**CHAPTER I**

**INTRODUCTION**

This chapter consist of background of study, Statements of the problem, objective of the study, significance of the study, scope and limitation, and definition of the key terms.

1. **Background of the study**

English is taught as a foreign language. English generally has been learned by the students since they were in the basic level of education. When students learnt English, they are focused on mastering four language skills: Listening, Speaking, Reading, and Writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are to be improved in the process of teaching and learning English. In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education. Writing needs well knowledge and hard thinking when the students produce words, sentences, paragraph at the same time with good English grammatical. English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes in their learning especially in writing. But, sometimes the teacher did not aware about students’ mistakes. Then the students made their mistakes repeatedly because they do not have the correction and it was what we have called as error. It is also supported by jack and rodgers that “one of dimensions of communicative competence is grammatical competence refers to what chomsky call linguistic competence.”[[1]](#footnote-2) From that statement, it is clear that the students have to learn linguistic competence to be proficient in English and one linguistic competence is grammar. Writing is a basic and very important language skill because it is integral to the learning process and it can improve the student’s academic performances but it cannot be learned in a short time. According to Vallete, writing skill requires more capabilities than other language skills and need special preparation. It requires the students to understand the spelling and punctuation, the sentence structures, the vocabulary, and the paragraph development.[[2]](#footnote-3)

Writing English also meet to be exercised, practiced, and learned through experiences. To get experiences in writing, sometimes the students were asked to accomplish some assignments given by teachers such as journal, newspaper, composition, report, etc. It purposed to make students get used to write English writing paragraph. The students will get a good writing by the number of frequency in writing exercises. If the frequencies of writing exercises are frequently carried out, certainly the students' writing skill will be excellent. But if the writing exercises are rarely, writing skill will not be developed yet. Because of that, writing is one of the four skills which have a high status as a part of the culture of society or institution. It means that writing is one of the communication means by which the students can communicate their ideas and messages. It involves composing which implies the ability either to tell or retell pieces of information in the form of narration, description, or transform information into texts Talking about writing, it could relate to its kind, such as descriptive, narrative, and recount text. And the ability to write descriptive text is one of the requirements of students at second year of Junior High School based on the national curriculum in Indonesia. So, it is a must for the students to be able to write a descriptive text. In the process of writing English Descriptive text, students often do some errors especially with grammar, some students think that it is boring subject and when they learn English they try to avoid the grammar because it is such confusing rules an d hard so it is inflected into applying grammar rules learning language. From the description above, the researcher tries to classify the errors based on Corder’s theory. There are error of omission, error of addition, error of selection and error of miss ordering. Therefore, error analysis has an important role to help the teacher to reveal what kind of error that mostly the students do in writing and the causes of the error they make. By knowing the errors, the teacher could improve their method in teaching and would avoid the errors by giving the extensive materials about the errors in writing.

There is the previous study related with the Grammatical errors in writing. This research done by Siti Fashihatul Yumna. She focused on analyzing Grammatical errors made by the eleventh grade students of MAN Kandat in writing descriptive text. The researcher used theory of traditional English grammar to analyze the grammatical errors. The purpose of the research was to know the kind grammatical errors made by the students in writing descriptive text. Those were the reasons why the researcher was interested in conducted on research **“Grammatical Errors Made by Eight Grade Students of SMPN I Ringinrejo in Writing Descriptive Texts”.**

1. **Statement of the problems**

Based on the background of the study, the problems can be formulated as follows:

1. What types of grammatical errors made by the eighth grade students of SMPN I Ringinrejo in writing descriptive texts?
2. What sources of errors made by the eighth grade students of SMPN I Ringinrejo in writing descriptive texts?
3. **Objectives of the Study**

The objective of the research is to find the answer or conclusion of the problem. The researcher wants to get the answer after research activity is completely done. In relation with the statements of the problems and the background of the study, the purpose of the research as follows:

1. To find the types of grammatical errors made by the eighth grade student of SMPN I Ringinrejo in writing descriptive texts
2. To find out the causes of grammatical errors made by the eighth grade student of SMPN I Ringinrejo in writing descriptive texts
3. **Significance of the study**

This research is expected to give contribution as presented below.

1. For the school, the result of the research can give the contribution to the teaching learning activity especially in English writing
2. For the English teacher of SMPN I Ringinrejo, the research can provide some input in making efforts to solve the difficulties in teaching descriptive writing.
3. For the student of SMPN I Ringinrejo, the research can provide some input to improve their skill in writing descriptive and to provide interesting nuance and learning process
4. **Scope and Limitation**

The scope in this study is error analysis. In this study is limited grammatical errors in descriptive text based on the theory of corder. There are error of omission, error of addition, error of selection and error of miss ordering. The researcher will do this research in SMPN I Ringinrejo and the respondents is 8D.

1. **Definition of the Key Terms** To avoid misunderstanding of the concepts used in this study, some definitions are provided as follows:
2. Grammatical Errors

According to Burt and Kiparsky, grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good.[[3]](#footnote-4)

1. Writing Skill

Writing is one of a ways of people to communicate to each other for expressing their thinking and feeling.

1. Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

1. Jack and Thedore S. Rodgers, Approach and methods in language teaching (New York : ambridge university Press, 1992),p. 6 [↑](#footnote-ref-2)
2. Valette, R.M. Modern Language Testing: A Handbook (first edition), New York, Harcourt, Brace and World,1967. [↑](#footnote-ref-3)
3. Burt, M. K , kiparsky, Errors Analysis in the Adult EFL Classroom. TESOL Quarterly 9.1,(Mass : New burry House, 1974), p. 53-63 [↑](#footnote-ref-4)