CHAPTER I

INTRODUCTION

In this chapter the writer explores the background of the study, Statement of the Problems, Objectives of the study, Significance of the study, Scope and Limitation of the study and Definition of terms.

1.1 Background of the Study

Language is a means of communication. By using a language people can communicate with each other. There are many languages in the world and one of them is English. As an international language, English plays an important role in all aspects of life in the world.

In learning English, we will recognize about language skills and sub skills. The language skills comprise listening, speaking, reading, and writing. Whrereas the language sub skills cover vocabulary, grammar, pronounciation, and spelling.

As one of the four language skills writing is important for us, because by writing we can express our mind also interact with readers. Through writing we can share our feelings; these can be expressed by words, phrases, sentences, paragraph or text. In general, people tend to express what they see or feel about something or someone through writing as well as talking/speaking.

According to Norquist (1995), good writing requires good knowledge of grammar as well as the art of using the rhetoric or arranging words, phrases, sentences, and paragraph in such a way that it can enggage the reader's attention. A good writing must enable the readers to understand what the writer intends to

comunicate. A good writing should embrace the following elements such as grammar, vocabulary, mechanic, style, case of comunication and the form of organisation. Everyone can expresses his/her feelings, ideas or emotion in correct English written form if he/she has mastered English grammar.

Actually grammar is used to mean the structure of a language. It is an essential part of the use of language process, both in spoken and written language. Richard et. al. (1985:154) defines grammar as "a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language". It would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning.

By having good knowledge of grammar, learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in writing. Hence, learners need to know the grammatical system of language they can communicate with others in order to transfer the message properly.

Many learners often make mistakes and even errors in learning English, especially when they try to arrange sentences or use tenses in their writing. As a result, they will write sentences ungrammatically. Actually, ungrammatical sentences have great influence when the learners are writing sentences. It can be influenced by the first language which is different from the second language or

foreign language in written form. In other words, the first language can influence learners in the process of learning the second language Corder (1998: 78).

Explanation text is the text which tells about process to forming of natural, social, scientific, and culture phenomena. To make a good explanation text, the students must be able to master and apply the structure correctly. In this case, the tense used is simple present. If they cannot do that, of course, errors will arise. Automatically their writing will cause misunderstanding for the readers, because the readers cannot receive the message or expression of their idea well. To more clearly the writer presents some example:

1. *The sun heat the water*

2. *I am sadness!*

The error of the first sentence is called Omission. Because there is no -*s* after the verb heat, it should be *"The sun heats the water"*. And the error in the second sentence called misformation because the order of the words is wrong, and the correct sentence is *"I am sad"*.

Based on the writers' experiences in teaching practice on senior high school, the students' grammar in writing is very low in learning foreign language in the classroom. Therefore the writer was to analyze the errors made by the students and gives the information to the teacher of English so the teacher can make an effort to apply a good teaching of English. The writer chooses the title :"**An Analysis on Grammatical Errors in Writing Explanation Text of the Twelfth Grade Students of SMA Negeri 5 Kupang in the School Year 2014 / 2015"**.

1.2 Problem Statements

The problem statements of this study are formulated in the following questions.

1. What are types of grammatical errors committed by the twelfth grade students of SMA Negeri 5 Kupang in the school year 2014/2015 in writing explanation text?

2. What are the most common errors committed by the twelfth grade students of SMA Negeri 5 Kupang in the school year 2014/2015 in writing explanation text?

1.3 Objectives of the Study

This study has some objectives. The objectives go in line with the problem statements stated above. The objectives of the study in detail are stated in the following.

1. To find out types of grammatical errors committed by the twelfth grade students of SMA Negeri 5 Kupang in the school year 2014/2015 in writing explanation text.

2. To find out the most common of errors committed by the twelfth grade students of SMA Negeri 5 Kupang in the school year 2014/2015 in writing explanation text.

1.4 Significance of the Study

The significance of the study is actually the benefit of the study for human being. The significances in detail are as follows:

1. **The English Teacher**

    The English teacher especially at SMA Negeri 5 Kupang will know the errors committed by the students in Writing Explanation text. Based on this, he/she will improve or enhance the process of learning English to be better.

2. **The Students**

    By doing this study, the students from the researched school will know their grammatical errors in order that they can improve their errors especially in writing.

3. **The Writer**

    The writer would be able to identify the grammatical errors made by the twelfth grade students of SMA Negeri 5 Kupang in writing explanation text based on the surface strategy taxonomy.

1.5 Scope and Limitation

This study does not describe all aspects in writing text. It only focuses on grammatical error. This study relates to the error analysis. There are some taxonomies used in analyzing errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. However, in this study the writer only analyzes the errors commited by the students based on the surface strategy taxonomy which refers to omission, addition, misformation, and misordering.

The students may make errors in learning and using English in basic skills of learning language: listening, speaking, reading and writing and sub skills of

learning language: grammar, vocabulary and pronunciation. In this study the writer concentrates on analyze of grammatical errors of the students writing.

There are some kinds of the text: narrative text, explanation text, discussion text and descriptive text. This study the writer just concentrates in explanation text.

1.6 Definition of the Terms

There are some terms used in this study that should be defined. The definition may help the readers understand the study as a whole. The terms that should be defined in this study are:

1. **Error**

Errors are the flawed side of learner speech or writing (Dulay, Burt and Krashen, 1982:138). In this study, the meaning of error refers to the students' errors in their writing. It is about the omission, addition, misformation and misordering that will be made by the twelfth grade students of SMA Negeri 5 Kupang in writing explanation text.

2. **Analysis**

A way of determining or describing something by separating it into component parts (Gunn, 1975:15).In this study, analysis means a way of determining or describing the student's errors in writing by using the surface strategy taxonomy.

3. **Grammatical Error**

Grammatical error is a description of a phrase, clause or sentence which is acceptable because it follows the rules of a grammar (Richard et al, 1992: 161). In this writing particularly, grammatical errors are defined as those grammatical

aspects which deviate from the acceptable and conventional rules in writing explanation text of the twelfth grade students of SMA Negeri 5 Kupang in the school year 2014/20115.

4. Explanation Text

Explanation text is a text which tells processes relating to forming of natural, social, scientific, and culture phenomena. Explanation text type is often used to tell how and why thing (phenomena) occur in nature. Some examples of explanations text are: How something occurs, why something happened, why things are a like or different, how to solve a problem (Anderson et. al (1997: 82). In this study, the writer will ask the student to write the explanation text about the natural, social, science and cultural phenomena.

5. SMA Negeri 5 Kupang

It is one of the state or public Senior High Schools in Kupang which is located in Oebufu.