CHAPTER I

INTRODUCTION

The objective of the research is to analysis errors on students' descriptive writing. This chapter consists of the background, problem, focused, objective, significance, scope, assumption, and operational definition of the research.

1.1 Background of the Research

Writing is one of the skills that is important for students. Writing skill is a language skill that should be mastered in primary and secondary English education. Wibowo (2013) revealed that writing becomes an important thing that should be mastered by people to be able to write and communicate in higher education or workplace. When someone can master writing skills, he can convey the message well without misunderstandings between the writer and the readers. However, many of the students get problems, obstacles, and difficulties in writing. Pasaribu (2021) revealed that writing is difficult for students because the writing process includes planning, organizing, and revising the text to produce higher quality writing. Besides, Cholipah (2014 p. 3) says, "writing is the most difficult skill. It doesn't only need a lot of vocabularies in composing paragraphs but also grammatically correct to make students' written will be comprehensible by readers."

The writing process needs comprehensive knowledge and a deep thought process to create the correct words, phrases, and sentences to form paragraphs and

text. Writing has components that collaborate grammar, mechanics, coherence, and diction (Risan & Hasriani, 2019). To reach students in good writing, teachers must maximize students in English learning. Thus, teachers must pay attention to the writing components in teaching writing to avoid errors in students' writing.

The difficulty in writing is creating, organizing, and translating ideas into readable writing, especially for second language (L2) learners. It means that writing is hard work that needs plenty of time. It generates and manages the concepts and summarizes the ideas into understandable writing using grammatical rules correctly. It takes a process that requires many practices to be good at writing. Therefore, it is inevitable for students of L2 not to commit errors in their English writing because it is the most complex skill.

There are several types of writing. Based on Kurikulum Tingkat Satuan Pendidikan (KTSP) 2013 – 2013 School-Based Curriculum mentions in Standar Kompetensi (SK) - Competence Standard and Kompetensi Dasar (KD) - Basic Competence that there are four kinds of writing text to learn in Senior High School, namely: narrative, expository, descriptive, and argumentative writing. In descriptive writing, students usually write by describing things in paragraphs based on the generic structure of descriptive writing. Dewi & Huda (2020) state most English learners still have difficulty in descriptive writing. This is due to several differences between Indonesian and English such as: structural and grammatical terms and styles. The explanations above are why the researcher chose descriptive writing in her research.

Unfortunately, there are still many errors found in students' writing. Ratnaningsih & Azizah (2019 p. 177) mentioned "some reasons why the students often make errors in their writing is that they assume that they cannot make good writing is because it gives them more "thinking time." They cannot express their thought and feelings from some heads on the page. So, identifying errors is indispensable to fixing students' writing errors. "Identifying learners' errors become crucial factors to improve their writing product (Karim et al., 2018). The purpose of analyzing students' writing errors is that teachers and students can find out what types and sources of students' writing errors are. When the teacher knows the students' errors in writing, the teacher can determine English learning strategies in writing. Pasaribu (2021) also states that some linguistic scholars have studied the issues of errors in writing to shed light on the ways errors occur in writing and find the reasons for their happenings.

According to Rini (2014) error analysis is significant from the teachers' point of view and the language learners. Therefore, error analysis can provide benefits for students and teachers. Students can find errors in their writing to improve their writing into better writing. Then the teachers can also find out students' writing errors and evaluate their techniques in teaching writing.

Furthermore, there have been some research studies scrutinizing errors in academic writing. Cholipah (2014) studied error analysis in recount text in SMP Trulia. She found that students made most errors in capitalization, word choice, and verb tense. Afifuddin (2016) investigated students' errors writing in descriptive text in

STAIN Malikusaleh, and found students' made the most error in fragments. Husnayaini et al.,(2021) studied grammatical mistakes in writing procedure text in SMP Muhammadiyah Pangkal Pinang. They found most grammatical errors in prepositions and subject-verb agreement. Ratnaningsih & Azizah (2019) studied Error Analysis in the Descriptive Text Writing in eleventh grade students of SMKN Jakarta. They found the most error in capitalization. From the studies above, the researcher concludes that there are many students still make errors in writing. It can be a reason for the researcher to conduct the same research on error analysis in students' descriptive writing in different locations and theories. The researcher also intends to determine what types and sources of errors in students' writing from different school and sample with aims to improve students' writing in the school target by researcher.

