

CHAPTER I

INTRODUCTION

A. Background of Study

English is truly international language, and we all agree about that, because it is an extremely useful communication tools. It has found a place in every countries, and so is Indonesia. This is why one should learn English to explore global opportunities.

From the fact above, there is the English subject in every grade of school to be learnt by the students. In the junior high school there are four skills are learn, they are reading, writing, speaking and listening. It is supported by Goodwyn and Branson stated “everyone agrees that the subject ‘English’ is vitally important and typically it is described as the most important of all school subjects, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every other school subject, and for adult life.”¹

Writing is one of the skills that the students must learn. It is one of an important communication in a daily life, especially important for high school student. Writing also helps students think critically. Kane

¹ Goodwyn, Andrew and Branson Jane. *Teaching English*. (Routledge Farmer : USA and Canada, 2005), 1.

acclaimed writing is a complex activity.² It means writing is difficult and it becomes a complicated activity. Additionally, Virginia stated when you write a composition you need to understand the type of writing required.³

It means there are some types of writing like narrative, descriptive etc. Furthermore, the writer should know every part of writing such as grammar, conjunction, vocabulary. The writer needs to know about language components such as, grammar vocabulary and spelling. The authors create the thing that is produced from their minds creatively into writing

Chang, guaranteeing the accuracy of the sentences mainly depends on the learner's mastery of grammar. Grammar, which is an indispensable part of a language, is so important that the teachers and students have always attached great importance to grammar teaching and learning. For the above-mentioned reasons, how to make grammar teaching and learning effective and efficient is an important task for both English teachers and researchers.⁴ Hence grammar and writing is related because grammar is really needed to make writing better.

Based on observation the reseacher got some information they are

² Kane, Thomas S. *Essential Guide to Writing*. (Oxford University Press, Inc. New York. 2000), 17.

³ Evan Virginia, *Successful Wraiting Intermediate*, (Express Publishing, EU, 2000), 1.

⁴ Shih-Chuan Chang, A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar, *English Language Teaching* Vol. 4, No. 2; June 2011, 18

the first is the students did not focus on the teacher's explanation, they looked like did not understand what teacher explained. It make them do not interested and confused to learn writing text. The second is the students did not know what they were going to write because they did not know how to begin to write. They had no idea. The third they lacked of vocabulary. At least the students did not know how to differ the first paragraph and the others which has a different function or topic. Because of that the students frequently made errors in writing, especially in every organizing the paragraph, students got the difficulties and made error paragraph in a good logical order or good position. The students should know how important of paragraph is. Valencia acclaimed paragraphs are the basic building blocks of writing. ⁵

The students have the difficulties in comparing every kind of the text, they do not know how to write the idea that they have into writing, and the most important thing they do not know how to write the first paragraph and others which has a different function.

As the explanation above, the researcher is interested in doing the research titled an analysis of students' errors in organizing descriptive text in the seventh grade of SMP 1 Kaduhejo.

⁵ Valencia, Luis Alberto. Viades. *Teaching Technical English Writing*. (CENIDET. Cuernavaca, Morelos, México, 2002), 82.

B. Identification of The Problem

According to problem that the researcher found was an analysis of the students' difficulties in organizing descriptive text. These are the following of problems found in the classroom:

1. The students do not focus on the teachers' explanation
2. The students did not know what the teacher explaining
3. The students were lack of vocabulary
4. The students did not know what they are going to write because they do not know how to begin
5. The students' did not know how to differ the first paragraph and the others paragraph which has a different function or topic.
6. The students made some error in putting the idea into a good order.

C. Focus of the Study

Writing is the skill that is chosen in this research. Descriptive text is the text that is chosen to be researched. Students' Errors in organizing are the problem in this research, and the subjects in this research are the seventh grade of SMPN 1 Kaduhejo.

