

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language is a tool of communication used by human being to interact with each other. English is an international language usually used by human being to interact with people from other countries. To master English the students or even teachers have to have basic/main skill and sub-skill. Basic skills involve reading, writing, speaking, and listening. On the other hand sub-skills of language involve pronunciation, grammar, vocabularies, and spelling. Talking about writing it emphasizes more on how we express our feeling, ideas to something that we have already seen, experienced, and faced around us which is expressed in written form. In sharing our feeling and ideas in written form, it can be expressed by using words, phrases, sentences, or paragraph. Writing skill plays an important role in teaching and learning language as other language skills do (Dosinaeng, 2011: 184).

In writing process, especially in writing descriptive paragraph, most of students usually make errors in grammar. Errors refer to an unintentionally deviant utterance produced by the learners and they are not able to be corrected by themselves (Carl, 1998: 78). Errors in grammar usually occur in writing process, especially writing descriptive paragraph. They are caused by the difficulties students encounter on how to arrange the words to be sentences, then to be good paragraphs and also how to put out their brilliant ideas into written form, especially in English. Errors are also influenced by mother tongue (Carl 1998: 178-179) because in writing process the students usually use first language directly in making sentences and paragraph in foreign language form. Errors made by the

students, especially in writing descriptive paragraph are natural and important for them in learning process (Carl 1998: 12) because by making errors the students will improve their errors especially in writing descriptive paragraph in the future. To make clearer, the writer presents some examples of grammatical errors that are usually made by the students bellow:

1. *Ama always on time gets up every morning*

2. *Does she goes to school at 7 o'clock?*

The error in the first sentence is called “misordering”. The correct sentence must be *Ama always gets up on time every morning*, “on time” should be put in right placement before adverb of time “every morning”, whereas the error in the second sentence is called “double marking tense”. The correct sentence must be *Does she go to school at 7 o'clock?* The verb *go* cannot be added with –es when making question sentence using auxiliary verb “Does”.

Therefore, based on the experiences faced by the writer and already stated in the background above, he decided to make a study on errors which is formulated in a title “**An Analysis on Grammatical Errors in Writing Descriptive Paragraph of the Eleventh Grade Students of SMAN 5 Kupang**”. This topic is specified into two problems in the following sub chapter.

## **1.2 Problem Statements**

Based on the background, there are two problem statements stated in this study and they are formulated in the following questions.

1. What are the types of grammatical errors committed by the eleventh grade students of SMAN 5 Kupang in the school year 2014/2015 in writing descriptive paragraph?

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

### **1.3 Objectives of the Study**

In this study, there are two objectives of the study related to the problem statements above, they are:

1. To find out the types of grammatical errors committed by the eleventh grade students of SMAN 5 Kupang in the school year 2014/2015 in writing descriptive paragraph.
2. To find out the most common types of grammatical errors committed by the eleventh grade students of SMAN 5 Kupang in the school year in writing descriptive paragraph.

### **1.4 Significance of the Study**

There are some benefits or significances of the result of this study stated in the following.

#### **1. The English Teacher of Researched School**

The English teacher of SMAN 5 Kupang may knew errors made by the students in writing descriptive paragraph in order that the English teacher may change or improve his/her way to explain how to write a descriptive paragraph, so errors can be reduced in learning process in the future.

#### **2. The Students**

The students may knew their mistakes/errors in writing descriptive paragraph, in order that in the future they can study more and improve their ability better in writing descriptive paragraph.

### **3. The Writer**

This study can help the writer to understand more on how to write scientific writing and also increase his knowledge about errors especially in writing descriptive paragraph.

#### **1.5 Scope and Limitation**

This study doesn't describe all things about how to write descriptive paragraph, but it focuses on errors, especially grammatical errors in writing descriptive paragraph. There are some taxonomies used to analyze errors, they are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. In this study, the writer analyzes grammatical errors in writing paragraph using surface strategy taxonomy which involves omission, addition, misformation, and misordering.

#### **1.6 Definitions of the Terms**

In this part the writer would like to present the definition of every term regarding some experts' definition that used especially the definition of grammatical errors, errors, writing, and descriptive writing used as the title of this study, in order that the readers will be easy to understand what the study talks about.

##### **1. Grammatical Errors**

Grammatical error is a description of a phrase, clause or sentence which is acceptable because it follows 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 writing descriptive paragraph.

## **2. Errors**

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. On the other hand, Dulay (1982:183) said that error is actually the flawed side of learner speech or writing. This study relates to the students' errors especially errors made by the eleventh grade students of SMAN 5 Kupang in writing descriptive paragraph based on the surface strategy taxonomy which involves omission, addition, misformation, and misordering.

## **3. Writing**

Penny Ur (1996: 170) stated that writing is the act of forming graphic symbols according to certain conventions, to form words and words have to be arranged to form sentences. Writing is the act of putting down in a conventional graphic form something that have been spoken or thought (Rivers M. Wilga, 1981:242). The definition of writing regarding this study is a process to express ideas, feeling, opinion and experiences faced before in written form especially in writing descriptive paragraph.

## **4. Descriptive Writing**

It is one kind of writing, whereas it is used to describe the characteristic of something, place and person detail. Oshima and Hogue (1997: 50) say that descriptive text tells how something looks, feels, smells, taste and sounds. A good description likes a "word picture" where the reader can imagine the object, place, or person in his/her mind.

## **5. SMAN 5 Kupang**

It is one of the state schools in Kupang municipality located in Oebobo Sub-district especially in Thamrin Street no 7 Kupang, East Nusa Tenggara Province.