

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Study English is very important for us, because English is an international language. In learning English, there are four skills that we have already known in English, namely reading, writing, listening, speaking. So, we have to learn about that for mastering and getting complete thought about English itself because each skill has general or specific function in communicating.

Writing is one of the four skills above. It is a form of activity that uses language in written form. It is different compared to the activity of language used in oral form (speaking). Hughes (1996: 7) states

“Writing is a visual/motoric process which, although it is produced through the dimension of time (as all human action are), has the inherent to persist though time, and for different section to be revisited in the same form, but in a different order, as when we go back and re-read part of a paragraph or sentence when we do not understand.”

Writing activity can be said to be more difficult than other skills, because the writer should be able to choose the words and explain clearly to the reader. So, the reader is easy to understand.

The materials of writing activity in senior high school cover the types of text. There are thirteen kinds of text, they are: recount, news item, procedure, descriptive, narrative, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, anecdote (Rusmanhaji, p. 1). Descriptive text is the text to describe people or something. In descriptive text, the writer usually describes object in detail. According to Rusmanhaji (2013: 15) in descriptive text there are two parts: 1) Identification, in this part the writer introduces the object that have been written. 2) Description, in this part the writer describes in detail the object that has been written.

Error analysis is a study that learns about the types of error made by the writer in writing text. Saville (2006) in (Fauziati 2009: 135) states “error analysis is the first approach to the study of SLA which includes an internal focus on learners’ creative ability to construct language.” Fauziati (2009: 135) states “Error analysis focus on learner error and the evidence of how learner errors could provide an understanding of the underlying processes of second language learning or second language acquisition.”

The writer conducts an error analysis in writing descriptive text made by the tenth grade students in SMK Muhammadiyah 1 Surakarta. SMK Muhammadiyah 1 Surakarta is one of vocational schools in Surakarta. This school is located on Jl. Kahayan, Joyotakan, Surakarta. It becomes one of the favorite schools for citizen of Surakarta. It has some vocational programs such as: motorcycle engineering, mechanical engineering, welding engineering, and vehicle engineering. It is one of the reasons why the students choose SMK Muhammadiyah 1 Surakarta.

Although this school is one of the favorite schools, there are still some students’ abilities that must be developed. One of the lessons that are considered difficult by students is English. It is observed by the writer when implementing the program of field experiences in the school. When the writer asked the students to make a descriptive text, the students found difficulties and made some errors in writing the descriptive text, for example:

1. She make a beautiful cake.
2. She is ferry smart.
3. His hobby is playing a tennis.

From the example above, there are some errors in the sentences. The first sentence is grammatically wrong because it used verb “make” instead of “makes”. It is called omission of suffix. In the second sentence there is also an error. The word “ferry” should be “very”. This error included in lexical error. In

the third sentence there is addition of article “a”. This error is called addition. The correct sentences:

1. She makes a beautiful gown.
2. She is very beautiful.
3. His hobby is playing football.

Based on the examples above it can be seen that the students in SMK Muhammadiyah 1 Surakarta are difficult to write. For this reason the writer has analyzed the errors made by students in writing descriptive text by making a research entitled AN ERROR ANALYSIS IN WRITING DESCRIPTIVE TEXT MADE BY THE TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 1 SURAKARTA IN 2016/2017 ACADEMIC YEAR. This study can be used by the teachers to determine the type of error that often made by students. So when the teachers are teaching, they should focus on the errors that are made by the students.

## **B. Scope of the Study**

Based on the background of the study above, the researcher limits the focus on the error made by the students in writing descriptive text.

## **C. Problem Statement**

Based on the background of the study of this research, the researcher formulates the problem statement:

1. What are the types of error in writing descriptive text made by the tenth grade students of SMK Muhammadiyah 1 Surakarta in 2016/2017 academic year?
2. What are the most dominant types of errors made by the tenth grade students of SMK Muhammadiyah 1 Surakarta in 2016/2017 academic year ?

#### **D. Objective of Study**

1. To know the types of error in the writing descriptive text made by the tenth grade students of SMK Muhammadiyah 1 Surakarta 2016/2017.
2. To know the most frequent error made by the tenth grade students of SMK Muhammadiyah 1 Surakarta 2016/2017.

#### **E. Significance of the Study**

The writer hopes that the result of this research has the benefits. The benefits of this research are expected for two groups, they are:

1. Theoretical

This study is not the first study about the error analyses, so the writer hope this study can support the study already and the writer hope this study can be reference for the next writer.

2. Practical

- a. The teacher

The teacher know the types of error that find in text that made by the students, so the teacher can prepare how to teach them well.

- b. The student

The students know the types of error they made in their text, so they can learn more how to write a good sentence or paragraph.

#### **F. Research Paper Organization**

In this part the writer shows the content of this research.

The first chapter is introduction. In introduction the writer talk about background of the study, problem statement, limitation of the study, objective of the study, significance of the study, and the last is research paper organization.

The second chapter, in this chapter the writer shows the review the related literature. It includes previous study, notion of error analysis, the difference between error and mistake, classification of error, notion of writing, the kind of text, and notion of descriptive text.

The third chapter, in this chapter the writer presents the research method. It includes the type of research, subject and object of the study, data and data source, method of collecting data, and technique for analyzing data.

The fourth is finding and discussion, in this part the writer describe the kinds of errors and the frequency of error that found in data.

The fifth is conclusion and suggestion, in this part the writer gives the conclusion and suggestion that accordance with the result that has been obtained from the research.