

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

Writing is a communicative act; it is a way of sharing information, thoughts, experiences, or ideas, between ourselves and others (Cahyono in Purwaningsih (2012). Writing is one of the basic skills that need many ideas like in choosing good words for making them into a good sentence. A good composition of writing has to enable the readers to understand the writer's intention to communicate. A composition consists of some sentences. Every sentence in a paragraph should make the readers feel that the unit has been effectively, coherently, and grammatically developed.

In writing process, we need to pay attention on our grammar knowledge so that every word in sentence has meaning; the ideas are not jumping and can be understood by the readers or the listeners. Grammar as one of the basic elements of language is considered to form the intended meaning of a speaker. Good grammar is a basic need to form a good and correct composition and speech. Grammar is the rules in a language for changing the form of words and combining them into sentences (Oxford, 1995: 517).

English grammar is taught starting from junior high school to university level. However, many students or learners still encounter some problems in using it correctly in writing. Grammar is the main problem faced by the students during the teaching learning process of English. Based on the writer's experiences in her

teaching practice, she found that students made errors such as the use of grammar.

Some grammatical errors can be seen in sentences below:

1. *I will give examine for my beloved students*
2. *I am sadness!*
3. *He is all time late.*

In the first sentence, the student makes wrong sentence, it is called “double marking semantic future”. The correct one must be: *I will give exam for my beloved students*”. Only one marker is required in this sentence. The error of the first sentence is called “Double-marking”. The second sentence is also wrong. The error is classified as misformation because the order of the words is wrong, and the correct sentence is “*I am sad*”. In the third sentence, the error is classified as misordering because the placement of the words is wrong, and the correct sentence is “*He is late all time*”. This happened because students’ lack of grammar and misunderstanding in translating some vocabularies in English.

Based on the problems and the explanations above the writer would like to conduct a study with the title “**A Study on Grammatical Errors in Writing English Composition of the Eleventh Grade Students of SMA PGRI Kupang in the School Year 2015/ 2016**”.

## **1.2 Problem Statements**

The topic of this study is specified into some problems. The problems are formulated in the following questions:

1. What are the grammatical errors in writing English composition that might be committed by the eleventh grade students of SMA PGRI Kupang in the school year 2015/2016?
2. What are of the most common grammatical errors in writing English composition that might be committed by the eleventh grade students of SMA PGRI Kupang in the school year 2015/2016?

### **1.3 Objectives of the Study**

Based on the problems stated above, the objectives of the study are as follows:

1. To know the grammatical errors in writing English composition that might be committed by the eleventh grade students of SMA PGRI Kupang in the school year 2015/2016.
2. To know the most common grammatical errors in writing English composition that might be committed by the eleventh grade students of SMA PGRI in the school year 2015/2016.

### **1.4 Significance of the Study**

This study is expected to be beneficial for the following persons: the English teacher, the students, other researchers and the writer.

1. For the English Teacher

The result of this study will help the English teacher to find out the way in overcoming students' problem in teaching writing English composition especially in grammatical structure.

## 2. For the Students

Through this study, the students can recognize their ability in writing English composition especially in grammatical structure.

## 3. For the other researchers

This study will help the other researchers who want to conduct the study that has the same title and objectives.

## 4. For the Writer

This study also hopefully enlarges the writer's knowledge especially in grammatical errors in writing English composition.

### **1.5 Scope and Limitation**

This study is about errors particularly grammatical errors in writing a composition. In error analysis, errors are categorized into surface strategy taxonomy, linguistic category taxonomy and comparative taxonomy. To evaluate the students' grammatical errors in writing a composition, the writer used the surface strategy taxonomy, which consists of 4 classifications of errors omission, addition, misformation, and misordering. Errors which might be committed by the students were gathered from their writing productions. In this study the writer focuses on writing recount text. The writer gave them two topics namely "My Interesting Experience and My Holiday". The students were asked to choose one of the topics and write a recount text based on the topic chosen. They were given 60 minutes to write recount text.

## **1.6 Definition of Terms**

In order to avoid misunderstanding in leading this writing, the definitions of terms are described as follows:

### **1. Writing**

Writing is a communicative act; it is a way of sharing information, thoughts, experiences, or ideas, between ourselves and others (Cahyono in Purwaningsih (2012). In this study, writing is a way of sharing information, thoughts, experience, or ideas, through written form done by the students through writing a recount text.

### **2. Grammar**

It is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in language (Richards et al, 1985:126). In this study, grammar is the description of the structure of a language and the way in which linguistics unit such as word and phrases are combined to produce sentences in language made by the students.

### **3. Error**

Error is actually the flawed side of learner speech or writing, (Dulay 1982; 138). In this study, error is actually the flawed side of the students' writing concerning the use of grammar.

### **4. Composition**

A composition is piece of writing made up of more than one paragraph and developing one idea (Arroyo, 1989: 76). In this study, composition means

pieces of writing concerning writing recount text made up of more than one paragraph developing one idea that were made by the students.

5. SMA PGRI Kupang

SMA PGRI is one of the Private Senior High Schools in Kupang, located at Jl.Swakarya I,Kuanino–Kupang.