

CHAPTER I

INTRODUCTION

In this chapter, the writer reviews the background of study, the research questions, the theoretical framework, the objective of the study, the significance of the study, the scope and the limitation of the study, and the definition and key terms used in this study.

1.1 Background of the Problem

Language is a form of communication. With language people can express their ideas and feelings. In Indonesia, English is taught as a foreign language. Students have to learn English from kindergarten up to university level. In learning English, students are expected to master four skills: listening, speaking, reading, and writing. Among the four skills, writing is considered as the hardest skill to master because it needs competence of another components such as grammar and vocabulary (Saville-Troike, 2012, p.179).

Nowadays the use of writing skill is becoming even more important. Browne (1993, p.2) states that writing is important as a communicative act that links people together. Furthermore, Clouse (1983, p.3) says that writing can help people solve problems, come up with new ideas, and understand people better.

One of the types of writing is report writing. Report writing is important because it can give the reader a clear explanation and description of a place, person or object. A report reflects the quality of the work the writer did. A good report composition will not be formed if the writer did a bad job (Sussams, 1983, p.1). It is also the same if the writer has to write a report but she knows nothing about the subject. She will not be able to write a good report. Therefore, the writer should know well the subject that she is going to write.

To write good report writing, another component like grammar has to be considered. Grammar is one of the components of language that have to be learnt by the students. It is one important aspect to master communicative skills. In learning English, grammar is basic knowledge to use the language naturally. Harmer (1991, p.12) says that communication may suffer if several grammar rules are carelessly violated. In order to maintain a good communication, students have to learn and use grammar properly.

When learning English as a foreign language in Indonesia, people especially students often face difficulties. They tend to use their mother language or apply their mother language structure to the foreign language that is different from their mother language. The differences in structures between English and Indonesian make difficulties for Indonesian learner to learn English. The difficulties then cause the learners to make grammatical errors. Corder (1967) cited in Bates, Lane and Lange (2003, p. 13) says that the errors that made in foreign language learning and child language acquisition show that every learner uses a definite system of language at every point of his development. It means that errors are not negative. Errors can show the development or improvement the learners make in learning the foreign language.

Students have to master many grammatical items such as tenses, preposition, modals and many more and they have to apply them in practical skills which are speaking and writing. The errors often occur when the students are applying the grammar in writing. As stated in Ferdhiyanto (2014) in his research, this problem also happens to junior high school students. They tend to make grammatical errors while composing a writing composition. Ninth grade students have already learnt about report writing in their first semester and as stated above, report writing is important to give a clear explanation and description. Therefore, the writer would like to find the students' grammatical errors in report writing and the reason why they made those errors.

The types of errors used in this study are global and local error. Global error is an error that hinders communication meanwhile local error is not hindering the communication but there is a little violation of one segment of a sentence (Burt and Kiparsky, 1972, p.6). These types of errors are chosen because the writer sees that they are suitable in analyzing students' writing.

It is important to analyze the errors because by doing so we can get some advantages. They are (a) the learners can fully grasp and understand the nature of errors, and (b) the learners are now able to explain the rules and correct the errors instead of just being able to recognize errors (Ho, 2003, p.1). The learners can also notice their progress in learning foreign language. Bates, Lane and Lange (2003, p. 12) say that if error analysis is not conducted, the learners will not be able to attain high level proficiency in foreign language which is expected in academic writing. That is why it is very important to notice errors in writing in order to improve their writing skill. By noticing the errors, the learners can prevent themselves from making the same errors.

1.2 Statement of the Problem

Based on the background and the title of the study, the research questions are formulated as follows:

- What types of errors are made by grade 9 students of Q school in writing their report?
- What are the causes of the errors made by 9 grade students of Q school in their report writing?

1.3 Objectives of the Study

The objectives that will be achieved from this study are to find out:

1. The types of errors occurring in 9th graders' report writing and which one is more frequent, global or local error.
2. The causes of the errors made by 9 grade students of Q school in their report writing.

1.4 Significance of the Study

The results of this study are expected to be helpful for the teacher and other researcher. The results could be used as an input for the teachers to identify which part of the language that are found difficult for students to understand. By knowing this, the teachers are expected to improve their teaching approach in order to prevent the students from making the same errors. For other researcher, the result of this study can be used as a source of reference in conducting similar kinds of studies.

1.5 Theoretical Framework

To analyze the errors in ninth grade students' report writing, the writer uses some theoretical framework. The first theoretical framework used in this study is error analysis. Brown (2008, p.218) says that error analysis is a method for dealing with data which can be observed, analyzed and classified. It means that the writer will use a method to deal with the data. According to Burt and Kiparsky (1972, p.6) there are two types of errors. They are global error and local error. Global error is an error that hinders communication while local error is an error that is not hindering communication but there is a little violation in a sentence. To help the writer in analyzing the errors Burt and Kiparsky classification is used in this study. Richards (1971, pp.19-22) as quoted in Hasyim (2002, p. 47-48) classifies the

causes of the errors into four, overgeneralization, incomplete application of rules, false concepts hypothesized and ignorance of rule restriction.

Another theoretical framework which is used in this study is theory of writing. Harmer (2004, p.32) says that writing is not only used to convey meaning in communication, it is also used as a means to reinforce language that has been taught. Writing is very important in communication. There are several types of writing. One of them is report writing. According to Ministry of Education (1997, pp.129-135) report is used to describe and classify information and it has a logical sequence of facts that is stated without any personal involvement from the writer. The facts and findings must be put as it is. In this study report writing is chosen because it is important to write a good report.

1.6 Limitation and Scope

The writer limited the study on the students' grammatical errors in writing report writings and their causes. The writer chose 9th grade students of Q school because the students had already learnt about report writing.

1.7 Definition of Key Terms

- Mistake is a performance error that is either random or a failure to utilize a known system correctly and often caused by fatigue or memory lapses.
- Error is a noticeable deviation from the grammatical rules of the target language and it reflects the competence of the learner.

- Error analysis is a method to identify, analyze, describe and explain the occurrence, nature, source and consequences of errors made by learners in their oral or written target language.
- Global Error is a deviation which hinders communication and it usually affects the meaning.
- Local Error is a minor deviation which does not hinder communication and the meaning still could be understood.
- Grammar is a set of rules that show how words are arranged, combined, or changed to reach a certain meaning.
- Report writing is one type of genres in writing which is used to describe and classify information and stated without any personal involvement from the writer.

1.8 Organization of the Study

This study consists of five chapters. Chapter I deals with background of the problem, statement of the problem, objectives of study, significance of the study, limitation and scope and definition of key term. Chapter II deals with theory of writing, steps of writing, types of writing, error analysis, goals of error analysis, sources of error, causes of error, classification of error, and related literature. Chapter III deals with research design, population and sample, instruments, the procedure of data collection, and the technique of data analysis. Chapter IV deals with the data analysis and the interpretation of the findings. Chapter V contains conclusion and suggestions.