

# **CHAPTER I**

## **INTRODUCTION**

### **1.1. Background of the Study**

No communication will take place without a language. Language is a means of communication used by people interact one another. With language they are able to express their fillings, though, opinion, ideas. They, furthermore, may learn something and understand other people by using language. According to Siahah (2008) language is a set of rules used by human as a tool of communication. In other words, people require a language in common to avoid misunderstanding in communicating among them.

As mentioned in the paragraph above, communicating with people from different countries languages in common. English as one of the international languages is the most widely used by people all over the world. It is used to help them to communicate or interact with other people from different countries, and even to do their activities in the fields of trade, science, technology, etc. Some counties in the world use English as the native language. In this case they use English as their mother tongue. They use English as the tool of commutation in their lives. In some other countries, people use English as second language. It means that they use English in their daily communication instead of their native language. In other words, they use English besides their own native language to communication among other people in their country.

In Indonesia, people use English as a foreign language. English is not used by the people as a tool of communication but it is learned and thought of by the student at school as the subject. It is taught as a compulsory subject to the students from junior high school to university. Even though English has been taught to them, but they still find difficulties in mastering the language skills, i.e. listening, speaking, reading, and writing.

The curriculum in Indonesia has been developing over time; the curriculum that is used now is K-13 (Kurikulum-2013). This curriculum replaces the previous curriculum; KTSP (Kurikulum Tingkat Satuan Pendidikan), in 2006. K-13 on developing students' ability to do the competence and the tasks in K-13 standard, the students will be able to master the specific competence. This educational program standard makes the students have competence of the knowledge and understand every value which is learned because this curriculum is based on the number of competence and apply in their own lives.

K-13 has two components; Basic Competence (Kompetensi Dasar) and Main Competence (Kompetensi Inti). There are language skills, in English there are some language elements; *grammar, vocabulary, pronunciation*. The writer focuses on grammar because grammar is viewed as the most complex and hardest language element among the others. Grammar has many parts; *pronouns, article, tenses, part of speech, gerund, etc.* The students need to learn the whole of grammar parts. They should understand, pay attention, and need more exercise in grammar. Besides that, English and Bahasa have different roles in grammar structure.

Although grammar is not included in English four skills; reading, speaking, listening, and writing, but grammar supports those skills. In speech or speaking we

do not concern to the grammatical rules, sometimes we did not seem to be aware the neglect of grammatical caused miscommunication, in formal contexts or academic. In reading, the student will understand the text and get the ideas of the writer's if they have ability in grammar.

The English grammar has different system with Bahasa. In English there are many types of *personal pronouns* and they also have different position and function, as the first person in English used as; (a) *subject*: I, You, (b) *object*: me, them, (c) *possessive adjective*: my, their, (d) *possessive pronoun*: main, yours, (e) *reflective pronoun*: myself, yourself. In students' mother tongue (Bahasa), first person (saya) is used in any position in sentence and it doesn't change and it makes students confuse to use *personal pronouns*.

For example:

Saya melihat dia (lk) di taman	I saw him in the garden
Dia (lk) melihat saya di taman	he saw I in the garden (correct: he saw <b>me</b> in the garden).

From the example above, it can be seen there were different system between English and Bahasa. In Bahasa, there were no changing in subject and object, subject and object have the same form "saya", but in English, subject and object is different. In subject is "I" but in object change to be "me".

Any errors produced can be caused by students' lack English language, less vocabulary, and their knowledge about grammar is so poor, and also because of their mother tongue which always influences them in practicing foreign language. The teacher should be aware of those errors and do something to avoid them by doing some correction.

In the writer's experience, when he did teaching practice at SMPN 11 Kupang, he found that many students committed grammatical errors. Based on the fact above, the writer will discuss **“An Analysis of Grammatical Errors in Writing Descriptive Text of the Eighth Grade Students of SMP N 11 Kupang in the School Year 2017/2018”**.

### **1.2. Statement of the Problems**

Based on the background above, the writer would like to formulate this problem in the following questions:

1. What are types of grammatical errors committed by the eighth grade students of SMP N 11 Kupang in the school year 2017/2018 in writing descriptive text?
2. What is the most common type of grammatical errors committed by the eighth grade students of SMP N 11 Kupang in the school year 2017/2018 in writing descriptive text?

### **1.3. Objectives of the Study**

Based on the problem statements above, the objectives of this study are as follows:

1. To find out the types of grammatical errors committed by the eighth grade students of SMP N 11 Kupang in writing descriptive text.
2. To find out the most common type of grammatical errors in writing descriptive text of the eighth grade students of SMP N 11 Kupang in writing descriptive text.

#### **1.4. The Significance of the Study**

This study will give concrete contribution for (1) the English teachers, (2) the writher and (3) the students of the researched school in learning process of English:

##### **1. The English Teachers**

The result of this study for the English teachers to get information about the types of errors committed by the eighth grade students in writing descriptive text.

##### **2. The Students**

The students will be informed about grammatical errors they commit so they can describe their errors in writing descriptive text.

##### **3. The Writer**

Other writers who are interested in analyzing on the students' errors can get basic information for this study, so they can do their research deeper and better than this study.

#### **1.5 Scope and Limitation**

This study is about error analysis on grammatical errors that can occur either in oral or written form. However, the writer focuses on analyzing the grammatical errors produced by the eighth grade students of SMP N 11 Kupang in writing descriptive text. The writer will apply surface strategy taxonomy in classifying the grammatical errors which will be categorized as ommission, addition, misordering and misformation.

## 1.6 Definition of Terms

To help the readers understand this study, the writer gives some definitions of the terms related to the study:

### 1. Error

Corder (1981: 36) errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners.

### 2. Error Analysis

Carl (1998: 205) error analysis is the process of determining the incidence, nature, cause and consequences of unsuccessful language.

### 3. Grammar

It is the patterns of arrangement of words in sentences and the patterns of arrangements of parts of words in to words (Lado, 1961: 142). This study will seek the patterns of grammar in writing descriptive text of the eighth grade students of SMP N 11 Kupang in the School Year 2017/2018.

### 4. Writing

It is the act of forming Graphic symbols according to certain conventions, to form words, and words has to be arranged to form sentences (Penny Ur, 1996: 170). Writing in this study, means a descriptive text composed by the eighth grade students of SMP N 11 Kupang in School Year 2017/2018.

### 5. Descriptive text

It is a type of writing that is arranged according to what is look like or where the object being are (Smally and Ruetter, 1986: 89). Dealing whit this study, descriptive text is the text produced by the eighth grade students of SMP N 11 Kupang in School Year 2017/2018.

## 6. SMP N 11 Kupang

SMP N 11 Kupang is the name of a public junior high school in Kupang East Nusa Tenggara. It is a public school that located on Jl. Taebenu, Naimata, Maulafa, Kupang.