CHAPTER I

INTRODUCTION

This chapter consists of six subchapters, there are background, problem statements, an objective of the study, the significance of the study, scope and limitation, and definition of a term.

1.1 Background of the study

In this global era, one of the international languages used until now is English. English is widely used as a means of communication all over the world. It is generally known that English comprises of four skills, i.e. listening, speaking, reading, and writing by which a person is able to communicate in various contexts. Listening and reading are receptive skills while speaking and writing are productive skills. Writing skill is the ability to express ideas or feeling, perception and point of view in writing form. Writing is one of the language skills that should be possessed by the students. By writing, the students can express their thoughts, ideas, and feelings to the readers. It is a recording process to put a message into word (Bryne 1993:138). In other words, writing is one of the ways of 2 expressing ideas or feeling in our minds. Writing is one of the media that we can use to express ideas if we cannot do it orally.

One of the productive skills is writing, it is difficult to be mastered by the students because it consists of the rules of English writing grammatically. The students also have to know about the structure of English writing and the choice of words that are used in the writing.

It is obvious that many errors happen when people use English inappropriately. The errors sometimes occur in using of grammar. The errors also appear in writing because writing consists of some elements such as grammar, vocabulary, mechanics, and form (Arthur 1990: 30).

Some researchers before mapping many kinds of errors in practicing English. There are some examples of errors in constructing sentences by Indonesian students:

1. *Her hobby listening music*
2. *That cats are mine*

Those errors above are the examples of the interference of Bahasa Indonesia to English. The error in the first sentence called "omission". The sentence must be *her hobby is listening to 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".

According to curriculum 2013, the students at the second grade of senior high school have to master writing skill. The students are expected to be able to write descriptive text. In fact, many students find difficulty in writing. They are confused to use the correct grammar. They tend to ignore the grammatical errors so when they write a text in English, they commit many errors in English writing text especially in descriptive text.

The error is defined as an act involving an unintentional deviation from truth. Something that can be said to be an error, if someone made a mistake and that mistake is repeated. Meanwhile, mistake is a performance fault that the learner is able to correct it. According to Brown in (Affifudin 2016:133), a mistake refers to a performance error, it is a failure to make use of a known system. It is essential here to make a distinction between mistake and error.

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 reveals 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 things that must be evaluated in learning a 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".

Linguistics 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 error analysis is not just useful for students, but also for teachers and lectures. 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 of English rules. The writer, as the student of the English department and the candidate of the English teacher has the same interest. The study of error analysis may lead the writer to be able to find an error and revise the error, and that process sharps unconsciously the writer is capability of knowledge and practicing of English.

Based on the explanation above, the writer wants to make a study entitled **An Analysis Grammatical Errors in Writing Descriptive Text of the Tenth Grade Students of SMK Kencana Sakti Kupang in the School Year 2018/2019**

1.2 Problem Statements

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

1. What are the grammatical errors committed by the tenth grade students of SMK Kencana Sakti Kupang in writing descriptive text ?

2. What is the most common grammatical error committed by the tenth grade students of SMK Kencana Sakti Kupang in writing descriptive text ?

1.3 Objective of the Study

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

1. To find out the grammatical errors in writing descriptive texts made by the tenth grade students of SMK Kencana Sakti Kupang.

2. To find out the most common grammatical error committed by the tenth grade students of SMK Kencana Sakti Kupang in writing descriptive text.

1.4 Significance of the Study

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

1. For the researcher

This research becomes an input about the most typical grammatical error that the students do and the last benefit is for the other researchers, the result may serve as guidelines for the future study related to the subject.

2. For the teacher

It can help the teacher to prepare the English writing material and can be used to give more attention to errors 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

This research is expected to help the students to be aware of the errors that they make and the causes of the errors. It is also expected that they found the correct construction in grammar and they use the language correctly especially in writing. So they will not make the same errors in the future.

1.5 Scope and Limitation

There are some types of 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 writing descriptive text and applies the surface strategy taxonomy in analyzing students' grammatical errors, which cover omission, addition, misformation and misordering.

1.6 Definition of Term

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

1. Error

The error is defined as any deviation from a selected norm of language performance, no matter what the characteristic or causes of deviation might be (Dulay et al.1982).

2. Descriptive text

Descriptive text is a text which says what a person or a thing is like. 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 eleventh grade students of SMK Kencana Sakti Kupang.

3. Grammatical Error

Grammatical error in this research is deviation of word placement in the sentence no matter the causes and the characteristics are.

4. SMK Kencana Sakti

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