OMISSION: COMMON SIMPLE PRESENT TENSE ERRORS IN STUDENTS' WRITING OF DESCRIPTIVE TEXT AT ELEVENTH GRADE OF SMK NEGERI 5 LUWU

A THESIS

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ABSTRACT


This research aims at finding out the common omission errors in using simple present tense in writing descriptive text at eleventh grade of SMK Negeri 5 Luwu. The researcher used purposive sampling technique and the researcher took 10 respondents of class XI TKJ at SMK Negeri 5 Luwu. The instrument of this research is the writing test. This research used qualitative method. The result of data shows that from 10 respondents there was 53 reverse by respondents. The errors that are mostly made by respondents were of omission, misformation, addition, and misordering. Based on the research finding was show that the common omission errors made by respondents in using simple present tense in writing descriptive text at eleventh grade of SMK Negeri 5 Luwu are: omission of verb inflection, omission of plural marker, omission of article, omission of auxiliary verb to be, and omission of preposition, omission of conjunction and omission of subject. Most of the respondents did not add the important form in the sentences such as; verb inflection, plural marker, articles, auxiliary verb (to be), proposition, conjunction and subject for to be complete sentences because they still confused to use it.

Keywords: Omission, Simple Present Tense, Descriptive Text
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The researcher realizes that this research thesis is still far from perfection. Therefore, all suggestions will be highly appreciated.

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CHAPTER I
INTRODUCTION

1.1 Background

In Indonesia, English has been a formal subject at school since elementary school. Students are required to master four language skills in English namely listening, speaking, reading, and writing. Teaching English is very important because English is a foreign language in Indonesia. Success in teaching and learning English is the goal to make students master English as an international language. Students need language to communicate and interact with others. But there are still many students who find it difficult and make mistakes in learning English as a foreign language because it has a big difference between English and Indonesian. A foreign language is not the same as learning the first language. Sometimes students who learn a foreign language will make mistakes in using spoken or written language.

In English learning process, students must mastery four aspects of English skills that must be possessed such as, listening, speaking, reading, and writing. There are also four components of language that must be known such as grammar, pronunciation, spelling, and vocabulary. Writing is one of the productive skills in language learning. In writing, students can express the ideas complimentary without face to face without the readers. According to (Fitria, 2019) writing is the skill where the students produce certain ways into good paragraphs. It can be conclude writing is an activity to explore their ideas and compose into a good text. Students' writing is students' activity in learning English to improve the idea into a good sentence or paragraph.

In curriculum 2013, there are some types of text that should be learned by Vocational High School, they are recount text, narrative text, procedural text, and descriptive text. This research focuses on descriptive text. Descriptive text is the type of text to tell about places, things, and peoples. The descriptive text is having a generic structure; first, identification is introducing where or who is the subject is being described. Second, the descriptive text also described qualities and characteristics of the supporting part of the paragraph which describe in detail to
assist the reader to see and feel the subject. Descriptive is also used to description of a person, description of places, and description of things.

There are many rules in grammar that cannot be omitted. They are articles, parts of speech, sentence pattern, tense, etc. It is known that English grammar is different from Indonesian grammar. In grammar there are many tenses; a simple present is one of them. According to Mansyur & Nurholis (2008), simple present tense is a sentence describing the current work or daily activities (habitual action). It can be concluded Simple present tense is a structure in writing which is used to explain something that is happening now and explain about daily life. In simple present tense there are two types such as verbal and nominal (non-verbal). Verbal sentences are sentences using a verb. And nominal sentences are the sentences that are not using a verb, it just using adjective, noun, and adverb.

However, based on the previous research from Masruddin (2019) at class D of sixth semester of English Education Department at IAIN Palopo, the research shows that result omission errors were found as the highest of occurrence which was 47.05% which revealed that in the class D of sixth semester in English Education Department at IAIN Palopo still made errors in using simple present tense in writing descriptive text. The omission errors are dominated by omission of auxiliary verb (be). This omission can be seen in the sentence “The books on the sofa” which is not correct and should be like “the books are on the sofa”. The next types of omission errors are the omission of verb inflection (marker –s/ -es). It can be seen in the sentence “The owner of the room put his books”. Since it should be in simple present tense form, the verbs should be added with –s / -es marker particular subject. The correct sentence should be “The owner of the room puts his books”. Based on the explanation above, the researcher is interested in conducting research entitled "Omission: Common Simple Present Tense Errors in Students' Writing of Descriptive Text at Tenth Grade of SMK Negeri 5 Luwu.

1.2 Problem Statement

Based on the background above, the researcher formulates the problem of the statement as: “What are common omission errors made by the students’ in using simple present tense in writing descriptive text at eleventh grade of SMK Negeri 5 Luwu?”
1.3 Objective of the Research

In relation to the problem statements above, the objective of the research is: to find out the common errors omission made by students’ in using simple present tense in writing descriptive text at eleventh grade of SMK Negeri 5 Luwu.

1.4 Significances of the Research

The result of this research is expected to give a contribution to language learning theoretically and practically. Theoretically, this research is expected to give a real portrait of the Indonesian students' ability and the errors made by the students in using simple present tense in writing descriptive text. Practically, can give much information about the students' ability in using simple present tense in writing descriptive text. So, the teacher can help the students to solve the difficulties they face and the students more careful in using simple present tense in writing descriptive text.

1.5 Scope of the Research

This research focuses on the analysis of students’ errors in writing descriptive text at SMK Negeri 5 Luwu as a limit in using simple present tense especially their omission (omission of auxiliary verb to be, verb inflection, article, preposition, conjunction, and subject).

1.6 Operational Definition

1. Omission is identified the incomplete of an item or morpheme in the sentence.

2. Simple present tense is a sentence structure which is used in writing to describe or express general fact and daily life.

3. Error is something wrong with learning English made by students.

4. Descriptive text is one of the kinds in writing to describe, identification about someone, place, thing, etc.
CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Omission

   a. Definition of Omission

      Omission is parts of analyzed of errors. Dulay et al., (1982), stated that
      omission is characterized by the absences of an item or morphemes that must
      appear in a well – formed utterance. (Hidayati, 2014) argue that, omission means
      leaving out an item that is needed to make the sentence correct. Furthermore, in
      opinion (Rusmiati, 2019), omission just reversed to the first one, this sort of error
      is signified by the absence of certain item which is required in a sentence. For
      example I not cook last night. This sentence needs an auxiliary. To make it
      correct, did is inserted: I did not cook last night. Kusumawardhani (2017) stated
      that error of omission is the missing of some elements which should exist.

      In addition (Abdullah, 2013) stated that errors categorized as ‘omission’ is
      sentences that do not contain some elements that must exist in the sentences.
      While Masruddin (2019), omission error occurred when the learners omitted some
      required components from their sentences. The learners omitted components
      which wes/were necessary for their sentences to be considered grammatically
      correct.

      Based on the opinion above, it can be concluded that omission is a matter of
      morpheme (adverb, auxiliary, verb inflection, an article) items in a sentence so
      that this sentence is incomplete.

   b. The Types of Omission Error

      Dulay et al., (1982) explain that there are two types of omission errors; they
      can be described as follows:

      1) Omission of the Content Morphemes

      Omission of the content morphemes is the omission of morphemes that
      carry much meaning of a sentence, for examples are nouns, verbs, adjectives, and
adverbs. Example: “He him nothing.” In this sentence, omits a verb and also third singular marker –s. The correct sentence; ‘He gives him nothing’.

2) Omission of Grammatical Morphemes

Omission of grammatical morphemes is omitting the morpheme that does not carry much meaning. In other words, it plays a minor role in conveying the sentence meaning. This type includes inflections in verbs and nouns (the –s in bags and chairs, the –ed in watched and lived, the –ing in looking and buying), the preposition (in, on, at, under, etc.), conjunction (and, or, but, because, etc.), verb auxiliaries (to be, will, must, etc.), and the article (a, an, the). Example: “He is handsome boy”. In this sentence, indefinite article before a singular countable noun is omitted. It should be “He is a handsome boy”.

Based on the opinion above, it can be concluded that there are two types of omission errors namely, omission of content morphemes is the removal of meaning from one of the type morphemes, and omission of grammatical morphemes does not carry the burden of meaning.

c. The Typical of Omission

Omission is characterized by the absences of an item or morphemes that must good sentences. There are some the typical error such as:

1) Omission of auxiliary verbs (to be)

Omission of auxiliary verbs was the kind of omission error that mostly made by the students. Example: The shoes on the chair. Those sentences are not grammatically correct because the missing of auxiliary verbs or be before adjectives. The sentences should be: The shoes are on the chair.

