

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

In learning English, there are four skills that must be mastered by students, those skills are listening and reading as the receptive skills and speaking and writing as productive skills. Listening and reading are grouped under the term of receptive skill because learners use these skills for receiving information while speaking and writing used for producing and conveying information.

One of the most important skills is writing. Harmer (2004) states that writing and speaking are totally different, in writing students have a lot of times to think about the ideas opposed to what they do in oral activities. Students can think what comes across their minds and consult to dictionaries and book references. But, to express the ideas in process of writing are the most difficult skill to be mastered by students.

Nunan (2003:88) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people.

Based on the definition above, writing is a complex activity involving some stages of composition task completion. The writing process includes cognitive processes. Thus, mastering writing skill needs longer time than the other language skills. Everybody has to master the writing skill in daily life. It is because that writing is also as a medium communication to show people what something do we want to say.

In addition, learning to write is a difficult and complex series of process that requires a range of explicit teaching methodologies throughout all the stages of learning (Knapp and Watkins, 2005: 14). The students have to write what they think in their mind and apply it on a paper by using right procedure.

Writing is related to the genre of text. The students learn academic writing based on genres of text in the school. Genre is a place occasion, function, behavior and interaction structures (Knapp and Watkins, 2005: 82). Based on the function of the writing, writing can be distinguished in several kinds of genre. They divides genre of text into five main genres, they are genre of describing, explaining, instructing, arguing and narrating. In this study, the researcher just focuses in analyzing descriptive text.

Wishon and Burks (1980:128) saythat in a descriptive writing a writer isrequired to give his/her readers a detailedvivid picture of a person, place, scene,object, or anything. A description is adrawing in words. The aim of description isto help the readers “see” the objects, persons,and sensations which are presented.The students have to write what they think in their mind and apply it on a paper by using right procedure. Furthermore, good writing has series of practices that will develop students’ skill. It cannot be achieved in one time learning only because writing needs the rule of grammar to present a good written.

Knap and Watkins (2005) also say that grammar used in descriptive includes of using relational verb are used when classifying and describing appearance/qualities and parts/functions of phenomena, Action verbs are used when describing behavior/use, Mental verbs are used when describing feelings in literary descriptions, Adjectives are used to add extra information to nouns and

may be technical descriptions, Adverbs are used to add extra information to verbs to provide more detailed description.

Furthermore, structure in descriptive text is the elements of a text are arranged to match its purpose. It is also called as text structure. Knapp and Watkins (2005: 101) explain that generic structure elements of descriptive text are classification (identification) and description. Classification can be technical or commonsense, depending on the context within which the topic or phenomenon is being described and descriptions are the detail statements or elaborations of the topic as described in the classification.

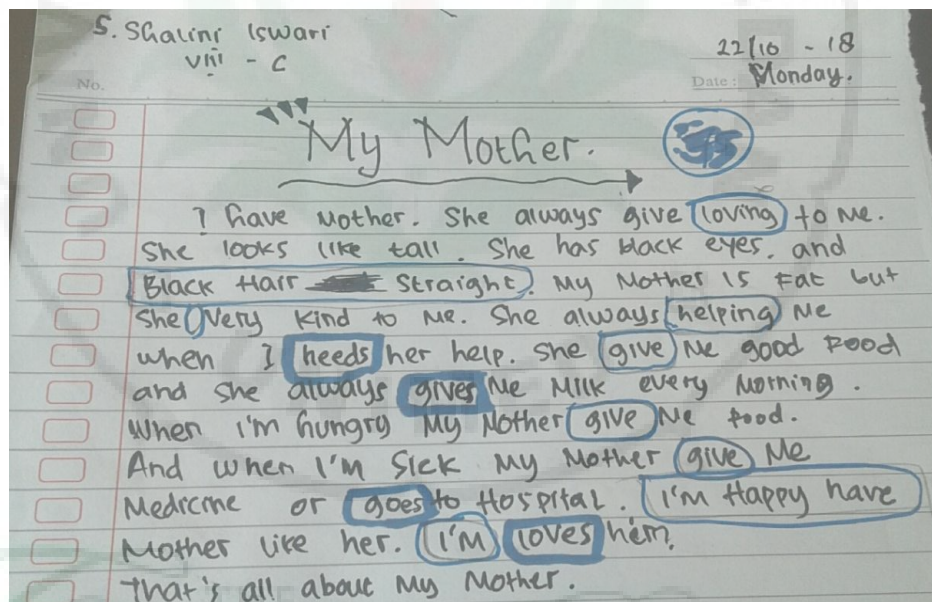
In writing descriptive text, the students usually make some errors. The errors happen because of the students' ignorance of rules in writing. By making errors, it will reflect the lack of knowledge of learners. Students have to understand a grammar as a fundamental to write something. It will help students to write anything they want because grammar refers to the rule of writing.

Brown (2000) states that a "mistake" (in performance) refers to a performance error in that it is the learner's failure to utilize a known system correctly, while an "error" (in competence) is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner. Errors are systematic deviation from the norm or set of norms. An error cannot be self-corrected when pointed out to the speaker/writer but a mistake if is pointed out to the speaker/writer can be corrected. Everybody makes mistakes in both native and second language situation. It is happened because of slip of tongue and slip of pen. There are some mistakes, such as lack of concentration, tiredness and memory limitation. Usually these mistakes rise unintentionally.

Unfortunately, students often make some errors in writing a text. It could be happen because the students do not give their full attention to writing element. The element of writing is grammar. Grammar becomes a problem that is usually occurs in grade level of writing.

Based on the observation at SMP Dharma Pancasila Medan on October 19<sup>th</sup> 2018, the researcher found that the grammatical errors happen in different grade of students in junior high school from eighth up to ninth grade.

