CHAPTER I
INTRODUCTION

This chapter is an introduction to the research. It describes how and why the researcher chooses this topic. The basic details of the research are described as following topics. Background of the Study, Research Questions, Research Purposes, Research Significance, and Scope of the Research.

A. Background of the Study

English is widely recognized as one of the world's international languages and is a means of communicating with people from other countries. Moreover, it is one of the official languages of the United Nations. We can see how important English is in today's global scenario based on this fact. The most significant skill in Indonesia is communicating in a foreign language. The government realized this problem and decided that English would become a compulsory subject in formal education because English has become a universal language used in technology, education, politics, commerce, etc. English as a foreign language has an important position at all levels of school in Indonesia as stated in the 2013 curriculum. When studying English there are four skills that must be considered namely writing, speaking, listening, and reading, while speaking and writing are productive skills. Among the four, writing is considered the toughest skill.

Writing skills are very important in learning English. Writing is the basis of learning English which is in writing the students are able to express the ideas in their minds in writing. In writing, the students are expected to be able to express the ideas into words, words into sentences, and then the sentences into paragraphs. The results of student writing are expected to be conveyed to the readers well, therefore it is important for the students to improve their writing skills so that they can produce good and clear writing to be understood by the readers. Writing creates a form of writing that can be read, done, and used by others. In writing English, there are various types of writing that students must know including descriptive text, recount text, narrative text and

procedure text. Especially the students at the junior high school level, the students are expected to be able to write well so that their ideas and opinions can be conveyed properly.

In writing English, one of the biggest problems faced by students is grammar. Grammar is the word form of the language itself and the way in which they are combined in phrases, clauses, and sentences. Using good and correct grammar the students can state and express their thoughts in writing that clearly and can be understood by the reader. In this factor the students sometimes make errors in using grammar, the students tend to make errors in string up words into sentences that can explain the meaning of their understanding. The use of grammar is often not in accordance with the meaning conveyed so that the results of the learner's thoughts are not clearly illustrated. Grammatical Error is a term used to describe an instance of faulty, unconventional, or error usage, such as a misplaced modifier or inappropriate verb tense, also called a usage error. Grammatical errors are usually distinguished from factual errors, logical fallacies, and misspellings. Typographical errors, and faulty punctuation. For example, in writing descriptive text the students are expected to be able to describe something about objects, animals, and identity.

However, many students continue to make errors in their English writing. The language mismatch between Indonesian and English is one of the many sources of error. according to Kaswan (2014) cited in Kasini et al (2017) "Error is an error caused by incomplete knowledge". In terms of sentence structure, Indonesian and English have different grammatical structures. When Indonesian sentences are translated into English, structural changes occur. In conducting the analysis of grammatical errors the researcher can bring several advantages. Several professionals have spoken about the benefits of error analysis. error analysis can help teachers in determining problem areas of English topics where students struggle to acquire language. It also supports teachers, students, and syllabus designers in finding useful correction material for correcting errors. Jabeen, Kazemian, and Mustafai (2015) cited in Erlangga

et al (2019) argue that errors analysis provides comprehensive insight into the language learning process carried out by students. Nzama provides the ultimate benefit. Error analysis is useful for teachers, syllabus designers, and textbook writers because it can reveal students' difficulties in learning a language. As a result, there are many advantages to performing error analysis for teachers and others.

To determine the results of the analysis of grammatical errors in writing, a genre text is needed to determine what text to use. Based on the 2013 Curriculum, the current Education Curriculum in Indonesia, there are three genres of text (descriptive text, recount, and procedure) that are taught in teaching writing for junior high school students. In analyzing grammatical errors in writing, the researcher uses descriptive text as text that will be a reference for grammatical errors. The reason why the researcher chose descriptive text is that apart from descriptive text, it is used as a text that is commonly used in everyday life to describe something. This descriptive text also makes it easier for the writer to clearly show the reader about the physical appearance of something. According to Dirgeyasa, (2017) The purpose or social function of descriptive text is to describe a person, place, or thing in such a way that a picture is formed in the reader's mind.

