

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purposes of the research, the significance of the research, and the definition of key terms. The purpose of this chapter is used to tell the reader about information and problems that the researcher discusses in this research.

1.1 The Background of the Problem

A language is a communication tool used by humans both spoken and written. Kaswan as cited in Hidayat & Maryani, (2020: 49) states that people use spoken and written language to communicate. People use spoken language to communicate face to face every day. There is a difference between spoken and written language. Spoken language cannot record information while written language can record information. Language is important in human life. Language can help humans to convey their ideas to other humans easily. Then, it also helps them in obtaining and sharing information.

English is one of the most important languages to learn. English is an international language that is used almost all over the world. English is one of the subjects that must be followed by the students in Indonesia.

This can be proven by the existence of English language learning in schools and universities in Indonesia. Mastery of the English language in education aims to help the students to communicate with other people. They can also use this language to communicate with people who come from another country. In English subject, there are four skills that must be mastered by the students. These skills relate to each other. They are listening, speaking, reading, and writing.

Writing is one among four skills in English. This skill is important to master by the students. Suyuti, (2022: 2) states that in this recent era, writing is necessary for students. Agustrianti, Usman, & Muhsin as cited in Suyuti, (2022: 2) explain that the process to change the language into written form is called writing. This skill helps the students to inform their ideas to other people without direct interaction.

Based on the explanation from the experts above, writing in English is a skill to express English into written form. Writing is an activity when someone tries to bring out her ideas or thoughts to inform other people. However, mastering writing skills is not easy. Agustrianti *et al.*, (2014: 1) state that writing is one of the skills in the language. It requires skills in mastering language components such as grammar, vocabulary, etc. It means, in mastering writing skill the students need knowledge and skill about language components, one of them is grammar.

Grammar is one of the important parts of the language

components. In English, grammar not only supports writing skill, but it supports all language skills. Harmer as cited in Nurlela *et al.*, (2013: 436) states that grammar in a language is an explanation of how words can be changed and combined into sentences. From the opinion given by the expert above, we can conclude that grammar is the rule of how to arrange words into a good and correct sentence. Grammar helps the reader to understand what the writer means. One part of grammar that can cause the students make errors in writing is tenses.

Mark as cited in Oktaviani (2016:15) explains that tense is a grammatical part that explains a situation in time that shows when the situation happens. In learning English, the students need mastery of tenses. There are 16 total tenses in English. One of the basic tenses that must be mastered by the students is the Simple Present Tense. This type of tense shows sentences that state facts and habits. The low knowledge of students about grammar will make them tend to make errors in writing sentences.

Sentence and grammar are two things that relate to each other. When the students learn about grammar, they also learn about sentences. Leech in Alduais as cited in Arista *et al.*, (2015: 97) states that sentence is the largest component of language that it is the part of grammar to explain. Greenbaum and Nelson as cited in Arista *et al.*, (2015: 97) state that a sentence consists of several components. In order, they are subject, verb, object, complement, and adverbial.

Based on the explanation by the experts above, we can conclude that a sentence is a series of words that consists of subject, verb, object, complement, and it has meaning. In English, there are several types of sentences. Dutwin as cited in Arista *et al.*, (2015: 97) states that the types of sentence are divided into four categories. They are simple sentence, compound sentence, complex sentence, and compound-complex sentence. Each type of sentence has different characteristics.

Dutwin in Arista *et al.*, (2015: 97) explains that a compound sentence consists of two independent clauses. The structure can be analyzed from sentence components like subject and predicate. It means, a compound sentence is a sentence that consists of at least two independent clauses joined by a comma and followed by a transition.

Writing affirmative compound sentences in the simple present tense is one of the lesson materials that must be learned by the second year students at the English Department of Bung Hatta University. This material is listed in the RPS of sentence writing subject. In this material, the students are expected to write affirmative compound sentences in the Simple Present Tense with correct meaning and grammar.

