

CHAPTER I

INTRODUCTION

This chapter explains such things, namely background of the study, statements of the problem, purposes of the study, scope of the study, significances of the study, and definition key terms.

1.1 Background of the Study

In this globalization era, language is a tool that is very important to be used to communicate each other, especially for English. This language can make communication and interaction among people run easier so people need to learn English, especially for students. In educational activity, English is a foreign language subject that is required to be learned at the school starting from elementary school to university in Indonesia. The goal of teaching English in Indonesian schools is to develop the students' English ability. The success in learning English can be reached through listening, speaking, reading and also writing.

One of English skills is writing, in which students can express their idea and their opinion through writing. Writing is one of the complex things in learning English because the learners need to have a good English grammar, particularly about the differences between the native language rules of the learners and the rules of the target language being learned by the learners. According to Ren, et al. (2009), in learning English, one of the important skills that the learners need to learn is writing because writing is the most effective way to indicate that they have a good proficiency in English based on their ability and difficultness in writing. Thus, another expert, Tan (2007), states that writing is one of the difficult things in learning English because the learners need to have comprehensive understanding, cognitive analysis and linguistics synthesis to the language rules for the purpose of being able to express their ideas, emotion and messages to the readers.

Through writing activity, the students can develop their thinking capacity, and their ability in English such as grammar and vocabulary. Raimes (1983) states, there are some functions of writing: to communicate with a reader, to express ideas without pressure a face to face communication, to explore a subject, to record experience and to become familiar with the conventions of written English discourse (a text). So, it's very useful to have a good knowledge in writing in our lives because we can communicate and express ideas with a reader through writing. If we have something, feelings, or ideas in our mind, we can express them through writing.

In writing a descriptive text, the difficult things that the students have are developing idea and organizing ideas including putting words into sentences and paragraphs using grammar, vocabulary and mechanics (Yoandita, 2019). In producing a writing text, the students frequently make some errors whether they are lack of knowledge or carefulness. The good structures of sentences are very important in producing a text. Thus, the students need to make the sentences coherent, so that the readers can understand the text well. There are many types of writing and one of them is descriptive text that will become the concern of this research.

The cause of grammatical errors in English that affects unclear meanings in reading and also writing is the low mastery of basic competence in writing and the other competences which support it. However, the errors in writing cannot be avoided by the students, especially in MTs. Nurul Huda Sawo because writing is a complex skill in producing a text. According to Dulay (1982), Errors are lack of speeches or writings, especially in grammar. If it happens, it will harm the quality of texts that the students write. Grammar gives the most influence in writing because when the grammar of a text is low, it will make the meaning of a text is not easy to be understood.

In learning English, writing is usually regarded as the most difficult skill, not only because of the needs to master the four skills of English; listening, speaking, reading and mainly writing but also because of the differences between the learners' native language rules and target language rules. In fact, the structures

of Indonesian and English languages are different, so that the students frequently make some errors.

There were several researches related to this topic. The first research entitled “An Analysis of Students’ Errors in Writing Descriptive Texts” by Afifuddin (2016) indicated that the aim of the research was to identify and describe the typical errors and to find out the grammatical errors that the students of STAIN Malikussaleh Lhokseumawe made while taking course. The data in the form of the grammatically incorrect forms of the sentences were analyzed by marking the errors, reconstructing the incorrect sentences into the correct ones, classifying the types of errors and counting the errors by the purpose to know the most common type of grammatical error. As the result, the researcher found that the students made 288 errors in their descriptive writings. The errors occurred in all types of errors investigated. They were verb tense, verb form, subject-verb agreement, plural, possessive inflection, definite article, indefinite article, word order, run-on, and fragment. Then, the students made the most errors (77 occurrences or 26%) in fragment. The source of errors was also mostly due to interlanguage transfer.

The second research entitled “Error Analysis of Simple Present in Writing Descriptive Text” by Lestari (2020) was indicated that the purpose of the research was to determine the extent to which the ability to write, especially errors in simple present tense by 4th- semester students in the English Education Program at PGRI University of Yogyakarta. The research was committed to first semester of Economics and business faculty of Malikussaleh University. The writer took the correspondent on in 40 students by random sampling. The material was tested based on the English syllabus. Then, the writer analyzed the writing errors done by students. The results of research showed that errors on word choice were the most typical errors made by students with 37 or 19.2% and then word order with 32 or 16.6%, followed by verb tenses with 29 or 15.0%.

