

## **CHAPTER I**

### **INTRODUCTION**

This chapter deals with background of research, formulation of research, objectives of the research, significance of the research, scope of limitation and definition of key term.

#### **A. Background of Research**

The universal communication tool is a language; with language we can express thoughts, ideas, feelings, and messages to others. In this case, based on the statement of Tarigan (2008: 1), a language skill in the school curriculum include four aspects, namely, listening skills, speaking skills, reading skills, and writing skills. Talk about writing skills, it is a skill of expressing the ideas, notions, feelings in the form of written language so that other people who read can understand the contents of the writing well. Based on the statement of Barli Bram (2002: 7), writing, in principle, means attempting to create or reproduce a written message, which mean it is a functioning cycle to compose and plan the thoughts on the paper, no wonder if writing skills are an important aspect and the basic for students to master various subjects. The smallest example of a writing skill that we are not aware of is taking notes or writing a diary for learning purposes, this is an example of writing for ourselves. Writing a blog or article publicly is an example of writing to an unknown audience, and writing a letter to a friend is an example of writing to a target audience. This proves that there are many ways to learn writing skills and develop them into

advanced skills, if we have good writing skills, we might be able to create a literary work such as a short story, novel, or poetry. Writing can be a form of therapy for some people, not only written by poets or writers, but in fact, as time goes by, today's teenagers who use social media as a space for expression in their daily lives, also often write and describe their feelings in captions on their social media homepages with the provision of learning knowledge received by teenagers, this proves that writing activities are indirectly applied to everyday life.

Students are taught several types of texts in writing; those are narrative text, procedure text, recount text, and descriptive text in junior high school. In this case, this research will explore the errors that occur in descriptive text. A descriptive text is used to convey English content or material, no wonder if the English curriculum requires students to understand how to write descriptive text properly. Descriptive text provides information about a place, person, or thing. The context for this type of text is a description of a particular object, animal, or person. According to Anderson and Anderson (2003: 26), descriptive text describes certain people, places, and objects. This means that descriptive text usually claim to report a topic by describing its characteristics without including personal opinion. Meanwhile, based on the statement of Tarigan (2008:52), the aim of descriptive text is to persuade all of the readers to feel, enjoy and understand about the object that is the author's target, as if the reader saw or witnessed directly the object being described.

Additionally, according to Shinigami (2013), descriptive text is kind of paragraph that contains detailed description of an object, place or event for the reader so that the reader can see and feel for themselves what the author writes and describes. Creating coherent paragraphs will help students support their ideas in sentences, organize their thoughts logically, and communicate in detail with others when describing people, places, events and things.

As for if making errors when practicing something is normal, this also applies when learning English and writing descriptive texts, making mistakes is part of the process of becoming better than before. Generally, the students make errors because they still don't really know and understand yet about the language system, they still need deeper material and more guidance from the teacher or because they still unfamiliar with English grammar. One way to examine students' English proficiency in term of writing is by analyzing the error of their texts. Error analysis in language refers to the systematic study and examination of errors made by language learners in order to understand the nature of those errors and identify patterns or trends that can inform language teaching and learning. This process is commonly used in the field of applied linguistics and language education. Not only that, the process of analyzing students' writing errors is also used to measure the extent of students understanding of the English knowledge that has been conveyed by the teacher.

Error analysis has been approached and discussed by various experts in the field of applied linguistics and second language acquisition. While different scholars may emphasize different aspects, there are some common themes in their perspectives on error analysis. Based on the statement of Stephen Pit Corder (1967), there is a distinction between mistakes and errors. Mistakes are seen as slips that occur during fluent performance and are not indicative of the students' underlying knowledge. Errors, on the other hand, are systematic and reveal aspects of the students' inter-language or the developing linguistic system of the students. Corder also emphasized the importance of studying errors to gain insights into the learner's cognitive processes and the stages of language development. Meanwhile, according to Ellis (2001:17) errors describe the existence of limitations students' knowledge; this happens because the student doesn't know which one is correct and errors is occasionally appear in action, this happens because the students cannot display their knowledge. Error analysis can provide valuable information about the students' evolving inter-language and can be used to predict the stages of teaching method. Additionally, according to Crystal (1987:112), error analysis is a technique used to identify, classify and systematically interpret unacceptable forms produced by someone who is learning a foreign language. Errors are flaws that must be eliminated, it is pivotal to the students in learning any language and with analysis of students' writing errors either the teachers, students or researchers can gain

enormous from this error analysis. Although sometime errors in learning English as foreign language are viewed negatively, however, error analysis can benefit both students and teacher. Analyzing students' writing is very important as it helps English teachers to know about students' writing skills and also difficulties. Error analysis is particularly relevant in the context of second language acquisition, where learners or students are acquiring proficiency in a language that is not their native language. By understanding the errors made by students, educators or teachers can design more effective instructional strategies and provide targeted feedback to address specific language challenges. It's important to note that error analysis is just one approach to understanding acquisition of good and correct language. Error analysis is necessary for learners to indicate which aspects are difficult, while teachers need to assess whether learning methods or sources are the cause those of errors.

