

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is taught both in Junior High School and Senior High School. Although English is not the new thing for Junior High School's students, in fact they still face many difficulties in mastering English because English is not the Indonesian native language.

In learning English, the students found the problem about the first language (L1) and the second language (L2). It indicated that there are the differences between Indonesian grammar and English grammar phonetically and morphologically. Those conditions can cause problem that bring an error as the result of the influences of the student's mother tongue or native language.

The learners who want to use foreign language always fear of making errors and mistakes, especially the learner who wants to increase the ability of writing skill in target language. The learner usually makes error, because error is natural and will occur frequently. (James, 1998:1) says that "Error analysis is the process to determining the incidence, nature causes and consequences of unsuccessful language".

Fauziati (2009: 144) states that errors can be described using different kinds of taxonomy, namely, linguistic category, surface strategy, comparative taxonomy, and communicative effect. The researcher intends to analyze the error

using linguistic category and surface strategy taxonomy. According to Dulay *et al.* (1982) James (1998: 104) the linguistic category carries out specification of errors in terms of linguistic categories, in terms where the error is located in the overall system of the TL based on the linguistic item which is affected by the error. Whereas, James (1998: 106) states that surface strategy taxonomy is based on the ways in which the learner's erroneous version is different from the presumed target version.

Under this category, errors can be classified into five types: omission, addition, misformation, and misordering (James 1998: 106-112). Omission is characterized by the absence of an item that must appear in a well-formed utterance. Addition is characterized by the presence of an item, which should otherwise not appear in a well-formed utterance. Misformation is characterized by the use of the wrong form of a structure or morpheme. Misordering is characterized by incorrect placement of a morpheme or a group of morphemes in an utterance.

Learning English for Indonesian learners is still difficult for grammatical rules. It is known that grammar is very important for them when they would get start to build a writing skill in English, likewise teaching English in SMP Muhammadiyah 2 Masaran. One of the skills being taught mostly in SMP Muhammadiyah 2 Masaran is writing skill.

In the teaching learning process in SMP Muhammadiyah 2 Masaran, the student identified first then, listen the teacher explains and giving 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 are made by the students.

Writing English is not an easy skill, especially for the eighth grade students of Junior High School. They can't write the sentences well. This phenomenon is not rare, because it is usually. And error is something repetition that will occur frequently. This phenomenon happens to the eighth grade students of SMP Muhammadiyah 2 Masaran. They still need knowledge about English even though they have studied English especially in writing sentence correctly. The students still construct English sentences by using Indonesian rules, for example :

**We* is my good friend

*Hanun is *girl* beautiful

*they *has* a ball

From the example of the first sentence above, the students do not write the necessary elements in their writing construction. This sentence has misselection of *pronoun* (*we*). The correct sentence is "She is my good friend". In the second sentence, the students misorder the word *girl* and *beautiful*. The correct sentence should be : Hanun is beautiful girl . In the third sentence, the student uses *has* as the verb. Actually the subject "They" uses *have* as the verb. The correct sentence is "They have a ball".

From the phenomenon above error is a serious problem in learning English, especially in writing skill. Sattayatham and Ratanapinyowong (2008:22), stated that error 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 learn 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 Eighth Grade Students of SMP muhammadiyah 2 Masaran in 2014/2015 Academic Year.*

B. Limitation of the Study

This study is focused on the eighth grade students of SMP Muhammadiyah 2 Masaran in writing descriptive text and emphasizes 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 follows :

- What errors are made by eighth grade student of SMP Muhammadiyah 2 Masaran in their writing descriptive text ?

Based on the research background, the writer formultes the problem statement as follows :

- a. What type of lexical errors are made by the student in writing descriptive text ?
- b. What type of syntactical errors are made by the student in writing descriptive text ?
- c. What type of discourse errors are made by the student in writing descriptive text ?
- d. How is the frequency of each errors are made by the students in writing descriptive text?
- e. What are the most dominant errors that occur in the students' writing descriptive text ?
- f. What are the sources of error made by the eighth grade students of SMP Muhammadiyah 2 Masaran in their writing descriptive text?

D. Objective of the Study

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

- a. To identify the types of lexical errors made by the student in writing descriptive text.
- b. To identify the types of syntactical errors made by the student in writing descriptive text.
- c. To identify the types of discourse errors made by the student in writing descriptive text.
- d. To describe the frequency of each error made by students in writing descriptive text?

- e. To identify the dominant errors that occurs in the students' descriptive text.
- f. To identify the source of error made by the tenth grade students of SMP Muhammadiyah 2 Masaran in writing descriptive text.

E. Significance of the Study

There are some expected significance that could be acquired from this study.

- a. Theoretical Significance
 - 1) This research is hopefully to be contributed to the study of Applied Linguistics, especially in the fields of error analysis.
 - 2) This research can add information to the lecturer about the error analysis, especially in type of error and the source of error.
- b. Practical Significance
 - 1) This research can give the teacher additional information in the error analysis that happen to the student and hopefully it can help the teacher to find the solution in correcting the error.
 - 2) This research can help the other researcher to get some informations about error analysis, especially when they want to conduct the research further about error analysis.

F. Research Paper Organization

In this research the writer constructs the research paper into five chapters.

Chapter I is introduction, which consist of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature that consist of the notion of an error analysis, pedagogical purpose of error analysis, the differences between error and mistake, the classification of error, the source of errors, the notion of the text, and descriptive text.

Chapter III is research method which consist 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 dicussion where the writer describes types of error, the frequency of error, domminant frequency of error, the sources od error, and disussion finding.

Chapter V is consclusion, pedagogical implication, and suggestion that concerns with the consclusion of the research finding drawn by the writer.