

CHAPTER I

INTRODUCTION

A. Background of Study

Language has an important role on the intellect, improvement and society. Brown (2000, p.5) stated that language was “a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another”. Based on that definition, every language has their own codes, system, rules, and function that are really important for those who use the language.

There are many languages in this world. However, there are only some languages that are needed in the development of science and technology, one of them is English. English is an international language that is spoken in many countries both as a native language or a foreign language. It is taught in almost every school in the world including 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 learn English, they are focused on mastering four language skills: Listening, Speaking, Reading, and Writing. All of the skills are to be improved in the process of teaching and learning English. In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education.

Writing is a process of transferring ideas into written form that is understandable. According to Brown (2001, p.336) “writing is a process of thinking”. It is because writing is a process of putting ideas on a paper to

transform words and to become sentences by using structure and coherent organization. It indicates that writers are expected to explore their ideas and arrange them into good writing.

According to Mehrabi (2014, p.1)” writing is important because it is a basis for communicating clear thinking. The development of writing skill is a complex and dynamic cognitive process because it requires more than the mastery of vocabulary and linguistic competence. The important of writing is also said by Murcia (2001, p.207). She also said that via writing, person could communicate a variety of message to a close or distant, known or unknown reader or readers.

The important of writing as the one way of communication can be stored for a long time that has been explained by Allah SWT as general in the Quran Al-Baqarah: 282.

يَأَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنْتُمْ بِدِينٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ
وَلْيَكْتُب بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ وَلَا يَأْبَ كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ
فَلْيَكْتُبْ وَلْيَمْلِكِ الَّذِي عَلَيْهِ الْحَقُّ وَلْيَتَّقِ اللَّهَ رَبَّهُ وَلَا يَبْخَسَ مِنْهُ
شَيْئًا ... ٢٨٢

This verse clearly explains that human need to write for communication, even the word “ writing” is repeated in many times. It means for keeping the humans’ communication in long time, writing is really importat in human life.

In the process of teaching and learning English writing is important skill, but writing ability is the most difficult language skill to be learned by students, especially in academic writing. Therefore, in order to have a good writing skill

and avoid plagiarism, it is necessary for students to learn some important techniques in writing. One of the important techniques is paraphrasing. Belmont and Sharkey (2011) stated that, "the aim of a paraphrase was to restate the original in your own words. This means that vocabulary and the sentence structure must differ significantly from that used in the original. To do a good paraphrasing language learner needs to produce an effective writing product. It is also important to learn how to paraphrase in a good way to avoid plagiarism."

As a matter of fact based on the writer's experience in taking an academic writing course, students have some problems in paraphrasing, such as a problem in grammar. Students cannot construct a good sentence without knowing the grammar although they have a lot of vocabularies in their mind. Without having a good grammar, the sentences in paragraphs that students made will be difficult to understand.

Grammar is used to mean the structure of a language. It is an essential part of the use of language process, both in spoken and written language. Having a good grammar system of a language, learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers. Language without grammar would be disorganized and causes some communicative problems.

Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes. But, sometimes the teacher is not aware about students' mistakes. Then the students made their mistakes repeatedly because they do not have the correction and it was what we have called as error with previous study that writer read.

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Errors in language learning are natural. Therefore, when the teachers teach the school, they will find many phenomena; they will find many students who have good writing in English, and may be they will find many students who have low ability in writing English.

Although errors are bad things in learning English, error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the source or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. For teachers, it is required to evaluate themselves whether they are successful or not in teaching English.

The Almighty Allah in Surah Al-Hujurat verse 6 says:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا
بِجَهْلَةٍ فَتُصِحُّوا عَلَىٰ مَا فَعَلْتُمْ نُدْمِينَ ٦

The verse above teaches people to example and evaluate something accurately before they take a decision, since the result of evaluation and examination will be used as a main consideration to do the next step. In the field of learning outcomes, the evaluation aims to determine differences in the ability and collectively.

The writer is interested to do this research at UIN Antasari Banjarmasin because it is one of universities in South Kalimantan which has English Department, and the time is flexible for many students to choose programe there.

