CHAPTER I

INTRODUCTION

This chapter presents: 1) Research Background, 2) Problem Identification, 3) Research Limitation, 4) Research Questions, 5) Research Objectives, and 6) Research Significances

1.1. Research Background

The role of English in education has been widely inevitable. Since English has a vital role and is not the students' mother tongue, English becomes an mandatory subject to be thaught in most of EFL countries, including Indonesia, in the purpose of enhancing global competences (Nishanthi, 2018 & Rao, 2019). Despite of English components, including vocabulary, pronunciation, and grammar, English skills are generally getting emphasized in students' learning instruction in order to receive and produce better English (Reddy, 2016 and Sadiku, 2015). Based on how they are used, English skills are further categorized into 2 categories, namely: the receptive and the productive skill. Receptive skill consist of listening and reading skill, while productive skill consists of speaking and writing.

Besides, it is still debatable due to relativity factor, most findings seem to agree that English writing is often considered as the hardest skill to be acquired in second language and foreign language learning (White & Arndt, 1991). Writing skill inclines to be one of the important parts of students' academic life due to writing allows them to organize ideas and feelings clearly as well as to convey

meaning in written communication (Afrin, 2016). In EFL context, learners are required not only to organize their ideas, but also to apply correct grammar in conveying comprehensible information (Davies & Pearse, 2000). Writing requires students to have extensive concentration to compose and develop ideas into a proper written text. In the teacher point of view, English writing further seems to be challenging to be taught(Ariana, 2010; Jairos Gonye, 2012; Thi & Anh, 2019).

Seeing it to be a challenging activity, errors in various types further seem to be certainly occurred in English writing. One of the most error created by the EFL students incline to be in grammatical aspect. The major EFL students tend to feel burdened in avoiding grammar error since it inclines to be much confusing to them (Thi & Anh, 2019). Puteh, Rahamat, & Karim (2010) strengthen the previous statement by mentioning that beginner writers often feel great frustration when they have to compose a piece of writing. In addition, the lack of grammar comprehension and active vocabulary formulates complex thoughts in English writing (Puteh et al., 2010). Furthermore, the context like capitalization, article, pronoun, and meaning, also get some spots to be errors (Meiliana Alfiyani, 2014).

The main reason why most of EFL students make errors is because of the language habit in their mother tongue inclines to be different from English (Ariana, 2010 and Hosseini, Taghizadeh, Abedin, & Naseri, 2013). Errors further occurs as they do not realize they are wrong. In other words, error happens unconsciously yet continuously (AlTameemy & Daradkeh, 2019 and Wu & Garza, 2014). Error occurs as someone believe and perceive things they are doing do not drive them into a mistake (Wu & Garza, 2014). Meanwhile, the mistake itself is a contrary of errors. Mistake denotes to an action done by an individual

where they already know it is wrong. In short, people are consciously in making mistake. The distinction between error and mistake is further situated in the realization term, whether it is done unconsciously or consciously.

As error occurs within someone realizes it, it seems that error further can be solved through various ways. Analyzing someone's errors in writing seems to be a popular way in solving this problem. The urgency whyerror analysis becomes reliable is that someone inclines not to be able to figure out their own mistakes. People often perceive that they are clean from errors. Thus, error analysis done by other party offers motivating feedback for the sake of evaluating and enhancing their writing competences(Rao, 2019).

Seeing it as an interesting topic to be used as a research foundation, a preliminary observation and interview related to error in writing further were conducted at SMK PariwisataTriatma Jaya, Singaraja. SMK Pariwisata Triatma Jaya has succeeded enlightening lot of Indonesian students to be able to work in the tourism industry since the early 2000s. This setting was chosen based on the researcher's convenient, as researcher had taught several classes in this school for around 3 months during Practice-Teaching Program. During the teaching practicum, the researcher frequently found the students lack in descriptive writing. Besides, as a vocational school, the students of this school are going to face working environment that requires them to be able to describing something. Thus, English is highly emphasized in this school.

In fact, the preliminary observation and interview in SMK Pariwisata Triatma Jaya portrays interesting results, which further drive this research to be conducted. Based on the General English teacher's statement during the primary

interview in March 2020, there are identified numerous students who lack in writing even though they perform well in speaking. In accord to the observation result, this case seems to happen because during speaking, students' focus tends to the context of conveying message. Hence, as long as their utterances are understandable, the students feel satisfied even though the grammatical aspects are often inappropriate.

