

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

In learning English there are four language skills that should be mastered by students as the purpose of learning English. Those four skills could be divided into receptive skills and productive skills. The receptive skills are related to the process of comprehending the inputs from the productive skill. Thus, listening and reading during learn English could be categorized as receptive skills. On the other side, productive skills are related to the produce of the inputs that the students have gotten from the receptive skills, speaking and writing are referred as productive skills.

Productive skills of English could be stated as the most challenging skill to learn, one of them is writing. Palmer (1994) stated that, it is difficult to learn writing skill, because the learners should do some process through planning, organizing, and revising the writing. Moreover in doing the writing, writers need capability to organize and collecting the information and turn it out into coherent paragraphs and make the writing could be understand by the reader. In educational aspect, writing is the crucial thing that should be mastered, and in getting this skill, students should be good in grammar. In having a good writing skill, students must have a lot of knowledge and the ability for compiling the words into good paragraphs, along with correct grammar.

In writing skill, grammar acts as the fundamental aspect, it is related to the meaning, genre, and the discourse of the writing. It is the way of how we use it to combine and change the forms of words and sentences, and it also acts as a theory of language, it is about how the language were putting together, and worked well (Wahyuningsih, 2015: 60). Then, learning grammar means we learn how to understand and make the language structure correctly. Thus, it would be possible if the learners who want to learn English without paying attention to the grammar. Because, grammar can helps them to enhance their understanding of the meaning

in English. But, in the fact, it is not easy for them to learn grammar. The students often make errors, it usually occurs when they apply the grammar either in writing or spoken skill. We cannot avoid the grammar errors in English learning process, it is commonly happened for all of the English foreign language students. Usually, it happens because of the students did not pay attention and do not understand about the grammar.

Error could be defined as students' mistake in English learning, it is related to their comprehending about the rules of language. An error could be notice from their grammar's mistake (Brown, 2014: 249). In defining the error, people could do error analysis to find out what kinds of error that occurs in students' writing. It is a technique that used for finding, classifying, and methodically interpreting the errors that second language learners make when they do spoken or written activities, utilizing any of the linguistics concepts and techniques (Crystal, 2003: 165). It has been conducted as the strategy to identify the strategies that learners use in learning, it helps us to track the cause of learners' errors, getting information of what kinds their difficulty, in order to help teachers well prepare for teaching materials (Corder, 1973: 265). The phenomenon of grammatical errors always happened for all of foreign language learners, as the example Mohammed and Abdalhussein (2015) analyzed the grammatical errors that Iraqi students did in their research proposal, the result was indicated that they have problem in grammatical error as like the tenses, prepositions, articles, passive voice and morphology. This phenomenon also happened for Korean and Chinese students, as Cui Zheng (2013) found in her study that both of Korean and Chinese students did errors in writing the tenses, verbs, nouns, conjunction, etc. It influenced by the use of L1 and then they translate it into L2.

Then, this phenomenon of errors in writing also occurs in Indonesia, as follow these previous studies have been discussed about it. The first is a thesis by Wardah (2018), she did research about the grammatical error in 8<sup>th</sup> grade students' descriptive writing, and found that omission is the common type of error occurred

in their writing. It is when the students did not put things that should exist in an utterance. Then, another research that has been conducted by Rahmah Fithriani (2020), that discussed about the differences of grammatical error between social science and natural science students in Madrasah Aliyah, she found that natural science students made more errors than social science students. In addition, it also found that omission is the common types of errors made by the students. Banjar Putri Kumala et. al., (2018) in their study also has discussed about grammatical errors in English department students' writing, and also found that omission is the most frequently errors made by the students. Another research was conducted by Sari Sadiyah and Seli Ade Royani (2019) that discussed about grammatical errors in junior high school students in writing descriptive text, and found that they still cannot recognize verb agreement, as like how to use singular-plural form or differentiate infinitive and past participle verbs. Then, a research by Winda Julianti (2017) that discussed the errors in the twelfth grade found that misformation is the common errors found in their writing.

