

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher discusses background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, the purposes of the research, significance of the research, and definition of the key terms.

#### **1.1. Background of the Problem**

English as an international language is used by people in the world. As an International language, English has a very important role in education, commerce, politic, social, communication and scientific research. In education field, English becomes an important subject learned by the students throughout the world. In Indonesia, English is taught from Junior High School until University, including at Bung Hatta University.

In learning English, there are four skills which are very important for English learners. They are listening, speaking, reading and writing. Besides, language components such as vocabulary, grammar, and pronunciation are also necessary to learn. Writing is one of the main English language skills. Writing plays a major roles in expressing ideas, thoughts, opinions, and attitudes. Through writing, people are able to share their ideas, feelings, persuading, and convincing others. This shows that writing plays a predominant role in English language learning. Writing skill is the most difficult one because it requires the students to master the grammar, contents, forms and spelling (Ilmi, 2016:9).

English Department of Bung Hatta University places writing as one of the lessons. It is taught in series, namely: Writing Sentence, Writing Paragraph, Writing Essay, and Writing Scientific Report. The materials for higher serial are more difficult than the lower. In writing paragraph, the second year students at English Department of Bung Hatta University have learnt about writing paragraph.

In writing paragraph, grammar is very important. (Gunn and McCallum, 2005:41) say that grammar is an important and necessary skill that a student must have. It becomes unimportant if the student cannot use it accurately in communication. The students need to learn grammar and use it correctly. Ellis (2006:6) 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. In fact, the students often make grammatical error in writing. Dulay, et al. (1982) divide grammatical errors into four kinds. They are grammatical errors of omission, addition, misformation, misordering.

Based on the result of interview to the second year students of English Department at Bung Hatta University (on April, 2018), the researcher got information. They had problem how to use correct grammar in writing paragraph about their experience. In other words, they made an error. For example; “*She worksat a big companylast year (wrong)*”. There is an error in the sentence because there is an error in form of verb (works), the sentence above is wrong. It is called by misformation of verb two. The student should use the correct form of

verb in the past form, such as “*She worked at a big company last year (correct)*”.

The sentence above is corrected because it uses the correct form of verb two.

Based on the reason above, the researcher was interested in analyzing grammatical errors made by the second year students at English Department of Bung Hatta University in writing skill. The researcher would like to carry out a research entitled “*An Analysis of Grammatical Errors Made by the Second Year Students at English Department of Bung Hatta University in Writing Their Experience*”.

## **1.2. Identification of the Problem**

Based on the background of the problem, the researcher identified some problems in grammatical errors made by the second year students at English Department of Bung Hatta University in writing their experience.

There are three kinds of writing. They are writing sentence, writing paragraph, and writing essay. According to El-Farahaty (2017), the writing also has frequency of error, grammatical error, typographical error, discourse- errors, and lexical-error. The errors have been found by the researcher in students’ writing. The students still have incorrect spelling and tenses used in writing activity. It also happened at second year students of English department of Bung Hatta University. They admitted they have incorrect grammar in writing paragraph. However, they learned intermediate grammar or writing paragraph. For example, they forgot how to use article, having an incorrect pattern in grammatical. They also claimed when they were taking task to write experience for instead, they

hesitated to use the past tense and other tenses. The problem shows that the students do some errors that cannot be corrected by the students.

According to Dulay et al. (1982:155), there are four types of grammatical errors. They are omission (the act of not including somebody or something), addition (the act or process of adding), misformation (indicates of the need to use a particular grammatical feature in certain parts of the utterances but made an incorrect choice), and misordering (incorrect place or position of morpheme in an utterance or wrong order of items).

### **1.3. Limitation of the problem**

Based on the identifications of problem above, the researcher limited his analysis into grammatical errors in (1) omission; omission of subject, omission of verb, omission of preposition, omission of article, omission of plurality, and omission of -be (2) addition; addition of -be, addition of adverb, (3) misformation; misformation of V2, misformation of article, misformation of noun, misformation of diction or word choice, misformation of verb after modal and infinitive should be main verb, misformation of -be, (4) misordering; misordering of adjective, and misordering of modal auxiliary in writing paragraph students' experience made by the second year student at English Department at Bung Hatta University.

#### **1.4. Formulation of the Problem**

Based on the limitation above, the formulation of the problem was “What types of grammatical errors are made by the second year students at English Department of Bung Hatta University in writing their experience?”

#### **1.5. Research Questions**

Based on the formulation of the problem above, the research questions were as follow:

1. What types of omission errors are made by the second year students at English Department of Bung Hatta University in writing their experience?
2. What types of addition errors are made by the second year students at English Department of Bung Hatta University in writing their experience?
3. What types of misformation errors are made by the second year students at English Department of Bung Hatta University in writing their experience?
4. What types of misordering errors are made by the second year students at English Department of Bung Hatta University in writing their experience?

#### **1.6. Purposes of the Research**

In general, the purpose of this research was to find out the types of grammatical errors on second year students of English Department at Bung Hatta University. The specific purposes of this research were as follow:

- To find out the omission errors made by Second year Students of English Department of Bung Hatta on writing their experience.

- To find out the addition errors made by Second year Students of English Department of Bung Hatta on writing their experience.
- To find out the misformation errors made by Second year Students of English Department of Bung Hatta on writing their experience
- To find out the misordering errors made by Second year Students of English Department of Bung Hatta on writing their experience.

### **1.7. Significance of the Research**

The practical benefit of this research is to give contribution for lecturers, students, and the next researcher.

#### **a. To English Lecturer**

This research can encourage English lecturer to find solution such as strategy, method, and technique. The lecturer will know the type of grammatical errors that students make in writing paragraph and the lecturer will guide their students to minimize grammatical errors written by the students.

#### **b. To English Students**

This research can help the students. They know the grammatical errors that they usually make in writing paragraph and they can be aware of their errors.

#### **c. To Next Researcher**

This research can be source for next researcher in grammatical error, so they can use this research anytime.

## **1.8. Definition of the Key Terms**

In order to avoid misunderstanding conceptual terms, the researcher defined the key terms as follows:

- Writing is the skill to express the ideas in writing experience.
- Grammatical errors are all errors made by the second year students at English Department of Bung Hatta University in grammar especially in omission, addition, misformation, and misordering.
- Omission is a grammatical error by omitting elements of grammar in writing students' experience.
- Addition is a grammatical error by adding certain items which are not applied in grammar in writing students' experience.
- Misformation is a grammatical error in using the right form of structure in writing students' experience.
- Misordering is a grammatical error in arranging the sentences in right order in writing students' experience.