Driving from the aforementioned preliminary results, it seems that the students indeed produced errors during speaking that further continued into their writing activities. Whereas, being able to speak fluently seems to be not appropriate if the competence in writing does not match with it. In accord to these problems, it indicates that analyze errors in SMK Pariwisata Triatma Jaya students' writing become an interesting topic to be discussed. Even though previous researches in the similar area have been broadly conducted (Angkana Jaetepa, 2020; Romadhon, Qurohman and Sungkar, 2020; Dewi and Huda, 2020; Jayanti, 2019; Ratnaningsih and Azizah's, 2019; Pohan, 2018; Megantari & Budasi, 2018), but it was different in the form of setting and the writing's genre used. This research took a focus on error analysis in writing descriptive texts. The descriptive text was chosen due to its often application in hospitality industry, where the students had to master describing many things in their future career. Moreover, choosing description text in vocational school setting, especially in the scope of hospitality, also provided extended discussion around error analysis topic.

This research also offered beneficial findings for the various parties, especially in the micro context of SMK Pariwisata Triatma Jaya academics to

relevantly improve students' English competence and expectantly to enhance students' writing skills. As this school is extremely emphasizing English in their learning activities, compared to the other schools in the same geographical areas, having better and fluent English becomes so essential for their student to show their capability and competence in tourism industry. In addition, the investigated findings could be broadly used by the other parties as a reflection and barometer in enhancing their English competence, especially in the context of English writing. Regarding those beneficial things and the objectives of the study, it is urgent to conduct the study about analysis of types of errors and sources of errors in order to identify and analysis the errors types and sources of errors which tenth graders made in writing descriptive text.

1.2. Problem Identification

Where English is not EFL students' mother tongue, producing errors in English writing further becomes inevitable. Error analysis further becomes one of the methods in offeringpositive feedbacksto enhance students' English competence, especially in writing context. The research was driven by the results of the preliminary observation and interview conducted at SMK Triatma Jaya Singaraja, a vocational high school located in Bali that emphasizing English as the major course. There result showed that there are numerous students lack in writing even though they perform well in speaking. The interesting part of this problem was that students still performed errors in writing even though they have learned English intensively, meaning that the students are higly exposed by English material and skill taught by the school. Hence, analyzing SMK

5

TriatmaJaya Singaraja students' error in writing further became interesting to be done, to figure out type and source of errors conducted by the selected students.

1.3. Research Limitation

The limitation done in this writing denoted to the setting and writing genre used. The setting used was SMK Triatma Jaya Singaraja, Bali, Indonesia. This setting was chosen based on the researcher' convenient and availability to conduct the research. Moreover, the researcher had experience in teaching some classes at this school for 3 months during Practice-Teaching Program. Hence, the researcher had enough prior knowledge about the school's climate. The research was also limited into investigating 1 class of tenth-grade only, for the sake of obtaining focus and clear discussion. The writing genre was limited into descriptive text. The writing genre was chosen because descriptive text inclined to be the major part of English learning to be often applicable by the students in their future hospitality career. Moreover, the students' learning activity of describing person and place were also often emphasized by the teacher in descriptive class. Based on this importance of descriptive text for the students' hospitality carrier, the analysis of writing error in students' descriptive text is required.

1.4. Research Questions

Based on the explained research background, the research questions were further formulated, as follow:

1. What are the types of errors found in the descriptive text writing performed by tenth-grade students of SMK PariwisataTriatma Jaya Singaraja?

2. What are the most frequent errors in descriptive text writing performed by tenth-grade students of SMK PariwisataTriatma Jaya?

1.5. Research Objectives

The objectives of this research are shown, as follow:

1. To describe the types of errors found in the descriptive text writing performed by tenth-grade students of SMK Pariwisata Triatma Jaya Singaraja.

2. To find out the the most frequent errors in descriptive text writing performed by tenth-grade students of SMK Pariwisata Triatma Jaya.

1.6. Research Significances

The final research results were expected to give valuable contributions to the various parties regarding to error analysis in descriptive text writing context,in the layer of theoretical and practical significances, as follows:

1.6.1 Theoretical Significance

The further offered findings were expected to be able to extend and enrich the theories, data, and information around writing errors analysis, especially in the scope of descriptive text. Also, this research was expected to support the empiric of previous studies proposed by experts and researchers in the similar discussion.

1.6.2 Practical Significance

1) The Students:

The result of this study is able to be used as reference for the students at SMK PariwisataTriatma Jaya Singaraja to develop their own writing skill, especially in descriptive text.

2) The English Teachers:

The result of this study were expected to be used as reference for the teacher to evaluate their students' lack of writing and the error made, so the teacher were able to improve and emphasise the learning based on the students' problems.

3) Other researchers:

This research was expected to give valuable information as the additional sources for further similar research. Also, this research could be used as the guidance in conducting similar research which took students' error in writing descriptive text as the context.