

**Grammatical Deviations Made by the Eleventh Grade Students
of SMA Negeri 1 Kota Solok in Writing a Report Text**

THESIS

Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One (SI) Degree



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GRAMMATICAL DEVIATIONS MADE BY THE ELEVENTH GRADE
STUDENTS OF SMA NEGERI 1 KOTA SOLOK
IN WRITING A REPORT TEXT


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Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *Grammatical Deviations Made by the Eleventh Grade Students of SMA Negeri 1 Kota Solok in Writing a Report Text* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

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ABSTRAK

Syafutri, Riza. 2017. “**Grammatical Deviations Made by the Eleventh Grade Students of SMA Negeri 1 Kota Solok in Writing a Report Text**”. *Skripsi*. Program Studi Pendidikan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Report Text merupakan salah satu text yang diajarkan kepada siswa kelas XI yang menggunakan kurikulum 2013. Dalam pembelajaran menulis sebuah *report text* terdapat beberapa permasalahan yang ditemukan pada siswa kelas XI SMAN 1 Kota Solok, satu diantaranya adalah permasalahan tata bahasa yang ditemukan dituliskan siswa. Tujuan penelitian ini adalah untuk menggambarkan tipe tipe penyimpangan tata bahasa terutama dalam penggunaan *simple present tense* dan *articles* yang dibuat oleh siswa kelas XI SMAN 1 Kota Solok dalam menulis sebuah *report text*. Penelitian merupakan penelitian deskriptif dengan populasi 342 siswa kelas XI IPA SMAN 1 Kota Solok dan sampel dipilih dengan menggunakan metode *simple random sampling*. Instrumen yang digunakan dalam penelitian ini adalah *writing test*. Hasil dari penelitian menunjukkan terdapat tiga tipe penyimpangan penggunaan *simple present tense* yaitu *omission*, *addition*, dan *misformation* yang masing – masing berjumlah 31 %, 18 %, dan 51 %. Selain itu, juga ditemukan tiga tipe penyimpangan penggunaan *articles* dalam *report text* yang ditulis siswa yaitu *omission*, *addition*, dan *misformation* yang masing masing berjumlah 78 %, 17 %, dan 5%. Dari data tersebut, dapat disimpulkan bahwa terdapat banyak penyimpangan tata bahasa yang dibuat oleh siswa kelas XI SMAN 1 Kota Solok dalam menulis sebuah *report text*. Oleh karena itu, mereka perlu banyak mempelajari tata bahasa dari teks tersebut dengan baik agar dapat mengurangi penyimpangan tata bahasa dalam menulis dan kepada guru – guru bahasa Inggris diminta untuk meningkatkan teknik mengajar tata bahasa dalam teks sehingga dapat mengurangi penyimpangan yang dibuat oleh siswa.

Kata Kunci: *Grammatical Deviation, Report Text, Writing.*

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The Researcher

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Writing has been with us for several thousand years and nowadays it is more important than ever. It is a basic language skill just as important as speaking, listening, and reading. In fact, the ability to write is also required in many jobs such as writing application letters, business proposal, reports and memos. In addition, It is quite possible that, today, more communication takes place in the written than in the oral mode. Most of us prefer to communicate with other by chatting rather than communicating by the phone, for instance.

Writing is one of English language skills which is included on the curriculum. It emphasizes on the fourth core competence of the 2013 curriculum of the senior high school that is “ Processing, analyzing, and presenting developments of the concrete and abstract domains of the learned materials, being able to apply various methods according to the scientific method”. From this statement, it is clear that senior high school students are expected to apply their language skills such as writing skill individually, creatively, and effectively.

