

CHAPTER I

INTRODUCTION

In this chapter the writer presents: background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation, and definition of terms.

1.1 Background

“ Language is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves” (<https://www.britannia.com>). The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. Without language, we can communicate each other. It means that, language is very important in human life. In using language we should know the structure of language itself. The structure itself is the rule in producing utterances of a language. People learn how to construct a good message and convey the message to the others. The success of language is how other get your message as well.

Communication does not happen only in speech but through writing as well. Many people have different ways to express their feeling, ideas/ opinion. Perhaps some people choose writing as media to convey their ideas than speech. According to Harmer (2001:79) writing is a form of communication to deliver through or to express

feeling through written form. It means that writing is productive skill that express feeling through written communication.

There are four basic skills in language learning. The four basic skills are speaking, writing, reading, and listening. Writing is one of four basic skill that is very important in learning English. Writing involves some language component such as grammar, spelling, punctuation, and vocabulary. It is not easy when people write their feeling or ideas into a word, word into sentence, sentence into paragraph and it needs hard thinking to produce a good writing at the same time. According to Byrne (1996:60) writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns ,as well as commas and other marks of punctuation.

In writing, we also will find some kinds of text and one of them is descriptive text. Based on curriculum 2013 at high school level there are several types of text and one of them is descriptive text. Descriptive text is a text that describes what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, animal, or things. The language feature of descriptive text is using simple present tense. Simple present tense is one of some important parts in writing Descriptive text. According to Frank (1972:66) Simple present is used to express a habitual action with adverbs like usually, always, or often. The use of Simple present Tense often makes students confused because they do not know structure and rule of Simple Present Tense. The simple thing like this, they often write “She read a newspaper every day,”

instead ‘She reads a newspaper every day.’ The third singular person such as She, He, and it needs suffix –s or –es for the verb. It makes difficult to understand because English and Indonesian language has different structures.

In this study, the writer intends focuses to know and analyze students’ errors in writing Descriptive Text because the writer found that many students still find it difficult to understand different structures and they are still influenced by the mother tongue. Moreover, the lack of vocabulary can affect students to comprehend writing. Therefore, the writer will try to find errors in writing Descriptive texts that are often made by students and give some solutions to solve the problem. When the writer spoke with some students of SMA Negeri 2 Kota Kupang, the writer found that the students could not describe a thing properly. It is because the lack of vocabularies.

Based on the experience above the writer chooses the title “ **A Study on Grammatical Errors in Writing Descriptive Text of the Tenth Grade Students Of SMAN 2 Kota Kupang in the School Year 2018/2019.** “

1.2 Problem Statement

Based on the background above , the writer formulated the problems of the research as follows :

1. What kinds of errors are made in writing descriptive text by students of SMAN 2 Kota Kupang ?

2. What is the most common or error made in writing Descriptive text by students of SMAN 2 Kota Kupang ?

1.3 Objectives of the Study

There are two objectives that have to be achieved of the study :

1. To know kinds of errors in writing descriptive text made by students of SMAN 2 Kota Kupang.
2. To know the most common error made in writing Descriptive text by students of SMAN 2 Kota Kupang.

1.4 Significance of the Study

The result of the study is expected as a contribution to the following :

1. For the teacher :

This study will give positive effect to the teacher such as the teacher will get new information about errors that are often made by students in SMAN 2 Kota Kupang. If students still do errors, perhaps teacher can find other solutions to solve this problem.

2. For the writer :

This study as a way for the writer to learn more about grammatical structures in order that help the writer in the future.

3. For students :

It is really important for students to know kinds of errors that they often do and focus to learn more about grammatical structures. It helps them to learn English.

1.5 Scope of Limitation

This study is about error analysis. There are some taxonomies used in error analysis; they are linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. However, writer chooses surface strategy taxonomy to analyze the error. Surface strategy taxonomy includes; omission, addition, misformation, and misordering in writing Descriptive text.

1.6 Definition of Terms

In this part, the writer would like to give definition of terms that help readers to know about this study.

1. Error :

Error is a systematic deviation from a selected norm or a set of norms of a target language. Error is systematic deviation, when a learner has not learnt something and consistently gets it wrong (Norrish 1987)

2. Grammatical error :

Grammatical errors it means inaccurate form, semantics meanings, and use. L2 learners will use L2 accurately, meaningfully, and appropriately after mastering these three dimensions, these errors belong to local error which are linguistically morphology, lexical, syntax, and orthographic errors, while global errors means

communicative errors which show L2 learners misinterpret conversational messages (Hsu, 2013, p. 514).

3. Descriptive text

According to Stanley (1988)description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities.

4. SMA Negeri 2 Kota Kupang

SMA Negeri 2 Kota Kupang is one of some senior high schools in Kupang city. It is in Jl. SK. Lerik, Kelapa Lima- Kupang.