

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

English is a foreign language in Indonesia. English becomes the most important part in community. Starting from children, parents have already taught their children to learn English. English also becomes an important subject in school which starts from Elementary School even kindergarten. From this subject, the students learn about speaking, reading, listening, and also writing. Beside these, the students have to learn linguistic competence. Based on the 2004 English Curriculum; *“Students have to be equipped with the linguistics competence in order they master the four language skills”*. It is also said by Jack and Rodgers that *“one of dimensions of communicative competence is grammatical competence refers to what Chomsky call linguistic competence”*. From that statement, it is clear that the students have to learn linguistic competence to be proficient in English and one of the linguistic competences is Grammar.

The understanding of grammar is very important when we make a good writing. Errors in writing also will happen when the learners do not have enough knowledge for their grammar. Mistakes and errors often happen when the students learn foreign language. It is difficult to see the differences between errors and mistakes, especially in written form. The researcher agrees with Corder (in Richards, 1974: 25) who states that *“Problem of determining what learners’ mistakes and what learners’ errors is one of same difficulties”*. Because of that reason, in this research the presence of mistakes is omitted.

Corder (in Richards 1974: 20) also says that *“Human learning is fundamentally a process that involves the making of mistakes”*. The learners have already acquired his or her mother tongue. The mastery of mother tongue, in fact, has great influence on the process of learning a second or foreign language. The learners still weak in their native language form and meaning in learning a foreign language. It influences the process of mastering foreign language. Because of that reason, the researcher considers that the errors in the research are the problems in writing for the learners.

Writing is a very important language skill because it is integral to the learning process and it can improve the students' academic performances but it cannot be learned in a short time. Based on what Vallete says (1985: 81), "*Writing skill requires more capabilities than other language skills and need special preparation*". It requires the students to understand the spelling and punctuation, the sentence structures, the vocabulary, and the paragraph development. Because of that, writing is one of the four skills which are required as a part of the culture of society or institution. It means that writing is one of the communications ways that the students can communicate their ideas and messages. It is used to tell or retell pieces of information in the form of narration, description, or transform information into texts.

According to Miles (1982: 4), "*Writing process is easier than speaking process because people who write something have time to think the idea and find out the right words then expressed it into writing*". It means that the students should choose the suitable words to be arranged into sentences and determine the right verb that is suitable to the tenses. It also means that the students have time to prepare their writing such as the topic that they are going to write, to revise and rearrange into a good writing. Even though it is easier than speaking but the students still say that writing is difficult because the English rules are very complicated. They often break the language rules and they still use word by word translation in their sentences. In fact, a wrong sentence can disturb the meaning of the sentence. Michael Braganza (1998: 14) says that "*By breaking the fundamental rules and grammar, our ideas become wrong, the sentences become erroneous and we stand self-condemned*".

Every student likes to make writing, even an elementary school student. They like to improve their English by writing. But, sometimes teachers do not realize that there are so many errors inside their writing by doing it. The researcher has ever found some writings like this and the researcher is interested in investigating about finding the grammatical errors in it. In order to know more about grammatical errors, the researcher has to analyze it by doing a research, so teachers can learn little by little about the errors from this writing.

In this research, the researcher will conduct a grammatical research in the field of linguistics with qualitative methods. The supporting data is obtained by visiting a library in University of Darma Persada and observing students in the office where the researcher works.

1.2 Identification of the Problem

As stated in the background of the problem, this research is analyzing the grammatical errors made by Grade 7 students of *Grow English Course*. Actually, there are 15 grades and 31 classes in *Grow English Course*, but the researcher chooses Grade 7 students. This grade has many appreciations of their skill, both in speaking and writing. However, errors can happen to each learner. It means, errors also can happen to students both weak and smart students. Those reasons become the researchers' consideration in determining the subject of the research. For conducting this research, the researcher asks the students to write a descriptive text and then analyzing it by using the theory. The reason is students still make error in their writing and they repeat some similar errors.

1.3 Limitation of the Problem

In this study the researcher will focus on grammatical errors which are found in the students' writing. This research is limited to the students' writing in *Grow English Course*. The researcher chooses Grade 7 students due to the fact that they are still in the early phase of learning. To make the research more directional, focused, and not too large, the researcher limits the problems into Tenses. The tenses are Simple Present Tense, Perfect Tense, Simple Past Tense, Future Tense, and Present Progressive (Continuous) Tense. Besides that, the researcher also discusses Modal verbs "*can-could*", *to infinitives*, and *Singular Plural noun*. Finally, the researcher gives the best alternative correct answer.

