

CHAPTER I

INTRODUCTION

A. Background of the Study

English as an International language has indirectly compelled Indonesian to learn it. English has become the dominant global language of communication, business, aviation, entertainment, diplomacy, and the internet. Over a billion people speak English as their second or foreign language (Leacock, 2010). Indonesian must learn English to be able to compete with other country. Owing to this, English is now one of main subjects in school, started from Elementary School, Junior High School, and Senior High School. There are four skills of English language which are learned in school, they are listening, speaking, reading, and writing. Harmer (2004) regarded writing as an important skill as he stated that being able to write is a vital skill for 'speaker' of a foreign language as much as for everyone using their own first language.

Knapp and Watkins (2005: 17) mention that there are two codes of writing: genres and grammar. Without these codes the process of writing can be frustrating and unproductive process. These help the students to know how to start their writing. However, for Indonesian students, these codes cause the students get more difficult to write instead. Genres can be defined as the classification of text according to their social purpose. Every genres are different in rules and organizations that then curtail the students to share their ideas freely on their writing. Just the same as genres, grammar is also considered as one

difficulty in producing English writing since English grammar is different with Indonesian rules. Grammar deals with the rules of using a language.

During the teaching practice in SMA N 1 Medang Deras, Batubara, it was found that most of the students faced difficulties in writing. The minimum criteria mastery (KKM or Kriteria Ketuntasan Minimum) was applied 75 meanwhile the students' writing score were still low. The students' accumulated score then become the preliminary data of this research as an evidence that Indonesian students' writing skill is still low. The data can be seen in the following table.

Table 1.1.

The Percentage of the Eleventh Grade Students' Score in Writing

1 st semester	>75	<75
XI-IA 1	12 students (41,37 %)	17 students (58,62 %)
XI-IA 2	10 students (32,25%)	21 students (67,74 %)
XI-IA 3	11 students (36,67 %)	19 students (63,33 %)
XI-IA 4	11 students (37,93 %)	18 students (62,06 %)
XI-IS 1	13 students (38,23 %)	21 students (61,76 %)
XI-IS 2	7 students (20,58 %)	27 students (79,41 %)
XI-IS 3	8 students (24,24 %)	25 students (75,75 %)

Source: The students' accumulated score of the eleventh grade students at SMA Negeri 1 Medang Deras academic year 2014/2015.

It can be seen from the table that most of students' score percentage was under the KKM. The low score was caused by the students failed to write grammatically. In assessing students' writing product, grammar becomes one aspect to be concerned. For this reason, writing and grammar become aspects of English which cannot be separated. To produce a good writing, students need to pay attention to the grammatical features of the text. Grammatical features are the important aspects that stick up with writing. In report text, the grammatical

features include the use of present tense, passive voice, action verbs, generalized pronouns, adjectives, and adverbs.

Nevertheless, there are still many grammatical errors in students' writing product. The errors are various, for instances, the use of wrong tense, subject-verb agreement error, misplacing of adjectives and adverbs, and so on. Language usages in Bahasa are different from English usages. Students have been accustomed to use Indonesian usages, then they tend to write English sentence in Indonesian style. Although this may be true, it does not mean that the students' errors in writing are acceptable. Their errors in writing must be corrected in order to make them realize their fault and know what are right. To master the English subject, it is important for the students to understand the correct form of grammar. Another purpose of this correction is to make them not to do the same errors henceforth.

The syllabus of the 2013 Curriculum determines that report text is one writing genre that is learned by the eleventh grade students of senior high school. Reports are written about living things and non-living things in general. As the accomplishment of English subject, students are assigned to build a report text on their own.

Hence, this study analyzes what types of grammatical errors the students made in writing report text. According to Eastwood (2002), there are three grammatical units of English; they are words, phrases, and sentences. However, this study focuses on errors of the grammatical units on report text only. The word classes that are analyzed in this study are verbs, adjectives, adverbs, prepositions,

articles, and pronouns. The main errors that are concerned is related to the missing words, wrong choice of words and the unclear use of those word classes. Additionally, this study also analyzes the errors in kinds of phrase such as verb phrase, adjective phrase, adverb phrase and prepositional phrase. Moreover, this study does not only discuss about the use of words and phrases, but also the relationship among sentence elements. It includes the form of the sentence, the arrangement of the words order, and the agreement between subject and verb or pronoun and antecedent.

By analyzing the types of students' grammatical errors on their report text, the students' weaknesses in learning grammar will be discovered. The students' weaknesses are seen from the most frequent error of grammatical units they make. Moreover, this study is conducted to find out why students make errors in their writing product. In other words, this study analyzes the possible factors that can cause students' errors. It is expected that the result of this study will help teachers to see their students' development in learning English. Teachers will be able to find better ways to develop their learning in English subject.

B. The Problems of the Study

Based on the rationale above, the problems of the study are formulated as follows:

- 1) What types of grammatical errors are mostly found in report text of the eleventh grade students of accounting major at SMK N 1 Jorlang Hataran?
- 2) What are the causes of grammatical errors in report text by the eleventh grade students of accounting major at SMK N 1 Jorlang Hataran?

C. The Objectives of the Study

The study was intended to find out the most dominant grammatical errors that occur in report texts written by the eleventh grade of accounting major at SMK N 1 Jorlang Hataran. Another objective of this study was to find out the possible causes of the errors that occur in their report texts.

D. The Scope of the Study

In order to give the best result of the research, this study focused on analysing the grammatical errors in Report text. The grammatical types of errors that are discussed in this study are extended from the missing, wrong and unclear use of grammatical units. Then the main concern in this study is limited only on sentence errors, tense errors, verb errors, agreement errors, modifier errors, preposition errors, and articles errors. The subject of the study is limited on the eleventh grade of Vocational Senior High School students.

E. The Significances of the Study

It is expected that the finding of this study will later be useful for proper parties, such as the following.

1) To the teachers

It is expected that this study will help the teachers to foreknow students' common errors in grammar related to report text and try to find better way of teaching in order to make the students understand authentically.

2) To the students

This study is expected to make the students understand their errors in writing through this study. By knowing their errors, it is expected that in the future they will learn more and try to improve their writing skill and grammar ability.

3) To the further researcher

This study is also expected to be useful for those who want to do similar research. It is expected that this study will be helpful as a guidance and reference for further research.