CHAPTER I

INTRODUCTION

This chapter present, the background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitations of the study and definition of terms.

1.1. Background of the Study

In Indonesia, English language is placed as a crucial subject in education system. The issuance of the Act of Republic of Indonesia Number 20, 2003 stipulated that "A foreign language can be used as a medium of instruction to support the competency of the learners." In other articles and verses, it is also mentioned that English language is taught to prepare students in global dealing. It is stipulated as "foreign language, especially English language, can be used as a means in global agreement."

Therefore the government decided that English is a compulsory subject which is taught at junior up to senior high school level even in the university level. Besides, teaching English at schools gives students a chance to get prepared for future job situations so that they can engage in local and international affairs.In learning English, the learners will learn two aspects that must be mastered. Firstly, language

competence such as vocabulary, sound, and grammar. Secondly, the four language skills; listening, speaking, reading, and writing.

Listening and reading are receptive skills while speaking and writing are productive skills. Since English is a foreign language, it is realized that most Indonesian students generally get some difficulties in learning it. The difficulties occur when they have lack of knowledge about vocabulary and grammar. According to Tan in (Afifudin 2016:131), writing is very difficult, and thus the learners need to have a comprehensive understanding, cognitive analysis and linguistics synthesis to pattern the language in order to be able to deliver ideas, messages and feeling to the listeners or readers through writings. For L2 students, writing can become a big challenge to do. As stated by Richards that: Writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating the ideas into readable text. L2 students have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.

Based on that statement it can be concluded that writing is not an easy task to do. Students need to decide what kind of topic they have to write, the main idea, how to decide on main sentence and supported sentences. They also have to think about the content of the writing, grammatical competence, the unity of the paragraph, the ideas, background of knowledge, information, and all the composition in written form to get a good writing.

Talking about writing, there are various kinds of writing text such as narrative, descriptive, and recount text. The ability of writing descriptive text is one of the requirements of students at second year of senior high school based on the national curriculum Indonesia, so it is a must for students to be able to write a descriptive text.

In the process of writing a descriptive text, students often do some errors especially in the grammar. This is because writing in Indonesian language is different than in English language. Some students found a difficulty when they are writing in applying tenses, structure, syntax, semantics, lexical meaning, and phonology into sentences. Here are some examples of error in using tenses that often occurs in students' writing, ***"My brother eat pizza last night."*** Actually, this incorrect sentence is to be understood well, but it is exactly wrong in the form of English grammar. This sentence talks about the past event, so it should use simple past tense. The simple past indicates that an activity or situation began and ended at a particular time in the past. The verb of this sentence should use past form (verb 2). The correct sentence is "***My brother ate pizza last night.***" This error occurs because the students translate Indonesian into English directly without paying attention to using Standard English. They make this error also because they do not understand the grammar well and mother tongue interference is still interfere their minds.

Considering that there are many errors that students might make, it is important for the researcher to analyze their errors and diagnose the difficulty they experience in the classroom. Therefore, the writer uses error analysis to detect the students'

error. It is important because the result of the analysis gives some contribution in attempting to decrease errors done by the students in learning English especially in SMAK Lamaholot Witihama. The writer chooses this school because the writer hopes that the result of this study will bring a benefit to this school in the future.

Error analysis is an activity of identifying, classifying and interpreting or describing errors made by a person in speaking or in writing and it is carried out to obtain information on common difficulties faced by him or her in speaking or in writing English sentences. Analyzing students' errors serve some benefits, that is: for the teacher, error analysis can tell the teachers how far their students have progressed to reach the goal, then for the students, error analysis can facilitate them in improving the English mastery.

In this study, the researcher will analyze the students" errors in writing descriptive text. Descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe and reveal a particular person, place, or thing. The researcher chooses descriptive text because many students do not understand well how to write this text correctly, especially the content of the descriptive text, that is: identification and description.

By considering the explanation above, the writer aims to analyze the errors in a descriptive text produced by the Eleventh Grade students of SMAK Lamaholot Witihama in year 2019/2020. The students of this group are chosen because they have learned to write descriptive text. The writer is interested to do a study entitled

AN ANALYSIS ON GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE PARAGRAPH WRITTEN BY THE ELEVENTH GRADE STUDENTS OF SMAK LAMAHOLOT WITIHAMA IN THE SCHOOL YEAR 2019/2020.

1.2. Problem Statements

The problems statements of this study are formulated in the following questions.

1. What kind of grammatical error committed by the Eleventh grade students of SMAK Lamaholot Witihama in the school year 2019/2020 in writing descriptive text?

2. What is the most common grammatical error committed by the Eleventh grade students of SMAK Lamaholot Witihama in the school year 2019/2020?

1.3. Objectives of the Study

This study has some objectives. The objectives go in line with the problem statements stated above. The objectives of the study in detail are stated in the following:

1. To find out the grammatical error in descriptive text committed by the Eleventh grade students of SMAK Lamaholot Witihama in the school year 2019/2020.

2. To find out the most common grammatical error committed by the Eleventh grade students of SMAK Lamaholot Witihama in the school year 2019/2020.

1.4. Significance of the Study

The significance of the study is actually the benefit of the study for human beings. The significances in details are as follows:

1. For the English teacher of the researched school

The result of this study may help the English teachers of this school identify their students' progress in learning writing and find ways to improve the students' writing skill.

2. For the students

This research is expected to help the students to be aware of the errors that 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.

3. For writer

Doing this study the writer may implement her knowledge of how to do a scientific research.

4. For the English study program

The research of this study may help the future teachers in English study program in understanding the error analysis in descriptive writing.

1.5. Scope and Limitations

This research does not discuss all types of writing. It only focuses on grammatical errors. Based on the curriculum of 2013, the second grade students of

senior high school have learned how to write the descriptive text in the first semester. The researcher gives a task to the students, asking them to write a descriptive text. Surface strategy taxonomy will be used to analyze the data.

1.6. Definition of the Terms

There are some terms used in this study that should be defined. The definition may help the readers understand the study as a whole. The terms that should be defined in this study are the following:

1. Error

Error is defined 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. Error Analysis

Error analysis can be defined as a "technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language using any of the principles and procedures provided by linguistics" (Brown 1987: 259).

It is the process of determining the incidence, nature, causes and consequences of unsuccessful language. A way of determining or describing something by separating it into component parts (Gunn, 1975:15).

3. Grammatical Error

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

Grammatical error is a description of phrase, clause or sentence which is acceptable because it follows the rules of grammar (Richard et al, 1992: 161).

4. Writing

Writing is the process of expressing the ideas, information, knowledge, or experience and understanding the writing to acquire the knowledge or some information to share and learn (White, 1986:10)

5. Descriptive text

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

6. SMAK Lamaholot Witihama

It is one of the public senior high school located in Witihama- Adonara, Flores Timur, precisely in Oringbele village, East Nusa Tenggara Province.