

CHAPTER I

INTRODUCTION

This chapter includes background of the study, problem identification, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study.

1.1 Background of the Study

Writing is one of the most important skills for language learners to learn, both for school and for their future careers. In writing, students need active thinking during a continual productive process in which thoughts and ideas are transformed into written communication. Harmer (2012) states that writing is an activity that helps student to think. Writing is an action of pouring ideas into a paper to transform thoughts or ideas into words and give them structure and meaningful order. In school, writing skill include within learning outcome (CP/Capaian Pembelajaran) in Kurikulum Merdeka Belajar. Based on Lampiran Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kemendikbudristek Nomor 008/ H/ KR/ 2022 about English learning outcome (CP) for High School or Vocational School, especially tenth grade level, writing becomes a fundamental skill that is transformed into an element where the students are expected to be able to compose several specific texts, one of which is descriptive text. Since writing includes complex process where students have to arrange words into sentences, paragraphs, and texts while paying attention to certain grammatical rules, learners often find difficulty

composing a specific text in English (Hyland, 2003; Cahyono & Widiati, 2011; Ramli et al., 2013). As a result, learners are more likely to produce errors in their writing.

Errors are a natural outcome in learning process (Nadya et al., 2021). When students learn, they usually will generate errors. Errors are different from mistakes. Errors are the result of either a lack of knowledge of the target language (English) or incorrect assumptions about it. Meanwhile, mistakes are caused by a lack of concentration, fatigue, carelessness, or other performance-related problems (Erdogan, 2005). Sijono and Ilinawati (2020) assume that when a student's knowledge is insufficient to allow them to understand the target language, an error has occurred. Therefore, students require additional practice in order to gain the necessary understanding of the target language. Besides that, errors also indicate that students have prior knowledge of the language, but they require further time to improve their skills. Errors are not always terrible things that need to be eliminated but they provide information about the student's language learning process (Corder, 1981). As a result, one useful technique to evaluate the student's language learning is to analyze the errors committed by the learners (Tan, 2007).

Error analysis is a study of errors made by the second and foreign language learners (Richards in Emmaryana, 2010). Error analysis deals with the creative abilities of learners in establishing a language. Through error analysis, it will be easy to decide on appropriate treatment after

identifying the errors and their sources and highlighting the elimination of errors in follow-up work (Al-Mohanna, 2014: 79). Analyzing errors needs a particular classification. According to Dulay, Burt, and Krashen (1982), there are four classification categories for analyzing errors, i.e., linguistic category classification, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. In order to find out more about error analysis that may occur in the classroom, it is necessary to conduct further research on error analysis. It can be started from the interview as a preliminary process.

Through an interview, preliminary observation was done with one of the English teachers in SMKN 1 Sukasada. It was found that most students in the tenth grade still have trouble in a writing text that describes something. They usually made wrong word choices, subject-verb agreement, and sentence structure. Not only that, the students also got difficulty with punctuation and spelling. That was why students produced some error sentences in their writing especially in writing descriptive text. In accordance with the curriculum that implemented in this school, tenth-grade students are expected to be able to compose several texts in English, one of which is descriptive text. According to Kane (2000), descriptive text is concerned with sensory experience, visual experience, and the perception of how something appears, sounds, and tastes. In addition, Noprianto (2017) states that the process of writing a descriptive text includes several activities, such as telling characteristics, beginning with naming and

classifying them, and discussing their attributes, behaviors, and functions, so that the reader can imagine what the author is describing without seeing the object or person directly.

There are two major factors influence students' error in writing namely cognitive and social factor (Idrus, 2017). In spite of this, there is a widespread presumption that male and female students have different levels of proficiency. Therefore, gender is considered as a source of language variation among students. According to Lakoff (1975), men and women may express language differently due to unequal power relations. Women's speech demonstrates a lack of status and confidence since it indicates uncertainty and excessive deference or politeness (Lakoff, 1975). As a result, men's language is viewed as more authoritative and attractive than women's are, which disadvantages women as language users. In line with Lakoff (1975), Quina, Wing, and Bates (1987) also add that women employ non-assertive language that is socially warm, sensitive, pleasant, and honest as a sign of femininity. This strategy positions women in a submissive position; hence, it is thought that women will be more cooperative than men. Moreover, Cameron (1982) developed an alternative theory of gender based on two-culture systems. She stated that men and women behave differently due to their family background in two distinct cultures. Due to their roles in hunting and local politics, men are permitted to enter the public sphere. Males are therefore more accustomed to formal and polite language. In this way, male students can adopt a more indirect learning style, and as

a result, they will be more accurate academically than female students. Since gender was identified as one of the possible factors influencing student error in several previous study, it theorized that the different characteristics of male and female students would result in varied writing styles and different proportions of error in writing.