The writer chooses the seventh semester students because they had learned about paraphrasing in Academic Writing class. The researcher chooses paraphrasing for this research, because of many student have difficulties in paraphrase especially in grammar. Then, this research will help the students to avoid plagiarism and to make them easy to understand the material. Also the benefit for students when write paraphrasing for helping the student to think about course content in such a way to better understand it upon later review

Related to this title, the researcher got some previous researches. There are some thesis with similar idea. One of them is a thesis written by Lulu Meilina Alfiyani titled “ An Analysis of Grammatical Errors in Writing a Among the Second Semester Students of the English Department of Yogyakarta State University in the Academic Year of 2011/2012”. Comparing with this research, the writer found similarity and difference with the topic that will be researched. The similarity is that the writer choses the grammatical errors in writing. The difference is that she observe a statement in writing, which is not write in paraphrasing and she chose Students of The English Department of Yogyakarta State University. The result show that some students made four types of errors. These four errors were as follows. Omission error was found 281 times, misformation error was committed 119 times, addition error was occurred 189 times, and misordering error was found 6 times in the analysis.

Besides, here is a thesis entitle “Students’ Problem in paraphrasing at Seventh Semester Students of Education Department at Tanjungpura University ” written by Wahyuni Khairunnisa. Comparing with this research, the writer

finds similarity and difference with the topic that will be researched. The similarity is that the writer chooses the topic about paraphrasing. The difference is that she observed about the students' problem, not on grammatical error. The findings of data analysis showed 76.92% of the students made a mistake in changing the order of ideas, while 80% of interviewees mentioned changing the words as their problem in paraphrasing.

According to the explanation above, it is important for the teacher to give grammatical error analysis in students' writing paraphrase. The writer is interested in analyzing students' writing especially in their grammatical errors. The writer would like to carry out a research under the title "*The Analysis on Grammatical Errors in Writing Paraphrase by Seventh Semester Students at English Department of UIN Antasari Academic Year 2017/2018*"

B. Statements of Problem

Based on the background above, the writer will investigate the following question:

1. What are the grammatical errors in writing paraphrase made by seventh semester students at English Department of UIN Antasari academic year 2017/2018?
2. What is the most common grammatical error in writing paraphrase made by seventh semester students at English Department of UIN Antasari academic year 2017/2018?

C. Objectives of Study

Regarding to the formulation above, there are two purposes of this research:

1. To describe the grammatical errors in writing paraphrase made by seventh semester students of UIN Antasari academic year 2017/ 2018.
2. To know the most common grammatical errors in writing paraphrase made by seventh semester of English Department at UIN Antasari academic year 2017/2018.

D. Significances of Study

Findings of this research are expected to be useful for both students and teachers.

1. For the students, this research is expected to help the students to be aware of the errors that they make and the causes of the errors. It is also expected that they will find the correct construction in grammar and they use the language correctly especially in writing. So they don't make the same errors in the future.
2. For the lecturers, it can help the lecturer to prepare the English writing material and can be used to give more attention to errors made by the students in learning writing. Then the teacher will explain the grammar comprehensively and find the best method in teaching writing.
3. For the writer, this research will widen her knowledge and give experience in doing a specific research

4. For other researcher, the findings of this research can be used as valuable information for the next researchers who are interested in conduction research on similar object or other objects.

E. Definitions of Key Terms

To avoid misunderstanding toward the title that adapted in this research, the writer hereby feels necessary to describe the terms in regard to the title as follows:

1. Grammatical error

Brown (2000, p.420) stated that Grammar is the system of rules governing the conventional arrangement and relationship of words in sentences. According to Sujoko (1989, p.5) Error is a part of a composition that mistake from some selected norm of mature language performance. Meanwhile Burt and Kiparsky (1974) said that grammatical error was an error which was not suitable to the grammatical rules that might make writing become not good.

2. Writing

Meyers in Karolin (2006, p.18) says that writing is a way to communicate with other, and it is an action or a process of discovering and organizing the idea, putting them on paper and reshaping and revising them. Writing in this research is the students' skill to rewrite by changing the sentence with another idea.

3. Paraphrasing

According to Oshima and Hogue (2000), Paraphrasing is a writing skill in which you “rephrase” (rewrite) information from an outside source in your own words without changing its meaning. In other words, paraphrase is rewrite the information from the text which include the important information by using the writer’s own words.