

CHAPTER 1

INTRODUCTION

A. Background of Study

English as one of important language in the world is widely studied and used as tool of communication among people. It is communicated in oral and written. It is functioned to express some information, thought, feeling and develop any kind of science, technology and culture. That is why people in order to communicate each other and to help them to get information and knowledge.

In Indonesia English is considered as one of foreign language and becomes compulsory subjected which is learned by the student from the junior high school up to university level. Therefore it is necessary for students to improve their English to be better. There are many reasons why students need to be good and to be fluent in English, any other are to continue their studies at university and to have a successful career in the future.

In learning English, there are four basic language skills; listening, speaking, reading and writing. One of the language skills, writing is considered as the most difficult skill, especially for students in any level of English because to make a good writing, the learners should study to write extensively and they have to master some features that support those skills.

Teaching writing is different from teaching other language skills, because writing is a way of thinking process. As the students which develop their writing skill, their need some integrated abilities to make their writing correctly, such as structure, vocabulary, spelling, phonetic and meaning. As Harmer stated about teaching writing “When teaching writing, therefore, there are special considerations to be taken into account which include the organizing of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse”. That means that students should have

competence to develop the word into sentences, and into paragraph. Therefore, the ideas that will be written, can be written in organize.

In fact, there are only a few students who can write as well as their speak. They face some problems in writing. Meanwhile, writing is considered as one way for the students to express their ideas. Yet, there many students who still confused how to express their ideas in writing because they probably lack of knowledge about writing correctly. Even they have idea; they confuse how to develop the idea in the correct one. They sometimes use the wrong diction in sentences or paragraph. Meanwhile, when the writer starts to write, they should have competence in word order, diction and develop the idea into good paragraph.

The success on learning especially writing skill is determined by some factors, those factors came from the intrinsic and extrinsic aspects. The intrinsic aspects are from the inside of the student themselves such as motivation; physical conditions the teacher, and success. Another factors is from aspects namely from the outside affect of the students learning process affect such as educational background, economic background, society and culture.

In the teaching learning process, teacher always explain and gives example about the narrative text, recount text, descriptive text, etc. One of the curriculums in SMP Muhammadiyah 5 Surakarta is about descriptive text, so the teachers also teach descriptive text as their responsibility. All of teachers have purposed to make the students understand about 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 seventh grade students in Junior High School. The students still find difficulties in writing English and they can't yet to write the sentences well. This phenomenon happens to the seventh grade students of SMP Muhammadiyah 5 Surakarta. They are still

need knowledge about English even though they have studied English. The students still construct English sentences by using Indonesian rules, for example:

- 1) *Hanif is *boy handsome*
- 2) *Brother *me* is *person smart*
- 3) *She *have* a beautiful cat
- 4) **like* eating chocolate
- 5) *mother *I* go *market*

From the example of the first sentence above, the students make error in their sentence, and they disorder in word *boy* and *handsome*. In the second sentences, the student uses *me* as the subject pronouns, actually *me* is the object pronoun. And they disorder in word *person* and *smart*. In the third sentence, the student uses *have* as the verb, but actually subject “she” must to use “has” to be the verb. In the forth sentences, the students do not write the necessary elements in their writing construction. This sentence has omission *subject* (plural) in the example of the sentence before. And the last example of the sentence, the student uses *I* as the object pronouns, actually *I* is the subject pronoun and uses “to” after “go”.

Then, the correct sentences are:

1. Hanif is a handsome boy
2. My brother is a smart person
3. She has a beautiful cat
4. I Like *eating chocolate*
5. My mother go to market

From the phenomena above error become 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.

In the views of error analysis, the researcher uses it to find out the written English errors of seventh grade students of SMP Muhammadiyah 5 Surakarta. The writer hopes this research can offer solutions to minimize the errors because he thinks that it is very important for teachers to explain their students how to deal writing and mastering it analyze the errors they commit in their writing.

Remedial teaching is a form of learning to remedy, treat, and fix the students which have some problem on their learning to be better. Every student has different difficulties on their learning English. So, the teacher should give different treatment for every student's. That does not work on general teaching, but we can do on remedial teaching. The students should use the remedial teaching to fix their problem on the teaching learning process and increase their ability in English competence. This is the student's way to get an optimal score. The teacher should do the remedial teaching for the students which have some problem especially in their writing composition descriptive text by an Error analysis. The remedial teaching can be held as bellow:

- The teachers should use Error analysis to know the most error source and typemade by the students. Using Error Analysis they know which problems faced by theStudents. The teachers select which student's will get a remedial teaching.
- The teachers provide methods to treat the problem faced by the students. After understanding the problem, the teachers should analyze and provides some methods to treat the problem.
 - The teachers hold remedial teaching. This is a main step of the remedial teaching. The teachers hold remedial teaching according the rule.
 - The teachers evaluate the result of the remedial teaching.
 - The teachers compared the result of the remedial teaching and the result of general teaching learning process. The result shows that the students fail or success on remedial teaching

Remedial teaching is also the important thing to reach an optimal result of learning English for the unsuccessful students on their general test. The teacher should clearly understand an Error analysis to conduct remedial teaching. Error

analysis is an important thing to analyze the problem faced by the students on their writing composition of descriptive text.

From the phenomena above, the writer would like to make a research in order to solve the problems, so the title of this research is **The Errors Analysis on Writing Descriptive Text Made by Students of 7th Grade of SMP Muhammadiyah 5 Surakarta in 2015/2016 Academic Year.**

B. Limitation of the Study

In this research, the writer limits the study in analyzing kind of errors made by the students on descriptive writing. This study was focused on seventh grade students of SMP Muhammadiyah 5 Surakarta 2015/2016 academic year.

C. Problem Statements

Based on the background of study, the researcher formulates the problem statement and subsidiary research questions as follow:

1. What are types of lexical errors made by the students?
2. What are types of syntactical errors made by the students?
3. What are types of discourse errors made by the students?
4. What is the frequency of each type of errors?
5. What is the dominant of errors? And,
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 know the dominant of errors, and
6. to identify the source of error.

E. Significance of the Study

The benefit of study decided into two:

1. Theoretical Significance

This study contributes to the science of applied linguistic especially English Language teaching, especially about Error Analysis.

2. Practical Significance

a. For Teachers

- to develop effective, efficient in writing which can involve the students being active in English learning process.
- to improve the result teaching and learning process.
- to assist in designing scientific paper which is be evaluation of getting support in the teacher.

b. For Students

- to learning students' error in their writing of the sentence, so the students can write in the correct sentence of descriptive text.
- to build students' to be a good writing.
- to improve the students' writing competence and their achievement in learning English.

c. For school

Through the learning method in the error analysis of descriptive text for Seventh Grade Students of SMP Muhammadiyah5 Surakartain 2015-2016 Academic Year.

F. Research Paper Organization

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

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

Chapter II are review of related literature that relates to previous study and underlying theory that consists of the notion of an error analysis (Significant of error analysis, Algorithm of error analysis, Source of error, error and mistake, remedial teaching), the classification of error (Linguistic category, Surface taxonomy, Comparative taxonomy, communicative effect taxonomy), and English text (notion of the text, types of the text, and descriptive text).

Chapter III is research method which consists 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 discussion where the writer describes types of error, the frequency of error, dominant frequency of error, the sources of error, the proposed remedial teaching for the students and discussion of finding.

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