

CHAPTER I

INTRODUCTION

This chapter consists of some subchapters, namely background of the study, statements of the problems, objectives of the study, significances of the study, and scope and limitation of the study. Those are important to be explained because they describe this study generally.

1.1 Background of the Study

Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. As it is known, writing needs much work and practice. The writing process integrates such as visual, motoric, and conceptual abilities. In order to get a good construction and well arrangement in writing, the students have to bring out good and right sentences. Therefore, they must know a set of rules that must be followed, commonly called grammar.

Grammar is one of the English components which are taught to every English language learner. It has an important role in understanding the English language. The students will find many problems to build sentences and express their ideas for communication activities without proper knowledge of grammar. If they have a good grammar, they can be confidently communicate in speaking and writing English. They are also able to use the language correctly and clearly. Penny (1980) said that a learner who knows grammar is one who has mastered

and can apply the rules to express himself or herself in what would be considered acceptable language forms.

Harmer (1983) defines that grammar as the description of the ways in which words can change their forms and can be combined into sentence in that language. Swan (1980) stated that grammar is the rules that say how words are combined, arranged, and changed to show different meaning. In addition, it also tells us how to put correctly a sentence up, such as on the use of word order, verb and noun systems, modifiers, phrases, and clauses in each sentence, stated by Brown (2000).

In fact, writing in English is not easy for some students. They may have difficulties when they use the language in writing. Because of these, there will be errors that can be found in their written text. Although, in making an error, students will build their new knowledge to use the target language. As stated by Selinker (2003), making an error during learning the second language can be considered as a tool of building students' abilities.

Nevertheless, these errors will influence their communication. Therefore, it is important to analyze the errors because there are many advantages by learning the errors. According to Corder (1981) as cited in Richards (1986), errors could be significant in three ways: (1) they provided the teacher with information about how much the learner had learned; (2) they provided the researcher with evidence of how language was learned; and (3) they served as devices by which the learner discovered the rules of the target language.

In addition, the error analysis can be helpful in the classifying process. For syntax and morphology, especially the English grammar, can be helpful in analyzing the grammatical errors. In morphological error will be found the incorrectness of a morpheme or a group of morpheme. Many facts are found that the students often make an error in using tenses.

Based on the explanations above, the writer is interested in analyze grammatical errors in the theses because there are many types and causes that find there. There are several reasons why the writer chooses theses of English study program students. The first reason is the writer chooses theses of English study program students because the writer is more interested about the grammatical errors in theses. The second reason is the writer found that the English students face many difficulties which could be seen such as in using grammar in their theses. They often make incorrect sentence.

For example :

(1) *While **20 percent respondents** use Indonesian-English code switching.*

(2) *In adversative type **found 5 data** which are translated literally in target text.*

From the examples above from one of the thesis of English study program student, in the first (1) example the noun phrase *20 percent respondents* is incorrect. Actually, between the words *20 percent* and *respondents*, the preposition *of* should be added because *20 percent* is just a few numbers of the whole *respondents*. In conclusion, the correct sentence should be *While **20 percent of respondents** use Indonesian-English code switching*. We called

Omission error. The second (2) error is example of misordering errors. The placement of the word found and the words 5 data, actually, is accidentally exchanged. The correct placement should be 5 data found. Since the noun data cannot find something, but can be found, so the clause 5 data found must be written in the passive form. So, the correct sentence should be *In adversative type 5 data are found which are translated literally in target text.*

Unfortunately, most of them make a grammatical error in sentence especially omission, misordering, and misformation error. This phenomenon showed that they were lack of understanding in English in writing sentences correctly. The students still arranged English sentences by using Indonesian rules.

Therefore, the writer is interested in analyze the students' errors in using grammar in theses of English study program students, University of Trunojoyo Madura. Then, the writer will discover the type and the cause that influence the errors.

1.2 Statement of the Research Problems

Through this research, the writer emerges the following questions below:

1. What are the types of errors made by the students in their theses?
2. What are the possible factors of those errors?

1.3 Objectives of the Study

Based on the statements of research problems, the purposes of the study are:

1. To describe the types of errors made by the students in their theses.

2. To identify the possible factors of those errors made by the students.

1.4 Significance of the study

The study is expected to offer both theoretical and practical contributions. Theoretically, the results of this study are anticipated to give understanding about grammatical error especially in syntactical and morphological errors. The writer also hopes this study can help readers and other students who plan or look for references about grammatical error.

Practically, the purpose of this study also is to help people in analyze the grammatical error especially in syntactic and morphological error. This study also becomes an alternative way for the readers in understanding theses of English students that contains several amounts of grammatical error. People will not be confused when they find some sentence consist of grammatical error found in the theses.

1.5 Scope and Limitation of the study

The scope of this study is in the field of grammatical error that the writer uses two aspects only, syntactical and morphological error analysis, which focuses in surface strategy taxonomy. Also, the errors are limited to four classifications based on the surface strategy taxonomy. This classifications include omission, addition, misformation and misordering.

This study also analyzes the factors that cause of the errors. To deduce the factors of errors, this research classifies the factors of errors into two kinds,

interlingual/developmental and intralingual. The researcher conducts this error analysis focusing on grammar because error analysis plays an important role in language learning. Supporting the importance grammar, Harmer (2002, p. 12) states that 'if grammar rules are too carelessly violated, communication may suffer, although creating a "good" grammar rules is extremely difficult'. This study also uses the theory of Dulay (1982) explains that errors are classified into two kinds and Brown (2000) explain about the classifies possible factors of errors. Furthermore, the limitation of this study is the theses of English study program students who do their theses in University of Trunojoyo Madura.