

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of Background of the Study, Identification of the Problem, Limitation of the Problem, Formulation of the Problem, Objective of the Problem, and Significance of the Research.

#### **A. Background of the Study**

Learning a language require its learners to learn both the macro and micro skills of the language. According to Aydoğan (2014), the macro skills consist of listening, speaking, reading, and writing. Meanwhile, grammar, vocabulary, pronunciation, and spelling are part of the micro skills in learning a language. In some cases, they are tangled one to another. Even every sentence that is read has pass all four macro skills of language, as well as it might consist of micro skills in it. Each of these parts of language has their own role in the language itself. Therefore, these skills are essential in learning language.

As mentioned earlier, writing is a part of language skills. That drives to Writing is part of communication, since language is used to communicate to other. Some people express their feeling, idea, invention, and belief into written. Some people even picture every event, deed, speculations, or even a mere thing into writing. However, the way of expressing them, as stated on Biber, et al. (2002), will influence the choice of what to express and how to express the idea. It means that different kind of texts needs a specific writing grammar. It is because a particular written text has its own unique structure. For example, we use Simple

Present Tense to talk about our daily activities; however, we have to use Simple Past Tense to retell a story and past event. Different rule applies for other types of writing.

Many kinds of texts are used in writing English. It is known as Genres of Written Language. Many experts have different classification in breaking the genre of writing. Brown and Abeywickrama (2010) divided the genre of writing into Academic Writing, Job-related Writing, and Personal Writing. The Academic Writing includes papers and general subject reports, essays, compositions, academically focus journals, short-answer test responds, and technical reports, theses, and dissertations. Moreover, phone messages, letters and emails, memos, job evaluations, job reports, schedules, labels, signs, advertisements, announcements, and manuals are counted as Job-related Writing. As well as the example of Personal Writings are personal letters and emails, greeting cards, invitations, notes, calendar entries, shopping lists, reminders, medical report, diaries, personal journals, fictions, short stories, and poetry. Looking at the arrangement above, each of the category classified based on the function. As the result, writing a letter is part of Personal Writing.

According to Kemendikbud (2014), Personal Letters are the letters written to people we know such as friends, parents, siblings, cousins. Letters are not only written to inform but also to strengthen the bond between the people writing to each other. Based on Kurniawan (2014), personal letters are used for communicating to salute another party, inquire about friends, or give news. This means the writer is able to write anything freely. It can be talk about past event,

daily activity, or even the future plan. This makes the personal letter has no limit in regard to its' contains. Along this way personal letter is enchanting to discuss.

As is known, English has its own structure and grammar. Especially in Writing English, the writer has to pay more attention to the structure and grammar. However, the fact of writing freely, not considering the grammar and structure, becomes the common scene can be found in reality. This is another fact to be concern in writing, especially writing English letter. Every text must be looked to be corrected. Even every sentence should be warned for its structure or grammar. Debata (2013) in his study state that grammar has some benefits. Grammar is useful for teaching concepts on subject, verb, clause, and phrase. Grammar is used to teach translation method and bilingual method. The other benefit of grammar is for teaching structural approach and traditional methods. Many kinds of grammar part that can be learn. Therefore, this study is concern about the grammar of the sentence.

The main point in writing a sentence is the completeness of it. This is also considering the context and the structure if the sentence to be counted as a complete sentence. However, many students in senior high school do not aware of the completeness of their own sentences. When the writer conducted the field study, she found many errors in students' writing text. Even their grade is not the beginning learners, they still not able to make a good sentence. Some of them have learned about simple sentence in the previous year, or even in the junior high school. However, they yet confuse to use the right predicate for a certain subject and time. For example, they did not put *-s* in the verb of the third participant, even

this is simple present tense sentence. This small mistake is count as crucial because this error makes the sentence become incorrect. This kind of fact is the real situation that happened in the class.

As known, the grammar itself is more essential than the context in the sentence. It drives me to concern only the grammar of the sentence. Furthermore, a complete sentence must have at least a subject and a verb, both will be the main part of this study. Therefore, this study concerns about the subject-verb agreement through the appropriate tense in the sentence. This leads to talk about the issue of the students' ability in writing. It also shows how English educations implement to the students writing skill.

