

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, research questions, research purposes, scope of the study, and the significance of the study.

### 1.1. Background of the Study

In English learning and teaching, there are four skills must be comprehend by students. They are consist of speaking, listening, reading, and writing skills. According to Sholahudin (2013, p. 13) states that these four skills are related to each other, listening skill of someone will influence their speaking, and reading skill will support someone's writing. One of the most difficult skills in English is writing skill. In wiritng skills, students must increase their vocabulary, knowledge of grammar and develops their understanding of how things are expressed and how well students' message is understood in the written form.

Writing is a process for finding ideas and arranging those ideas into statements and paragraphs. Writing involves some language components such as spelling, grammar, vocabulary, and punctuation. According to Pranoto (2004, p. 9) in Zhaminang (2013) stated: "writing is to say that he thoughts into written form or tell something to another through writing". Writing is how to express our ideas. Therefore, when through the process of writing we can communicated indirectly.

In writing, there are some types of English text such as recount, narrative, procedure and descriptive. In the competency-based curriculum 2013, one of the types is descriptive text. It is being taught in seventh grade of junior high school. So, the students have to mastered how to write a good descriptive text in English. Djuharie (2009, p. 153) stated that descriptive text

is a type of text that aims to describe a person, a thing, a place, and an animal specifically. Based on the researcher's experienced, students usually make errors when they are writing descriptive text, particularly in their vocabulary and grammar. For example, when the students want to explain or describes something because they did not know so one of the factors here is their vocabulary is still limited. Moreover, most of the student still lack understanding when they are trying to good writing.

Talk about difficulties, most of the student feels that they have difficulties and make mistakes especially when they are writing because they need to focus on avoiding being wrong. In the process of language learning, learners will have more problems and face great difficulties when they learn a foreign language (Brown, 1980 p. 41). In learning a foreign language, language learner needs to pay great attention to the language structures and sound because of it usually different from their first language. For example, it might be in their pronunciation, vocabulary, grammar and other aspects of language, and of course, this problem will cause the errors, it sometimes happens due to the interference from mother tongue (Wilkins 1980, p. 197).

When students write, sometimes they make an error. As pointed out by Brown (2001, P. 165) "error refers to those idiosyncrasies of the system within which a learner is operating at the time." In addition, in writing there are many errors such as tenses, prepositions, and weak vocabularies are the most common and frequent type of errors that have to faced by learners.

From the statement above, it can be concluded that it is important to analyse errors, because we can find out the error and fix it in order to prevent future errors again. In order to understand the nature of errors, first of first the learners are able to recognize errors, which means that the learners are able to explain the rules and correct the errors. However, the process of finding the errors can not be instantly. There must be following a step by step to avoid an error. It also supported by the other researcher, she stated that "by making errors, the learners

will build their new knowledge to use the target language, and make errors during studying the second language” (Mei Lin Ho, Caroline. 2011 p. 1).

There are no students did not make the fault in their writing, most of student certain made an error when they are writing especially related to the structure in grammatical problems. It means that grammar is one of considering aspects in assessing writing and it has an important role in writing. The statement is supported by O.Kalend (2006) “having a good grammar system of a language, learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers, a language without grammar would be organized and causes some communicative problems.” Therefore, the students have to know all of the structure of the grammar in order to minimize their errors in the future.

The study of error analysis is not a new topic. There are many studies about error analysis which have been published, especially in students’ writing. The first one by Saadiyah Darus (2009). The result shows shows that six most common errors that students made were in Singular/Plural form (13,3%), Verb Tense (11,2%), Word Choice (10,5%), Preposition (9,3%), Subject-Verb Agreement (7%) and Word Order (7%). The second one by Sarfaz (2011) whose study aims to examine the errors of 50 undergraduate students English essays of FAST Nation University in Pakistan. The results shows that 61 out of 76 errors which were identified from the essays resulted from learners’ Interlanguage process (46,36%) and 15 errors were those which resulted from L1 interference (11,4%). The third one by Supiani (2018) whose study used to describe students’ substance errors especially the use of punctuation in writing descriptive texts. The researcher classifies them as (1) Punctuation Errors (Where the students make errors in using period and comma); (2) Omission (where students omit punctuation marks such as period, comma, apostrophes). In concluding, the students made a total of 45 errors. The most dominant errors of punctuation marks that is 37, 77% for omitting the comma. 31, 11%

is errors using the comma. 20% is error using for the period. 6, 66% is omitting period. 4, 44% is omitting apostrophe.

According to the previous studies above showed that students did not understand how to apply the correct grammatical rules in descriptive writing especially in the level of word and sentences. Therefore, the researcher wants to find out kind of grammatical errors made by students more deeply by conducting research which hopefully can help the students to know their weaknesses, especially in grammatical errors. In conclusion, grammatical errors in the sentences and word become the focus of the researcher in conducting this research.

Following the statement above, in this study, the researcher only focuses on grammatical problems found in the students' descriptive writing at the seventh grade of SMP Negeri 3 Jakarta. In the teaching-learning process at SMPN 3 Jakarta, the teacher taught and gave an example of the descriptive text and English Lesson of seventh grade in SMPN 3 Jakarta. Therefore, the teacher has purposed to make the students 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 made by the students. Based on the explanation, the researcher limited the discussion on the title "Grammatical Errors in Students' Descriptive Writing Text at the Seventh Grade of SMP Negeri 3 Jakarta".

## **1.2. Research Question**

By referring to the background of the study, the researcher presents following research question:

1. What kind of grammatical errors commonly made by the seventh-grade students of SMPN 3 Jakarta in descriptive writing?

### **1.3. Purpose of the Study**

Based on the identification of the background above, the problems that the researcher wants to find out in this study can be as follows:

1. To find out the grammatical error made by the students in writing descriptive text.

### **1.4. Scope of the Study**

This study focuses on the analysing grammatical errors in students' descriptive writing. This study only focuses on grammatical errors based on sentences level and words level.

### **1.5. Significance of the Study**

This study is expected to give more information only focuses on the errors in students' descriptive writing of the seventh-grade students of SMPN 3 Jakarta. This study also gives beneficial information to the teacher how to minimize the students' errors in their descriptive writing. For the next researcher, this study expected to give further information to develop same other research areas.