

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, hypothesis, and definition of the key terms used in the research.

1.1. Background of study

Grammar is one of important rules for English learners who want to master English maximally because grammar is as basic system and structure through language based on David (2005:3) described grammar as the ways in which units of language (principally, but not exclusively, words) combine together to create sentences. It is really reasonable why grammar is one of being fundamental parts through English learners which will affect other skills such as speaking, reading, and especially writing skill where the students absolutely are going to learn called sentences in those skills constructed by rules or units. Talking about rules, wherever you are coming from should be one in rules created for being able to be understood each other as English is the world language such Parida (2007:2) assumed that English could link people across countries.

Fromkin and Rodman (1983:12) once stated in their book that to understand the nature of language, learner must understand the nature of this internalized, unconscious set of rules which are parts of every grammar in every language. That is why grammatical competence is one of crucial competences that should be

mastered by students and a whole process of mastery is too. We should not ignore both teaching and learning process taking a deal with student's ability itself. There are two concepts how to teach grammar such as traditional grammar and functional grammar that both of those have expectation for learners. Nowadays functional grammar grows very well proven In spite of controversies about its application into class. Even the strengthens of functional grammar is serving the communicative purpose of EFL students, providing the chance for EFL students to recognize the linguistic features as the main idea of functional grammar which leads students to understand a whole text meaning (Schleppegrell, 2004), but something that we need to discuss is about some skills, "is the idea of functional ideally enough to support another skills?".

English language teaching in Indonesia is text-oriented, concerns with text type or genre. The teaching is based on the concept that language is a system of choice by which writers can communicate certain functions allowing them to express their experiences, to interact with others, and to create coherent message. Consequently, functional grammar which states viewing language as a strategic, meaning-making resource is implemented (Dwi Winarsih, 2013). When the writer was getting chance for PPL program or training job at SMA NEGERI 1 KEBOMAS, the writer found a case signed the problem with approach which applied there and automatically it tends student's ability. While the writer was teaching reading skill, they seemed very well provided with their score by answering questions and their linked back to retell the text itself. It can be concluded that they are able to translate well toward the text written correctly in roles, but it was not same in writing skill provided by making report text, there

were many mistakes in grammatical roles and dominantly about subject agreement. It was the biggest questionable thing that the writer should break down. If we let it grow up, there will be ability gap both of those skills and absolutely it affects their final proven in learning process.

Grammatical competence has been regarded as a significant component of learner's communicative competence by many linguists (Stern, 1992; Richards, 2004). Certainly Grammar mastery will affect students' improvement on another skill as the idea of significant component for learner's communicative competence such as speaking, reading, and writing. From those communicative competences, writing skill is the most difficult one because if we compared with speaking, reading and listening, writing is the most dominant manifestation of errors, intricate and complex task. It is the most difficult of the language abilities to acquire (Allen & Corder, 1974).

Brown (1994), writing is a process in which a writer puts his ideas on paper and transforms his thoughts into words and It is the whole idea of writing. But more than anything else in the process, it should be followed the deal of rules called grammatical rules. It is important to student for knowing the rules and the function of each part in grammatical structure because it is established with form, so there is no doubt misunderstanding each readers. Many studies indicate for the beginning English Foreign Language (EFL) students, they tend to be interferenced from their first language in the process of writing in English (Benson, 2002; Cedar, 2004; Chen & Huang, 2003; Collins, 2002; Jarvis, 2000; Jiang, 1995; Lado, 1957; Liu, 1998; Mori, 1998; Yu, 1996). It can prove that there is strength relation between writing and grammar rules and why it is being difficult for them

because their first language rules are totally different with new language mastered while they have been growing old with their first language for long time.

In Creating paragraph, sentences are constructed by words called subject, verb, and object generally. The teacher of EFL hopes that their student is not only able to share the ideas in writing, but also able to write correctly. It is going to be parameters in writing skill. At least mostly students are able to identify, differentiate, and construct well those parts in sentences application.

Verb is like king toward English sentence. Verbs are the most important component of any sentences which describe about action or the state of any nouns (www.englishleap.com). There are many kinds of Verb and one of them is Verb tense in use. In general terms, the tense of a verb reflects the timing of the action: the past tense indicates that an action already occurred, the present tense indicates that the action is currently occurring, and the future tense indicates that the event has not yet occurred. Verbs can also be conjugated into a past, present, or future perfect tense, (AJE) and Chou and Wu (2007) stated, Tense locates an event or a situation in time with respect to the moment of speaking (speech time) or a reference point (reference time); aspect manifests the temporal constituency (the internal temporal status) of a situation.