In a language learning, writing is considered as the most challenging skill because to produce a writing, someone needs another language skill. Peha (2004 : 3) says that to produce a great writing, someone needs to cover the idea, the well organization, the appropriate voice, the right words choice, the fluent sentence, the correct and communicative punctuation, spelling and grammar to make writing easy

to read. Similarly, Weigle (2002: 4) adds that to write something the writer must be able to discover, organize, and communicate her/ his thought by using good arrangement of words, and symbols. Then, this idea is also supported by Hyland (2003: 2) who says that writing is task which involves making the right choices concerning syntactic patterns, morphological inflections, vocabulary and cohesive devices, and combining them all into coherent pieces of text. From these explanation, it is obvious that the writing ability needs special skill to organize the language material by using own idea and words to build a good composition of writing. As a result, the information can be conveyed to the audience clearly.

Referring to the 2013 curriculum, senior high school students learn eight kinds of monolog text for writing. They are descriptive, recount, narrative, procedure, report text, analytical exposition, biography, and news items text. Four of them, procedure, report text, exposition text, and biography are learned by the eleventh grade students. However, in this research, the researcher focuses on report text only.

The report text is one of the texts learned by the eleventh grade students in the second semester and by the twelfth grade students in the first semester. Report text tells the reader information about the fact and the description of natural, man-made, and social phenomenon in the environment. Like other kinds of text, this text is divided on four generic structures which are a title, an opening paragraph, body paragraphs, and a conclusion that focused on a subject.

Based on the researcher's experience during teaching practice English in some classes of eleventh grade of SMAN 1 Kota Solok, there were two problems faced by

the students there while writing a report text that were about finding and developing the idea and applying the grammar in the text written by them.

First, the students could not find and developed an idea easily. While writing practice in the classroom, some of the students spent their time to think about the idea that was going to write. The teacher could solve this problem by guiding the students to use invention techniques such as creating a mind mapping or a brainstorming before writing process.

Second, the students could not apply good grammar while creating a sentence in writing a report text. In fact, their teacher had explained grammar used in a report text before asking them to write it. There were still so many grammatical deviations founded in their writing. For example, one of the students wrote *they have skin colour is orange, black, and white*. It must be *its colour is orange, white and black*. Other student also committed the grammatical deviations on his writing. He wrote *tiger have a specific in their fur* that it must be *tiger has specific fur*. Then, the other student also wrote *the habitat of tigers are in Asia, India, and Siberea*. She conducted the grammatical deviation since she set the subject of the sentence *the habitat* with be *are*. Moreover, the students also did not put the subject of the sentence in their writing. For instance, one of them wrote *but is more common*. She omitted the subject of that sentence.

Furthermore, two students of SMAN I X Kota Solok were asked about their problems in writing a report text. They said developing the idea and grammar were the problems for them while writing a report text. They realized that they could not

arrange a sentence and set appropriate grammatical rules for writing that sentence. Even the teacher had explained the grammatical rules and they had read the book related to the grammar used in a report text, they forgot its grammatical rules while writing section. As a result, they created ungrammatical sentence in their writing.

In fact, grammar is one of the essential things in writing. Richard and Renandya (2002: 4) explain that grammar is the rule of language that is too important to be ignored. When the students do not consider grammar on their writing, they will arrange messy sentences and their writing will be meaningless. In other words, it is necessary for the students to pay attention to the grammar while writing. As consideration, the accuracy of the language can lead the readers comprehend the text they read. Thus, the students have to consider the English grammar to make the readers understand the writer's intended meaning.

Based on the reasons mentioned above, the researcher was interested to investigate the grammatical deviations which students committed in writing a report text. The researcher would like to carry out research under the title "Grammatical Deviations of the Eleventh Students of SMAN 1 Kota Solok in Writing a Report Text".

B. Identification of the Problem

Based on the background above, the problem of the research can be determined as follows :

First, report text is chosen as the topic of this research since the ability of twelfth students of SMAN 1 Kota Solok was still low in writing a report text. It is shown clearly from their score in writing that text.

