CHAPTER I

INTRODUCTION

A. Background of the Study

Grammar is an essential part of the use of language process, both in spoken and written language. The grammar of a language is a description of the ways in which the language uses patterns of structure to convey the meaning, so it would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serves to enhance and sharpen the expression of meaning.[1] Thus the researcher interests to do research related with grammar of language that cannot separated from the language itself.

The importance of grammar is also strengthened by Mr. Kalend O. He states "Having a good grammar system of a language, 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, for example we can not say something in passive sentence using English if we do not know the grammar concept of passive voice".[2]

In other hand it is also like in English writing, based on the researcher's perspective learners need to know the grammar system of language they can conduct in producing a good writing, because a good writing should be comprehensive and

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[1] www.digilib petra university.com(accessed on October 23,2011)
[2] Mr.kalend.O. *Grammar in use (*speech presented at seminar farewell at BASIC ENGLISH COURSE /BEC pare Kediri,indonesia,2006)

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easy to be understood by the readers, so it would be imposible to write affectively and maximally without concerning grammar, therefore for the language learners it is very important to learn correct grammar at the beginning of learning a new language, because grammar is one of the supporting aspects in English skill especially writing.

In the process of language learning, learners will get more problems and face great difficulties when they learn foreign language. [3]for example it might be in their pronounciation, vocabulary, grammar and other aspects of language, and of course this problem will cause the errors,it sometimes happens due to the interference from mother tongue.[4] Besides by making errors, learners will build their new knowledge to use the target language, and making errors during studying the second language can be considered as a means of building learners' abilities because they can learn something from making errors.[5]

As we know that an error is noticeable grammar from the adult grammar of native speakers, reflecting the interlanguage competence of the learners. These errors occur because of many things. Richards distinguishes three sources of competence errors:[6]

1. Interference errors occur as a result of the use of element from one language while speaking another. The errors that caused by mother toungue or it is called interlangua. To identify interlingua errors the researcher usually translates the

[3] H.Douglas Brown,Principle of languageg learning and teaching,(New jersey:Prentice hALl,1980),p.41
[4] D.A. Wilkins, Linguistic in Language Teaching,(London: Edward Arnold Publisher Ltd, 1980), 197.
[5] Mei Lin Ho, Caroline. 20011. Empowering English Teachers to Grapple with Errors in Grammar. TESL (online), Vol.9. No.3, (http// itesl.org/).p.1
[6] Richards, Jack C. 1974. Error Analysis. London : Longman.124

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grammatical from learner's phrase or sentence into the learner's first language to see if the similarities exist.

Example : *The car black* it should be *The black car*

2. Intralingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.
3. Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

   e.g: we can look at the way Indonesian sentences *for* English sentences

   a. *Kami sedang belajar sekarang* For *We are studying now*
   b. *Kami belajar kemarin* For *We studied yesterday*
   c. *Kami akan belajar besok* For *We are going to study tomorrow*

From the description above, it is clear that the way Indonesian sentences formed is different from the English way, Therefore it is important to analyze the errors made by the students because by learning the errors there are many advantages such as (a) a device which the learner uses in order to learn (b) to fully grasp and understand the nature of errors, and (c) instead of just being able to recognize errors, the learners are now able to explain the rules and correct the errors.[7]

As the writer's experience of practice teaching (PPL) on the SMA Mahardika Surabaya when teaching English, she found that the errors usually occur in the

[7] Mei Lin Ho, Caroline. 20011. Empowering English Teachers to Grapple with Errors in Grammar. TESL (online), Vol.9. No.3, (http// itesl.org/).p.1

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productive skills, especially in writing. In composing a good writing, we should notice some aspects. Grammar is one important aspect that should be mastered in order to make a well structured writing, but writing in different language is not always as easy as writing in our own language since there are some different rules in the writing systems and these differences sometimes make us make errors. Writing also plays an important role in a modern society. Writing language is getting more and more essential today. It should be mastered in order to be literate, but Indonesian students of senior high school commonly have only little enthusiasm for their writing tasks. It is proved when every time they have writing tasks, they feel it is quite difficult to do the writing task in composing a good writing, but they should have strong foundation for their writing skill grammatically before entering a higher level of education. So, it is crucial for the students to master this skill.

In the competence based curriculum 2004, the genre of text such as Hortatory exposition text is being taught on the second year in senior high school, so that year students have mastered how to write a good Hortatory exposition text composition in English. They have had the basic of making a good composition in English, therefore it is interesting to observe the grammatical errors in writing made by the eleven year students of senior high school. This study primarily deals with the students' English grammar mastery, specifically in writing, So this study conducted on analyzing grammatical errors in the Hortatory exposition text made by students of the eleven grades of SMAN 1 Baureno Bojonegoro in Class XI-IA 3, it focused on sentence

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problems include: tenses (simple present only),article, conjunction, preposition, singular and plural, passive verb form ,and sentence structure.

