

## BAB I

### INTRODUCTION

#### A. Background of The Study

In learning language, a part of language which is very important is mastering grammar. According to Chomsky in *Syntactic Structures*, through a grammar, the study of language can make sentence sense and understandable.<sup>1</sup> It means that the sequence of words would be acceptable if they are arranged correctly and understandably. Based on A Richards, Platt, and Welber in Ishaq stated that a grammar had been a description of the structure of a language in which words and phrases had been combined to produce sentences in the language.<sup>2</sup> It means that Phrases, clauses, or sentences are acceptable if it follows the rules of grammar. Hughes and Trudgill gave an example in English sentence: *He had a good time last night*, would be a grammatical sentence according to a grammar of Standard English, but the sentence: *He had a time good last night*, would be ungrammatical according such as a grammar.<sup>3</sup> Therefore, it is essential to know

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<sup>1</sup> Wikipedia, [http://en.wikipedia.org/wiki/Colorless\\_green\\_ideas\\_sleep\\_furiously](http://en.wikipedia.org/wiki/Colorless_green_ideas_sleep_furiously) accessed on january 09,2012

<sup>2</sup> Ishaq. *The Mastery of Using Progressive Tense by Second Year Students at MA Diniyah Gowah-Turi Lamongan in the Academic Year 2004/2005*, (Unpublished Sarjana Thesis. Islamic University of Darul Ulum Lamongan, 2005),3

<sup>3</sup> Characteristics of non-standard grammar in Scotland Caroline Macafee (1980, revised c. 1992, edited 2011), <http://homepages.abdn.ac.uk/c.macafee/pages/Scotsgrammar.pdf> accessed on january 09,2012

grammatical rules for them in mastering language since the learners explore and formulate the relation among words, phrases and sentences.

Some usages in learning grammar of English are the learners are not only able to speak English but also understand the correct English rules. Grammatical knowledge not only helps the learners to understand what he is doing, and allows him to make which one he should choose but also gives him a tool analyzing writing and a vocabulary for discussing.<sup>4</sup> It can be said that knowledge of grammar can represent the learner's intentions by using the suitable words in the sentence. The principal design of grammar of any language is to teach the learner to express himself politely in that language and to judge every phrase and form of construction to find out if it is right or not.<sup>5</sup>

Writing is a difficult skill for many students at school, even in their mother tongue. There are some reasons for this<sup>6</sup>. The first, writing has to be learnt, unlike speech, which is acquired in the mother tongue as part of a child's normal development. Next, the problem is the absent of audience. When we write, we cannot consult with the reader. It is difficult to know what information which the reader needs so it is hard to know what to write. But, when students' writing skill is improved, students will be able to make specific writing composition.

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<sup>4</sup> Ishaq. *The Mastery of Using Progressive Tense*..... 4

<sup>5</sup> F. A. Barbour, A.B. , *The Teaching Of English Grammar :Histort And Method*. (Boston :Ginn & Company,1901),13-14

<sup>6</sup> Jill Hadfield and Charles Hadfield, *introduction to Teaching English* (Oxford University Press: 2008), 116

Writing task is a task which involves the students in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicate the writer's thoughts and ideas on certain topic.<sup>7</sup> It means that, in writing task, they are aware of their goal to express their idea briefly and base on the correct grammar or the main purpose is to express ideas clearly with the correct grammar in the form of message written language and it must be understood by the readers so that it does not make them confused.

According to Dictionary of Language Teaching and Applied Linguistics, a student makes mistakes and errors when writing.<sup>8</sup> It is proven by some researchers. Rohmah studied *An Analysis of Grammatical Errors of Interrogative Sentences Made by Eight Students of MTs. Ma'arif Pare, Kediri*. She took 30 students as sample. She gave them a paper containing some interrogative questions. And the result of the study shown that there were 569 grammatical errors in students' answer sheet found.<sup>9</sup>

Siminto replicated this study entitled *Grammatical Errors In The Students' Thesis Abstract* (A Study On The Students' Enhancement In English Grammar).

