

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is a foreign language learning that has been widely applied in the world of education today, one of which is in the education system in Indonesia. English is also an international language. In learning, it is very natural for students to make mistakes and errors in delivering or writing in English. The errors they make are natural actions and often occur. Mistakes and errors are two different words and cannot be equated for foreign language learners.

According to Arifin (2016), in the context of second or foreign language acquisition, the terms error and mistake must be understood. It needs to be separated because the two names have specific characteristics. Corder invented the term "error" in 1967, defining it as an unrecognized mistake made by language learners due to a lack of information. He also stated that the inaccuracies are not remedied by the language learners. The meaning of "error" is often used to describe a learner's incapacity to communicate in the target language. In the example of James (1998: 78), errors are either willfully or unintentionally aberrant or self-correctible, whereas Brown (2001: 217) described a mistake as the result of a temporary breakdown or errors in the process of making speech.

From some the researcher merely distinguishes between the definitions of error and mistake given above. First, errors occur owing to a lack of learner competencies, whereas

mistakes occur due to the learner's failure to carry out their competencies, in both speech and in writing.

According to Arifin (2016), Ellis (1994: 48-51) defines error as a divergence from the target language's norms. They classify errors according on the characteristics of the source of error; the children's errors are classed as transition structures, however adult native speakers' errors are defined as slips of the tongue.

Errors are incorrect vocabulary mistakes in sentence made by students when writing English. Errors are unintentional or unconscious actions in writing English, and errors are visible deviations from the grammar of adults or non-native speakers that reflect the language competence of the learner. False memories are problems with efficiency that include memory loss, mental weakness, and psychological stress. Brown (2001: 76).

Error analysis is the identification and description of inaccurate vocabulary or sentence structure in English writing. Analytical errors arise when a mistaken word is used in a sentence, such as grammatical placement. In a study conducted by Damaiyanti (2021), Brown (1994) provided another idea of mistake analysis. He describes error analysis as the process of monitoring, analyzing, and classifying departures from second language rules with the goal to identify the learner's system.

Error Analysis (EA) is an aspect of applied linguistics that provides two functions. The first function is theoretical, which has a role in methodology and describes the learner's knowledge and the education they have received. The practical application of EA is to address the mismatch between the learner's knowledge and the demands of the scenario Ibrahim (2014).

Writing English entails writing in a grammatical manner, as every sentence in English contains grammatical structures. Thornbury (2005), as mentioned in Lai-Mei Leong (2017), states that because learners utilize accurate grammatical structures that need the length and complexity of well-structured utterances and phrases, it is unavoidable that they will make many mistakes. However, references indicate that grammatical errors are prevalent in foreign or second language learning. This demonstrates the large gap between the first and foreign languages.

Writing is the process of describing something. Writing occurs when there is a topic or idea to discuss. Students will record all of their suggestions and comments. Writing English is challenging for international pupils, therefore it is understandable if they make vocabulary errors. However, with repetition and hard work, students can grasp grammar writing and vocabulary in English. Mastering writing abilities is essential for proficient English learners. This is because writing can improve communication skills, sharpen creativity and imagination, broaden knowledge, enhance confidence, and improve academic performance Rae (2020).

According to Harmer (2004), writing is generally less time-bound than speaking. When writing, students generally have more time to reflect than they do in spoken activities; they can review what they know in their mind and even use dictionaries, grammar books, or other reference materials for assistance. The challenge of writing, in particular for L2 or FL learners, is not only organizing and producing ideas, but also converting those ideas into accessible writing.

Based on the above information, students at SMP Negeri 10 Kupang continue to struggle with writing English when learning English as a foreign language in Indonesia. Students at SMP Negeri 10 Kupang are less accurate because they frequently utilize unstructured language when writing English, such as Sentence Pattern (subject and verb), Tenses, Pronoun, Preposition, Punctuation, and Spelling. When writing, students generally do not recognize and comprehend the types of errors they make.

An addition, this has several English teachers who teach and mentor the students in English classes. SMP Negri 10 Kupang is also located within the city. There are several factors that make it easier for teachers and students to access various types of learning media such as the internet and books that can help them learn; however, this has not resulted in students improving their competence in learning English, particularly in writing English well.

Thus, it is necessary to identify, classify, and describe various grammatical errors in students' writing and as an effort to build their awareness in using structured English. Previous research (Regina (2019); Araujo (2020); & Mersiana (2014)), have focused on errors in writing descriptive text and have contributed to the improvement of students writing ability. Donae (2023); Manggut (2023), also did a research at SMPN Negeri 10 Kupang focusing on errors in Spoken English and writing in recount text of the eighth grade students. They are found that student mostly ecaunter errors in additions, missformation, missordering and omission. In this current study, In this study, I'd like to identify the errors made by eighth-grade students when writing descriptive text, I am very interested in examining how students use proper and correct grammar in writing English. Thus, I conduct a study entitled **An Analysis of Grammatical Errors made by the Eighth Grade Students of SMP Negeri 10 Kupang.**

1.2. Research Problem

Based on the background above, the problem formulation is:

1. What are the types of grammatical errors made by the Eighth Grade students in descriptive writing?
2. What is the most common grammatical error encountered by the Eighth Grade students in descriptive writing?

1.3. Objectives of the Study

Based on the problem formulation above, the objectives to be achieved are as follows:

1. To find the types of errors made by high school students in descriptive writing.
2. To find out the most common grammatical errors made by the Eighth Grade students in descriptive writing.

1.4. Significance of the Study

The benefits of the research are:

1. This research is a material to add sources for other researchers, about the study of grammatical errors in descriptive writing.
2. The result of this study is expected to be a reference material for English majors in studying English errors.