Here is the figure of grammatical errors in descriptive text written by eighth grade student at SMP Dharma Pancasila Medan.



**Figure 1.1. Descriptive text written by eighth grade student at SMP Dharma Pancasila Medan.**

Based on the picture above, the researcher found that many students in eighth grades, make some grammatical error in writing descriptive text. The example of the grammatical error made by students in eighth grade, such as:

1. Grammatical error in subject verb agreement
  - I needs her help.

Correct: I need her help.

2. Grammatical error in verb tense

- She always *helping* me when I need her help.

Correct: She always help me when I need her help.

- She always gives me milk every morning.

Correct: She always give me milk every morning

- I'm *loves* him.

Correct: I love him.

3. Grammatical error in subject verb agreement

- She     very kind to me.

Correct: She is very kind to me.

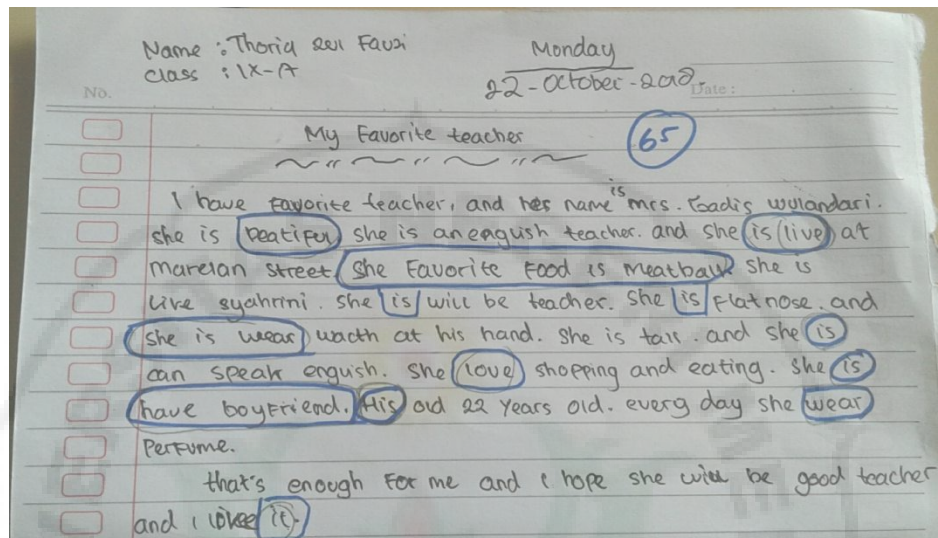
4. Grammatical error in word form

- *Black hair straight*

Correct: Black straight hair

From the explanation above, it can be concluded that students in eighth grade often made some grammatical errors in writing. The types of grammatical errors that occurred are subject verb agreement, verb tense and word form. The dominant of grammatical error is verb tense.

Here is the figure of descriptive text written by ninth grade student at SMP Dharma Pancasila Medan.



**Figure 1.2. Descriptive text written by ninth grade student at SMP Dharma Pancasila Medan.**

Based on the preliminary data above, the researcher found that many students in ninth grade, make some grammatical error in writing descriptive text.

The example of the grammatical error made by students in ninth grade, such as:

1. Grammatical error in subject verb agreement.

- She is live at marelan street.

Correct: She lives at marelan street.

- She is wear watch at his hand.

Correct: She wears watch as his hand.

- She loveshopping and eating.

Correct: She loves shopping and eating.

2. Grammatical error in verb tense

- She is wil be a teacher.

Correct: She will be a teacher



3. This is grammatical error in word form

- She is peautiful
- Correct: She is beautiful

From the explanation above, it can be concluded that students in ninth grade often made some grammatical errors in writing. The dominant of grammatical errors that occurred is subject verb agreement.

The data above shows that the students at SMP Dharma Pancasila Medan are often made grammatical errors as mentioned in explanation of each picture. Because of that problem, the researcher is interested to analyze the students' grammatical error in writing descriptive text written by all grades in junior high school and to find out the factor underlying the students' grammatical error.

### 1.2 The Problems of the Study

Based on the relation above, the problem of the study will formulated as follows:

1. What types of grammatical errors are found in writing descriptive text by different grades of students at SMP Dharma Pancasila Medan?
2. What factors cause the grammatical errors in writing descriptive text by different grades of students at SMP Dharma Pancasila Medan?

### 1.3 The Objectives of the study

Related to the problems, this particular study aimed at finding out:

1. To find out the types of grammatical errors in descriptive text written by different grades students at SMP Dharma Pancasila Medan.

2. To find out the factors of the grammatical errors in writing descriptive text by different grades of students at SMP Dharma Pancasila Medan.

#### **1.4 The Scope of the Study**

This research is focused on analyzing the grammatical errors in descriptive text. The scope of this study is types of grammatical errors based on Linville (2004:86), there are six types of grammatical error in English they are subject verb agreement, verb tense, verb form, singular/plural noun ending, word form, sentence structure. And the factors of the grammatical errors in writing descriptive text based on Cowan's theory.

#### **1.5 The Significance of the Study**

The result of the study is extended to be used useful in theoretically and practically, such as the following.

1. Theoretical significance

The study is expected enrich more horizon theories of grammatical error of students' writing descriptive text and it can be beneficial reference for further research.

2. Practical significance

- To the teacher

This study will help the teacher to know the students' understanding of grammar. The teacher also can apply the better way of teaching in order to make the students more understand in grammar.



- To the students

To help the students understand their grammatical error in writing. By knowing their error, they will aware in using grammar correctly and try to improve their ability in writing.



THE  
*Character Building*  
UNIVERSITY