

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols (Sapir, 1921). There are thousands of languages used by people around the world and one of those languages is English and it becomes an international language. English is one of important languages that widely used to connect all people in many parts of the world who have different languages in communicating and English is also playing a major role in many sections either in education, business, politics or technology. That is why English is important to be learnt by the students, so the government decides that it should be taught as a compulsory subject at all levels of schools in Indonesia either in Elementary School, Junior High School, Senior High School, or even in Kindergarten.

There are four basic skills of English that have to be mastered by students such as listening, speaking, reading and writing. The four skills are supported by the correct use of sub skills such as grammar, pronunciation, vocabulary and spelling.

Writing is one of the language skills that can be used as a tool to produce language in a written form. According to Tarigan (in Faisal & K. Suwandita 2013)

writing is one of the language skills which is used to communicate indirectly, without having face to face with other people. Besides, according to Nunan (in Faisal & K. Suwandita 2013) writing is both physical and mental act. The definition can be explained as follows : physical action to pour some words or idea in a paper and in the same time our mental is working to invent ideas, think how to express in to some words and arranging them into sentences and paragraph that able to be understood by the readers. Thus, based on those two statements about the definition of writing by the experts above, it can be said that writing is one of the language skills that can be used as a tool to produce language and it is a product of the writer's thinking, feeling and idea in a written form.

Learning how to write a foreign language such English language is difficult. According to Nunan (in Tessema 2005: 1) research on this issue indicates the creating a good piece of writing is considered an extremely difficult skill, even in one's own native language. While Faisal & Suwandita (2013) added that competence of writing includes structure (grammar), diction, spelling, punctuation, etc. So in the other words based on those statement above, in writing we need to pay more attention to the grammar, vocabulary and the arrangement of the sentence, so that we can pour our ideas in the written form by using good sentences and what are meant by us can be understood by the readers well.

Grammar is one of the important sub skills of English and also becomes an important aspect of writing that has to be mastered by a language learner well. It is the set of formal patterns in which the words of a language are arranged in order to convey larger meanings (Francis :1954). It relates to the structure of a language.

The learners or the users of language need to know the grammar system of a language so they can communicate with others in order to transfer the messages, ideas, thoughts and feelings well. Having a good grammar of a language can help the learners or the users of a language to be easier in delivering their ideas, thoughts, messages and feelings. Besides, when they use a language in this case English language in another skill of English like writing, it will be more interesting even though it is written in a short kind of writing. Unless, when they are using the language in transferring the messages, ideas, thoughts and feelings to the others without the use of a good grammar, what are meant by them in their writing are meaningless or can not be understood well and when they are writing without using a good grammar it means that their knowledges in using skills of English such writing are not supported well and they may commit errors in their writing.

Dulay et al. (1982 :138) argue that errors are the flawed side of learner speech or writing. Error is ungrammatical utterances are produced by the users or the learners of English. Ungrammatical means the sentences or utterances are not based on the structure or the rules of the target language (English). Similar to writer's experience during the teaching practice that was done by the writer in some months ago in Sint. Carolus Senior High School Kupang, she found that most of the problems faced by students in communication especially in writing are their poor mastery of vocabulary and the lack knowledge of grammar. Therefore the students make some errors in grammar and in choosing the correct words in writing what is wanted to be written by them even in a simple and a short kind of writing. Some examples of grammatical errors can be seen in some sentences bellow:

- For example:
1. My name Eris. (*incorrect*)
 2. Car cause pollution. (*incorrect*)

The two examples above are incorrect, because the students make some errors which are identified as errors in omission category, because in the first example the grammatical morpheme *to be* is omitted and the second example the grammatical morpheme *-s* to show the agreement with the singular subject is omitted. The correct sentences should be:

1. My name is Eris.
2. Car causes pollution.

Based on the short explanation above, the writer is interested to find out the errors made by the students, so the writer decides to conduct a study entitled " *An analysis of Grammatical Errors in Writing Descriptive Text by the Eleventh Grade Students of Sint. Carolus Senior High School Penfui Kupang in the School Year 2018*".

1.2 Problem Statement

Based on the background above, the writer identifies some problems stated as follows:

1. What are the grammatical errors in writing descriptive text made by the eleventh grade students of Sint. Carolus Senior High School Penfui Kupang in the school year 2017/2018?

2. What is the most common error in writing descriptive text made by the eleventh grade students of Sint. Carolus Senior High School Penfui Kupang in the school year 2017/2018?

1.3 Objectives of the Study

Related to the some problems above, this research has some objectives as follows:

1. To find out the grammatical errors writing descriptive text made by the eleventh grade students of Sint. Carolus Senior High School Penfui Kupang in the school year 2017/2018.
2. To find out the most common error writing descriptive text made by the eleventh grade students of Sint. Carolus Senior High School Penfui Kupang in the school year 2017/2018.

1.4 Significance of the Study

The significance of the study is as follows:

1. The Writer

By doing this research the writer can enrich her knowledge on the theory of grammar, errors and in particularly how to analyse the grammatical errors in writing.

2. For the Students

By doing this research the eleventh grade students of Sint. Carolus Senior High School Penfui Kupang are informed about their ability in grammar and in

writing descriptive text and also this study can help them to improve their English grammar.

3. For the English Teacher

This study can inform the English teacher about the ability and the weakness in grammar and in writing especially in writing descriptive text of the eleventh grade students of Sint. Carolus Senior High School Penfui Kupang, so the teacher can find some techniques and strategies that can be used to solve these problems.

1.5 Scope and Limitation

This study is about an analysis of students' grammatical error. The writer focuses on the grammatical errors in writing descriptive text made by the eleventh grade students of Sint. Carolus Senior High School Penfui Kupang in the school year 2017/2018, and the writer limits her main attention to the grammatical errors made by the students based on surface strategy taxonomy which consists of omission, additions, misformation and misordering.

1.6 Definition of Terms

To help the readers to understand this study, the writer provides some definitions of the terms related to this study. Those are as follows:

1. Error

Error is the flew side of learner's speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance (Dulay et al.,1982). It simply means as the incorrect forms

that someone produces. In this study error means the wrong construction of sentences are made by the eleventh grade students of Sint. Carolus Senior High School Kupang in writing descriptive text

2. Writing

Writing is one of the language skills which is used to communicate indirectly, without having face to face with other people (Tarigan,1994). In this study, writing related to the act of writing descriptive text made by the eleventh grade students of Sint. Carolus Senior High School Kupang.

3. Descriptive Text

Descriptive text is a kind of text that has a purpose to give information. The context of this kind of text is the description of particular thing, animal person, place, or others, for instance: our pets or a person we know well (Linda & Wignell, 1994). Dealing to this study, descriptive text is the text produced by the eleventh grade students of Sint. Carolus Senior High School Kupang.

4. Sint. Carolus Senior High School

It is one of the private Senior High Schools which is located in Adisucipto street no.44 Penfui, Kupang regency.