

CHAPTER I

INTRODUCTION

A. Background of the Research

The majority of students of junior high school believe learning to write is more challenging than learning to speak. Sentence errors are still a serious problem for students when they write a text. Especially for students who are still in the 7th grade of junior high school, they still find English to be difficult. Rintaningrum (2015) revealed that introducing English from an early age can help language development in children to be more familiar with English, although in the current curriculum there are very few opportunities to learn English in Indonesia or have even been eliminated. In fact, it will make it easier for students to learn English at a higher level.

When writing, the students need to know and understand those elements from various types of text to produce good writing. The types are descriptive text, recount text, narrative text, procedure text, explanation text, exposition text, and many others. However, in this research, the researcher focuses on analyzing the students' errors in writing descriptive text which is taught in Junior High School.

Descriptives can describe a picture of people, objects, places, and emotions using selected word details to make a specific impression on the reader. Tamba et al. (2020) reveal that the intention of descriptive text is to describe some people, places, or things. According to Zulaikah et al. (2018), in descriptive text, students can use their imagination and perspective to make readers feel, hear, see, or can feel what is happening in the writing made. In descriptive writing, students can master generic structure, language features, vocabulary, and mechanics Turnip et al. (2019). Students must also master descriptive texts with grammar, punctuation, use of capital letters, and also correct spelling to produce good text or writing and minimize writing errors. Based on the description above, it can be said that to write something is not easy without knowing well about the part of writing.

This is in accordance with research from Sasmiasih (2014) which revealed that the most common structural errors made by seventh grades in writing descriptive English texts are verb tense, vocabulary, articles, word class, sentence, spelling, singular plural and punctuation. Therefore, it is not uncommon for seventh grades to still have difficulty in writing descriptive texts, causing many errors.

It is believed that writing is a difficult thing, therefore students need a comprehensive understanding and good analysis to manage the language to convey ideas, messages, and feelings to the reader through writing. In fact, many grammatical errors are found in student writing, but

with these errors, students will learn a lot to correct the errors made when writing. Therefore, based on the previous explanation, the researcher will make research about **"An Analysis of Students' Errors in Writing Descriptive Text"**.

B. Research Question

Based on the background of the research above, the research questions can be formulated as follows :

1. What kinds of errors made by students' in writing descriptive texts?
2. What is the most dominant error made by students' in writing descriptive texts?

C. Aim of the Research

This research aims to get a result overview of the students' in writing descriptive text. Based on the statement of the problem before, the writer tries to describe the aims of the study as follows :

1. To find out the kinds of errors made by students' in writing descriptive text.
2. To find out the most dominant error made by students' in writing descriptive text.

D. Research Contribution

1. Theoretically

- a. The findings of this study will be useful to future researchers. This research can be used as a starting point for them to conduct and modify additional research on this topic.
- b. The result of this study can help the readers have a better understanding of the kinds of errors that students make when writing descriptive texts.

2. Practicially

- a. For the teacher

The teacher can use the result of a study as a reference in teaching English in the future about the procedure and strategy to teach English especially in writing descriptive text.

- b. For the next researcher

For further researchers who want to research CAR by knowing the results of students' writing errors in writing descriptive texts, this research can be used as information and references to find out what teaching strategies are appropriate to minimize writing errors made by students in writing descriptive texts.

E. Definition of Key Terms

1. Writing

Writing is a difficult process, and students who are writing in other language than their mother tongue find it significantly more challenging. Raofi et al. (2017).

2. Error Analysis

Error Analysis was made in response to contrastive analysis theory, which said that language transfer is the most important part of learning a second or foreign language. Keshavarz (2012).

3. Descriptive Text

Text that describes real things, like people, places, and things, is called descriptive text. It will help the reader figure out what the real thing is. Stanley (1988).

F. The Limitation

Based on the identification of the problem, there are many problems regarding errors in writing descriptive text. However, this research is limited and only focuses on student errors which are included in Dulay's (1982) theory, namely the classification of surface strategy taxonomy in writing descriptive texts carried out by seventh grade students at private junior high schools in South Cilacap.