CHAPTER I
INTRODUCTION

A. Background of the Study

Language is a system of human communication; it is a way of communication which happen between the person, it can consists of two persons or in groups. According to Crystal (1992:212) language is the systematic, conventional use of sounds, sign, or written symbols in human society for communication and self expression. According to Finocchiron 1974:3 (in Srijono 2001:3) language is a system of arbitrary, vocal symbols which permits all people in given culture, or other people who have learned the system of that culture, to communicate or to interact. All of the people are learn about language. The children who grow up also learns language, because when they want to express something they use language. They learn language from their society as informal education and they learn language in their school as a formal education.

Education is a kind of way in studying language. The student who study in the school must learn about language, because by the language they can communicate with other people to get information. Actually, in this world consists of many language, for example Indonesia, English, Japanese etc. One of the language in this world that learned of many people is English, because English is as the International language that used by many people to communicate with other people from different country. So, the students learn English as one of the subject in the school.

In Indonesia, English has become one of the principal lessons learned students, both at the level of junior high school, high school or university. This is because English is the international language, so Indonesia holds English as a subject that students are able to master the English language, hopely that they are ready to compete with other countries. But it is addressed differently by students,
as most of the them have the perception that English is difficult, so teaching English in Indonesia is more difficult to teach. In addition, the changing of curriculum that are not necessarily also as an obstacle in teaching English in Indonesia.

As we know, that the English lesson is given when the students join in junior high school. This is because English lesson has been eliminated from the curriculum adopted by the education department for the elementary school. This has become one of the obstacles in teaching English, because students have learned the basic knowledge of the English language. This is surely as an obstacle for teachers in providing English language teaching. Thus, teachers must provide instruction in English from the beginning, even in this level sometimes students just memorize vocabulary. So this can often result in the student makes a mistake in studying English.

In the teaching of the English language, there are four aspects that must be taught. The fourth aspect is often referred to as language skills, they are speaking, listening, reading and writing. Writing as one of the aspects that are taught in English have difficulty more than the other aspects. Where in writing, the learners must master the vocabulary, structure and grammar. In addition, when writing they also have to think about the content of what they write. So, in writing the learners should think contains as well as the structure, grammar and vocabulary, so the readers are understand the meaning of the text.

Text is an object must be studied by the students when they study to write. Text contains a combination of both a coherent sentence, and the sentences that has good structure. When students are able to create and understand sentences properly, they can develope into a text. So, they can reveal something into writing, either to describe, explain, or the other.

In teaching learning English, there are many kinds of methods. One of that method is genre base aproach. Byram 2004 : 235 (in Endang Fauziati “Introduction to Methods and Approaches in Second or Foreign Language
Teaching”), genre refers to “a staged, goal-orientated, purposeful activity in which speaker engage as member of their culture”. The specification of genres to be taught in language teaching is based on the classification used by many systematic functional linguist, especially in applications to classroom teaching of English (e.g. Derewianka, 1990; Butt et. al., 2001). In genre base approach, there many kinds of text that used to teaching learning process. For example : Descriptive text, Narative Text, Recount text, Discussion text and so forth.

Descriptive text is a text that gives a description on the character or condition of an object, such as people or things. The purpose of descriptive text is provides specific exposure. In the descriptive text contains the identification and description, and the language used is simple present tense. So, when the learners make a descriptive text, it must be expressed in the simple present tense. The learners can use this text to imagine their self, their friend or their favourite things.

Remembering that English is different structurally and lexically with lerner’s native language, therefore, the learners sometimes tend to make errors in their writing. Their problems are different, sometimes they make errors in term of vocabulary, structure, etc. In line with vocabulary, the learners usually have difficulty in writing the vocabulary, sometimes they are missing the letter and choosing the right words for the appropriate situation. In line with structure, the learners usually have difficulty in constructing the sentence, because the Indonesia sentences are different with English sentences construction.

