CHAPTER I
INTRODUCTION

A. Background of the Study

Teaching English is important, especially in Indonesia. Because English is a foreign language in Indonesia and English and Indonesian language have different rules, they have their own rules. Usually, students who learn English get some problems about the mother language (L1) and the target language (L2). It shows that there are many differences between Indonesian grammar and English grammar.

Grammar becomes the main point for the students in constructing sentences. Because, students have influenced in the problem of the differences between English and Indonesia in constructing sentences. The students must have capability related to this case; tenses are the important point which must be understood by the students.

Grammatical rules still become the difficult problem for the students or learners in learning English. Especially in writing skill when the students want to start writing sentences or paragraph in English language, likewise teaching English in SMP N 2 Banyudono. One of the teaching learning English in SMP N 2 Banyudono is written.

According to Sattayatham and Ratanapinyowong (2008: 21), writing and reading were considered separated skills: the writer wrote a
message, and later, the reader extracted the meaning from the message. The writer was an active composer and the reader was a passive receiver. However, researchers have found that both writing and reading are active, complex skills, and the more writers know about their readers, the more successful their writing will be.

In the teaching learning process, teacher always explains and gives example about the narrative text, recount text, descriptive text, etc. One of the curriculums in SMP 2 Banyudono is about descriptive text, so the teachers also teach descriptive text as their responsibility. All of teachers have purposed to make the students understand about the texts, to improve their skill in writing and to make students write sentences correctly. In fact, the teacher often finds wrong sentences or error sentences that are made by the students.

In Sattayatham and Ratanapinyowong (2008:21), Rajatanun (1988:95) said that a paragraph is a unit of writing which expresses one central idea and consists of two kinds of sentences: a topic sentence and a number of supporting statements. So, in writing skill to make a good and correct sentences or paragraph is very important for the students.

Writing English is not an easy skill, especially for eighth grade students in Junior High School. The students still find difficulties in writing English and they can’t write the sentences well. This phenomenon is not rare, because it is natural. And error is something natural that will occur frequently. This phenomenon happens to the eighth grade students of SMP
N 2 Banyudono. They are still need knowledge about English even though they have studied English. This phenomenon shows that they are lack of understanding in English especially in writing sentences correctly. The students still construct English sentences by using Indonesian rules, for example:

1. *like minny very much
2. *It is has a long tail
3. *I has a pet

From the example of the first sentence above, the students do not write the necessary elements in their writing construction. This sentence has omission *subject in the example of the sentence before. In the second sentence, the students use double *auxiliary verb in the example of sentence the before. In the third sentence, the student uses has as the verb, actually the subject I use have to be the verb.

Then, the correct sentences are:

1. I like minny very much.
2. It has a long tail.
3. I have a pet.

From the phenomenon above error become the serious problem in learning English, especially in writing skill. In Sattayatham and Ratanapinyowong (2008:22), Corder (1971:152) stated that errors are ‘the result of some failure of performance’. Norrish (1983:7), like Corder, defined ‘an error’ as a systematic deviation that happens when a learner has not learnt something and consistently ‘get(s) it wrong’. So, as a good teacher
we must anticipate the error that made by the students. And dealing with the phenomenon, error analysis is the techniques to anticipate the occurrence of error.

From the phenomenon above, the writer wants to do a research related to Error Analysis entitled *An Error Analysis on Descriptive Text Made by Eighth Grade Students of SMP N 2 Banyudono in 2013/2014 Academic Year.*

**B. Limitation of the Study**

This study is focused on eighth grade students of SMP N 2 Banyudono in 2013/2014 academic year in writing descriptive text and focus on grammar and vocabulary of the error on the levels surface. The data will be analyzed by using error analysis theory based on surface taxonomy strategy and linguistic category taxonomy by James (1998).

**C. Problem Statement**

Based on the background of study, the researcher formulates the problem statement and subsidiary research question as follow:

What errors are made by eighth grade student of SMP N 2 Banyudono in their writing descriptive text?

Based on the problem, the researcher raises research questions as follow:

1. What are types of lexical errors made by the students?
2. What are types of syntactical errors made by the students?
3. What are types 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?

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 N 2 Banyudono in writing 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.

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, especially about Error Analysis.

2. Practical Benefit

   There are some practical benefits in this study:
a. This study might be useful for the teacher to improve their ways in teaching English as a second language and give the new method in teaching learning process.

b. 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, pedagogical purpose 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 which consists of the 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.