

CHAPTER I

INTRODUCTION

This chapter describes some points including the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study and definition of terms.

1.1 Background of the Study

The purpose of learning a language is for communication. Communication itself is divided into two kinds, oral and written. Speaking is a kind of oral communication, whereas writing communicates in written form. As one of four Basic English skills, writing is considered very important by every English learner because writing conveys someone's ideas, insights, and thoughts. Furthermore, writing is not an instant skill to achieve in one single night. It does need skills.

Writing English is difficult for students because there are so many sorts of grammar which are actually very complicated to apply in so writing must be taught for senior high school students especially grade eleventh students. In the syllabus of curriculum 2013, there are three out of six subjects that must be taught to specifically build up students' ability in writing. It shows that writing is considered very important. Dealing with the importance of writing skill, Raimes in Khoriyah (2014: 177) says some reasons why writing is important for students. He firstly states that writing strengthens the students' grammatical structure, idioms, and vocabulary. Furthermore, he adds that writing gives a chance to students to apply a language they have learned. Moreover, he states that writing

reinforces students to express their ideas in correct words and sentences. From his arguments, we can see why writing is considered important and must be taught to senior high school students.

To reach the writing capability, it requires many components such as thoughts or ideas and skill. Skill is achieved by how many times a writer compose passages. Ideas come from mind which has stored many books the writer has read. Moreover, those ideas and thoughts must be conveyed in a systematic way such as using good grammar. By using appropriate grammar, it helps readers catch the writer's ideas and thoughts that they convey explicitly or implicitly. It is because the function of grammar is to arrange words orderly. In other words, grammar is one of basic components that determine the reading is good or not.

The researcher would like to discuss the grammatical error that students make in writing analytical exposition text. According to Mulya (2010) the generic structure of analytical exposition text, namely: (1) Thesis: introduces the topic, outlines main idea (thesis statement). (2) Argument: provides the argument to support the thesis statement. Each paragraph identifies a particular point; the elaboration may be further description, analysis and giving examples. (3) Reiteration: restates the writer point of view/ to strengthen the thesis.

Analytical exposition text is the text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important problem and to analyze the topic that the opinion or the thesis is correct by developing an argument to support it.

Therefore, by learning how to write the analytical exposition text, people are expected to be able to convey their ideas and arguments logically. They also

will be able to convey them orderly so that the readers can believe and accept the reasons. However, to write an analytical exposition, there are some grammatical features required and using simple present tense is the main features concerned with generalizing phenomena. An analytical exposition has the structure and makes use of simple present tense in explaining the phenomenon.

Based on the information and observation that researcher got from SMAN 3 Kota Kupang, the researcher found many problems happened regarding grammatical errors especially of eleventh grade students in SMAN 3 Kota Kupang. Sometimes, they made grammatical errors in composing writing. However, making errors is fundamentally humane. Therefore, by seeing this phenomenon, it will give the important role in giving the feedback for the teacher and researcher in order to evaluate and develop the material in teaching learning process.

Considering the background above, the researcher discusses English skill in writing analytical exposition text in language features of analytical exposition text. Writing an analytical exposition text should be clear and concrete. If a student makes a mistake in language features of the text, it means that the students are not competent yet in making their text. It makes the reader confused and difficult to understand what the writer means. Therefore, through analytical exposition text, the researcher would like to find out the students' error in language features of analytical exposition text in writing.

1.2 Statement of the Problem

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

1. What are the types of grammatical error in analytical exposition text produced by the eleventh grade students of SMAN 3 Kupang in school year 2019/2020?
2. What is the most common grammatical error in analytical exposition text produced by the eleventh grade students of SMAN 3 Kupang in school year 2019/2020?

1.3 The Objectives 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 analytical exposition text produced by the eleventh grade students of SMAN 3 Kupang in school year 2019/2020.
2. To find out the most common grammatical error in analytical exposition text produced by the eleventh grade students of SMAN 3 Kupang in school year 2019/2020.

1.4 The Significance of the Study

The result of this study is significant for the students, the teacher, the writer, and the English Education Study Program of Widya Mandira Catholic University.

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 error in writing analytical exposition text and try 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 to help them to create a good syllabus and material design for the students in learning process later on. Besides that, this study is also helpful as a means to evaluate the teaching process by analyzing the error of students writing task.

3. The Writer

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

4. The English Education Study Program of Widya Mandira Catholic University

This study will be good information to know the students understanding on English grammar at senior high school generally SMAN 3 Kupang particularly in the school year 2019/2020 and try to find an effective approach in teaching and learning English later on.

1.5 Scope and Limitation

There are some kinds of texts taught to the students of senior high school level. Such text includes explanation text, cause and effect text, analytical exposition text, narrative text, descriptive text, recount text. This study focuses on analytical exposition text. Analytical exposition text is the text that elaborates the writers' idea about the phenomenon surrounding. 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 analyze the errors produced by the students. This study will apply the surface strategy taxonomy presented by Dulay, et al. (1982) to analyze the student's errors. This is specified into: omission, addition, misformation, and misordering.

1.6 Definition of Terms

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

1. Error

Error is a systematic deviation; when a learner has not learnt something and consistently gets it wrong (Norrish, 1987: 8).

2. Grammar

Grammar covers the whole rules of language. Grammar can be defined as structure of language (Harmer 2000: 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.

3. 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 Garrote and Wagnall (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.

4. SMAN 3 Kupang

It is one of the senior high schools in kupang, east Nusa Tenggara Province. It is located in W.J. Lalamentik Street, district of Oebufu-sub district Oebobo and Kupang City. In 1975, this schools name was SMPP 34 but in the year of 1983, particularly on the 9 September 1983, it was transferred into SMA Negeri 3 till now. Therefore, September the ninth is established as anniversary of SMA Negeri 3 Kupang and usually celebrated with many events and competitions.