

Hak Cipta Diindungi Undang-Undang

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CHAPTER 1

INTRODUCTION

A. Background of the study

Writing is the process of selecting, combining, arranging and developing ideas in affective sentences, paragraphs and often longer units of discourse, an extremely complex activity. Writing is complex process which demands cognitive analysis and linguistic synthesis. It is even more complicated to write in a foreign language, and it takes considerable time and effort to become a skilful writer.

Most Indonesians do not use English as a means of communication. In daily speaking, they use Indonesian to interact with their family, friends and others around them. For example, at schools, teachers and students mostly use Indonesian as their language for communication, even in English teaching-learning processes. In this case, Indonesian is more dominant and strongly used by them in all aspects of life. English is categorized as a foreign language in Indonesia. It is line a foreign language is via: a language which is taught as a school subject but is not used as a medium of instruction in schools nor as a language of communication within a country (with notable exceptions).

MAN 1 is one of the Senior High Schools in Pekanbaru. Man 1 Pekanbaru use 2013 curriculum. Based on the curriculum of 2013, writing is learned and practiced. Based on the curriculum of 2013, the general purpose of English study at the first year of Senior High School is able to communicate with English. It

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means the students are expected to communicate with English both oral and written. The students are expected to write their ideas meaningfully. The basic competence of writing in 2013 curriculum for the first semester is the students are required to be able to comprehend and create descriptive text, recount text and announcement text (Kemendikbud, 2016. p,14). For writing skill implemented by MAN 1 Pekanbaru, the passing grade is 75,00. The aspects of writing skill based on curriculum of 2013 are:

Table I.I
The Aspect of Writing Skill

No	Score		Aspect of writing skill
1	80 – 100	A. Very good	The Students are able to identify the generic structure of descriptive text, identify the language features of written text, arrange and write descriptive text by giving attention to social function, text structure and language feature, which is credible and appropriate with the context very good.
2	70 – 79	B. Good	The Students are able to identify the generic structure of descriptive text, identify the language features of written text, arrange and write descriptive text by giving attention to social function, text structure and language feature, which is credible and appropriate with the context well.
3	60 – 69	C. Average	The Students are able to identify the generic structure of descriptive text, identify the language features of written text, arrange and write descriptive text by giving attention to social function, text structure and language feature, which is credible and appropriate with the context well enough.
4.	50 – 59	D.Less	The Students are less understanding to identify the generic structure of descriptive text, identify the language features of written text, arrange and write descriptive text by giving attention to social function, text structure and language feature, which is credible and appropriate with the context.
5.	40-49	E. Fail	The Students are not able to identify the generic structure of descriptive text, identify the language features of written text, arrange and write descriptive text by giving attention to social function, text structure and language feature, which is credible and appropriate with the context

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In fact, based on the classification of students score at MAN 1 Pekanbaru, most of the students did not achieve the minimum score. They got the lower score around 50 - 49. In which, they could not understand well about the writing descriptive text. Some of the students had some difficulties in performing their writing. They still produce errors on their writing even the have learned about it. Those problems could be seen based on the preliminary research done by the researcher while she had teaching practice at MAN 1 Pekanbaru on November 2017, The researcher asked the students to write a short writing paragraph. The researcher found some phenomena faced by students; it can be seen as follows:

1. Some of the students were not able to use article appropriately in writing.
2. Some of the students were not able to use correct verb in writing.
3. Some of the students were not able to use subject verb agreement correctly in writing
4. Some of students were not able to use good grammatical order in writing descriptive text.
5. Some of the students were not able to use to be correctly in writing.

From the phenomena above, we saw that some of the students had some difficulties in performing their writing. In which some of them are still confused to use some of English grammar in their writing. It was supported by students' score that most of them did not pass the passing grade.

In writing skill, to write the text communicatively, the students have to understand how to develop meaningful ideas. Nevertheless, to write meaningful

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writing, the students have to master the component of language, one of them is grammar. It concludes that grammar is useful to make the good writing.

To support the theories and the study, there are previous researches are briefly explained. Barzegar (2013) conducted a study by examining 10 students' essay Junior high school level. The finding of this study proved that the students made three type of errors, omission (13%), addition (1,9%), and misformation (17,7%). Moreover, Mustafa, Kirana and Bahri's research in 2016 found that the most common errors in student's English writing in Junior High School were errors in word forms followed by article, nonfinite verb, verb tense plurality and prepositions. These result showed that the students in Indonesia had problem in many grammatical categories.

Based on the problem above, it is clear that some students at MAN 1 Pekanbaru still have problem in their writing. Therefore, the researcher was interested in investigating the problems above into a research entitled: **“An Analysis of Students' Error in Their Writing Performance: A Study at MAN 1 Pekanbaru”**

B. Formulation of Problem

a. Identification of problems

Based on phenomena above, the problems of this research can be identified as follows:

1. How was student's ability in using article in writing?
2. How was student's ability in using verb in writing?

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3. How was student's ability in using subject verb agreement in writing?
4. How was student's ability in using grammar in writing?
5. How was the student's ability in using to be writing?

b. Limitation of problems

After describing the identification of problem above, the writer need to limit and focused on students' error in their writing performance at first grade students of MAN 1 Pekanbaru. This research focused on descriptive text. The consideration is based on the researcher's knowledge, time, and finance.

c. Formulation of problems

The problems of this research can be formulated in the following question:

1. What was the most common error found in student's writing performance at MAN 1 Pekanbaru?

C. The objective and the significances of the research

a. The objective of the research

1. To identified the most common error in their writing performance of the students at MAN 1 Pekanbaru.

b. The significances of the research

1. Hopefully, this research gives contributions in increasing students' writing performance. It is able to benefit the writer as a novice researcher in learning how to conduct a research.

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2. For the teachers, this research will help them to determine the most appropriate ways and methods to apply in the classroom to help the students avoid making grammatical errors.
3. Giving information about student's error in their writing will motivate the students of MAN 1 Pekanbaru to improve their English grammar in their English writing.
4. Finally, these research finding are also expected to be the practical and theoretical information to the development of the theorist of language learning in general.

D. The reasons of choosing title

There are some reasons why the writer is interested at carrying out this research. The reasons of choosing title were:

- a. The reseacher interested carrying out this research in order to identify the students' error in their writing performance at MAN 1 Pekanbaru.
- b. The title of this research was relevant with the writer status as a student of English education department.
- c. The title of this research was not yet investigated by other previous researchers in UIN SUSKA Riau.
- d. The location of this research facilitates the researcher in doing this research.

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E. Definition of term

There were so many terms involving in this research. In order to avoid misunderstanding towards the term used, thus following terms were necessary defined:

1. Analysis

An analysis as an examination of something together with thought and judgement about it Richard (2003, p.323). In this research, the analysis means examination the students' error in their writing performance.

2. Error

Brown (2000, p.217) defines error as noticeable deviation from adult grammar of native speaker, reflect the competence of learner. Error refers to the competence of error where the students do not recognize their error and cannot be self-corrected. It means error occurs because the learners do not know what is correct.

3. Writing Performance

Weigle (2002, p.19) defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. Meanwhile Richard (2003, p.429) defines performance as a test that is based on a sample of the actual skill, behavior or activity being measures such as testing student's composition skills by requiring them to write composition. So we concludes that writing performance deals with writing assignment given by teacher to do in a particular time. The assignment includes

writing English in which the topic determined by the students. In this research, the personal assignment is able to measure students' error, especially in writing.



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