Moreover, this phenomenon also has been proved when the researcher taught senior high school students when she did teaching practice. Based on the preliminary research, the researcher found that their writing contained a lot of grammar errors in students writing. Both of Natural science and Social science students still feel difficult to use correct grammar, as like in using correct tenses or choosing between the regular verb and irregular verb, preposition and punctuation. In addition, during the researcher did the preliminary research, there is opinion stated that natural science students is better than social science students in academic. This opinion occurred because of some teachers look at their academic results, especially in English lesson. It also proved when the researcher asked the English teacher in State *Madrasah Aliyah* in Binjai, she said that it is fact that in teaching social science students is more difficult than natural science students, and she also agreed with the opinion above.

Despite there are a lot of studies that have been conducted about grammatical error, yet there is still little research that discussed about grammatical error in *Madrasah Aliyah* (Islamic senior high school) students' writing. Most of the previous studies were conducted to find out the grammatical error in English department students, general senior high school students, and junior high school students. Then, this study was conducted to fill out the gap by focus on differentiating the grammatical error that was made by social science and natural science students in MAN Binjai (State *Madrasah Aliyah* in Binjai) in writing descriptive text. This study expectantly will be helpful for the teachers in teaching grammar for the learners. Thus, they can utilize it for developing awareness and finding what kinds of grammatical error made by students in MAN Binjai.

Considering the explanation above, the researcher thought that it is substantial for knowing the grammatical errors made by MAN Binjai students in writing descriptive text. In addition the researcher would like to find out the types of grammatical error in *Madrasah Aliyah* students, considering that *Madrasah Aliyah* and Senior high school are in the same degree. Furthermore, this research entitled **“An Analysis of Grammatical Error in Writing Descriptive Text by students in MAN Binjai”**.

## **1.2 Identification of Study**

Based on the background study above, the researcher identifies some problems related to the grammatical errors that occur in MAN Binjai students' writing as follow:

1. The students still made error in their writing
2. The students are less awareness in using correct grammar in the writing
3. The students have lack of knowledge about the grammar.

### **1.3 Limitation of Study**

In this study, the researcher focuses on the types of grammatical errors made by students of social science and natural science in MAN Binjai. The research only focuses on grammatical errors in their descriptive writing.

### **1.4 Formulation of Study**

In this study, the researcher conducts three formulation of the study, as follow:

1. What are the types of grammatical errors that commonly made by MAN Binjai students of social science and natural science in writing descriptive text
2. What are the differences of grammatical errors made by MAN Binjai students of social science and natural science in writing descriptive text?
3. Why did the students make error in their descriptive writing?

### **1.5 Objective of Study**

Considering the formulation above, thus the objectives of this study are:

1. To identify and find out the common grammatical errors made by MAN Binjai students of social science and natural science in writing descriptive text and
2. To find out the differences of grammatical errors made by MAN Binjai students of social science and natural science in writing descriptive text
3. To identify the reason why the students made the error in writing descriptive text.

### **1.6 The Significance of Study**

#### **1.6.1 Theoretical Benefits**

The author hopes that this research would be an input for scientific purpose in academic field. Especially for the one who want to know about kinds of grammatical error in MAN Binjai students' writing.

## 1.6.2 Practical Benefits

The results of this study expect to provide benefits for all parties involved in this research, including:

### 1.6.2.1 Students

This research hopefully useful for students who read it, in order they can avoid the grammatical errors that commonly occur when they write English text. Moreover, they can have high awareness to avoid the grammatical errors and have a good writing skill.

### 1.6.2.2 Educator

It helps teachers to improve their teaching strategies, and pay attention to the grammatical errors that commonly did by students. Then, it will be a feedback for them, either their teaching has been success or not.

### 1.6.2.3 Researcher

This research hopefully will improve the researcher knowledge and competence in conducted scientific writing. As the pre-service teacher, it also helps her to aware about grammatical error that were made by the students in their writing.

### 1.6.2. Other Researcher

It will be useful for other researchers who want to conduct the similar topic about analyzing grammatical errors in students' writing. Hopefully, this research can be used as one of their reference.