

CHAPTER I

INTRODUCTION

This chapter consists of some subchapters as follows: background of the study, research problem, objectives of the study, and significance of the study.

1.1 Background of the Study

Writing is one of the most important aspects in English learning process. In writing, students can learn how to write good writing, can learn new vocabulary, and also can express their ideas or opinions to anyone in the form of a written essay. According to Ramli (2013), writing is a way to express feelings, ideas, arguments, willingness and thoughts in the form of words in sentences. Writing is important skills that must be learn besides listening, speaking, and reading, because it is used to communicate, and students must be able to communicate not only in oral form but also in written form (Choironi et al., 2017, p. 2).

As English is a foreign language in Indonesia, it has been difficult for students to write using proper grammar (Sinaga et al., 2020). The English learners have to be able to understand the grammatical rules of English and how to apply them well, especially in writing. In the writing process, students always make errors, especially in grammar. Grammatical error is a systematic deviation that occurs when a learner has not fully comprehended grammar (Budiarta & Widiasmara, 2018). We often see grammatical errors made in various writings by students in Indonesia. According to

Heriyanti et al., (2017, p. 84) with a good grammatical understanding, the writer can make the content of the writing be easily understood and the message, idea, or information will be delivered properly and more meaningful. This can reduce the level of grammatical errors in student writing.

There are several kinds of writing texts. They are narrative text, recount text, procedure text, descriptive text, and report text (Fatmawati, 2016, p. 22). As the descriptive text is included in the English curriculum in Indonesia (Kemendikbud, 2013), knowing how the text should ideally be composed is essential for the teacher as the one who is responsible for delivering it in the classroom and for the students who are demanded to master it (Noprianto, 2017). The descriptive text has become a subject of learning material that is taught not only in learning English but also in Indonesian Language class. Descriptive text is the text that is used to describe something related to humans, animals, places, and things. Descriptive text is a text which indicates describing people or things (Widiastutik, 2015, p. 2). Based on previous studies, descriptive texts use grammar or tense such as the simple present tense to describe something. Usually, it can also use the simple past tense is used to describe an object that has died and is described now. For example, for a person who has died, the tense used is the simple past tense.

Seeing that most students have difficulty in writing and many students' writings contain grammatical errors in writing, so the author is interested in making research on grammatical errors in writing descriptive texts. The author hopes that this research can

help students and English teachers and students to be more thorough and effective in teaching and learning. What makes this study different from previous research is that it is seen from several aspects, namely the technique and method of data collection or data management besides the research object is different and also the number of participants.

The focus of this study is on analysis the grammatical errors committed by the English Education Study Program students which will be analyzed using linguistic category taxonomy.

Based on the description above, the writer would like to carry out a research under the title “**Grammatical Error Analysis on Students’ Descriptive Texts**”

1.2 Research Problems

Based on the background, the study is conducted to answer the following questions:

1. What are the types of grammatical errors committed by English education study program students in writing descriptive texts?
2. What is the most common type of grammatical error committed by English education study program students in writing descriptive texts?

1.3 Objectives of the Study

In line with the research problems stated above, the study is aimed at finding the following objectives:

1. To find out the types of grammatical errors committed by English education study program students in writing descriptive texts.
2. To find out the most common type of grammatical error committed by English education study program students in writing descriptive texts.

1.4 Significance of the Study

This study has some theoretical, pedagogical, and practical contributions.

1. Theoretical Contributions

This study is expected to give contributions on the theories of error analysis and writing because it discusses grammatical errors that occur in students writing where grammar becomes one of the important aspects in writing.

2. Pedagogical Contributions

It is expected that the result of this study can inform the lecturers of English about the grammatical errors committed by their students in writing descriptive texts so they can consider the study result as one of the inputs for their teaching plans.

3. Practical Contributions

Through the research, the writer attains more benefits of it. The writer realized that it will increase her knowledge and ability in scientific writing. In addition, the students will be informed about the errors they commit in writing descriptive texts so they can improve their grammar knowledge.