2) Omission of verb inflection (marker –s/ -es)

The students made omission of verb inflection (marker –s/ -es). Since it should be in simple present tense form, the verbs should be added with –s/-es marker for particular subject. Example: Lulu wear blue shirt. Those sentence have errors because the missing of –s. the correct sentence is “Lulu wears blue shirt”.

3) Omission of Preposition

The students made omission of preposition (at, of, to, on, in, after, before, etc) because leaving out in the sentences. Example: The University Cokroaminoto
The University of Cokroaminoto is located in Palopo. The sentence incorrect because missing preposition, the correct sentence is “The University of Cokroaminoto is located in Palopo”.

4) Omission of articles
The students made omission of article (a, an, and the) because did not contribute the article before using noun. Example: “I have book” the sentence incomplete because did not contribute article before using noun, the correct sentence is “I have a book”

5) Omission of conjunction
The students made omission of conjunction (and, before, after, so, and etc) because they did not contribute the conjunction to connected with the other words.

6) Omission of plural marker
The students made omission of plural marker (–es /–s) because the students did not add suffix –es /–s in the ending of plural noun.

Based on the explanation above, it can be concluded the typical of omission errors that, the students confused to using auxiliary verb, verb inflection, preposition, conjunction, and plural marker.

2. Tense

a. Definition of Tense
Muhsin (2016) define that, tense is a systematic structure to describe different forms of verbs that showed the time of action. Furthermore (Junaid et al., 2014) state tense mean time. So, the disclosure of an activity or activity is disclosed taking into account the time the event occurred. Supported by (Kamisah et al., 2019) states that, tense is a verb to show the time that happen in now, in the future and the past. In tense, the students study about how they must produce sentence in different form.

In addition (Susanti, 2017), tense is media to learn about where the accident happened in a story. Besides, we can know if time can spare become three parts, they are present, past, future. Pereira & Mosa (2017) stated that, tense are a verb form which shows the time of an action or event, for example, I will go (mean future) I am sitting means present), I saw him (means past). Whereas a word or phrase such as yesterday, today, the day, after tomorrow act is kinds of time to indicate an action or event.
Based on the opinions above, it can be concluded that tense is one part of grammar that is used to express time when happened occurrence.

**b. Kinds of Tense**

Mansyur & Nurholis (2008), define that tense is form of time. Scope of use of sentences is divided into three times, namely: present, past, and future. Progressive, form is in process. Continuous / progressive, form in process. Perfect, forms are in process, and perfect continuous is forms in progress. In English, divided to four parts, namely:

1) **Present tense**
   
   Present tense is an activity or current event. Present tense has 4 types according to their function, namely:
   
   a) Simple present tense – do, does
   
   b) Present continuous tense – am, is, are
   
   c) Present perfect tense – have, has
   
   d) Present perfect continuous tense – have been, has been

2) **Past tense**
   
   Past tense is tenses that are used to declare events that took place in a specific time, event that took place in the past, or events that occurred sequentially in the past. Past tense has 4 types, namely:
   
   a) Simple past tense – did
   
   b) Past continuous tense – was, were
   
   c) Past perfect tense – had
   
   d) Past perfect continuous tense – will have been/ shall have been

3) **Future tense**
   
   Future tense is tenses to express time after know but can also express our action in the future. There are 4 types future tense, they are:
   
   a) Simple future tense – will / shall
   
   b) Future continuous tense – will + be / shall + be
   
   c) Future perfect tense – would have / shall have
   
   d) Future perfect continuous tense – had been

4) **Past future tense**
Past future tense is an expression that indicates action or situation in the future from the view of the past. There are 4 types of past future tense, they are:

a) Past future tense – would/ should
b) Past future continuous tense – would be/ should be
c) Past future perfect tense – would have / should have
d) Past future perfect continuous tense – would have bee/ should have been.

Based on the explanation above, it can be concluded that tense is a form of time consisting of four parts, namely simple, continuous, perfect and future. From the four parts are divided into four kinds. So there are sixteen tenses according to function and situation.

3. Simple present Tense
   a. Definition of Simple Present Tense

   Simple present is structure in writing which is used to explain something that is happening now and explain about daily life. Furthermore, Indriani (2019) argue that the simple present tense is used to describe a routine activity, general facts, and future time. Mansyur & Nurholis (2008) define that simple present tense is a sentence describing the current work or daily activities (habitual action). In addition, (Pereira & Mosa, 2017) stated that simple present tenses is very important to be mastered because present tenses are used to express the activities often happens, habitually occurs in daily life. Simple present tense is the tense for the description, definition and statement of general truth (Fitria, 2019). Therefore, (Vera et al., 2016) said that simple present tense is important as the basic rule for the students to make and use sentences in writing. Simple present tense is used to describe routines or habits. Simple present tense relates to the daily activities and to talk about the general truth. The simple present tense is the tense that has specific characteristics (Siswoyo, 2016).

   Based on the statements above, the researcher can conclude that simple present is tense used to express, describe about daily life, and express the general statements of fact.
   
   b. The Patterns of Simple Present Tense

   1) The affirmative form

   a) Positive/affirmative form
S + Verb 1 + O  
Example: He drinks a cup of coffee every morning  

b) Negative form  
S + Do/Does + Not + Verb 1 + O  
Example: They do not cook every day  

c) Interrogative Form  
Do / Does + S + Verb 1 + O  
Example: Does she cook every morning?  

2) Verbal Form  
S + V\_1+s/es + O/C  
S = Subject (I, You, They, We, She, He, It)  
V1 = bare infinite (first form verb)  
s/es = addition of s/es suffix at the end of the verb according to object  
O = object  
C= complement  
Example: she washes the plates  

3) Nominal Form  
S + to be (am, is, are) + non Verb  
S = Subject (I, You They, We, She, He, It)  
To be = am, is, are  
Non- Verb = noun, adjective\ adverb  
Example: They are in the library read a novel  

c. The Usage of Simple Present Tense  
   Junaid et al., (2014) state that usage of simple present tense are:  
   1) States an event, action that is carried out continuously and express daily habits or usual activities.  
   2) States an event or action that is common and cannot be denied or express general statements of fact.  
   3) Can replace the present continuous tense if it will state an event or action which used non action verb.  
   4) States an event or action that will really happen in the future
Based on the statement above, the researcher can conclude the usage of simple present tense is to tell of about daily life, statement real general, and the fact the occur in the future.

d. **The Characteristics of Simple Present Tense**

   The characteristic of simple present by (Junaid et al., 2014), they are:

   1) Time signal that is often such as every day, every week, in the morning, once a day, twice a week, and today.

   2) Used adverb of frequency such as always, usually, often, seldom, rarely, ever, never, sometimes, once in a while, steadily, occasionally, regularly, generally, and normally.

   3) The type of auxiliary verb used in the form of negative sentences and question sentences in verbal sentences is do/does according to the type of subject. If the subject is a single third person, then the to do used is does, whereas for subjects other than the third person use do.

   4) To form negative sentences in nominal, adjectival and adverbial sentences in simple present tense, we only need to add the word 'not' after to be. While to form a question sentence, to be used in that sentence only needs to be moved to the front of the sentence before the subject.

Based on the statement above, it can be concluded the characteristic of simple present tense are using words every day, every week, today and in the morning, always, sometimes, etc.

4. **Errors**

   a. **The definition of errors**

   Error is something wrong in learning English, such as wrong in used structure or choice words, etc. according to (Dulay et al., 1982) error are the flowed side of learner speech or writing. Vera et al., (2016) argues that error is systematic and different grades make different error English teacher realize that English is one of the difficult subject because the construction of sentence in English is different from Indonesian language. Meanwhile, in opinion (Ellis, 1997) errors reflect gaps in a learners' knowledge.
Based on the statements above, the researcher can conclude that errors is a something wrong in learning English which is caused by lack of knowledge of the systematic of writing and need explanation.

b. The definition of error analysis

Siswoyo (2016), error is one of vital things in language teaching because the language teacher knows the lack of the students as the language learner. Furthermore, (Masruddin, 2019) states that errors analysis is the study and analysis of the errors made by students analyzed, error also can divided into some parts. In addition, (Agustina & Junining, 2016), stated that error analysis is a theory developed by the researchers to dig and acknowledge the learners” problems in learning second language.

