

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of communication among individuals. Wardhaug in Brown (1994:4) says that language is a system of arbitrary vocal symbols used for human communication. According to Canale in Richards and Schmidt (1983) there are four components of communicative competence, there are grammatical competence, sociolinguistics competence, discourse competence, and strategic competence. Grammatical competence concerns with mastery of language code (verbal or non- verbal) itself. Thus included here are features and rules of the languages such as vocabulary, word formation, pronunciation.

Sociolinguistics competence included both sociocultural rules of use and rules of discourse. Discourse competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres. Discourse is the arrangement from the word, phrase, clause, and sentence. Strategic competence is composed of mastery of verbal and non- verbal communication strategies.

Since English has become one of the key international language, it has a very important role in technology and science. The mastering of English language is important think in our education. In Indonesia, students learn English as the first foreign language, sometimes they get some difficulties. Many teachers still find difficulties in English learning. Sometimes, the students lose of English interesting. It's clear, English learning still becomes problem face by the teachers.

English structures are different from Indonesian structures and it could make students error in tenses. English is one of important subject of education in Indonesia. Indonesia Government admits as the first foreign language that is taught to Indonesia student. As a matter of fact many young learners face difficulties to understanding English as their second language, which is different from their mother tongue.

Indonesian does not have tenses like English. It could be seen in the table below:

Indonesian	English
1. Setiap pagi, aku membaca koran.	1. Every morning, I read a newspaper.
2. Ayah pergi ke kantor.	2. Father goes to the office.

From the description above, it is clear that the way Indonesian sentences are formed different from that of English. The grammar of English is different from Indonesia grammar; for an example the usage of personal pronoun. In English there are many types of personal pronoun and they also have different position and function, as the first person in English used as a subject (I), object (me), possessive adjective (my), possessive pronoun (mine) and reflexive (myself). In Indonesia first person "saya" is used in any position in sentences and does not change, and it makes student confuse to use English grammar.

There are many rules in grammar that cannot be ignored. The grammar that is considered to be most difficult to learn for Indonesian students is tenses.

Simple present tense is used to express a habitual action with adverbs like usually, always, or often. Frank (1972:66) states that “Simple present tense is used to express a habitual action with adverbs like usually, always, or often.”

In teaching learning English, there are many theories that have developed by scientists. Interlanguage and error analysis are the theories in English learning by Selinker and Carl James. The theories play an important role in English learning, because they can help the teacher to assess the mastering of target language of the students. The teacher can find new methods to improve the student's ability in English learning. The theories can anticipate the errors that students made.

Many activities in English learning. One of them is writing. Writing is one of the competences that English learners must have. Writing is evidence of English understanding competence. Writing is one of the testing forms in school. That is why, writing is an important thing in English competence. The eighth grade students is a good time for joining of this research. The researcher took the eighth grade students to do this research. The researcher can't take the seventh grade students of junior high school because this grade isn't a good time for this joining. The researcher can't take the ninth grade students of junior high school because they only focus on their exam preparation.

Teaching learning in SMP Muhammadiyah 4 Sambistill becomes the problem faced by teachers. Learning English as a foreign language in this school is still low in the result of mastering the target language system. Many students of SMP Muhammadiyah 4 Sambistill find difficulties in some activities of learning English. Almost all of learning English activities is dominated by

written form. They write text or sentence based on their knowledge. In this research, the researcher took the results of the student products in writing descriptive text. First, the material presented is about understanding the text. Teachers provide a detailed explanation of descriptive text. The material includes text purpose, generic structures, language features. This research indicates that almost all of students of SMP Muhammadiyah 4 Sambu have problems to compose English sentence correctly. Besides that, it can be said that the process of mastering second language system done by students of SMP Muhammadiyah 4 Sambu still in an interlanguage level.

As we have seen, there are several types of text. Among them, recount, narrative, news item, report, descriptive, etc. Teaching learning process in the written form is a major activity in this school based on the curriculum has been made. That is why students of Junior high school must be able to exercise and make a text based on genres of the text. There are some types of text must be learned by Junior high school students, one of them is descriptive text.

Descriptive text is a text that aims to describe something good that inanimate objects, living things, or a place to the reader. It is constructed from simple present tense in the sentences. Generic structure of descriptive namely identification and description. The language used is simple present tense. The second step after the teacher explains the descriptive text as a whole, students are trained to create a sentence that uses simple present tense. Within composing the easiest form of sentence and text, namely simple present tense and descriptive,

done by students of SMP Muhammadiyah 4 Sambu, there are some errors either morphological or syntactical or discourse error.

They construct English sentences according to the Indonesian rules, for example:

(1) *I am is*a student.*

(2) *I have some pet*, her name is Fafa *very funny.*

In the first sentence, the students use double *to be* in the sentence, the students consider that the subject *I* always joined with *am*, and they assume that *I am* is one word, that's why they add *to be* after *I am*. In the second sentence of the example above, the students delete necessary elements in their writing production. This sentence has omission "s" after the word "some" because it is plural. Here, the students do discourse error because after they write the sentence "*I have some pet*", they didn't mention what the pet it is and after the word "*Fafa*", students didn't use subject and *to be* to explain the character of "*very funny*" in the sentence above.

The correct sentences are:

(1) *I am a teacher.*

(2) *I have some pets. One of them is cat. Her name is Fafa. It is very funny.*

By virtue of the phenomenon above, error analysis is a technique used to anticipate the error emerging in English learning 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 researcher wants to do a research related to Interlanguage entitled *Interlanguage Errors in Descriptive Text made by the Eight Grade Students of SMP Muhammadiyah 4 Sambu*.

B.Limitation of the Study

This study is focused on *Interlanguage Errors in Descriptive Text made by the Eight Grade Students of SMP Muhammadiyah 4 Sambu* in writing descriptive text and emphasizes on grammar and vocabulary of the error on the levels surface. The data are analyzed using error analysis theory based on surface taxonomy strategy and linguistic category taxonomy by Carl James (1998).

C. Problem Statement

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

What errors are made by the eight grade student of SMP Muhammadiyah 4 Sambu in their writing descriptive text?

Based on the problem, the writer raises the following research questions:

1. What are the morphological errors found in the descriptive text made by the students?
2. What are the syntactical errors found in the descriptive text made by the students?

3. What are the discourse errors that appear in the descriptive text made by the students?
4. What is the frequency of each of type of errors found in the descriptive text made by the students?
5. What is the dominant type of errors found in the descriptive text made by the students?
6. What are the sources of errors that found in the descriptive text made by the students?

D. Objective of the Study

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

The general Objective:

1. to describe the errors made by the second grade student of SMP Muhammadiyah 4 Sambu in their written descriptive text.

The specific Objectives:

1. to identify the types of morphological errors.
2. to identify the types of syntactical errors.
3. to identify the types of discourse errors.
4. to know the frequency of each type of errors.
5. to explain the dominant type of error.
6. 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 (TEFL), especially about Interlanguage errors..

2. Practical Benefit

There are some practical benefits namely; this study might be useful, the teacher can find new methods to anticipate the making of errors and to improve the teaching ability. By reading the results of this study the students can improve their ability in English learning.

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 is underlying theory that presents of previous study and theoretical review that consists of notion of Interlanguage, notion of Error Analysis, the differences between error and mistake, the classification of Error, and cause of Errors, definition of text, and kind of texts.

Chapter III is research method that deals with type of the study, data and data source, data collection technique, data analysis technique.

Chapter IV is research finding and discussion where the writer presents types of errors, the frequency type of errors, the dominant type of errors, and the sources of the error.

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