

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international language. The internationality and globalism of English make all people around the world try to know it. The same case is occurring in Indonesia. Thus, English as a foreign language in Indonesia is taught in Elementary, Junior and Senior High School as a compulsory subject. This has enabled every student to learn English. But many people try to be able to know English without learning in formal education. They improve their skill in listening, speaking, reading or writing. Nevertheless we do not know really whether they use appropriate English or not.

We cannot judge them due to some mistakes in using English, because there are so many sources from where people may learn that global language. We do not know whether those sources feed them good English or not. They can learn English from television, the song lyrics, novels, newspapers, magazines, from many writings in blogs and websites or from social media such as facebook, twitter and so on. It makes them very easy to learn English in one side, but risk-full in other side, that is in the side of right, good and appropriate English.

Since English as a foreign language in Indonesia and it has an important role in the world, it makes most of Indonesian students in general get some difficulties. The difficulties occur when they lack of knowledge about vocabulary and grammar. In fact, they have to master the language basic skills, they are speaking, writing, listening, and reading and language sub skills, there are

vocabulary, grammar, pronunciation and spelling. Writing is the one of four language basic skills in learning process. It is as a basic skill and it is very important. It improves student's academic performance especially in writing an expository text. Through expository text students can explain their opinion and express their ideas, feelings and what they are thinking. By writing an expository text students try to explain the reader to believe their opinion. But not all the students in writing an expository text correct in structure, sometimes they make errors in using of grammar. The error also appear in writing because writing consist of some elements such as grammar, vocabulary, mechanic and form

There are some examples errors in constructing sentences used by students of SMA Negeri 2 Kupang when the writer had teaching practice:

1. *Her hobby listening music*
2. *That cats are mine*

The error in the first sentence is called "omission". The sentence must be *her hobby is listening music*. There is an absence of "to be" unsure as an item that must appear in a well-formed utterance. The second sentence is called "misformation". It should be *those cats are mine*. The misformation occurs in that.

According to Richards (in Chebchoub, 2011: 209-210) errors are the common thing that must be evaluated in learning language. He wrote, errors are "those which reflect the general characteristics of rule learning, such as faulty generalizations, incomplete application of rules, and failure to learn conditions under which these rules apply".

Linguists such as Richards and Sampson (*ibid*, 2010) defined the vital importance of these errors as follows: "At the level of pragmatic classroom

experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort.”

Error analysis is not just useful for students, but also for teachers and lecturers. By undertaking error analysis, teachers are not only able to evaluate and revise their method and techniques of learning and teaching but also enable them to improve their language intuition and capability to master English rules. The writer, as the student of English department and the candidate of English teacher has the same interest. An analysis grammatical error may lead the writer to be able to find error and revise the error, and that process sharpens unconsciously the writer capability of knowledge and practicing of English.

Based on explanation above, the writer wants to make study entitled **An Analysis of Grammatical Error in Expository Text Written by Eleventh Grade Students of SMA Negeri 2 Kupang in the School Year 2014/2015**

1.2 Problem statements

Based on the background, the writer formulates the problems in the following questions to be answered after doing the analysis.

1. Do the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014/2015 commit errors in writing an expository text in English?
2. What type of grammatical error might be committed by the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014/2015 in writing an expository text in English?

3. What might the most common types of grammatical errors be committed by the eleventh grade students of SMA Negeri 2 Kupang in the school year 201/2015 in writing expository text in English?

1.3 Objectives of the Study

Based on the problem statements above, the objectives of the study are as follows.

1. To know whether the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014/2015 commit errors in writing an expository text in English or not.
2. To find out the types of grammatical errors in writing an expository text made by the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014/2015.
3. To find out the most common types of grammatical errors committed by the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014/2015 in writing expository text.

1.4 Significance of the Study

This study will give concrete contribution to the teacher of English, the writer and the students of the researched school in learning process of English:

1. For the Teacher of English

Through this study the English teacher of SMA Negeri 2 Kupang will know his/her students ability in writing expository text. If the result shows that the students still make errors based on error taxonomies especially in surface strategy

taxonomy covering omission, addition, misordering and misformation in writing an expository text in English then he/she might find out some strategies for improvement. But, if the result shows that the students do not produce errors in writing, he/she could use it as the basis to enhance his/her teaching ways.

2. For the Writer

This study is meant to increase the writer's knowledge in writing English especially on how to write an expository text correctly by avoiding the errors found in the study.

3. For the Students

This study can help students how to develop their writing skill especially in grammar aspect in writing an expository text and their interest to study and learn English.

1.5 Scope and Limitation

This study is about grammatical error analysis in text writing. There are numerous types of text writing that can be analyzed. They are argumentative text, expository text, narrative text, persuasive text, and descriptive text. However in conducting this study the writer just limits and focuses on expository text. Moreover, there are some error taxonomies that can be used to analyze students' grammatical errors. They are linguistic category taxonomy, surface strategy taxonomy, communicative effect taxonomy and comparative taxonomy. Here the writer will use surface strategy taxonomy covering omission, addition, misordering and misformation.

1.6 Definition of Term

To avoid misunderstanding of the concepts used in this study, some definitions are provided as the following.

1. Expository Text

Expository text is a form of writing that explores subjective attitudes, opinion, value or physical concepts which has done mainly for the purpose of explaining (White, 1980: 42). In this study expository means the students' writing based on the topic given in which they try to explain the reader to believe their opinion.

2. Error

It refers to wrong forms that the people could not correct even if their wrongness were to be pointed out, but it still evident what the learner wanted to say (James 1998: 80). Dealing with this study, errors refer to the wrong forms that might be used by the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014/2015 in writing an expository text.

3. Grammar

It is the patterns of arrangement of words in sentences and the patterns of arrangements of parts of words into words (Lado, 1961: 142). This study will seek the patterns of grammar in writing an expository text of the eleventh grade students of SMA Negeri 2 Kupang in the school year 2014/2015.

4. SMA Negeri 2 Kupang

It is one of public senior high schools, located in Kupang City , East Nusa Tenggara Province which is located in Kelapa Lima, on S.K Lerik Street. The writer will take this school as a location in conducting his study.