Error analysis of language is one of interesting topic for some researchers. There are several studies related to the analysis of errors in writing especially descriptive text. The first study was carried out by Syahputri and Masita (2018) with the title "An Analysis of The Students' Error in Writing Descriptive Text", the aimed of their study were to find out eight grade students' error in writing descriptive text. In their research, the researcher took 35 students of eight grade students. The result of their research showed that the dominant error types of writing descriptive text was omission with 43% error, misinformation with 22.5%, misordering

error 19.5%, and addition error 15%. The second study was carried out by Ratnaningsih and Azizah (2019), entitled “Error Analysis in the Descriptive Text Writing of Vocational High School Students”. The aimed of their study were to investigate students’ errors in writing English descriptive texts at the secondary vocational level and the factors that cause those errors. In their research, the researcher took 30 students of eleventh grade students. The result of their research showed that there were capitalization errors with 14.6% and sentence errors with 0.73%, language errors with 42.05%, and the communication strategy with 11.98%. Then, the third study was conducted by (Ernawati et al., 2019), entitled “An Error Analysis in Writing Descriptive Text of The Seventh Grade Students”. The aimed of their study were to find the types of grammatical errors and the most dominant types of errors in writing descriptive text. In their research, the researcher took 10 students of seventh grade students. The result of their research showed that the dominant of error was misinformation with 41.1%, then additions with 29.5%, misordering with 16.6%, and omission with 12.8%.

From all the statements above, we can conclude that a descriptive text conveys something or someone in particular, which changes the reader’s perspective and comprehensively expands the reader’s knowledge. Writing a descriptive text is challenging, because of this, when students start to write descriptive text, the first important thing is that students must totally understand about their object and also the adjectives,

verbs, and nouns to be used. Meanwhile, in the context of error analysis in writing descriptive texts, in general, this means analyzing students' writing, focusing on any errors contained in writing because it is normal for students make errors when practicing. Error analysis in writing descriptive text serves as a diagnostic tool for teachers, offering a deeper understanding of students' struggles and guiding the development of effective strategies to enhance descriptive writing skills. It contributes to a learner-centered approach that aims to address individual needs and promote continuous improvement in language proficiency. The conclusions drawn from such analyses play a crucial role in shaping effective pedagogical approaches that support students in developing proficiency of writing skills.

Based on the discussion of the problems above and considering that in the curriculum students must mastery descriptive text material, the researcher is interested in raising this topic and intends to conduct this research in eight grade students of SMPN 1 Kauman. This will be something new for the researcher and also for the students. The objectives to be achieved in this study are to analyze, describe the errors, and conclude what causes students' errors while writing descriptive text. Not only that, another aim of this study is to increase their writing skill and knowledge of English, so that, later, when the students step on to the next step or school level, their writing skill and knowledge of English are improved.

## **B. Formulation of Research Question**

From the background above, the study about an errors analysis of descriptive text by grade VIII students at SMPN 1 Kauman, with following research problem:

- 1 What are the common type dictions errors in the descriptive text by 8<sup>th</sup> graders at SMPN 1 Kauman?
- 2 What causes dictions errors in descriptive text written by 8<sup>th</sup> graders at SMPN 1 Kauman?

## **C. Objectives of the Research**

- 1 To find and analyze the dictions errors of descriptive text by grade VIII students.
- 2 To conclude the causes of students' dictions errors in writing descriptive text.

## **D. Significance of the Research**

The researcher expected that the results of this research can make a significant contribution to teachers, students, and the other researcher.

### **1. Teachers**

This research is expected to be able to assist the teachers to realize what errors are and their causes when students write descriptive text. Moreover, at the same time, to innovate teacher in teaching English both in terms of literature and other elements of English.



## **2. Students**

This research is expected can be motivated the students to overcome the errors that they face both in writing descriptive texts and other texts as well as increasing students' knowledge of English, especially in terms of writing skills.

## **3. The Other Researchers**

This research is expected can help the other researchers as a reference either on the same topic or on slightly different topics.

## **E. Scope and Limitation of the Research**

The scope of this research is students' descriptive text with the limitation of the research is analyzing the diction errors of grade VIII students in writing descriptive texts and their causes.

## **F. Definition of Key Term**

### **1. Writing**

Writing is a system of traditional marks or symbols that represent linguistic utterances. Writing makes language feel visible and it is concrete. Both speaking and writing depend on the basic structure of the language. Writing is also defined as the process of using symbols (letters, spaces, and punctuation) to convey thoughts and ideas in a form that easy to read. Based on the statement of Sarwanti (2013: 80), writing is the way a writer communicates and conveys something or someone to the reader, it is a way of portraying different emotions, expressions or attitudes of the writer

and it is a way of expressing imagination, feelings and emotions graphically through symbols and punctuation marks.

## 2. Descriptive Text

It is one of the texts that tell us about the detailed of what a person or thing is like. It is a literary device in which the author uses to paint a picture into words. Through this process, readers are provided with descriptions writing of people, places, objects, and events using appropriate details. It is a type of writing that focuses on detailed descriptions of the physical, visual, or sensory characteristics of a subject. The main purpose of descriptive text is to help readers form a vivid capture of what is being described. Based on the statement of Mahsun (2014: 28), it is kind of text that has a social purpose to explain an object and individual objects based on their physical characteristics.

## 3. Diction Errors

Diction errors refer to mistakes made in word choice, where the selected word is inappropriate for the context, meaning, or level of formality required by the writing or speech. These errors can impact the clarity, tone, and overall effectiveness of the communication because error is a reflection of a person's self in the learning process. Error occur when students learn something new but still make an error and students don't know where the errors are and how to fix them. Furthermore, diction errors in the context of

analysis are the process of finding and revealing a problem in order to reach an appropriate solution. This means that it is an action to find out what errors that students make in the learning process and then reach a solution to correct those errors. However, if an error occurs while studying, it does not mean a failure, but it is part of the learning process. Based on the statement of Richards and Schmidt (2002), errors are the use of linguistic elements such as words, presenting utterances or grammatical elements in such a way that they appear incomplete and learning is severely incomplete.