The third research entitled “Grammatical Error Analysis in Descriptive Writing of Accounting Students at Politeknik Harapan Bersama Tegal” by Romadhon, et al (2020) was indicated that the goal of this research was to analyze the students’ Grammar mistakes in descriptive text. This research used qualitative

descriptive methods as a method of research. Data presented in the form of descriptive analysis. From the results of the study showed that students made mistakes on the Verb Agreement 7.07%, Capitalizing 34.84%, Grammatical Error (Usage) 2.52%, Sentence Pattern 4.04%, pronoun 49.49%, and Spelling 2.02.

The reason why this research was conducted was because based on my experience when I did my real practice teaching in MTs. Nurul Huda Sawo in year 2020, most of the seventh grade students of MTs. Nurul Huda Sawo frequently got difficulties in writing a descriptive text when learning English. It happened because they were difficult to think about the idea and pour it into words, sentences, even paragraphs by using good grammar that made the students commit grammatical errors. Beside of those problems, a descriptive text is a suitable object of this research because the tense used and language features in descriptive text are the general tense used in English for their daily life.

This research would focus on describing the types of grammatical errors, the most type of grammatical errors, and the sources of the grammatical errors made by the eighth grade students of MTs. Nurul Huda Sawo in writing descriptive texts. Those problems were chosen because the results of this study could improve and fix the students' mistakes in writing descriptive texts. So, the students would practice more for their better future in writing better descriptive text, especially in writing grammatically acceptable descriptive text.

1.2 Statements of the Study

Based on the background of the study above, the problems of this study could be stated as follows;

1. What are the types of grammatical errors made by the eighth grade students of MTs. Nurul Huda Sawo in writing descriptive texts?
2. What is the type of grammatical errors most frequently committed by the eighth grade students of MTs. Nurul Huda Sawo in writing descriptive texts?
3. What are the sources of the grammatical errors made by the eighth grade students of MTs. Nurul Huda Sawo in writing descriptive texts?

1.3 Purposes of the Study

Based on the background of the study above, the purposes of this study could be stated as follows;

1. To know the types of grammatical errors made by the eighth grade students of MTs. Nurul Huda Sawo in writing descriptive texts.
2. To investigate the type of grammatical errors which is most frequently committed by the eighth grade students of MTs. Nurul Huda Sawo in writing descriptive texts.
3. To identify the sources of the grammatical errors committed by the eighth grade students of MTs. Nurul Huda Sawo in writing descriptive texts.

1.4 Scope of the Study

This study was limited to educational environment only, especially in terms of the analysis of the grammatical errors committed by the students of MTs. Nurul Huda Sawo. The limitation of the study is, as follows;

1. The subjects of the study are limited to the eighth grade students of MTs. Nurul Huda Sawo.
2. The objects of the study focus on the grammatical errors of descriptive texts written by the eighth grade students of MTs. Nurul Huda Sawo.

1.5 Significances of the Study

This study was expected to give practical significances for teachers, students, and other researchers.

1. For teachers

This study was expected to give benefits for teachers in teaching descriptive texts. This study could be a source or reference for teachers and it could give them information about how often the students made errors in writing descriptive text and also the types of grammatical errors that the students often made, particularly

the students of MTs. Nurul Huda. By referring to the result of this study, teachers could evaluate and find out the good methods that the teachers should use to teach descriptive text and the teachers could fix students problems in writing descriptive texts.

2. For students

This study was expected to give benefits to students, especially the eighth grade students of MTs. Nurul Huda, so that they would learn to write descriptive text well. Then, the students would learn from their mistakes on their writing. In addition, the students would practice their understanding in writing descriptive texts.

3. For other researchers

This study could be used as reference for other researchers to conduct other similar researches.

1.6 Definition of Key Terms

In order to avoid ambiguity and misunderstanding of the terms used in this research, certain key terms used in this research are briefly defined both conceptually and operationally as follows:

1.6.1 Conceptual Definition

a. Grammatical Error

Grammatical error is an error that students made which is not suitable to the grammatical rules that may make writing become not good and cannot be delivered well (Burt, 2006).

b. Writing

Writing is a systematic activity of transcribing language by using the natural creative skill that makes writing good (Coulmas, 2002).

c. Descriptive Text

A descriptive text is a text of describing something by the purpose of giving the information of a particular object (Zulaikah, et al., 2018).

1.6.2 Operational Definition

a. Grammatical Error

Grammatical errors are the mistakes in structures committed by the students in writing.

b. Writing

Writing is a skill in organizing words, phrases, clauses, sentences, and in forming paragraphs or texts involving the use of good grammar, vocabulary, and text formation.

c. Descriptive Text

A descriptive text is a text which describes characters, animals, places, things, and others for the purpose to give the information about the object.

