CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a system of communication with a set of sounds and written symbols which are used by the people of a particular country for talking or writing, (Collins, 1988; 439).

Language has a significant role in human communication. Through language people can convey ideas, opinions, thought, and feelings to one another in the human environment. After knowing the language, in order to be able to communicate, people should master the communicative competence. Johnson (1999: 62-68) stated that communicative competence is the knowledge which enables people to use a language effectively and their ability to actually use this knowledge for communication.

Using a language is not as simple as we thought because there is a set of rules that must be followed, which is called grammar. Actually grammar is used to give meaning to the structure of a language. It is an essential part of the use of language process, both in spoken and written language.

Having a good grammar system of a language, learners will be helpful in delivering their ideas, messages, and feelings either to the listeners or readers. Language without grammar would be disorganized and then causes some communicative problems, like grammatical errors in writing. Hence, learners need to know the grammatical system of language so that they can communicate with others in order to transfer the message properly.

English has already been applied into one of the school subjects which aims for basic communication and also masters four (4) basic skills of language (listening, speaking, reading, and writing). As one of the basic skills in learning a language, writing should be learnt seriously because language is important in our daily life. Take for example, in education life, students can access information, share ideas and opinions, express the feeling, and make interpersonal relation with others using language.

In the society, language is the principal means. When it is used in the context of communication, it is bound up with culture in multiple and complex ways. It expresses, embodies, and symbolizes cultural reality (Kramsch in Toni 2011: 1).

Nowadays, English has become universal language. In some parts of Asian countries English has become the second language while in our country, Indonesia, English has been taught as the first foreign language since the colonial era and officially, English becomes the subject at school after the Ministry of Education made a decision in 1967 (Sadtono. E 1990).

According to Robert and Freida in Yulianti's thesis (1972: 154), as one of the school subject that is taught at school, of course in the process of the teaching and learning English, the students find many difficulties. Especially in writing, students find difficulties regarding word order and grammar. As teachers to be, we should know what kinds of error and how to solve and minimize the errors that occur in teaching and learning process especially in writing English language.

A good writing is done from a set of rules and principles. The rules of writing have concerned more with correctness of form over function. Writing can

show the students mastery in grammatical rule, rather than a good idea about the subject matter. In fact, correct spelling, grammar and overall organization have the most important evidence of foreign language proficiency.

Students must know about the grammatical rules correctly, so that they can create a good writing. The writer experienced that students in senior high school, especially at SMKN 2 Kupang were sometimes getting confused with grammar and make errors in writing english text. For example, when writing descriptive text the students were confused about the use of *subject, verb* and *adverb of time* in simple present tense therefore, based on this problem they often make errors. And from all of these the writer assumes that this problem also experienced by the students in junior high school, that is why the writer really interested to take the topic of her study about grammatical errors in writing descriptive text at SMPK St. Theresia Kupang.

Actually, the study about error had been conducted by some researchers before. Berek (2001) studied about the error in using direct and indirect speech; Stefanus (2007) studied errors in constructing passive sentences and last studied by Gomez about an analysis of grammatical error in the conversation. In this study, the writer only focuses on grammatical errors in writing descriptive text. The previous studies encourage the writer to conduct the research about error entitled **" AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING A TEXT OF THE EIGHTH GRADE STUDENTS OF SMPK ST. THERESIA KUPANG IN THE SCHOOL YEAR 2016/2017."**

1.2   Statement of the Problem

Based on the background, this study is done in order to answer the following questions.

1. What kinds of errors that committed by the eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017 in writing a text?

2. What are the most common errors that committed by the eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017 in writing a text?

1.3   Objective of the Study

The objectives of this study are formulated in the following statements:

1. To find out the kinds of errors that committed by the eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017 in writing a text.

2. To find out the most common errors that committed by the eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017 in writing a text.

1.4   Significance of the study

The result of this study is hoped to be beneficial for the following persons:

1. The Writer

    By doing this study, the writer can apply her knowledge that she got during her study and deepen her knowledge about grammatical structure.

2. The Teacher

    The English teacher will get the additional input regarding his/her students' knowledge about grammar. Through this additional input, the English

teacher of researched school is hoped to vary her teaching in the future to help students understanding more and are able to use grammatical structure correctly.

1.5 Scope and Limitation

This study is about the analysis of students' grammatical errors in writing descriptive text. There are some taxonomies used in analyzing errors. They are linguistic category, surface strategy, comparative analysis, and communicative effect. But, in this study the writer just limits herself to analyze the grammatical errors made by the eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017 using surface strategy taxonomy.

There are also some kinds or types of writing namely descriptive writing, argumentative writing, persuasive writing, and procedure writing. And in this study, the writer only focuses on descriptive writing because based on their English Teacher information, the students have learnt about descriptive text.

1.6 Definitions of the Terms

There are some important terms that should be defined or described to help the readers understand the study better.

1. **Error**

   Error is a part of conversation or a composition that deviates from some selected norm of mature language performance (Dulay, Burt, and Krashen (1982:138)). In this study, error is a part of mistakes composition that occurs in students' writing descriptive text

2. **Error Analysis**

   Error Analysis refers to the study of linguistic ignorance which investigates "what people do not know and how they attempt to cope with their ignorance". (James in Madar 2011: 18). Error Analysis is identifying, classifying errors of a foreign language and giving solution.

3. **Grammatical Errors**

   Grammatical Errors are descriptions of a phrase, clause, or sentence which is acceptable because it follows the rules of a grammar (Jack in Mbeo 2011: 6). In this study, Grammatical Errors are errors in grammar that occur in students' descriptive text writing.

4. **Descriptive Text**

   Descriptive text is a written text used to describe everything like person, animal, plant, or things. The purpose of descriptive text is to give information to the readers. This type of text comes in two structres, such as identification and description (Wardiman, 2008: 122). In this study descriptive text is a text produced by the eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017 based on the topic they chose.

5. **SMPK St. Theresia Kupang**

   SMPK St. Theresia Kupang is one of the private schools in Kupang. The same level as the junior high school. It is located at Jend. Ahmad Yani street No.52 A Merdeka, Kupang.