

CHAPTER I

INTRODUCTION

1.1 Background

English is an international language which is widely spoken by people all over the world. It is spoken in many countries as a native and as a second language. In some countries such as United Kingdom, United Nation of America, Canada and Netherland, they use English as their first language. While, in other countries such as Malaysia, India and Singapore, they use English as their second language. However, in Indonesia, English is still considered as a foreign language.

As a consequence, Indonesian students learn English after they learn their Indonesia language as the national language or local language. This condition is possible for them to find the difficulties in learning English because the big differences between bahasa Indonesia and English. Moreover, there are many skills that should be learned and mastered by the students.

One of the skills in English is writing skill. Writing is an activity of expressing messages, idea, and information in written form (Putri, 2014). In other word, writing is an activity, where the writers or learners try to transfer their thoughts into words in written. Writing is the most difficult skill in language, because it involves all parts of language such as grammar, vocabulary, word order spelling, and logical arrangement of ideas. As Widiati and Cahyono (2006) state that writing is the most complex skill compared the other three skills. Furthermore, Ansyar (2012) says that writing is considered to be the most complicated skill because in writing the writer should be able to combine and express his or her opinions in good written form.

Difficulties of writing can be from the different structures and rules among bahasa Indonesia and English. The different structures and rules among bahasa Indonesia and English make the learners find the difficulties in using correct structure of English in writing process, because they are still influenced by their

mother tongue (first language). Besides, the difficulties also come up from the combination of other component such as vocabulary, spelling, and structure. In particular, the learners usually find the problems in using grammar properly, especially in constructing words into corrects utterances or sentences (Ansyar, 2012). Therefore, to make a good writing, one important part that should be correct is grammar.

Brown (2000) states that grammar competence occupies a prominent position as a major component of communicative competence and tenses which are considered as the most difficult skill to learn for the Indonesian students. In tenses, the learners should be able to combine some parts of grammar such as subject, verbs, auxiliary, adjectives and adverbs into grammatically correct sentence.

Grammatically correct sentence means that the sentence should follow the rules of language. For example, the verb can change depending on the subject because different tenses have different rules, plural nouns are not always given's' at the end of the words. Those conditions above sometimes make the students confused. For example, the students frequently produce an error in using simple present tense like she read a newspaper instead of she reads a newspaper.

In English department of state polytechnic Sriwijaya, the second semester students have studied about some types of text and they were thought how to write them in a good form, one of text that they have learned was descriptive text. Descriptive text has communicative purpose to describe a particular persons, things, and places. The descriptive text has also language feature which focuses on the usage of present tense. In some cases, the students have problem in concerning the usage of correct tense in writing text. However, (Ramdhani, 2015), She found that there were 80 items of errors in writing narrative text which were made by 20 students of English department. Therefore the writer would like to choose **“The errors of writing descriptive text at second semester of English department students”** to know whether these errors still happen or not in English

department students. Hopefully, it can help English department students to learn English in a good way.

1.2 Problem Formulation

The problems of this research study are formulated in the following questions:

- a. What kinds of errors are found in students' descriptive text?
- b. What is the percentage of error found in students' descriptive text?

1.3 Problem Limitation

The writer limits the problem by choosing the students free hand writing descriptive text. These descriptive texts are written by the English Department Students from the second semester (morning class and afternoon class) in the academic year of 2016. The writer focuses on the error of writing descriptive text while the other kinds of errors which do not belong to descriptive will be ignored.

1.4 Purpose and Benefit

1.4.1 Purpose

The purposes of this final report are:

1. To find out the kinds of descriptive text's errors made by second semester students of English department
2. To find out the percentage of errors in writing descriptive text made by second semester of English department students.

1.4.2 Benefit

- a. For the writer, it is useful to enrich knowledge about the correct use of descriptive text.
- b. For the students that made descriptive text, it is hoped that they will increase the awareness of the wrong usage of writing descriptive text.