

# **CHAPTER I INTRODUCTION**

## **A. The Background of the Study**

Writing is an alternating process of idea into writing form. In the process of teaching and learning English, writing as a productive skill is the most difficult and complicated language skill to be learned almost by the students in every level of education.

Harmer states (2004:31) that writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them.

Grammar is partly the study of what forms (or structure) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentences. Grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking, Thornburry (1999:1).

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors and sometimes mother tongue interference also became one of the caused. In addition, Norrish (1987:21) says that, the causes of error are classified into three types. They are careless, first language interference, and translation.

Errors in language learning are natural. Therefore, when the teachers teaching the school, they will find many phenomena; they will find many students who have good writing in English, many students who have middle writing, and maybe they will find many students who have low ability in writing English.

Some errors are made when the students do not understand well about the English grammar. Many of the students commonly make grammar errors in their learning especially in writing. But, sometimes the teachers did not aware about students' errors. Then the students made their errors repeatedly because they do not have the correction and it was what we have called as error. James says (1998:78)

“If the learner is inclined and able to correct a fault in his or his output, it is assumed that the form he or he selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error”.

A preliminary observation was conducted in SMP Negeri 6 Medan. The list of students scores of grade eight of Junior High School in writing procedure text. Many students did not passed KKM (Kriteria Ketuntasan Minimal) applied by the school in English Subject that is 75. There are only 33 of 95 students who pass the KKM of the school and data can be seen in the table below.

Table 1.1 List of Students Percentage Who Pass the KKM

| No. | KKM Standard | Number of Students | Percentage |
|-----|--------------|--------------------|------------|
| 1   | >75          | 26                 | 27.36      |
| 2   | =75          | 7                  | 7.36       |
| 3   | <75          | 62                 | 65.26      |

Based the observation above, it was found that 65.26 % of the students in this school are low in writing especially in grammar. It is shown from their test

scores in writing. It is also shown from their writing, many students still do incorrect subject with structure of sentences. That is why, this school still need a more analysis to find the problems and the causes of the error they made. But to limit this analysis, the writer only analyzes writing procedure text and this is appropriate to curriculum in Indonesia. It chooses procedure text to analyzing because the students will be easier to understand while they just tell their experiences for made something. It also analyzes the grammatical agreement errors because from the teachers' observation and interview in SMP Negeri 6 Medan, that is students have weaknesses in grammatical of writing procedure text.

Some errors are made when the students do not understand well about the English grammar. Many of the students commonly make grammar errors in their learning especially in writing. But, sometimes the teachers did not aware about students' errors. Then the students made their errors repeatedly because they do not have the correction and it was what we have called as error.

The composition is important for the learners to develop their imagination in written English. Nevertheless, the learners often make errors in composition because they are still influenced by Indonesian sentence structure in making and composing the structure of English sentence in writing a paragraph.

In learning process, the students still make errors and mistakes, so it is important to be analyzed to minimize their error and diagnose the difficulty of the study in the classroom.

Based on the explanation above, the writer is interested in analyzing students' writing especially in their grammatical errors.

## **B. The Problems of the Study**

The main problem of this research is to find out how many mistakes made by students' in writing procedure texts. The mistake in question is the spelling of words, the use of tenses, lexical grammatical features of writing procedure text.

The problems of the research can be formulated as follows:

1. What are the types of grammatical errors made by the students in writing procedure text in SMP Negeri 6 Medan grade of eight?
2. What are the causes of the grammatical errors in writing procedure text by students of grade eight in SMP Negeri 6 Medan?

## **C. The Scope of the Study**

There are many genres of writing learned in the SMP Negeri 6 Medan grade of eight such as recount, procedure, report, descriptive and narrative. Thus, this research primarily focusses on writing procedure text in simple present tense patterns contents from lexical grammatical features.

## **D. The Objective of the Study**

The objectives in this study are follows:

1. To find out the types of grammatical errors made by the students in writing procedure texts.
2. To find out the causes of the grammatical errors made by the students of grade eight in writing procedure texts.

### **E. The Significances of the Study**

The result of this study may become a very useful contribution to the teaching learning process of English. The advantages of the study are as follows:

1. for students

The students are expected that they will improve their English skills especially writing sentences.

2. for English teachers

English teachers may use the result of this study as a reference helping them improve the English teaching learning process.

3. for other researchers

Other researchers may use the result of this study as data in their scientific Researcher.