Second, based on the researcher's experience, grammar had been a problem faced by the eleventh grade students of SMAN 1 Kota Solok in writing a report text. Some of the students set incorrect rule of subject- verb and subject - be in writing. *Then*, sometimes, they did not put the subject of the sentence on their writing, for examples. In fact, their teacher had taught the grammar used in a report text before they wrote the text. In addition, the students also realized that grammar was their biggest problem while writing a report text. They often forgot the rules of grammar though their teacher had explained it and they also had read the books related to the grammar. As a result, they created ungrammatical sentence while writing section.

C. Limitation of the Problem

It is important to make the limitation of the problem, to avoid misunderstanding and to clarify the problem. *First*, the researcher focuses on deviations on the students writing of report text. All the grammatical problems find on the students' writings are classified into the grammatical deviations. Second, the grammatical deviations made by those students are classified using surface strategy taxonomy that is one of the taxonomies to classify the deviations because it gives more detailed information about the types of deviations compared with other categories. *Third*, the

researcher also limits two language features of the report text: the use of simple present tense and the articles.

D. Formulation of the Problem

Based on the problem stated above, the researcher formulates a problem statement as follows : “Grammatical deviations made by eleventh grade students of SMAN 1 Kota Solok in writing a report text”.

E. Research Questions

1. What are the types of simple present tense deviations made by the eleventh grade students of SMAN 1 Kota Solok in writing a report text?
2. What are the types of articles (a, an, the) deviations made by the eleventh grade students of SMAN 1 Kota Solok in writing a report text?

F. Purpose of the Research

Based on the research questions above, the research is aimed at describing :

1. Types of simple present tense made deviations made by the eleventh grade students of SMAN 1 Kota Solok in writing a report text.
2. Types of articles (a, an, the) deviations made by the eleventh grade students of SMAN 1 Kota Solok in writing a report text.

G. Significance of the Research

The results of this research is expected to give a significance contribution to English teachers and students. For the English teachers, this research can inform

them about the grammatical deviations which students have made. By knowing the types of grammatical deviations, the teacher can select the best technique in explaining grammar while teaching writing. As a result, it can decrease students' grammatical deviations in writing. Then, the findings of this research are useful for the students who are selected as the sample of this research since they know their grammatical deviations while writing. So, they can be motivated to learn grammatical features of report text more seriously.

H. Definition of the Key Terms

To avoid misunderstanding in this research, the researcher defined several terms which may help readers in comprehending this research:

1. Grammatical deviation is a case where the students create an unaccepted grammatical sentence on their writings.
2. Report text is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in the environment.
3. Simple present tense is a tense to tell the present event or a habit.
4. Article is a kind of the determiner such as *a*, *an* or *the*.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

A report text is a text that tells the fact of something. For the senior high school students, they learn it when they are on the eleventh grade. After learning the report text, they are expected to be able to use language features of the report text in writing correctly. The grammar is needed to be learned since it is one of the writing aspects. However, while writing the report text, there were some grammatical deviations found on the students' writings. Its grammatical deviations related to the use of simple present tense and articles.

Based on the analysis of the students' writings, there were some Conclusions can be drawn as follows:

1. The deviations of the use simple present tense was the dominant deviations conducted by the students. The percentage was 47 %. In contrast, the percentage of the articles deviations was 44 %.
2. For the use of simple present tense, the researcher found three types of deviations which are omission, addition, and misformation. There were 31 % omission, 18 % addition, and 51 % misformation.
3. For the use of articles (a, an, the), the researcher found three types of deviations which were omission, addition, and misformation. There were 78 % omission, 17 % addition, and 5 % misformation.

B. Suggestion

Grammatical deviations in a foreign language especially in English are the case that hard to be avoided. To reduce the deviations for the students at schools, the students' and English teachers' effort are needed. The students have to learn more about the language features of a report text especially the use of simple present tense and articles. Then, for the English teachers, they have to improve their technique while teaching the simple present tense and articles as two of language features of the report text.

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