These three verb tenses account for approximately 80% of the verb tense use in academic writing such as simple present, simple past, and present perfect (www.writingcentre.unc.edu). Mostly students are getting commonly errors on verb tense based on the previous study which is done by Huang (2006). He did a study to find out the secondary students' errors in learning English verb tenses which they frequently get error on auxiliary verbs, use redundant auxiliary verbs,

or even omit the *be* verb in the progressive aspect. It seems like Indonesian student Because Indonesian does not add inflectional affixes to verbs to convey temporal relationships, For example, “I *didn't* (wasn't) good yesterday.” “She *is plays* (plays) piano every day. “He *swimming* (is swimming).” They might ignore the auxiliary and create negatives and questions from full forms: “They work *not*,” or “They *not* work.” They frequently misspell the irregular past verb and past participle such as “*sleeped* (slept)”, or “*goed* (went, gone)”. Many researchers conducted about grammar mastery through commonly error in writing. Mostly students could not use the subject-verb agreement and usage; it was known that the ability of the students in using Simple Present Tense was low. It was found that many students often did not understand why some sentences used auxiliaries, *is*, *am*, and *are* instead of auxiliaries *do* and *does*. Some students still chose “My sister *is work in the supermarket*” instead of saying “My sister *works in supermarket*”. Moreover, some students were confused in distinguishing which subject used auxiliaries *do* and which ones used *does*, but they are able to comprehend in reading proven by while the teacher ask them to translate into Indonesia language. They are getting above average ability to translate and answer the question whereas both of writing and reading have the same rule in grammatical.

As matter of fact that functional grammar mastery may influence to common errors in a part of sentences called Verb tense, The writer interests to conduct a study that examine the correlation of functional grammar mastery and common errors on verb tense application at XI (IS 3) SMA NEGERI 1 KEBOMAS GRESIK. This study will be conducted in writing skill. Researcher

chooses to do the study at SMA NEGERI 1 KEBOMAS GRESIK because the case is coming from and also there has not been functional mastery related to the common errors on verb tense application for writing skill in the field of foreign language learning yet.

1.2. Statement of the Problem

Based on the background of the study, the problem statement in this paper addressed as follow:

“Is there any significant correlation between functional grammar mastery and common errors on verb tense application?”

1.3. The Objective of the Study

The purpose of the study tries to examine and explore functional grammar mastery and common error on verb tense application in writing skill. This project is determined to find out whether any significant correlation between functional grammar mastery and common error on verb tense application or not.

1.4. The Significance of the Study

This study conducted to determine the correlation between functional grammar mastery and common errors on verb tense application at XI (IS 3) SMA NEGERI 1 KEBOMAS GRESIK. For the theoretical significance of this current study, it will hopefully provide relevant information for educators about relational study between functional grammar mastery and common errors on verb tense application in similar context.

Practically, from the result of this research, researcher also hoped this research is being tendency to choose many approaches in grammar teaching which will be applied in classroom.

1.5. Scope and Limitation of the Study

To limit the study into a broader discussion, the researcher scopes the study to students of XI (IS 3) at SMA NEGERI 1 KEBOMAS GRESIK about “The correlation between functional grammar mastery and common error on verb tense application”. The limitation of this study is only focused on functional grammar mastery and common error on verb tense application. Researcher only concerns with verb tense especially simple present because mostly the material of English writing is dominated simple present.

1.6. The Hypothesis

Based on the previous research, mostly students are getting commonly errors on verb tense which is done by Huang (2006). The study was to find out the secondary students’ errors in learning English verb tenses and other previous research found Chinese students frequently get error on auxiliary verbs, use redundant auxiliary verbs, or even omit the *be* verb in the progressive aspect. Brown (1994), writing is a process in which a writer puts his ideas on paper and transforms his thoughts into words. It is important to student for knowing the rules and the function of each part in grammatical structure because it is established with form so there is no doubt misunderstanding each readers. Based on those points, the researcher’ hypothesize as stated follow:

“There is significant correlation between functional grammar mastery and common error on verb tense application”.

1.7. The Definition of Key Terms

To avoid ambiguous meaning and misunderstanding of the study, researcher defines some terms bellow:

1. Grammar

Grammar is as the ways in which units of language (principally, but not exclusively, words) combine together to form sentences.

2. Functional grammar

Functional grammar is designed for serving the communicative purpose of EFL students, by getting a whole meaning of text with participant, action, and circumstance.

3. Common errors

Repeating frequently errors are done by students with use of simple present related to subject-agreement.

4. Simple present

Generic structure is to report by sensitive roles in use subject-agreement.

5. Writing skill

The ability of students is to write the report text as the assignment in learning process.

6. The Students' Mastery of functional grammar

The ability of student is to understand a whole text meaning by applying every part of sentences with participant, action, and circumstance.