

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Since the early years man learns a language to communicate with others. Firstly he learns a language by listening to the voice surrounds him. After that, he tries to produce sound by himself and communicate with others orally. After some periods, man can read the written text and write something as a means to express thought, feeling, emotion and idea to others. All of these are the steps how man understands and uses a language as a tool to communicate with others. However, having a capability to speak a language is not adequate to judge that someone understand a language well because of many reasons.

The first reason is based on the ethic of language. It is related with content of language. It deals with the truthful and meaningful message as the content of a language. This is important to avoid us from hoax, sarcastic speech and fake news that impact to social life of human beings. Principally language is used for communication and creates the good relationship among human beings. That is why, language must be used with respect and responsibility. Only those who cares the ethic of language is the man who understands the ultimate meaning of a language as a means of communication among the human beings. For this reason they are called a man with language literacy.

The second reason is based on the rule of a language. Each language has its rules/norms in the usage. It usually creates meaning. If someone neglects the rule of a language in its usage, it might cause misunderstanding and chaos. Moreover,

it can not transfer the real message to others. That is why, understanding the rule of a language and its usage is important part in learning a language and communicate with others. This is also a way how someone respects and appreciates a language. On the contrary, neglecting the rules of a language can ruin the ultimate meaning of a language as means of communication among the human kind and it can be a sign that someone does not understand a language well.

In connection with the reasons above man often make mistakes and errors both in speaking and writing. Mistake always relates with slip of tongue, carelessness but error is systematical one that must be paid attention because it deals with the deviation of the standard rules of a language.

Of course there are many examples of mistake and error in reality included in learning English as foreign language in Indonesia. For example, someone might ask us like this: “ *What are your name?*” Or “ *I am not understand you.*” These are some examples of error in speaking. In the first sentence, the usage of to be “ are” is not suitable with the subject in nominal sentence. It must be replaced with “ is”, so it must be:” *What is your name?*”. In the second sentence, to be “ am” is not also correct in verbal sentence. It must be replaced with auxiliary “ do”, so it must be “ *I do not understand you.*”

In other hand, someone might also find many errors in written text both in magazine, banner and personal letter. As the writer found in the students’ writing task about short dialogue dealing with asking and giving opinion, suggestion during the teaching practice session in SMA Negeri 3 Kupang last year.

For example, there are a students who wrote like this: “ *Why are you say like that? I am not accept your opinion about it. That sounds bad.*” In this sentence,

there are two things that must be corrected. In the first sentence to be “ are” must be replaced by auxiliary “ do” so it must be ; “ *Why do you say like that?*”. In the second sentence, to be “ am” must be replaced by “ do” so it must be: “ *I do not accept your opinion*” because both of them are verbal sentences.

On the other hand, there is also a student who wrote like this,” *What you will do tomorrow morning? I suggest you to go on picnic with us in Manikin beach.*” One of these sentences is also incorrect. It contains errors. In the first sentence, modal auxiliary (will) must be put before subject in interrogative sentence. So it must be: “ *What will you do tomorrow morning?*” Whereas the second sentence is correct.

Based on some examples above, the writer is interested in researching the problem of error in learning English produced by the students in writing analytical expositon text under the title,” A Study on Grammatical Errors in Writing Analytical Exposition Text of the Eleventh Grade Students of SMAN 3 Kupang in the School Year 2018/2019”.

1.2. Statement of the Problem

Based on the background of study above, there are two questions that must be answered as the statement of the problem of this study:

1. What are types of grammatical errors in writing analytical exposition text produced by the eleventh grade Students of SMAN 3 Kupang in the school year 2018-2019?

2. What are the most common grammatical errors in writing analytical exposition text produced by the eleventh grade students of SMAN 3 Kupang in the school year 2018-2019?

1.3. The Objective of the Study

Going in line with the problem statements above, this study has two objectives:

1. To find out the types of grammatical error in writing analytical exposition text produced by the eleventh grade students of SMAN 3 Kupang in the school year 2018/2019.
2. To find out the most common grammatical errors in writing analytical exposition text produced by the eleventh grade students of SMAN 3 Kupang in the school year 2018/2019.

1.4. The Significance of the Study

The result of this study is significant for the students, the teacher, the writer himself, and the English Education Study Program of Unwira.

1. The Students

This study is significant for the students to measure how good themselves in understanding English grammar and implementing it in writing analytical exposition text. Moreover, it is helpful to understand the types of grammatical error in writing analytical exposition text and trying to overcome it.

2. The Teacher

This study is significant for the teacher to find the strength and the weakness of the students in understanding English grammar and help them to create an effective syllabus and material design for the students in learning process later on. Besides, this study is also useful as a means to evaluate the teaching process by analysing the error of students' writing task.

3. The Writer

This study is significant for the writer to enhance the understanding of English grammar by analysing the types of error in students writing task and by reading the comment of the experts dealing with error analysis produced by the learner of second language acquisition.

4. The English Education Study Program of Unwira

This study will be a good information to know the students' understanding on English grammar at senior high school generally and SMAN 3 Kupang particularly in the school year 2018/2019 and try to find an effective approach in teaching and learning English later on.

1.4. Scope and Limitation

There are some kinds of texts taught to the students of senior high school level. Such text include explanation text, cause and effect text, analytical exposition text, narrative text, descriptive text, recount text. This study focusses on analytical exposition text. The students of the eleventh grade of SMAN 3 Kupang will be asked to write down an analytical exposition text to see if they produce errors.

There are four errors taxonomy applied to analyse the errors produced by the students. This study will apply the surface strategy taxonomy presented by Dulay, et al. (1982) to analyse the students errors. This taxonomy specified error into ommision, addition, misformation, and misordering.

1.5. Definition of Terms

Actually, there are many terms used in this study. Some of those terms will be defined below in order to help the readers in understanding the main concept of this study.

1. Error

There are two definitions presented here. (1) error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong' (Norrish, 1987: 7) and (2) errors are systematic deviations from the norms of the language being learned (Cunningworth, 1987: 87).

2. Error Analysis

Error analysis is an activity to reveal errors found in writing and speaking. Richards et.al (1985: 96) state that error analysis is the study of errors made by the second and foreign language learners.

3. Grammar

Grammar covers the whole rules of language. Grammar can be defined as structure of language (Harmer 2001: 12). Grammatical is an adjective word which has something to do with grammar. In this study, grammar refers to words, phrases, clauses or sentences which are acceptable and correct form according to English grammar.

4. Taxonomy

James (1998: 102) drew on the New Shorter English Dictionary (1993) defines taxonomy as “ the branch of science which deals with classification.” James also argues that ‘ a taxonomy must be organized according to certain constructive criteria.” This criteria should as far as possible reflect observable objective facts about the entities to be clasified. (cited from *Alexius Madar and Clemens Ataburan*: 40-41).

5. Analytical Exposition Text

Analytical exposition text is one of the text genres studied in senior high school based on the curriculum of curriculum 2013. According to Gerrot and Wignell (1994: 197) analytical exposition text is a text that attempt to change people’s opinion about something. The main social function of an analytical exposition text is to persuade the reader or the listener of the text that something is the case.

6. SMAN 3 Kupang

It is one of senior high school in Kupang, east Nusa Tenggara Province. It is located in W.J. Lalalmentik Street, district of Oebufu-sub district Oeobobo and Kupang City. In 1975 this school name was SMP 34 but in the years of 1983, particularly on the 9 September 1983, it was transfered into SMA Negeri 3 till now. Therefore, September the nineth is established as the anniversary of SMA Negeri 3 Kupang and usually celebrated with many event and competitions.