1.4 Formulation of the Problem

Based on the background previously stated, the researcher formulates the problems as follows:

1. What are grammatical errors found in students' writing of Grade 7 students in *Grow English Course*?
2. Why do the students make the errors discussed?

3. How does the researcher solve the problem on the grammatical error found?

1.5 Objectives of the Research

The purposes of this study are:

1. To find out grammatical errors found in students' writing of Grade 7 students in *Grow English Course* are.
2. To discuss why the students make the errors.
3. To solve the problem on the grammatical error found.

1.6 Benefits of the Research

This research is expected to be useful for students, teachers and also other researchers. The explanation will be described below:

1. To students in *Grow English Course*
This research is expected to help the students to be aware of the errors that they make and the causes of the errors. It is also expected that they will find the correct construction in grammar, and they will finally be able to use the language correctly especially in writing.
2. To all teachers
It can help teachers to obtain more data for their teaching. It can help teachers also to improve their knowledge about error and writing.
3. To other Researchers
The researcher hopes that this study can inspire other researchers to conduct further researches about grammatical error analysis in writing or other topics related to errors to enrich the existing study.

1.7 Methods of the Research

The type of the research is descriptive qualitative research. The researcher applies this type in her paper because it is the appropriate approach to describe the result of research.

According to Selinger and Shohamy (1989: 117), "*The descriptive qualitative research is a type or category of research refers to investigation, which utilizes already existing data or on experimental research*". Based on this view, this type of the study is used to describe the errors made by the students in writing.

In line with the description above, the descriptive qualitative research is used in this research because the researcher wants to describe the errors in the students' writing, especially the types of error and causes of errors. Those errors will be described in details in this research based on the result of the students' writing. It is the application of descriptive qualitative research.

To collect the data, the researcher uses a bulletin as the technique of data collection. Bulletin means a writing that students do every month. The researcher will ask the students to write a story about the title that has been given from the researcher. The students can choose one of 7 titles which have been given. The titles are: 1) *My Village*, 2) *My Favorite Mall*, 3) *I Love Music*, 4) *The Best Vacation I've Ever Had*, 5) *What I Remember Most in My Childhood*, 6) *Trapped in A Lift*, 7) *My Bad Habits*. The researcher will use these bulletins because it will be used to know the students ability in writing English and the errors which they make in their writing.

For the procedure of the research, the first step is preparing the research instrument. The second step is implementing the bulletin. In this step, the researcher asks the students to make descriptive texts. In this case, the researcher gives 7 titles and describe about each of these title. For example like "vacation". So, the researcher will explain about where the researcher goes, with whom, by what and etc. to help and make them easier in writing texts.

Then, the researcher collects the tests that are done by the students. The researcher analyses the students' writing in order that she can see what the students make in their writing, focusing in grammar.

The technique of analyzing data which is used in this research is descriptive analysis. Descriptive analysis functions as a technique use to describe something in details. It means that the data are analyzed and described in details to know the grammatical errors make by the students in their writing English. In this research, the researcher tries to list, identify, and describe them. It is descriptive since the errors will be identified and described in the form of category, in this case the type of errors, and the causes of errors.

1.8 Systematic Organization of the Research

The systematic of this research contains four chapters. Related to the title of this research, the systematic presentation is written as follows:

CHAPTER 1 : INTRODUCTION

It consists of: Background of The Problems, Identification of the Problems, Limitation of the Problems, Formulation of the Problems, Objectives of the Research, Methods of the Research, Benefits of the Research, and Systematic Organization of the Research.

CHAPTER 2 : FRAMEWORK OF THE THEORIES

It consists of: Definition and Theories of Descriptive Study, Grammatical Structure, Error, Error analysis, and Writing.

CHAPTER 3 : GRAMMATICAL ERRORS IN STUDENTS' WRITING: DESCRIPTIVE STUDY ON GRADE 7 STUDENTS IN *GROW ENGLISH COURSE*

It consists of: the researcher's finding and discussion.

CHAPTER 4 : CONCLUSION

It consists of: The researcher's conclusion and suggestion of the research.