

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communication tool as statement and expression that has meaning through human articulation. It means that someone uses language to communicate and share idea, feeling, and information to each other in daily life contexts. It shows the main function of language as the medium of communication. Some countries consider English as the second and foreign language to be learnt.¹

Today, English has been the most important foreign language the world. We can communicate with other people in the world by using English. In Indonesia, English is the first foreign language taught from elementary level to university.²

In Indonesia, English has very important role in technology and scientific advances; instruments such as computer and internet use English. Meanwhile, a lot of textbooks, newspapers and magazines are printed in English. English is also used as a means of communication within international trade and business. Consequently, people who want to have access to them should English well.

Realizing the growing demand of English as an international means of communication, it is reasonable that our government places English as a

¹Endang Fauzianti, *Teaching of English As a Foreign Language*, Surakarta: Muhammadiyah University Press, 2002, p.169.

crucial subject in our education system. Projects have been conducted in order to improve English teaching and learning in Indonesia one of which is by revising the English curriculum.³

The certainly of English learner is giving good discourse in grammar. While grammar or grammatical form is important for students who are learning English, because it can help them to have full competence in English. The students will be easy to learn if they master grammar or grammatical, not only in writing but also in speaking.⁴

Writing is one of important skills because students' skill can be measured by it. They are grammar and vocabularies, it will be good, if the mastery them. Beside that, they must have some ideas in their mind to explorer that shown in their writing. Writing is a highest level for the study in learning English because it is difficult skill.

In addition; writing is not only mastery grammar and vocabularies, but also part of class and kind of text. There are kinds of text in writing. They are exposition, description, argumentative, and narration. One of them is description text, the writer uses this text to the study, it is caused; it is use to be of simple present tense and familiar. According to Sanggam Siahaan and Kisno Shinoda; description is a written English text in which the writer

²Ida Nurmila, *The Student's Strategies in Composing Comparison and Contrast Essay by the Fifth Semester of English Department Students of the State Islamic College of Palangka Raya*, thesis, 2011, p.1.

³Tias Evi Hidayah, *A Correlation Between Student's Mastering of Past Tense and Their Achievement in Writing Recount (The Case of Eleventh Year Students of SMA Weleri in the Academic Year of 2006/2007)*, University Semarang, Thesis, 2007, p. 3.

⁴Endang Fauzianti, *Teaching of English as A Foreign Language*, Surakarta: Muhammadiyah University Press, 2002, p.169.

describes an object. In this text, the object can be a concrete or abstract. It can be a person, or animal, or a house, or camping. It can be about topic.⁵

There are some factors should be mastered by the students. One of them is grammar. A grammar as the important part of English, it is must be mastered in order to be able to construct English sentences.⁶ Grammar is concerned with the formatting and arranging word into sentences. One of the basic sentences that are used to communicate in the daily activities is the Simple Present Tense.⁷ Grammar is very essential to develop language skills. Grammar enables the students known the rules, norms and the sciences of the combination of words. Grammar is one of the important elements that language learners should know in learning language.⁸ It is important to know grammar, especially about tenses. According to Hornby: tenses are any of the forms of verbs that may be used to indicate the time of the action or state expressed by the verb.⁹

The tense is definitely seen in the form of the verb in a grammatically sentence which shows the relation between the activity mentioned and the time when the time the activity is carried out. Basically the tense is grouped into the present and the past tense. The present tense indicates the present

⁵Sanggam Siahaan & Kisno Shinoda, *Generic Structure*, Yogyakarta: Graha Ilmu, 2008, p.89.

⁶ Andrew Radford, *Syntax*, New York: Cambridge University Press, 1998, p.1.

⁷Ag. Bambang Setiyadi, *Teaching English as A Foreign Language*, Yogyakarta: Graha Ilmu, 2006, p.23-24.

⁸Sri Wardaningsih, *Problems in Applying of the Simple Present Tense at the First Year Student of Islamic Junior High School of An-Nur Palangka Raya*, thesis, 2009, p. 2.

⁹ A.S Hornby, *Oxford Advanced Learners Dictionary*, New York: Oxford University Press, 1995, p. 205.

time and the past tense indicates the past time. The two tenses are developed by combining them with the simple, continuous, future, and the perfect form.

In relation to the statement above, the students of MA Muslimat NU have studied about simple present tense. In learning tense, there were many students had some difficulties. The common difficulties faced by the students were in using tense. It is known that, there three kinds of main tense; they are simple present tense, past tense, and future tense. The difficulties of students were: They did not understand how to make sentence in nominal sentences, still confuse to use and especially in simple present tense.

