

CHAPTER I

INTRODUCTION

This chapter presents background of the study, statements of the problem, objectives of the study, scope and limitation, assumption, and operational definition.

1.1. Background of the study

English is learned as a foreign language all at once becomes a compulsory subject at primary and secondary level of education in Indonesia. One of the purpose of learning English as a foreign language is developing the ability to communicate. The communication can be done through spoken or written language. Based on the statement by (Klimova, 2013, p. 9) much of writing are used as professional communication such as proposals, memos, reports, applications, preliminary interviews, and e-mails. All of them are parts of the daily life of a college student or successful graduate. Therefore, writing English is very important in the world.

Writing is one of the English language skills and also is an essential aspect of interaction on language teaching beside reading and speaking. The purpose of writing is to share about the feelings, thoughts, and ideas in written form to the readers (Urrutia & Gutiérrez, 2011, p. 13). Writing is considered as the most difficult skills to be learned in English language that the students should be mastered not only in vocabulary but also in grammar.

According to Fitri, Eripuddin, & Rahayu (2017, p. 2) writing needs hard thinking to express and compose their ideas into a good composition.

Consequently the students often make errors in their writing. According to Karim, et al (2018, p. 122) making errors are a natural and unavoidable part of the process in learning English. In learning English the students are expected to be able to write in many varied text types such as recount, spoof, anecdote, procedure, narrative, explanation, discussion, commentary, news, report, review, and descriptive text. As a result, the students are producing many errors in their compositions because each genre of text has its own specific language features especially in writing descriptive text.

Descriptive text is the first kind of text that is taught in senior high school, especially in the tenth grade students of the first semester (Depdiknas, 2006). Moreover, descriptive text is taught to introduce the model text to the students before the students learn the other text types. Descriptive text is a kind of text which has the purpose to give information to the readers by describing certain thing in detail (Pardiyono, 2007, pp. 33-34). The genres of describing are one of the fundamental functions of any language system and one of the first skills emergent language users learn to control. Descriptive text contains of identification and description. Identification is the part of descriptive text which has the function to identify the certain thing, meanwhile description is the part of descriptive text which has the function to describe the character of certain thing. The students have to use the simple present and adjective phrase in writing descriptive text. In fact, the students often find some difficulties. Most of the

students feel difficult to organize their ideas. This statement supported by Husna & Rozimela (2013, pp. 4) states that there are some difficulties in writing descriptive text such as developing the ideas, organizing the ideas, grammar, lack of vocabularies, spelling, punctuation and capitalization. Furthermore, many students make some mistakes and face difficulties to build and develop their description especially arrange the adjective phrase.

Adjective phrase is one of the phrase in grammar. Adjective phrase is group of words which the main word is adjective (Djamdjuri, 2016, p. 35). It is a modifier that has the grammatical rules. It is often identified by special derivational endings or by special adverbial modifiers that precede it. On the other hand, adjective phrase is rather difficult to find because the nouns and pronouns which that they modify are usually dominant in a sentence (Zerkina, et al., 2016, p. 5146). Based on all of those facts, this research will focused on the use of adjective phrase in writing descriptive text at tenth grade students in SMA AL-FATTAH.

1.2. Statement of the problem

Based on the background of the study above, the researcher formulates the problems as follows:

- 1.2.1. What is the types of error on the use of adjective phrase in writing descriptive text that is made by the tenth grade students at SMA AL-FATTAH?

1.2.2. How often does the error occur on the use of adjective phrase in writing descriptive text that is made by the tenth grade students at SMA AL-FATTAH?

1.3. Objective of the study

Related to the statement of the problem above, the objectives of this study are as follows:

1.3.1. To describe the types of error on the use of adjective phrase in writing descriptive text that is made by the tenth grade students at SMA AL-FATTAH.

1.3.2. To describe frequency of error occurs on the use of adjective phrase in writing descriptive text that is made by the tenth grade students at SMA AL-FATTAH.

1.4. Significance of the Study

The researcher expects that the study will be useful:

1.4.1 for the teacher

This study will give the information about the student's errors in using adjective phrase. It will give better feedback to the teacher to deal with errors in writing descriptive text that made by the students, especially in using adjective phrase. Therefore it can be used to adjust their teaching techniques. Moreover, teaching and learning process can be better than previously.

1.4.2 for the students

Through this study, there will be an input to upgrade the student's knowledge of writing English, and it will be used to motivate the students to be more careful in using adjective phrase on writing descriptive text.

1.4.3 for the researcher

Through this study, the researcher can analyze adjective phrase result done by student in studying English, especially for understanding writing skill.

1.4.4 for the further researcher

Through this study, it is hoped that the further researcher can use this study as a reference to write the other research.

1.5. Scope and Limitation

The scope of the study is error analysis on the use of adjective phrase in writing descriptive text and the limitation of the study is limited in SMA AL-FATTAH at fifteenth students in class X MIPA randomly. The researcher chooses this class because most of the student's mark in writing English are still low. The researcher knows this fact from the teacher's information.

1.6. Assumption

The researcher states that the assumption of the study is as follow:

Through this study, the researcher assumes that there are many types of errors that can be found in the students' writing descriptive text about adjective phrase, such as omission, addition, misformation and misordering.

1.7. Operational Definition

The researcher defines the operational definition as follow:

- 1.7.1. Error analysis is the study of linguistic ignorance, the investigation of what people do not understand and how they try to solve their ignorance (Silalahi, 2014, p. 2-3).
- 1.7.2. Writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization (Brown, 2001, p. 336).
- 1.7.3. Descriptive text is a text which describes a particular person, place, or thing in detail (Abdillah, Sutarsyah, & Hasan, 2017, p. 2).
- 1.7.4. Adjectives phrase is a phrase that aims to find special characteristic, to give explicit description, and to -express the personal attitude of a subject (Djamdjuri, 2016, p. 35).