

CHAPTER I

INTRODUCTION

In this chapter the researcher describes background of the research: meaning of English, writing skill, the reasons of difficult to write, meaning of the lexical as a second language, formulation of the problems, objectives of the research, significances of the research, scope and limitation of the research for the reading and the researcher get the same point in this research, and the last operational definition of the terms.

A. Background of the Research

In early medieval England, English is a West Germanic language that was first spoken and finally became a global *lingua franca* (David, 2003). Named after the Angles, one of the Germanic tribes that migrated to the area of Great Britain that would later take their name, England, both names ultimately deriving from the Anglia peninsula in the Baltic Sea. It is closely related to Frisian and Low Saxon, and its vocabulary has been significantly influenced by other Germanic languages, particularly Norse (a North Germanic language), and to a greater extent Latin and French. (Finkenstaedt, Thomas; Dieter, 1973). English has terminated to be an "English language" in the sense of belonging only to people who are ethnically English (Kachru, 2006). Use of English is growing country-by-country internally and for international communication. Most people learn English for practical rather than ideological reasons.

In practicing the English language for learning English, learners have to master the language skills including listening, speaking, reading, and writing (Purwanti, 2013). A fundamental and very significant language skill is writing (Choudhury, 2013). There are several components that have to be considered by the writer. These components make the idea of the writing can be meaningful and can be communicated to the readers. Train students to write useful for make students to focuses on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product is the result of the compositional nature of writing has produced writing pedagogy. (Brown, 2001). Therefore, it is common for students in today's educational system to dislike or avoid the writing process.

Many students feel writing takes too long. For some, writing is a very laborious task because there are so many sub-components which need to be pulled together. For others, the causes of occur in some processing difficulties, such as dyslexia or dysgraphia (Richards, 1999). Some educators wonder if writing no longer enjoys the slower, more refined process of written communication because they spend so much time watching the faster-paced visual modality of television. Writing is difficult for students with learning problems, even those who read well, frequently submit written work which is brief and/or difficult to read. Such students can be victims of misunderstandings, a problem which becomes much more pronounced at the secondary level. Levine (1998) assert than "Accusation of laziness, poor motivation, and a reprehensible attitude are often directed toward lack of writers.

The results can be a serious loss of incentive, a generalized academic disenchantment and demoralization".

Moreover, Richard (1999) states that there are many reasons students avoid writing. Primary reasons may be one or more of the following: they have a hard time getting started and feel overwhelmed by the task, they need to concentrate to form letters: it is not an automatic process, they struggle to organize and use mechanics of writing, they are slow and inefficient in retrieving the right word(s) to express an idea, they struggle to develop their ideas fluently (poor ideation), they struggle to keep track of their thoughts while also getting them down on paper, they feel that the process of writing on paper is slow and tedious, they feel that the paper never turns out the way they want. In the other word, one of the problem generally faced by student for writing is that students are even ignorants of the basic rules and structural patterns of grammar which students are supposed to have students learnt and students find the grammatical lesson so difficult and boring. Educational materials to be more easily understood by students with varying levels of comprehension that are always in English can be modified in context for vocabulary and grammar (Wright, 2010). According to Bram (1995), One of the general problems might be a lack of ability to construct grammatical sentences is sentence problem.

However, in the case of EFL learners, the more than half of students writing skill are determined by their linguistic competence, rather than the other aspects such as knowledge of topic and the writing rhetoric (Ainley, Hidi, & Berndorff, 2002). The contribution of writing course in the school until undergraduate college English is not only to complete one or more compulsory and general courses of English, but also to further their knowledge for academic

purposes or for particular reasons related to their research project. Yet, very few studies were employed to investigate the kinds of linguistic aspect such as those promoted in this research descriptive text. There are four kinds of text learnt by student in writing subject especially to descriptive text. They describe place, people, animal, and others.

Descriptive text includes in curriculum K-13 in Indonesia. It mentions descriptive text as one of the subjects that are compulsory for students at school. It is expected that by studying descriptive text, students can describe such as: someone and place or other. Students are also expected to be able to make descriptive texts well and correctly done by writing. Based on my pre-observation at MA Bidayatul Hidayah writing has been regarded as the most difficult skill to learn, there are still some students who have not been able to write well and correctly in making descriptive texts. There are some students who are still confused about how to make a good descriptive text. In terms of writing diction, correct tenses, nouns, adjectives and verbs.

