

CHAPTER I

INTRODUCTION

A. Background of the Study

Indonesian schools divide the classes of Grade XI into Natural Science classes and Social Science classes. Natural Science and Social Science are two different majors in Senior High School. The specific Natural Science subjects are Physics, Chemistry, and Biology. The focus of Natural Science is nature. The specific Social Science subjects are Economics, Geography, and Sociology. The focus of Social Science is society. Compared to the Social Science, the Natural Science rely on more mathematically based methods (Boutellier, 2011).

There is a perspective stated by the society that students of Natural Science tend to be more intelligent, more hardworking, and therefore are said to be cleverer compared to the Social Science students. Based on the oral interviews conducted by researcher to about 20 parents, both in Aek Kuo and Merbau, whom their children are currently attending the senior high school, 16 of them believe that Natural Science students are better than Social Science students with the dominant reason is because Natural Science students study more complex and difficult subjects which will train the brain more in thinking and concentrating. They are considered to be more focused and careful in studying based on the different specific subjects that they learn at school. This perspective leads to a new perspective that the Natural Science students would make fewer mistakes compared to the Social Science students in doing something, including in writing an English text. This superficial perspective is going to be proved by analyzing

the students' writing, specifically the grammatical structures, from both types of classes since grammar is one of the important elements in writing an English text (Richards & Renandya 2002 in Hourani) whereas grammar is also said to be the most difficult subject that should be learned by the students. Also, based on the popular saying that it cannot judge a book by its cover, it cannot directly judge the ability of the Social Science as well as the Natural Science students in the case of writing an English text with proper grammatical structures.

Research about Error Analysis (EA) itself is actually quite popular in the education field, particularly in countries where English is as the second or foreign language. Hourani (2008) chose EA particularly in the analysis of common grammatical errors found in 3rd secondary male students' writings in Dubai as his dissertation, Zawahreh (2012) conducted a research of EA that analyzed the applied error made by tenth grade students in Jordan, Khansir (2012) wrote an article of the importance of error analysis for the second language acquisition, and so on. In Indonesia, there are still not many researchers that conduct the research of Error Analysis, when actually it is a useful research to see the development of the students in learning English. The basic task of error analysis is to describe how learning occurs by examining the learner's output and this includes his/her correct and incorrect utterances (Khansir, 2012). Corder (in Hourani, 2012) indicates that errors are significant in three different ways. First to the teachers, in that they tell them how far towards the goal the learners have advanced and consequently, what remains for them to learn. Second, they provide to the researchers evidence of how language is learnt or acquired, what strategies or

procedures the learners are employing in their discovery of the language. Thirdly, they are indispensable to the learners themselves, because we can regard the making of errors as a device the learners use in order to learn. Research has provided empirical evidence pointing to emphasis on learners' errors as an effective means of improving grammatical accuracy (White et al, 1991; Carroll and Swain, 1993 in Hourani, 2012). Indeed, as Carter (1997:35 in Hourani, 2012) notes, 'Knowing more about how grammar works is to understand more about how grammar is used and misused'. There is a need for students to recognize the significance of errors which occur in their writing, to fully grasp and understand the nature of the errors made. By looking through the previous researches, it can be concluded that though Error Analysis seems to be unimportant, it actually has its specific purpose and useful result for teachers, students, and other researchers in education field.

The purpose of this research is to find out the ability of the Natural Science and Social Science students in writing narrative based on how many grammatical errors are made by the students. The analysis uses the grammatical errors theory from Richards. Therefore, a conclusion can be made as the indicator whether the students of Natural Science and Social Science classes have the same ability in writing narrative with proper grammatical structures, or one is better than the other. In addition, the findings of the research can also be used as a prove to see whether the judgment of the society about Natural Science students are better than Social Science students is true or not at SMAN 1 Aek Kuo.

B. The Problem of the Study

Based on the background of the study above, the problems found are:

1. What kinds of grammatical errors that are found in the narratives written by the students of Grade XI Natural Science and Social Science?
2. Are there any different grammatical errors made between the students of Grade XI Natural Science and Social Science in writing narrative?
3. What are the dominant errors made by both types of classes?
4. What are the dominant causes of the errors based on the Richards' grammatical errors theory?
5. Is the society's judgment about the difference of Natural Science and Social Science students proven to be true at SMAN 1 Aek Kuo?

C. The Scope of the Study

This study is limited to the analysis of the grammatical errors found in narratives made by the Grade XI students of Natural Science and Social Science classes at SMAN 1 Aek Kuo to see the ability of the students in writing English with proper grammar as well as to prove whether the judgment of the society who claims that Natural Science students are better than Social Science students is true or not.

D. The Objective of the Study

In relation to the problem, the objective of the study is to identify the errors made by Grade XI Natural Science and Social Science students at SMAN 1

Aek Kuo which later the analysis finding can be used as a data to find the dominant errors made by the students, the causes of the errors, and also to prove whether the society's perspective is true or not.

E. The Significance of the Study

This study is useful for:

1. The teacher, as a source of information or data about the students' ability in writing narrative with proper grammar to be further used as a way to find the most suitable teaching technique or strategy and to prove whether the teacher's believe about the students' ability is true or not.
2. The students, as a tool to motivate them as well as a reflection of how to write a text (genres of text) using appropriate grammatical elements.
3. The future researchers who are also interested in analyzing the errors made by the students.