

## CHAPTER 1

### INTRODUCTION

This study is intended to investigate the uses the media in the classroom. This chapter depicts the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the definition of key terms.

#### 1.1 Background of Study

English is one of the international languages used in the world. In Indonesia, English is learnt from elementary up to university because it is very important in this globalization era. Language is a system that human beings use to share their feelings or ideas. In a language, there is a set of rules to be followed with the speakers. This set of rules is called grammar, that is an explanation of how the form of words can be changeable and united into sentences in a language (Harmer 2001).

Grammar organizes the language, so that the meaning of a sentence can be clear and easy to understand. As a means of communication, language consists of form and meaning. Forms of language can be divided into elements such as words, phrases, clauses, sentences, paragraphs, and even at a higher level called discourse or text. Grammar is the central of the teaching and the basic knowledge to learning language effectively. Grammar plays an important role (Goh, 2007) and becomes one of the most difficult aspects of language to teach as well as to learn (Byrd, 2003). According to Mickan (2001), grammar analyzes the way the sentences work in the writing because writing is one of the skills which is used by people to communicate their ideas, thought, feeling, and emotions into words and paper.

On the other hand, English is as the first foreign language in Indonesia. It has been taught in elementary schools up to university for many years. Unfortunately, although it has been taught for many years, the achievement of the students is still poor. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesia language. They are different in the system of grammar, pronunciation and vocabulary.

Theoretically, it takes a long time to learn a foreign language. Learners have to learn a new grammar system, and thousands of new words. It is true that learning a language is very different from mother tongue. It also takes a lot of practice to develop listening, speaking, reading and writing skills in a new language. In learning language, it is possible to make errors and mistakes. These two terms are closely similar but they are different. Therefore, (Elis, 2003, p.15) distinguishes errors and mistakes.

Errors reflect gaps in a learner's knowledge; they occur the learner does not know what is correct. While mistakes reflect occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what or she knows. Thus (Brown, 2007, p. 257) states that mistakes refer to misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information. Furthermore, he notes that a mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Errors refers to deviation from the adult grammar of a native speaker, reflects the competence of the learner.

However, the students have learnt English for more than three or six years but most of them still make mistake in using English orally or in written form. They do not have good listening, speaking, reading and writing. This is because they do not have enough vocabulary, use appropriate grammar of English, produce good pronunciation or intonation or even fluently. These problems become important issue for any English teacher to find out the ways to overcome these problems but in fact, there are still problems found.

Besides, Language has a central role in human life as a means that communication used by human beings to communicate with each other. People use language as a medium to speak to others and express their ideas, opinions, wishes and also feelings. By using language, people are able to interact with each other and maintaining relations with them. Harmer (2007) states that “Language is used widely for communication between people who do not share the same first language (L1) or even second language (L2).” That’s one of the reasons why people should master one of the languages in order that we can speak and understand what we are talking about. Learning a foreign language (FL) is really different from learning our mother tongue. The foreign language (FL) we are talking about in here is English. English is very important and becomes an international language which is spoken by many people around the world as the L1 or as a L2. Crystal (2003) states that “English is the medium of a great deal of the world’s knowledge, especially in such areas as science and technology. Because of this importance, English is becoming a subject to be learned in every school and every university in Indonesia.” In learning English, there are four main

skills which the students should acquire, namely speaking, listening, writing, and reading. These skills are relates one to another.

One of the important basic language skills that have to be mastered by students is writing, because with that skill students can compose a simple text by applying the English language. As productive skills, writing is not like speaking skills or another receptive skill. Writing, which is one of the most complicated skills to be mastered, does not only need lots of vocabulary in arranging a paragraph, but also grammatically correct in order to be comprehensible besides other writing rules. It is supported by Megantari & Budasi(2018) Writing skill is one of the skills that should be mastered by English as a foreign language students. In addition, according to Indrilla and Ciptaningrum (2018) Writing is one of the language skills that need to be developed in studying English. It can be a medium for expressing a person's ideas, feelings, and opinions in written form, and the result can be meaningful for the writer himself and/or for other.