Yet, lexical knowledge in second language is of great importance to the development of second language proficiency. It is through writing people express much of their knowledge and understanding of the different subject areas. Writing often forms the basis of discussions or homework tasks where researchers tend to believe it, (Lyon, 1968). Because of this it is essential for learners to minimize, if not eradicate lexical errors in order to convey their ideas. In any other way, no communication would be established at neither the level of the classroom, nor the society, (Parkin, 1993). Furthermore, lexical knowledge is important to academic settings, since it is critical to effective writing. Lexical knowledge is also important to communication between people. If foreign language learners are able to choose the

right word and write foreign language without difficulties, they may succeed in conveying and sharing their ideas.

In addition to, Grammatical errors in students' writing as a means of identifying those aspects of English grammar that do not translate well from routine testing of grammatical knowledge to original work. The results provide some insight into shortfalls in the capabilities of students and, more importantly, identify ways to student mistake. The solution for second language learners however will not be the same. Few non -native speakers will have sufficient exposure to written and spoken English to be able to internalize the English language code by acquisition alone. Basic knowledge must be available before assimilation of implicit information becomes a viable learning tool. Therefore basic grammar and grammatical constructs must be taught. The dilemma is how to effectively provide minimal but explicit grammatical instruction.

In the literature in lexical studies; more knowledge is sought to improve Lexical Error Analysis (LEA). The existing studies are discussed below. In writing, the students must state the ideas clearly and use the appropriate lexical choice in order to avoid the readers' misunderstanding about the content of their writing. However, the vocabulary of the target language is different with the vocabulary of mother tongue which causes the students to make vocabulary errors which are generally called as lexical errors.

Based on the phenomena above, the researcher aims to conduct research on students lexical and grammatical errors in descriptive text at MA Bidayatul Hidayah. Research problems arise from the real phenomenon of students if students in Mojogeneng-Jatirejo, Mojokerto encounter lexical and grammatical problems in their written performance. This can clearly be seen in words written in the particular context of MA Students Bidayatul Hidayah in their written performance.

1.2 Formulation of the Problems

Based on the background of the research above, this research aims at answering the following questions :

1. What are the lexical errors in descriptive text written by the Tenth grades students of MA Bidayatul Hidayah?
2. What are the grammatical errors in descriptive text written by the Tenth grades students of MA Bidayatul Hidayah?

1.3 Objectives of the Research

The objectives of this research are :

1. To find out of the lexical errors in descriptive text written by the Tenth grades students of MA Bidayatul Hidayah.
2. To find out the grammatical errors in descriptive text written by the Tenth grades students of MA Bidayatul Hidayah.

1.4 Significances of the Research

It is hoped that this research the use of lexical errors and grammatical errors the way of the writers to deliver the contextual meaning in writing. That reason above is supported by will help the students to be aware of their writing paragraph text. So they will prevent themselves to make the same mistakes in the future writing and attempt to use the correct sentences in their writing products. Next, this research is expected to help teacher to prepare the English writing material and can be used give more attention to the sentences made by students in learning writing. Then the teacher will explain the grammar comprehensively and find the best method in teaching writing. For other researchers, hopefully this research will give information and inspiration in conducting the other studies regarding of writing skills.

1.5 Scope and Limitation of the Research

This research was conducted to analyze the types of lexical errors made by the MA Bidayatul Hidayah Students at Tenth grades and which of these grammatical errors in descriptive text made by the MA Bidayatul Hidayah students at Tenth grades of writing. Properly writing in research focused to descriptive text, to describing about place or tourist place. This research aims to identify, classification and find out of lexical errors and the grammatical errors in descriptive text made by the MA Bidayatul Hidayah students at Tenth grades during the school year 2018/2019. The researcher had also to revise the number of errors in each essay for accuracy then the frequencies of errors were counted and tabulated. The second limitation is the limited number of the participants is taken from students at tenth grades which in one class X-8 there are 42 Students. This class was chosen by researcher because this class the students have spirit to learn English language. Where students are given a task sheet and write descriptive text with the theme

describe about tourist place. This research expected to be able to help students in writing good and correct.

1.6 Operational Definition of the Terms

This research focused lexical error and Grammatical Errors, divided into several categories :

- a. Lexical is has a category in writing as a benchmark for students in terms of the quality of student writing, whether writing is correct.
- b. Grammatical error is the designation used of structural rules in prescriptive grammar to describe the use of grammar that is wrong, invalid and according to rules, mistaken for make sentence such as modifiers of misplaced or inappropriate verbs.
- c. Lexical errors are the often occurring category of errors in written English.
- d. Descriptive text is a text for describing or classifying in an objective, about something. Example people, place and others. And this research focused to describing about place.