Based on the statements above, the researcher can be concluded, errors analysis is the identification, classification, description the errors made by the students.

c. Errors and Mistakes

In order to analyze the errors in the use of simple present tense, it is necessary to make distinction between errors and mistakes. Mistake is different from error. Muhsin (2016), defined that mistake is a fault that is made by the learner, and they can make a correction. Meanwhile, error is a fault that is made by the learner, and he or she is unable to make a correction. Meanwhile, (Ellis, 1997) state that errors reflect gaps in a learners' knowledge. They occur because the learner does not know what is correct. While, mistakes reflect occasional lapses in performance, they occur because the learner is unable to perform what he or she knows.

In addition (Nurjannah, 2017) the difference between error and mistake can be drawn is that error refers to competence on systematic, whereas mistake refers to performance, and it is unsystematic. Errors are seen as a systematic deviation made by learners who have not yet mastered the rules of L2. A learner cannot self-correct his/her errors because they are a reflective product of his/her current stage of L2 development. Whereas, mistakes are defined as a random
confirmation slip caused by tiredness, excitement or other sources, and the learner can readily self-correct his/her mistakes (Amara, 2015)

Based on the statements above, the researcher can conclude error and mistake has different. Mistake is an error that occurs because the student does not know the rules in writing, while error is an error made by students because they cannot use their knowledge about systematic writing.

d. The types of errors

According to Dulay et al., (1982) errors have four types based on linguistic a categories namely: linguistic category, surface strategy taxonomy, comparative analysis, and communicative effect.

1) Linguistic category

This linguistic category taxonomy classifies errors in respect to language component the errors affects. Language component include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

2) Surface strategy taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. Analyzing errors from this taxonomy holds much promise for researchers as it is concerned with identifying cognitive processes that underlie the learners’ reconstruction of the new language. This also gives us consideration that students’ errors are not the result of laziness or sloppy thinking but are based on some logics, as the result of the learners’ use of interim principles to produce a new language. Those types of errors which belong to surface strategy taxonomy are:

a) Omission

This type of error is characterized by the absence of an item, which must appear in a well-formed utterance. Certain linguistic forms may be omitted by the learner because of their complexity in production. For example, She a teacher in the school. Those sentences are not grammatically correct because the missing of auxiliary verbs or be before adjectives. Since the simple present tense needs be as
well, it is necessary to put the auxiliary verbs or be after subject and before adjective. The well formed is “She is a teacher in the school”

b) Addition

This type of error is characterized by the presence of an item, which must not appear in a well-formed utterance. It means that learners not only omit elements, which they regard as redundant, but they also add redundant elements. This error type is divided into subcategories namely: double markings, regularization, and simple addition.

c) Misformation

This type of error is characterized by the use of the wrong form of the morpheme or structure. This error has three subcategorized, namely: regularization, archi-forms, and alternating forms.

d) Misordering

This type of error is characterized by the incorrect placement of a morpheme in an utterance. For example: there are many things not in that place. It should be “many things are not in that place”.

3) Comparative analysis taxonomy

The classification of errors in a comparative taxonomy is based on comparison between the structure of second language acquisition errors and certain other types of constructions. These comparisons have yielded the two major error categories in this taxonomy: developmental errors and interlingua errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors and other errors.

4) Communicative effect taxonomy

The communicative effect classification deals with errors from the perspective of the effect on the listener or reader. This taxonomy focuses on distinguishing between errors that seem to cause miscommunication and those that do not (local error).

Based on the explanation above, the researcher will use surface strategy taxonomy to analyze the errors made by students.
5. Writing
   
a. Definition of Writing

   Writing is a process carried out by someone to express ideas and contents of written thought. According to (Crestiani, 2019), defined writing as communicative act, a way of sharing observation, information, though, or ideas with ourselves and others. Writing encourages students to specialist in accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds (Harmer, 2005). In addition (Autila, 2017) argue that writing is some steps of mental action of inventing, organizing, reviewing, editing, and revising ideas into words by writer own style with specific purpose to be clear for the reader until the writer satisfied that his writing expresses exactly what he want to say.

   Based on the statements above, the researcher can conclude writing is a right brain activity that has the skill in expressing ideas with communicative action through observing information with ourselves and others.

b. Types of Writing

1) Narrative

   Kusumawardhani (2017) define narrative as a basic writing strategy for presenting past event or activities. Narrative is a type of writing to tells about fantasy and real stories.

2) Descriptive

   According to (Yoandita, 2019) Descriptive text is a text which is intended to describe a particular person, place, and thing. Descriptive is types of writing describe about something.

3) Exposition

   According to (Irwan et al., 2018), Analytical exposition provides the writer’s opinion about something that happens in the society. Exposition is the types of writing to explain the ideas.

4) Report

   Report is types of writing which is almost the same as the description because it explains the details of fact.

5) Recount
Autila, (2017) argue that recount text is a text that tell experience or past event to the reader. The aim of a recount is to give the audience a description of what occurred and when it happened. Recount is the types of writing to explain to the reader what happened.

6) Procedure

Febriyana et al., (2019) define that procedure text means a text to explain how something can be done through a sequence of steps. Procedure text is the types of writing used to explain the steps to make a something.

7) Explanation

Explanation is the types of writing used to explain the cause of the phenomenon or a series of events.

c. The Aspect of Writing

In (Syahputri & Masita, 2018), aspect of writing consists of grammar, form, mechanic, vocabulary, and style. The following aspect can be explained as follows:

1) Grammar

Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

2) Form (organization)

Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

3) Mechanic

Mechanic is the use of the graphic convention of the language we have to pay attention the use of the punctuation and applying of the word of sentence. Function is very determiners whiter the writer can clear for the reader.

4) Vocabulary

Vocabulary is the most center aspect in teaching a language mastery vocabulary. It means that, we can explore our idea and affect it in writing.

5) Style

Style means the choice of structure and lexical items to give a particular tone to flavor the writing.
Based on the explanation above, the researcher can conclude the aspect of writing is very important to know for a good writing.

6. Descriptive Text
   a. Definition of Descriptive Text
      
      Descriptive text is the kind of text to explain about the place, things, and people use the adjective. According to (Vera et al., 2016) descriptive text is a text which present information about something. Furthermore, (Knapp & Watkins, 2005) state that descriptive text is a type of text aimed to describe particular person, place, and things. In addition, descriptive text is a text which is intended to describe a particular person, place or thing (Yoandita, 2019).

      Based on the statements above, it can be concluded descriptive text is describing a place, thing, or person through taste, smell, shape and sound based on visual experience.

   b. Grammatical Features of Descriptive Text
      
      Knapp & Watkins, (2005) write there are several grammatical features of descriptive writing as the following:

      1) In descriptive text, the present tense is predominantly used.
      2) Although present tense may be used in literary description, it is past tense that tends to dominate
      3) Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.
      4) Action verbs are used when describing behaviors/users.
      5) Mental verbs are used when describing feeling in literary descriptions.
      6) Adjective are used to add extra information to nouns and may be technical, everyday, or literally, depending on the text.
      7) Personal and literary descriptions generally deal with individual things.

   c. Generic Structure of Descriptive Text
      
      Emilia, (2010) stated that the Generic structures of descriptive writing are:

      1) Identification which identifies phenomenon that will describe.
2) Description which describe parts, qualities, or characteristics of something or someone in detail.

From the statement above, it can be concluded that generic structure of descriptive text are identification or classification and definition the object used vocabularies.

2.2 Previous Studies

There are three researchers that have done the previous research about Omission: Common Simple Present Tense Errors in Students’ Writing of Descriptive Text:

1. Masruddin (2019), in the journal entitled: Omission: Common Simple Present Tense Error in Students’ Writing Descriptive Text. This research is aimed to determine and to describe the errors in using simple present tenses in writing descriptive texts made by students, especially in the class D of sixth semester of English Education Department at IAIN Palopo. The data were obtained by conducting a test and using a checklist. Then, the writing products were analyzed using Surface Strategy Taxonomy by Dulay (1982). The result of this research was presented descriptively. From the result, the omission errors were found as the highest of occurrence, which was about 47.05% which revealed that in the class D of sixth semester in English Education Department at IAIN Palopo, still made errors in using simple present tense in writing descriptive text. The errors that are mostly made by students were errors of omission.

