

CHAPTER I

INTRODUCTION

A. Background of the Study

(Masduqi, 2016) explains that speaking and writing are two examples of productive skills. Then in receptive skills, there are reading and listening. Students should master writing skills because they must be able to put their thoughts together and express themselves in writing; writing is the process of converting ideas into understandable written language. According to (Kareviati et al., 2019) "In order for the reader to understand the material that the writer has attempted to convey, writing is the process that entails putting down graphic symbols with a purpose to present a language". In addition, (Sari & Kaba, 2019) "Writing is a process of thinking," it says. This notion is backed by (Amin, 2022) which also explains that "writing is the method of thinking up new ideas, considering how to express those ideas in effective writing, and logically organizing those ideas into statements and paragraphs". Because writing is the process of putting thoughts from the writer's head onto paper and turning them into coherently organized words and sentences. It implies that writers are required to conduct research into their concepts and arrange them into coherent paragraphs and sentences.

Because there are so many differences between students' first language (Indonesian language) and the target language, students in Indonesia frequently struggle to master language as an additional language (English). Learning a second language is more difficult than learning a native language because students must struggle to learn an unborn language and culture at the same time. According to Brown (2000:1), it takes a lot of time and effort to learn a second language because people must completely abandon their first language and adapt to a new language, culture, ability to think, experiencing, and acting in order to completely interact and communicate in the second language.

According to (Irawati, 2015) A mistake is a clear departure from adult grammar or the speech of a native speaker, which reflects the learner's interlanguage proficiency. An error is an ensure that the performance like memory, restriction, pronunciation, lack of energy, or inability to cope. She also recognizes that the error is caused by an absence of understanding of the language's rules. It is natural for students to make mistakes when learning a foreign language because grammar, vocabulary, and pronunciation differ greatly from one another.

Based on the preceding explanations, it is possible to conclude that error is systematic and that students cannot self-correct because it reflects the student's proficiency in the target language. While mistake is such an error that cannot be corrected by the student because it is the sole direct result of the learner performance, mistake is indeed an error that can.

The objective of writing in the 2013 curriculum is for students to produce precise and well-organized texts throughout each writing task that is managerially related to social feature, sentence construction, and language feature. Writing is one of the subject matters that all learners are required to learn in school. Each student must write a brief, well-organized paragraph. As a result, as writing exercises, in the writing classroom, all students are typically asked to write straightforward texts like narratives, recounts, descriptives, procedures, discussions, reviews, spoofs, and expository essays. The researcher concentrated on students' difficulties in writing descriptive text in terms of how they develop their ideas, organize their ideas, grammar, mechanics, and use appropriate vocabulary.

Students sometimes make mistakes when writing English sentences, such as he a cat instead of he is a cat. Writing English sentences differs greatly from writing in Indonesian. Indonesian verbs always take the same form since there are no tenses in this language. Many students continued to make mistakes when writing English sentences and struggled with tenses and structure. Students' writing tasks also contain sentence misalignment.

There are a few examples of the phrase. Klein provided the first. According to (Klein, 2017), the reader can visualize a person being described in a particular setting or manner thanks to descriptive writing. Based on (Vermeer & Chesterman, 2021), the second definition presents details of the object to the readers as clearly as possible. Than (Howes, 2021) states that the described is also about the sensory perception of a thing's appearance, sound, and flavor based on the opinion of the readers.

According to the experts' definitions of descriptive text, a descriptive text is one that provides details. what a subject or object is like. A descriptive text's purpose is to describe a specific thing, like a person, object, place, or circumstance. In descriptive text, there are two parts. The first is the identification section, which aims to identify the phenomenon. And the description section is where you describe the qualities, characteristics, and soon.

The first of these earlier studies is from Hijjatul Qamariah, 2020, and it is related to the current research. An analysis of students' grammatical mistakes in English text written by second graders at SMK-SMTI Banda Aceh students is the topic of this essay. The objective of this study is to discover the types of grammatical errors made by students while writing an English text. The findings revealed that students made a total of 48 errors in their writing sheet, including errors in the use of verbs, tenses, singular/plural nouns, adjectives, prepositions, to be, publications, modal/auxiliary, nouns, objective pronouns, and phrasal verbs. According to her research, the students continue to struggle with sentence composition because they consistently make grammatical mistakes. An analysis of the grammatical errors that students made when writing descriptive text was conducted in the previous study by Ihsan Nazir in 2018. The study outlines the mistakes that students made when composing descriptive text using the classification system of surface strategies (omission, addition, misformation, and misordering). The descriptive qualitative method was used in this study. Based on those findings, it is significant to mention which the students produced grammatical errors when writing descriptive text. They made misformation, disordering, omission, and addition mistakes. The researcher discovered that misformation had the highest frequency of errors and addition had the lowest frequency. The similarities between the two previous studies are that they both used qualitative research as the research design and analyzed grammatical in English text writing. The first researcher focuses on identifying types of grammatical errors, whereas the second researcher focuses on descriptive text according to the surface strategy taxonomy.

B. Research Problem

Due to the background research mentioned above, the researcher would like to look into the following question: "What types of grammatical errors were indeed submitted by SMA Free Methodist 2 Medan tenth grade students when they write descriptive text?"

C. Objective of the Study

As a result of research problem stated above, the objective of this study is to pinpoint the grammatical mistakes that students in SMA Free Methodist 2 Medan's tenth grade make when writing descriptive texts.

D. The significances of the Study

This study's findings are expected to make a significant contribution to:

a. Theoretically

This study is expected to be used as a resource for future research and as a future contribution to the learning process of teaching for error analysis in order to help students improve their knowledge of English, particularly grammar.

b. Practically

1. The English teacher understands the difficulties that students face when writing descriptive text. So the teacher can enhance his or her teaching style so that the students understand the lesson, particularly the grammar in descriptive text writing.
2. This research can help students write descriptive texts with proper grammatical structure. They can become more aware of the errors they make throughout every writing test, not just in descriptive text writing, but also in all writing activities.

E. Scope and Limitation

The research is limited to SMA Free Methodist tenth grade students. The study focuses on writing errors made by students descriptive text using the Surface Strategy Taxonomy (SST)

F. Definition of Key Terms

To clarify some precise terms used for this research to make them easier to understand, see this section.

- a. Error analysis is the activity of identifying, categorizing, interpreting, or describing errors made by a person while speaking or writing.
- b. Describe your text in detail is one the characteristics of a person or thing.
- c. In prescriptive grammar, the term "grammatical error" refers to a situation in which the usage is erroneous, unusual, or contentious, such as when a verb tense or modifier is used in the wrong place.
- d. Surface Strategy Taxonomy is a set of error categories that includes errors in addition, omission, miss formation, and miss ordering.