

CHAPTER I

INTRODUCTION

Chapter I, Introduction is specified into six subchapters. They are background of the study, statement of the problems, subjective of the study, significance of the study, scope and limitation and definition of the terms.

1.1 Background of the Study

Language is used by human being to do communication and interaction in the society. The use of language does not separate from human life, because it is a tool that is used by people in speaking or writing. Language is a particular way or style of speaking or writing (Hornby, 1995: 662). Language also has central role in students' intellectual, social, and emotional development and it supports the success in learning of all subjects. Thus, people use the language to ask other people to do something, exchange our ideas, and communicate each other about our plans in the future or experiences.

There are many kinds of language in our life. Now days, English has become a very powerful language in the world because English is a foreign language or second language that must be learned by students in the different level of educations. English is a subject taught in Indonesia curriculum, and it also becomes main subject which is learned by students, because it is one of the subject which is examined in the national examination to the students in the junior high school and senior high school in the Indonesia. Therefore, this subject is very essential and valuable to the students.

Nevertheless, many students and people assume that, the English is very hard or difficult to learn. In learning English we must able to know, master, and understand about the four main skills and some sub skills. The four main skills are listening, speaking, writing, and reading. The four main skills are sustained by some sub skills as, pronunciation, spelling, grammar, and vocabulary. The materials that are learned by eighth grade students in SMPN 4 Kupang about the kinds of text such as, recount text, procedure text, narrative text, descriptive text, and the short function text. Students are taught by the teachers about how do they use and write a text correctly. It helps the students to train their writing skill. However, the writer only uses and chooses the writing procedure text to be analyzed. Procedure text is a text that explains about how to do something with following the steps well, or a text tells about how something is done through steps or actions.

Writing is one of the parts of language skills besides speaking, reading, and listening. Writing can express our idea, feeling, and expression well by the language writer. Writing is a basic and very important language skill because it is the integral to learning process and it can improve the learners' academic performance. Writing is a complex process and difficult task even in the first language, because effective writing production requires several component including content, organization, and language competence (Richard and Renandya, 2002: 40). In the process teaching and learning English, writing ability is the most difficult and complicated language skill that are learned by students in every level of education. Writing is more difficult rather than the other language skills because it needs well knowledge and hard thinking when they produce

words, sentences, and paragraphs, and they also follow the grammatical rules of the language. Writing can be very enjoyable as long as we have the ideas and the means to achieve it. Besides that, writing skills needs the grammatical structure or rule of language, so students or people will able to understand well what they have written; it is very benefit thing in writing process.

Grammar is a rule system of the language. The other definition that, grammar is systematic way accounting for a predicting and idea speaker's or hearer's knowledge of the language, this is done by a set rules or principles that are used to generate grammatical utterances in the language (James, 2004: 6). Every language has a grammatical rule, and English grammar is more completed than Indonesia grammar. Students will not be able to learn English or the other language, if they do not know more and understand about grammatical or rule of language. Therefore, we have to admit that it is very essential to learn a language. Based on the writer experiences when she was junior or senior high school, the difficulties and troubles which are always done and faced by her friends and her in the learning English, when we wrote a paragraph. We did the grammar mistakes in our learning especially in writing. It happened because we did not understand about the grammatical rules of the English. Nevertheless, sometime the teacher did not repair and aware about our mistakes, then we made our mistakes repeatedly because we did not have the correction. Thus, this event is called as an error that happen in language learning.

The error in language learning is defined that noticeable from the adult of the native speaker, reflecting the inter language competence of the learner. This show that there is a gap in the learner's knowledge, it occurs because the learner

does not know the correct one (Brown, 1980: 85). Some mistakes and errors are made in the language learning is they do not understand well about the English grammar. Many of the students commonly make grammar mistakes in the language learning especially in writing. Students do not learn language without systematically committing error first. Errors which are made by learners contribute in understanding the process of foreign language acquisition. James (1998: 78) says that if the form he or she select is not the one intended, and we shall say that the fault is a mistake.

The error in foreign language especially in language learning is the cases which are difficult enough to avoid. Many aspect that are caused by the learners of English as a foreign language makes errors and sometime mother tongue interferences also became one of the caused. The error in language learning is natural. Therefore, when the teachers teach in the class, they find many phenomena, and they also find many students who have good writing in English, many students who have low ability in writing English. Therefore, based on many explanations and statements above, the writer is inspired to analyze and conduct a study under the title **“An Analysis of Grammatical Errors in Writing Procedure Text of the Eighth Grade Students of SMPN 4 Kupang in School Year 2017/2018”**

1.2 Statement of the Problems

The writer conducts a study about an analysis of grammatical errors in writing procedure text. Even though, the writer decides to write two statements of

the problems that become the main problems that will be found and analyzed of grammatical errors in writing procedure text. The statements of the problems are:

1. What types of errors that are made by the eighth grade students in SMPN 4 Kupang in writing procedure text that base on surface strategy taxonomy?
2. What is the most frequent type of errors made by eighth grade students in SMPN 4 Kupang in writing procedure text that base on surface strategy taxonomy?

1.3 Subjective of the Study

Based on the questions in the statement of the problems, thus subjective of the study is followed as:

1. To describe or identify the types of errors that are made by the eighth grade students in SMPN 4 Kupang in writing procedure text that base on surface strategy taxonomy.
2. To describe and identify the most frequent type of errors made by eighth grade students in SMPN 4 Kupang in writing procedure text that base on surface strategy taxonomy.

1.4 Significance of the Study

The result of the study presents more advantages to the English teachers, the Students, and the Researchers.

1. To English Teachers.

The result of the study gives more benefits to know, and recognize about the errors that are made by students in writing a paragraph, so they will give more

attention of the sources error that are made by students. It will also improve their strategy and attitudes in teaching English, whether they have been successful or not in teaching English.

2. To Students

The result of the study gives more knowledge to them about the grammatical of the language, and the sources of the error, and writing the procedure text. The students will be able to know the errors that they do in writing procedure text, thus they will not make the errors repeatedly.

3. The result of the study about “An Analysis of Grammatical Errors in Writing Procedure Text of the Eighth Grade Students of SMPN 4 Kupang in School Year 2017/2018” will inspire other researchers to conduct the research about the analysis of grammatical errors in writing procedure text. It also improves their ways of investigating and analyzing the study of research.

1.5 Scope and Limitation

This study is about analyzing students’ grammatical errors. In analyzing the students’ grammatical errors in writing procedure text, the writer uses the surface strategy taxonomy as omission, additions, misformation and misordering.

1.6 Definitions of the Terms

1. Error is the wrong grammatical structure of the sentences that are made by students in writing task.
2. Error Analysis is the process that is used to analyze the students’ grammatical errors in writing task.

3. Grammar is the system of rules that constructs the formation and connection of every word in a sentence.
4. Grammatical errors are the mistakes that are made by learner language about the word placement in the sentence.
5. Writing is an activity that produces word, sentences, and paragraph that express our idea, feeling, and knowledge in a paper.
6. Procedure text is a text that explains about how to use or do something using the steps or procedures well.
7. SMPN 4 Kupang is one of the junior high school that is located in Alfonsus Nisoni Street, Num: 19 of Kupang.