

CHAPTER 1

INTRODUCTION

In this chapter, the writer would like to discuss about background of the study, statement of problems, objective of the study, significance of the study, scope and limitation, and definition of terms. Those are explained in detail below.

1.1 Background of the Study

In learning language, there are four skills that should be mastered by the students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing refer to productive skills while reading and listening refer to respective skills (Harmer, 2007 : 265).

Writing is one of language skills which is very important to be learnt by students. Through this activity, students can improve their language mastery. They can express their ideas through writing. Tarigan (1986 : 15) states that writing can be interpreted as an activity to pour ideas by using written language as a medium conveyor. According to Heffement and Alfian (Paji, 2010;2), good writing requires good knowledge of grammar as well as the art of using the rhetoric or arranging word, phrase, sentences, and paragraph in such a way that it can engage the reader's attention. A good writing should embrace the following elements such as grammar, vocabulary, mechanic, style, case of communication and the form of organisation. Everyone can express his or her feeling, ideas or emotion in correct English written form if he or she mastered English grammar.

Grammar is generally thought to be a set of rules specifying the correct ordering of words in the sentence level. Richard et al. (1985:126) define grammar as a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentence in language. Grammar is one of the sub-skills which supports in writing but the problem is some of the students still make errors when they want to write a sentence until its sentence become a good paragraph. The difference between grammar of native language and target language is one of the factors inducing the students to make many errors and it can affect the content of their writing.

To make a good descriptive paragraph, the students must be able to master and apply the structure correctly. In this case, the tense used is simple present if they cannot do that, of course errors will arise. Automatically their writing will cause misunderstanding for the readers, because the readers cannot receive the message or expression of their idea well.

Based on the writer's experiences in her teaching practice, she found that students made errors such as the use of grammar. Some grammatical errors can be seen in sentences below:

1. *I am sadness!*
2. *He is all time late.*

The error in the first sentence is classified as misformation because the class of the words is wrong, and the correct sentence is "*I am sad*". In the second sentence, the error is classified as misordering because the placement of the words is wrong, and the correct sentence is "*He is late all time*". This happened because students lack of grammar and misunderstanding in translating some vocabularies into English.

Based on the problem and the explanations above the writer would like to conduct a study with the title “**An Analysis of Grammatical Errors in Writing Descriptive Text of the Tenth Grade Students of SMAN 4 Kupang in the School Year 2018/2019**”

1.2 Statement of the Problem

There are two problems in this study. They are:

1. What are the type of grammatical errors committed by the tenth grade sudents of SMAN 4 Kupang in the school year 2018/2019 in writing descriptive text?
2. What is the most type of grammatical error committed by the tenth grade sudents of SMAN 4 Kupang in the school year 2018/2019 in writing descriptive text?

1.3 Objective of the Study

Based on the problems stated above the objective in this study are:

1. To find out the types of the grammatical errors in writing descriptive text made by the tenth grade sudents of SMAN 4 Kupang in the school year 2018/2019
2. To find out the most common grammatical errors in writing descriptive text by the tenth grade sudents of SMAN 4 Kupang in the school year 2018/2019

1.4 Significance of the Study

Significance is the important thing of doing the study. Doing this study has some significance for some parties, such as the teacher of English, the students, English study program, and the writer herself. The significance of the study are presented below:

1. For the English Teacher

This study will give useful information on students' errors which in turn, it can help teachers to correct the students' errors and also to improve methods or ways of their teaching.

2. For the Students

This study can help students how to develop their writing skills using correct grammar, students will know what kind of error that appear when they write especially in writing descriptive text and to inform the students in the school about their ability in writing descriptive text.

3. For English Study Program

For the English Study Program, this study may become a reference in their way of learning English especially in writing.

4. For the Writer

Through this study the writer would be able to improve her knowledge and skill in teaching English especially writing.

1.5 Scope and Limitation

This study does not describe all aspects in writing paragraph. It only focuses on grammatical aspect. This study relates to the Error analysis. There are some taxonomies used in analysing errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. However, in this study the writer only analyzes the errors committed by the students based on the surface strategy taxonomy proposed byDulay, et al.(1982:146) which refers to omission, addition, misformation , and misordering in writing descriptive text.

1.6 Definition of Terms

There are some terms used in this study that should be defined. The definition may help the readers understand the study as a whole. The terms which should be defined in this study are as follows.

1. Errors

Error refers to the student's mistake in understanding. So, the error that appears here is not because students experience technical factors such as 'slip of the tongue' but the errors that illustrate that students have not recognized, understood, the language patterns used (Brown,2000). In this study, the meaning of error refers to the deviated form of grammar that would be made by the tenth grade students of SMAN 4 Kupang in writing descriptive text.

2. Grammar

Grammar is a collection of grammatical structures of language. *"The grammar of language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units (Coghill and Stacy 2003:26)"*. In this study writing means the patterns of grammar in writing descriptive text of the tenth grade students of SMAN 4 Kupang.

3. Writing

Writing according to Collins dictionary means pouring the mind into writing or telling something to others through writing. Writing can also be interpreted as an expression or expression of feeling poured in the form of writing. In other words, through the process of writing we can communicate indirectly. In this study writing can express the students' mind by pouring their ideas especially in descriptive writing.

4. Descriptive Text

Stanley (1988) mentions that description presents the appearance of things that occupy space, whether they are objects , people, buildings or cities. Dealing with this study, descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

5. SMAN 4 Kupang

It is a public school which is located at Jl. Adisucipto, RT/RW 11/12, Dsn. Kelapa Lima, Ds./KelKelapa Lima, Kec. Kelapa Lima, Kota Kupang, Prov. Nusa Tenggara Timur.