In a previous research, Pasaribu (2021) surveyed " A common error analysis in students' English narrative writing." This research was conducted at the University of HKBP Nommensen Medan. The research participants were 26 English department students in the third semester. The objective of this research is the researcher can find types of error based on brown's theory and cause of error in based on Norrish's theory. The method that was used in this research is a mixed method. The qualitative method was applied to codify and interpret the narrative texts of students' writing tasks. Besides, the quantitative approach was employed to serve the statistical analysis of the data to provide an insight into the different numbers and percentages of the types of errors in the narrative writings. The second previous research in

Sasmiasih (2014) in her title "Error analysis on the students writing of descriptive text." This research was conducted second Grade Students of SMP PGRI 2 Ciputat. The research participants were 25 students in second grade. This research focused to find types of omission, addition, mis-formation, and mis-ordering errors in using adjectives in descriptive text. Besides, the researcher also identify source of error in using adjectives in descriptive text consists are carelessness, first language, and translation. The finding of this research showed the highest frequency of error is mis-formation error (53.33%). On the other hand, the highest cause of error is first Language (52.54%). Descriptive qualitative is the method used in this research.

The third previous research in Khatter (2019) in his title "An Analysis of the Most Common Essay Writing Errors among EFL Saudi Female Learners (Majma'ah University)." This research was conducted to explore and analyze the most common essay writing errors among Saudi female learners at the departments of English, Majma'ah University, Kingdom of Saudi Arabia. The research participants were 40 female English majors in their third year. The method in this research describes participants, data gathering tools, and way of data analysis. This research focused on finding types and sources of errors in essay writing. The finding of this research showed the most frequently occurred error were: prepositions, articles, word form, verb tense, pluralization, concord, and word choice, respectively. Furthermore, the findings of this research also suggested that writing in English as a foreign language is quite challenging for students. The interlingual and intralingual transfer was the source of errors underlying the most common errors.

In other previous research are founded in Pratiwi et al. (2019) by the title "an Error Analysis on Using Personal Pronouns in Writing Descriptive Text." This research was conducted at SMK Negeri 1 Cimahi in Academic Year 2018/2019. The participants who became the sample of this research consist of nine students that are from three high students, three middle students and three lower students from 36 students of PFPT A (Broadcast), that are 11 of male students and 25 of female students. She focused on analysis using personal pronouns errors, the method in this research used descriptive qualitative. The result showed that there are four types of errors, they are: omission, addition, misordering, and disordering. The result is the highest percentage of types of error is a mis-formation error that is 17 or 68%. Furthermore, the most error of personal pronouns in descriptive text due by the students is when they used a subject pronoun.

A preliminary study (face-to-face interview with an English teacher on Thursday, 17 February 2022) in SMAN 1 Asembagus showed that students of tenth graders of science class made some errors, mainly descriptive writing. This motivated researcher investigated the types and sources of errors in students' writing. In addition, research on learning English conducted at SMA 1 Asembagus is scarce. The explanation above stimulated the researcher to research to analyze students' common errors in descriptive writing and find out the sources of errors. The researcher chose descriptive writing as a variable because she found errors in omission, addition, misordering, and misformation of the written task in students' descriptive writing in SMAN 1 Asembagus. Based on the explanation and the gaps above, the researcher

was conducted a research entitled "Analysis on Common Errors of Students' Descriptive Writing (*A case study of the Tenth Graders of Science Class of SMA Negeri 1 Asembagus).*"

1.2 Problem of the Research

Based on the background, the researcher tried to identify some problems of research as bellow:

1. What types of errors do the students make in their descriptive writing?

2. What are the sources of students' errors in their descriptive writing?

1.3 Focus of the Research

Based on *the* background of the research and identification of the students above, the researcher focused on finding the types and sources of the students' common errors in descriptive writing made by students of tenth graders of science class at SMAN 1 Asembagus.

1.4 The Objective of the Research

Based on the formulation of the problems above, the objectives of this study are as follow:

1. To identify types of errors the students make in their descriptive writing.

2. To find out the sources of reason why students made errors in their descriptive writing.

1.5 The Significance of the Research

1.5.1 Theoretical Significance

Specifically, this paper improves the point of view of the researchers who are researching error analysis and the people who are interested in reading research on error analysis. Then, the English Education students department can read this research as a student reference for additional information and knowledge.

1.5.2 Practical Significance

This research can help teachers to correct the students' errors and also to improve methods or ways of their teaching, especially in helping students with their descriptive writing.

1.6 Assumption of the Research

The basic assumption describes an assumption, a provisional opinion or conclusion, or a provisional theory that the researcher has not proved.

In this research, making errors is inevitable; thus, using the error analysis process on students' descriptive writing, the researcher can find the types and sources of errors in students' writing, then students' will fix those errors in their writing.

1.7 Scope of the Research

In this research, the researcher focused in analysis on common error of students' descriptive writing made by students of tenth graders of science class at SMAN 1 Asembagus.

1.8 Operational Definition

The operational definitions used in the research:

1.8.1 Error analysis

Error analysis is a method used to identify common errors that arise in the learners, determine whether the errors are systematic, and (if possible) explain what caused them.

1.8.2 Descriptive writing

Descriptive writing is a type of writing in which the writer uses details to describe an object or picture with their words.