In the process of teaching and learning English, grammar is the most difficult and complicated to be learned almost by the students in every level of education. Grammar is a necessary skill that a student must have. It becomes unimportant if the student cannot use it accurately in communication. A learner of English needs to learn grammar and use it correctly. Grammar is very important to be mastered by accounting department students in order to have good English communication skills that can be used in the workplace. Learners' grammatical errors were of no significance at all in the prescientific era when language teachers concentrated their effort on the language by the learners. Ellis (2006) says that in learning grammar, learners face two difficulties i.e, the difficulty in understanding



a grammatical rules/features and the difficulty in internalizing grammatical features so that they are able to use them correctly.

Besides, In the process of language, language cannot be separated from grammar. That is because grammar has a very important meaning. Grammar explains the sentence structure. According to Yule (2010) grammar is the process of describing the structure of phrases and sentences, all the elements of grammar in a language, and the set of language order. It is a system that contains the rules of language. These rules are used to produce good and correct sentence. Grammar makes a person easily understand a word or writing. Grammar determines how to compose words.

Another attitude towards learners' grammatical errors was that errors were simply inevitable in the learning process and what counted most was to design some method with such errors. There would be no need to identify the sources of errors or the possibility of giving learners' errors their own rights as a system. When contrastive analysis prevailed in the field of applied linguistics and learners, it identified errors as the interference of the mother tongue of the learner with the target language they were learning itself.

Errors have long been the obsession with language instructors and researchers. Corder (1967), errors were looked at as a problem that should be eradicated. Conducting error analysis is therefore one of the best ways to describe and explain errors committed by L2 learners. This kind of analysis can reveal the sources of these errors and the causes of their frequent occurrence. Once the sources and causes are revealed, it is possible to determine the remedy and the emphasis and sequence of future instructions.

This study focuses on grammatical errors on personal recount text in the daily test results at vocational school in Kendari. Researchers analyzed students' writing errors. Grammatical error is a theory of in depth research on the errors found in language learning and finding out the causes of errors (Corder, 1981). This research is reviewed from the surface strategy taxonomy which is classified into four, namely: omission, addition, misinformation, and misordering Dulay (1983). So, the problem in this study are to find out what kind of grammatical errors that the students make in writing students' at vocational school in Kendari.

Therefore, grammar is important because it makes meaning for language. To use a language properly, it is important to know grammar of language and their meanings. Grammar names the types of words and word groups that make up sentences in any language. The grammar is as a set of rules for constructing and analyzing sentences. It is very clear that grammar consists of rules, which used to arrange or construct sentences. The grammars also can be used for analyzing words or sentences based on the form and function. English has broad grammar; including tenses, noun, verb, adjective, adverb, pronoun, articles, and so forth. Both kinds of grammar are concerned with rules but in different ways. The use of English grammar is different from other languages. In writing skill, it is important to use good grammar because it is meaningful when the grammar is correct. The reader easily understands the ideas and meanings if the writer uses good grammar.

## **2.1 Scope of the Study**

This study focuses on the identification of grammatical errors in students' writing, in terms of omission, addition, misinformation, and Disordering.

### **3.1 Research Question**

Concerning the background of the study above, this study has one problem identified as in the following: What kind of grammatical errors that the students make in their writing?

### **4.1 Purpose of the study**

Based on the research question, this present study has one aim planned as in the following: To identify the grammatical errors in students' writing at the vocational high school level.

### **5.1 Significance of the study**

The expected significances of this study will cover three important contributions, as in the following:

1. It will be a source of information for students about the grammatical errors in students' writing in learning English.
2. It will be input for teachers of English to know that good preparation are important to introduce the students' writing skills.
3. It will give information for future researchers who want to conduct a similar study.

### **6.1 Definition of key terms**

Some terms have been used in this research that has been used for a specific purpose. The key terms are as follows:

Grammatical errors are the errors made by the students in the area of grammar that deviates from the selected norms. There are four types of grammatical errors used by researcher that is omission, addition, misinformation and disordering (word order).

Students writing which research means is an activity to carry out writing practice given by the teacher to students to increase students' understanding of English and enrich students' vocabulary.

