

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English is important in Indonesia because English is an International language and English has its own rules. 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 learners have influence related to the differences between the English and Indonesian when the students construct the sentences. The learners must have ability related to the case; the tenses are the important point which must understand by them. So, the learners 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.

The students are expected to be able to communicate in English using correct structure. Structure and grammar is one of the basic components of language which must be learnt by students. It is very useful and important as Raja T. Nasr (1988:52).

The writer concludes that 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 to write sentences or paragraph in English language, likewise teaching English in SMP Al-Islam Kartasura.

In the teaching learning process, teacher always explains and gives example about the narrative text, recount text, descriptive text, etc. The teacher purposes make the students to understand 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 made by the students.

Writing English is not an easy skill, especially for second graduate students in Junior High School. The students still find difficulties in writing English and they can't to write the sentences well. And this phenomenon is not rare, because it is natural. And error is something natural that will occur happen frequently. This phenomenon happens to the second graduate students of SMP Al-Islam Kartasura. They still need knowledge about English even though they have studied English. Because 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) **Me* have book red
- 2) *Danang is *boy good*
- 3) *Mother *me* is *woman beautiful*

From the example of the first sentence above, the students do not write the necessary elements in their writing construction. This sentence has misselection *pronoun* in the sentence above. In the second sentence, the students make error in their sentence. The students disorder in word *woman* and *beautiful*. In the third sentence, the student uses *me* as the subject pronouns, actually *me* is the object pronoun.

Then, the correct sentences are:

- 1) I have red book.
- 2) Danang is good boy.
- 3) My mother is beautiful woman.

From the phenomenon above error is a serious problem in learning English, especially in writing skill. In Sattayatham and Ratanapinyowong (2008:22), stated that errors are 'the result of some failure of performance'. Norrish (1983:7), likes 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 entitled *An Error Analysis in Writing Descriptive Text Made by 8th Grade Students of SMP Al-Islam Kartasura in 2013/2014 Academic Year*.

B. Limitation of the Study

This study is focused on the eighth grade students of SMP Al-Islam Kartasura 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:

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?

D. Objective of the Study

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

1. To identify the types of lexical 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, especially in 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 deals with 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 notion 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, and discussion of finding.

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