

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of international languages in the world. This language is used by most people in the world for communication with other people from different background of culture. In addition, English now is a means of knowledge, science and technology.

In this era of globalization, English is one of international languages needed and used in communication with other countries. In Indonesia, English is learned as a foreign language and not as a second language. English language is taught as a compulsory subject for elementary school, junior high school and senior high school, and also an elective subject in academic or universities. Therefore English is taught in Indonesia.

In order to master and use English correctly, students need to know all the components of language elements and skills. There are four components of language elements, they are vocabulary, grammar, pronunciation and spelling. They are usually called subskills of learning language. And the four skills, are listening, speaking, reading and writing. The subskills and the skills of learning language contribute and improve each other in learning.

Writing is the one of four language skills in learning process. To write good English writing students have to understand the grammar, the sentence structure, the

spelling and the paragraph development. With writing the students can communicate with messages or ideas.

Talking about writing, it could relate to its kind, such as descriptive, narrative, and recount text and etc. And the ability to write descriptive text is one of the requirements of students at the second year of Junior High School based on the national curriculum in Indonesia. So, it is a must for the students to be able to write a descriptive text.

In writing, most of students think that writing is the most complex skill among the four basic language skills. As states by Heaton assumed that “Writing skills are complex and sometimes difficult to teach, not only requiring mastery of grammatical and rhetorical devices but also conceptual and judgemental elements”.

In the process of writing English paragraph, students often do some errors especially with grammar, grammar in writing is still considered as the difficult part in a language because the interlingual error. Some students think that it is boring subject and when they learn English they try to avoid the grammar because it is such confusing rules and hard so it's inflected into applying grammar rules learning language. In other words, writing English language is completely different from writing Indonesian. In Indonesian, there are no tenses; a verb appears in the same form in all the times. In fact, there were many students who still made many errors in writing English paragraph and found difficulties in applying tenses, structure, syntax, semantic, lexical meaning into sentences.

This study is focused on the errors in writing English. Errors are part of human life, errors are never far away from people, making errors are natural and unavoidable part of the life. Errors are flawed side of learner speech or writing. Errors are parts of the second language learning process (Politzer and Ramirez:1973). We cannot learn a language without first unintentionally committing errors. The fact learners make errors can be observed, analyzed, and classified to reveal something of the system operating within the learners.

Based on the writer's experience when she conducted the teaching practice at SMPK Sta. Maria Assumpta Kupang, she found that the major problems why the students commit errors when they write a text were the lack of idea and the poor grammar mastery. The writer found that idea is the one of problems why students feel difficult to accomplish their writing task. Most of students would rather copy a text than write themselves or only a few words to write whenever they are asked to write a text and the students commonly do not know exactly their appropriate grammar when they want to communicate their ideas in writing a text. So, the students errors are beneficial ways to show students ability in writing text. So, based on the text that students make, the teacher can know what kind and what the common grammatical errors committed by the students because errors can determine students ability. There are examples of grammatical errors in writing as seen below:

1. Ashandy, Neldy and Army my best friends. I love sharing about everything with them.

The sentence should add to be "are" between Army and my best friends.

So, the correct sentence must be “*Ashandy, Neldy and Arny are my best friends. I love sharing about everything with them*”. The error in this sentence is called omission.

2. The dog eated the chicken yesterday.

The word “eated” should be “ate”. So, the correct sentence must be “*the dogate the chicken yesterday*”. The error in this sentence is called Misformation.

In attempting the use of grammar in writing, the eighth grade students of SMPK Sta. Maria AssumptaKupang are taken as model to find how far they have mastered the English grammar that have been learned and how they could put the correct grammar in writing a descriptive text. Based on the point above, the writer wants to make a study with the title “**An Analysis on Grammatical Errors in Writing Descriptive Text of the Eighth Grade Students of SMPK Sta. Maria AssumptaKupang in the School Year 2018/2019**”.

1.2 Statement of the Problems.

The topic is specified in two problem statements that are formulated in the following questions:

1. What are the types of grammatical errors that might be committed by the eighth grade students of SMPK Sta.MariaAssumpta Kupangin the school year of 2018/2019 in writing descriptive text?
2. What is the most common grammatical error committed by the eighth grade students of SMPK Sta.MariaAssumpta Kupang in the school year of 2018/2019 in writing descriptive text?

1.3 Objectives of the Study

Going in line with the problem statements, this study has two objectives, as presented in the following part.

1. To find out the types of grammatical errors that might be committed by the eighth grade students of SMPK Sta.MariaAssumpta Kupang in the school year of 2018/2019 in writing descriptive text.
2. To know the most common grammatical error committed by the eighth grade students of SMPKSta.MariaAssumptaKupang in the school year of 2018/2019 in writing descriptive text.

1.4 Significance of the Study

This study is expected to be beneficial for the following sides. They are discussed below.

1. For the English Teacher of the Researched School.

This study is meant to provide the English teacher of the researched school with some information about student's problem and errors on grammar in writing a descriptive text.

2. For the Writer.

This study is meant to increase the writer's knowledge in written english especially on how to conduct a study on grammatical error analysis.

3. For the Students

This study is expected to help students to be aware of the errors that they make in using language especially the grammar usage in writing.

4. Other Readers/Researcher

The result of this study can become good information to the readers or researcher to be material for the review of related studies of their studies.

5. English Education Study Program

The findings of the research will enrich the knowledge of English teaching learning process in the English Department. The results of the research will be useful for finding problems and evaluating problems then planning the actions and implementing the actions related to the process of English teaching and learning.

1.5 Scope and Limitation

This study is about error. There are some types of errors in learning language. They are usually classified as taxonomies. Such taxonomies include Linguistic Category Taxonomy, Surface Strategy Taxonomy, Comparative Taxonomy, and Communicative Effect Taxonomy. In this study the writer only focuses on grammatical errors produced by the eight grade students of SMPK Sta. Maria Assumpta. She classified the student's errors using a modified surface strategy taxonomy covering omission, addition, misformation, misordering and miscellaneous.

1.6 Definition of Terms

There are some terms that should be defined dealing with the study to make everything clear for the readers.

1. Grammar

Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentences level. Richard et al (1985:154) defines grammar as “a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language”. In this study grammar means conforming to the rules of grammar in text which is acceptable in students writing.

2. Error Analysis

Error analysis is the process determining the incidence or occurrence, nature, causes, and consequences of unsuccessful language learning (James, 1998:1). In this study, it relates to the student's errors in their writing. It is about omission, addition, misinformation, misordering and miscellaneous commit by eighth grade students of SMPK Sta. Maria Assumpta Kupang

3. Writing

Writing is a form of communication that allows students to put their feeling and idea on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text (Jana Aupperle, 2009).

4. Descriptive Text

Descriptive text is one kind of text with a purpose to give information. Its purpose is to describe or reveal a particular person, place or thing. Its generic structure covers two main parts, Identification (identifies object to be described) and Description (describes parts, qualities, and characteristics). In this study, the students are expected to write descriptive text.

5. SMPK Sta. Maria Assumpta Kupang

SMPK Sta. Maria Assumpta Kupang is one of Private Catholic Junior High school in Kupang that is located at Perintis Kemerdekaan Street No. 1. Oebobo, Kupang- East Nusa Tenggara Province.