

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing has important role in English language Teaching. Learners must able to write many kinds of texts based on the curriculum present, those text are descriptive text, recount text and narrative text. (School Based-Curriculum KTSP 2006).

Feez and Joyce (1998) argued that writing is a skill to organize ideas and construst words in writing form. According to Īna (2014) learners find some problems in writing such as construsting sentence and understanding grammatical rules of tenses. So, grammar is we can conclude that a part of writing.

Raimes (1983:6) pointed out that the close relationship between writing and grammar is when learners do not have enough knowledge about grammar, they can not constructing sentence correctly and their idea can not expressed well by the author. In conclusion, correct language, punctuation mechanics, and logical content are considered important to communicate in written from.

Teaching grammar is one of the important components in learning English for learners at school especially in writing activities. Most of Indonesian learners are not motivated to learn grammar because their theacer always focuses on explaining grammatical pattern ang ask them to memorize it. Students often made errors when they construct sentence such as "*I am like coffee*", "*she beautiful*", and "*I am understand*". It happened because they still believe that

translating word by word is true but Indonesian and English have different grammatical rules (Septian, 2011).

When Indonesian sentence is changed into English, it occur structure alteration results. Brown (1980: 166) explained that error analysis is the fact that learner make errors and these errors can be observed, analyzed and classified to show some problems which faced by the learners. Corder (1971) stated that errors are the result of some failures of performance. Norrish (1983) like Corder, defined 'an error' as a systematic deviation that happens when a learner has not learnt something and consistently 'get(s) it wrong'. James (1998) also identified a language error as an unsuccessful bit of language. Moreover, he pointed out that errors are likewise unique to humans and error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

In creating verbal and nominal sentence learn are still affected by their mother tongue to translate word by word from Indonesia to English are called as which has different concepts (Septian, 2011). As a result, a person needs to write not only coherently but also correctly, which requires more time and effort (Liu and Braine, 2005). This difficulty of writing leads students to be more susceptible to create errors.

Errors in learning process, especially for foreign or second language learning are natural in the sense that cannot be avoid them. In other words, errors should be analyzed for educational benefits. Corder (1980) stated that Errors are

natural part of learning a language and can work as an insight into the tools and the process used to learn a language.

Aris Faith Ahmad Fauzan (2013) described about student's error in using verbal and nominal sentence of simple past tense in interrogative format Junior High School. The highest error is misinformation with percentage 47.45%, the second error is addition with percentage 24.52%, the third error is omission with percentage 21.66%, and last error is misordering with percentage 6.37%. There were some reasons that caused some errors in the use of verbal and nominal of simple past tense in interrogative forms they were intralingual and interlingual. The highest cause errors of intralingual made by the students were overgeneralization with the frequencies of 314 or 80.31%, this was caused by the extension of the target language so that the students created deviant structure.

From the above explanation, the researcher has passion to know the student's ability in creating verbal and nominal sentences, common error found, and how to solve these problem. Researcher conducted the study at Muhammadiyah Manyar elementary school at 5 grade learners because the researcher found some errors in students writing especially in verbal and nominal sentence.

Muhammadiyah Manyar elementary school has international class program. In at the end of program or we can call it as checkpoint, learners must write a story based on the instruction. This makes me a passion to know the student's ability in creating verbal and nominal sentences, common error found, and how to solve these problems. Thus, the researcher conducted the study

entitle “An Analysis of student Error on Creating Verbal and Nominal Sentence in Writing at Muhammadiyah Manyar Elementary School”

1.2 Statement of the Problem

Based on the explanation above, the problem of this study is formulated in this question from:

1. How does the students' ability in creating verbal and nominal sentence?
2. What are the common errors which exist in creating verbal and nominal sentence?

1.3 Purpose of the Study

Based on statement of the problem above, the aim of this study is to know student's understanding forward verbal and nominal sentence and to find common error which dominantly created by students in making verbal and nominal sentence.

1.4 Significance of the Study

The research hopes that this study gives theoretical and practical significance such as:

- a. Theoretical Significance

Hopefully, this study gives theoretical contribution for motivating learners in understanding and creating verbal and nominal sentence.

- b. Practical Significance

1. Teacher

The researcher hopes this study gives new information for teacher in teaching writing. They can know how students ability and common errors in creating verbal and nominal sentence. So, teacher can apply interesting strategy by using interactive media.

2. Learners

Through this study, the researcher hopes that learners encourage to study English especially in writing lesson.

3. Further Researcher

Other researchers can use this study as their literature review and they conduct the can some topic with this study but in different skill.

1.5 Scope and Limitation

In this study, the researcher focuses on analyzing students' error in creating to create verbal and nominal sentence at Elementary School. Then, the limitation of this study focus at 5th grade learners writing errors of Muhammadiyah Manyar Elementary School,

1.6 Definition of key terms

In this study, it is important to know the definition of related terms in order to make this study clearer. The definitions of related terms in this study are formulated as follow:

1. Writing:

Writing is an activity to express idea and change the verbal language into written form.

2. Sentence:

Sentence is combination of words which have meaning and at least it contains subject and verb.

3. Verbal sentence:

Verbal sentence is kind of sentence which relates to the action and assert something.

4. Nominal sentence:

Nominal sentence is a type of sentence which contains adjective, adverb or noun as the predicate.

5. Students error:

Students error is ignorance of the students in understanding the correct from of verbal and nominal sentence.