

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a structured system of communication that consists of grammar and vocabulary. It is the primary means by which humans convey written forms, and may also be conveyed through sign languages. Humans have two languages, The mother tongue/first language (here in after abbreviated as B1) is the child's language when they begin to communicate verbally with their environment, and all of that happens naturally. The target language/second language is the language learned after someone acquires their mother tongue/first language. According to (Sapir, 1921:8) Language is a purely human and non-interactive method of communicating ideas, emotions, and desires using the system of voluntarily produced symbols. When learning a language, mistakes can be made in any area of the language, including writing, reading, and speaking. There may be a few lots of them. It must be fixed because ignoring it now could lead to problems down the road. In the same way, young students continue to find learning a second or foreign language to be challenging, especially in writing English.

Grammar is the structural rules that regulate the composition of clauses, phrases and words in any given natural language. According to Perlin et al. (2020), writing is the most difficult ability to acquire because it necessitates the usage of structures, grammar, vocabulary, and other writing-related skills. So Grammar is what we use as a “guide” or framework when learning a language. That’s why grammar exists in all languages, not just English. We can learn how to speak simply so that other people can understand us by using grammar. The ability to use proper grammar is vital for effective communication, writing and conveying ideas accurately. Grammar errors can impede understanding and hinder the development of critical thinking skills. Therefore, it becomes imperative to address these issues early on during language education.

According to Tarigan (1986:15) explains that writing is an activity of expressing ideas or notions using written language as a medium of delivery. In learning English, the ability to write is an important aspect that students need to master. According to Sapkota (2012, p. 70), writing is the act of recording the graphic symbols that comprise a language in order to

convey some meaning to the reader. Writing is an important skill in language education, and plays a role important in academic success. In the context of learning English, students are expected to develop their writing skills, including composing descriptive texts. However, students often face difficulties in using grammar appropriately when writing descriptive texts. This can affect the quality of their writing.

Writing and grammar have a very significant relationship. Grammatical rules ensure that writing is comprehensible to readers and help control how it is written. There are variations in grammar and writing rules among all languages spoken worldwide. It's crucial to keep in mind that while correct grammar is necessary for writing well, it's also crucial for speaking clearly. It is impossible to overestimate the significance of writing and grammar. One's ability to communicate with a larger audience will be severely limited if one forgets standard grammar rules. Even if someone has a great deal of writing talent and brilliant ideas, others will find it difficult to understand them if they poor grammar.

One of the school in Medan is the Gajah Mada College Foundation. This school teaches English to its students as a formal institution. This school uses the curriculum from 2013. This school offers English as one of its subjects. Students have four hours of teaching in English two times a week. Then, they looked at a descriptive text as one of the texts.

Text that provides a thorough description of an item or object is called the description of an item or object is called descriptive text. Objects are detailed in detail from the author's point of view in descriptive texts so that readers can experience the objects as they are described. According to Pardiono (2007), Descriptive text comes from the Latin word "describere" which means to describe something. Then Pardiono defined it in easy-to-digest language as a form of essay that describes an actual condition or situation through the five senses.

An effective strategy that can benefit both educators and students is error analysis. It is used to identify the different kinds of mistakes students make when writing descriptive texts as well as the causes of those mistakes text. It is beneficial for teachers and students to use error analysis. The instructor is aware of the mistakes made by students and the quantity of errors they make. Students can recognize the errors in their writing and make the necessary corrections.

1.2 Research Question

Based on the background study above the researcher would like to answer the following questions:

1. What were the most common mistakes made by students when writing descriptive texts?
2. Why did the students make mistakes when writing descriptive texts in the simple present tense?

1.3 The Aim of the Study

1. To determine the most common errors students make when writing descriptive texts.
2. To find out the errors that students make when writing descriptive texts using the simple present tense.

1.4 The Scope of the Study

This research is restricted to class VIII students from the Gajah Mada Education Foundation based on the background information and problem identification provided above. The study will examine students' grammatical errors in their descriptive test writing.

1.5 The Significance of the Study

The results of this study will assist junior high school students in Class VIII in becoming more cognizant of their grammatical mistakes and the reasons behind the issues they face. It is hoped to occur when composing descriptive text. It is hoped that by helping junior high school teachers identify their students' writing errors, the research's findings will encourage them to pay closer attention. Errors made by students as well as the causes of errors in writing. Teachers motivate them to provide more detailed explanations to aid students in correcting their mistakes.

1.6 Relevances Studies

Previous research studies have been conducted regarding student's grammar in writing descriptive text. Some of them were used as comparison and reference material in research conducted by

1. **Aziz Fitriani and Amalinas (2020)** about examine the kinds of language mistakes made by students using the concepts of Surface Analysis and Error Analysis. Using the Strategy Taxonomy as a theoretical framework, it can be seen that, overall, 122 (63%) of the 195 cases were classified as errors including negligence. Each learner makes regular mistakes with number markers, verbs, articles, prepositions, subject-verb agreement, and pronouns. Importantly for the origin of errors, intralingual transfer is found to be the primary cause of errors in students' writing.
2. **Lestari (2020)** identified in another study that students frequently erred when producing descriptive texts for her research. They used the Simple Present Tense incorrectly numerous times. The most mistakes in disinformation were made by students. For nearly half of the total right answers, the students provided incorrect replies.

It demonstrated that the students' comprehension of the basic present was lacking. Both the author's own experience and earlier research demonstrate how many mistakes students make when writing. The first researcher focuses on descriptive text according to the taxonomy of surface strategies, while the second researcher focuses on errors in using the Simple Present Tense when writing descriptive text. The author therefore looks for a remedy. Error analysis is that.

However, the researcher's attention was solely on the grammatical examination of descriptive text written by class VIII students at Gajah Mada Junior High School in Medan, as well as the challenges the students encountered. Other than that, a qualitative descriptive method is employed in this study.