CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a means of communication among people. It is a system of sounds and words used by humans to express and communicate their thoughts and feelings and only human beings speak language. One of the important languages nowadays is English. English is an international language which plays significant role in globalization era. In Indonesia English is included in the curriculum as one subject to be taught in the school. It covers four basic language skills. They are listening, speaking, reading and writing and sub skills are grammar, vocabulary, pronunciation, and spelling.

Teaching English in school means that teaching the students not only how to speak, how to listen, but also how to write considering the proper grammatical rules. Because writing involves many components such us structure, vocabulary, form, punctuation, spelling, and mechanics. Some students consider that writing is difficult to master and they often encounter errors in composing their writing. One of the difficulties is indicated in the use of grammar. Therefore, the writer is interested to highlight the importance of considering errors in learning the English language.

Dulay (1982: 138) stated that errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Errors are indispensable to

learners since the making of errors can be regarded as "a device the learner uses in order to learn (Selinker, 1992: 150).

Research has provided empirical evidence pointing to emphasis on learners' errors as an effective means of improving grammatical accuracy (White at al, 1991; Carol and Swain, 1993; Trahey and White, 1993). So, there is a need for students to recognize the significance of errors which occur in their writing, to fully grasp and understand of the errors made. Therefore, in teaching English, teachers should guide the students to express their ideas in writing, using of proper grammatical rules. If students encounter errors, teachers should accompany them to recognize their own errors. Even though, the teachers tried hard to help them but we can still find some errors where the use of English is in appropriately and errors always occur.

Geoffrey, Christopher, Roger, Peter, and Anita (1980: 135) stated that errors as an unavoidable and necessary part of the learning process, so errors are not the bad thing once thought but visible proof that learning is taking place. We may understand that there is a perfectly natural error and it is caused not by a deficiency in the learner but by faulty organization of material or text book writer. They say that as the student learns a new language, very often he doesn't know how to express what he wants to say. So, he makes a guess on the basis of his knowledge of his mother tongue and of what he knows of the foreign language.

These are some examples in constructing a sentence produced by students:

1. *Her hobby playing volleyball.*

2. *That books are mine.*

Based on the examples above, the error in the first sentence is called "omission". The sentence must be *Her hobby is playing volleyball.* 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 books are mine*. The misformation occurs in form word *that.*

Based on the explanation above, the writer would like to discuss and conduct a study under the title, **"An Analysis on the Grammatical Errors in Paragraph Writing based on the Surface Strategy Taxonomy at Eleventh Grade Students of SMA Negeri 2 Kupang in the School Year 2014/2015."**

1.2 Statement of the Problems

In relating to the topic to make it specific, there are two problems to be discussed as follows:

1. What type of grammatical errors might be encountered by the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014-2015 in writing descriptive paragraph?

2. What are the most common grammatical errors might be encountered by the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014-2015 in writing a descriptive paragraph?

1.3 Objectives of the Study

Based on the statement of the problem above, there are some objectives given to be able to answer the problem such as:

1. To find out the type of grammatical errors encountered by the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014-2015 in writing descriptive paragraph.

2. To find out the most common of grammatical errors encountered by the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014-2015 in writing descriptive paragraph.

1.4   Significance of the Study

This study is significant for people who really have concern in language learning especially the English teachers and the students in the school and the writer herself.

The result of the study is expected to distribute some contributions to the teachers so that they may choose new alternatives in teaching and learning process of grammar and also for the writer herself.

1.   For the English Teacher

The result of this study is expected to help the English teachers to know his or her students' capacity in writing a descriptive paragraph and the grammatical errors which are committed by the students and the English teachers will find new ways to improve the teaching and learning process to the students.

2.   For the Students

This study can help the students to improve   their knowledge about grammar in writing a descriptive paragraph and help them to build their self confidence in learning English.

3. For the Writer

Through this study, the writer will be helped to increase her knowledge about grammar and improve her knowledge in writing a descriptive paragraph avoiding errors she might commit.

1.5 Scope and Limitation of the Study

This study is about errors in writing. There are several types of writing, namely narrative writing, expository writing, argumentative writing, and descriptive writing. In this study, the writer only limits on descriptive writing. Besides, there are also four taxonomies in classifying errors namely, the Linguistic Category Taxonomy, Surface Strategy Taxonomy, Comparative Taxonomy, and Communicative Effect Taxonomy. In this writing, the writer used the Surface Strategy Taxonomy to analyze the students' grammatical errors.

1.6 Definition of Terms

There are some terms in this study that will be explained which can help the readers to understand the report.

1. 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 be used by the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014-2015 in writing a descriptive text.

2. 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 eleventh grade students of SMA Negeri 2 Kupang in the school year 2014-2015.

3. Writing

Writing is the act of forming graphic symbols according to certain conventions, to form words and words has to be arranged in forming sentences (Penny Ur, 1996: 170). Writing in this study means a descriptive paragraph composed by the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014-2015.

4. Paragraph

Paragraph is a series of sentences developing one topic and the topic of a paragraph should be stated in a sentence somewhere in the paragraph (Warriner 1977: 309). Here, the writer means a piece of descriptive paragraph written by the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014-2015.

5. Surface Strategy Taxonomy

Surface strategy taxonomy is one of the error taxonomies that concentrates on the ways in which surface structures are altered. Using this taxonomy Dulay et al (1982: 150) divide errors into (1) omission, (2) additions, (misformation), and (4) misordering. This study used the surface strategy taxonomy in classifying students' grammatical errors in writing descriptive paragraph.

6. SMA Negeri 2 Kupang

SMA Negeri 2 Kupang is one of the state schools which are owned by the government. It is located at S.K Lerik Street Kelapa Lima Kupang, East Nusa Tenggara Province.