Based on the explanation above the purpose of this research is to find out the grammatical errors in dominant language made by students and four types of errors (1) error of misordering (2) error of addition (3) error of misformation and (4) error of misordering. The researcher analyzed grammatical errors made by first grade students of SMP Assalam Pontianak in writing skills because grammatical errors are things that often occur at the level of education. Researchers need to analyze grammatical errors because grammar helps to achieve accuracy in a language, grammatical errors cannot be left alone. Almuhammadi, (2020) reports that EFL teachers consider grammar as the basic framework for teaching English as a foreign language and is an important factor in improving the accuracy and proper use of EFL. It encourages the researcher to conduct research on grammatical errors that made

by junior high school students in writing skills, especially in writing descriptive text. The title of the research is "An error analysis on English descriptive text at the first grade of junior high school (A Descriptive Study of the First Grade of SMP Assalam Pontianak in the Academic Year of 2021/2022)"

B. Research Questions

The main problem in this research is error analysis on English descriptive text in the first grade of junior high school. To get clear and completed data about it, the researcher formulated the research questions as follows:

1. What types of grammatical errors are made by the first grade of SMP Assalam Pontianak in writing descriptive texts?
2. What are the dominant errors of the first grade of SMP Assalam Pontianak in writing descriptive texts?
3. What are the causes of students' grammatical errors in writing the descriptive text?

C. Research Purposes

In this research, the researcher has three objectives. The study deals with the statement of the analysis above as follows:

1. To find out what types of grammatical errors are made by the first grade of SMP Assalam Pontianak in writing descriptive texts.
2. To find out what dominant errors of the first grade of SMP Assalam Pontianak in writing descriptive texts.
3. To find out what causes of students' grammatical errors in writing the descriptive text.

D. Significance of Research

This study gives the teachers and the students a new understanding of error analysis in analyzing teaching outcomes. This study hopefully can be a helpful reference to other similar studies on error analysis of students' English grammar on descriptive text for first grade students for the other researcher.

1. **Theoretical Benefits**

This study is expected to be useful for the student to know the error analysis made by the students in writing descriptive text. It can help the students be more active in teaching and learning, and it can also give the students a new experience in teaching writing skills since they can find the materials by themselves.

2. **Practical Benefits**

   a. **To Students**

   This study's result is expected to give teachers input to know the error analysis made by the students in writing descriptive text. Implementing the teaching steps for each method is useful for teachers to avoid some problems in teaching writing.

   b. **To English Teachers**

   This study's result is expected to give teachers input to know the error analysis made by the students in writing descriptive text. Implementing the teaching steps for each method is useful for teachers to avoid some problems in teaching writing.

   c. **To Other Researchers**

   Hopefully, it can give a clear description and additional knowledge about error analysis on students' English grammar in writing descriptive text, including the implementation, strengths, and weaknesses.

E. **Scope of the Research**

In the current study, the researcher investigated the error analysis on English descriptive at the first grade junior high school of SMP Assalam Pontianak in the academic year of 2021/2022.

1. **Research Variable**

The variable is a quantity that can be changed so it can affect events or research results. research variables are the object of research or what is the concern of a research point of interest. Variable is central to research because the title of the research is made up of it and it is also the focus of

this study (Oyebanji 2017). This research variable is error analysis, English writing, and descriptive text.

2. **Research Terminology**

  The following definitions are provided to ensure compatibility and understanding of these terms during the study.

a. **Errors analysis**

  Errors are the wrong side of a learner's speech or writing. The error sometimes occurs when students have not yet mastered a foreign language or students are ignorant of a foreign language. The error analysis is an error that can be observed, analyzed, and identified where a lack of a second language understanding causes an error. By knowing and understanding the student's mistakes, it is expected that teachers can improve their teaching skills and instructional process.

b. **English Writing**

  Writing is a way to communicate with other people. They are writing looks very simple and easy to understand. However, it cannot be ignored because writing is not a spontaneous activity and must be studied continuously. There are many definitions of writing, according to many experts. Writing is the skill that is considered the most difficult for students to learn English as a second language or as a foreign language. Good writing is grammar, good language, proper lexicon, and logical order. In other words, the success of a lesson is marked by a good writing process to write as feedback for learning achievement. Writing is an activity of communicating one's ideas by using letters, words, phrases, and clauses to form a series of related sentences. Writing is a construction product of the author's grammatical and lexical knowledge command. The development of writing is seen as the result of imitating and manipulating the model given by the teacher to the students.

c. **Descriptive Text**

  Descriptive text is a type of writing that contains information about a particular object. In English, descriptive text is a text that

includes a description of an object, such as an animal, place, person, or thing. Based on the definition of descriptive text, it can be concluded that it is a text that says what someone or something looks like.