

## CHAPTER I

### INTRODUCTION

#### A. Background

Among the four skills of language, writing comes at the end of one's mastery over the other three skills. It's not inborn skill, it must be learned in formal environment. This skill demands that the learner generates ideas and transfers them into a text. According to Brown (1994), writing is a process in which a writer puts his ideas on the paper and transforms his thoughts into words.

According to Quirk (1985: 37-47), "Grammar is a complex system, the parts of which cannot be properly explained in abstraction from the whole. In this sense, all parts of grammar are mutually defining, and there is no simple linear path we can take in explaining one part in terms of another". He also states that; It is usually assumed that the sentence is the highest-ranking unit of grammar, and hence that the purpose of a grammatical description of English is to define, by means of whatever descriptive apparatus may be necessary (rules, categories, etc.), what counts as a grammatical sentence in English. Therefore, have to abandon neat boundaries, and to accept that grammar is a linguistic core, round which other aspects of linguistic organization and usage are integrated.

Researchers' intention is to take a broad interpretation of grammar especially in verb-form, which impinge on the discussion of grammatical rules and categories. The learners usually face difficulties in learning the grammatical aspects of the Target Language (TL), such as in subject-verb agreement, the use of preposition, articles and the use of correct tenses. The researcher has a hunch that this case is important to be researched. Committing errors is an inevitable circumstance that occurs in human learning, including language (James, 1998:1). Errors used to be recognized as the undesirable problems which teachers tried to prevent. The conception of an error as a negative output of language learning was based on the behaviorist theory of learning.

The analysis of this case based on students' motivation to learn English as their second language, but there are many questions that researcher has to answer. Furthermore, expectation has a bridge to found the problem of this research especially in students' grammatical error in writing as second language learners. According to Reid (1993) error from these learners are "systematic and reasoned" (P. 35). Based on these problems, error analysis (EA) has become an essential part in EFL teaching and learning which can examine actual language performance of learners as part of contrastive analysis.

Therefore, writing as the most difficult skill, so that, researcher is interested in analyzing this case because students as a learners of English

Foreign Language (EFL) are reputed to be important case that researcher or teachers have to face it nowadays.

This research aims to clarify a verb form error which is made by students in 11<sup>th</sup> grade to fulfill unknown or ignored things which are teachers sliding over it and put them into the verb form errors classification. Most EFL learners tend to committed errors in writing regardless of a long period of English study (Wee, Sim, and Jusoff, 2009: 016). In researcher's experience in teaching practicum in one of School in Bandung, researcher found a grammatical error that consists of verb form, preposition, tenses and others. Sentence which was written by student is "*I wants to beginning a learning*". He/she does not observe that he/she has incorrect verb-form in writing sentence. Based on the evidence above, researcher is intended to investigate this case. Therefore, the title of this research is "The Analysis of Student's Verb-Form Errors as The Evidence in Writing Recount Text at 11<sup>th</sup> Grade" as his 'Skripsi's' title.

## **B. Research Questions**

This research focuses on three problems which researcher puts into a research questions.

1. What is the common error which is made by the 11<sup>th</sup> grade students in using verb-form?
2. What are the factors which are advocating students to make error in verb-form?
3. What are the suggested solutions to the error toward by the students?

### **C. Research Purposes**

The research purpose connects to the research questions which the researcher finds an answer.

1. To identify the verb-form errors that can be found in 11<sup>th</sup> Students of Senior High School in writing a text.
2. To identify what are the factors which are advocating students to make verb-form error in writing a text.
3. To find out the proper solutions toward the students to avoid error in writing evidences.

### **D. Significances of Research**

This research is identifying the errors in writing recount text. This research may be beneficial for teacher and also researcher. This research helps us to know what is the problem which faced by students.

#### **1. Teacher**

Teacher as a facilitator has to solve this problem early to avoid the next errors made by their students. The benefit is, teacher will got their measurement of their students ability and can fulfill the lack of them.

#### **2. Researcher**

Researcher as the executor may have some measurements as well as teachers and can make sure for the further to become a teacher.

#### **3. School or Institute**

School would be more giving treatment especially for English Teacher to pay more attention to students and may give the guidelines.

#### 4. Students

Students as the second language learners would be more observe themselves and measuring their ability in learning English as global language especially in writing.

### **E. Literature Review**

Grammar is the study of words and the ways words work together, an invisible force that guides us as we put words together into sentences. Grammar is manipulating and combining words. According to Batstone (1994, P. 4) “Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning” (p.4). Researcher also claimed that L2 learners committing error in grammatical for the most. According to Raimes (1983) gives the explanation students commit errors in writing and students find it useful if they can understand their errors because of the following reason: “It was the grammatical structures”.

