

CHAPTER I

INTRODUCTION

This chapter contains the Background of the Study, the Reason for Choosing the Topic, the Statement of the Problem, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

1.1 Background of the Study

As a global language, English is used at least a quarter of the world's population for interactional purposes. As one of the foreign languages, English is taught in schools in Indonesia. Recognizing the importance of English, the Indonesian government makes English as a compulsory subject that is taught formally from elementary to university level. English and Bahasa are different in spelling, grammar, and vocabulary (Muthím & Latief, 2014). Although it has been studied since in elementary school, many high school students still have difficulties to study English.

The four skills of English are needed to be taught namely listening, speaking, reading, and writing in learning a language. Those four skills are to complete students' communication (Gence, 2007). A way of communication with words and punctuation alone without facial expression, gestures, or body language is known as writing (Heffernan & Lincoln, 1986). It makes writing is seen as the

difficult skill to be learned. Need to think hard to present words into a sentence, and some sentences into a paragraph to express ideas and feelings.

Writing English as a foreign language is difficult, especially for Indonesian students. The result of some conducted research showed that Indonesian students often make errors in their writing. Elfina (2013) revealed ten types of errors; they are the omission of *to be*, the omission of verb, the double marking, the wrong use of singular and plural form, the addition of *to be*, the omission of suffix *-s/-es*, the wrong use of verb, wrong form of modal auxiliary, wrong form of verb, and wrong form of sentence. Afifuddin (2016) found there were 288 errors occur in students writing. The highest frequency of students' error is fragment with 77 occurrences or 26%. It is indicated that the students produce various errors in their writing.

Many students who learn English produce errors in their writing such as error in structure and vocabulary. An error occurs in students' English writing is useful for their learning process (Raimes, 1983). As students write, they can reinforce their grammatical structure and vocabulary that have been studied. In addition, analyzing students' error is helpful in determining what students need to be studied, and it provides the information about in the part where students are lacking in linguistic competence (Vahdatinejad, 2008). Error analysis is important to analyze and to understand the students' errors in helping them learn English.

Based on the background, the researcher of this study wants to investigate students' error in writing descriptive text of the eleventh grade students of Madrasah Aliyah Negeri Demak in the Academic year 2017-2018.

1.2 Reason for Choosing the Topic

Most students still commit errors in their writing. Based on the experience of the researcher while following the field practice program at Madrasah Aliyah Negeri Demak, many students produced errors in their writing. When students were asked to write an English sentence, they found it difficult. They produced a deviation in vocabulary and grammar. They also translated their ideas from Indonesian into English sentences, and those often made their sentences wrong and unusual in English.

The error made by the students needs to be corrected. However, they rarely get corrections or feedback of their error. It is important to pay more attention to the students' errors because by analyzing students' errors, teachers can find out what errors students make and why they make those errors. In addition, feedback of the students' error from their teacher makes them more focus and concentrate on what is being learned (Muthím & Latief, 2014). As the result, the teacher can find out the most appropriate way of teaching to minimize students' errors and students can improve their writing skills.

Based on the above reasons, under the heading "An Investigation of Students' Error in Writing Descriptive Text", a case study of the eleventh-grade students of MAN Demak in the Academic year of 2017-2018, is chosen as the title of this study.

1.3 Question of the Problem

Based on the background of this study, the question of the problem is what is the most typical students' error occurs in writing descriptive text?

1.4 Objective of the Study

In accordance with the problem above, the objective of this study is to find out the most typical students' error occurs in writing descriptive text.

1.5 Limitation of the Study

This study is concerned on analyzing the most typical students' error in writing descriptive text made by the eleventh-grade students of MAN Demak in the academic year 2017/2018. The grammatical errors that were analyzed were the use of the simple present tense as a basic pattern in writing descriptive text.

1.6 Significance of the Study

This study is expected to contribute to the teaching English process, especially for teachers and students in teaching writing subject. This study also intends to be the one consideration for English teacher preparing the most appropriate way of teaching to reduce the errors made by students. For students, by giving valuable input to overcome errors, it will encourage students to improve their English capability.

1.7 Definition of Key Terms

1.7.1 Error Analysis

Stephen Pit Corder establishes error analysis in the late of 1970 (Al-Khresheh, 2016). He mentions that the systematic analysis of errors made by foreign language or second language students makes determining areas that need reinforcement in teaching possible (Corder S. P., 1974). Error analysis can be defined as a procedure used to identify, classify, and explain the errors committed by foreign language students (Mahmoodzabeh, 2012).

1.7.2 Writing

Writing is a medium to communicate through written form. Tarigan (1995) states that writing is one of the language skills that used to communicate indirectly, without having face to face with other.

1.7.3 Descriptive text

Descriptive Text is a type of text with the purpose of providing information (Gerot & Peter, 1995). The context of this type of text is the description of certain things, animals, people, or others, for example, My Favorite Artist or anything that is known very well.

1.8 Organization of the Study

This study consists of five chapters. Chapter I is an Introduction relating to the Background of the Study, the Problem of the Study, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

Chapter II is a Review of Related Literature that consists of Error Analysis, Writing, and the Review of Previous Study.

Chapter III is a Research Method that consists of the Research Design, Subject of the Study, Variables of the study, Instrument of the Study, Procedure of the Study, and Procedure of Data Analysis.

Chapter IV presents the research findings and discussion of the result. The research findings elaborate the school profile, the participants of the research, the total number of the sentences, and the analysis of writing test.

Chapter V consists of suggestion and conclusion.