

CHAPTER I

INTRODUCTION

This introduction chapter presents background of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of The Research

In writing, many aspects are considered. Aspects, such organization of writing, grammar, punctuation, capitalization, and diction, are often scored in assessing writing. Thus, a good writing is that which has good scoring on those aspects.

Grammar as one of the important parts in writing may play essential role in how the writing is presumed. For certain kinds of text, such as *report* or *argumentative*, there must be good grammar since a good report or argumentative text must be composed with well-used grammar. However, that doesn't mean that the good grammar is only applied on the booth kinds of text. That is an emphasis.

In the real practice of writing, it's not all students doing well. Some may face difficulties in various aspects, including grammar one. In organizing text, for instance, students may not know how to arrange their idea to be a systematic construction, like incoherent or shuffle paragraphs in a whole writing. They may also have trouble in selecting appropriate words. Those difficulties faced by students are what then become mistakes or errors.

In learning process, making errors is natural. It's also true that knowing the error can be very important. The mistakes or errors can be used as reference to know the progress of learning. In specific case, like writing class, it is quite difficult for teacher to discover any difficulties faced by students. Students won't be able to fully express their problem because they don't know how to start expressing what they haven't understood. Thus, knowing the error will be very helpful. Teacher can see the errors to evaluate what has been achieved and what is lack. By knowing the mistakes or errors, teacher can find specific problems or difficulties had by students and, further, improve the certain point that is lacking.

XI IPS grade students of MAN Kunir do the same. It is not all students do well. What they have learned needs checking. The fact is that on their level (XI grade of senior high school), they should have been able to construct sentence, at least simple sentences, correctly, and to be able to construct such sentences, the students must have had the basis which could mean vocabulary and grammar rules. Thus, it's necessary to know whether the students have achieved the level based on what they have learned or not.

The importance of grammar in writing has been briefly described. Also, the XI IPS grade students of MAN Kunir have been exposed to any lesson about grammar matter. One of ways to assess the students' understanding of applying the target language is by looking at the students' writing. This writing task could be a kind of integrated learning process, in which grammar as a part of writing aspects could be assessed separately. In short, by analyzing these students' writing, teacher can have some input related to teaching-learning process,

including any information about the students' grammar achievement, moreover, if the teacher focuses on studying any errors that the students of XI IPS grade of MAN Kunir make.

B. Statement of Research Problems

Here are some research problems formulated by the researcher, in which this research tries to find answer for the following problems.

1. What common grammatical errors do the XI-IPS grade students of MAN Kunir Blitar often make?
2. What is the source of errors made by the students?

C. Objectives of The Research

This study is conducted to uncover:

1. Common grammatical errors often made by the XI-IPS students of MAN Kunir Blitar.
2. Source of errors made by the students.

D. Significance of The Research

The result of the research is expected to give some important contribution to those related.

1. Students

By reviewing this study, students will know some grammatical errors they often made. They will learn from their errors and not to do other again next time they compose a writing or other language construction. It's hoped that the students become careful and paying attention more to grammar of language they try to construct, moreover on the errors commonly they have

made. Although the students may haven't fully understand the errors meant, at least they know their difficulties which further can be discussed with their teacher to have better understanding.

2. Teachers

Sometimes, it's pretty difficult to understand students' difficulties if the students themselves don't know the errors they've made. Teacher may use the result of the study as emphasizing source of teaching. Knowing students' weaknesses, teacher may focus more on developing the lacking aspect.

E. Scope and Limitation of The Research

This study is intended to uncover common grammatical errors made by the XI IPS grade students of MAN Kunir in writing. The area of grammar aspect is wide, so specifically, the scope of this study is in the area of traditional grammatical rule, not functional grammar one. The specific discussion about this kind of grammar (or grammatical errors) studied will be explained on the next chapter. This study is also limited in the area of writing made by the students. The genre of the text written by the students is specified into *report* text.

F. Definitions of Key Terms

Some terms which are frequently used in this study are:

1. Grammatical errors

Yulianti (2007: 9) states that grammatical errors are defined as noticeable deviation which are considered ungrammatical, or break any grammar rules.

The grammar rules meant in this study are seen from the perspective of traditional grammar, not functional one.

2. Writing

As operational definition in this study, the writing, here, is defined as written work made by the XI IPS grade students in which its genre is specified into *report text*.

3. Report text

It refers to one of genres in English text that describes general classification of things, and not a thing in particular condition. The report text made is simple report text. Students don't have to make a very detail and long text. Thus, the report text in this case is made simple.

4. Error analysis

Error analysis is a type of linguistic analysis that focuses on the error learners make (Selinker, 1994: 67). In this research, the error analysis is used as methodology of data analysis for its compatibility of data characteristic and the nature of the study.

5. Source of errors

Error source in this study is seen from the perspective of intralingual errors, thus, the researcher will not try to relate the errors found with native language of the students.