

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Problem

Humans are social creatures who are always interacting with others, and they need language to interact and communicate with each other, as Hornby (2000, p. 721) states that language is a way of expressing ideas and feelings by using movements, symbols, and sounds. There are many countries with different languages in this world because every country has its own national language. Nowadays, English is the most common language used throughout the world, since Julian Edge as cited in Suwardi (2010) states that English as an international language serves for many people as a bridge into the worlds of higher education, science, international trade, politics, tourism, or any other venture which interests them. So, there are a lot of countries that use English for communication, business, school, etc.

As a foreign language in Indonesia, English plays an important role. From elementary school, middle school, high school and college, English has become one of the important subjects, because many students obviously need English to communicate in various situations. Therefore, people realize that if they do not master the language, the interaction and various activities between people will break down. However, mastering the English language allows students to develop their own knowledge in science, technology, the arts, and international relations with other countries. And nowadays, there are many companies that need employees to be fluent in English.

Listening, speaking, reading, and writing are the four skills that make up English. The English language components of vocabulary, structure, pronunciation, and spelling are taught to help students develop these four skills. Students studying English, particularly Indonesian students, may encounter some difficulties. They must be familiar with the rules and grammar of the English language. Learning English as a second language is more difficult than learning it as a mother tongue. Even though they figured it out, some of them are still perplexed. This is because their national language, Bahasa Indonesia, lacks tenses

like English.

Because the purpose of learning English is to be able to use it in verbal and written communication, it is necessary for them to become proficient in all aspects of the language, including reading, writing, speaking, and listening. Despite this, many students struggle when it comes to writing. The students frequently lacked clarity regarding the application of correct grammar. They have a pattern of ignoring grammatical errors whenever they write something in English, which is one of the reasons why they make so many mistakes whenever they write in English. The fact that the students only meet once a week to practice their English may also be contributing to the problems that have arisen. According to Adas and Bakir (2013), who wrote about their experience in their journal, writing is an intricate and difficult task, and it is the most challenging of all the language skills to learn. This shows that it is hard to get good at writing because you have to spend a lot of time both thinking and writing in order to make good work.

According to the Minister of Education and Culture of the Basic Framework and Curriculum Structure (2018, p. 380), students in the tenth grade are expected to be able to compose texts such as descriptive text taking into account the text structure and with the correct element language. This expectation is based on the fact that these students are expected to be able to write correctly.

When writing descriptive text, the simple present tense is a common choice for the verb tense to use. The simple present tense is typically used to refer to daily activities that are frequently carried out and generally take place on a regular basis. The sentences that are formed in the simple present tense always include a subject and either a verb or a predicate. This is one of the characteristics of the simple present tense. The purpose of using the present simple tense is to demonstrate not only the general truth but also the schedule of events that take place on a daily basis. According to Siswoyo, who was cited by Sersanawawi (2020), the form of the simple present tense is subject plus infinitive plus object (S + Infinitive + Object).

Learning proper grammar is critical to achieving mastery of the fundamental skills described above, particularly with regard to written communication. When it comes to writing, grammar plays an important role because readers prefer to

read articles and texts whose subject matter can be comprehended easily. Grammar plays an extremely important role in the process of expressing ideas in a document. Grammar also has an effect on the value of the document because it is presented in the form of a document, and this value is affected when the document is placed in a location where anyone can easily pick it up and read it. Therefore, in order for students to write effectively for their readers, they should at the very least construct sentences using proper grammar and the appropriate tense. This will ensure that the reader is not misled by the ideas presented in the text.

## **1.2 Identification of the Problem**

The errors that students make when writing descriptive texts, the most common type of error that students make when writing descriptive texts, and the students' perception in writing descriptive texts are some of the problems that need to be identified in this research. These problems are related to the background.

## **1.3 Limitation of the Problem**

The scope of the research problem will be limited to identifying the students' perception in writing a descriptive text, identifying the of errors, and identifying the most dominant type of error made by 10<sup>th</sup> grade students in SMK Pembangunan Nasional Bekasi.

## **1.4 Formulation of the Problem**

In this research, the following of the problem are:

1. What types of errors do occur in sentences of students writing in descriptive text?
2. What are the most common errors made by students in writing descriptive text?
3. What is the students' perception in writing a descriptive text?

## **1.5 Objective of the Research**

The objectives of this research are:

1. To find the errors made by the 10<sup>th</sup> grade students in writing descriptive text at

SMK Pembangunan Nasional Bekasi.

2. To find out the most common errors made by students in writing descriptive text at SMK Pembangunan Nasional Bekasi.
3. To identify the students' perception in writing a descriptive text through a questionnaire.

### **1.6 Benefit of the Research**

The result of the analysis of the research is intended to have benefits for others. For students, the writer hopes students will become aware of the errors they make in their writing. Students are also expected to find the correct constructions in grammar, particularly in the simple present tense, and to use language in an appropriate manner. In the hope that they will learn from their errors and avoid repeating them in the future. This research can assist the teacher in preparing the writing material as well as the material for teaching the simple present tense in English. Additionally, it can be used to pay closer attention to the spelling errors made by the students.

### **1.7 Systematic of the Research**

#### **CHAPTER 1: INTRODUCTION**

This chapter consists of the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the problem, benefit of the research and systematic organization of the research.

#### **CHAPTER 2: THEORITICAL FRAMEWORK**

The chapter consists theoretical framework of writing, error analysis, perception, descriptive text, present tense, types of error, and previous related study

#### **CHAPTER 3: RESEARCH METHOD**

This research applies quantitative method research, and the subchapters consist of:

- a. Time and Location
- b. Research Approach and Method
- c. Research Object and Data
- d. Data Collection Technique
- e. Data Analysis Technique

**CHAPTER 4: THE STUDENTS' PERCEPTION AND ERROR ANALYSIS OF SIMPLE PRESENT TENSE IN WRITING A DESCRIPTIVE SENTENCE AT THE SECOND SEMESTER OF 10<sup>TH</sup> GRADE STUDENTS OF SMK PEMBANGUNAN NASIONAL BEKASI.**

This chapter describes the analysis of the research answering the three formulations of the problem.

**CHAPTER 5: CONCLUSION**

This chapter consists of the conclusion and suggestion based on completed research. The conclusion of the analysis answering the formulation of the problems.