Based on that, it has been done to make simpler and detail for collecting the data and researching. The writer choose the SMAN 1 Baureno Bojonegoro because this place is known as the school that often wins the English competision in that area, this school also has English club program to develope the students comperhenshion in English skill; the English teacher of that school usually uses English languange in delivering the English materials during the teaching learning process; the students of the eleven grades of SMAN 1 Baureno Bojonegoro have good mark in english subject and they are also considered having studied all English language features on Hortatory exposition text and it needs evaluations and measurements how deep the students of the eleven grades of SMAN 1 Baureno Bojonegoro understand English writing on Hortatory exposition. So they are expected to make writings which are correct in grammar, so it is important to know whether the students produced grammatical errors or not and what kind of grammatical errors that students made. The writer hopes the result of the research will be useful; not only for the students of the eleven grades of SMAN 1 Baureno Bojonegoro, but also for the teachers and any other people in the Education environment.

Based on the previous research conducted by Isani Astasari year 2009 from state University of Malang on her thesis by the title Grammatical Error in Students's

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Narrative text.[8] Her study shows that students still make errors in Narrative text and they need improvement to develop their skill, especially in writing narrative text. This study reveals that there are 860 errors found from the data. The highest frequency of errors is omission errors(41, 51 %), the second highest frequency of errors is error of misformation(35,5%), the next highest frequency is errors of addition (21,74 %), then Misordering errors come as the lowest frequency of errors that only amount (1,3 %). Interlingual and intralingual interference are considered as the major causes of these errors. According to the writer, the researcher's study explains the result of her study systematically, but it is lack of detail. She only explain generally, without including more explanation about the different meaning, so that it can make the readers still confuse, even missunderstanding about the researcher's mean. Related to the writer's study, her study also explains the grammatical errors made by the students, but she focuses her study on narrative text which is different from the writer's study.

Furthermore A study on Grammatical Errors in the Descriptive Composition of English Produced by the Seventh Grade students of MTS Ahmad Wachid of Surabaya, year 2010 by Olivia Yuniar Renata from IAIN Sunan Ampel Surabaya.[9] In her research, she finds that the students also still produce a lot of errors, such as omission, addition, malformation and disordering errors, and the highest frequent

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[8] Isani Atasari , Grammatical Error in Students's Narrative Writing(Universitas Negeri Malang ;Unpublished bachelor thesis, 2009)cited from <http://karya ilmiah.um.ac.id/index.php/sastra-inggris/article/view/1516>[accessed May 11,2012]

[9] Ollivia Yuniar Renata A study . *Grammatical Errors in the Descriptive Composition of English Produced by the Seventh Grade students of MTS Ahmad Wachid of Surabaya.* IAIN Sunan Ampel Surabaya.2010.unpublished thesis

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types of errors was omission errors that occured 49 times or 58.3 % out of 84 errors, then the lowest was belong to disordering with the frequency occurences 7 times or 8.3 %. This study also explains grammatical errors made by the students, but she focuses her study on the descriptive text which is different from the writer's study.

B. Statements of the Problems

1. What are the types of grammatical errors made by the students of the eleven grades of SMAN 1 Baureno Bojonegoro in their Hortatory exposition text?
2. What are the possible causes of those grammatical errors?

C. Objectives of the Study

The purposes of this study are;

1. To classify the types of grammatical errors in Hortatory exposition text made by the students of the eleven grades of SMAN 1 Baureno Bojonegoro.
2. To find the causes of errors in Hortatory exposition text of the students of eleven grades of SMAN 1 Baureno Bojonegoro.

D. Significance of the Study

This study is hoped to give some concrete informations to the English teachers of SMAN 1 Baureno Bojonegoro about the most errors made by their students, so that they can solve the problems. After knowing the students' grammatical errors, the teachers will be able to design and improve more suitable techniques and method in

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their teaching process. And for the students, they will able to know their grammatical errors in their writing so they will try for studying them well and seriously, So it will be hoped giving some better changes in the process of learning english especially in composing a good English writing.

E. Scope and Limitation of the Study

The limitation of this study is to find the errors in Hortatory exposition writing made by XI - IA 3 Class of SMAN 1 Baureno Bojonegoro, and the writer just concerns on analysing errors of problems on the sentence in the students' Hortatory exposition writing and ignores other errors. The sentence problems include tense and the tense discussed is only simple present, because this tense is commonly use in the Hortatory exposition text, and the others are article, conjunction, preposition, singular and plural, passive verb form, and sentence structure; they are commonly occured in the students' writing of Hortatory exposition text.

F. Definitions of Key Term

1. An error is a deviation which is made by the students in the Hortatory exposition writing
2. Grammatical errors are errors which happen in the Hortatory exposition writing.
3. Hortatory exposition text is one of the text genre that is taught in the second year of senior high school, it is a type of spoken or written text that is intended to

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explain the listeners or readers that something should or should not happen or be done.

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