2. Indriani, (2019), in the journal entitled: "Students' Errors in Using the Simple Present Tense at Polytechnic Ati Padang". The method of the research with descriptive approach was applied. The samples were 15% of 153 total students or 23 students. Data were collected through the writing test; namely, descriptive essay. The results show that many students commit errors in using the simple present tense. The errors are classified into four types: omission, addition, misinformation, and misordering. There are 107 errors with the highest number that is omission (61 errors or 57%). Misinformation is in second place with 29 errors (27.1%). The error of addition gains 11.2 % with 12 errors. The lowest error is misordering, which gains 4.7% with only five
errors. In conclusion, the most dominant error made by the students is omission with 57%, and misordering is the lowest one with 4.7%. Therefore, the lecturers are expected to improve the teaching strategies in teaching simple present tense to reduce the numbers of students’ errors.

3. Vera, Bara; Acep Haryuddin; Herdiyanti (2019), in the journal entitled: “Error Analysis on the Students Writing of Simple Present Tense in a Descriptive Text”. The objectives of this research are to find out types of error and the most dominant error writing using simple present tenses in a descriptive text made by the seventh-grade students of MTs Asih Putera. The research design is qualitative design. The data were gathered from students' test as document analysis. Then, the researcher analyzed, classifying errors the students' work based on types of errors by Dulay (1982). For calculating the data, the researcher used one formula to know percentages errors. The result of this research showed that there are 73 items of errors which occur in students’ sentence. It is found that 42 items or 57.53% errors are omission, 10 items or 13.70% are addition, 16 items or 21.92% are misformation, and 5 items or 6.85% are disordering. The conclusion based on the research result data, most student were made error in using simple present tense in a descriptive text, especially was omission errors.

Based on the explanation above, it can be concluded that there are some similarities and differences with this research. The first is from Masruddin (2019), the similarity with this research is to find out the omission error in using simple present tense in writing descriptive text but it difference in the way gain the data. Masruddin used two instruments such a checklist and a written test, a checklist to see classroom situations, and written test to see the students' writing products. While this research, the researcher used written test to know the omission error made by students.

The second is Indriani, (2019), the similarity of this research is used qualitative method with descriptive approach as a method of their research. Beside that Indriani, used random sampling technique to collecting data and only took the 23 students. Meanwhile, this research used purposive sampling to collect the data and take 10 respondents as the sample.
The third is Vera, Bara et.al (2019), the similarity of this research Surface Strategy Taxonomy to analyze the students’ errors. The different is used writing test (essay test) based on the picture, and in this research respondents described their house and make three paragraphs about their house. The main differences from the researches above and the research conducted by the researcher are in the sample of the research. The samples of this research are respondents in class XI TKJ of SMK Negeri 5 Luwu. This research describes and explains the common omission errors in using simple present tense in writing of descriptive text.
CHAPTER III
RESEARCH METHOD

3.1 Research Design

In this research, the researcher used qualitative method. It aims to find the common omission errors in using simple present tense.

3.2 Time and Place

This research was conducted in August - September 2020, and the location of this research was SMK Negeri 5 Luwu.

3.3 Population and Sample

1. Population

The population of this research was the eleventh-grade students of SMK Negeri 5 Luwu in the academic year 2020/2021. There were seven classes that consist of 240 students. It can be shown in table 1 below:

Table. 1 Population of the research:

<table>
<thead>
<tr>
<th>Class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI TKJ</td>
<td>33</td>
</tr>
<tr>
<td>XI UPW</td>
<td>31</td>
</tr>
<tr>
<td>XI AKUNTANSI</td>
<td>30</td>
</tr>
<tr>
<td>XI PEMASARAN</td>
<td>30</td>
</tr>
<tr>
<td>XI DPIB</td>
<td>29</td>
</tr>
<tr>
<td>XI TBSM</td>
<td>28</td>
</tr>
<tr>
<td>XI SIPIL</td>
<td>29</td>
</tr>
<tr>
<td>Total Population</td>
<td>241</td>
</tr>
</tbody>
</table>

2. Sample

In this research, the researcher used purposive sampling technique. Purposive sampling is a sampling technique of data sources with a certain consideration. The considerations of choosing this sample are: they have been taught about descriptive text, auxiliary verb, articles, plural marker, preposition, conjunction, and subject.

Based on the criteria above, the researcher took 10 respondents from XI TKJ as a sample of the research.
3.4 Instrument of the research

Instrument has an important function in this research. This research used instrument written test to analyze the students' errors in using simple present tense.

3.5 Procedure of collecting data

The researcher collected data through the following procedure:
1. The researcher came to the school and asked permission to the head master for conducted research.
2. The teacher collected the respondents and made a group via Whatsapp.
3. The researcher announced to the respondents the purpose of the group has made.
4. The researcher gave the test used the Google form, and then shared the link with the respondents.
5. The researcher collected the respondents’ answer sheets and classified the data.
6. The researcher analyzed the result of the respondents' test.

3.6 Technique of Analysis Data

The researcher analyzed the data that involves some steps that elaborated in follows:
1. The researcher collected the data of the respondents’ test to find out the errors.
2. The researcher identified the students’ errors in the use of simple present tense.
3. The researcher classified the errors by using surface strategy taxonomy, they are:
   a. Omission
   b. Addition
   c. Misordering
   d. Misformation
BAB IV
FINDINGS AND DISCUSSION

4.1 Findings

The data of this research were students of the second year at SMK Negeri 5 Luwu. The data collected from 10 students to analyze the errors in simple present tense. As started in technique of analyzing data in chapter III, the procedures used by the researcher after the collecting data were identifying the errors and classifying the errors by using surface strategy taxonomy.

1. Identifying the errors

This part was done by identifying the students’ errors in writing descriptive text using simple tense. The respondents' errors can be seen bellow as follow:

   a. Respondent 1

      1) I live in two storey house in Kariako
      2) It have living room for my family members to welcome the guests.
      3) Then, there is a dining room, everyday my family gather in dining room to have breakfast and dinner.
      4) My bedroom next to my brother’s bedroom
      5) My brother always play music with the high volume and it is very noisy.

   b. Respondent 2

      1) There many flowers in front of my house
      2) The color of my house is blue and the door is brown light.
      3) My bedroom’s color are pink and my parent’s bedroom color is green
      4) In bathroom there are shower, bathtub, and closet
      5) The color the dining is green.
      6) In the kitchen there are stove, pan, refrigerator, and other tools cooking

   c. Respondent 3

      1) In front my house there many ornamental plants.
      2) There are several rooms in my house
      3) Those living room, family room, kitchen, bathroom, three bedrooms and kitchen.
      4) The second room is family room
5) The *room first* is my sister’s room

d. Respondent 4
1) In my yard there is a mango tree that *make* the atmosphere feel fresh.
2) *Then, family* room has a carpet, a sofa, and a television.
3) In my house there is a small kitchen which *have* very complete cooking utensils

e. Respondent 5
1) The doors and windows *is* colored in white. There many windows in my house.
2) When we *entering* the house, we can see our small living room in the front.
3) It only has wooden table and three *chair*.
4) Our dining room has wooden table with four *chair*.
5) I *have medium* bed
6) *Next to*, there is a room for laundry things.

f. Respondent 6
1) My *house located* Tarramatekkeng village
2) My house located Tarramatekkeng village.
3) My house has *a* area for about 50 square meters.
4) When we enter my house, the first thing we see are living room followed my bedroom and my brother’s bedroom
5) There are family room, my parent’s bedroom, *bathroom, kitchen*
6) For the family room it is placed on the way to my parent’s bedroom that *have* a television and wardrobe
7) All of item in the house are always neatly arranged.

g. Respondent 7
1) My house has a light green paint wall, which *make* the house look cool to the eye.
2) The front yard is full of *grow* plants
3) My house is located in *village Wonosari*.
4) When we *entering* the house, we can see our small living room in the front
5) My sister *sleep* with my parents because she is still a baby
6) in the kitchen there are dining table, cooking utensils, a cupboard and machine washing.

7) In the kitchen there is also bathroom

h. Respondent 8
1) My house is in front of mosque and near to elementary school.
2) About 100 meters from my house there is a big and long bridges.
3) I live with the my parents and my siblings.
4) It make my house look so colorful.
5) The color of my living room are blue and white.
6) The kitchen also have the wall with the blue color

i. Respondent 9
1) On upstairs I have all of the important parts of the house such as the kitchen, living room, bedrooms, and dining room.
2) Then, family room is most spacious room in my house.
3) All of bedrooms in my house are blue.

j. Respondent 10
1) My house are cozy and warm
2) The color my house is green
3) The wall of my house is painted with various colors each room
4) In family room, there is sofa, tables, television, and wardrobe.