The researcher has collected the information through interview with seven second year students at the English Department of Bung Hatta University. The researcher conducted the interview on Tuesday, June 07, 2022, at Campus 2 of Bung Hatta University. The researcher conducted

the interview to find out the problem faced by the students in writing compound sentences in the Simple Present Tense. After conducting the interview, the researcher got information that the students still have problems in writing the sentence. They made errors in writing compound sentences. They wrote the sentence with incorrect structure. They omitted one or more important parts of the sentence. They added one or more unnecessary parts in the sentence. They wrote the parts of the sentence with incorrect formation. They also made errors in the placement parts of the sentence.

The researcher found five previous studies about the compound sentence. The two previous studies among five previous studies discussed grammatical errors in writing the compound sentence, and the other previous studies discussed students' ability in writing the compound sentence.

The first study was conducted by Deviyana (2018). She investigated the students' grammatical errors in using coordinate conjunction in compound sentences writing at SMPN 1 Wonosobo in the first semester of the eighth grade in the academic year of 2017/2018. She found the highest frequency of error made by the students in using coordinate conjunction in writing compound sentences was misformation (72.34%).

The second study was conducted by Novalia (2018). She

investigated the students' grammatical error in using correlative conjunction in the first semester of the eighth grade of SMP N 1 Abung Tengah in the academic year of 2017/2018. She found the highest frequency of error made by the students in using correlative conjunction was misformation (56.19%).

The other previous studies discussed about the students' ability in writing compound sentences. The third study was conducted by Rahayu and Oktavia (2020). They investigated the second year English department students' ability in using correlative conjunctions. The result of their study showed the students' ability in using correlative conjunction was fair because the average score of the students was (60,00).

The fourth study was conducted by Fitri (2015). She investigated the third year students' ability in writing affirmative compound sentences in the simple present tense. The result of her study showed the students' ability in writing affirmative compound sentences in simple present tense was moderate level (66.67%). She also found several students had low abilities (17.78%) in writing affirmative compound sentences in the simple present tense.

The fifth study was conducted by Rangkuti (2015). He investigated the students' ability in constructing compound sentences at grade VIII MTS Roudhotul Jannah Pagaran Batu. The result of his study showed the students' ability in constructing compound sentences was enough. It can

be seen from the mean score (42.74).

The interview and previous research above is the proof that students made errors in writing affirmative compound sentences in the Simple Present Tense. The previous researchers just focused to analyze the error made by the students in using conjunction. They did not explain the other errors made by the students in writing compound sentences.

Based on the problems above, the researcher was interested in conducting research that also discussed the analysis of students' grammatical errors in writing compound sentences too. In this research, the researcher limited her research to analyze all errors made by the students in writing the sentence.

The grammatical error analysis is necessary because it can be used as a reference to find out the errors made by the students in writing, and it can be used as a reference to know the ability of students in writing. The more errors they made in writing compound sentences, the lower their ability in writing compound sentences. The researcher hoped this study can inform and avoid the students to make errors especially in writing affirmative compound sentences in the simple present tense.

Based on the problem above, the researcher conducts research entitled **“An Analysis of the Second Year Students’ Grammatical Errors in Writing Compound Sentences at the English Department of Bung Hatta University.”**

1.2 The Identification of the Problem

Based on the background of the research problem above, there are four problems faced by the students in writing compound sentences in the simple present tense. These problems allow the students make errors in writing compound sentences in the simple present tense.

The first problem is the students cannot write the compound sentences in the simple present tense with complete sentence structure. The students omit one or more important parts of the sentence. For example, “**I a student**, and I go to school by bus.” This sentence is incorrect because they omit auxiliary verb when they write the compound sentence in the simple present tense. The correct one is “I **am** a student, and I go to school by bus.” In error analysis, it is called omission error.

The second problem is the students add one or more unimportant parts in writing the compound sentences in the simple present tense. For example, “I am a student, and **I am go** to school by bus.” This sentence is incorrect because they add an auxiliary verb and verb in one clause. The correct one is “I am a student, and **I go** to school by bus.” In error analysis, it is called addition error.

The third problem is the students write the parts of the compound sentences with incorrect formation. For example, “I **was** a student, and I **went** to school by bus.” This sentence is incorrect because they use the verb in the second form to write the compound sentences in the simple

present tense. The correct one is “I **am** a student, and I **go** to school by bus.” In error analysis, it is called misformation error.

