CHAPTER I

INTRODUCTION

A. Background of The Study

We are necessary communication as social human in form a group, without communication a message signal not deliver between communicator and communican. Like written, form a message toward readers which using expression, gestures, kinds of written. According to Geoffrey Broughton, et al. "These expressions obscure a very important distinction between communication which is basically a set of signals, and communication which is truly language, human language."[1] Communication very important to learn, the language it is a tool communication, with language we will easy communication to others.

As we know, to learn language it is not easy and there are components in language, include the following; meaning, stuctural, words, symbols, sounds, arbitrary, productivity, etc. More explained about language by H. Douglas Brown. He says

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[1] Geoffrey Broughton, *et al.*, *Teaching English as a Foreign Language*, Second Edition (New York: Routledge, 1980), 25.

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that: "Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently."[2]

The language claim to be on world scale or internasional scale is English. Geoffrey Broughton, et al. reminds that ". . . little known beyond the southern counties of England, English has grown to its present status as the major world language."[3]

To learn English is very important, development in modern era had an effect on school. Addition learn a lesson English in Indonesia happened in every school, like in Kindergarten, Elementary School, Junior High School, and Senior High School. By the Department of Education and Science for language Indonesian or English in national curriculum is primary. English as a second language some countries in the world.

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[2] H. Douglas Brown, *Principles of Language Learning and Teaching,* Fifth Edition (New York: Pearson Education, 2007), 6.

[3] Geoffrey, *et al.*, *Teaching English as a Foreign Language*, Second Edition,1.

We are most know and understand about everything in language to communicate, all of informations in English; education, technology, news, music, and science. Susan Brindley says that: "Learning to use language effectively involves recognising that what we say, what we hear, what we read, and what we write is in respone to the social situation that we find ourselves in and our particular communication needs within that situation."[4]

There are four skills in learning English; Listening, Speaking, Reading, and, Writing. English is foreign language which grow in school, the students should improve their skills and ability to learn language with them. But, not easy to learn, we are find some mistakes in procces from one part to another. Like in writing skill. According to Florian Coulmas, "Language and writing are two distinct systems of signs; the second exists for the sole purpose of representing the first."[5]

There are reading and writing, they are language skills to reason for students to write to read, and to read to write through

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[4] Susan Brindley,*Teaching English* (New York: Routledge, 1994), 180.

[5] Florian Coulmas, *Writing Systems,* (New York: Cambridge Universiry Press, 2003), 10.

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teaching and learning in classroom activity. According to Richard T. Vacca and Jo Anne L. Vacca "Reading and writing have been taught in most classroom as if they bear little relationship to each other. The result has often been to sever the powerful bonds for meaning-making that exist between reading and writing."[6]

In additional information, according to Barbar Kroll, he says that "Students' writing performance (they were asked to generate details compatible with a prevailing text) was a better predictor of reading achievement than the ability to recognize details (the reading measure)"[7]

The teachers teach both above to the students, but the students not easy to learn and many problem in written language. In writing English, the students should take on some aspects essential purpose to write stage development; what it is about, what form it sholud take, and to whom it is addressed. According to Judie Haynes and Debbie Zacarian ". . . there are four distinct

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[6] Richard T. Vacca and Jo Anne L. Vacca, *Content Area Reading,* Sixth Edition (New York: Longman, 1998), 256.
[7] Barbara Kroll, *Second Language Writing* (New York: Cambridge University Press, 1990), 91.

phases of the writing process: prewriting, writing, editing, and revising."[8]

In written language, the students to be considered of Structure Writing. When students make productions of written incorrect can be cause writing skill and knowledge students in English. Related to writing, the writer use the term of construction. Constructions make products in written expression by students, to specify of Writing in Descriptive Text.

In process writing English that there are some aspects important on second language learners. And then, the writer want to know specifically the errors that students of second language learner keep referring.

Based on the ground above, the writer take on case the study about *"An Error Analysis of Students' In Descriptive Text Writing".* (A Case Study at First Grade of SMAN 1 Baros Kab. Serang)

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[8] Judie Haynes and Debbie Zacarian, *Teaching English Language Learners Across The Content Areas* (Virginia: ASCD, 2010), 93.

B. The Identification of Problem

Writing is the most complicate in English skill carried out at students of second language learners, like said previous above. Make error in the writing production by students. In this case Descriptive Text as modifier, the writer suppose that will find errors when constructing writing in descriptive text by students.

Indeed result of students constructions of writing in descriptive text will shows ability of students in writing. What the product their like in proper order and context which write of their ability in the production that it is descriptive text in writing.

C. The Limitation of Problems

The writer makes limitation of problem as follow the analysis students' in error of writing in descriptive text such as; Singular-Plural, Word Form, Word Choice, Verb Tense, Additional Word, Omission Word, Word Order, Incomplete Sentence, Spelling, Punctuation, Capitalization.