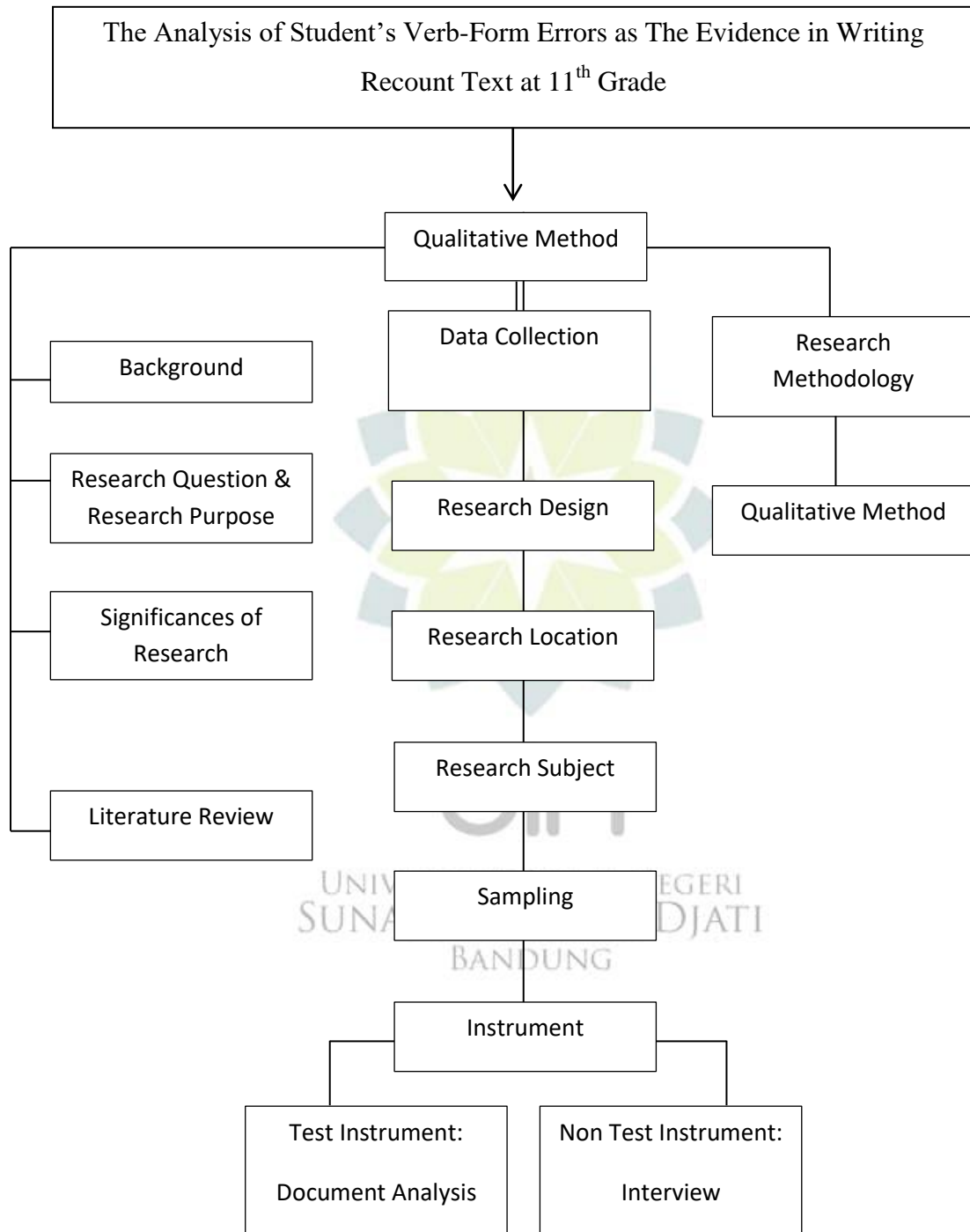
A similar understanding is put forward by Swan (2005: P.60). He points out that most dictionaries often present the definition of grammar as the rules for combining words into sentences. Moreover, he argues this statement is incomplete as it does not explicitly explain the functions of the rules in the sentence and the reasons for people to use the rule in the

language. According to his argument, this definition will affect language learners understanding on the natural grammar learning process as they might not have a good sense of what accurate grammar is. Therefore, he ascertains that grammar is essentially a limited set of devices for expressing a few kinds of necessary meaning that cannot be conveyed by referential vocabulary alone”.

## **F. Research Methodology**

In order to make research design clear, qualitative method will be employed in this research. According to MacDonald and Headlame (2009: 35) said that qualitative methods is a methods that usually associated with social issues or social dimension which is the result of the method is find the solution of the problems. Also according to Hancock (1998: 2) that qualitative method is concerned with developing explanations of social phenomena and concerned with the opinions, experiences and feeling of individuals producing subjective data. The qualitative approach uses questionnaire method, interview method and documents analysis method. MacDonald and Headlame (2009: 35 – 45) was explained the methods of qualitative approach, there are questionnaire, interview, discussion groups, workshop, observation and visual techniques.

## Scheme of Research



## **G. Data Collection**

### **1. Research Design**

The research will use Case Study design because the specific research of this study is analysis students' grammatical error. According to YIN (2003: 22) the distinctive need for case study arises out of the desire to understand complex social phenomena. The case study method allows investigators to retain the holistic and meaningful characteristic of real life. According to Mills (2011) cited in Creswell (2012: 577) states that action research design is systematic procedures done by teachers or researcher or other individuals in an educational setting to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. The students will be given some texts which different levels and using different types of English texts.

