CHAPTER I

INTRODUCTION

1.1 Background

English is an international language (Lee, 2006: 81). The internationality and globalism of English make all people around the world try to know it. The same case is occurring in Indonesia. Many people try to be able to speak English. They improve their skill in listening, speaking, reading or writing. Nevertheless we don't know really whether they use appropriate English or not. English is used either in formal or informal situation, but how to control their rightness in using English?

We cannot judge them due to some mistakes in using English, because there are so many sources from where people may learn that global language. So are students who learn English. They learn English from various sources. We don't know whether those sources feed them good English or not. One can learn from television, the song lyrics, novels, newspapers, magazines, from many writings in blogs and websites or from social media such as Facebook and Tweeter, and so on. It makes them very easy to learn English in one side, but risk-full in other side, that is in the side of right, good and appropriate English.

In this era, we can find some errors where people use English inappropriately. The errors sometimes occur in the using of grammar. The errors also appear in writing because writing consist of some elements such as grammar, vocabulary, mechanics and form (Arthur 1990: 30).

Some researches before mapped many kinds of errors in practicing English. There are some examples in constructing a sentence used by Indonesian students:

1. *Her hobby listening music*

2. *That cats are mine*

Those errors above are kind of interference of Bahasa Indonesia to English. The error in the first sentence is called "omission". The sentence must be *her hobby is listening music*. There is an absence of "to be" unsure as an item that must appear in a well-formed utterance. The second sentence is called "misformation". It should be *those cats are mine*. The misformation occurs in that.

There are still many examples of error in using English made by Indonesian students. Those errors eventually need the evaluation in order to improve the students' ability in using English. School is basically a stakeholder of Standard English in this case. People learn a right and appropriate English from there. So, the continual evaluation at the end of one term of time done by teachers or lecturers is very important to revise the wrong into right using. The evaluation is not only about the method used but the evaluation has to review the sources where the matter comes from. By so, the final goal is in order that the intuitions of English of the students grow well and they walk closely to the English standard rules.

Corder (in Sanal, 2011:598) says that the most obvious practical use of the analysis of errors is to the teachers. Errors provide feedback, they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus, he has been following have been inadequately learned or taught and need further attention. As it is seen in the explanation given above, error analysis can be a very useful device of a foreign – language teaching program. Undertaken at the beginning

level, error analysis reveal to the teacher "knotty" areas of the language confronting the students. The frequency counts of errors supported by the solutions of constructive analysis can be helpful in setting up teaching priorities.

According to Richards (in Chebchoub, 2011: 209-210) errors are the common thing that must be evaluated in learning language. He wrote, errors are "those which reflect the general characteristics of rule learning, such as faulty generalizations, incomplete application of rules, and failure to learn conditions under which these rules apply".

Linguists such as Richards and Sampson (*ibid*, 2010) defined the vital importance of these errors as follows: "At the level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort."

It means that the error analysis is not just useful for students, but also for teachers and lecturers. By undertaking error analysis, teachers are not only able to evaluate and revise their method and techniques of learning and teaching but also enable them to improve their language intuition and capability to master English rules. The writer, as the student of English department and the candidate of English teacher has the same interest. The study of error analysis may lead the writer to be able to find error and revise the error, and that process sharps unconsciously the writer capability of knowledge and practicing of English.

Based on explanation above, the writer wants to make study entitled **Study on Grammatical Errors in Descriptive Text by Tenth Grade Students of SMA Negeri 2 Kupang in School Year 2013/2014.**

1.2 Problem Statements

Based on the background the writer is going to formulate the problem in the following questions.

1. What type of grammatical error might be committed by tenth grade students of SMA Negeri 2 Kupang in writing descriptive texts?

2. What are the most common grammatical errors might be committed by the tenth grade students of SMA Negeri 2 Kupang in writing descriptive texts?

1.3 Objective of the Study

Based on the problem statement above, the objectives of the study are as follows.

1. To find out the type of grammatical errors in writing descriptive texts made by the tenth grade students of SMA Negeri 2 Kupang.

2. To find out the most common grammatical errors committed by the tenth grade students of SMA Negeri 2 Kupang in writing a descriptive texts.

1.4 Significance of the Study

This study will give concrete contribution to the teacher of English, writer and the students of the researched school in learning process of English:

1. **For the Teacher of English**

   Through this study the english teacher of SMA Negeri 2 Kupang will know his/her students ability in constructing descriptive text. If the result show that the students still unable to construct descriptive text then he/she might find out some strategies for improvement.

2. **For the Writer**

   This study is meant to increase the writer's knowledge in writing English especially on how to write descriptive text correctly by avoiding the errors found in the study.

3. **For the Students**

   This study can help students how to develop their writing skill especially grammatical errors in writing descriptive text and their interest to study and learn English.

1.5 Scope and Limitation

There are some types of text writing, they are: argumentative text, expository text, narrative text, persuasive text, and descriptive text. However in conducting this study the writer just limits and focuses on descriptive text and applies the surface strategy taxonomy in analyzing students' grammatical errors.

1.6 Definition of Term

To avoid misunderstanding of the concepts used in this study, some definitions are provided as the following.

1. **Descriptive text**

It is a type of text that is arranged according to what it looks like or where the objects being are (Smally and Ruetter,1986 : 89) Dealing with this study, descriptive text is the text produced by the tenth grade students of SMA Negeri 5 Kupang.

2. **Error**

It refers to wrong forms that the people could not correct even if their wrongness were to be pointed out, but it still evident what the learner wanted to say (James 1998: 80). Dealing with this study, errors refer to the wrong forms that might are used by the tenth grade students of SMA Negeri 2 Kupang in writing a descriptive text.

3. **Writing**

It is the act of forming graphic symbols according to certain conventions, to form words, and words has to be arranged to form sentences. (Penny Ur, 1996: 170) Writing in this study, means a descriptive text composed by the tenth grade students of SMA Negeri 2 Kupang.

4. **Grammar**

It is the patterns of arrangement of words in sentences and the patterns of arrangements of parts of words into words (Lado, 1961 : 142) This study will seek the patterns of grammar in writing descriptive text of the tenth grade students of SMA Negeri 2 Kupang

5. **SMA Negeri 2 Kupang**

It is one of public senior high schools, located in Kupang City, East Nusa Tenggara Province.