

CHAPTER I

INTRODUCTION

This chapter presents the background of the study. A brief explanation of the issues and the aspects related to the comprehension of this paper are also included.

1.1 Background

Writing is one of the four basic skills in English. In English learning, the practice of writing has become something important because writing covers grammatical practice more completely. The completeness the writing activity provides is more time for the learners to think and formulate what they are going to write in accordance with the correct – and even – perfect English grammar.

According to Byrd (2003), grammar is the central to the teaching and learning of language that also becomes one of the most difficult aspects of language to teach as well as to learn. Grammar is one of the important rules in writing English sentence.

Past tense is one of the important English grammars that have to be mastered by the learners actively or passively. The standard competence/basic competence of vocational high school includes the learning of past tense. The implementation of this learning is by describing the past experience.

The practice of using past tense in the learning of writing English today should avoid the mere use of a sentence. According to standard competence of

writing skill in vocational high schools according to Government Rules No.22 / 2006 is textual form.

However, the textual form does not have to be in any genre. The intention of making textual form is only for the learning of describing something included in the syllabus in written form.

The problem of students' lack of grammar understanding especially in past tense happens in vocational high schools. Describing about past experience and job experience is considered to be the content of standard competence in writing skill of vocational high school. Past tense is included in describing past experience. According to Understanding and Using English Grammar, past tense expresses events or situations at one particular time in the past. Job experience is also included in past experience because on vocational high school, the students are required to tell about their work personal experiences when they are applying for a job.

Based on the theories stated, the present study focuses on the writing error that students face on writing skill especially in constructing an English composition of past experience. This research will observe kinds of grammatical errors in writing past experience which are encountered by the second grade students of BPP (Balai Perguruan Putri) Vocational High School Bandung.

1.2 Statement of the Problems

In line with the purpose of the study, this study attempts to address the following questions:

1. What kinds of grammatical error are made by the students in writing English composition that focuses on their past experience?
2. What are the factors causing the students' errors?

1.3 Aims of the Study

The aims of the study are:

1. To identify the grammatical errors that faced by the students in writing English composition that focuses on their past experience.
2. To find out the factors causing the students' grammatical errors in writing English composition that focuses on their past experience.

1.4 Significant of the Study

- a. For the students

This study is expected to be the reference for the students of SMK BPP regarding the common grammatical errors in writing English composition of past experience and how to overcome it, so that they will have a good writing in the classroom and also as a learning process to have the effective classroom discussion while they implement it in their learning writing activity.

- b. For the teachers

If this study then provides the information of students' grammatical error in class discussion, it is expected that the teachers would like to give the students some suggestions or tips to the next students regarding how to improve their knowledge of grammar.

c. For the researcher

This study is expected to gain more information about the common error in teaching writing English composition of past experience because the researcher plans to be a good teacher.

1.5 Scope of the Study

The limitation of the study is needed in order to make the research clear. This study focuses on the grammatical error faced by the students in writing English composition in past experience and the factors causing the students' grammatical errors.

1.6 Research method

1.6.1 Research Design

The definition of case study that belongs to research design according to Gay (1987: 189),

“a case study is the in-depth investigation of an individual, group, or institution, while in education, case studies were typically conducted to determine the background, environment, and characteristics of children with problems.”

Therefore, the method used in this study is case study which aims to get the picture of the common error of the students' writing. In other words, the common errors of the students are included into educational problem.

1.6.2 Respondents

This study is conducted in BPP (Balai Perguruan Putri) Vocational High School. The population of this study are students of SMK BPP Bandung. The

population is second grade students or students of class XI which consists of 21 students.

This research uses purposive sampling as a sampling technique. According to Sugiyono (2008) noted, "Purposive sampling is one technique of collecting data with certain consideration and objectives in mind.

The samples are chosen because of the consideration about the limitation of time, energy and fund of this research.

1.6.3 Data Collections

This parts will discussed the way of gathering and searching some data. The data collection was taken using instruments and steps of data collection. The instruments used are writing test and interview.

1.6.3.1 Instruments

The instruments used in data collection are writing test and interview. The instruments are used to get description about students' common grammatical error in writing English composition in past experience and the factors causing the errors. Bellow is the description of each instrument.

1. Writing test

Writing test will be distributed to the students. It will be analyzed to identify the common errors of students' writing in English composition in past experience.

2. Interview

This study utilizes interview as additional information to the data. The questions in the interview are about the classroom activity in learning writing especially about the factors related to their knowledge in grammatical aspect.

1.6.3.2 Steps of Data Collection

There are several steps used to get the data collection. They are: (1) giving writing test; (2) recording; (3) analyzing; (4) concluding

1. Giving writing test

Writing test is one of the instruments of data collection. The researcher will give the writing test to students as the beginning step of the research.

2. Analyzing

After the researcher gets all the data collection, such as students' writing test, the researcher will analyze those data inductively.

3. Recording

The interview of students and teacher will be recorded first, in order to simplify the process of interpreting the data

4. Concluding

When the analyzing has finished, the conclusion will be made according to the findings.

1.6.4 Data Analysis

The following activity after collecting data is analysis in order to meet the aim of the study; several steps are used to analyze the collecting data:

1. Checking and transcribing students' writing; in this step, all students' writing test are included into transcription.
2. Analyzing the writing test. The writing test will be analyzed based on steps of analysis by Cheryl (1974) which consist of (1) collect a representative sampling students' language; (2) identify and catalogue the error found in the sampling; (3) determine a hierarchy of errors; (4) error to be corrected; (5) adapt or write the materials for corrections to be made; (6) correct the selected error consistently.
3. Analyzing and interpreting data. The data was analyzed and grouped in tables' form of type of errors found in writing test based on grammar aspect and the interview.
4. Calculating the frequencies of the writing errors occurrence in class provided in simple computational percentage.
5. Describing and interpreting the result. The results are described, elaborated, and interpreted based on the statement problem of this research.

1.7 Clarification of terms

In order to avoid misunderstanding unnecessary misunderstanding, some terms are clarified as follow:

1. Error analysis: analysis of the linguist error that learner makes.
2. Writing: written expression of thought, opinion, or feeling.
3. Grammar: one of the basic aspects and important rule in English writing.
4. Past tense: tense usually tells something that already happened.

1.8 Paper Organization

This paper consists of five chapters, such as

Chapter I: Introduction:

This chapter presents the background which provides information about the study of students' grammatical error in writing English composition of past experience; statement of the problems; the aims of the research; preview of research methodology which provides the procedures and techniques, and also organization paper.

Chapter II: Theoretical Foundation:

This chapter elaborates the main points of the study in accordance with the statements of the experts related to main discussion, such as the differences between mistake and error, the definition of error analysis, and theory of writing which emphasize that the study conducted has been observed, the discussion of grammar, the definition of past tense and also theories of the expert as the basic of the analysis.

Chapter III: Research Methodology:

This chapter prescribes the whole process of the study used as follow: research design of case study which describes and interprets a current issues in SMK BPP about the grammatical error of the students' writing English composition, setting of research which conducts in SMK BPP, respondents of

the data which consists of 21 students of class XI, procedures of data collection which consists of test writing and data analysis of data collection.

Chapter IV: Finding and Discussion:

This chapter displays the whole discussion of the data obtained related to the findings, such as the students' common grammatical error in writing English composition of past experience and data interview.

Chapter V: Conclusions and suggestions:

This chapter summarizes what has been discussed in the previous chapters and give some suggestion for English students, teacher and the school.

