

CHAPTER I

Introduction

In this chapter, the writer discusses the background of the study, identification of the problems, limitations of the problems, research questions, objective of the research, and significance of the research.

1.1. Background of the Study

One of the most important things to learn in English is how to write. Students must write clearly, logically, and consistently, not just sentences. This skill includes a number of language-related things, like using correct grammar and choosing the right words. Additionally, it's crucial to arrange paragraphs proficiently. Writing is a complicated mental process that includes coming up with ideas, organizing them, and expressing them in a clear and correct way, as Nunan (2015) says. This skill is especially important for junior high school students who are learning about writing, like descriptive writing.

One type of writing that is taught in junior high school English classes is descriptive writing. The goal of this text is to provide a lot of information about people, places, things, or animals so that the reader can picture them. Knapp and Watkins (2014) say that a descriptive text usually has two main parts: identification and description. It also usually uses language features like the simple present tense, adjectives, and articles (a, an, and the). Descriptive texts may seem straightforward to write because of their structure and

language, but many students still have trouble writing them correctly and well.

Students' writing often has the same errors that make it hard to read, even though they are taught in school. These mistakes are common in the classroom. People learning a new language shouldn't just see mistakes in writing as problems; they should see them as a normal part of the process. Ellis (2015) said that mistakes are useful for figuring out how a student is learning a language and for helping teachers figure out what needs to be worked on. There are two kinds of mistakes: grammatical mistakes, like using the wrong tense, not matching the subject and verb, and putting the articles in the wrong place, and mechanical mistakes, like not using punctuation, spelling, or capitalization (Brown, 2018; Hyland, 2019). Catabay's (2023) recent study found that second language learners often make mistakes in mechanical areas (like spelling, punctuation, and capitalization), grammatical structures (like using the wrong tense or subject-verb agreement), and organizing their texts. Likewise, research on Indonesian students' writing (Jish Journal, 2018) showed that the most significant problems with their writing were grammatical errors, especially with nouns and verbs.

This study uses a writing evaluation rubric based on Brown and Abeywicakrana (2019) to look at and analyze these kinds of mistakes in a systematic way. The rubric focuses on two main areas: language use (grammar) and mechanics. We can do a more structured and objective analysis by grouping errors by how often they happen: frequently,

occasionally, or rarely. This rubrics clarifies the writing issues students are facing and identifies areas for teaching improvement.

National education standards have also dealt with this issue at the policy level. According to the Regulation of the Minister of Education and Culture (Permendikbud) No. 22 of 2016, which sets the Standard Process for Primary and Secondary Education, learning English must improve all four language skills in a balanced way, including writing. The curriculum helps students learn how to express their thoughts and ideas through different types of writing, such as descriptive texts. Writing assessments look at more than just the content and structure of the text. They also evaluate the proficiency of students in using grammar, vocabulary, and writing mechanics. If students don't correct their grammar and mechanical mistakes, they might end up with a wrong idea of how English works. These errors could make it harder for them to write well, make them less confident in sharing their ideas, and hurt their overall language development.

An initial observation in a Grade 7 classroom at SMP Pasundan 3 from February 5th to May 7th, 2025, showed that many students still have trouble writing descriptive texts. This was done to gain a better idea of how these problems show up in a real classroom. Some students have trouble with the simple present tense and sometimes mix up past and present tenses in the same sentence. There were also mistakes in how articles and adjectives were used, which often led to wrong descriptions. Also, many of students still don't know how to structure identification and description properly, and they often

make mistakes like using the wrong punctuation and capitalization. This observation is what this study is based on for doing a more thorough analysis.

Given these concerns, the purpose of this study is to look into the different kinds of mistakes that students make when writing descriptive texts. It is anticipated that the findings will provide a thorough picture of the writing challenges that students encounter and furnish educators insightful information to enhance writing instruction in the classroom.

Based on the results of classroom observations, this study uses a qualitative approach with a case study method to more thoroughly examine the mistakes made by students in their descriptive writing in an actual classroom setting. This method is thought to be suitable since it enables the researcher to perform a thorough examination of the writing abilities of the students in an authentic learning environment. The study can more fully examine patterns of grammatical and mechanical errors and provide helpful recommendations for teaching practice by concentrating on a particular group of seventh-grade students at SMP Pasundan 3.

1.2. Identification of the Problems

Based on the background, it is evident that many seventh-grade students at SMP Pasundan 3 face difficulties in writing descriptive texts. These challenges manifest in different errors, including grammatical faults like improper tense usage and subject-verb agreement, as well as mechanical problems such as wrong punctuation, spelling, and capitalization. Moreover, students frequently have difficulties with the proper organization of

descriptive texts and the correct application of linguistic elements such as articles and adjectives.

1.3.Limitation of the Problems

Based on the identification above, the writer limits the study to only focus on analyzing students writing composition based on mechanical errors (punctuation, spelling, and capitalization) and grammar errors (misuse of tenses, articles and subject-verb agreement). Also how these errors affective clarity and coherence of students in descriptive text at SMP Pasundan 3 Bandung for the seventh grade academic year 2024/2025.

1.4.Research Questions

By pinpointing these issues, the study can systematically explore the challenges faced by students in writing descriptive texts, particularly in terms of mechanical and grammatical errors. The following points outline the key problem identified as the focus of this research:

1. What are the nature and prevalence of mechanical errors present in seventh-grade students' descriptive text writing at SMP Pasundan 3 Bandung?
2. What are the nature and prevalence of grammatical errors present in seventh-grade students' descriptive text writing at SMP Pasundan 3 Bandung?
3. How do these errors affect the overall clarity and coherence of students' descriptive texts?

1.5.The Objective of the Research

Understanding the common types of errors in students' descriptive writing can help improve teaching strategies and learning outcomes. The objective research of this study are outlined as follows:

1. The research aims to identify the type and frequency of mechanical errors in the descriptive text writing of seventh-grade students at SMP Pasundan 3 Bandung.
2. The research aims to ascertain the type and frequency of grammar errors in the descriptive text writing of seventh-grade students at SMP Pasundan 3 Bandung.
3. To evaluate the impact of these errors on the clarity and coherence of students' descriptive texts.

1.6.The Significance of the Research

a. Theoretically:

This study is expected to contribute to the field of error analysis by providing empirical data on common errors made by junior high school students in writing descriptive texts. It may also serve as a valuable reference for future researchers focusing on the development of second language writing skills.

b. Practically

- **For Teacher:**

The findings of this study are expected to help English teachers at SMP Pasundan 3 Bandung gain deeper insights into the writing

difficulties faced by their students, thereby enabling them to adjust and improve their instructional strategies, particularly in the areas of grammar and writing mechanics.

- For Students:

This research is expected to raise students' awareness of the common errors they make in writing, which may lead to improvements in the accuracy and overall quality of their written work.

- For Other Researchers:

The study may serve as a useful reference or foundation for future research in the areas of error analysis and the teaching of writing in an English as a Foreign Language (EFL) context.