

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

As human being, people need a means of communication to express feeling, thought and desires, which is called language. Language is a means of communication. By using a language people can communicate with each other. Using a language is not simple as we thought because there is a set of rules that must be followed, which is called grammar. Actually grammar is used to understand the structure of a language. It is an essential part of the use of language process, both in spoken or written language. It would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning.

Having a good grammar of a language, learners will be helpful in delivering their ideas, message either to the listeners or readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in writing. Hence, learners need to know the grammatical system of language they wish to communicate with others in order to transfer the message properly. In order to use a language well, learners should learn the rules of a language or to know how they work. They cannot avoid errors because errors mostly occur in learning process. It happens because they use different forms to deliver their ideas, feeling or message so they need considerable to be able to master the target language well. Dubin and Olshtain (1986:74) state that errors are viewed as an integral part of the language-learning

process from which we can gain very significant insight. They tell that errors are important to be studied in order to understand the process of learning.

The errors usually occur in the productive skill, speaking and writing. But to analyze the errors in productive skills it takes much time and requires a high ability of an analyst. Therefore, the writer decided to analyze only the grammatical errors in the students descriptive writing.

When the writer did her teaching practice, the writer found that there are such errors produced by the students in the process of learning especially in writing descriptive text. They faced difficult because they still have low competence to understand about grammar. For example the students produce sentence like: She 15 years old. The omission of to be “**is**” should be placed after the subject. So the sentence should be: *She is 15 years old.*

Based on the problem above, the writer is interested in conducting a research under the topic: **“An Analysis on Grammatical Errors in Descriptive Writing of the Tenth Grade Students of SMAN 5 Kupang in the School Year 2014/2015.”**

1.1 Statement of the Problems

The main problem of this study is to know the errors in descriptive writing that are produced by the tenth grade students. The problems are in some questions as follows:

1. What are the grammatical errors committed by the tenth grade students of SMAN 5 Kupang in the school year 2014/2015 in descriptive writing ?
2. What are the most common grammatical errors committed by the tenth grade students of SMAN 5 Kupang in the school year 2014/2015 in descriptive writing?

1.2 Objectives of the Study

Based on the questions stated above, the objectives of the study are as follows:

1. To know the grammatical errors committed by the tenth grade students of SMAN 5 Kupang in the school year 2014/2015 in descriptive writing.
2. To know the most common grammatical errors committed by the tenth grade students of SMAN 5 Kupang in the school year 2014/2015 in descriptive writing.

1.3 Significance of the Study

Significance of the study is actually the usefulness or the benefit of a study for a human beings. Thus, this study has some benefits for the following persons.

1. The Teacher

This study will inform the teacher of English to know the errors committed by the students in Descriptive writing. Based on this, he/she can improve or enhance the process of learning English.

2. The Students

The students can be informed about their grammatical mastery and to help them in using the correct grammar especially in applying it to produce a good descriptive writing.

3. The Writer

The study can increase the writer's knowledge in how to do a study and to write a scientific writing in English.

1.4 Scope and Limitation

This study is about grammatical errors in descriptive writing of the tenth grade students of SMAN 5 Kupang in the school year 2014/2015. There are various kinds of text in writing such as: narrative text, recount text, procedure text, spoof text and descriptive text. Among those text only descriptive text is going to be analyzed by the writer. There are some taxonomies used in analyzing the errors as proposed by Dulay (1982:150). They are linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy and communicative effect. However in this study, it does not describe the whole theoretical concept of errors. The writer limits the study only to the errors based on surface strategy taxonomy that refers to omission, addition, misordering and misformation.

1.5 Definition of Terms

To assist the readers understand, the writer would like to give the definition of some terms in order to help the readers to understand this study :

1. Error

Mckeating in Abbot (1987) holds the view that errors are studied in order to find out something about the learning process and about the strategies employed by human beings in learning another language. Errors are the flawed side of learner speech or writing. Errors are parts of second language learning process. In this study, the meaning of errors refers to the deviated form of grammar that was made by the tenth grade students of SMAN 5 Kupang in descriptive writing.

2. Grammatical Error

Grammatical error is a description of a phrase, clause or sentence which is not acceptable because it does not follow the rules of a grammar (Richard et al, 1992:

161). In this writing particularly, grammatical errors are defined as those grammatical aspects which deviate from the acceptable and conventional rules in descriptive writing done by the tenth grade students of SMAN 5 Kupang.

3. Writing

According to Hornby (1987: 342) writing is making letters or other symbols (e.g. ideographs) on a surface with a pen or pencil on paper. Further, he says that writing is one of skills; it is both physical and cognitive activity in which the writer is required to produce a number of variables that consist of word, spelling, sentence structure, punctuation, and so on, in order to make possible transmission of messages. In this study, writing is learning process of students in expressing their ideas or feeling in form of descriptive writing.

4. Descriptive Writing

Descriptive writing is a type of writing in which the ideas are arranged in terms of spatial relationship, a description that is very much like an exposition. Smelly and Routten (1986: 76) state that in descriptive writing, place is very important, rather than time. Therefore, the sentences and the details should be arranged according to what it look likes or where the objects being described. The object of description may be a person, a landscape, and certain event. The success and attractive power a description depends on the way used by the writer to describe it vividly or not. In this study, descriptive writing is the students writing describing a person, a place, etc.

5. SMAN 5 Kupang.

SMAN 5 Kupang is one of state public senior high school which is located at Thamrin Street in Oepoi-Kupang.