D. Research Question

1. What types of students' errors are in organizing descriptive text in the seventh grade of SMPN 1 Kaduhejo?

2. Why do the students make errors in organizing descriptive text in the seventh grade of SMPN 1 Kaduhejo?

E. Objective of Study

1. To find out the students' errors in organizing descriptive text in the seventh grade of SMPN 1 Kaduhejo.
2. To find out cause why the students make errors in organizing descriptive text in the seventh grade of SMPN 1 Kaduhejo.

F. Significant of Study

According to the objectives of the research above, the significant of the research is as follows :

1. For the Resercher

It can add the reference and resources to support the related or the similar other researches about an analysis of students' errors in organizing descriptive text in the sevents grade of SMPN 1 Kaduhejo. And in the future the researcher who will conduct about this research can find the factor of the problem that the students face in organizing descriptive into a good order, and find the method, because actually the students do not only write as they like, but also they have to analyze the paragraph in a good order.

2. For the students

To make the students have the enthusiastic about how to learn writing especially know how to solve their problem error in writing in order to have a progress in English proficiency. That's why the students have to learn more about kinds of the text, especially writing paragraph of descriptive text. Why students must concern about learning English, it is because writing is an important part of students' study, students will write assignment that may range from paragraph to several long pages

3. For the school

This research is for guiding to teach English writing skill at junior high school especially for the teacher at SMPN 1 kaduhejo. For giving the references and finding out the solution of students' error .

G. Previous Study

There are some of the research that have been conducted before. The first is Mislal Nadya (2021) entitled "*Error Analysis Of The Students' English Written Descriptive Text*" this study is intended to find out types of errors made by students in written English. This study employed the qualitative method where the Error Analysis was implemented. The subject of this study is students in first grade of SMAN 1 Abdya and the object of this study were the errors found in written English. The population of this research was all of students in first grade which consists

of 208 students from all study programs where 25 % of the populations were taken as the sample. To collect the data, written tests were conducted. The written test shows the percentage of writing errors, including omission errors, which is 58.38%, misformation errors with a total of 16.48%, misordering error 13.89%, and addition of 11.26%.

The second is Ridwan Ari Murti (2021) entitled "*An Error Analysis on Students' Writing of Descriptive Text at SMK Negeri 1 Pedan*" the aims of this study to determine the types of errors and causes of errors made by 10th grade students of SMK Negeri 1 Pedan in writing descriptive texts. This type of research is descriptive qualitative using the error analysis method. This study used document review and interview techniques in data collection. the results of this study indicate that there were several errors that occurred namely 1) spelling error 2) punctuation error 3) grammar error 4) usage error. From the results of this study, the types of errors that often appeared and made by the students were spelling error. The reasons why students made these errors as follow: 1) students were not thorough 2) not understanding of English vocabulary 3) lack of understanding the material. Even though they experience some difficulties, students are still trying to do the assignment given and have enthusiasm when describing the character as seen from the results.

The are the similarities and differences between this study and previous study, the first similarity is the first and the second previous study were discussed about students' error and the cause students make error in descriptive text, the second similarity, in the second previous study the object of the research is same with this study, the object are English teacher and students. The differences in the research methodology in the first previous and second study only used qualitative descriptive, whereas in study use mixed method there are qualitative descriptive and quantitative.

H. Organization of Writing

The researcher uses chapter as the system of research that is divided into five chapters. Every chapter has some subchapters.

Chapter I Introduction

In this chapter presents subchapters. They are Background, Identification of Problem, focus of study, Research Questions, The Objectives of Study, Significance if Study, Previous Study, The Organization of Writing.

Chapter II Theoretical Foundation

In this chapter presents five subchapters. They are Concept of Organization, Concept of Writing, Descriptive Text. Students Errors in Writing, Concept of Organizing Descriptive Text

Chapter III Research Methodology

This Chapter presents six subchapters. They are Research Method, Place and Time of Research, Research Participants, The Technique of Data collecting, The technique of Data Analysis Method, The Technique of Validity the Research.

Chapter IV Finding and Discussion

This chapter presents the result of the researcher finds in the process of research.

Chapter V Conclusion and Suggestion

This chapter consists of the conclusion and and suggestion from the writer and followed by References and Appendix.