CHAPTER I

INTRODUCTION

A.   Background of the Study

Education in Indonesia especially in foreign language need to be improved because English is universal language which connected people around the world. That is why English need to be taught as early as possible in all aspect, like reading, writing, speaking, listening. English as a foreign language, sometimes become a burden for student who do not speak English as mother tongue. So, it is not a surprise if error found in there activity involved English as a foreign language.

One of teaching learning English in SMA N 2 Wonogiri is written. In Indonesia, English has been taught as the foreign language. Ramelan (1992: 1) adds "English has been taught in our country as the first foreign language since the proclamation in Indonesia 17th of August 1945." Its taught as a compulsory subject in senior high school and junior high school, even it has been tried to be taught to the students in some elementary schools.

The error usually found in the aspect of English stated are grammar, spelling, pronunciation, etc. the errors can be come from various source, lacking of knowledge from student, or lacking of confidence. In writing English text, student error mostly found in grammar, spelling, and

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the messages to be conveyed. 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 SMA N 2 Wonogiri.

Sattayatham and Ratanapinyowong (2008: 21) 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.

In teaching leaning activity of SMA N 2 Wonogiri, one of syllabus in writing skill is discussed about descriptive text. Rules in writing descriptive text is using simple present tense. Even thought the object is high school students, the errors in *descriptive* text still can be find like in the passage below.

1. I want to tell you about my favorite pleace is klayar beach.

   I want to tell you about my favorite place, Klayar beach.

2. In there my books is accounting orderly.

   In there my books are accounting orderly.

   The first sentence error is on be error, there is be "is" in the sentence, which is should be eliminated from the sentence. In the second sentence error is on be error too, the use of *be* depends on the subject. In the second sentence, the student should use *are* instead of *is* because the subject are plural form.

From the phenomenon above error becomes the serious problem in learning English, especially in writing skill. 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.

Based on the phenomena above, it is interesting for the reseacher to carry out a research which is entitled *Interlanguage Errors Found In Descriptive Text Made By Student of SMA N 2 Wonogiri.*

B.   Limitation of the Study

This study is focused on tenth grade students of SMA N 2 Wonogiri in 2013/2014 academic year in writing descriptive text and focus on error found in simple present tense especially in be error and non-be error.

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 SMA N 2 Wonogiri in their writing descriptive text?

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

1. What are lexical errors made by the student?

2. What are syntactical errors made by the student?

3. What are discourse errors made by the student?

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

5. What is the sources of errors made by the student?

D.   Objective of the Study

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

1. To describe the errors made by the second grade student of SMA N 2 Wonogiri 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 describe the frequency of each type of errors.

6. To explain the sources 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

   a. The result of research can give contribution as input in English teaching learning process, especially in teaching writing of descriptive text.

b. The research can be useful for English teacher to add more information about teaching writing of descriptive text using present tense in Senior High School.

2. Practical Benefit

a. For the writer

He can get larger knowledge about using present tense of English writing to make descriptive text.

b. For the readers

They will get the enlargement of knowledge and information about using present tense of English writing especially in Senior high school.

c. For the teachers and learners

The result of this study will help the English teachers and the learners to solve the problem in using present tense to make descriptive text.

F. Research Paper Organization

The writer uses several steps of his research to make it easier to understand. Those steps are:

Chapter I is Introduction. It consists of background of the study; previous study; problem statement; objectives of the study; limitation of the study; benefits of the study; paper organization.

Chapter II is review of related literature. It presents previous study and underlying theory.

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

Chapter IV is research result. It discusses data analysis and discussion of finding.

Chapter V is conclusion and suggestion. Conclusion deals with the answer of the problem statements and the other findings. This chapter also relates to some suggestions for other researchers and readers.