In this study the writer only focuses the discussion about simple present tense. According to Azar, simple present tense expresses events or situations that exist always, usually, habitually; the exist now, have existed in the past, and probably will exist in the future.¹⁰

Based on the explanation before, the writer was interested in conducting a research on the matter deeply. So, to know further information about that, the writer intends to conduct a research entitled:

“The Analysis of Nominal Sentences of Simple Present Tense in Descriptive Text Used by the Tenth Grade Students of MA Muslimat NU Palangka Raya”

¹⁰ Betty Schramper Azar, *Understanding and Using English Grammar 2nd Edition*, Jakarta: Binarupa Aksara, 1993, p. 3.

B. Problems of the study

From the background of the study, they are two problems. They are:

1. How did the tenth grade students of MA Muslimat NU Palangka Raya using form nominal sentence of simple present tense in the written descriptive text products?
2. What factors did contribute to their difficulties in using nominal sentence of present tense in writing descriptive text?

C. Objectives of the Study

Based on the problems above, so the objectives of this study are:

1. To know the extent of ability the tenth grade students of MA Muslimat NU Palangka Raya on using nominal sentences of simple present tense in writing descriptive text.
2. To find out factors contributing to difficulties of nominal sentences of present tense usage in descriptive text as written by the tenth grade students of MA Muslimat NU Palangka Raya.

D. Significances of the Study

In this study, there has two significances; they are theoretically significance and practically significance. Theoretically, the result of the research is expected to strength the exist theory and to improve the students in using nominal sentences of present tense in writing descriptive text correctly.

Others can use it practically, for the teachers, by reading the result of this study they can provide new information concerning the students' using

nominal sentences form of present tense in descriptive text writing, so they can find new methods to anticipate the making of difficulties and also to improve their teaching ability. For the students, the result of this study can provide information and evaluation, so they will try to avoid the same difficulties in the next time.

E. Limitation of the Study

Focus on the written products of the tenth grade students using nominal sentences of simple present tense in writing descriptive text.

F. Definition of Key Terms

The key terms of this study is an analysis of nominal sentences of simple present tense used in descriptive text for the tenth grade students' of senior high school. The objective of this study is the usage of present tense form of nominal sentence in descriptive text.

Before going to the next discussion, the researcher explains the definition of analysis based on the website in <http-www>:

In linguistics, analysis is a study carried on a language to research that language structure deeply.¹¹ According to Marzuki, an analysis in a study is aimed to narrow and limit discoveries to be a regular data, arranged, and more valuable. The process of analysis is an effort to obtain the answer of questions about the formulations and lesson or something we acquired in research project.¹²

¹¹ Grace. http://www.analysis_linguistics/status/definition/html, online on March 5th 2012.

¹² Marzuki, *Metodologi Riset*, Yogyakarta: Fakultas Ekonomi UII Yogyakarta, 2000, p.87.

From the description above, it can be summarized that the analysis not only analyze to find out errors from the object study but also to make a certain unit into detailed parts. So the entire component from the object of the study is understood well in the context the researcher analyzes the text to identify.

English analysis is analysis about the flawed of language learner occur in speech or writing. In this research, the writer will analyze of simple present tense of to be applied in written descriptive text. The simple present tense is a tense says something was true in the past, is true in the present, and will be true in the future and also to express habitual or everyday activity. Writing as a process is oriented toward work in progress and development of new skills, rather than merely evaluative tasks, the classroom practices, therefore, will vary from each other.¹³

According to Peter Elbow in Brown states, writing is a way to end up thinking something you couldn't have started out thinking.¹⁴

Based on these definitions, we can say that writing is a process or an act to explore the ideas and express them in the writing form in order to make them concrete and visible.

In addition; Writing is never a one-step action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read

¹³Endang Fauziati, *Teaching of English as A Foreign Language(TEFL)*, Surakarta: Muhammadiyah University Press, 2002, p.151.

¹⁴ H.D Brown, *Teaching by Principles...* p. 335.

over what you have written and make changes and correction. You write and revise again until you are satisfied that your writing expresses exactly what you want to say.

The process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revision.¹⁵

E. Outlines of the Study

In order to give the guidance for the writer and the readers in understanding the research paper, the writer makes an outline about the content of the research as follows:

Chapter I : Is introduction that consists of background of the study, problems of the study, objectives of the study, significances of the study, definition of key terms, and outlines of the study.

Chapter II : Is review related literature that consists of previous studies, tense, English tense, simple present tense, descriptive text, definition of difficulty, and theory of SLA (Second Language Acquisition), and frame of thinking.

Chapter III : Is research method consists of time and place of the study, approach and type of the study, subject and object of the

¹⁵Alice Oshima & Ann Hogue, *Writing Academic English, Third Edition*, White Plains N Y: Addison Wesley Longman, 1999, p.15.

study, the techniques of collecting the data, endorsement of data, and data analysis procedures.

Chapter IV : Is the result of the study.

Chapter V : Is closing.