CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is one of the crucial parts in the process of relationship, because the people uses of language to communication. In this globalization era, English is an important language because it is international language. Moreover, English language is used in many aspects such as social, economic, political, culture, and education. Actually, English language is used not only in oral communication, but also it uses in newspaper, magazine, and technological such as scientific book. So, this is one of reasons that we have to study English language. In Indonesia, English language as foreign language and the government inserted English language in educational curriculum of the school. The government also releases policy to improve the quality of teaching English process.

English language has four language skills namely: listening, speaking, reading, and writing skill. Writing is one of the language skills and it has always occupied a place in English language lesson. Writing has important role in language learning, because it helps the students to express their ideas clearly in written form. Writing is one of the acts of writing something by hand. According to Richard & Renandya (in Fauziati, 2010: 45), Writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text. The main purpose of the learner's writing activity is to catch grammar, spelling, and punctuation error, Leki (in Fauziati, 2010: 46).

The junior high school enables the students to master some types of English text. There are thirteen types of English text namely descriptive, narrative, recount, report, explanation, procedure, anecdote, spoof, hortatory, news item, review, and analytic. The English teacher uses several types of English text based on the syllabus is used in teaching English process. One of

the types of text is descriptive text. The descriptive text is a text to describe a particular place, person, animal, or other detail. There are three elements of descriptive text namely social function, generic structure, and language feature. The teacher uses descriptive text in teaching English process to help the student express their idea in written form. In addition, the student feels difficult to transfer their idea from their native language (i.e. Indonesian language) into the target language (i.e. English language). Writing is not easy for eighth grade students, so it is natural for everyone to make error.

Error is a part of learning. According to Saville-Troike (in Fauziati, 2009: 135), error analysis is the first approach to the study of second language acquisition which includes an internal focus on learners' creative ability to construct language. Errors are typically produced by the learners who do not yet fully command some institutionalized language system; they arise due to the imperfect competence in the target language. It means that the learners have something developing in their process of construct language, then for the teacher, they can obtain feedback of the problem faced by their students in study language.

The researcher conducts the research paper about an error analysis on writing descriptive text by eighth grade students of SMP N 3 Kartasura in 2015/2016 academic year. There are three examples of error in the students' writing are follows:

(1)*She my mother

(2)*We classmate

(3)*I 'am student

Based on the example of error above, the first sentence is error of omission. The form of this sentence is simple present tense, the subject is "she" but in this sentence the student omits of predicate "is". So, the sentence "she my mother" should be written "she is my mother". The second sentence is error of omission. The form of the sentence is simple present tense, the subject is "we", but in this sentence the student omits of predicate "are". The sentence "we classmate" should be written "we are classmate". The third

sentence is error of omission, because the sentence is not using article to sign singular form. The sentence "I 'am student" should be written "I 'am a student". The correct sentences of three examples of error above are follows:

(1)*She my mother

(2)*We are classmate

(3)* I' am a student

An error analysis has an important role to present what kinds of error in students' writing most do. So, the students can learn from the error made by student themselves and they will not make same error repeatedly. There are two reasons to focusing in error analysis. Firstly, it is useful for the teacher to know what type of the learners' error. Second, it is possible that when the student makes error, actually it helps them to learn how to correct their error by themselves.

An error analysis is also useful in teaching writing process, because the student will get the feedback and evaluation in their writing. The teacher helps the student to correct the students' error in order to make the student improve their grammar and context expression in writing process.

In this research, the researcher analyses the error found in descriptive text made by eighth grade students of SMP N 3 Kartasura in 2015/2016 academic year. The researcher hopes that this research can offer solutions to minimize the error made by the student. Actually, for the English teacher, they have to explain the students' error and then help the student to be master in writing skill. Based on the phenomena above, the researcher conducts a study entitled **AN ERROR ANALYSIS ON WRITING DESCRIPTIVE TEXT MADE BY THE EIGHT GRADE STUDENTS OF SMP N 3 KARTASURA IN 2015/2016 ACADEMIC YEAR.**

B. **Limitation of the Study**

The researcher tries to limit the discussion of this study in error analysis on writing descriptive text by eighth grade students of SMP N 3 Kartasura in 2015/2016 academic year, because the researcher hopes that this research

more focus with this limitation. The researcher conducts this research, because the researcher feels interest to analyse the error found in descriptive text made by students. The researcher wants to know the type of error made by the student and also to know their problem faced in writing process. Furthermore, at SMP N 3 Kartasura no one has research about an error analysis on writing descriptive text. The researcher analyses descriptive text made by eighth grade student class A, B, C, D, E, F, G, and H.

C. Problem Statement

The researcher takes the problems of the research related to the error on writing descriptive text by eighth grade students of SMP N 3 Kartasura in 2015/2016 academic year. The problems statements of this study are follows:

1. What are the types of Morphological error?
2. What are the types of syntactical error?
3. What are the types of discourse error?
4. What is the frequency of type of error?
5. What are the sources of error?

D. Objective of the Study

Based on the problems of the study, the researcher has following objectives as the main target to gain in this research paper. The objectives of this study are follows:

1. To describe the types of morphological error written by eighth grade students of SMP N 3 Kartasura,
2. To describe the types of syntactical error written by eighth grade students of SMP N 3 Kartasura,
3. To describe the types of discourse error written by eighth grade students of SMP N 3 Kartasura,
4. To describe the frequency of types of error written by eighth grade students of SMP N 3 Kartasura, and
5. To explain the sources of error written by eighth grade students of SMP N 3 Kartasura.

E. Significance of the Study

This research is carry out in order to give contribution as follows practically and theoretically especially about an error analysis on writing descriptive text.

1. Practical Significance

There are three practical significance of this study, for the students, for the English teacher, and for other researcher. The researcher presents the practical significance of this study as follow:

a. Students of SMP N 3 Kartasura

The researcher hopes that this study can give the feedback and evaluation for the students of SMP N 3 Kartasura.

b. English Teacher

The researcher hopes that this study gives input to the English teacher to solve the problem in teaching writing process. This study might be an expected to provide some benefits for them in their teaching writing process in order to notice whether in which part of writing a text that the students tend to make error.

c. Other Researcher

The researcher hopes that the result of this study to be good reference for other researcher who conducts same object or subject of the study with different perspective, especially about an error analysis of descriptive text.

2. Theoretical Significance

The researcher hopes that the result of this study is expected to enrich the literature in teaching English language in writing descriptive text.

F. Research Paper Organization

Chapter I is introduction that discusses background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. It consists of two crucial parts there are previous study, error analysis, and English text. In the theory of error analysis that discuss about significance of error analysis, algorithm for conducting error analysis, error and mistake, classification of error, source of error.

Chapter III is research method. It presents about the types of the study, subject and object of the study, data and data source, method of collecting data, data validity, and technique for analysing data.

Chapter IV are research finding and discussion, which elaborates to description of SMP N 3 Kartasura, research finding, and discussion.

Chapter IV are conclusion, pedagogical implication, and suggestion that draws of conclusion of the researcher, pedagogical implication, and suggestion for the English teacher, students, and other researcher.