

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing skills are specific skills that enable writers to communicate their ideas effectively and engage readers psychologically. Various linguists have given several definitions of writing. Writing is an important part of a wider activity where the focus is elsewhere, such as language learning, acting, or speaking (Harmer, 2007). Berninger et al. (2002) see writing as an active activity involving low-level transcription skills such as handwriting, punctuation, and spelling, as well as higher mental processes such as self-organization, planning, sequencing, and communication materials. Art teaches this by writing, Some people believe that writing is difficult.

According to Elbow (1981), writing requires the ability to produce your own words and ideas and the ability to evaluate them so they can be used. However, according to Brown (2003), writing is the essence of writing; written works are often born through thinking, editing, and revising, which require certain skills that are not naturally possessed by all speakers.

According to Macmillan (2005), writing is an important means of communication in everyday life but is especially important in high schools and colleges. Writing is also one of the most difficult skills to master first and second languages. Students may find it difficult to talk about their ideas about their own writing and communicate with each other. Culture has its own style of managing academic writing. And according to Zamel (1987), writing is a process of creating

meaning; it is a way of generating ideas and exploring one's feelings and thoughts. An important difference between writing and speaking is this: any ideas you present in writing must be supported with specific reasons and details.

According to White et al. (1991), writing is a wondering system that calls for a highbrow attempt to generate ideas, plan, set dreams, implement them, examine what's written, and use language to express those dreams appropriately.

In junior high school, English is one of the final exam subjects. Of Transitioning from Elementary to Junior High School Requires New Study Habits English. Curriculum 2013 or in Indonesian it is called Curriculum 13 (K-13). Students are more active than teachers. According to Winoto (2017), The 2013 curriculum is designed to improve Balancing soft and hard skills employability, skills, Balanced continuous knowledge in an integrated way. According to Nurmalasari et al. (2015), 2013 is a competency-based curriculum, an integrated character Refinement of Unit Level Curriculum Education (KTSP). Additionally, the Curriculum 2013 can improve educational strategies or goals based on the Curriculum 2013 Strategies for increasing educational goals, (Darnius, 2016). According to Mulyasa (2014), The 2013 curriculum This emphasizes the characteristics of education, especially at the basic level, and lays the groundwork for the following levels. Through the development of the 2013 curriculum, it was character-based, We hope that this country will become a country with selling value that it can offer to the rest of the world. While according Rakhmawati (2016), The 2013 curriculum Attempts to improve curriculum Therefore, the quality of education in our country Curriculum will be updated in 2013 to be better This

allows to spawn Indonesian Productive, Creative, Innovative, Effective Strengthen attitudes, skills and knowledge Integrated.

In regards to mastering writing skills, writing can help students. There are four previous studies related to writing in junior high school. By Pardede et al. (2022), Writing Strategies suggests that teachers must achieve an objective, the goal of which is to explore strategies used by teachers to assess writing skills, such as; Constructive and contextual methods, rubrics, simple texts, essays, case studies and problem-based learning. Research by Damanik et al. (2022), Strategy for Teaching Writing shows that teachers have used each approach when teaching English (writing) (group discussion, mind map, dictionary). Technology ensures that the teaching and learning process is not monotonous, the classroom atmosphere is warm and comfortable in learning. Study by Isnaini (2022), Teaching Writing found that teachers using instructional strategies of grammar translation, visual media strategies, and game-based learning were able helped teachers students improve their writing skills. The latest study by Atiah et al. (2023), on the writing skills of a junior high school student in Indonesia shows that using freewriting techniques can keep students interested in learning and can increase interest in writing skills. Freewriting can be used as an alternative technique in teaching handwriting because it has a positive impact influence students' writing skills.

According to the Cambridge Dictionary (2010), a greeting card is a thick sheet of paper folded in half with a picture on the outside and a message on the inside that you write and send or give to someone, for example, for Christmas or as a birthday gift with compliments. The English Dictionary, Fifth Edition, (2016)

Defines a greeting card as a folded paper card decorated with greetings, congratulations, or other sentiments, usually sent or given as a gift. on a special occasion or holiday. According to Arini et al. (2011), greeting cards are cards that express friendship or other expressions. And according to Lestari et al., (2014), state greeting cards are cards to express feelings. Greeting cards are folded cards with pictures of friendship or other sentiments. According to Yuliani (2017), greeting cards are cards that express other expressions or friendship. According to the Collins dictionary, a greeting card is a folded card with a photo on the front and a greeting inside that you give or send to someone, for example, on a birthday. The Britannica Dictionary refers to a greeting card as a card decorated with a congratulatory message that is sent or given to someone on a special occasion. Therefore, greeting cards are expressions of messages in the form of cards that can be used to express special events.