## **B. Identification of the Problem**

Learning a language, especially English, means that we have to learn the grammar as well. Grammar is an essential part of the language. Without a correct grammar, a sentence is counted as an incomplete one. In learning English, learners are used to face the grammar issue. Even beginners should learn how to use grammar correctly for a sentence. This means that learning grammar is a basic material to be learned in studying a language.

Based on the module used by the student, it is clear that grade 7 students already learn about Descriptive Text (Zaida, 2013). This means that the learners should use for Simple Present Tense and Adjectives to describe a thing. They use general sentence to identify and describe the object. Still on the same book, there are many dialogues become the complement of the units. Many of them use direct

speech of same tenses. Thus, learners have to use with the specific grammatical structure.

Derived from curriculum 2013, Kemendikbud (2013) stated that students in grade 9 already learn about narrative and report text. Both of these texts are provided as past tense. Not only learn and figure out the story in narrative text, students also have to make simple report. Moreover, it is clear stated at Kemendikbud (2015) that students' grade 9 learn to use sentences in the passive voice to describe objects. As the result, this year students already learn various tenses and grammar.

Indonesian students face the topic of Letter in their 11<sup>th</sup> grade. This time, they breakdown thoroughly and identify deeply the Letter. According to the teacher book Kemendikbud (2014), as the building block, the students have to identify the parts of personal letter. This is not end here, as the follow up then they are able to write the personal letter to be count as the main goal of this building block. Therefore, the competency must indicate that students are able to tell the information that they get from a personal letter given, as well as students are able to write personal letter to variety audiences properly. To write a proper personal letter, students have to pay attention to the social functions, text structures, and language elements based on the context deeply.

Those standards mentioned above indicate the task to be completed by the students. Therefore, the students already learn how to write the sentences correctly. From a simple and small thing, it can be indicated how the

implementation of the students learned on the previous lesson is. How much they get will be revealed in the current product, in this case is their written.

However, the fact shows that students grade XI make some mistakes in writing a text. Based on the SMA Kalasan 1 students' writing text, there are some incorrect sentences. Even though they used only simple sentences, which consist of one subject and one predicator, students still make errors here and there. It is also applied to other kind of sentences. This kind of fact makes the writer want to do the research about sentence analysis. That is why by collecting the students' written, we analyze their sentences. The result of this study will show the capability of the students writing.

### **C. Limitation of the Problem**

The study is limited to the grammar error found in the students' personal letter writing. There are 30 students of SMA 1 Kalasan as the sample of the study. Each of the students made one personal letter, so there are 30 personal letters gathered. From the 30 personal letters, it is found that there are 185 sentences analyzed. This study analyzes the sentences structures, especially the mistakes of the sentence level. This will be divided to the error of simple sentences, compound sentences, complex sentences, and compound-complex sentences. Error sentence will also carry out the function of the sentences (subject, predicate, object, attributes, and adverbial) and the connectors to be analyzed. In addition, all sentences error cases will evaluate the incorrect word function in the category for sentences structures.

#### **D. Formulation of the Problem**

Based on the problem above, the researcher wants to do research to find out the truth related to sentence analysis. It is found that there are two main research questions for this research. The questions of the research are:

1. What sentence structure errors that occurred in students' personal letter writings?
2. What are the percentages of those sentence errors?

#### **E. Objective of the Problem**

The reason for conducting this study is to find the students mistakes in writing a personal letter. The data are analyzed to identify the students' ability of writing, in form of the grammatical error to sentence structure. This study focuses on the sentences level. This will root for the sentences types.

#### **F. Significance of the Research**

This study is advantageous for students taking English Education as their major, for English teacher, and for the researcher. The students majoring English Education are able to use this study as the starting point in studying English. The English teachers are able to identify the grammar errors that usually occur in the students written. The future researchers might use this study as reference in finding the fact of grammar error study.