

CHAPTER 1

INTRODUCTION

A. Background of the Study

Language has two positions in Indonesia, mother tongue and second language. As a mother tongue, every people bring a language since they were born. For example, the child who speaks Javanese every day will learn another language when they entered school. Indonesian or English is formally used in education. The teaching English in Indonesia is important to increase the student's communicative ability. Because of English as foreign language, the students who want to learn this language find so many problems.

The students find the problem about the first language (L1) and the second language (L2) in learning English. It indicates that there are the differences between Indonesian grammar and English grammar. The students must be able to communicate with the speakers of English using both the oral and the written English language. Writing is not easy for the students who are in junior high school, especially in SMP N 2 Colomadu. SMP Negeri 2 Colomadu is one of Junior High School in Karanganyar. It is located in Pulosari, Malangjiwan, Colomadu, Karanganyar. This school also has English subject like the other school. It includes four language skills, namely: listening, speaking, reading and writing. The teacher uses the method of teaching in order to improve the student's capability in language learning. Practice their ability in using vocabulary, phrase, idioms and sentences, especially in writing.

Language can not be separated from text. According to Anderson (1997 :1), “When these words are put together to communicate a meaning, a piece of text is created”. From the statement above, it can conclude that writing is important skill in mastering English. People need to learn writing English Academic Purpose because by writing students are able to express their thought. In fact, writing is the skill in which students produce sentences. They put in a particular order and linked together in certain ways. But still, essays production is the most difficult tiring task. Most of the students make errors when creating a text. The students think that English is far more complicated. Teachers must concern with the problem.

Errors were found when the students make descriptive text, although it is the simple text. An error analysis on students work will be useful and give contributions to the learning activities. Analyzing the errors will lead to a good understanding of the difficulties that the students face and perhaps assist in the development of pedagogical strategies. The teacher has a task to correct and find the errors. Here, the teachers need error analysis. Error analysis is “the first approach to the study of SLA which includes an internal focus on learner creativity ability to construct language” (Saville-Troike in Fauziati 2008:135).

When the learners create their creativity to make a text, it will found so many errors because they don't understand well about the target language. The teacher must be able and have competence to find the errors, identify the errors, find the sources of errors, and make a distinction between error and mistakes. It has purpose to correct and improve the students ability. The

teachers often find errors when their students try to make a text. To start writing descriptive is not easy. The student should express the beginning of the story as interested as possible so that the story can attract the reader interest. In other case, the students often make errors at grammar. The researcher takes some erroneous sentences made by students in daily examination.

“And now in Solo he *live* with me”

In this sentence, there is omission error. It is not a good English grammar because it is lack of grammatical words to indicate the predicate in a sentence. In English language, second person pronoun “he” must be followed “-s” after verb. The correct sentence should be: “And now in Solo he lives with me.”

The second example, “The pen is a in the table”. In this sentence, there is addition of predication. The correct sentence should be: “The pen in the table.”

Based on the errors analysis of SMP Negeri 2 Colomadu, the researcher gets data of the student’s worksheet and can use by teacher to minimize the student’s error in writing descriptive text. Error analysis can also be used to show the mistakes of students in writing skill, especially in writing descriptive.

Based on this problem, the researcher wants to conduct a research entitled LEARNER’S ERRORS IN DESCRIPTIVE TEXT MADE BY SECOND YEAR STUDENTS OF SMP N 2 COLOMADU 2013/2014 ACADEMIC YEAR.

B. Problem Statement

In problem statement there are research problem and subsidiary research questions.

Research Problem : What kinds of errors are made by the eight grade students of SMP N 2 Colomadu in writing descriptive text?

Subsidiary research questions:

1. What is the type of lexical errors made by students of writing descriptive text in eight grade in SMP N 2 Colomadu?
2. What is the type of syntactical errors made by students of writing descriptive text in eight grade in SMP N 2 Colomadu?
3. What is the type of discourse errors made by students of writing descriptive text in eight grade in SMP N 2 Colomadu?
4. What is frequency of each type of errors made by students of writing descriptive text in eight grade in SMP N 2 Colomadu?
5. What is the dominant error made by the students of descriptive text in eight grade in SMP N 2 Colomadu?
6. What is the sources error made by the students of writing descriptive text in eight grade in SMP N 2 Colomadu?

C. Objective of the Study

The objectives of the study are as follow:

1. To describe the errors made by the students of writing descriptive text in eight grade in SMP N 2 Colomadu.

2. To identify the types of lexical errors made by students of writing descriptive text in eight grade in SMP N 2 Colomadu.
3. To know the type of syntactical errors made by students of writing descriptive text in eight grade in SMP N 2 Colomadu.
4. To describe the type of discourse errors made by students of writing descriptive text in eight grade in SMP N 2 Colomadu.
5. To describe frequently error made by students of writing descriptive text in eight grade in SMP N 2 Colomadu.
6. To describe dominant error made by the students of writing descriptive text in eight grade in SMP N 2 Colomadu.
7. To identify the most sources error made by the students of writing descriptive text in eight grade in SMP N 2 Colomadu.

D. Significance of the Study

This study has two major benefits, they are: practical significance and theoretical significance.

1. Practical Significance

a. For Teacher

- 1) It will help a lot in terms understanding of students have in regards certain topics, especially the grammar one.
- 2) It makes understand the different processes that students have. In order to build knowledge in a L2 language.

- 3) It also allows the teachers to make changes or improvements of the strategies on language teaching.
- b. For Students
- 1) The students gain information about their errors so the teacher corrections become aware.
 - 2) The students will understand about the descriptive text.
 - 3) The students improve their reading skill to be able to write.

2. Theoretical Significance

- a. To give contribution to the development of a particular theory of Second Language Acquisition.
- b. To enrich the existing theories of “Error Analysis”.
- c. To give additional information for the next study.

E. Research Paper Organization

The writer organizes this paper into five chapters. Research paper organization gives a clear guidance in reading and understanding the content of the study. In order to have guidance for the readers in reading the whole content, this research paper is organized as follows:

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

Chapter II is underlying theory, theoretical review that consists of: previous study, notion of error analysis, pedagogical goal of error, the difference between error or mistake, the classification of error analysis, source of error, the notion of descriptive text, generic structure of descriptive text, language features of descriptive text, example of descriptive text.

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

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.