In regards to mastering a greeting card, By B.C. (2008) "Invitation Card, Greeting Cards, Pas Tense" The Result The linguistic and physical characteristics of wedding and birthday cards with respect to tenses, voice, vocabulary, sentence length, shape, size, and folding were the main objectives of this study. To do this, we observed 40 wedding cards and 40 birthday cards (80 total) and re-observed them to get the data needed. Study by Wibowo (2017), Writing, Greeting Cards, Learning by project-based learning showed that when viewed from their card work through project-based learning, the test results were that students were able to understand and correctly write greeting cards.

Latest Research from Dewi (2020), "Error Analysis, Greeting Cards, Present Tense, the results of this study Writing" had 50 error points from 30 students. 12 items from The causes of the students' mistakes were also identified from omission errors, 4 addition, 28 misformation, and 6 misordering, which were carelessness, primary language interference, and translation.

The previous research above indicates that it is difficult for students to create a greeting card, According to the researcher's observations, they continued to make errors while composing sentences for greeting cards, including errors with vocabulary, voice, and phonetics as well as omission, addition, misformation, and misordering. Additionally, the researcher in the current case intends to examine the Present Continuous Tense Error in phrases from greeting cards. The Researcher found some students' writing errors such as difficulty understanding the meaning in a short functional sentence form of a greeting card, difficulty in writing and defining a simple sentence in the Present Continuous, lack of vocabulary, spelling messy and difficult to use rhetorical steps to write the greeting card. This is an indicator students are having trouble writing short sentence Greeting Cards are mostly they are confused to put the verb of Present Continuous. The Researcher taking expression Cards is Consolation (congratulation or Happy). The teacher's task is to explain the use of Present Continuous in greeting card sentences. Therefore, It is crucial to understand what the issue is and what are the causes and solutions for this problem. The researchers then found Error some students create in writing the present continuous using one of the functional sentences, such as greeting cards. That distinguishes it from others research.

1.2 Identification of the Problem

1. Students had difficulty understanding the Greeting Cards Material.
2. Students made Errors when writing for Greeting Cards sentences.

1.3 Limitation of the Study

The Researcher limit the research on analysis of present continuous errors in writing greeting card of the eighth grade students at the first semester of SMPN 5 Tanjungpinang 2022/2023.

1.4 Research Question

For this problem, The researcher proposes a research question i.e., what errors do the Students make in Writing Greeting Cards using Present Continuous at the Eighth Grade Students the first semester of SMPN 5 Tanjungpinang?

1.5 Objectives of the Study

Based on formulation of the problem above, this research is necessarily carried out in order to achieve the objectives to describe Errors which the Students make in Writing Greeting Cards at the Eighth Grade Students the first semester of SMPN 5 Tanjungpinang.

1.6 Significances of Study

This research is expected to provide the following benefits:

1.6.1 Theoritically

This research is related to the development of a theory about writing errors when students use greeting cards and hopes to help students improve their skills in the future.

1.6.2 Practically

1. Students

Students can identify errors they made while writing greeting cards.

Therefore, students should learn more from their errors.

2. Teacher

Teachers should strive to improve the knowledge of their students by using new methods and techniques and by making fewer errors.

3. Other Researchers

Other Researchers of this study can refer to the reference materials and media to increase their knowledge, use this study as a guide for conducting or new research.

1.7 Definition of Key Term

1.7.1. Error analysis

Language analysis that focuses on errors made by students is known as error analysis. It consists of a comparison between target language errors. Error analysis has a significant impact on how well students learn a second language.

1.7.2 Writing

Writing is a process of pouring ideas on a paper that can describe the language in general, able to make the reader understand the intent of the writing.

1.7.3. Greeting card

A greeting card is a greeting card with a message and good wishes addressed to someone on a special occasion.