

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Teaching English in Indonesia is focused on the students' communicative competence. The communication can be in oral and written forms. The learners should be capable of using the four language skills, namely: listening, speaking, reading and writing (*National Department of Education, 2003: 6*). Teachers must organize the classroom, means to find the students weaknesses in English it can be uses introduction about the thing or situation surround the class. Before further exploring the use of structure in the classroom, it will be helpful to briefly review some of the deficits of enthusiasm and how they can point to a need for structure when planning for successful learning experiences. Such as the learners should have abilities in reading and listening to support their speaking and writing, (William 2003 in <http://tesl-ej.org/ej22/a1.html>)

Teaching English for students can be applied by using many techniques. These techniques should be matched with the characteristics of the students, and the teacher should forces the whole students to master English. From the conversation conducted by the writer with the *SMPN 2 Banyudono Boyolali* English teacher, it can be inferred that students still have difficulties; it means that English language is not yet mastered by the students. For mastering English grammar and structure, the first thing supposes to do is

motivating them to be involved in learning English basic such as encouraging them not to be shy and enhealing them to be confident. After learning the grammar and structure then students are able to learn writing, reading and listening. From all of that skill, the difficult thing is in formulating grammar and structure. So here the writer tries to focus on the error analysis in learning grammar.

Grammar is an area of the language arts that teachers find difficult to teach and students find difficult to learn. The smallest unit of grammar is generally taken to be the word, but learners clearly need to categorise words into higher-level units in order to offer description that is anything other than a (hugely long) list of possible word combination. The grammar teacher can use the Form-Function method to easily and successfully teach the grammar of any language (Martin & Hewing, 2005: 21). The ability in grammar is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Grammar must be practiced and learned through reading and writing. So to make better in learning grammar for students, the teacher should begin teaching grammar using the Form-Function Method by explaining to the students the four points of the method Beare in ([http:// esl.about.com/cs/teachingtechnique/a/a\\_twite.htm](http://esl.about.com/cs/teachingtechnique/a/a_twite.htm));

1. Languages contain a finite number of grammatical forms,
2. Languages contain a finite number of grammatical functions
3. Grammatical forms perform one or more grammatical functions

4. Grammatical functions can be performed by one or more grammatical forms.

Teachers will elaborate on each point during subsequent grammar lessons, encouraging student participation in the exercise, while at the same time refining and expanding writing, and reading skills, requires a certain pragmatic approach. So here the students must be able to organize the idea, to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts, Kenneth Beare in ([http:// esl.about.com/cs/teachingtechnique/a/a\\_twite.htm](http://esl.about.com/cs/teachingtechnique/a/a_twite.htm))

The method that is used to teach structure in *SMPN 2 Banyudono Boyolali* is a simple method, because the teacher knows that the simple method is suitable with the beginners. In this school the teacher teach structure rarely because the ability of the students is less and the student fell difficult about that. So the writer tries to collaborate with the teacher teach structure to improve their ability. In *SMPN 2 Banyudono, Boyolali* there are many problems that the teacher finds in writing English sentence especially past tense. The students find some difficulties during the learning process of English and tend to make errors. Most of their errors are on verbs, dialect and construction.

The sample of error in past tense done by the students is as the following:

1. The error : I walk to school yesterday  
Correction : I walked to school yesterday

2. The error : I buy a new car three days ago

Correction : I bought a new car three days ago

In both sample above, the student makes an error in making simple past tense where they are not using V<sub>III</sub> after subject. The underline word is the correctness using V<sub>III</sub>.

Based on the phenomena above, the writer is interested in studying errors entitled: *Error Analysis on Simple Past Tense by First Year Students of SMPN 2 Banyudono Boyolali in 2009/2010*.

## **B. Problem Statement**

Based on the background of the study above, the writer proposes the problems as follows:

1. What kinds of error made by the first year students of *SMPN 2 Banyudono Boyolali* in learning grammar and structure?
2. What is the most dominant kind of error made by the first year students of *SMPN 2 Banyudono Boyolali* in learning grammar and structure?
3. What are the causes of the student's error?

## **C. Objective of the Study**

Based on the research problem, the writer has some objectives as follows

1. To classify the kinds of error made by student of *SMPN 2 Banyudono Boyolali* in learning grammar and structure.

2. To describe the most dominant kinds of error made by the students of *SMPN 2 Banyudono Boyolali* in learning grammar and structure.
3. To describe the causes of the students error in learning grammar and structure?

#### **D. Limitation of the Study**

In this research, the writer limits her research on first year student of *SMPN 2 Banyudono Boyolali* and the writer focuses on grammar error especially on simple past tense.

#### **E. Benefit of the Study**

The writer hopes that her work is beneficial both theoretically and practically especially in analyze English grammar and structure by using error analysis.

1. Theoretical Benefits
  - a. The result of the research can be used as an input in error English teaching learning process especially in teaching grammar and structure.
  - b. The result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process.

## 2. Practical Benefit

The result of this research will be helpful for teacher to more careful in extend the problem in teaching and learning English in teaching writing. For other researcher, this will help them to makes a new research of error analysis by using other material.

## F. Research Paper Organization

The research paper is divided into five chapters.

Chapter I is introduction that consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory that deals with notion of writing, notion of error analysis, and definition of tenses.

Chapter III is research method presenting of type of the research, subject and object of the study, data and data source, method of collecting data, and method of data analysis.

Chapter IV is the result of research and discussion. The research result elaborates the kinds and the most dominant of error made by the first year students of *SMPN 2 Banyudono Boyolali* in learning grammar and structure and the causes of the students' error.

Chapter V presents conclusion and suggestion for this research paper also the appendices.