Based on the identified error made by the respondent, the researcher found there were 53 errors.

2. Classifying the errors

After identifying those errors, the researcher classified the errors using surface strategy taxonomy. Those are omission, addition, misordering, and misformation.

a. Omission

After analyzing the students’ writing based on surface strategy taxonomy, the researcher found 31 errors of omission. Most respondents did not add articles, plural marker, auxiliary, preposition, verb inflection, conjunction, and subject in the sentences.

The following lists are the omission errors made by respondents:
1) Omission of Article (a, an, and the)

The researcher found that there were 7 errors made by respondents consisting of omission of article ‘a’ and article ‘the’.

a) Omission of article ‘a’

- Respondent 1: I live in two storey house in kariako
- Respondent 3: The second room is family room
- Respondent 5: I have medium bed
- Respondent 7: In the kitchen there is also bathroom

The sentences above made by respondents are not grammatically correct because they did not put the article ‘a’ before the singular noun.

The revised sentences should be:
- Respondent 1: I live in a two storey house in kariako
- Respondent 3: The second room is a family room
- Respondent 5: I have a medium bed
- Respondent 7: In the kitchen, there is also a bathroom

b) Omission of article ‘the’

- Respondent 2: In bathroom, there are shower, bathtub and closet.
- Respondent 4: Then, family room has a carpet, a sofa, and a television.
- Respondent 8: My house is in front of mosque and near to elementary school.
- Respondent 9: Then, family room is most spacious room in my house.

The sentences above are incorrect because the respondents did not added article ‘the’ before using noun to show specific place in the sentence.

The revised sentences should be:
- Respondent 2: In the bathroom there are shower, bathtub, and closet.
- Respondent 4: Then, the family room has a carpet, a sofa, and a television.
- Respondent 8: My house is in front of the mosque and near to elementary school.
- Respondent 9: Then, the family room is most spacious room in my house.
2) Omission of plural marker

The researcher found that there were 6 omissions of plural marker ‘s’ made by respondents.

Respondent 1: The first floor has some room
Respondent 3: There are several room is my house
Respondent 5: - It only has wooden table and three chair
    - Our dining room has wooden table with four chair
Respondent 6: All of item in the house are always neatly arranged.
Respondent 8: The color of my living room are blue and white.

The sentences above are not grammatically correct because the respondent leaving out the plural marker ‘s’ after plural noun.

The revised sentences should be:

Respondent 1: The first floor has some rooms
Respondent 3: There are several rooms is my house
Respondent 5: - It only has wooden table and three chairs
    - Our dining room has wooden table with four chairs
Respondent 6: All of items in the house are always neatly arranged.
Respondent 8: The colors of my living room are blue and white.

3) Omission of auxiliary verb to be

The researcher found there were 6 omission of auxiliary verb to be made by respondent that consisting omission of auxiliary verb to be ‘is’ and omission of auxiliary verb to be ‘are’.

a) Omission of auxiliary verb to be ‘is’

Respondent 1: -. My bedroom next to my brother’s bedroom
    -. My brother is always play music with the high volume and it very noisy.
Respondent 6: My house located Tarramatekkeng village

The sentences above are incorrect because the respondents omit to be ‘is’ before noun and after subject.

The revised sentences should be:

Respondent 1: -. My bedroom is next to my brother’s bedroom

- My brother always plays music with the high volume and it is very noisy.

Respondent 6: My house is located in Tarramatekkeng village

b) Omission of auxiliary verb to be ‘are’

Respondent 2: There many flowers in front of my house
Respondent 3: In front of my house there many ornamental plants.
- Those living room, family room, kitchen, bathroom, three bedrooms and kitchen.

The sentences above are wrong because the respondents omit to be ‘are’ before plural noun.

The revised sentences should be:
Respondent 2: There are many flowers in front of my house
Respondent 3: In front of my house, there are many ornamental plants.
- Those are living room, family room, kitchen, bathroom, three bedrooms, and a kitchen.

4) Omission of verb inflection

The researcher found that there were 7 omission of verb inflection made by respondents, and it can be seen below:

Respondent 1: Then, there is a dining room, everyday my family gather in dining room to have breakfast and dinner.
Respondent 7: In my yard there is a mango tree that make the atmosphere feel fresh.
- My house has a light green paint wall, which make the house look cool to the eye.
- The front yard is full of grow plants.
- My sister sleep with my parents because she is still a baby.

Respondent 8: It make my house look so colorful.

The sentences above are wrong because the respondents did not add ‘s’ on the verb of personal pronoun.
Respondent 1: Then, there is a dining room, everyday my family gathers in dining room to have breakfast and dinner.

Respondent 7: -. In my yard there is a mango tree that makes the atmosphere feel fresh.
- My house has a light green paint wall, which makes the house look cool to the eye.
-. The front yard is full of grows plants.
-. My sister sleeps with my parents because she is still a baby.

Respondent 8: It makes my house look so colorful.

5) Omission of preposition

The researcher found that there were 4 omissions of made by respondents that consisting omission of preposition ‘of’ and omission of preposition ‘in’, it can be seen bellow:

a) Omission of preposition ‘of’

Respondent 2 : the color dining room is green.
Respondent 3 : in front my house there are many ornamental plants.
Respondent 10: the color my house is green.

The sentences above are not grammatically correct because the respondents did not contribute ‘of’ to describe noun after subject and adverb.

The revised sentences should be:

Respondent 2 : the color of dining room is green.
Respondent 3 : in front of my house there are many ornamental plants.
Respondent 10: the color of my house is green.

b) Omission of preposition ‘in’

Respondent 6: My house is located Tarramatekkeng village
Respondent 10: the wall of my house is painted with various colors each room.

The sentence above is wrong because the respondent did put ‘in’ to show place of noun in the sentence.

The revised sentence should be:

Respondent 6: My house is located in Tarramatekkeng village.
Respondent 10: the wall of my house is painted with various colors in each room.

6) Omission of Subject
   The researcher found that the 5th respondent made error because did not put ‘it’ as subject in the sentence.
   Respondent 5: Next to, there is a room for laundry things.
   The revised should be:
   Respondent 5: Next to it, there is a room for laundry things.

7) Omission of conjunction
   The researcher found omission of conjunction ‘and’ made by respondent 5, it can be seen below:
   Respondent 5: There are family room, my parent’s bedroom, bathroom, kitchen.
   The sentences above incorrect because the respondent did contribute conjunction ‘and’ as connection with the others words.
   The sentences revised should be:
   Respondent 5: There are family room, my parent’s bedroom, bathroom, and kitchen.

b. Misformation
   After analyzing the students’ writing based on surface strategy taxonomy, the researcher found 11 errors misformation. Most of respondents did not know comparing between singular and plural, auxiliary verb is/are/have/has, and article a/an.
   The sentences made by respondents in misformation
   Respondent 1: It have living room for my family members to welcome the guests
   Respondent 2: My bedroom’s color are pink and my parent’s bedroom color is green.
Respondent 4: In my house there is a small kitchen which have very complete cooking utensils.

Respondent 5: The doors and windows is colored in white. There many windows in my house.

Respondent 6: My house has a area for about 50 square meters.

Respondent 6: When we enter my house, the first thing we see are living room followed my bedroom and my brother’s bedroom.

Respondent 6: For the family room it is placed on the way to my parent’s bedroom that have a television and wardrobe

Respondent 8: The kitchen also have the wall with the blue color.

Respondent 9: All of bedrooms in my house are blue

Respondent 10: In family room, there is sofa, tables, television, and wardrobe.

The sentences above are wrong because the respondents did not adjusting the subject with to be whether it singular and plural subject, and then the respondent should be use article ‘an’ because there is a vowel sound.

The revised sentences should be:

Respondent 1: It has a living room for my family members to welcome the guests

Respondent 2: My bedroom’s color is pink and my parent’s bedroom color is green.

Respondent 4: In my house there is a small kitchen which has very complete cooking utensils.

Respondent 5: The doors and windows are colored in white. There many windows in my house.

Respondent 6: My house has an area for about 50 square meters.

