CHAPTER I

INTRODUCTION

A. Background of the Study

Language is what native speakers say, not someone thinks they ought to say. Wardaugh (1997: 3) in Srijono (2001: 4) stated that "language is system of arbitrary vocal symbols used for human communication." Someone learning a language must be mastering the language and learning rules by which elements are combined since. Fauziati (2009: 24) said that "language is viewed as a system of structurally related elements for the encoding of meaning; the elements are phonemes, morphemes, word and sentences".

The students in Indonesia not only learn Indonesian langauge, they learn foreign language as well especially English. The students should learn English because it is an essential international language. The language is learned especially for its function of communiction. The communication ability has been realized into four skills i.e. listening, speaking, reading and writing. It is generally agreed that writing is the most difficult skill to be mastered for foreign language learners. Students often have difficulties in transferring idea from their native language (i.e. Indonesian) into the target language (i.e. English).

Some students may be good at other languages skills, but many of them are not able to write well. It is generally true that the students of junior high school especially eight grades students get difficulty in writing English. Some of them still write English text based on the Indonesian grammatical rules. Besides that, the students still have low mastery in vocabulary. The ability to proceed vocabulary into sentences or English text is the first point to learn writing English for the students in junior high school. However, the grammar capabilities still need improvement over time. The students get the influence of Indonesian grammar when they write in English. In addition, their understanding on English grammar is not sufficient to enable them build the sentences.

SMP Muhammadiyah 1 Kartasura is an Islamic junior high school located in Kartasura Central Java, Indonesia. At this school, students learn both general subject and religious subject. Foreign languages are also learned at this school, particularly English and Arabic. In addition to subjects learned in classes, in this school there are many programs of extracurricular, and the curriculum used by the school is curriculum 2006.

One of materials in teaching English at SMP Muhammadiyah 1 Kartasura is writing text, based on curriculum 2006. Texts are learned based on their genres. Such as descriptive text, report text, recount text, procedure text and so forth. The purpose of learning text genres and writing them are students can understand about kinds of English text and the students can practice their ability in writing skill especially by building good sentences.

Nevertheless, the teaching of writing English still has many problems. Many students still make error in the case of writing text. Students of SMP Muhammadiyah 1 Kartasura eighth class get difficulty in transferring idea from their native language (i.e. Indonesian) into the target language (i.e. English). The difference of grammar between L1 and L2 leads to the common error in texts written by eighth grade student of SMP Muhammadiyah 1 Kartasura. The followings are examples of written text made by students of eighth grade in SMP Muhammadiyah 1 Kartasura.

(1) * I have a <u>ungu</u> bag.

(2) * Television in my room square <u>sharped.</u>

(3) * There <u>are</u> also a circle red wall clock.

(4) * I going to the bedroom.

In the first sentence from the example above, instead of using an English word the student uses Indonesian word. The word "ungu" is Indonesian word; the correct word in the sentence is "purple". The second sentence has incorrect spelling on the word "sharped", which should be "shaped". In the third sentence has misselection of to be, the correct sentence should be added to be "is". The fourth sentence has the omission of to be, the correct sentence should have the addition of "am".

The correct sentences are:

(1) I have a purple bag.

(2) Television in my room is square shaped.

(3) There is also a circle red wall clock.

(4) I am going to the bedroom.

Error analysis is the process of determining the incidence, nature, cause and consequences of unsuccessful language (James, 1998: 1). The primarily focus of Error Analysis is the learner errors. Leaner errors are "windows into the language learner's mind" (Saville Troike, 2006: 39). Error analysis is used in the error text for learning English process. Errors can be described using different kinds of taxonomy, namely linguistic category, surface category, comparative taxonomy, and communicative effect. One of purposes of conducting error analysis is "to identity the principles which should guide effective error correction" (James, 1998: 235). Error analysis proponents believe that error analysis is able to help the teachers to devise remedial lessons and exercise, that is, error corrections or treatments which can help learners better learn the target language so that they can develop their interlanguages system. Teachers correct learners' error so that they can learn proper pronunciation, spelling, grammar, diction, etc. Therefore, in second language classrooms, error correction or error treatments is quite common or natural part of the learning process. Error treatment gives significant and to help the learners' interlanguage development. Error analysis has a practical aspect in the function in guiding; it is called remedial teaching.

The function of analysis on students' error is guiding the remedial action that must be taken for correction. Remedial teaching investigates why the error emerges and how to treat it. The relation of remedial teaching with descriptive text material is when the teacher gives feedback to the students; it has relation for detected fault by students in writing descriptive text. Corder (1981: 45) stated that

> In general, remedial teaching becomes necessary when the learners
> detect a mistake or disparity between the knowledge, skill or ability
> of someone and the demands that are made by him on the situation he
> finds himself in this general definition is true of all fields of human

activity, not just language teaching and learning. It could almost serve as a definition of any learning situation.

Remedial teaching has its own characteristic which is different from the regular teaching. These characters are the class environment, goal decision, and evaluating way. The targets of remedial teaching are the ability to identify students faulty, the ability to help the students to arrange the way of correction, the ability of realization in solving the weakness of faulty.

Based on the phenomenon above, the researcher is interested in conducting a research related to error analysis entitled ERRORS IN WRITING DESCRIPTIVE TEXT MADE BY THE 8th GRADE STUDENTS OF SMP MUHAMMADIYAH 1 KARTASURA IN 2015/2016 ACADEMIC YEAR.

B. Limitation of the Study

In this research, the researcher focus on eighth grade students of SMP Muhammadiyah 1 Kartasura in 2015/2016 academic year. The object of this study is the student's product of writing descriptive text and emphasizes on grammar and vocabulary of the error. 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 statement mentioned in the background of the study the writer formulates the problem statement as follow:

What errors are made by the eighth grade students of SMP Muhammadiyah 1 Kartasura in their writing descriptive text?

The subsidiary research questions are:

1. What are morphological errors made by the students?
2. What types of syntactical errors are made by the students?
3. What types of discourse errors are made by the students?
4. What is the frequency of each type of errors?
5. What is the most dominant error occured?
6. What are the sources of the errors?

D. Objective of the Study

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

1. To describe the errors made by the eighth grade students of SMP Muhammadiyah 1 Kartasura in their writing Descriptive text.
2. To identify the types morphological errors.
3. To identify the types of syntactical errors.
4. To identify the types of discourse errors.
5. To know the frequency of each type of errors.
6. To identify the dominant error that occurs.
7. To identify the source of errors.

E. Benefit of the Study

1. Theoretical Benefit

   The result of the research can be used by other researchers as reference for their research. The result of the research will enrich the application of error analysis theory in Applied Linguistic, particularly in language teaching.

2. Practical Benefit

a. For eighth grade students

   Students will learn the mistakes and common errors so that they are aware of the error in their learning especially in writing descriptive text.

b. English Teacher

   The teacher will learn the errors in writing made by student and learn how to improve student's writing skills.

c. Other researcher

   The study will give information to other researchers who want to conduct similar study related to error analysis.

F. Research Paper Organization

   The organization of the research paper is given in order to make the readers understand the content of the paper clearly as follow:

Chapter I is introduction, which consists of the background of the study, limitation of the study problem statement, objective of the study, the benefits of the study, and the organization of the paper.

Chapters II are previous study and underlying theory that relates to theoretical review. It 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 remedial teaching, the notion of the text, types of the text, and descriptive text.

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

Chapter IV is research result. In this part, the writer presents the data analysis and the discussion of research findings.

Chapter V is conclusion and suggestion.