

CHAPTER I

INTRODUCTION

This chapter outlines the research background that involves basic consideration, research problem, research objective, research significances, and scope of study.

Basic Consideration

It is undeniable that writing in English is difficult for some students particularly the English as Foreign Language (EFL) students because there are sets of rules of grammar in writing which are actually very complicated to be applied.

Afterwards, writing is a productive skill that must be mastered by the students particularly the students of English Department. As a complex and difficult skill, students need to consider many aspects when they write, such as producing the words, sentences, paragraph, and perception. In this case, a powerful foundation in grammar is one important aspect that must be comprehended well in order to make a good writing.

According to Murcia & Hilles (1995), grammar is essentially about the systems and patterns we use to select and combine words. By studying grammar we come to recognize the structure and regularity which is the foundation of language and we gain the tools to talk about the language system. Furthermore, grammar must be learned by the students who want to learn about language. It will be more effective to produce utterance based on the basic structure which they know (Nichols, 1993). Thus, grammar plays an important role to produce a good writing.

Knowing the definition of grammar, it is not hard for us to understand why grammar is useful and important, particularly as the English Department students. Without knowing, understanding, and comprehending the grammar of a language, a person cannot be said have learned the language. Besides, it seems possible to learn a language without learning the grammar, because it tells him/her how to use the language.

What is more, grammatical error becomes a prominent issue among the students of English Department. It is really important to be aware of and comprehend well the grammar and structure for the students of English Department, because they are the teacher candidates who are demanded to comprehend and master all aspect of grammar. Unfortunately, many students still consider that grammar is not really a big deal for them, as long as the readers/listeners can understand what they mean. Whereas, as the English teacher candidates, they have an obligation of being a teacher who masters and comprehends the grammar well.

In some cases, in comprehending and mastering grammar well, good grades of several courses, such as grammar, writing, structure, or other courses related to grammar, cannot ensure that the students are good in grammar. In other words, not every high achiever student can master and comprehend the grammar well. It might be caused by lack of practice and awareness in writing. It is proved by some recent studies that even a high achiever students are still do the errors in writing. In accordance with the errors, based on the researcher's preliminary observation, it was found that there were still many errors in the proposal of a high achiever

student. For instance, these are couple of errors in using simple present tense, the first is; *“Marina Pakaja on her book give definition of language that ”* In this example, the word “give” is an error. Since its tenses in this sentence is simple present tense, the word give must be gives, because it refers to the singular subject Marina Pakaja as the third person singular. What is more, the verb should be added with –s at the end of the words. The second is; *“the researcher suggest that this can be done ”* The second example has the same case with the first example. Therefore, the word “suggest” must be “suggests” because it also refers to the third singular person, the researcher. Thus, it is the main matter that makes the researcher would like to deal with. It shows that even a high achiever student who was already in the level of eight semester still committed the errors, and it could not ensure that high achiever students of English Education Department do not commit the errors.

Further, Universitas Negeri Gorontalo and IAIN Sultan Amai Gorontalo have one department in common, English Education Department which have graduated thousands of students who became the Bachelors of English Education. What makes them different are, the first; Universitas Negeri Gorontalo has no additional courses which relate to Islamic courses like IAIN Sultan Amai Gorontalo, second; IAIN Sultan Amai Gorontalo has no English Grammar and English Syntax courses as Universitas Negeri Gorontalo does. Regarding those differences between both Universities, it is interesting to conduct a study related to grammatical errors in IAIN Sultan Amai Gorontalo. Because of there were some studies that conducted in Universitas Negeri Gorontalo, particularly the students

of English Department, the researcher is willing to conduct a different study in IAIN Sultan Amai Gorontalo through its eighth semester students of English Department.

In addition, the eighth semester students of English Department in IAIN Sultan Amai Gorontalo are in the important level in which they are demanded to comprehend and understand the grammar well. They have passed important courses that deal with the grammatical performance including Introduction to Linguistics, English Phonology, English Morphology, Writing 1-4, and Structure 1-4. Furthermore, based on the preliminary observation, most students of English Department still do grammatical error on their research proposal.

Related to that case, error analysis helps the students identify what the errors they committed, because the students cannot apply their language acquisition directly without committing error firstly. They cannot achieve the target language perfectly when the errors appear. However, the errors are included in learning process of language basically, so that they can elevate their acquisition of the target language and learn it comprehensively to achieve the good communication by analyzing their own errors. By analyzing the students' error, it will give the important role in giving the feedback for the teacher and researcher in order to evaluate and develop the material in teaching learning process.

Therefore, considering those background and reasons, the researcher is intended to conduct a reasearch in investigating and identifying grammatical errors in the proposal made by the English Education Department students in the eighth

semester of IAIN Sultan Amai Gorontalo. Thus, the research is entitled “**Error Analysis: A Study of Grammatical Errors on Students’ Writing**”

Research Problem

Related to the background, the research question for this study was:

What are the types of grammatical errors in proposal of English Education Department students based on surface strategy taxonomy?

Research Objective

To identify types of grammatical errors in proposal of English Education Department students based on surface strategy taxonomy.

Research Significances

This study is expected to be meaningful and useful and give some contribution in both theoretical and practical form. Theoretically, the study is expected to strengthen the students’ comprehension in grammar. And practically, the study is intended to be one consideration for English lecturers in applying any strategy or increasing any technique of teaching English and expected to be a reminder for English Department students when they commit grammatical errors.

The significances of the study will be explained as follows:

For the students

In terms of producing a better Academic English Writing, the researcher expects that this study will strengthen the students' comprehension in grammar and can help the students in identifying the errors in order that they will not do the same errors in their academic writing.

For the educators, both teachers and lecturers

It is a kind of expectation and recommendation for the educators to motivate and encourage the students that grammar is an important aspect, to re-strengthen the way of teaching grammar and every subject that deals with it, and to make it more interesting for the students to comprehend the grammar well. From the study, weakness of students can be measured as well as their ability to use English correctly. Lecturers and teachers are able to revise their teaching, implementing the appropriate methods as well as using the suitable materials in classes.