

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the Indonesian education system, learning English as a foreign language it is normal to witness students make mistakes and errors. In learning English students will find some difficulties, causing errors in using English. Ellis (2001) says that an error is different from a mistake. Error describes a gap in student knowledge. Meanwhile, mistakes describe errors that occasionally appear in actions.

Based on the definition of Handayani (2011) in Meisa (2014) error is a systematic deviation that occurs repeatedly the learner does not realize that what he is doing is deviation. The mistake is something like celibacy of the tongue, namely an event that only happens once, and the speaker knows it and corrects it as necessary.

Learning English means learning grammar. Someone who knows English must understand well about structure or grammatical, for it is essential for her/him to speak English on grammatical. It is better to learn English with good structure, because if someone is wrong in some structures it may be wrong in meaning. A good ability to learn grammar maybe give some advantages in many aspects. Moreover, in the educational aspect or social aspect. Speaking with good grammatical in formal or informal situations are also better than speaking without the right grammatical.

Thornbury (1999) states grammar is usually the same as learning syntax and morphology sentences. Learning grammar is also learning meaning both flows together and can't separate each other.

Grammar and communication have a strong relationship. According to Larsen and Freeman, there are three-dimensional grammar frameworks in teaching grammar: first is structure or form, second is semantics and meaning, and the third is pragmatics. In learning or form it discusses morphosyntactic and lexical patterns, and phonemic/graphic patterns while learning semantics and meaning it learns about the lexical meaning and grammatical meaning, the last is learning pragmatics means learning social context, linguistic discourse context, and presuppositions about context. He also stresses that teaching grammar means allowing the language students to profit linguistic forms accurately, meaningfully, and appropriately.

Grammar is the rules used in the construction of correct sentences. Grammar is used in all languages to put words together into perfect sentences. Everyone can communicate properly and correctly because they know the grammatical rules that make sentences meaningful. According to Thornbury (1999), grammar is a structure in a language and has the function to form sentences. Grammar is also the rule used in the construction of correct sentences. Grammar is used in all languages to put words together into perfect sentences. Everyone can communicate properly and correctly because they know the grammatical rules that make sentences meaningful. According to Thornbury (1999), grammar is a structure in a language and has the function to form sentences.

Based on pre-research, in learning English as a foreign language in Indonesia, grade 8 students of SMP N 10 Kupang still have minimal understanding of using English, specifically in learning grammar and pronunciation. In fact, as many as three teachers take care of students in guiding or studying the English subject. SMP Negeri 10 Kupang is a school located on the outskirts of Kupang, which is not far from the reach of the city and its progress. There are so many supporting factors to make it easier for teachers and students

to access various kinds of learning media. Including the Internet of learning, electricity, and even the maximum availability of books as sources to make it easier for teachers and students to learn. However, this convenience is not valuable or a success for these students to change or add insight into learning English, especially in learning to speak English well.

Seeing the phenomenon above, it is of course very interesting to investigate how the students use proper grammatical rules in speaking English. Therefore, the author is interested in conducting a study under the title "Analysis of Spoken Error Made by the Eight Grade Students of SMP Negeri 10 Kupang" (study cases in grade 8 students of SMP Negeri 10 Kupang).

1.2 Research Problem

Based on the explanation that has been stated above, the formulation of the problem in this study is:

1. What are the types of grammatical errors made by the Eighth-grade students in speaking English?
2. What is the most common grammatical error made by eighth-grade students in speaking English?

1.3 Objectives of the Study

In line with the problems of the study, the objectives of the study are:

1. To find out the types of grammatical errors made by the eighth-grade students in speaking English.
2. To find out the most common grammatical error made by the eighth-grade students in speaking English.

1.4 Significance of the Study

The benefits of this research are:

1. This research serves as material to add to the repertoire of libraries and resources for other researchers, especially studies of grammatical errors in speaking English.
2. The results of this study are expected to be reference material for the English department of Widya Mandira Catholic University, Kupang in studying the errors in speaking English.