### **2. Research Location**

The research will be conducted in MAN 1 Sumedang, located in Jl. Cimalaka-Tanjungkerta No. 22, Cimalaka, Sumedang 45353.

Researcher is interested in researching this case at MAN 1 Sumedang because:

1. In 2012, this school was invited to join free TOEFL test and the student's scores were under the average of Senior High School level.



2. There are a lot of students who joined remedial test for English Subject.
3. The KKM (Minimum of Average Score) required was 85.0. The head of curriculum realized that the most of student's abilities were under expectation and they are required to reach over the minimum required score. Therefore, there are a lot of students who joined remedial test to fulfill their English score.

### **3. Research Subject**

The subjects of this research is students of MAN 1 Sumedang, because recount text is more effective to be discussed in Senior High School. The researcher stands to Patton (1990: 169) cited in Creswell (2012: 206) that the standard used in choosing participants and sites is whether they are "information rich".

### **4. Sampling**

In order to be able to manage and analyse the data, this research uses the Purposive Sampling. Based on Creswell (2012: 206) notes that the research term used for qualitative sampling is *purposeful sampling*. The sample size is more of function of available resources, time constraints and objectives of a researcher's study. Dealing with a member of population, according to Mack (2005) cited in Harrison (2013: 9) said that the application of purposive sampling entails categorizing subjects in accordance with exante identified criteria based on the research problem. Also Marshall (1996) cited in Harrison

(2013: 9) said that purposive sampling may take the form of maximum variation approach in which the researcher identifies varied characteristics of the target population and then select sample of subjects that matched the identified characteristics. Researcher will take several samples from student's score begin from low, medium and high actually in writing recount text by analyzing their documents or assignments.

## 5. *Instruments*

The research will gather data using different instruments, there are divided into two kinds, first is test instrument as document analysis and second is non-test instrument as interview and questionnaire.

### a) **Test instruments:**

#### *Document Analysis*

The researcher used this instrument to maximize in collecting research data by only choose students worksheet collected by their teacher. Based on the sampling data, researcher connecting this instrument to make the data efficiently gathered. According to Corbin (2008) Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic. Documents contain text (word) and images that have been recorded without a researchers' intervention. For the purpose of this discussion, or other mute or trace evidence, such as cultural artifact

is not included. Atkinson and Coffey (1997) refer to documents as social facts which are produced, shared, and used in social organized ways (P.47).

**b) Non-test instrument**

**1) Interview**

The researcher used to interviews teacher, as researcher stated in research purpose that probably used interviews to collect the data from the object of research. According to Creswell (2012: 217) states that a qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. This research will uses One on One Interview, Creswell also said that this type are ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably.

**2) Questionnaire**

Researcher uses the questionnaire to answer his research questions and to know the reason of research object. According to Bulmer (2004) stated in Natural Hazards and Earth System Sciences, "The questionnaire is a well-established within social science research for acquiring information on participant social characteristics, present and past behavior, standards of behavior or attitudes and their beliefs and reason for action with respect

to the topic under investigation”. This research contains nine participants in several level based on their score. Therefore, this tool is enough possible to generalize the answer.

## **H. Data Analysis**

The data which is gathered by instruments above will be analyzed using by Hand. Creswell (2012: 239) states that the hand analysis of qualitative data means that researchers read the data, mark it by hand, and divide it into parts. Traditionally, analyzing text data involves using color coding to mark parts of the text or cutting and pasting. Researcher think using Data Analysis by Hand more details, clear and more easy to understand also identify.

According to Creswell (2012: 336), there are six steps in analyzing and interpreting qualitative research data. These are preparing and organizing the data, exploring and coding the database, describing and finding forming themes, representing and reporting findings, interpreting meaning of the findings and validating the accuracy of the findings.

In the process of gathering data above, researcher would like to analyze the data based on six steps. First of all, the data will be organized after those have been collected. The organization will be sorted from document of participants and interview. After the data have been organized, those will be transcribed.

The next step, researcher would like to explore and code the data until can be easily narrowed into particular themes. Third, the theme will

be transcribed. The coding will help to describe a phenomenon of students' grammatical error that will be investigated.

The fourth, representing and reporting data will be in descriptive and narrative using taxonomy strategy which classified the grammatical error from the greatest number until smallest number of error. The data will be counted from amount of population by percentage the result. The interview data will be transcribed into narration.

The fifth step is to interpret findings, "Interpretation in qualitative research means that the researcher steps back and forms some larger meaning about the phenomenon based on personal views, comparison with study or both" (Creswell, 2012: 259).

Finally, the validation process of data will be done including triangulation. Triangulation strategies will help to avoid invalid findings. According to Rugg (2010), finding can be corroborated and any weakness in data can be compensated for by strengths of other data, thereby increasing the validity and reliability of the results.