There are several former research about error analysis related to gender. Anggara and Haryudin (2020) analyzed students' errors while writing recount text based on gender. Here, dominant errors made by female and male students are errors in misinformation. Students' lack of understanding of how to make stories in the writing recount text becomes the leading cause of their errors. Further, Almusharraf & Alotaibi (2020) explored the gender differences in EFL students' writing using human evaluation and computer-aided error analysis. This research conclude that teaching male students should emphasize on strengthening their skills in grammar, vocabulary, and the structure of sentences, whereas teaching female students should motivate them to enhance their punctuation. In different research, Qian and Nair (2021) used theory about Model of Errors by James (2013) to analyze types of errors produce by students. James (2013) categorized six different types of errors namely mechanics, grammar, coherence and cohesion, lexical items and structure. The amount of errors made by female students was much lower than male students in terms of mechanics, coherence and cohesion, grammar, lexical items, and structure. In contrast, this study examines the gender-based error analysis

of descriptive texts produced by vocational high school students. Additionally, previous research focused on determining the types and frequency of errors committed by male and female students. Little critical investigation has been undertaken on the sources of student errors. Therefore, this study focused on critical analysis by analyzing the classification of student errors and describing their sources of errors.

From all of that explanation above, the researcher was interested in doing study about error analysis of tenth grade students' descriptive text based on their gender in SMKN 1 Sukasada. This study classified students' errors based on surface strategy taxonomy proposed by Dulay, Burt and Krashen (1982). Surface strategy taxonomy, classification categories for analyzing errors, is a preferred way to know the classification of errors the students make and lead them to unlock the factors cause those errors. Surface strategy taxonomy consists of four different types; 1) Omission is a type of error that is characterized by the absence of an item that must appear in a well-formed utterance, 2) Addition is a type of error that is characterized by the presence of an item that must not appear in a well-formed utterance, 3) Misinformation is define as errors that characterized by the use of the wrong form of structure or morpheme, 4) Misordering is types of errors that characterized by the incorrect placement of morpheme or group of morphemes in an utterance. This study analyzed the types of errors created by male and female students of Phase E Perhotelan in SMKN 1 Sukasada when writing descriptive text. In addition, the researcher also

analyzed the sources of the students' errors based on their gender. Students of phase E in here means tenth grade students. Based on Lampiran Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kemendikbudristek Nomor 008/ H/ KR/ 2022, there are seven different phases in the Kurikulum Merdeka. The use of phases in the Kurikulum Merdeka is intended to differentiate students from one another in one class. At the SMA/SMK level, students are divided into two phases: phase E and phase F. Phase E refers to tenth-grade students, while phase F refers to eleventh and twelfth-grade students. Phases E and F are separated because, starting in grade eleven, students will determine elective subjects according to their interests and talents. Hence, the curriculum structure begins to differ from grade eleven.

1.2 Problem Identification

Writing is an essential skill and activity for English language learners. Writing is used to reflect complete comprehension and knowledge of the subject matter. Through writing activities, students can develop critical thinking skills, gain new information, increase their knowledge, and find solutions to any problems they may encounter. Moreover, at the vocational school level, tenth-grade students are expected to be able to compose several types of text, one of which is descriptive text. However, the field situation was very different from what the curriculum expects. From the observation through interview with teacher and students at SMKN 1 Sukasada, there were found that students were still dealing with a lack of

knowledge about structural and grammatical terms and styles in writing. This lack of understanding caused errors on students writing. Besides that, it was believed that some factors influenced students' errors. Students' gender is a social factor that potentially influences students' errors since gender is also the cause of language variation between students. Therefore, this study tends to analyze the classification of errors made by male and female students while writing descriptive text along with the sources of the students' errors.

1.3 Statement of the Problem

Based on the background of the problem above, the statement of the problems of this research were formulated as follow:

- 1.3.1 What classification of errors do the male and the female students of the Phase E Perhotelan make while writing descriptive texts?
- 1.3.2 What are the sources of errors for the male and the female students of the Phase E Perhotelan while writing descriptive texts?

1.4 Objectives of the Study

Based on formulation of the problems above, the objectives of this study were;

- 1.4.1 To describe classification of errors make by the male and the female students of the Phase E Perhotelan while writing descriptive texts.
- 1.4.2 To describe source of errors for the male and the female students of the Phase E Perhotelan while writing the descriptive texts.

1.5 Significance of the Study

1.5.1 Theoretical Significance

Theoretically, study findings will confirm the preceding idea and contribute to the advancement of educational research. Therefore, it would be advantageous to strengthen the theoretical framework of English Language Teaching, particularly in the gender-based error analysis of students' descriptive text writing.

1.5.2 Practical Significance

a. For Students

Through error analysis of students' errors, the results of this research will directly assist students in expanding their knowledge, particularly in terms of improving their writing skill while writing descriptive text.

b. For Teacher

This research's findings can be used by teachers to expand their knowledge of the benefits of using Error Analysis for male and female students' error while teaching writing descriptive text to Vocational School students.

c. For Other Researcher

For other researchers, it is expected that this research will serve as a point of reference for those who wish to conduct a similar study, and it can be used as a guidance for better work in

enhancing male and female students' writing skill through error analysis while writing descriptive text.