D. The Questions of Research

The writer in this case carry out some problem above, through analysis of students' errors of writing in descriptive text. The principles of problem will formulate as follows :

1. What are the students errors of writing in descriptive text?

2. What are the types errors made by students of writing in descriptive text?

E. The Aims of the Research

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

1. To know the students errors of writing in descriptive text.

2. To know the types errors made by students of writing in descriptive text.

F. Significances of The Study

    1. For The Writer

        The writer can advance to know how the errors made by student of writing in descriptive text from the result of study, and in the future the writer can find the great how to teach English especially in writing skill.

    2. For The Teacher

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

    3. For The Student

        The students can show errors they made from the result of study, it can motivating to improve in the writing skill especially in descriptive text.

G. Previous of Study

In this error analysis was conducted the researcher has read previous researcher. The most of the students research did in Institute the State of Islamis Studies of "SMH" Banten as ready same Error Analysis, they are :

1. Lia Herlinda (062300180) The tittle of paper "An Error Analysis on Students' English Writing on Facebook". Finished her study at 2012, and the research was conducted at The Fifth Semester of TBI at IAIN "SMH" Banten. She analyzed the students' writing English on facebook. She analyzed based on the types of error such as singular-plural, word form, word choice, verb tense, additional word, omission word, word order, incomplete sentence, spelling, punctuation, capitalization and article. The conclusion based on her research, the causes of error of students' English writing error on facebook is less of understanding on English types

of error, there are used to fail to use spelling (43) and omission word (40).[9]

2. Sa'adatunnisa (062300107) The tittle of paper "Error Analysis on Students' Writing Short Essay". Finished her study at 2011, and the research was conducted at The Third Grade of Language Program at MAN 2 Kota Serang. In this research, She analyzed the students' writing essay on lexical error, the category of error such as for misselection, for misformation, and for distortion. The conclusion based on her research, he analyzed students' of error in lexical caused of the lack of knowledge of word types. The common error the students' is misselection.[10]

3. Mutiara Sofa (00431255) The tittle of paper "An Analysis on The Students' Error in English Pronuonciation". Finished her Study at 2005. The

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[9] Lia Herlinda, "An Error Analysis on Students' English Writing on Facebook : A Case Study at The Fifth Semester of TBI at IAIN 'SMH' Banten," (A Paper, Program Sarjana, IAIN 'SMH' Banten, Serang, 2012), 68.

[10] Sa'adatunnisa, "Error Analysis on Students' Writing Short Essay : A Case Study at The Third Grade of Language Program at MAN 2 Kota Serang," (A Paper, Program Sarjana, IAIN 'SMH' Banten, Serang, 2011), 49.

research was conducted at The First Year at MTs Negeri Cilegon. In this paper research, she analyzed difficulties the students in pronuonciation English, it's understandable that some of the elements such as consonant, vowel, and other elements referred to as equivalent in English and other language concerned. The conclusion based on her research, all of the students made error in their reading, and that errors can be classified into two kinds of error; Segmental Phonemes and Supra Segmental Phonemes. And Supra Segment7al Phonemes is the biggest errors that are made by the students in word *churh* and *mild.*[11]

H. The Defference, Agreement, and Focus Research.

The defferences and agreements of research in this paper, the first of previous study in social media on facebook as the medium of writing at the Fifth Semester of TBI at IAIN SMH

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[11] Mutiara Sofia, "An Analysis on The Students' Error in English Pronunciation : A Case Study at The First Year at MTs Negeri Cilegon," (A Paper, Program Sarjana, IAIN 'SMH' Banten, Serang, 2005), 63.

Banten. But in the analyzed of research that is same, type of error by the students' in writing, also the methode used qualitatvie in this research. The second of study in the material of writing a short essay at The Third Grade of Language Program at MAN 2 Kota Serang, in the research analyzed the students' writing essay on lexical error, such as for misselection, misformation, and for distortion. The methode in this research a case study it is same. And the last of study analyzed on the students' error in English pronounciation, at The First Year at MTs Negeri Cilegon. The paper used qualitative methode, it is case study to find out error in their reading, such as consonant, vowel, and other language concerned.

The writer focus of research in this paper analysis error of students' in descriptive text writing, the writer employing a qualitative methode to find out error in the writing made by students'. It is a case study involving twenty of students' at First Grade of SMA Negeri 1 Baros Kab. Serang.

I. Organization of Writing

In order to write a good paper, it is necessary to arrange it sistematically. The organization of this paper provides the organization of the main issues discussed. This paper is divided into five chapters as follows:

1. Chapter I (Introduction): It presents the Background of the Study, The Identification of Problems, The Limitation of Problems, The Question of Research, The Aims of the Research, The Significance of Study, Previous Study, The Defference, Agreement and Focus Research and The Organization of Writing.

2. Chapter II (Theoretical Framework): This chapter presents Writing, Descriptive Text and Error Analysis.

3. Chapter III (Methodology of Research): This chapter covers The Method of Research, The Place and Time of Research, The Instrument of Research, The Population and Sample of Research, Technique of Collecting Data, and Technique of Data Analyzing.

4. Chapter IV (Research Finding): This chapter explains The Description of Data, the Analysis of Data and The Analysis of Classification of Error and Causes.

5. Chapter V (Closing): This chapter consists of Conclusion and Suggestion.