

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problem of study, (3) objectives of study and (4) significance of study.

1.1 Background

Language is a very important means of communication in human daily life. Amberg and Vause (2009) state that language is a foremost means of communication which is communication almost always takes place within social life. The use of language cannot be separated from human life because it is a tool that is used by people in speaking or writing. Corder (1962) adds that language is an object like a tool, which people can pick up, use for some purposes, and put down again. By using language people can ask other people to do something, exchanges our ideas, and can communicate to each other about our plans in the future or experiences.

From all of languages in the world, English is a language which is spoken by people in almost all of countries in the world. The mastery of good English is deemed as having an edge and can bring a lot of advantages in many ways. Even nowadays, English has become a particular thing in almost all of aspects such as economic, science, and education. Rameelan (1992, p. 3) argues English as an international language is used to communicate, to strengthen and to fasten relationship among all countries in the world in all fields, for example in tourism, business, science and technology. Considering the importance of English, people from various non-English speaking countries including Indonesia learn English.

Today, English is very important to be mastered because most people in the world use it to communicate and absorb knowledge, culture and technology. In our country, English has

been chosen as the first foreign language to be taught as a compulsory subject to the students at schools from elementary to university. In English there are four skills that people should master, the skills are reading, listening, writing and speaking. Baker (2011) says that the skills of English cover listening, reading and writing. Meanwhile, the components of English cover grammar, vocabulary, phonology and graphology. Those skills and components are related to each other. As an example, when someone wants to deliver his feeling or thought by writing, he has to notice not only the vocabulary, but also the grammar. In brief, as one of the components of English, grammar is necessary in order to create meaningful and understandable sentences.

Moreover, grammar is also an important part of learning English. Without mastering grammar, the students will not have good communication in English. Payne (2011, p. 12) states that the grammar of a language is a dynamic, constantly changing set of habit patterns that allows people to communicate with one another. Debata (2013, p. 482) argues that 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. Knowledge of grammar helps the student in the correction of mistakes and improvement of written work. A person can't learn a foreign language accurately only through a process of unconscious assimilation. So, it can be said that communication failure will happen if people does not master the grammar because the purpose of communication cannot be reached.

However, learning grammar is something difficult to the students, even to Indonesian students. As Muftah and Galea (2013) states that in the EFL (English as a foreign language) context, knowledge of grammar is considered to be the most crucial and difficult part for non-native learners to master properly. Because in bahasa Indonesia there is no such as article, part of speech, sentence pattern, and tense. This phenomenon can be seen from the concept of tenses, especially the more complex perfect tenses, is often difficult to grasp for Indonesian

students. Similarly, Indonesian English students often have trouble creating sentences with correct word order, again caused by the word order patterns in their first language (for example, 'the tree big'). Because of this point, the students often do some errors in using grammar. So, it is clear that writing and grammar are one of the important aspects that should be learnt by the students.

In writing, the students still also have hesitancy about grammar. As Baleghizadeh and Gordani (2012, p. 162) explain that no matter how well a person has brilliant ideas of writing, it will be useless if the writer, in this case is the students, lack of maintaining the clarity and commits grammatical error. Writing is considered the most difficult skill in language teaching and learning process. As Widiati and Cahyono (2006) based on Wijaya (2015) state that writing is the most complex skill compared to the other three skill. It requires the students to understand the spelling and punctuation, the sentence structures, the vocabulary, and the paragraph development. Therefore, writing is considered difficult because there are many things to be taken into account.

The students also meet difficulties even to the smallest part of English, which is part of speech. Part of speech is one of the grammatical components in English including verb ending with s/es. The importance of ending -S can be seen in descriptive writing, those are; in using plural and singular, one of the features of descriptive writing is using simple present tense which used Verb (S/Es). Importance of ending -S or Es is not only in written language but also in oral language, for example when the speaker said 'She play guitar'. Actually the listener can understand what the speaker mean by looking at observing the context in which the speaker and listener are involved in, but if we talk about the grammar, the utterance above is incorrect in grammatical rule. It is like not Indonesian language that has a simple structure. The correct sentence is 'she plays guitar'. Furthermore, in writing descriptive text, the students tend to forget grammatical rule concerning the third singular subject. They writes

