

# **CHAPTER I**

## **INTRODUCTION**

In this chapter the writer would like to present background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation and definition of the term.

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

English as a foreign language in Indonesia has influenced many aspects of life. Language has an important role in intellect and society. In Indonesian schools, English is decided to be a compulsory subject in the national curriculum. It is taught from Elementary School until University level. In English language, there are four skills that should be learned by students. Those are Listening, Speaking, Reading and Writing. As one of language skills, writing has important role in English language because writing is a matter of expressing and communicating ideas one another.

According to Harmer (2001: 79) writing is a form of communication to deliver thought or to express feeling through written form. Moreover, writing is an activity expressing one's thoughts, ideas, and feelings expressed in written language. In another sense, writing is an activity to express thoughts and feelings in written form which is expected to be understood by the reader and functions as an indirect means of communication. Actually, writing is not easy to learn because writing is not only about how to express ideas. However in writing, students have to learn some sub-skills such as grammar, punctuation, vocabulary and spelling.

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 supported in writing. But, the problem is, some of the students make errors when they want to make a sentence until their sentences become a good paragraph. It is known that English grammar is different from Indonesian grammar. Consequently, it is difficult for students to develop their English proficiency. The difference between the grammar of the native language and the target language is one of the factors, which induces the students to make many errors. It can affect the content of their writing as a result and their messages are not conveyed successfully to the reader.

Based on the writer's personal interview with Mr. Ferry (as one of the English teachers of SMPN 10 Kupang on Tuesday 5<sup>th</sup> September 2019), the main problem experienced by students in writing is on how to use English grammar properly. Most of students are unable to arrange sentences properly and correctly. In addition, another problem faced by students is poor mastery of vocabulary. Therefore, the writer is interested to find out the errors made by the students, so the writer decides to conduct a study entitled: **“An Analysis on Grammatical Errors in Writing Descriptive Text of the Eighth-Grade Students of SMPN 10 Kupang”**.

## **1.2. Statements of Problem**

The topic stated at the end of the background is specified into two problems, formulated in questions as shown below:

1. What are the kinds of grammatical errors committed by the eighth-grade students of SMPN 10 Kupang in the school year 2019/2020 in writing descriptive text?
2. What is the most common error committed by the eighth-grade students of SMPN 10 Kupang in the school year 2019/2020 in writing descriptive text?

## **1.3. The Objective of the Study**

Based on the problems stated above, the objectives of the study are as follows.

1. To find out the kinds of grammatical error committed by the eighth-grade students of SMPN 10 Kupang in writing descriptive text.
2. To find out the most common error in writing descriptive text committed by the eighth-grade students of SMPN 10 Kupang.

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

This study will give significance contributions to some sides, as explained in the following part.

### **1. The English Teacher of the Researched School**

To inform the English teacher about the students' grammatical error in writing descriptive text, so the teacher can improve the teaching learning

process based on students' need in order to minimize students' grammatical errors in writing descriptive text.

## **2. The Writer**

The writer can improve his ability about grammar especially in writing descriptive text.

## **3. The Students of the Researched School**

This study can help the students how to develop their writing skill using correct grammar and they will know what kind of error that appears when they write especially in writing descriptive text.

## **4. English study program of UNWIRA**

This research may be one of the important lessons for the writer because it is given directly by the English study program in each lecture process. in this case, the English study program must focus more on producing quality English teacher candidates in the process of teaching and learning activities.

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

From what the writer has explained above, there are problems faced by the students in writing English paragraphs. In this study, the writer focused on surface strategy taxonomy which consists of omission, addition, misordering, misformation and miscellaneous in analyzing students' grammatical errors in writing descriptive text at SMPN 10 Kupang. To be more focused, the problem is limited to analyzing the students' grammatical errors in English writing through descriptive text.

## **1.6. Definition of Terms**

There are some terms that are defined in this sub-chapter to avoid misunderstanding.

### **1. Errors**

Hendrickson (1987: 357) mentioned that errors are ‘signals’ that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well-structured competence in the target language. In this study, errors mean the wrong form that might be used by the eighth-grade students of SMPN 10 Kupang.

### **2. Grammar**

Grammar is the patterns of arrangement of words in sentences and the patterns of arrangements parts of words into words (Lado, 1961: 142). This study will seek the patterns of grammar in writing descriptive text of the eighth-grade students of SMPN 10 Kupang

### **3. Writing**

Flynn and Stainthrop (2006: 23) stated that “writing is used by writers to translate their ideas into words on the page, so they can communicate their ideas to other people”. Writing in this study related to the act of writing descriptive text made by the eighth-grade students of SMPN 10 Kupang.

### **4. Descriptive Text**

Descriptive text is the text that describes a particular thing or object, place or person (Wyrick, 1987: 227). Dealing with this study, descriptive text is the text produced by the eighth-grade students of SMPN 10 Kupang.

## **5. SMPN 10 Kupang**

SMPN 10 Kupang is one of the state junior high schools in Kupang city that is located in Jl. Prof. Dr. Herman Johanes, Kelapa Lima, sub-district, in which the writer uses as the location of the study.