The fourth problem is the students are incorrect to put the parts of the sentence in the compound sentences. For example, “am a student **I**, and go to school by bus **I**.” This sentence is incorrect because they put the subject at the end of the sentence. The correct one is “**I** am a student, and **I** go to school by bus.” In error analysis, it is called misordering error.

1.3 The Limitation of the Problem

Based on the identification of the problem above, the researcher limits this research to analyze the second year students’ grammatical errors in writing affirmative compound sentences in the simple present tense at the English Department of Bung Hatta University.

1.4 The Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the research problem into a question “What types of error made by the second year students at the English Department of Bung Hatta University in writing affirmative compound sentences in the Simple Present Tense?”

1.5 The Research Questions

Based on the formulation of the problem above, there are several

questions below which are the research questions for this research. The questions are as follows:

1. What types of omission error made by the second year students at the English Department of Bung Hatta University in writing affirmative compound sentences in the Simple Present Tense?
2. What types of addition error made by the second year students at the English Department of Bung Hatta University in writing affirmative compound sentences in the Simple Present Tense?
3. What types of misformation error made by the second year students at the English Department of Bung Hatta University in writing affirmative compound sentences in the Simple Present Tense?
4. What types of misordering error made by the second year students at the English Department of Bung Hatta University in writing affirmative compound sentences in the Simple Present Tense?

1.6 The Purposes of the Research

The main purpose of this research is to find out the errors made by the second year students at the English Department of Bung Hatta University in writing affirmative compound sentences in the simple present tense. While the specific objectives of this study based on the research question above are as follows:

1. To find out the types of omission error made by the second year students at the English Department of Bung Hatta University in

writing affirmative compound sentences in the Simple Present Tense.

2. To find out the types of addition error made by the second year students at the English Department of Bung Hatta University in writing affirmative compound sentences in the Simple Present Tense.
3. To find out the types of misformation error made by the second year students at the English Department of Bung Hatta University in writing affirmative compound sentences in the Simple Present Tense.
4. To find out the types of misordering error made by the second year students at the English Department of Bung Hatta University in writing affirmative compound sentences in the Simple Present Tense.

1.7 The Significance of the Research

This research is expected to provide useful knowledge and information for English teachers, students, and researchers. First, for the English teachers, this research can help them to find out the errors made by the students in writing affirmative compound sentences in the simple present tense. They can use this research as a reference to find another method of teaching writing. The method which probably helps the students

in decreasing the level of errors made by students in writing affirmative compound sentences in the simple present tense.

Second, for students, this research can inform them about errors that they often made in writing affirmative compound sentences in the simple present tense. Therefore, they can focus improving their knowledge to prevent themselves from making errors in writing affirmative compound sentences in the simple present tense.

Moreover, the next researchers who take research with the same topic, they can use this study to get information and support the data for their research.

1.8 The Definition of Key Terms

There are several words as keywords in this research. The researcher explains the definition of the keywords to prevent misunderstandings in understanding the meaning of the keywords. The researcher explains some of the definitions as follows:

1. Grammar is a rule in arranging words into compound sentences in the simple present tense.
2. Error is a deviation that occurs due to lack of knowledge in writing compound sentences in the simple present tense.
3. Grammatical error is a deviation that occurs due to lack of knowledge to arrange words into correct compound sentences.
4. Error analysis is a tool used to detect errors made by the students in

writing compound sentences in the simple present tense.

5. Omission error is one of the types of error that is marked when the students omit one or more important parts of compound sentences.
6. Addition error is one of the types of error that is marked when the students add one or more unimportant parts of compound sentences.
7. Misformation error is one of the types of error that is marked when the students write the part of compound sentences with the incorrect form of word or structure.
8. Misordering error is one of the types of error that is marked when the students made incorrect placement of words in writing compound sentences.
9. Writing is a skill to produce compound sentences in the simple present tense.
10. Sentence is the largest component of language that has meaning.
11. Compound sentence is a type of sentence that consists of at least two independent clauses joined by a comma and followed by a conjunction.
12. Affirmative compound sentence is a compound sentence in positive form.
13. Simple Present Tense is one of the 16 tenses in English that can be applied in compound sentences.