

## CHAPTER 1

### INTRODUCTION

#### A. Background of Study

Language is one of the important devices of communication in any kinds of human being life activities. Language is used to show people's thoughts, feelings, expectations, and activities to influence others. A language can explain someone's educational background, association, tradition and sign of family and nation. Allah says in the holy Qur'an Al Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ  
لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

Allah says that he creates people from a man and a women and made them different nations so that they know each other, language can make them meet other people from different countries.

One of the popular languages is English. English is an international language that is spoken by most people all around the world. As a result, English is one of the most important foreign languages that are being taught from elementary school up to university level in Indonesia.

In Indonesia, English is taught as a foreign language. English generally has been learned by the students since they were in the basic level

of education. When students learnt English, they are focused on mastering four language skills: Listening, Speaking, Reading, and Writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are to be improved in the process of teaching and learning English.

Teaching English means developing students competency of listening, speaking, reading and writing. It is supported by the teaching of the four language elements, such as: grammar, vocabulary, pronunciation and spelling. The fact said that language becomes an important thing for people.

In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. As a foreign language learning, understanding English is not simple, especially when people have to learn it. That is why they process of acquiring that English language skill normally takes a lot of time. Most students as foreign language learners, want to be able to understand what people are saying to them in English, either face-to face, on TV or on radio, and sound.

Teaching and learning are two activities which cannot be separated in educational activities. Learning refers to what the student do in classroom. All the activities that teacher and students do in the classroom will be cohesive, depend on the interaction between teacher and students. A good teacher always looks for how the way his/her students learning and using method and technique correctly make the quality teaching in the class. Teaching and learning is an activity that should human do as the Allah

almighty creature. Like a mention in holy Quran surah Al-ankabut ayat 19-20:

أَوَلَمْ يَرَوْا كَيْفَ يُبْدِئُ اللَّهُ الْخَلْقَ ثُمَّ يُعِيدُهُ ۚ إِنَّ ذَٰلِكَ عَلَى اللَّهِ يَسِيرٌ  
 قُلْ سِيرُوا فِي الْأَرْضِ فَانظُرُوا كَيْفَ بَدَأَ الْخَلْقَ ثُمَّ اللَّهُ يُنشِئُ  
 النَّشْأَةَ الْآخِرَةَ ۚ إِنَّ اللَّهَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ ﴿٢٠﴾

In teaching learning process of English, the lecturer teaches four skills. such as: Reading, Listening, writing and grammar, the researcher will focus on teaching grammar because grammar is the central of the teaching and the basic knowledge to learning language effectively. Grammar plays an important role and becomes one of the more difficult aspects of language to teach as well as to learn. Grammar is one of skills that students use for analyzing sentences in particular grammatical error.

Students' ability is what they achieve from teaching learning in the classroom. Ability is very important in teaching learning in the classroom. Without one of them, it can influence the others. Motivation makes student interesting learning subject.

Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Richards et.al state that "Error

analysis is an activity to reveal errors found in writing and speaking”. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.

Error recognition is to recognize the error in the sentence. Questions are like this often emerged. It always emerged at grammatical assignment in English Department of UIN Antasari Banjarmasin and students always failed, that is the reason for researcher to do a research for making easy in analyzing it and students can fast the exam to continue the next subject. The writer believed that the Error Identifying Technique will be able to improve the students’ ability because it makes teaching grammar simple in the classroom activity. There are many techniques for analyzing grammatical error, such as *Identifying and counting grammatical errors*, *Error categories* (Verb related errors, Subject-verb agreement errors, Prepositions, Definite/indefinite articles, Genitive’s, Word order, Capitalization, Contracted forms).

Here are some previous studies related to this problem. The first research entitled “*Error Analysis on students Grammar Mastery at second grade of SMP Muhammadiyah 17 Ciputat Academic year 2008/2009*”. The thesis was written by Mansur. This was previous study has similar with this

problem. In previous study the researcher focused on students error in grammar mastery. The result of this research is the students still lack in acquiring the six English tenses and its usage.

The second research entitled “ *The Error Analysis In Grammar TOEFL Prediction Test Of Second Semester Students At English Department Of Iain Antasari Banjarmasin Academic Year 2015/2016*”. The thesis was written by Khairunnisa. This was previous study has similar with the problem. In the previous study the researcher focused on the error analysis in grammar. The result of this research is the researcher done toward the English lecturer, it is known that the students’ mean score is 54.69 is good categories.

The third research entitled “*An Error Analysis On The Use Of Simple Past Tense in Students’ Narrative Text*”. The thesis was written by Saiful Anwar. This was previous study has similar with the problem. In the previous study the researcher focused on An error analysis on the use of simple past tense. The researcher finds someErrors., there are 152 errors made by the students. The most frequent errors made by the students in their narrative writing focused on the use of simple past tense is misformation which consists of 82 errors or 54%, it is followed by omission with 40 errors or 26%. The next is misordering which consists of 21 errors or 14%. And the last is addition with 9 errors or 6%.

Based on observation and interview with the students, they think grammar is really quite difficult and hard to analyze the errors recognition.

So, it is necessary to investigate: THE TECHNIQUES IN TEACHING GRAMMAR SKILL AND THE STUDENT'S ABILITY IN ERRORS RECOGNITION.

### **B. Statement of Problem**

Based on the previous explanation above:

1. What techniques does the lecturer use in teaching grammar skill?
2. How does the lecturer apply the techniques in teaching grammar skill in the classroom?
3. How is students' ability in error recognition?

### **C. Objective of Research**

Based on the statement of the problem above, the purpose of the study are:

1. To described the techniques used by the lecturer in teaching skill.
2. To described the implementation of those techniques in classroom.
3. To described the students' ability in error recognition.

### **D. Limited of Study**

This study that is carried out at English Department focuses on the aspect of English Language and also the techniques, because of limited times and energy, the writer limited the problem as follow:

1. The techniques in teaching grammar at English Department.
2. The implementation of those techniques at English Department.
3. The students' ability in error recognition.

## **E. Significance of the Research**

The writer conducted the research target some benefit as follow:

1. To improve the students' ability in error recognition.
2. Increasing the students' ability in error recognition.
3. For the lecturer, to develop lecturer's knowledge in teaching grammar skill.
4. For future researcher, it is expected that this study can be a reference for them who want to conduct the research on similar topic but in different skills.
5. Adding the literacy source of UIN Antasari Library.

## **F. Definition of Key Terms.**

There are some definitions of this research based on the title:

### **1. Grammar**

Doughlas Brown states that “grammatical competence was defined as knowledge of rule of phonology, lexis, syntax, and semantic”. Based on my research grammar that I mean is the one of the subject in English Department.

### **2. Students' Ability**

Ability is to do something the fact that somebody is able to do something. Ability is power or capacity to act physically, mentally, legally, morally or competence in activity or occupation. The writer will be asked the students to answer 10 items knowing their ability in error recognition.

### **3. Error recognition**

Error Recognition is the process to observe, analyze and classify the deviations of the rule of grammar test. Based on my research that I mean is the error item test in teaching grammar skill.