Respondent 6: When we enter my house, the first thing we see are living room followed my bedroom and my brother’s bedroom.

Respondent 6: For the family room it is placed on the way to my parent’s bedroom that have a television and wardrobe

Respondent 8: The kitchen also has the wall with the blue color.

Respondent 9: All of bedrooms in my house are blue
Respondent 10: In family room, there are sofa, tables, television, and wardrobe.

c. Addition

The researcher also found 5 errors addition that made by yang respondents, it can be seen bellow:

Respondent 5: When we entering the house, we can see our small living room in the front.

Respondent 8: About 100 meters from my house there is a big and long bridges.

Respondent 8: I live with the my parents and my siblings.

Respondent 9: On upstairs I have all of the important parts of the house such as the kitchen, living room, bedrooms, and dining room.

Respondent 9: all of bedrooms in my house are blue.

The sentences above are wrong because the 5th respondent add inflection (ing), the 8th respondent add 's' in ending of singular noun and also add article 'the' in front of the third singular, and the 9th respondent added preposition ‘of’ that should not be added.

The revised sentences should be:

Respondent 5: When we entering the house, we can see our small living room in the front.

Respondent 8: About 100 meters from my house there is a big and long bridge.

Respondent 8: I live with my parents and my siblings.

Respondent 9: On upstairs, I have all of the important parts of the house such as the kitchen, living room, bedrooms, and dining room.

Respondent 9: all bedrooms in my house are blue.

d. Misordering

The researcher also found 4 misordering errors that made by respondents, it can be seen below:
Respondent 2: there color of my house is blue and the door is brown light.
Respondent 2: in the kitchen there are stove, pan refrigerator and other tools cooking.
Respondent 3: the room first is my sister’s room
Respondent 7: My house is located in village Wonosari.
The sentences above are incorrect because the respondents did not put morphemes in the order. The correct sentences should be:
Respondent 2: there color of my house is blue and the door is light brown.
Respondent 2: in the kitchen there are stove, pan refrigerator and other cooking tools.
Respondent 3: the first room is my sister’s room
Respondent 7: My house is located in Wonosari village.

4.2 Discussion
Based on the finding, the researcher presents the discussion of the data. This section presents the results of the data analysis writing test its aims at finding out what are common omission errors made by respondents in using simple present tense in writing descriptive text at eleventh grade of SMK Negeri 5 Luwu.

In this section would classify the errors from the respondents’ writing products into four types (omission, misformation, addition, and misordering). Dulay et al., (1982), stated that omission is characterized by the absences of an item or morphemes that must appear in a well-formed utterance Regularly, respondents made errors of omission when they missing inflection, preposition, verb auxiliaries, conjunction, articles, and pronoun. Based on the result from the respondents’ writing products most of respondents did not add articles before using noun; did not use suffix –s as plural marker and verb inflection when they used personal pronoun and plural nouns; besides that, the respondents did not put the auxiliary verb to be, preposition, subject, and conjunction that should be put in the sentences. Thus, the common omission errors in using simple present tense in writing descriptive text were omission. This research was found 32 errors of omission that consisting omission of verb inflection ‘s’ there were 6, omission of plural marker ‘s’ there were 6, omission of article there were 8, omission of
Omission of auxiliary verb (to be) there were 6, omission of preposition there were 6, omission of preposition there were 5 and also omission of conjunction and omission of subject found only 1 error that made by respondents.

Omission of verb inflection is the errors made by respondents because they did not put suffix –s/–es if there is a verb that has the third singular person. Masruddin (2019) stated that omission of verb inflection happened because, in simple present tense form, the verbs should be added with –s/–es marker for the particular subject. For example It make my house look so colorful. The sentences incorrect because after third singular person in the form simple tense, the verb needs the suffix –s. the correct sentences should be: It makes my house look so colorful.

Omission of plural marker is error made respondents when they did not put suffix –s after countable noun as plural marker. Muis, Atira Ihda (2019) stated that omission plural marker happened because the students do not know the form of plural form. If it is plural noun should be added by –s/–es after noun. Based on the respondents’ writing products it found there were 6 omission made by respondents because they did not contribute –s after plural noun.

Omission of articles is the errors made by respondents when they did not added the articles before noun. The respondents did not understand the use of the article ‘a’ for making a singular noun and the respondents did not contribute article ‘the’ to show a specific noun in a singular or plural form Vera et al., (2016) argue that omission of article occur when the student did not contribute articles (a/an/the). Based on the respondents’ writing result, the researcher found there were 8 omission of article made by respondent’ that consisting there were 4 omission article ‘a’ and there were 4 omission of article ‘the’.

Omission of auxiliary verb to be is error made by respondent when in the sentences which are not grammatically correct because the respondents missing of to be (is/are) after the subject. Masruddin (2019) argue that there many students made by students, the sentences made by students are not grammatically correct because simple present tense needs be as well, it is necessary to put auxiliary verb (to be) after subject before noun. Based on the respondents’ writing results, the researcher found there were 6 omission of auxiliary verb that made by
respondents that consisting 3 omission auxiliary verb to be ‘is’ and 3 omission of auxiliary verb to be ‘are’.

Omission of preposition occur when the respondent did not added preposition to complete the sentence. Anjayani & Suprapto (2016) stated that the students still confused in every types of preposition. They know some prepositions and the general function but, but they are still confused to choose the appropriate preposition for the context. Omission of preposition is errors made by respondents because they did not preposition before noun or pronoun to explain place, position and times. Based on the respondents’ writing product it found that there were 5 omission of preposition, that consisting there were 4 omission of preposition ‘of’ and there is 2 omission of preposition ‘in’.

Omission of conjunction is occur because the respondents did not use conjunction ‘and’ to connection with other words and morphemes in the sentence. According Agustina & Junining (2016) omission conjunction occur because the phrases are not properly connected. Based on the respondents’ writing result, it found there is 1 omission of conjunction that made by respondent, they did not contribute ‘and’ as connector with the other words.

Omission of subject is error that occurs because the respondent did not contribute 'it' as subject in the sentence. In this errors, the student does not realize that the existence of subject is a requirement of sentences, Muis, Atira Ihda (2019).

The second error types was misformation, it is occurred when the respondents use morpheme or word incorrect grammatically. According Dulay et al., (1982) misformation are two characteristized by the use of the wrong form of the morpheme or structure. Based on the respondents’ writing products, where the respondents have some difficulties in comparing between singular and pronoun, to be’ is/are’ and auxiliary verb ‘have/has’, and articles ‘a/an’ in right sentences form. This research was found there were 10 errors of misformation.

Furthermore, the type of the error was addition, where the respondents added some items which were needed in the sentences. Dulay et al., (1982) stated that addition errors are characterized by the presence of an item which must not appear in well-formed utterance. Based on the respondents’ writing products,
were found the respondents added suffix verb inflection ‘ing’ and suffix plural marker ‘s’, and respondent added preposition and article is not should be added. This research found there were 4 errors of addition.

Moreover, the fourth error was misordering. It was defined as the position of noun phrase did not correct. Misordering are characterized by the incorrect placement of a morpheme or group morphemes utterance (Dulay et al., 1982). Based on the respondents’ writing products, the researcher found that there were 3 errors of misordering. Misordering happened because the respondents did not put words in the right order.

Based on data analysis above, it was found that common omission errors in using simple present tense of descriptive text at eleventh grade of SMK Negeri 5 Luwu are omission of verb inflection, omission of plural marker, omission of auxiliary verb to be, omission of preposition and also omission of conjunction and omission of subject.
BAB V
CONCLUSION AND SUGGESTION

This chapter deals with two parts namely, conclusion and suggestion. The first part presents the conclusion derived from the study. The second part presents suggestion intended for the teachers, students and researchers.

5.1 Conclusion

Based on the data analysis and discussion in the previous chapters, it is found that common omission errors made by students’ in using simple present tense in writing descriptive text at eleventh grade of SMK Negeri 5 Luwu are: omission of verb inflection ‘s’, omission of plural marker ‘s’, omission of article ‘a’, and article the ‘the’, omission of auxiliary verb to be ‘are’ and to be ‘is’, and omission of preposition ‘of’, ‘in’, omission of conjunction ‘and’ and omission of subject ‘it’. The students usually omitted the important form in the sentences.

