

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In Indonesia, students who learn English are expected to master all language skills, so do English Education students. They are required to communicate in English well. English learning has main concern on the mastery of language competences to achieve functional level for communication both spoken and written. Therefore, students are demanded to earn spoken and written products such as short functional texts, transactional texts, essay, etc.

English subject has four language skills to be mastered by the students as the goal of learning English. Those language skills are listening, speaking, reading, and writing. Listening and reading are referred as receptive skills, it is related with inputs which are comprehended by students when they are learning English. Meanwhile, speaking and writing are referred as productive skills, it is related with outputs or products which are produced by the students after getting inputs from listening and reading activities. However, all of the skills are to be improved in the process of teaching and learning English.

Among the four skills above, writing is the most difficult one to be learnt by students. Writing needs broad knowledge and deep thinking process to produce words, sentences, and paragraphs at the same with good English grammar. As Palmer (1994: 1) cited in Alfiyani (2013: 1) states that writing is difficult to learn because the writer should involve a process that includes planning, organizing, and

revising to present meaning in words or sentences. It means that writing requires capability at organizing and combining information into cohesive and coherent paragraphs and texts in order to be understandable. Because writing is not simple and easy, the students need to practice a lot in writing to make a readable and meaningful writing.

The learners must apply the five general components of the writing process, they are content, form, grammar, style and mechanic. In fact, in writing process students cannot avoid making mistakes and committing errors especially when they are trying to arrange sentences or use tenses. Consequently, they commonly write sentences which are grammatically incorrect. In order to compose good writing, students should understand grammar well. If their writing has incorrect grammar, the readers cannot understand about the meaning inside. According to Alufohai (2016: 62) grammar at the sentence level is fundamental for the writing of compositions in English language. There are many rules in grammar, including articles, parts of speech, sentence pattern, and tense, etc (Cook and Ricard, 1980) cited in Muhsin (2016: 81). Some mistakes and errors occur when the students do not understand well about the English grammar. If the teacher does not realize about students' mistakes and errors, those mistakes and errors may occur repeatedly because they do not have the correction.

The statement above is reinforced by the description of pre-observation in English Education Department of University of Muhammadiyah Semarang in the academic year 2016-2017. Based on the pre-observation, the researcher found that

there are grammatical errors in students' writing. It should not be ignored because it will give impact on communication in English.

The example of grammatical errors made by second semester students in writing can be seen as follow:

Student 1: *I like cooking, so I spent my time for making a cake.*

Student 2: *I helping my father in the garden.*

Those sentences are incorrect because the topic of writing is routines on Sunday in which the sentences should be in simple present form. The simple present is used to express habitual activity. Student 1 got error in using “*spent*” in which it should be “*spend*”. Based on surface strategy taxonomy, those errors can be classified into misformation. Student 2 got error in using “*helping*” in which it should be “*help*”. Based on surface strategy taxonomy, those errors can be classified into addition. Therefore, students should be aware of using tenses in creating sentences.

Besides, grammatical errors are not only found on second semester students' writing but the researcher also found grammatical errors on fourth semester students' writing. It can be seen as follow:

Student 1: *In assessment, the teacher should makes test to measured students' ability and also give score in a test.*

Student 2: *To know about the formative and summative assessment, actually we have to know what is the assessment itself.*

Student 1 got errors in using “*should*” in which it should be followed by infinitive verb “*make*” not “*makes*” and “*measured*” in which it should be in

infinitive “*measure*”. Based on surface strategy taxonomy, those errors can be classified into addition. Student 2 got errors in “*what is the assessment itself*” in which it should be “*what the assessment is*”. Based on surface strategy taxonomy, those errors can be classified into misordering.

From the phenomena above, it showed that the second and fourth semester students of English Education Department of University of Muhammadiyah Semarang had problems in grammar. Most of them also stated that grammar is difficult especially in writing. Then vocabulary mastery becomes the second problem, and organizing ideas is the next problem in writing. Consequently, those problems give impact on students’ writing performance.

Many factors which cause the learners of English as a foreign language make errors and sometimes first language interference also becomes one of the causes. The different structures in the first language and the second language potentially generate error in writing. The way Indonesian sentences formed is different from the English way. It can be seen in the example below:

Indonesian sentence: | *Seorang* | *gadis* | *yang* | *cantik*.

English sentence: | A | beautiful | girl.

So, it is normal when learners make errors in language in writing. Therefore, when the teachers teach, they will find their students face some difficulties.

In this research, the researcher would like to analyze the students’ errors of grammar on students’ writing. The researcher wants to know what errors are mostly made by the students on grammar under the title “An Analysis of Grammatical Error on Students’ Writing”. It is very important to know how many types of errors

in writing to help them understand writing skill well. This result of the analysis hopefully gives some contribution in attempting to decrease errors done by the students and help them to improve writing skill in learning English.

