

CHAPTER I

INTRODUCTION

A. The Background of Study

One of the important skills for English language learners is reading. The reading process involves good reading skills and an understanding of key concepts, important details and overall sense. A good reading skill is necessary to understand what is read. The capacity to understand what is being read is measured through the analysis of the data collected. According to Alderson (2000), reading is the activity of understanding the meaning of written words. This activity is not just about recognizing words but involves understanding the context, which requires critical reading skills and higher-order thinking abilities.

Learning conditions in reading skills show that reading skills are sometimes placed on a different side to the material to be read. Thus, students' ability to read is only limited to the ability to answer questions on the text read and students cannot apply their reading methods to different texts. Students find it difficult to express their understanding of the text content both orally and in writing.

Reading is closely related to language. this is because in language, besides speaking, we are also reading. Language is an activity carried out by humans in their lives with other humans to communicate. The communication media used in speaking is language, because language is important in life. this is because language is one of the ways to communicate effectively with each other.

In general, every language has some characteristics. Language can also change and develop over time due to being influenced by several kinds of factors. For example, globalization, technology, and social change. In everyday life, language has an important role in communicating with others, because it is from language that we can obtain information and build social relationships. Language is key to human communication and the building of social relationships. He emphasizes how important language is for daily life because it helps communication, experience sharing, and the development of close connections with others (George Yule, 2010).

As we know, there are many languages in this world. One of them is English. English as a *lingua franca* is not only impacted by native speakers, but also by speakers from different cultural and linguistic backgrounds. International English is characterized by flexibility and adaptability, which make it possible for speakers from different countries to communicate effectively (Seidlhofer, 2012). This is why English lessons are always included in the learning curriculum in Indonesia so that the younger generation of the nation can immediately learn it. English lessons can be found in elementary school. While English lessons in school learn about how to develop reading, writing, speaking, and listening skills in English.

In addition, as for the things we need to review from a language, of course, we must really understand the meaning of the language we are aiming for. To understand language, we need knowledge of the meaning behind each word and sentence (Yule, 2010).

English is not only encountered in education; in this era of advanced technology, we encounter English in newspapers, online articles, games, social media, and even in films or music. Therefore, the translation of English texts into Indonesian needs to be improved. By deepening the translation technique well, we will certainly avoid analytical errors in translation.

The weaknesses of students in reading, one of which must be due to having difficulty in translation. Even students who are classified as smart certainly make mistakes in translation. This is certainly an obstacle for a student in reading the package book and doing the assignments given by the teacher. therefore, the teacher needs to help to translate sentence by sentence in the learning material in the students' English textbook.

Student errors refer to mistakes made by students during the learning process. These errors can occur in different aspects, such as reading, writing, speaking, or listening. Some common types of errors are grammar errors, spelling errors, punctuation errors, and pronunciation errors. Teachers play an important role in addressing these errors, as students can have high learning potential with adequate support. However, research has shown that teachers often do not conduct error analyses or change the recipient of the message immediately after an error occurs, so the learning potential of errors is not exploited. It is very important for teachers to understand the causes of errors and provide constructive feedback to help students improve their abilities. Error analysis is a systematic approach to collecting, identifying, and analyzing the errors of a learner, which provides

insight into the strategies that learners use in second language acquisition (Brown, 2014).

Different from other studies, other researchers usually focus on student errors in speaking or writing. While researchers, focus on student errors in reading comprehension. This is because according to researchers, the level of student errors most often occurs when reading because most students do not understand what they read. as for the text used by researchers through descriptive text so that students can easily read it.

Reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows. According to Cain (2018), Reading comprehension is not just about decoding words, but also involves actively constructing meaning by connecting ideas within the text and to prior knowledge. Effective readers can integrate new ideas from a text into their existing knowledge base, which helps them to think critically and reflectively. This integration process is vital for academic growth and literacy development, making reading comprehension a foundational skill for learning across disciplines. Reading theories from this period emphasize that comprehension is not automatic but a skill developed over time with practice and instruction, particularly in connecting textual content to broader cognitive processes.

As for the results of researchers' observations at SMP Negeri 37 Medan as initial data, researchers found students' errors in reading comprehension by reading material about descriptive text. The data collected by researchers through reading test to the students, such as:

Table 1.1 The Score of Students' Errors in Reading Descriptive Text

Interval	Predicate	Category	Frequency
93 - 100	A	Very Good	8
84 - 92	B	Good	13
75 - 83	C	Enough	6
≤ 75	D	Less	3
Total			30

Based on the results of the data above, researchers can conclude that there are still many students who make mistakes in reading. The examples of errors made by students are rarely hearing English sentences so that they lack vocabulary and do not understand of what they read, until it is found that the factor that encourages student errors in reading is the lack of student confidence when reading. The strategy carried out by the teacher in overcoming the obstacles in these students is to practice how to read correctly, and write the pronunciation on the board and given practice in memorizing vocabulary.

From the explanation above, the researcher decided to raise the issue with the title "**Students' Errors in Reading Descriptive Text**" at SMP Negeri 37 Medan because there were some problems in students when reading. As for the research subjects are students from grade 7th, and conduct research through descriptive text learning materials. The purpose of this study is to find what types of reading errors students make according, find the causes of these errors, and how to overcome these obstacles.

B. The Problems of Study

Based on the explanation above, the problems of the study were formulated as follow:

1. What are the types of students' errors in reading descriptive text at seventh grade of SMPN 37 Medan?
2. Why do students' errors in reading descriptive text realize as the way they do?

C. The Objectives of Study

Relate to the problem statements above, the objectives of the research are:

1. To find out the types of students' errors in reading descriptive texts at seventh grade of SMPN 37 Medan.
2. To investigate the causes of students' errors in reading descriptive texts.

D. The Scopes of Study

There are many aspects that affect students' ability in reading skills, such as strategies, techniques, and the types. in this study, researchers will examine students' errors in reading skills. in addition, from the many genres of texts that exist, researchers focus more on descriptive texts. From this study, the researcher will analyze students' errors when reading, find the types of students' errors, and observe the process of the errors. As for the subject of this study, the researcher analyzed 30 students from class 7-G in SMPN 37 Medan.

E. Significances of Study

The significance of this study is classified into two types, there are theoretically and practically.

Theoretically, the findings of this study may provide an innovation or understanding for readers, especially in analyzing student errors in translating a text in the textbook they use, as well as finding out the causes and ways to overcome student errors in translating the textbook.

Practically, this research will be useful for:

- a. The researcher, this research is useful to help researchers find what errors students make when reading and what types of errors often appear when students make mistakes in reading. In addition, this research is also a requirement for students in completing the thesis.
- b. Future researchers, this research will help researchers in making it a reference and can be used as material in developing new findings or content regarding reading skills and knowing more information about students' errors in reading.
- c. Teacher, this research will be useful to be used as a new reflection material for teachers in order to overcome problems on students' errors in reading descriptive text and find the right method to help students during learning.
- d. Students, this research will make students develop their mindset more in reading skills, and can avoid the occurrence of students' errors when learning descriptive text.