

CHAPTER I INTRODUCTION

A. Background of the Study

According to UNESCO data, Indonesia is the second from the bottom in world literacy, meaning that reading interest is incurious. The reading interest of the Indonesian people is very concerning, only 0.001%. It means that out of 1,000 Indonesians, only one is an avid reader (UNESCO, 2020). The current phenomenon is also exacerbated by the COVID-19 pandemic, which paralyzes all activities. The other activities such as reading and writing are down, which are replaced by excessive use of smartphones. With this background of incuriously of literacy skills, Indonesian people easily accept and spread hoax news without finding the truth of the information.

Here the researcher focus on writing skill. Writing is a skill that is no less important than other skills because it is the output of the other three skills. According to Nurgiyantoro (2001:273), writing is an activity to express ideas through language media. Students learn to communicate through written form as they interact with others at the family and school levels. Writing skills are more complicated than other language skills because writing requires ideas or ideas that are relevant, structured, and planned.

In actual classroom settings in writing, most students have difficulties considering the report. It is because of crucial elements like vocabulary, grammar,

spelling, and punctuation (Ismayanti and Kholiq, 2020). For students, writing text can be challenging.

In addition, other factors can cause students difficulties in developing creativity in writing. For example, according to Byrne (1985), most teachers consider that class time should be almost entirely devoted to developing oral skills except for a few exceptions, such as activities related to some form of said work. As a result, students' writing skills are blunt because the teacher's strategy in teaching is uncharted. Moreover, it becomes an obstacle for students when they have to write.

Therefore, the teachers' strategy in teaching should be more emphasized in active reading and writing activities. Thus, students can understand and can develop their creativity in writing. It can be seen that several things must be considered in writing activities, including content, word choice, language use, punctuation suitability, grammar, and so on.

Based on the theories stated above, it can be concluded that writing is a process that occurs over time to produce a sequence of sentences arranged in a specific order and linked together in certain cohesive and coherent ways. In writing English, several things must be considered, including the content of the writing itself, word selection, grammar, punctuation, and language use. Then the role of the teacher in giving direction to his students is significant.

Therefore, the researchers did this research because this research is crucial to finding the difficulties experienced by students in writing. Furthermore, the researcher will find English teachers' strategies for developing or changing their

teaching methods. Therefore, students will get the results of learning to write as expected. This research differs from previous research because only a few have investigated this in Pacitan. Based on the background, the researcher conducted a thesis entitled **“An Analysis of Students’ Writing Errors in the Descriptive Text in Vocational High Schools of Ngadirojo in the Academic Year of 2021/2022.”**

B. Identification of the study

Based on the researcher’s observations, several problems could be identified in the Vocational High School of Ngadirojo. First, the method used by the vocational high school teacher in Ngadirojo to teach writing to students was still less innovative. The teacher gave a little material from the book and some references from Google and Youtube. Students were given assignments. So, students often feel confused with the material that has been given. In particular, for writing itself, many students were less interested.

Second, students at a Vocational High School in Ngadirojo were students who were less interested in writing. Instead of learning writing, they were busy with other subjects. Third, the learning media used was monotonous. The media used was limited to textbooks, where students were asked to write summaries of the reading in the books. Apart from readers, they also used Google Classroom. In Google Classroom, the students were asked to do assignments about writing. First, the students were given examples of text writing. Then, the students write according to the example given by the teacher.

C. Limitations of the study

Based on the study identification above, the problems to be studied were focused on the student's errors in writing. Mainly writing in descriptive text.

D. Formulation of the study

Based on the background and focus of the research above, the following was the formulation of the problem in this study, namely:

1. What writing errors are found in the descriptive text of students in 3rd grade at Vocational High School of Ngadirojo?
2. What are the causes of writing errors in teaching English writing to students in 3rd grade at Vocational High School of Ngadirojo?

E. Objectives of the study

The purpose of this study based on the formulation of the problem above are:

1. To find the errors that are often found in the descriptive text of students in 3rd grade at Vocational High School of Ngadirojo
2. To find the causes of writing errors in teaching English writing in 3rd grade at Vocational High School of Ngadirojo?

F. Significance of the study

This research was expected to be helpful for all parties who apply it. Some of the benefits that could be drawn from this research are as follows:

1. The results of this study could be used as a practical learning technique for students to improve their writing skills.
2. For teachers, this result will give insight related to teaching writing effectively.
3. For the school, this research was expected to be used as a positive input for the school's progress in deciding the learning strategies.

