CHAPTER ONE

INTRODUCTION

This chapter presents the general description of the present study. It covers the background of the study, statement of the problem, purpose of the study, significance of the study and also the limitation and the organization of the study.

1.1 Background of the Study

Among many languages that exist in the world, English has been used as the international language for communication. Therefore, the Indonesian government policy adds English into the curriculum of education as a subject that Indonesian students need to learn: "English is a compulsory subject in schools in Indonesia", according to Lauder (2008) and Mattarima & Hamdan (2011) (as cited in Mappiasse & Johari, 2014, p. 117). Moreover, the English subject is also included in the national examination as a measurement standard in order to improve the quality of Indonesian human resources. According to Sulistyo (2009)'s finding, "UN is the tool that is expected to function as a whip that can enhance the English learning to the global standards" (p. 6). Thus, based on the government's policy, all students in Indonesia are expected to be able to learn English in their school.

In learning English, there are four skills that students need to develop, and writing is the most complicated one. As Gorel and Laird (1962) stated, "Writing

requires thinking, and thinking is always complicated and hard. Writing is complicated also because the writer needs to do everything at once". They also added that "A writer produces words, sentences, paragraphs and extended compositions all at the same time; words must be spelled, sentence punctuated, and paragraph unified" (p. 1). Furthermore, students also find it hard because they have to make sentences in the English language, which are different with their mother tongue, Bahasa Indonesia. Since there are differences between English and Indonesian grammar, it is possible that students make several grammatical errors in their writing.

Errors cannot be corrected by students themselves because students usually do not recognize their own errors. As Alfiyani (2013) argued that the user perhaps does not aware that he makes error, thus he needs help from another person to correct the error; therefore, students need their teacher to correct their error and give them feedback in their learning process. In order to find the grammatical errors, teachers can use error analysis to reveal the errors that are found in their writing.

Based on the information above, the researcher was interested in conducting a study of error analysis because it has had an important role in language learning and teaching, as it also determines students' understanding of grammar in writing. It is also important to find the teacher's techniques to teach grammar in writing.

1.2 Statement of the Problem

Based on the issues above, this study will attempt to answer the following questions:

1. What types of grammatical errors are commonly made by students of grade 7 at X class in Y Junior High School in their compositions?

2. What are the teacher's techniques of teaching grammar in writing for grade 7 students at X class in Y Junior High School?

1.3 Purpose of the Study

Related to the problems stated above, the purposes of the study can be specified as follows:

1. To know what types of grammatical errors that are found in students of grade 7 at X class in Y Junior High School's compositions.

2. To discover the teacher's techniques of teaching grammar in writing for grade 7 students at X class in Y Junior High School.

1.4 Significance of the Study

This study is important to conduct because there are three benefits that can be achieved. First, for the students, this study helps them to be aware of the grammatical errors they made. Moreover, it is expected that they will prevent to make the same errors in the future writing composition. Second, for the teachers, this study helps them to recognize the students' errors in writing, so they will pay attention to the errors made by the students. Therefore, the teachers can use the teaching techniques to teach grammar in writing. Third, for other researchers, the result of this study gives them information about the types of students' grammatical errors that can be a reference for further researcher. This also stimulates them to make a new and a deeper research in the same type of the research, probably in better new reports.

1.5 Limitation of the Study

There are three limitations in this study. First, the researcher only used two instruments, students' compositions and teacher's interview. Second, the researcher only focused on grade 7 class X of Y Junior High School students' compositions as the data. The number of student participants is 23 students. And third, the researcher only interviewed one of the English teachers in Y Junior High School.

1.6 Organization of the Study

This research study consists of five chapters. First, Chapter One is Introduction, which provides Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Problem, Limitation of the Study, and Organization of the Study. Next, Chapter Two is Theoretical Foundation, providing theories and previous studies. Chapter Three shows Research Methodology, which provides Research Design, Setting and Participants, Data Collection Techniques, Data Analysis, and Validity. Chapter Four discusses the Findings and Discussions of the data. Chapter Five consists of the Conclusion and Recommendation of this study. Finally, Bibliography and Appendices are provided to present the teacher and students' consent forms, samples of students' compositions, the interview questions together with the transcription.