CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms, and organization of the research.

A. Background of the Research

Now days, language is not only used for our daily conversation, but also used in education. Language is the most important as means of communication for people. People can communication using language to transfer information, ideas and feelings to each other by using language. According to Vacca (1998:11) language helps a learner make sense of the world, understand and be understood. It means that language and meaning cannot be severed from one another when people communicate with others. Thus, if people learn the language properly, the communication with other will be easy. Considering the importance of the language, our government has drawn up English as a foreign language that must be mastered by the people.

In Indonesia, learning English is very important. English as an International language used in many countries. English generally have learned by

the students since they are in the basic level of education. Therefore, students' must work hard to learn English so that they are able to master the English well. Brown (1995:25) stated that the approach was generally communicative and the syllabuses were generally organized around the functions and skills that students would need to effectively use English in their studies. English includes skills and components. English skills include reading, speaking, listening and writing skill. English component includes pronunciation, vocabulary and grammar. Besides mastering skill, students also need to master component, especially grammar to support their mastery in English. However, since English is a foreign language student may their competence as they are still in the process of studying, this causes them to make errors in the writing and speaking skills.

As one of language skills, writing must be mastered by the students in language learning. In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be mastered more by the students in each level of education. It is different from learning other skills because writing is thinking process. Thus, it is can help students to deep their understanding. According to Ricards (2002:303) writing is the most difficult skill for L2 learners to master. The difficulties are not only in generating and organizing ideas, but also in translating the ideas into readable text. It means that, the students must be active to get some ideas when they written some texts. People need long time when he or she writing. Writing is more difficult in the practice than its theory. The students are required to demonstrate the control of writing aspects. It consists of the students' control of content, format,

grammatical, punctuations spelling, and vocabulary and so on. So, in the good writing is the writing that full-fill those aspects.

Based on the definition above, grammar is one of considering aspects in writing. As we know that grammar is arrangement of words in a sentence form. Grammar has important role in writing. Not only grammar and structure the most important thing in writing but also there are some important things to improve quality of writing that the students understanding of the meaning and have more vocabulary in writing process. In fact, not all of students can make a good writing by using correct of grammatical, but also there are some students who can write and they still get difficulties. Some problems happen in students writing are caused by different in English and Indonesia structure and also the students do not understand how to make a good writing. However, the students can face the difficulty in constructing complete sentence which is correct grammar in English writing. As a result, the students make grammatical errors in writing. Which cause difficulty to understand by the readers.

Furthermore, students' error in writing is a part of learning process. It is impossible for the students to learn writing without making mistakes or errors. Because in learning writing, making error is common and acceptable. According to Dulay (1982:139) errors are the flawed side of learner speech writing. Errors are parts of conversation or composition that deviate from some selected norm of nature language performance. It means that analyzing error becomes a preferred tool to know the students' in writing paragraph well. In fact of teaching and learning process, the students as learner sometimes make errors. Moreover, in this

research the researcher uses error analysis to analyze student's errors. Error analysis is process an activity to identify, classify and interpreted the error by someone in writing. In learning English, error analysis has advantages for students and teachers. For the students, error analysis is to show what aspect in writing which is difficult for the students and to show the errors made by the students. For the teachers, it is to evaluate in successful or not in process teaching English.

There are many types of genre (types of text) which is narrative, descriptive, recount, persuasive, exposition etc. However, the researcher focused on descriptive text which is taught in the first grade of Junior High School. Descriptive text is taught by introducing the students to the type of text with a hope that they will be able to write paragraph well. Descriptive text is used to describe a particular thing, place or person. However, in this research, the researcher focused the students' grammatical error in writing descriptive of Junior High School. The reason to research of students' in writing ability is because the researcher wants to know the skill of students in mastering writing especially in descriptive text. Thus, the researcher wants to study of grammatical error found in writing descriptive text of the first grade students' at SMPN 1 Boyolangu.

Based on the explanation above, the researcher is interested to analyze students' error in writing descriptive, especially in their grammatical errors. The researcher writes the thesis topic entitle *"Grammatical Errors Made By the First Grade Students of SMPN 1 Boyolangu in Writing Descriptive Text"*.

B. **Research Problems**

Based on the focus of the research above, the researcher tries to formulate the following problems:

1. What types of grammatical errors were made by the first grade students of SMPN 1 Boyolangu in writing descriptive text?

2. Which types of errors categories have the highest and the lowest frequency made by the first grade students of SMPN 1 Boyolangu in writing descriptive text?

C. **Objectives of the Research**

Based on the research problems above, the purpose of this research are the researcher find to know:

1. To identify what types of grammatical errors were made by the first grade students of SMPN 1 Boyolangu in writing descriptive text.

2. To identify which types of error categories have the highest and the lowest frequency made by the first grade students of SMPN 1 Boyolangu in writing descriptive text.

D. Significance of the Research

This research is expected to give contributions to:

1. For the Teachers

This research gives contribution to increase the quality of teaching writing. In addition, the teachers know more about their students' error in writing especially in grammatical. The teacher can determine the suitable technique to help the students to solve the problems in learning writing.

2. For the Students'

The result of the research, the students will know some errors when they do the writing process in teaching learning. Moreover, they can try to improve their writing after knowing the errors they make in learning writing, especially in descriptive text. Hopefully, the students will be able to study the grammatical more easily.

3. Future Researcher

The researcher hopes that the researches are expected to be a beneficial for them in conducting further research about grammatical and structure.

E. Scope and Limitation of the Research

In fact, many people give different definition between error and mistake. Error means the failure to use the language system correctly caused by some factors, for example physical condition and carelessness. While mistake, means the failure to use the system correctly caused by the lack of the students'

competence. The scope of the research is analyzing grammatical errors in writing descriptive text made by the first grade students' of SMPN 1 Boyolangu in academic year 2015/2016. Therefore, the researcher consider all off wrongness in students' writing as errors. In addition, this research limits the research only on the result of error analysis in descriptive text of the first grade students of SMPN 1 Boyolangu.

F. Definition of Key Terms

To avoid misunderstanding of the concepts used in this study, some definitions are provided as the following:

1. Error analysis is to show what aspect in writing which is difficult for the students and to show the errors made by the students. Learners are possible to make errors in learning process of other language, and error analysis is a method used by the researcher to know how many errors created by the students.

2. Writing is able to help people more to consider their thought, to analyze their feelings because it gives them time and opportunity for reflection.

3. Descriptive text is text used to describe a particular thing, place or person.

G. Organization of the Research

Chapter I is introduction.

This chapter explains the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms and organization of the research.

Chapter II is review of related literature.

This chapter includes the review of related literature and review of related studies.

Chapter III is research methodology.

This chapter presents of research design, population and sample, research instrument, validity and reliability testing, normality and homogeneity testing, data collecting method and data analysis.

Chapter IV is finding and discussion

This chapter present the description of data, hypothesis testing (if hypothesis is tested) data analysis and discussion.

Chapter V is conclusion and suggestion

This chapter present of the conclusion and suggestion.