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<sup>7</sup> Heaton, JB. *Writing English language test* (London: longman group, 1974) p.127

<sup>8</sup> Richards, J.C et al. " *Dictionary of Language Teaching*.....23

<sup>9</sup> Rohmah ,entitled *An Analysis of Grammatical Errors of Interrogative Sentences Made by Eight Students of MTs. Ma'arif Pare, Kediri*, 2011,69-71

He used 14 students as sample. And finally he found 674 grammatical errors in the students' thesis abstract.<sup>10</sup>

Both Rohmah and Siminto studied the grammatical error analysis. It is as same as the researcher studies. The previous studies have weakness. Those are (1) the researcher limited the study only certain grammatical error such interrogative sentences; (2) The researcher used some references in classifying the grammatical error category so that there are some categories which have the same contents such ( Word choice and Misusing preposition) , (Word order and Adjectives order, Misconstruction of negative, affirmative) and ( Verb tense and To be “missing and misapply” , Misconstruction of passive voice, Misusing -ing form, Misusing “be able to”). It is different from this study which only takes from Betty Schramper Azar's error analysis as guideline. So it will not occur double content in the study.

Considering some descriptions above, the researcher wants to analyze various aspects of grammar on writing II task. In this case, the study will be focused on the error types based on the Betty Schramper Azar's error analysis which are classified into singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence to support the

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<sup>10</sup>Siminto, entitled “Grammatical Errors In The Students' Thesis Abstract (A Study On The Students' Enhancement In English Grammar)”. <http://minto09.wordpress.com/2009/06/21/grammatical-errors/> accssed on october12,2012

study.<sup>11</sup> The researcher chooses Betty Schramper Azar book in analyzing students' writing error because this book is almost used by not only students but also the lecturer in many universities. In addition, this book is easy to be understood. So it is almost familiar with both lecturers and students.

As the measurement of the learner's ability in English, the study on errors is characterized on the number of errors made by the learner. The researcher assumes that the third semester students of English Department of IAIN Sunan Ampel Surabaya in academic year 2012 will be aware of their weakness in mastering English. They are expected to make writing which are correct in grammar, so it is important to know whether the students make grammatical errors or not and what kind of grammatical errors which students make. Moreover the third semester students have already learned not only Grammar I, II and III which consist of Azar's error analysis category but also Writing I and II so that they theoretically have known how to make and arrange good sentences and paragraph. The study can be measured the students' understanding in the lesson which they have learned especially in Grammar and Writing.

In addition, the third semester students will make an essay in the final semester examination so that it is very important and interesting to investigate the development of the learners' skill in English grammar and writing. Moreover they will study on the next writing III, IV and proposal writing. Even they will

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<sup>11</sup> Azar, Betty Schramper, *Understanding and Using English Grammar*. (New Jersey: Prentice – Hall, . 1980), A29-A30

also make thesis for final project. It can be an input for them to make writing better such proposal and final project.

## **B. Statement of Problem**

Based on the background above, the research problem will be observed by this research are:

1. What Grammatical errors are found on the writing II task based on the Betty Schramper Azar's error analysis made by the third semester students of English Department at IAIN Sunan Ampel Surabaya Academy year 2012?
2. What are the possible causes of the highest percentages of grammatical error analysis category on the writing II task based on the Betty Schramper Azar's error analysis made by the third semester students of English Department at IAIN Sunan Ampel Surabaya Academy year 2012?

## **C. Objective of the Study**

Based on the problem of the study above, the objective of this research is to know kinds of grammatical errors on the writing II task based on the Betty Schramper Azar's error analysis made by the third semester students of English Department at IAIN Sunan Ampel Surabaya Academy year 2012 and to know the possible causes of the highest percentages of grammatical error analysis category on the writing II task based on the Betty Schramper Azar's error analysis made by the third semester students of English Department at IAIN Sunan Ampel Surabaya Academy year 2012.

#### **D. Significance of study**

1. The researcher hopes that the result of the study is as guidance for lecturer to know the students' progress in learning language, especially how to master grammar.
2. It can be helpful in teaching-learning process either in writing or structure (grammar) because the result of this study will show the students' weakness in the certain types of errors in the English grammar.
3. It can become an input for the students to be aware of the errors which they made.
4. It can be used by other researchers as reference in doing similar research studies or conducting a further research.