'She always learn English everyday'. The form of the verb should be attached with -s to indicate third person singular verb, and the correct sentence is *"My cat always sleeps with me everyday."*

A preliminary study was conducted at MA Muhammadiyah 1 Palembang by interviewing both English teacher and the students to know one of the most difficult grammar items faced by the students. Then, the teacher answered that one of the difficult materials was simple present tense with verb or ending s/es. After that, I continued the preliminary study by giving the eleventh grade students 20 completion test items of ending s/es in the third singular verb and they were given about 90 minutes to answer all the questions. It was found that from 16 students, only 7% of the students who got 75 as the score and 93% of them were below the standard score. There were various errors found such as the use of suffix s/es, and auxiliary verb. This case leads to the curiosity of the researcher to find out the real error about the students' error.

Some previous studies showed various results. A study conducted by Rustiana (2014) entitled "An errors made by the eighth grade students of Mts Aswaja Tunggangri Tulung Agung Jawa Timur Indonesia in using ending -S in writing descriptive paragraph" showed that the most dominant errors were 65.5% omission. The omission error consisted of various errors in using ending s/es. Error of s/es omission as plural marker 35 times, error of ending s/es omission as possessive pronoun 27 times, and error of ending s/es omission in third singular verb 65 times.

Other study by Nitria (2007) on students' errors in using simple present tense which was done at the eighth grade students of SMPN 2 Brebes Jawa Tengah Indonesia showed that the dominant errors fell on the omission of suffix -s/-es from the verb of third person singular subjects in the students' descriptive texts whose proportion of the errors was 24,65%.

Moreover, a study by Wijaya in 2015 on error analysis on the use of simple present tense done by the Seventh Grade SMPN Kediri Jawa Timur Indonesia showed that the percentages of errors were 23% errors of omission, 10% errors are addition, 55% errors are misformation, 12% errors are disordering.

Considering the background above, through descriptive text, I was interested in investigating the students' errors in using ending s/es in third singular verb. Therefore, I interested in conducting a research entitled "An Error Analysis on the Use of Ending S/Es for Verb in Descriptive Writing Done by the Eleventh Grade of MA Muhammadiyah 1 Palembang".

1.2 Problems of the Study

Based on the background above, the problems in this research are formulated in the following questions:

1. What kind of error on the use of ending s/es for verb in descriptive writing is done by the eleventh grade students of MA Muhammadiyah 1 Palembang in descriptive writing?
2. What is the dominant error on the use of ending s/es for verb in descriptive writing done by the eleventh grade students of MA Muhammadiyah 1 Palembang in descriptive writing ?

1.3 Objectives of the Study

Based on the problems of study above, the objectives or the aims of the study are:

1. To know the kind of error on the use of ending s/es for verb in descriptive writing is done by eleventh grade students of MA Muhammadiyah 1 Palembang in descriptive writing.
2. To know the dominant error on the use of ending s/es for verb in descriptive done by eleventh grade students of MA Muhammadiyah 1 Palembang in descriptive writing.

1.4 Significance of the Study

The significance of this research are as follow:

1. For Teachers of English

After knowing the grammatical errors on the use of ending s/es in the third singular verb in writing descriptive text done by the students, it is expected that the teachers can implement or apply the best strategy in teaching ending s/es and writing descriptive text. The teachers can also develop their strategies appropriate in teaching English especially in ending s/es and writing descriptive text.

Furthermore, it is also hoped that this study can help the teacher in solving the problem after knowing the students weakness in learning ending s/es. The result of this study is to give a guideline for the teachers of English to improve students' knowledge of ending s/es. The teachers can anticipate specific problems when they teach common cases of the sentence pattern of simple present tense with verbs.

3. For Students

By knowing the result of this result, the students are able to know which part of simple present tense with verb that they have weakness the most. Furthermore, after knowing their weaknesses, they can learn simple present tense with verb or ending s/es better and finally they can use it in the correct utterance and also writing. It is important for the students to realize their mistakes after they have been given an explanation and then tested with simple test of writing a descriptive text by using ending s/es.

4. For the Researcher Herself

This research will enlarge the researcher's knowledge about simple present tense with verb and experience in conducting educational research.

5. Other Researchers

This research is expected to be a source of material and references in conducting similar studies for the future studies.