5.2 Suggestions

Based on the conclusion above, the researcher forwards some suggestion as follows:

1. Teachers

The researcher gave the suggestion that the teachers should be more often give a simple exercise about verb inflection and plural marker, articles, preposition, subject, conjunction, and auxiliary verb in simple present tense and explain how to construct sentence grammatically and appropriately to the students in order to minimize the errors especially in omission errors as the common errors in this research, therefore the students can apply their knowledge of simple present tense directly in the the real context of writing.

2. Students

The researcher suggest to study more deeply about simple present tense. Students should be more often reading about English article because it can improve the students’ knowledge in understanding about grammar especially in using verb inflection, plural marker, articles, preposition, auxiliary to be and
conjunction. Students should more often try writing text in using simple present tense, in order to solve the students' problem and students' errors.

3. Researchers

This research is far from perfect. The researcher hopes that there will be other researchers who can discuss more deeply about omission common simple present tense errors in students' writing of descriptive text and to find out why the errors happen by using several instruments.
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APPENDICES
Appendix 1: Instrument of written test

https://docs.google.com/forms/d/1jPUlFAb5-HBX6UvbHxOZnaM_K8H6sMQo-VCCTBXCyls/edit
### APPENDIX 2: The Result of Identification Respondents’ Errors

**Respondent 1**

<table>
<thead>
<tr>
<th>No</th>
<th>The respondents’ Errors</th>
<th>Correction</th>
<th>Types of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I live in two storey house in Kariako</td>
<td>I live in a two storey house in Kariako</td>
<td>Omission (a)</td>
</tr>
<tr>
<td>2.</td>
<td>The first floor has some room</td>
<td>The first floor has some rooms</td>
<td>Omission (s)</td>
</tr>
<tr>
<td>3.</td>
<td>It have living room for my family members to welcome the guests</td>
<td>It has living room for my family members to welcome the guests</td>
<td>Misformati on (has)</td>
</tr>
<tr>
<td>4.</td>
<td>Then, there is a dining room, everyday my family gather in dining room to have breakfast and dinner.</td>
<td>Then, there is a dining room, everyday my family gathers in dining room to have breakfast and dinner.</td>
<td>Omission (s)</td>
</tr>
<tr>
<td>5.</td>
<td>My bedroom next to my brother’s bedroom</td>
<td>My bedroom is next to my brother’s bedroom</td>
<td>Omission (is)</td>
</tr>
<tr>
<td>6.</td>
<td>My brother always play music with the high volume and it is very noisy.</td>
<td>My brother always plays music with the high volume and it is very noisy.</td>
<td>Omission (s)</td>
</tr>
</tbody>
</table>

**Respondent 2**

<table>
<thead>
<tr>
<th>No</th>
<th>The respondents’ errors</th>
<th>Correction</th>
<th>Types of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There many flowers in front of my house</td>
<td>There are many flowers in front of my house</td>
<td>Omission (are)</td>
</tr>
<tr>
<td>2.</td>
<td>The color of my house is blue and the door is brown light.</td>
<td>The color of my house is blue and the door is light brown.</td>
<td>Misordering (light brown)</td>
</tr>
<tr>
<td>3.</td>
<td>My bedroom’s color are pink and my parent’s bedroom color is green</td>
<td>My bedroom’s color is pink and my parent’s bedroom color is green</td>
<td>Misformatio n (is)</td>
</tr>
<tr>
<td>4.</td>
<td>In bathroom there are shower, bathtub, and closet</td>
<td>In the bathroom, there are shower, bathtub, and closet</td>
<td>Omission (the)</td>
</tr>
<tr>
<td>5.</td>
<td>The color the dining is green.</td>
<td>The color of the dining is green.</td>
<td>Omission (of)</td>
</tr>
<tr>
<td>6.</td>
<td>In the kitchen there are stove, pan, refrigerator, and other tools cooking</td>
<td>In the kitchen there are stove, pan, refrigerator, and other some tools cooking</td>
<td>Misordering (cooking tools)</td>
</tr>
</tbody>
</table>
### Respondent 3

<table>
<thead>
<tr>
<th>No</th>
<th>The respondents’ errors</th>
<th>Correction</th>
<th>Types of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In front my house there many ornamental plants.</td>
<td>In front of my house there are many ornamental plants.</td>
<td>Omission (of/are)</td>
</tr>
<tr>
<td>2.</td>
<td>There are several room is my house</td>
<td>There are several rooms is my house</td>
<td>Omission (s)</td>
</tr>
<tr>
<td>3.</td>
<td>Those living room, family room, kitchen, bathroom, three bedrooms, and kitchen.</td>
<td>Those are living room, family room, kitchen, bathroom, three bedrooms and kitchen.</td>
<td>Omission (are)</td>
</tr>
<tr>
<td>4.</td>
<td>The second room is family room</td>
<td>The second room is a family room</td>
<td>Omission (A)</td>
</tr>
<tr>
<td>5.</td>
<td>The room first is my sister’s room</td>
<td>The first room is my sister’s room</td>
<td>Misordering</td>
</tr>
</tbody>
</table>

### Respondent 4

<table>
<thead>
<tr>
<th>No</th>
<th>The respondents’ errors</th>
<th>Correction</th>
<th>Types of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In my yard there is a mango tree that make the atmosphere feel fresh.</td>
<td>In my yard there is a mango tree that makes the atmosphere feel fresh.</td>
<td>Omission (s)</td>
</tr>
<tr>
<td>2.</td>
<td>Then, family room has a carpet, a sofa, and a television.</td>
<td>Then, the family room has a carpet, a sofa, and a television.</td>
<td>Omission (the)</td>
</tr>
<tr>
<td>3.</td>
<td>In my house there is a small kitchen which have very complete cooking utensils</td>
<td>In my house there is a small kitchen which has very complete cooking utensils</td>
<td>Misformatio n (has)</td>
</tr>
</tbody>
</table>

### Respondent 5

<table>
<thead>
<tr>
<th>No</th>
<th>The respondents’ errors</th>
<th>Correction</th>
<th>Types of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The doors and windows is colored in white. There many windows in my house.</td>
<td>The doors and windows are colored in white. There many windows in my house.</td>
<td>Misformatio n (are)</td>
</tr>
<tr>
<td>2.</td>
<td>When we entering the house, we can see our small living room in the front</td>
<td>When we enter the house, we can see our small living room in the front</td>
<td>Addition (ing)</td>
</tr>
</tbody>
</table>
3. It only has wooden table and three chairs
   It only has wooden table and three chairs
   Omission (s)

4. Our dining room has wooden table with four chairs.
   Our dining room has wooden table with four chairs.
   Omission (s)

5. I have medium bed
   I have a medium bed
   Omission (a)

6. Next to, there is a room for laundry things.
   Next to it, there is a room for laundry things.
   Omission (it)

Respondent 6

<table>
<thead>
<tr>
<th>No</th>
<th>The respondents’ errors</th>
<th>Correction</th>
<th>Types of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My house located Tarramatekkeng in village</td>
<td>My house is located Tarramatekkeng in village</td>
<td>Omission (is)</td>
</tr>
<tr>
<td>2</td>
<td>My house is located Tarramatekkeng village</td>
<td>My house is located in Tarramatekkeng village</td>
<td>Omission (in)</td>
</tr>
<tr>
<td>3</td>
<td>My house has a area for about 50 square meters.</td>
<td>My house has an area for about 50 square meters.</td>
<td>Misformatio n (an)</td>
</tr>
<tr>
<td>4</td>
<td>When we enter my house, the first thing we see are living room followed my bedroom and my brother’s bedroom</td>
<td>When we enter my house, the first thing we see is living room followed my bedroom and my brother’s bedroom</td>
<td>Misformatio n (is)</td>
</tr>
<tr>
<td>5</td>
<td>There are family room, my parent’s bedroom, bathroom, kitchen</td>
<td>There are family room, my parent’s bedroom, bathroom, and kitchen</td>
<td>Omission (and)</td>
</tr>
<tr>
<td>6</td>
<td>For the family room it is placed on the way to my parent’s bedroom that have a television and wardrobe</td>
<td>For the family room it is placed on the way to my parent’s bedroom that has a television and wardrobe</td>
<td>Misformatio n (has)</td>
</tr>
<tr>
<td>7</td>
<td>All of item in the house are always neatly arranged.</td>
<td>All of items in the house are always neatly arranged.</td>
<td>Omission (s)</td>
</tr>
</tbody>
</table>

