on surface strategy taxonomy according to Dulay. They were omission, addition, misformation, and misordering.

2. Based on the analysis above, the researcher concludes that the students produced errors are caused by addition and omiting of be (before and after verb), the students ignore the general target language structure, the students' failure to fully develop a structure, the students did not comprehend the structure in singular and plural form. Based on the theory of Brown and Richard, that is caused by both mother tongue influence (interlinguage errors) and target language causes (intralanguage errors). The interlanguage errors are caused by over differentiation and the intralanguage errors, consist of

52

overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

3. Based on the findings, the researcher found that the teacher strategy to overcome the students' errors was by using teamwork. In this activity, the students are more active in group for learning teaching process. The researcher distributed the students' worksheet again. She made some groups; they were divided into three groups. Then, she asked for students to do the assignment in teamwork.

   At the result, The strategy that had been applied by teacher was success, because that The strategy makes students actively participate in teaching learning process. Student can cooperate each other by doing assignment together. The passive students can work each other with active students.

B. Suggestions

Based on the result of study, I offer some suggestions to the teachers to improve the students' ability in using the simple present tense in using verb form of simple present tense especially in descriptive text. The suggestions are mentioned as follow:

1. The teacher should be clever in choosing the appropriate techniques that can both change the students' attitude towards writing and improve the students' writing skill. One of the strategies they can use is through the teacher's feedback.

2. The teacher should give clear explanation about grammatical rules, for example in simple present tense. That are likes verb form, verb be, modal auxiliary, and the using of verb has and have. In order to the students can apply those rules correctly both in oral and written ways.

3. The teacher can also use team work to overcome students' error; this strategy is useful to make easier in teaching learning-activity.

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