

CHAPTER I INTRODUCTION

A. The Background of The Study

Language has been widely and commonly used as a means of communication by human beings in this world. It is a vehicle to share information to other people. Today, there are many languages spread in this world and have made the people master two different languages at least, which includes English, in order to get information fast and well. Furthermore, English has grown rapidly and become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other and where one or both speakers are using it as a 'second' language (Harmer 2001:1). Therefore, as an international language, English needs some basic skills that consist of speaking, listening, reading and writing.

Due to the importance of English, Indonesia has made English as a subject in school; started from primary school up to university level, which is based on curriculum, such as the Educational Unit Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan; KTSP) 2006 of Senior High School for instance. It requires the students to be able to write various types of writing genres, such as descriptive, narrative, anecdote, analytical exposition, hortatory exposition, recount, report, news item, procedure and spoof.

Based on the researcher's experience in Field Practice Experience (*Pengalaman Praktik Lapangan = PPL*) at State Senior High School 1 (Sekolah Menengah Atas: SMAN 1) Siantar Narumonda, many students got low score in

writing and did not exceed the Minimal Completeness Criteria (KKM), which is about 75. The students did not pay attention and give enthusiasm in writing because they did not know what to write, lack of vocabularies and lack of grammar mastery. The lack of grammar mastery has been a common difficulty for students in learning English and writing English text. They said that it was very hard to them to remember and master all English grammar at once because grammar itself governs the composition of clauses, phrases and words in English. By having good grammar, a writing, such as analytical exposition text, will have a meaningful meaning.

Analytical exposition text is a kind of writing that elaborates the writer's ideas about phenomenon surrounding which functions to argue that something is the case, with thesis, arguments and reiteration as its structural organization. Therefore, by learning how to write the analytical exposition text, people are expected to be able to convey their ideas and arguments logically. They also will be capable to convey them orderly so that the readers can believe and accept the reasons. However, to write an analytical exposition, there are some grammatical features required, and using of simple present tense is the main features found for it is concerned with generalized phenomena. As an analogy of Clark and Clark (1977:7), they state that the function of a bicycle, which is to transport one person plus baggage for moderate distances at moderate speeds, cannot be served if the bicycle did not have structure it did. Thus, an analytical exposition will not deserve its function if it does not have the structure it does and use simple present tense in explaining the phenomenon.

However, it cannot be denied that people do some errors in using correct tense on analytical exposition text. Errors can be caused by ignorance of just one word and that affects the entire sentences and is affected in unpredictable ways (Sanders and Sanders, 1987). For example: *Human beings known as a novelist, dramatist or short story writers who have created literary works.* This sentence should be *human beings are known as a novelist, dramatist or short story who have created literary works.* In addition, many more errors we can find on students' writing. Thus, this learning can be as an evaluation of materials for learners, awareness of the needs of teachers in terms of teacher training (Taylor, 2002:36).

The same situation is also faced by the researcher when he did an observation at grade XI SMA Katolik Mariana Medan. He found that the students got low scores in writing simple present tense sentences because they did some errors in using the tense, such as 'she drink', 'Ani make cake every week' and 'We studying English every Monday. From all the students, only one of them could surpass the Minimal Completeness Criteria (KKM) which was about 75. It can be seen from the table below.

Table 1.1. The Eleventh Grade Students' Score of Making Simple Present Tense Sentences

| Class | Score | Students | Percentage |
|----------|-------|----------|------------|
| XI IPA 1 | >75 | 1 | 7.14% |
| | <75 | 13 | 92.86 |

From the explanation above and observation that the researcher did, the researcher is interested to take the problem. It is supposed that by analysing grammatical errors on analytical exposition, can improve the students' writing and grammar mastery. This study will become a useful research to make the readers aware of using grammar correctly.

B. The Problems of the Study

In relation to the background explained above, the problems of this study can be stated as follows:

1. What type of errors are found on the students' analytical exposition writing?
2. What kind of errors is dominantly found on the students' analytical exposition writing?
3. Why does the dominant type occur the way it is?

C. The Objectives of the Study

The objectives of the study are to investigate:

1. Type of errors on students' analytical exposition writing
2. Kind of grammatical errors dominantly found on students' analytical exposition writing
3. The reason the dominant type occurs

D. The scope of the study

This study is only limited to the grammatical errors on students' analytical exposition writing. It will be based on the language features of analytical exposition text which uses simple present tense in it.

E. The significance of study

Findings of the study are expected to give theoretical and practical significance

1. Theoretically, findings of the study are expected to add up more horizon in theories of grammatical errors. In addition, the findings can be reference for further studies.
2. Practically, the findings can be useful for teachers and students. For teachers, the findings can be information about grammatical errors on students' writing. For students, the findings can be a tool to make them aware in using grammar correctly.