CHAPTER I

INTRODUCTION

1.1 Background of Study

Learning English is important. As an International language, English must be learned by the non-English native speaker, especially Indonesian. English is the first foreign language that is taught in Indonesia as a main foreign language that becomes the compulsory subject in high school until university level. English is used in Indonesia in order to be able to communicate with other people who come from other countries. That is one of the purposes of people who learn English instead of the necessity when they were in school. There are four skills that the English learners must learn such as listening, speaking, reading, and writing.

Among those four skills, writing is challenging because the students must pay attention to the details of writing parts, such as grammar, spelling, punctuation, etc. It shows that the students must pay attention to some details in which take a significant role in writing skill. Moreover, those details are not realized by the students in which most students make errors. Heaton (1989: 135) states that writing skill is complex and sometimes difficult to teach, requires mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. It is clearly stated by Haeaton that writing is a complex skill which needs deeply understanding.

According to Pratama (2015), in Indonesian curriculum 2013, there are five genres which have to be mastered by the students, such as narrative text, descriptive text, recount text, procedure text, and report text. Moreover,
in curriculum 2013, descriptive text is the basic material of the lesson that students should be able to write by concerning on generic structure and grammar appropriately.

Without understanding grammar, students will never be able to convey their ideas in a good writing. The students’ writing will be better if they learn about the pattern of sentences. Through a good writing, the ideas that students want to share with others will be understandable. Definition of grammar comes from Richard, Platt, and Weber (2003, in Nunan, 2005) who define grammar as a combined units of words or phrases become structured sentences in language. Moreover, according to Nunan (2005), grammar is combined units by following the rules in language so as to form sentences which is acceptable.

Grammar has some parts which help to reflect ideas in sentences. Determiners are words like the, a, my, this, some, and ect. Determiners come at the beginning of noun phrase, but they are not adjectives (Swan, 1996:147). There are various types of determiners such as articles, quantifiers, demonstratives, and so on. Each type of determiner has its own influence and meaning in sentences. It is reflected in the previous research about articles and quantifiers as a part of kind of determiners.

Based on the previous study, Renytasari (2008) found that the students made errors in using quantifiers in completing sentences. They use much instead of a lot of, some instead of any, a little instead of a few, much instead of many, any instead of some, many instead of much, a few instead of a little, many instead of a few, and much instead of a little. Moreover, based
on the calculation of percentage of errors from each quantifier, it can be concluded that the highest percentage of frequency of occurrence of the error is the error in writing *a little*. Solehoddin (2004) also found that the errors made by the students classified into: addition, omission and substitution. It is concluded that Indonesian students were still encounter obstacles in using English.

From the previous studies that had been conducted, we know that the errors of using determiner have a significant influence in writing. Based on the researcher’s experience when doing an internship at eighth-grade students at SMPN 8 Malang for two months, there was a number of students finding some problems in writing descriptive text. They often got problems in generating their ideas and applying grammar rules. It made students constrained errors in their writing especially in using determiners. Due to the fact that students still made errors in using determiners, it motivates the researcher to observe about it which is an important part of writing. Moreover, if they put a wrong determiner, it can change the meaning of a sentence. Yet, the students must learn and pay more attention to use it in a sentence whether in a simple or a complex sentence. In this study, the subject of this research will be the students of SMPN 8 Malang because the school is one of the favorite schools and the researcher also wants to know about the students’ ability to use determiners in their writing product, particularly articles and quantifiers as a part of it

**1.2 Research Problems**
1. What are the errors in using determiners made by the eighth-grade students of SMPN 8 Malang in writing descriptive text?

2. What is the dominant error of using determiners in writing descriptive text made by the eighth-grade students of SMPN 8 Malang?

3. What are the causes of students making errors in using determiners?

1.3 Research Objectives

The purposes of the study are explained as follows:

1. To know the errors in using determiners made by the eighth-grade students at SMPN 8 Malang in writing descriptive text.

2. To know the most dominant error of using determiners in writing descriptive text made by the eighth-grade students of SMPN 8 Malang.

3. To know the causes of students making errors occur in using determiners.

1.4 Scope and Limitation

The scope of this study is writing descriptive text. The researcher wants to know the error made by students in using determiner particularly articles and quantifiers reflected in writing descriptive text. In addition, the writer gives a limitation in analyzing students’ work at eighth grade students of SMPN 8 Malang by using determiner reflected in writing descriptive text.

1.5 Research Significance

This study is expected to give contribution to:

1. English teachers
The result of the study is expected to give English teachers information about the students’ errors in using determiner. So, English teachers have a way to correct and help them in writing a good paragraph.

2. English learners

The result of this study is expected to help students learn more about determiner, so that they can apply it in writing descriptive paragraph.

3. Next Researchers

This study is expected to be used as a reference for next researchers in doing future study about determiners.

1.6 Definition of Key Terms

1. Error is a noticeable deviation from the adult grammar of native speaker reflects the competence of the learner (Brown, 2000: 217).

2. Error analysis is a study of error that can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors (Brown, 2000: 218).

3. Determiners are words like the, a, my, this, some, and ect. Determiners come at the beginning of noun phrase, but they are not adjectives (Swan, 1996:147).

4. Writing is a process of putting ideas down on a paper to transform thought into words, to sharp main ideas, and to give structure and coherent organization into writing (Brown, 2001).

5. Descriptive text is a text that describes about something looks like (Boardman and Frydenberg, as cited in ).
6. SMPN 8 Malang is one of the public Junior High Schools located at Jl. Arjuno No. 9 Malang. SMPN 8 Malang is the fourth-level of favorite school and constitute as a National school in Malang, East Java.