Respondent 7

<table>
<thead>
<tr>
<th>No</th>
<th>The respondents’ errors</th>
<th>Correction</th>
<th>Types of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My house has a light green paint wall, which make the house look cool to the eye.</td>
<td>My house has a light green paint wall, which makes the house look cool to the eye.</td>
<td>Omission (s)</td>
</tr>
<tr>
<td>2</td>
<td>The front yard is full of</td>
<td>The front yard is full of</td>
<td>Omission (s)</td>
</tr>
<tr>
<td>No</td>
<td>The respondents’ errors</td>
<td>Correction</td>
<td>Types of error</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------</td>
<td>------------</td>
<td>---------------</td>
</tr>
<tr>
<td>3.</td>
<td>My house is located in village Wonosari.</td>
<td>My house is located in <em>Wonosari village</em>.</td>
<td>Misordering (wonosarri village)</td>
</tr>
<tr>
<td>4.</td>
<td>When we entering the house, we can see our small living room in the front</td>
<td>When we enter the house, we can see our small living room in the front</td>
<td>Addition (ing)</td>
</tr>
<tr>
<td>5.</td>
<td>My sister sleep with my parents because she is still a baby</td>
<td>My sister sleeps with my parents because she is still a baby</td>
<td>Omission (s)</td>
</tr>
<tr>
<td>7.</td>
<td>In the kitchen there are dining table, cooking utensils, a cupboard and machine washing.</td>
<td>in the kitchen there are dining table, cooking utensils, a cupboard and washing machine.</td>
<td>Misordering.</td>
</tr>
<tr>
<td>8.</td>
<td>In the kitchen there is also bathroom</td>
<td>In the kitchen there is also a bathroom</td>
<td>Omission (a)</td>
</tr>
</tbody>
</table>

Respondent 8

<table>
<thead>
<tr>
<th>No</th>
<th>The respondents’ errors</th>
<th>Correction</th>
<th>Types of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>My house is in front of mosque and near to elementary school.</td>
<td>My house is in front of the mosque and near to elementary school.</td>
<td>Omission (the)</td>
</tr>
<tr>
<td>2.</td>
<td>About 100 meters from my house there is a big and long bridges</td>
<td>About 100 meters from my house there is a big and long bridge.</td>
<td>Addition (s)</td>
</tr>
<tr>
<td>3.</td>
<td>I live with the my parents and my siblings.</td>
<td>I live with my parents and my siblings.</td>
<td>Addition (The)</td>
</tr>
<tr>
<td>4.</td>
<td>It make my house look so colorful.</td>
<td>It makes my house look so colorful.</td>
<td>Omission (s)</td>
</tr>
<tr>
<td>5.</td>
<td>The color of my living room are blue and white.</td>
<td>The colors of my living room are blue and white.</td>
<td>Omission (s)</td>
</tr>
<tr>
<td>6.</td>
<td>The kitchen also have the wall with the blue color</td>
<td>The kitchen also has the wall with the blue color</td>
<td>Misformatio n (has)</td>
</tr>
</tbody>
</table>

Respondent 9

<table>
<thead>
<tr>
<th>No</th>
<th>The respondents’ errors</th>
<th>Correction</th>
<th>Types of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>On upstairs I have all of the important parts of the house such as the kitchen, living room, bedrooms, and dining room</td>
<td>On upstairs I have all the important parts of the house such as the kitchen, living room, bedrooms, and dining room</td>
<td>Addition (of)</td>
</tr>
<tr>
<td>No</td>
<td>The respondents’ errors</td>
<td>Correction</td>
<td>Types of error</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Then, family room is most spacious room in my house.</td>
<td>Then, family room is the most spacious room in my house.</td>
<td>Omission (the)</td>
</tr>
<tr>
<td>3</td>
<td>All of bedrooms in my house are blue</td>
<td>All bedrooms in my house are blue</td>
<td>Addition (of)</td>
</tr>
</tbody>
</table>

Respondent 10

<table>
<thead>
<tr>
<th>No</th>
<th>The respondents’ errors</th>
<th>Correction</th>
<th>Types of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My house are cozy and warm</td>
<td>My house is cozy and warm</td>
<td>Misformatio n (are)</td>
</tr>
<tr>
<td>2</td>
<td>The color my house is green</td>
<td>The color of my house is green</td>
<td>Omission (of)</td>
</tr>
<tr>
<td>3</td>
<td>The wall of my house is painted with various colors each room</td>
<td>The wall of my house is painted with various colors in each room</td>
<td>Omission (in)</td>
</tr>
<tr>
<td>4</td>
<td>In family room, there is sofa, tables, television, and wardrobe</td>
<td>In family room, there are sofa, tables, television, and wardrobe</td>
<td>Misformatio n (are)</td>
</tr>
</tbody>
</table>
Appendix 3: Student Answer Sheets (google form)

Nama *
Nurvadillah

Kelas *
XI TKJ

Please write down a description about your house it in English, into 3 paragraphs contains 5 sentences! *

My House
My house is not big, it is minimalist. My house located Tarramatekkeng village. My house has an area for about 50 square meters. My house is made from wood with a simple cement floor. The color of my house is grey.
My house has some main parts. It divided into living room, bedroom, kitchen and bathroom. When we enter my house, the first thing we see are living room followed my bedroom and my brother's bedroom. There are family room, my parent's bedroom, bathroom, kitchen. For the family room it is placed on the way to my parent's bedroom that have a television and wardrobe.
In the living room it contains sofa, carpet, and my family portrait on the wall. Then the kitchen has many cooking tools, eating tools, and refrigerator. All of item in the house are always neatly arranged. Next to the kitchen there is bathroom. Behind my house there is mini garden.
Nama *
Tasya wulandari

Kelas *
XI TKJ

Please write down a description about your house it in English, into 3 paragraphs contains 5 sentences! *

My house has a wide front of yard that allows us to plant many trees and flowers. There are many orchid flowers on my terrace. The color of my house is green. The doors and windows is colored in white. There many windows in my house.
When we entering the house, we can see our small living room in the front. It only has wooden table and three chair. We often gather in family room to watch a movie play game or just enjoy a drinks and chip on the sofa. There are three bedrooms in it. Next the living is my parent’s room. Behind the living room, there are kitchen and dining room.
Our dining room has wooden table with four chair. In my house there two bedrooms the dining room. those are my room and my sister’s room. I have medium bed. Next to, there is a room for laundry things.

01/09/20 10.33 dikirimkan
Appendix 4: Research License Letter

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS COKROAMINOTO PALOPO
Jl. Latamnonggeling No. 9 B Kota Palopo Sulawesi Selatan
Tlp. 0471-23421 Website http://www.unep.ac.id

Nomor : 035/FKIP-UNCP/VII/2020
Lampiran : -
Perihal : Permohonan izin melakukan penelitian

Kepada Yth:
Kepada SMK Negeri 5 Lawu
di-
Temat

Dengan Hormat,
Sehubungan dengan pelaksanaan penelitian bagi yang tersebut dibawah ini:

Nama : Lulu Dewinda Saebu
NIM : 1601404068
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Alamat : Desa Tarambekkang, kec. Ponorung
Tempat Penelitian : SMK Negeri 5 Lawu
Waktu Penelitian : Bulan Agustus-September 2020

Dimohon kesediaan Bapak/Ibu untuk menerbitkan surat izin melakukan penelitian di instansi yang Bapak/Ibu pimpin guna menyusun karya ilmiah (Skripsi) yang berjudul “Omission:Common Simple Present Tense Errors in Students' Writing of Descriptive Text at Eleventh grade of SMK Negeri 5 Lawu”.

Atas bantuan dan kerjasamanya, kami ucapkan terima kasih.

Dekan FKIP,


Dr. Rizidhara Junaid, M. Hum., M.A.
NIP.19600624 199403 2 003

Tembusan disampaikan kepada yang terhormat:
1. Rektor UNCP (Sebagai Laporan)
2. Arsip
PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMK NEGERI 5 LUWU
Alamat : Jalan Perma Belopa - Palopo Km 32 Kelurahan Pantaiang Kecamatan Pinrang Selatan Kabupaten Luwu, 91995

SURAT KETERANGAN TELAH SELESAI PENELITIAN
NOMOR : 078/089 /SMK.5-Luwu/IV/ 2020

Yang bertanda tangan dibawah ini :

Nama : Drs. H A R B I
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Demikian surat keterangan penelitian ini, dibuat dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

09 September 2020

Kepala Sekolah,

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