

CHAPTER I

INTRODUCTION

This chapter is divided into six sub-chapters, they are background of the study, problem statements, objective of the study, significance of the study, scope and limitation, and definition of terms.

1.1 Background of the study

Language is important to connect individual person, one to another. Language is meant of communication which helps people to interact, to express their ideas, and to talk. By using language, we can ask other people to do something, or communicate our plans in the future to other, we also use language to describe something for example the person, places, or things, and language can be useful to exchange our ideas.

There are some definitions of language according to the experts. According to Poole (2000:4) Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. Brown (2000:5) states that language is a system arbitrary conventionalized vocal, written, or gestural symbols that enable members of given community to communicate intelligibly with one another. Based on the explanation above, it can be concluded that language is important for human for their daily communication and understanding, in other words language is a tool to express their thoughts and feeling to the other.

In this global era, one of the international languages used is English. English is a most widely spoken language in the world and it has an important role for the communication in the world. Actually there are four skills that must be mastered, i.e. listening, speaking, reading, and writing. Listening and reading are receptive skills while writing and speaking are productive skills.

Writing skills is the ability to express feelings or ideas, comprehension, point of view in writing form. Writing is one of the language skills to which must be paid attention and it should be mastered by the students. By writing, the students can reveal their thoughts. Writing is a form of communication to deliver thought or to express feeling through written form (Harmer 2001:79). Although writing is a basic and very important language skills, it requires more capabilities than other language skills and need special preparations. The students must understand punctuation, spelling, vocabulary, paragraph development, and sentence structures. By communicating their ideas or thoughts into the writing form, students can increase their abilities to retell the pieces of information in the form of description, narration, or transform the information into texts. There are some kinds of text or written forms that will be got by students during learning to write such as narrative text, procedure text, recount text, descriptive, analytical exposition text. The writer emphasized this research in students' ability in writing descriptive text. Because students can express their idea about people, animals, things, and places.

The difficulties in applying the rules of language in writing cause the students make errors. Obviously that the students who learn English may produce many errors in their writing. Dulay et al. (1982:138) states that errors are flawed side of learner's speech or writing. According to Richards (in Chebchoub, 2011: 209-210) errors are

the common things that must be evaluated in learning a language. Most of students who produce errors in their writing are confused in using adjective; for example, “sand white” it should be “white sand”. This error occurs because the students directly translate Indonesian to English. This means that the students are affected by Indonesian pattern in compiling words. Each language in the world especially English has its own rules, pattern, and grammar. There are some examples of errors in constructing sentences by Indonesian students:

1. Everyday he is looks verry happy.
2. I want tell you about my daily activities.

Those errors above are the examples of interference of Indonesian to English. The error in the first sentence called “addition”. The sentence should be *Everyday he looks very happy*. There is a presence of “to be” unsure as an item which must not appear in a well-formed utterance. The error in the second sentence called “omission”. The sentence must be *I want to tell you about my daily activities*. There is an absence of “preposition to” as an item that must appear in a well-formed utterance.

In curriculum 2013, students at the tenth grade of senior high school have to be able to write. The students are expected to be able to write different texts especially descriptive text. Many students are confused and they may find difficulties in writing this text. Generally they are confused to use correct grammar. Grammar actually has an important role to determine students’ writing but frequently, students tend to ignore the grammatical errors in writing the text in English especially in descriptive text.

Richards (1973:96) states the error analysis is an activity to reveal errors found in writing and speaking. Brown (1980: 166) also has another concept of error analysis. He said that error analysis as the process to observe, classify, and analyze the deviations of the rules of the second language and then to reveal the system operated by learners. In other words the error analysis is an activity to identify, classify, and interpret or describe the errors made by the students in speaking or in writing and it is carried out to acquire information on common difficulties faced by the students in writing or in speaking English sentences.

Error analysis is not just useful for the students, but also for the teachers and lecturers. By undertaking error analysis, the teachers are not only able to evaluate and improve their language intuition and capability in language teaching but also to determine the suitable teaching strategy for the students to reduce the errors in learning. The writer, as the student of English Department and the candidate of English teacher takes an interest to study about error analysis. The study of error analysis may lead the writer to be able to find an error and revise the error as a capability of knowledge and practicing of English.

Based on the explanation above, the writer wants to make a study entitled **An Analysis on Grammatical Errors in Descriptive Text Written by the Tenth Grade Students of SMAN 3 Kupang in the School Year 2019-2020.**

The witer focuses on descriptive text to be analyzed in error study because descriptive text writing is a type of writing that is not so difficult to be developed, so it is expected that the students are able to write good deep text.

1.2 Problem Statements

Based on the background above the writer formulates the problem in the following questions.

1. What are types of grammatical errors in writing descriptive text made by the tenth grade students of SMA Negeri 3 Kupang in the school year 2019/2020?
2. What is the most common grammatical error committed by the tenth grade students of SMA Negeri 3 Kupang in the school year 2019/2020 in writing descriptive text?

1.3 Objective of the study

Based on the problem statements above, the writer formulates some objectives of the study as mentioned below:

1. To find out the grammatical errors in writing descriptive texts made by the tenth grade students of SMA Negeri 3 Kupang in the school year 2019/2020.
2. To find out the most common grammatical errors committed by the tenth grade students of SMA Negeri 3 Kupang in the school year 2019/2020 in writing descriptive text.

1.4 Significance of the Study

This study is expected to be useful to the teacher of English, the writer and the students of the researched school in English learning process.

1. For the writer

The writer will know about the students' grammatical errors in writing descriptive text so that the study could bring the writer to a better understanding of writing skill, and also the result may serve a guideline for the future study related to the subject.

2. For the teacher

The study is expected to give significant educational information for teachers in order to enrich their teaching writing method. It can help the teacher to prepare the English writing material and it can be used to give more attention to error made by the students in learning writing. Then the teacher will explain the grammar comprehensively and find the best method in teaching writing.

3. For the students

It is expected that they will find the correct construction in grammar and they use the language correctly. Most important thing is this study is expected to give significant information and motivation, so the students can increase their writing skill and minimize the errors.

4. For the English Study Program

For the English Study Program, this study may become a reference in their way of learning English especially in writing descriptive text. This study is expected to lead the next research about error in writing text, not only descriptive text.

1.5 Scope and Limitation

There types of writing, they are narrative text writing, persuasive text, expository text, and descriptive text .The students usually make errors in their writing, especially related to the construction of sentences; namely grammatical errors. In this study the writer only focuses on writing descriptive text and applies the surface strategy taxonomy in analyzing students' grammatical errors, which encompass addition, omission, misordering and misformation.

1.6 Definiton of Terms

Giving the definition of terms in this study is intended to avoid misunderstanding and misinterpretation of this study as the following:

1. Error

The error is defined as any deviation from a selected norm of language performance. So, the errors are as result from the lack knowledge of the language being learned (Dulay et.al, 1982:139)

2. Grammatical Error

Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modified or an inappropriate verb tense.

3. Writing

Writing is an act of communication which takes place between the writer and the reader through the text in an interactive process. In this study writing is a piece of descriptive writing produced by the tenth grade students of SMA Negeri 3 Kupang in the school year 2019/2020.

4. Descriptive Text

Descriptive text is a text which describes a particular thing, person, or thing (Hammond, 1992:78). Dealing with this study, descriptive text is the text made by the tenth grade students of SMA Negeri 3 Kupang in the school year 2019/2020.

5. SMA Negeri 3 Kupang

SMA Negeri 3 Kupang is one of public senior high school, located in Oepoi, Kupang City, East Nusa Tenggara Province.