

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Writing is a skill for the students to express their ideas in written form that involves the mastery of all elements in the target language as grammar, content, organization, vocabulary, punctuation, spelling and mechanics. It needs a complex process. Consequently, the students have many difficulties to do the writing. It is also one of language skills should be taught from Primary school to senior high schools. Moreover, it has been introduced to play group students, although they only study to write and to pronounce a single word. It shows that this aspect very fundamental, where the students start writing words and then arrange them into sentences and the last making paragraphs.

Writing is not as easy as the students think because they should use correct dictions, chronologies, and spelling of word. Students express their feelings, thinking, share opinion or ideas and state willingness by writing. Writing refers to the students' activities in classroom. The first kind of studying writing is writing text. Writing text is the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so it is meaningful. Sometimes, many students write text, but not many of them are able to write the text based on the correct structures and features of the text itself. Therefore, the teachers are expected to be able to guide the students when they study to write. It avoid of making some grammatical errors.

Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional or controversial usage, such as a misplaced modifier or an inappropriate verb tense. Grammatical error also the pattern of arrangement of words in sentences and the patterns of arrangement of parts of words into words. Sentences are made up of patterns of arrangement of words group, words, stress, and others. It means, grammatical error can be defined as the inappropriate arrangement of word or sentence in a text.

There are many kinds of text learned by the students of senior high school. One of them is descriptive text. Descriptive text is one of the text genres that the students learn. This text is an activity to describe person, place, thing or something clearly and present details to help the reader understand what writer explains. In this case, the researcher is interested to do a research of an analysis students' grammatical error in writing descriptive text. The students often make an error when they write a descriptive text because they have low knowledge about vocabulary, grammar, and content of descriptive text.

There are many rules in grammar that cannot be ignored, such as punctuation, parts of speech, sentence pattern, tense, and others. There are 16 basic sentences which should be learnt by students; for example, simple present tense.

In simple present tense pattern there is an additional of suffix –s or –es for the verb if the subject is the personal pronoun. For example, when students want to write “*Dia bekerja*”. In English, the students sometimes do error and write “He work”. Actually, the correct sentence should be written is “He works”.

There are some differences between English and *Bahasa*, therefore the students often find difficulties in English language components such as spelling,

vocabulary, pronunciation, and grammar. Being understood of what speaker says or writer writes in English, the students not only should have good vocabulary but also good knowledge about grammar. Thus, grammar becomes important component to be learnt by students in English communication both oral and written. To be able to communicate well, the students should master grammar. On the contrary, in Indonesia, students have difficulties in using correct grammar because of their mother tongue. In this case, in studying English, it is believed that grammar is very important because it can make sentence or utterance meaningful.

Students should master grammar especially in writing a text. For example, they should master simple present tense pattern in writing descriptive text. The goal of descriptive text is to describe about thing, person, and place. Since this text refers to the general truth, it demands students to use simple present tense form. If they cannot write in the correct form, it means that they are not able to clear up for readers about their description about the text. As a result, the readers will be confused in understanding descriptive text.

The difficulties in writing descriptive text are caused by some factors such as low ability in grammar, lack of vocabulary, and so on. One of tenses that is usually used in descriptive text is simple present tense pattern. As a result, students sometimes make many mistakes in writing descriptive text because they do not master simple present tense well. The researcher believes that the students who have high ability in understanding simple present tense will make less errors in using simple present tense in writing descriptive text.

Based on the observation on Monday, October 16th 2017 and Friday, November 17th 2017, the teacher said that students often do error in arranging

sentences, especially in the verb for the personal pronoun. For example, they write in English “*He never come late*” for “*Dia (laki-laki) tidak pernah datang terlambat.*” The correct form of “come” should be comes.

In addition, some of students write “They feeling happy in that house.” For “*Mereka merasa bahagia berada dirumah itu.*” The underlined word should be in the present verb without –ing. Since the word feeling is belonging to the verb agreement of simple progressive tense pattern. That underlined word should be written in the verb 1, -feel.

Then, students always make error in giving linking verb (to be) for the personal subject in a sentence. For example, the students write “I am is the student” for “*Saya adalah seorang siswa.*” As students know that the meaning of “*is*” is *adalah*, they feel need to put it after subject. They ignore the meaning of *am*. It is commonly done by students.

Then, the researcher found that students always use incorret possessive pronoun and personal pronoun. For instance, they write “I rabbit is funny” for “*Kelinci saya lucu*” and “He can jump” for “*Dia pandai melompat.*” The correct possessive pronoun for that sentence is “my” for “I” and personal pronoun for “he” should be “it”. The students always translate directly the word when they went to arrange the English sentence. So, they did error in using personal pronoun and possessive pronoun.

Furthermore, the researcher found also students are less capable of writing good descriptive text. It can be caused that they never practice their writing skill. When students were asked to write a descriptive text, most of them wrote description of a same thing. For instance, student A writes a descriptive text about

classroom, and student B does the same. Even more, their sentences are similiar. They write the same sentences when they describe about that. They do not tend to be creative thinking.

Because of lack practice in writing descriptive text, the students have miss understanding about descriptive text. For example, a student tells about Kuta Beach. He does not describe it, but he tells about his holiday there. On the other hand, descriptive text explains the description about thing, place, and people. If he writes about it, his writing will be called by recount text. In addition, the students feels difficulty in describing people. Most of students writes the ability and general characteristic of people. They seldom explain or describe about one's physical appearance. On the contrary, description of physical appearance is a major when they want to describe people.

In this research the researcher used surface strategy taxonomy as the method to analyze the students' grammatical errors in writing descriptive text. Surface strategy taxonomy is describing how surface structures of a language are altered. The learners may omit necessary items or add unnecessary one, they may misform items or misorder them.

Based on the explanation above, the researcher feels the need to analyze the students' grammatical errors in writing descriptive text by using Surface Strategy Taxonomy method. Therefore, the writer expressed this problem in a piece of research entitled: *“An Analysis of Students' Grammatical Errors in Writng Descriptive Text at the Tenth Grade Students of SMA Negeri 2 Kotabumi Academic Year 2017/2018”*.

1.2. Focus of the Problem

Based on the background of the problem above, the researcher focuses on the kinds of errors employed by the students and the most dominant errors made by the students.

1.3. Formulation of the Problem

The formulations in this research are:

1. What kinds of errors employed by the students in writing descriptive text?
2. What are the most dominant errors made by students at the tenth grade students of SMA Negeri 2 Kotabumi on Academic Year 2017/2018?

1.4. Objectives of the Research

The purposes of this research is to explore;

1. Kinds of errors employed by the students in writing descriptive text,
2. The most dominant errors made by students at the tenth grade students of SMA Negeri 2 Kotabumi on Academic Year 2017/2018.

1.5. Usage of the Research

The result of this research is expected to be of any use for the following parties:

1. Teacher of Senior High School

The result of this study as a reference to English Teachers in developing teaching and learning process in writing especially in writing descriptive text. The teachers can anticipate specific problems when they teach common case of writing.

2. Readers

This research is expected to give additional information about students' errors in writing descriptive text and some common errors employed by the students in writing descriptive text, especially is written form by tenth grade students of senior high school.

3. Other Researchers

It hopefully can be additional reference for next researchers, especially students of English Education Program who wants to conduct a research dealing with students' errors in writing descriptive text.