CHAPTER I

INTRODUCTION

1.1 Background of Research

English has grown to be crucial for communication. According to Harmer (2007), English is the world language that is spoken by the majority of people. English is a foreign language in Indonesia. Students from preschool through university receive English instruction. Although the meaning of English and Indonesian are very similar, the language used here is distinct and distinctive. Despite the differences in sentence structure and vocabulary, the message is the same. The other language with the most grammar and vocabulary is English. Other languages have a significant influence on English vocabulary (Harmer, 2007).

In learning English, of course, we must recognize the school's ability to learn it. Learning English consists of four skills; there are speaking, listening, writing, and reading that should be mastered. According to Harmer (2007), writing is used as an aide-memoire or practice tool to help students practice and work with a language they have been studying. In the future, writing skills are very important for students because it is required in various aspects such as science, career, and other (Harmer, 2007). According to Brown (2007), writing means conveying ideas, feelings, and thoughts in written form. In this skill, students need a lot of process and practice because writing is not easy and does not happen instantly. In writing skills, grammar is very important that must be mastered (Brown, 2007). According to Satria (2016), grammar is very important in English because it can help students to use correct

grammar sentences to become a meaning so their message is clear. Without learning grammar, students cannot use English well (Satria, 2016)

The researcher discovered issues with both the teachers and the students at SMP Negeri 5 Bintan based on data discovered there. There are some issues with the teacher's ability to instruct. The first is that the teacher uses an outdated teaching strategy, making it simple for students to lose interest in the class. The other is that the teacher isn't allowed to alter the way they educate. Many pupils struggle while writing a sentence and move on to writing paragraphs. The first issue is that students struggle to find ideas in written form, according to Fauziaty (2002), who claims that they lack motivation in writing. The majority of students made mistakes when using the simple past tense, which is another issue. In this study, research uses the procedure text as the writing genre. Procedure text has the purpose to tell someone what to do or how to do something. A researcher is interested to choose procedure text because the students in junior high school know about it, but the problem is they didn't know to write scientific text by using procedure patterns. The simple past tense was occasionally difficult for the majority of students to use. Students are still struggling with transforming the infinitive to the past tense.

Errors are common during the learning process. As a human, a learner must make mistakes while trying to understand how to get better at writing. There is a saying in English that goes, "Practice Makes Perfect"; this means that the more a person writes, the more comprehension he gains. Learning also involves making mistakes and errors. For example, they are more frequently discovered to form

sentences. Researching Error Analysis (EA) itself is quite popular in the educational field, particularly in countries where English is the second language. In other words, as Corder (1981) defined, EA is a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness (Corder, 1981)

By looking at the learner's output, which includes both correct and incorrect utterances, error analysis' basic purpose is to explain how learning happens. Errors are relevant in three different ways, according to Corder (1981). The learners are first informed by the teachers of how far they have come in achieving the goal and, as a result, what is still left for them to learn. They also offer the researcher's proof of the processes by which language is learned or acquired, as well as the methods language learners use to learn new languages. Third, they are essential to the students themselves since mistakes are seen as a tool for learning by the students (Corder, 1981).

The previously mentioned fact and this observation prompted more investigation into the mistakes made by students when producing process text. By analyzing the mistakes, teachers were able to come up with solutions to make the text better in the future. The research presupposes that this research is useful in identifying the types of errors that students write and the contributing elements to errors in students' process text writing.

There are several studies about errors that can be used as data to support the research inquiry. The thesis is connected, though it doesn't take the same shape, and it can help by outlining common writing problems that students make. Through their conclusions, those earlier research can provide more knowledge and information about the faults in the drafting process text.

Students benefit from error analysis by being able to see what concepts they find challenging to comprehend, see the many types of mistakes they make, and identify the sources or reasons for those mistakes. This allows them to learn from their mistakes and avoid repeating them in the future.

So based on the explanation above, the researcher is interested in carrying out research entitled **An Error Analysis of Students' Writing on Procedure Text at Seventh-Grade Students of SMP Negeri 5 Bintan.**

1.2 Identification of the Problem

The purpose of the study is to pinpoint academic issues among SMP Negeri 5 Bintan seventh-graders.

1. A lot of students believed that writing was a challenging talent.

2. Most of the pupils struggled to express their thoughts, opinions, and feelings because they felt insecure and bashful.

3. Due to their confusion over the proper tenses, students continue to make mistakes when writing procedural texts.

4. Due to several reasons that crop up more frequently, such as the difficulty in getting a signal in some locations, the heavy usage of internet capacity throughout the learning process, and the fact that many students lack worksheets, students have challenges during the online learning process.

1.3 Limitation of the Research

The researcher wants to restrict the research based on those issues. The researcher's exclusive attention is on students' mistakes when they write procedure text. The pupils at SMP Negeri 5 Bintan who is in seventh grade make up the study's population.

1.4 Research Question

1. What errors in writing procedure text are made by the seventh-grade students of SMP Negeri 5 Bintan?

2. What types of errors in writing procedure text are mostly made by the seventh-grade students of SMP Negeri 5 Bintan?

1.5 Purpose of the Research

The purpose of the research is as follows:

1. To investigate the errors in the writing of procedure text made by the seventh-grade students of SMP Negeri 5 Bintan.

2. To find out the types of errors in the writing of procedure text mostly made by the seventh-grade students of SMP Negeri 5 Bintan.

1.6 The Significances of the Research

1. the students

   The findings of this study will inspire the pupils to improve their writing abilities.

2. for the teacher

   The research's findings should outline some typical mistakes that students make when creating process texts. To teach and get around the problem, the teachers will discover a better plan.

3. For the researcher

   The researcher hoped that the findings will provide direction and a resource for other researchers conducting similar research.

1.7 Definition of Key Terms

1. Error analysis

   To learn about the mistakes that pupils make, the teacher must conduct an error analysis. It is possible to observe, analyze, and categorize the errors that students do make to learn more about the system that they have in place that caused a spike in their mistakes. This process is known as error analysis. This study looks into the mistakes made by SMP Negeri 5 Bintan seventh-graders when drafting the procedural text.

2. Procedure text

   A text that explains or provides instructions and directions about instructing someone how to do something, such as a recipe, is referred to as a process text.

Procedural writings typically start with the task's objective, a collection of supplies or components, and work their way through a series of processes.

3. Writing

In addition to listening, speaking, and reading, pupils also need to be proficient in writing. Writing is an active skill, thus students must participate directly to build a solid paragraph (Yuli, 2017).