1.2 Reason for Choosing the Topic

Errors may occur in learning English. They can be found in form of spoken or written. This research studies error analysis concerning to grammatical structure in writing. Writing in different language is not easy. Since there are some different rules in the writing systems between the first language and the second language, students have to follow the rules of how sentences are formed. These differences sometimes make them cannot avoid making errors. Therefore, students have to pay attention to the grammar to produce good writing.

The researcher conducts a research on grammatical errors of students' writing made by second and fourth semester students of English Education Department because it is related to students' ability in understanding grammar. Grammar is an essential requirement for successful result of learning English. It is also important component to make a well structured writing. So, having knowledge of grammar is requirement for students to write well.

In addition, the product of writing is an expression of thoughts and ideas which will be conveyed to the readers. Therefore it needs good arrangement to be meaningful and grammar takes prominent role in it. Without grammar, the sentences will have no meanings. So, it should be made sure that the students will write with correct grammar in the beginning especially when they are taking

subject Paragraph-Based Writing and Instructional-Based Writing before they are going to continue to the more complex writing. The researcher chooses the second and fourth semester students due to the fact that they are still in the early phase of learning so they can improve their learning by taking the benefit of error analysis result.

To identify and investigate grammatical errors in students' writing in the classroom, the researcher uses error analysis. The researcher believes that it is crucial for teachers to make an error analysis in order to let students know their errors in which it will be an evaluation for both teachers and students during learning process. Based on the problem mentioned, the researcher would like also to find out the factors that might cause errors on grammar.

1.3 Statement of the Problem

Related to the topic above, the researcher discusses the following problems:

- a. What are the dominant types of grammatical errors in writing made by second and fourth semester students in English Education Department of University of Muhammadiyah Semarang in the academic year 2016-2017?
- b. To what extent do the factors cause grammatical errors on students' writing?

1.4 The Objective of the Study

The objectives of this study are as follows:

- a. To identify and describe the dominant types of grammatical errors in writing made by second and fourth semester students in English Education Department of University of Muhammadiyah Semarang in the academic year 2016-2017.
- b. To know to what extent the factors cause grammatical errors on students' writing.

1.5 Significance of the Study

The result of the research hopefully can be useful for:

- a. The Researcher

The researcher will have deeper knowledge about grammatical errors and factors or sources that infer the errors.

- b. The Teachers

The teacher will recognize students' difficulties in writing so they will pay more attention to the errors made by the students in writing. Furthermore, the teachers will have more information as feedback on their teaching activities so it gives good impact to teaching and learning process.

- c. The Students

The result of the research will give information for students about their grammatical errors so that they are encouraged in learning grammar. The students will get comprehension about the importance of grammar in writing and what factors that make them made errors. By this way, the students are expected to increase their knowledge on English grammar.

d. The English Department

The result of this research will enrich the knowledge of English teaching learning process in the English Department. It will be useful for finding and evaluating problems then planning the actions and implementing the actions related to English teaching learning process.

e. Other Researchers

The researcher hopes that this study can encourage other researchers to conduct further researches about grammatical error analysis or other topics related to errors to enrich the existing study.

1.6 The Scope of the Study

The researcher limits this analysis about grammatical errors on students' writing made by second and fourth semester students of University of Muhammadiyah Semarang in the Academic Year 2016-2017. She tries to investigate grammatical error by applying errors analysis based on surface strategy taxonomy because this category related to students' writing skill on grammatical structure. As Corder (1981: 36) cited in Alfiyani (2013: 56) states surface strategy taxonomy is a superficial of error classification used as a starting point for systematic analysis. Thus, the researcher will use surface strategy taxonomy as a starting point in the description of errors.

The errors were classified according to surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982: 150-163). It comprises four subcategories, they

are omission, addition, misinformation, and misordering errors. The students' grammatical errors will be analyzed and classified into those taxonomies.

1.7 Outline of the Study

This study is systematically divided into five chapters. They are introduction, review of the related literature, methodology of the research, result of the study, and conclusion and suggestion.

The first chapter is introduction. It consists of seven parts to be discussed. They are background of the study, reason for choosing the topic, statements of the problems, objective of the study, significance of the study, the scope of the study, and the outline of the study.

The second chapter is review of related literature. The researcher will explain about theoretical study and define some important terms used in this research.

The third chapter is methodology of the research. It will be divided into research design, object of the study, method and instrument of data collection, data analysis, and research procedure.

The fourth chapter is result of the study. It will discuss about research finding and discussion.

The last chapter is chapter five which shows conclusion and suggestion as the end of this research.