#### **E. Scope And Limitation**

The researcher focuses on this study to the third semester students of English Department of IAIN Sunan Ampel Surabaya in academic year 2012. As limitation of the research, the researcher focuses this study on analyzing the Grammatical error types based on the Betty Schramper Azar's error analysis on the writing II task made by the third semester students of English Department of IAIN Sunan Ampel in academic year 2012. The error types based on the Betty Schramper Azar's error analysis are classified into singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete

sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence.<sup>12</sup>

In addition, the researcher also limits the study on analyzing the possible causes of grammatical error types based on the Betty Schramper Azar's error analysis on the writing II task made by the third semester students of English Department of IAIN Sunan Ampel in academic year 2012. In this study, the researcher only takes the highest percentages of grammatical error analysis category based on the Betty Schramper Azar's error analysis. And it uses two factors that cause the occurrence of error: Interlingua errors and intralingua errors.<sup>13</sup>

#### **F. Definition of Key Term**

1. Error Analysis is a study of learner errors, such as identifying, classifying, and systematically interpreting the unacceptable form produced by second/foreign language learner, using any principles and procedure provided by linguistic.<sup>14</sup> It is made by the third semester students of English Department at IAIN Sunan Ampel Surabaya Academic year 2012.

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<sup>12</sup> Azar, Betty Schrapmer. 1980. *Understanding and Using*.....A29-A30

<sup>13</sup> Jack C. Richards, A non-Contrastive Approach to Error Analysis. In jack C. Richards (Ed.), *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman, 1974),172-181

<sup>14</sup> Rohmah ,entitled *An Analysis of Grammatical Errors of Interrogative Sentences Made by Eight Students of MTs. Ma'arif Pare, Kediri*, 2011,6



2. Grammatical error is often categorized as being error in either grammar, usage or mechanics and it sometimes includes a subset of spelling errors.<sup>15</sup>  
In this study, the researcher uses Betty Schramper Azar's book as guideline in analyzing grammatical error. It is made by the third semester students of English Department at IAIN Sunan Ampel Surabaya Academic year 2012.
3. Writing Task is a task which involves the students in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicate the writer's thoughts and ideas on certain topic.<sup>16</sup> It is in writing II subject and made by the third semester students of English Department at IAIN Sunan Ampel Surabaya academy year 2012.
4. The Possible Cause of Error is the cause which possibly occurs in error analysis. The error or mistake may be caused by some factors that have been identified and described by the linguistics. There are two factors that cause the occurrence of error: Interlingua errors and intralingua errors.<sup>17</sup> In this study, the researcher does interview the students to know the possible causes of grammatical errors which they make.

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<sup>15</sup> Leacock, Claudia & friends, *Automated Grammatical Error Detection for Language Learner*, (University of Toronto: Morgan & Claypool, 2010), 1

<sup>16</sup> Heaton, JB. *Writing English language test* .....127

<sup>17</sup> Jack C. Richards, A non-Contrastive Approach to Error Analysis. In Jack C. Richards (Ed.), *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman, 1974), 172-181

## **G. Research Report Writing Organization**

The organization of research paper is given in order to make readers understand the content of the paper as follows.

### **CHAPTER I: INTRODUCTION**

The first chapter consists of background of the study, statement of the problems, Objective of the Study, Significance of study, Scope and Limitation, Definition of Key Term and Research Report Writing Organization

### **CHAPTER II: REVIEW OF RELATED LITERATURE**

The second chapter consists of previous study and underlying theory. The underlying theory consists of The Definition of the Betty Schramper Azar's Error Analysis Category, Grammar, The Classification of the Grammatical Error, Errors and Mistake, Error Analysis, The possible Cause of Error and some previous studies.

### **CHAPTER III: RESEARCH METHOD**

The third chapter provides the information of research design, setting of study, research procedure, data and source of data, data collection technique, research instrument, and data analysis technique.

### **CHAPTER IV: RESEARCH FINDING AND DISCUSSION**

This chapter elaborates the finding of the research and discusses about the analysis of data finding with the theory.

## **CHAPTER V: CONCLUSION AND SUGGESTION**

This is the last chapter in this Thesis. It provides the conclusion and some suggestions.