

CHAPTER I INTRODUCTION

1.1 The Background of the Study

English is one of the subjects taught in senior high school. According to Harmer (2001) English will continue to be the most spoken language in the world and a crucial tool for many academics, tourists, and global citizens that want to communicate easily between nations. In English language classes, students should master four skills: writing, listening, speaking, and reading. In addition, writing is one of the most difficult skills to master in English.

Writing is a creative and expressive process. This is in agreement with Dalman's (2014) argument that writing is a creative process of pouring thoughts into written language with the goal of informing, convincing, or entertaining. When writing, students must explore their thoughts and organize it into a good piece of writing. There are several types of texts that must be learned by students, especially in senior high school which is a basic ability that must be possessed including Narrative Text, Recount Text, Procedure Text, and Descriptive Text.

Descriptive texts are those that describe a subject or thing in detail. Husna (2013) explains that descriptive text is a type of writing that includes an object's or something's description, definition, and characteristics. Then, Klein (2017) explains that descriptive writing helps readers picture a character in a particular situation or behavior. There are two main generic structures in descriptive text. First is identification, which gives the introduction, and an overview of the topic. The second is a description that contains specific characteristics of the object, place, or person being described. For example, characteristics, physical appearance, and other things that are written specifically. Before writing a descriptive text, students must understand the characteristics of descriptive text, including using attribute verbs (such as to be, is, am, are), focusing only on specific objects, using simple present tense, using many adjectives, and using detail sentences to describe an object. It needs to be emphasized that there are various components in writing that must be mastered by students in order to write well, especially when writing descriptive text. This is due to the fact that there are various factors to focus on when writing including content, rhetoric, vocabulary, writing mechanics such as punctuation and capitalization, and grammatical structure. Therefore, students must thoroughly understand all the rules that must be followed, namely grammar.

Grammar is an arrangement of rules that govern how words and word clusters in a specific language can be structured into good sentences, R. Cowan (2008). By learning grammar, students can construct sentences, represent their thoughts, and comprehend what others say or write. Writing without grammar, in particular, can be confusing and cause problems, such as grammatical errors when writing. The aforementioned issues can be influenced by a variety of factors, one of which being a student's motivation, cognitive abilities, intelligence, and talent. And other external influences such as learning programs, approaches, and methodologies in the learning process. It is highly common for foreign language learners to experience this. Students regularly commit errors, especially when writing sentences in English.

However, this is normal because errors are common. But this does not mean that errors can continue to be made. Students must learn from their previous experiences. According to Langan (2001) writing is a skill that develops through consistent practice. The more students practice writing, the lower their error rate. Alexander, L. G (1975) states that students should be trained to produce with as few errors as

possible. Writing sentences in English is not the same as writing sentences in Indonesian. Because verbs in Indonesian always use the same form and there are no second verb or third verbs. Many students tend to make mistakes when writing English sentences and struggle with tenses and structures. In fact, the use of grammar is the most difficult thing for students because it contains many rules that must be followed by students, particularly the usage of tenses that only use at specific times.

However, the majority of student errors should be detected, classed, or characterized, which is referred to as error analysis. That is why the researchers are interested in analyzing descriptive writing by students. By knowing students' errors that are obtained from descriptive writing tests, the researchers will know what errors are often made by students and their causes.

Based on the explanation above, the researchers are very interested in researching **"AN ANALYSIS OF STUDENTS' ERRORS IN WRITING DESCRIPTIVE TEXT AT SMKS PULAU BERAYAN DARAT MEDAN"**.

Therefore, the researchers will research grade XII students at SMKS Pulau Berayan Darat Medan. Because error analysis should not be ignored in foreign language teaching.

1.2 The Problems of Study

According to the research above, the following are the research's problems:

1. What are the types of errors that are made by grade XII students at SMKS Pulau Berayan Darat Medan in writing descriptive text?
2. What are the most dominant errors that are made by grade XII students at SMKS Pulau Berayan Darat Medan in writing descriptive texts?

1.3 The Objectives of Study

Based on the problem above, this research intends to find out:

1. To analyze the types of errors that are made by grade XII students at SMKS Pulau Berayan Darat Medan in writing descriptive text.
2. To analyze the most dominant types of errors that are made by grade XII students at SMKS Pulau Berayan Darat Medan in writing descriptive text.

1.4 The Scope of Study

The research is focused on the errors that are made by the students when writing descriptive text. Participants in this research are grade XII students at SMKS Pulau Berayan Darat Medan during the school year 2023/2024.

1.5 The Significance of Study

The findings of this research are expected to provide the following benefits:

- a. For the Researchers
The researchers can use all the theories they have learned during college and will be able to teach descriptive text effectively when the researchers become actual teachers
- b. For the students
This research can help students to minimize errors in writing descriptive text and then the results of this research are expected to increase students' learning motivation and provide concrete experience in the process of writing descriptive text.
- c. For the teacher

This research can help teachers to minimize students' errors in writing descriptive texts. The results of this study are expected to be a reference for developing English teaching models, especially in writing descriptive texts.

d. For the other researcher

It is hoped that this study can help other researchers to add references for further research in writing skills and it is hoped that future researchers can apply their knowledge in writing descriptive texts to conduct better research.