In SMP N 2 Gatak Sukoharjo, English is the difficult subject in teaching learning process. Many of the students of SMP N 2 Gatak have the difficulties to understanding the material. Actually English is the new language for the students, so they have troubles in learning English. Sometimes the did not understand the material, but sometimes they forget about the material that have learned. So, it can caused the erroneous on the students learning process.
English is one of the subjects taught in SMP N 2 Gatak. For students, English is a new language they had to learn from scratch, and most of them assume that this language is very difficult. So students often make mistakes, especially in writing, for examples:

(1) She is was born in Sukoharjo, June 24th 1981.
(2) She live in karanglo, wironangan, gatak, sukoharjo.

In the first sentence, the student use double to be on the sentence, the students assume that was born is one constituent. The correct sentence is “she was born in sukoharjo, June 24th 1981”. In the second sentence, the student forgot to add necessary element in their writing. This sentence has omission “s” in the end of word “live” because the subject is third person singular. The correct sentence is “she lives in Karanglo, Wironangan, Gatak, Kartasura”.

By the phenomenon above, the teacher needs errors, because it can help the teacher to explain to the student how to make a good sentence by corrected the wrong sentences. Teacher can decrease student’s errors by using some ways like the explanation before, such as practice for writing and so forth. So, it is really interesting to do this research in that school, because it can give benefit to decrease students’ error by knowing the cause of learners’ error and it can help the teacher to prepare the students in facing English test in order to reduce the error.

Based on the phenomena above, the writer conducts a research with the title “Interlanguage Errors in Writing Descriptive Text Made by Junior High School Students of SMP N 2 Gatak Sukoharjo in 2014/2015 Academic Year”

B. Limitation of the Study

This study is focused on Interlanguage Errors in Descriptive Text Made by Students of SMP N 2 Gatak Sukoharjo emphasize on grammar and vocabulary of the errors on the levels surface. To carry out the study, the researcher needs to
limit the study in order to make it easier in analyzing written production made by students.

In this research, the Subject of limitation is 47 students of eight grade students of SMP N 2 Gatak, Sukoharjo. While, the object of limitation is 300 errors sentences based on 47 Descriptive texts as written production made by eight grade students of SMP N 2 Gatak, Sukoharjo. Related to the analysis of discourse errors, the writer limits on coherence and text structure.

The data are analyzed by using error analysis theory based on surface strategy taxonomy and linguistic category taxonomy by Carl James (1998).

C. Problem Statement

Based on the background of the study, the researcher formulates the problem statement as follow: What errors made by eight grade student of SMP N Gatak Sukoharjo in their writing text?

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

1. What are the types of morphological 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 dominant of errors made by the student?
6. What are the sources of errors made by the student?

D. Objective of the Study

Based on the problem statements, the objectives of the study are:

1. To describe the errors made by the eight grade student of SMP N 2 Gatak Sukoharjo in writing descriptive text.
2. To describe the morphological errors made by the student?
3. To describe the syntactical errors made by the student?
4. To describe the discourse errors made by the student?
5. To describe the frequency of each type of errors made.
6. To explain the dominant type of errors.
7. To explain the sources of errors.

E. Significance of the Study

There some expected benefits that could be acquired from this study. Such benefits as following can be precived:

1. Theoretical significance
   This study can gives contribution as input in English teaching learning process, especially in understanding interlanguage errors. The result of this study is to add the knowledge and become references about how to identify errors that made by the student.

2. Practical significance
   a. For the writer
      It can helps to get larger knowledge in understanding the sentences and to identify the sentence. So, when the writer becomes a teacher, he can gives good sample, explanation of the sentences and corrected the sentences that made by the student.
   b. For the reader
      They will get enlargement of information and knowledge in understanding the errors on the sentences. It will be used for the reference and comparison for them on doing their research, actually on interlanguage errors.

F. Research Paper Organization

The writer divides the research paper into five chapters to make it easier to understand. Those chapters 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 deals with 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.