

CHAPTER I

INTRODUCTION

This chapter consists of background of study, research problems, objective study, significance study, scope and limitation study, and definitions of key terms.

A. Background of the Study

English is an international means of communication that must be mastered by everyone who has social relationships with other people. Therefore, students are expected to learn English well. Basically, when learning English, he should learn at least four skills: listening, speaking, reading and writing. One of the skills that students must acquire is writing. Writing is the most complex skill as it requires a lot of thought work (Naghdipour, 2021; Sun et al., 2021). The ability to write is one of the productive skills that must be mastered when dealing with language. Writing skills play an important role in improving communication skills in language learning. According to Walsh (2010) (Klimova, 2012), the importance of writing stems from its widespread use in higher education and the workplace. Writing is another way to express your thoughts and ideas in writing. Writing is one of the key skills that all students must develop in the teaching and learning process. Writing is also an effective technique for improving students' ability to understand English as a communicative language. In fact, writing lessons have not yet been successful. This can be seen in learners' writing performance and responses to writing. The first indicator is that the student's interest in writing is low compared to his interest in speaking. They prefer to express their thoughts verbally rather than in writing. As a result, students are fluent in English, but poor at writing in English. Another indicator is that most students find it difficult to use correct grammar, vocabulary and

punctuation to construct English texts into legible and acceptable sentences. However, some students find that writing is not an easy task and even the most difficult language skill to learn. One of the most important aspects of writing is grammar. Writing a paragraph requires not only a large vocabulary, but also correct grammar. (Kamalia et al., 2020). Probably almost all students do not know how to use English sentence structures correctly. Due to the lack of grammar instruction, teachers prefer to conduct communicative activities without much awareness of grammar. This affects students' writing skills. As a matter of fact, students' writing skills do not develop further during class. For this reason, the positive impact that learning grammar has on a student's writing skills should not be earned by the student (Jones et al., 2013). Also, the motivation to write is one of the causes of difficulty. In addition, when writing English, authors also need to master grammar. Otherwise, errors will occur. This error describes a knowledge gap among students. This happens because the learner does not know the correct grammar of the second language. A grammatical error is therefore a deviation from the rules laid down in the document. According to Azar (2007) in (Lin, 2008), the mission of grammar is to "help students discover the properties of language". Language consists of predictable forms to explain and wise what we read, hear and write. Errors are natural in language learning. Therefore, when teachers teach in schools, they will encounter various phenomena. There may be many students who are average and excellent at writing in English, or there may be many students who are not good at writing.

In this study, researcher use procedure text as the writing genre. The purpose of this procedure is to tell someone what to do or how to do something (Pardiyono, 2007). High school students know procedure text, so it's interesting that researcher chose procedure text, but the problem was that they didn't know how to write

scientific texts using procedural patterns. Writing instructions is also a process. Many processes must be followed to process a good letter. Therefore, in the process, students have to make some errors. These errors can come in the form of compositional and grammatical skills. The study analyzed what errors students made in writing procedure text. Analyzing the types of errors students make in writing procedures reveals their weaknesses in learning grammar. A student's weakness manifests itself in frequent errors in grammar units. Students often make the errors of choosing a subject that matches a demonstrative or another pronoun in person (first, second, and third person) and number (singular and plural). There have been several studies on the error, and its existence is fully considered data supporting the researcher's work. The results of these early studies can provide more information and knowledge about procedure description errors. Based on the above description, the researcher is interested in analyzing students' errors, especially in writing procedure text, and have proposed conducting a study entitled "Students Grammatical Errors in Procedure Text at MA Miftahul 'Ula Nganjuk"

B. Research Problem

The problems of the research can be formulated as follows:

1. What kinds of grammatical errors that are made by students in writing procedure text?
2. What is the most dominant grammatical error in writing procedure text?

C. Objective Study

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

1. To find out kinds of grammatical errors that are made by students in writing procedure text

2. To find out dominant grammatical error in writing procedure text and causes students to make these errors in writing procedure text.

D. Significance of Study

The results of this study are expected to contribute to English language learning, and may be especially useful in using grammar in procedural writing. The advantages of this study are:

1. For Students

It is expected that students are able to learn and use grammar well, especially in procedure texts in writing text when learning English

2. For English Teacher

After knowing the research findings on the analysis of grammatical errors in procedure text, teacher can get a better idea of how well students can use grammar in their writing skills, especially in procedure text. For this reason, teachers can offer methods and strategies to help students write well, especially the grammar of procedure text.

E. Scope and Limitation Study

There are many genres of writing that are studied at MA Miftahul 'Ula in the twelfth grade, such as recount text, procedure, report, descriptive and narrative. However this study only focuses on grammatical errors in writing procedure text and what are the most dominant errors made by students.

F. Definition of Key Term

A. Error Analysis

(Studies & Bilgiler, 2020) explained that error is a systematic mistake due to lack of language competence while error cannot be self-corrected, mistakes can be self-corrected if deviation is point out to the speaker. According to (Sasmiasih, 2014) define that error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning foreign language, using any of the principles and procedure provided by linguistic.

B. Grammatical error

Norrish (Sasmiasih, 2014) said that errors are any ungrammatical use of language a systematic deviation, when a learner has not learnt something and consistently gets it wrong. (Study & Bilgiler, 2020) explain that errors are systematic errors due to lack of language ability, and that error cannot self-correct, but can self-correct if the speaker is shown the error.

C. Writing

According to Sapkota (2012, p. 70).Writing is the act of putting down the graphic symbols that present a language in order to convey some meaning so that the reader can grasp the information.

D. Procedure Text

According to Anderson in Artyani, et. al (2014, p. 131) procedure text is a piece of text that give us instructions for doing something.