

CHAPTER ONE

INTRODUCTION

Background of the Study

As human beings, we have certainly ever made mistakes because nobody is perfect in the world. It is common that people make mistakes. Sometimes, people make mistakes in producing their sentences both in writing and in speaking. A mistake in writing and in speaking is related to the language that they use, be it their first or second language. The reason for making mistakes may be caused by poor reasoning or carelessness in making sentences in English, in pronouncing words, in spelling when writing the words, etc. These mistakes can be minimized by doing more exercises in English, for example, by conversing with others.

Based on the experience in our life making error is common. The discussion in this thesis is about the errors, specifically in the tenses which are made by the sixth grade students as they learn the English grammar. Although people have studied grammar, there is still a possibility that they would make grammatical errors. The title of this thesis, *Error Analysis of Grammar of the Sixth Grade Students of SD Negeri Sukasari II, Bandung*, is made specific in order to avoid misunderstanding on the discussion. The topic shows the

importance of learning grammar, especially for learners who have just started learning English.

I choose this topic because it is important to learn grammar in order to help one in producing correct English sentences. Learning grammar is not only important for the Elementary students who have just started learning English but also for anyone who studies English so that they are aware of their grammar when they are speaking or writing. The basic purpose for analyzing the sixth grade students' errors is to discover their errors and the reasons for making the errors.

My data consists of the errors produced by twenty-one sixth grade students of SD Negeri Sukasari II, Bandung. I choose these students because they have already learned the basic principles of grammar, especially the various tenses that have been explained by their teacher. I also choose the sixth grade students because the third grade or the fourth grade students have not studied all the tenses that I want to discuss. They have studied only the simple present tense and the simple present continuous tense.

This thesis is significant not only for English lecturers and students of the English Department but also for other English teachers and learners. For students of the English Department, this study will help them to be more aware of how to produce correct sentences when they are speaking or writing and to pay more attention to grammar, especially to the use of tenses. For English lecturers and English teachers, this study can encourage them to pay more attention to their students' use of tenses so that they can use them correctly, especially in the areas in which many students make the errors. For the learners, this study can help them

to recognize the errors that a learner usually makes so that they will hopefully be able to produce correct sentences.

Error Analysis is “a detailed analysis of second language learners’ errors” (<http://www2.nkfust.edu.tw/-enchen/SLA/glossary.htm#E>). The error is related to the wrong sentences which are made by the learners who are not aware of their mistake when they are speaking or writing. There are so many reasons in making mistake in producing a sentence, for example, in their daily conversation when they speak to others in English. In this case, the learners’ mistakes can be minimized by learning grammar. To improve the grammar learning, the learners can do a lot of practice, for example, quizzes, TOEFL tests, English tests in school or in university, practice some queries from English books, etc. The practice will help the learners to produce correct sentences when they are speaking or writing.

The topic of this thesis belongs to psycholinguistics, which is a study “of how language is understood and interpreted and how and why the individual responds to discrete aspects of language” which come into our mind (<http://naming.com/resources.html>). The meaning of psycholinguistics is related to what our mind is trying to speak out through our mouth. In psycholinguistics, “it draws from many other areas such as psychology, psycholinguistics, sociology, sociolinguistics, discourse analysis, conversational analysis, and education” (Gass, Selinker 1). In order to speak, people need the language; thus, this thesis is concerned with language especially with Error Analysis. Error Analysis is related to grammar because grammar is important to learn in order to produce sentences in correct tenses both in writing and in speaking. An article on Error Analysis that

helps me in analyzing my data is entitled *An Analysis of Student Error Patterns in Written English: Suggested Teaching Procedure to help*, written by Penny.

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Statement of the Problem

In this thesis, I will discuss:

1. What kinds of errors have the sixth grade students of SD Negeri Sukasari II, Bandung, made?
2. Why have the students made such errors?

Purpose of the Study

By doing this research, I intend:

1. To find out what kinds of errors the sixth grade students of SD Negeri Sukasari II, Bandung, have made.
2. To know the reason why the students have made such errors.

Method of Research

First, I find SD Negeri Sukasari and ask for the information of the number of students in each class, the level of the students who have studied English, and the learning system. Second, I design the questions that are related to what the students have learned in their school. Third, I go to SD Negeri Sukasari II, Bandung, to do my observation. Afterwards, I come to their classroom and give the thirty-five questions on tenses to the sixth grade students. Then I check the students' answers and classify their errors into four categories. I also interview

them in the Indonesian language so that they can understand what I am asking. Afterwards, I analyze the data and draw the conclusion of this observation.

Organization of the Thesis

My thesis consists of four chapters. Chapter One is the introduction which contains the background of the study, the statement of the problem, the purpose of the study, the method of research, and the organization of the thesis. Chapter Two is the theoretical framework which deals with the theory of Error Analysis and the approaches. Chapter Three is the discussion of Error Analysis. Chapter Four is the conclusion which includes comment about the findings of this research, my opinion, and suggestion for the students and the other researcher. At the end there are Bibliography and Appendices, which contain the grammar test questions and the test result, the interview questions and the interview result, and the table of the category of errors which contain the tenses, samples of students' errors, number of students who have made the errors, and the reason for making the errors.