

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher explained about the reason and the background to conduct the research. In the background of the research the researcher included the research question, research purpose, research significance, limitation of the research, and the terminology. The researcher explained from the general into specific discussion which relate to the research.

### **A. Research background**

English language education is a process in which all English skills (listening, reading, writing, speaking and grammar) are interrelated. In improving students' writing skills, all language skills must be involved. Aiming to master these skills, students can learn quickly when they feel confident in expressing their ideas to one another. Writing is one of the productive skills in language learning. Writing activities are different from other activities. It is less spontaneous but more permanent because it requires a lot of time and concentrated practice. In writing, there are a number of aspects of language involved such as model text, grammar, spell check, punctuation, and prepositions. In fact, they find English rules very complicated because some language features such as sentence construction, grammar, vocabulary, spelling and so on in their mother tongue are different from the target language.

This makes it difficult for them to express themselves in clear, correct and understandable ways of writing. In the process of teaching and learning English,

writing ability is the most difficult language skill to be learned by almost all students at every level of education. There are four types of text: Recount, Narrative, Procedure, and Descriptive. These four skills require grammar to support a good understanding of a language. So, very impossible to learn a language effectively without knowing grammar, because grammar helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning. And it is difficult for students to describe and explain things like places, people, and animals without knowledge of descriptive text correctly and accurately. Constructively teaching descriptive text material, but when the task is given, the teacher does not pay attention to the process of finding student answers. The students are thought to have understood the teacher's instructions comprehensively. Appropriately, students answer the task just like that. In fact, there are still many grammatical errors when assignments are given by the teacher.

Based on the reasons above, the researcher is interested in researching by analyzing how grammatical errors can be found in writing descriptive text. In this study, researcher only used descriptive text for analysis. Writing requires good knowledge and hard thinking when students produce words, sentences and paragraphs at the same time with correct English grammar. English grammar is more complicated than Indonesian grammar. Some mistakes are made when students do not understand English grammar. Many students often make grammar mistakes in their learning, especially in writing. Sometimes teachers are not aware of student mistakes. Then students make mistakes over and over again because

they have no correction and that's what we call mistakes. Referring to the example above, the researcher argues that error analysis plays an important role in knowing what types of errors students most often make in writing and the causes of the mistakes they make. So, that is the reason why researcher are interested in analyzing students' writing errors.

## **B. Research questions**

Formulating a research problem is an important stage in the research process. In this study, researcher observed students' skills in writing skills by looking at students' worksheets in writing. The research questions in this study were formulated as:

1. What kinds of errors found in student' writing product at English Education Departement ?
2. What is the most kinds of errors made by students' at English Education Departement ?

## **C. Research purposes**

The purpose of this research formulating as:

1. To find out what kinds of errors found in student' writing product at English Education Departement
2. To describe the most kinds of errors made by students' at English Education Departemen.

## **D. Research significance**

The result of this research is expected to be beneficial in two ways:

- a) Theoretical

This research is believed will be useful in supporting knowledge of learning English as a foreign language. This research is also used to find out what kinds of errors students face in learning English, especially in writing product.

b) Partical

For the English teachers: The result of this study provides feedback for teachers of English Education Department that may be useful to recognize students' difficulties in writing so they will pay more attention to the errors made by the students and the causes of the errors in writing. The result of the research will evaluate themselves whether they are succesfull or not in teaching English.

For the students: The result of the research will show them in what aspect in grammar which is difficult for them. By this way, the students are expected to increase their knowledge on the English grammar, thus they will be aware of the errors they made and sources of the errors.

For other researcher: The researcher hopes that this research can inspire other researcher to conduct further researches about grammatical error analysis or other topics related to errors to enrich the existing research.

## **E. Limitation of research**

Conducting the limitations of research the researcher focusses on grammatical errors in writing at English Education study Program include who registered at Education department in Sintang regency and based on writing skill.

The researcher chose the second semester students due to the fact that they are still in the early phase of learning so they will be more enthusiastic to learn English.

As stated in problem identification, errors may occur in reading, listening, speaking and writing. This research focuses on error analysis grammatical structure in writing because it is one of the important skills for students English Education Study Program who are prepared to become English teachers. Researcher conduct research on errors because errors in writing and grammar are an important condition for a successful outcome learn English, so the analysis of errors should not be neglected in a foreign language teaching and easier to record errors in writing.

The researcher conduct this error analysis focusing on grammar due to error analysis plays an important role in language learning and teaching. Regarding a learner may produce an incorrect form as a result of exposure to faulty language input. It can inform teaching methods and bring them closer to the learning process, thus making for a learner-centered technique of language instruction. Errors analysis can bridge the gap between language learning and teaching and communication strategies. This error analysis will determine students' ability on understanding grammar of writing.

## **F. Terminology**

Writing ability is the activity in classroom and learn about write some topics and theme to build students' knowledge and increase their enthusiastic to write :

- a) **Analysis,** is a investigation of an event and to find out the real situation.

So analysis can also be said to find out a problem and analysis is a noun that is used in many ways and by many fields. It makes sense, because it's a "method for studying the nature of things or for determining their essential features and relationships," meaning everyone does it at some point.

- b) **Grammatical Error,** A grammatical error is an instance of faulty or controversial language use. It makes it hard for the reader to understand what you're saying. There are many kinds of writing mistakes, and it's important to distinguish grammar errors from other mistakes.

- c) **Writing Product,** is to write some forms of text either in the form of paragraphs or other writing. Besides that, writing products are also useful for providing broad opportunities for students to think about manipulating and changing ideas and to reflect on their knowledge, especially in writing descriptive texts.