

**AN ERROR ANALYSIS OF ENGLISH CONCORD BY THE
SECOND YEAR STUDENTS OF SMA BHINNEKA KARYA 2
BOYOLALI IN 2007/2008 ACADEMIC YEAR**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an important language that is understood by everybody in the world. Therefore, the government compels all students to learn English as an International language. In learning English, students will be taught the language skill such as reading, writing, listening and speaking. Beside that they also will be taught about language aspects including pronunciation, vocabulary, structure and grammar. They usually face several difficulties since English has complicated grammatical rules that sometimes make them feel difficult and confuse in understanding it.

In order to learn English well, both in written and spoken form, students must master vocabulary and grammar rule of English itself. In fact, learning grammar is not easy for them and they think structure exercises are difficult to do. Byrd (2003) states that grammar is the central to the teaching and learning of language that also becomes one of the more difficult aspects of language to teach as well as to learn. It shows that learning grammar is likely to be one of difficulties in learning English for the students. Naturally, they will be confused on the rules and then will avoid grammar itself. A lot of students have low scores on English. It is caused by the failure in grammar mastery. Then the structure mastery is one key to succeed in learning English,

because structure is a basic of other skills. If the students can master the structure well, they are expected to be able to master the other language skills.

Students who learn English sometimes use constructions that do not conform to the standard pattern of subject-verb agreement, such as *she walk, people goes, and pat and terry likes the new movie*. The standard pattern calls for an –s ending on present-tense verbs with third-person singular subjects (such as *the teacher or he/ she/ it*) and there is no ending on verbs with any other kind of subject. Students smooth out this slight irregularity in one of two ways: they use –s endings for all persons and numbers (for example, *I/ you/ we/ they walks*), or they use no inflection at all (for example, *I/you/ she/ we/ they go*). (<http://Simple.Wikipedia.org>.)

Based on the reasons above, the writer wants to conduct a research on **“An Error Analysis of English Concord by the Second Year Students of SMA Bhinneka Karya 2 Boyolali in 2007/ 2008 Academic Year”**.

B. Previous Study

There are some researchers who have conducted the study about student’s ability in different object. One of them is Nurjanah who conducted an error analysis study entitled “Error Analysis on English Composition Made by Students of MTS Miftahul Ulum Megonten-Demak. In her research paper she discussed an Error Analysis on English Composition. The result of the study showed that the dominant type of error which faced by students of MTS Miftahul Ulum Megonten-Demak are on linguistic category in omission of –s/

es in the present tense for singular person subject and on surface strategy taxonomy omission.

The other researcher is Fitriani Nurul Zurida. She studies a descriptive study entitled "A Descriptive Study on the Tenses Mastery of the Second Semester Students of English Department of Muhammadiyah University of Surakarta in 2005/ 2006 Academic year. She gave a test in the form of completion item consist of 45 items. After describing the data, she gets the result that the percentage of the students' mastery in using tenses is 40, 05%. This means that the students' mastery in using tenses is bad.

Another research is "A Descriptive Study on the Mastery of Using Plural Form of the Second Year Students of SLTP Islam Sultan Fatah Salatiga in 2003-2004" by Sri Hastuti. She gave a test in the form of multiple choice form consist of 30 items. Based on the result of the data analysis, most students of second year have mastered the plural form and they can do the exercises. They also do not have difficulties in doing some exercise about plural form. This can be seen that 100% got the satisfactory grade.

While in this research, the writer is going to investigate the students' mastery in using concord, because concord includes the use of tense and plural form in sentences. The writer wants to know the ability of the students, especially second year students of SMA Bhinneka Karya 2 Boyolali in 2007/ 2008 Academic year, in using concord.

C. Problem Statement

Based on the research background, the writer formulates the problem statements such as:

1. What types of error are encountered by the students in using concord?
2. What is/are the source/s of errors done by the students?
3. How is the students' mastery on the use of concord?

D. Objective of the Study

Based on the problem statements, the objectives of the study in this research are:

1. To describe the types of error encountered by the students in using concord.
2. To examine the sources of errors done by the students.
3. To describe the students' mastery in using concord.

E. Benefit of the Study

The benefits of the study are:

1. Theoretical Benefits
 - a. It will be useful for the teacher to improve the students' writing skill by analyzing the mastery of concord.
 - b. The reader will get knowledge in how to analyze concord mastery.

2. Practical Benefit

The finding of this research can be used as the reference for those who conduct a research in concord mastery.

F. Research Paper Organization

There are five chapters in this research paper. The systematic used in this research paper are as follows:

Chapter I is introduction. It consists of background of the study, previous study, problem statement, objective of the study, benefits of the study, and research paper organization.

Chapter II is discussing the underlying theory. This chapter describes the theory which covers errors analysis, English grammar, notion of concord and types of concord.

Chapter III is research method. This chapter discusses about types of research, place and time of research, subject of the study, object of the study, data and source of data, method of collecting data and technique of analyzing data.

Chapter IV is data analysis and discussion. It describes the research finding and discussion.

Chapter V is conclusion, implication and suggestion.