CHAPTER I

INTRODUCTION

A. Background of the Study

The teaching English in Indonesia is important to increase the student's communicative ability. Because of English is a foreign language, so the learning English has rules for Indonesian people. In learning English, the students found the problem about the first language (L1) and the second language (L2). It indicates that there are the differences between Indonesian grammar and English grammar.

The students have influence related to the differences between the English and Indonesian when the students construct the sentences. The central point in this case is grammar. The students must have the skill related to the case; the tenses are the important point which must understand by them. Here, the students must understand how to construct the good sentences through the correct pattern, and also the rules of the English sentences and its grammar, that are the basic element in mastering English, because the English grammar is the key to get it.

From the statements above, it can be predicted that difficulties automatically arise because their native languages influence the Indonesian students. "Besides, Indonesian and English are different languages, so many different elements found in them causes difficulties for Indonesian students. These elements that are similar to his native language will be simple for him

and those elements that are different will be difficult" (Lado in Littlewood, 1989:17).

Learning English for Indonesian learners is still difficult for grammatical rules. It is known that grammar is very important for them when they would get start to build a writing skill in English, likewise teaching English in SMP N 1 Tanon. One most of the teaching learning English in SMP N 1 Tanon is written. The teacher gives the example about the genre text, there are recount text, descriptive text, and narrative text, and then the teacher explained the texts for the students. The teacher has purposed to make the students understand about them and it can improve the writing skill, especially about the construct English sentences and English grammar. But, the students still often make errors in their sentences, especially in structure and grammar.

Writing is not easy for the second grade of SMP N 1 Tanon students. In fact, the students still find difficulties in writing a paragraph or in answering the written test. The students cannot write well and often make errors. And it is natural because error is something natural and will occur frequently. This condition happens to the second grade students of SMP N 1 Tanon in Sragen. They are still lack of understanding of English, although they have studied the language for more than two years. The students still often make error in their sentences, especially in grammar. They construct English sentences according to the Indonesian rules, for example:

(1) *My mother very kind with family.

(2) *I am is student.

(3) *If me will do something.

(4) *Bless hard work from he.

In the first sentence of the example above, the students delete necessary elements in their writing production. This sentence has omission *to be* in the sentence above. In the second sentence, the students use double *to be* in the sentence, the students consider that the subject *I* always combined with *am,* and they assume that *I am* is one word, so they add more *to be* after *I am*. In the third sentence, the student uses *me* became the subject pronouns, actually *me* is the object pronoun. And also in the fourth sentence, the student uses *he* became the object pronoun, actually *he* is the subject pronoun.

The correct sentences are:

(1) My mother is very kind with family.

(2) I am a student.

(3) If I will do something.

(4) Bless hard work from him.

Dealing the phenomenon above, error analysis is one of the techniques used to anticipate the error appearing in learning English process. (Dulay, 1982:141) states that "error analysis can be characterized as an attempt to

account for learner's error". Error analysis can help the teacher to assess the students in facing English test in order to reduce the uncommon error.

From the phenomenon above, the writer wants to do a research related to Error Analysis entitled *An Error Analysis in Writing Descriptive Text Made by the Second Grade Students of SMP Negeri 1 Tanon, Academic Year 2012/2013.*

B. Limitation of the Study

This study is focused on the second grade student of SMP Negeri 1 Tanon, academic year 2012/2013 in writing descriptive text and emphasizes on grammar and vocabulary of the error on the levels surface. The data will be analyzed using error analysis theory based on surface taxonomy strategy and linguistic category taxonomy by James (1998).

C. Problem Statement

Based on the research background, the writer formulates the problem statement as follow:

What errors are made by the second grade student of SMP Negeri 1 Tanon in their writing descriptive text?

Based on the problem, the writer raises research questions:

1. What type of lexical errors made by the students?

2. What type of syntactical errors made by the students?

3. What type of discourse errors made by the students?

4. What is the frequency of each type of errors?

5. What is the dominant type of errors?

6. What are the sources of the error?

7. What is the proposed remedial teaching for the students?

D. Objective of the Study

Based on the problem statement, the objectives of the study in this research are:

1. To describe the errors made by the second grade student of SMP Negeri 1 Tanon in their written descriptive text.

2. To identify the types of lexical errors.

3. To identify the types of syntactical errors.

4. To identify the types of discourse errors.

5. To know the frequency of each type of errors.

6. To explain the dominant type of error.

7. To identify the source of error.

8. To explain the proposed remedial teaching for the students.

E. Benefit of the Study

There are some expected benefits that could be acquired from this study. Such benefits as following can be perceived:

1. Theoretical Benefit

This study contributes to the science of applied linguistic especially English Language teaching (TEFL), especially about Error Analysis.

2. Practical Benefit

There are some practical benefits namely; this study might be useful for the teacher to improve their ways in teaching English as a second language and give the new concept in teaching learning process. The result of this study will help the English teachers and the learners to solve their problems in teaching and learning English.

F. Research Paper Organization

In this research the writer constructs the research paper into five chapters.

Chapter I is introduction, which consists of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II are previous study and underlying theory that relates to theoretical review that consists of the notion of an error analysis, the goal of error analysis, the differences between error and mistake, the classification of error, the sources of errors, the remedial teaching, the written production, the notion of the text, types of the text, and descriptive text.

Chapter III is research method that deals with type of research, subject of the study, object of the study, data and data sources, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion where the writer describes types of error, the frequency of error, dominant frequency of error, the sources of error, the proposed remedial teaching for the students and discussion of finding.

Chapter V is conclusion and suggestion that concerns with the conclusion of the research finding made by the writer.