



CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is the most difficult skill among other language skills, Richards in Novianti (2013) stated that learning to write in either the first or second language is one of the most difficult tasks, a student encounters and one that few people can be said to fully master. Because of that, to make a good writing, the students need a hard thinking and they must have an extent knowledge to get correct writing.

Writing is one of the core skills for success in education. Almost every aspect of everyday life of students is carried out in writing forms such as doing exercises, homework, project papers, reports, and even final exams. To support students in writing, students must be able to construct ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitudes, to persuade, to entertain, to argue, and to offer a more complex analysis in their writings. Besides, students must understand what components involve in writing such as content, organization, vocabulary, language use and mechanics and how to use these components in correct form of writing.

Grammar is one of the sub-skills which supports in writing. But, the problem is some of the students make some errors when they want to make a sentence until its sentence becomes a good paragraph. Consequently, it is difficult for students to develop their English proficiency, especially in writing descriptive



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paragraph. It can affect the content of their writing, as the result, their messages do not convey successfully to the reader.

Based on the explanation above, that grammar undoubtedly has important role in writing especially in descriptive text that the writer is going to analyze. The problem which is often found in writing descriptive text is the students forget about the generic structures of descriptive text. They are straight to describe the thing that they want to describe. But the crucial thing is in grammar and there are still many other errors that occur in writing descriptive paragraph. That is why the students are confused in writing grammatically and make some errors even though they have studied English for many years and have learned the grammar until the university level.

In addition, the classifications of the students' errors in writing descriptive paragraph, as stated by Dulay, Burt, and Kashen's in Novianti (2013) that there are four principal ways in which learners modify target forms: Omission (Missing verb, adverb, article), Addition (Verb, adverb, be, relative that), Misformation (Tense, article, noun, modal, be), Misordering (Confusing construction, phrase).

Therefore, an error analysis has an important role to reveal what kinds of error made by the students in writing descriptive paragraph. The study of learner's error is called by the linguist as Error Analysis. It is away of looking at errors made by the learners of the target language. An error analysis is an independent source of valid data. It provides information on student's error and also improves

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In SMA Muhammadiyah 1 Pekanbaru, writing has been taught by using some techniques. Generally, teacher reviewed the characteristic of the descriptive paragraph based on genre given including the kinds of the paragraph, the purpose of the paragraph, the paragraph organizations, and the language features. Then, teacher asked students to write a descriptive paragraph individually based on the time given. After writing a descriptive paragraph, the teacher would give feedback toward students' writing. The researcher found that some of the students at this school had difficulties in learning English especially in writing descriptive paragraph. Their scores of writing descriptive paragraph were far away from the expected scores of the passing grade of English subject that was 79.

However, based on the teacher's experience to the tenth grade students of SMA Muhammadiyah 1 Pekanbaru, the researcher found that some of the students are not able to write descriptive paragraph. It can be seen from the following phenomena:

1. Some of the students are not able to use phrase correctly in descriptive paragraph.
2. Some of the students are not able to use article appropriately in descriptive paragraph.
3. Some of the students are not able to use tenses in descriptive paragraph.
4. Some of the students are not able to use good grammatical order in writing descriptive paragraph.
5. Some of the students are not able to choose vocabulary appropriately in writing descriptive paragraph.

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Based on the phenomena above, the researcher was interested in conducting a research entitled: **“AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE PARAGRAPH OF THE TENTH GRADE STUDENTS AT SMA MUHAMMADIYAH 1 PEKANBARU?”**

B. Definition of the Term

To avoid misunderstanding for the readers, it is necessary for the writer to explain the terms used in this study. The following terms are necessarily defined as follows:

a. Analysis

According to Suharwinoto (2011), Analysis means finding clear information about something, somebody or some cases. In this research, the analysis is to find out the grammatical errors in writing descriptive paragraph.

b. Grammatical Error

Derewianka in Novianti (2013) states that grammar is a way of describing how a language works to make meaning within a particular culture. In this study, the writer focuses on the grammatical error made by the students in writing descriptive paragraph.

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c. Error

Error is something that students cannot self-correct Edge in Mamun (2016). In this research, the error is analyzed about the grammatical error from the works that students make in their descriptive paragraph.

d. Writing

According to Harmer (2001), writing is a form of communication to deliver thought or to express feeling through written form.

e. Descriptive Paragraph

According to Oshima, Alice and Ann Hogue (2007:60), descriptive Paragraph is the paragraph about appeals to the sense, so it tells how something looks, feels, smells testes and sounds. A description usually follows a pattern of organization that we call spatial order or spatial arrangement of thing in space. In this study, descriptive paragraph is the paragraph that writer used in order to know the grammatical error of the tenth grade students in writing a paragraph.

C. The Problem

1. Identification of the Problem

Based on the explanation above, the researcher identifies the problem as follows:

- a. Why are some of the students not able to use phrase correctly in descriptive paragraph?

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- b. Why are some of the students not able to use article appropriately in descriptive paragraph?
- c. Why are some of the students not able to use tenses in descriptive paragraph?
- d. Why are some of the students not able to use good grammatical order in writing descriptive paragraph?
- e. Why are some of the students not able to choose vocabulary appropriately in writing descriptive paragraph?

2. Limitation of the Problem

In this research, writer focused on an analysis of grammatical errors in writing descriptive paragraph of the tenth grade students at SMA Muhammadiyah 1 Pekanbaru.

3. Formulation of the Problem

The problems of this research can be formulated in the following question: What kinds of grammatical errors are commonly made by the students in writing descriptive paragraph?

D. The Objectives and Significance of the Research

1. The Objective of the Research

The objectives of this research generally is to find out the answer of the problems and state purposes clearly. Specifically, this research intends:

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To find out the kinds of grammatical errors were commonly made by the students in writing descriptive paragraph.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows: The result of the study will be benefit for English teachers to improve the teaching techniques and to encourage students to be more cautious in using every aspect of grammar in writing descriptive paragraph. For the students, this research may assist them in writing descriptive paragraph correctly. For the writer, this research becomes an input about the most typical grammatical errors that the students do and the last benefit is for the other researchers, the result may serve as guidelines for the future study related to the subject.

E. The Reason of Choosing the Title

The following is the reasons why the writer is interested in doing this research:

1. The writer was interested in carrying out this research in order to analyse the grammatical errors in writing descriptive paragraph of the tenth grade students at SMA Muhammadiyah 1 Pekanbaru.
2. This research title is relevant to the writer's educational background as a student of English Education Department of UIN Sultan Syarif Kasim Riau.
3. The location of the research facilitates the writer in conducting the research.