CHAPTER I

INTRODUCTION

This chapter consists of six parts. They are background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study and the definition of the key terms. The six subchapters are discussed in the following.

1.1 Background of the Study

Error is a part of human life and committing error is a natural and unavoidable part of the process of learning English. Since error is important to be considered in the language learning process, errors are used to inform the teacher of English about the problems faced by the students in their study of a language. "Errors are indispensable to learners since the making of errors can be regarded as a device the learner uses in order to learn" (Selinker, 1992: 150).

On the other hand, grammar is very essential in learning English as a foreign language. It consists of the structure of the sentence, word class, words formation and the patterns of sound that make up the words. Without grammar, the language will be disorganized that can cause some communicative problems and it will be impossible to mean more than one thing at once. Hence, it is beneficial for the first language(L1) and second language(L2) learners to know the grammatical system of a language to communicate or transfer the message properly among human beings.

In learning English, there are four skills need to be mastered by the students. They are listening, speaking, reading and writing. Writing is one of the important language skills that has to be acquired by English as Foreign Language (EFL) students. Writing is an instrument to express thought, feelings, opinions and ideas about certain experiences. Moreover, writing involves more than just producing words and sentences, but also some of the language components such as spelling, grammar, vocabulary, and punctuation. Thus, this reason integrates along with what is said by Byrne, (1960: 60) that writing clear sentences requires you to learn the rules of English grammar and the mechanics such as the correct use of verbs and pronouns, as well as commas and other marks or punctuations.

As a matter of fact, in the process of learning a foreign language, it is possible to find errors and mistakes in students' writing or speaking. Students might face some difficulties regarding word order and other grammatical aspects. Rather than showing how good is the students' idea about a certain topic, writing can show the students' mastery in the grammatical rule. Therefore, correct spelling and grammar are the most important proofs of foreign language proficiency.

Recently, the 2013 curriculum (K-13) has been established by the Ministry of Education in Indonesia to be implemented in many schools across Indonesia. As one of the private Junior High Schools in Kupang, the 2013 Curriculum is now being applied in SMPK St. Theresia. In the 2013 Curriculum (K-13), there are some kinds of text that need to be taught, such as recount, narrative, procedure, report and as well as descriptive. Since recount text is a text which retells events or experiences in the past, the students are asked to compose a text by using verbs in past form. For some, this is a little bit challenging yet confusing and difficult.

Besides, based on the writer's experience during her teaching practice at SMA N 1 Kupang, she found that most of the students were not able to use verbs in past form correctly to construct a recount text. As an illustration, they made a sentence; *In 1972, Steve Jobs <u>goes</u> to Reed College in Portland Oregon.* The sentence is grammatically wrong for it has to be verb 2. It must be; *In 1972, Steve Jobs <u>went</u> to Reed College in Portland Oregon.* On the contrary, simple verb form was much easier for them to compile a descriptive text. In the first place, this case of error triggered the writer to do a research in SMA N 1 Kupang, but the writer found that the topic used for this research was not suitable with the material learnt in Senior High level. Therefore, the writer finally decided to do it in Junior High level.

The focal point of this study will be on analyzing the grammatical errors in writing a recount text because based on the pre-research done by the writer with the permission from the teacher of English, the writer was allowed to observe one of the classes in SMPK St. Theresia Kupang where she noticed that the interaction between the teacher and students were well-built, where the teacher explained the materials clearly and gave the chance to students to explore and ask questions every time they got confused. In addition, based on the result of an interview with the teacher, she said that in relation to composing a recount text, the students were quite good but sometimes they made errors regarding the word order, spelling, grammar and also vocabulary. Take for example, they made a sentence; *We went to the beach because we <u>don't</u> have clams for the handy craft homework.* This should be; *We went to the beach because we <u>didn't</u> have clams for the handy craft*

homework. As the result, the writer assumes that many students still lack of understanding about the form and the use of Simple Past Tense.

Actually, the study about error had been conducted by some researchers long before now. However, there is still a gap in their studies. For instance, Koten (2016) studied about the error in writing recount text; Kollo (2015) studied the error in writing recount text. These two researches did not analyze the students' writing well. Take for example, Kollo (2015: 9) tried to analyze this sentence: *We to buy hand phone in market oesapa*. She only analyzed the misformation of the verb (buy) and the misordering of the noun phrase (market oesapa). She did not analyze the addition of the modal (to) there. Moreover, on the page 46, there was a wrong analysis where she only explained the preposition (for) well while the verb was not well-analyzed. Here is the sentence: *We start for cultivate the rice plants*, was omitted by the grammatical morpheme –d in the verb *start*. This could not be right for it has to be the omission of grammatical morpheme –ed. Koten (2016: 48) did not correct the sentence: *After of church we go to congratulation christmast day*. She classified, explained and fixed the error regarding the verbs but did not do the same thing to the addition of preposition (of) as an unnecessary insertion. She classified *of* as misformation instead of addition. Therefore, to distinguish this study and the previous ones, the writer would like to try her best to analyze and classify the errors well and be more detail in giving the explanations and corrections.

The problems above encourage the writer to conduct a study under the title: **An Analysis on Grammatical Errors in Recount Text Written by the Eighth Grade Students of SMPK St. Theresia Kupang in the School Year 2018/2019**.

1.2 Statement of the Problem

Based on background of the study, the writer will attempt to answer the research problems as formulated in the following:

1. What kinds of grammatical errors committed by the eighth grade students of SMPK St. Theresia Kupang in the school year 2018/2019 in writing recount text?

2. What is the most common type of grammatical errors committed by the eighth grade students of SMPK St. Theresia Kupang in the school year 2018/2019 in writing recount text?

1.3 Objectives of the Study

The objectives of the study are formulated in the following:

1. To find out the kinds of grammatical errors committed by the eighth grade students of SMPK St. Theresia Kupang in the school year 2018/2019 in writing recount text.

2. To find out the most common type of grammatical errors committed by the eighth grade students of SMPK St. Theresia Kupang in the school year 2018/2019 in writing recount text.

1.4 Significance of the Study

The result of this study is highly expected to be useful for the following parties, namely, teachers of English, the writer and the students at the researched school.

1. **For the English Teacher**

   This study informs the teacher of English of the researched school about the grammatical errors performed by the eighth grade students of SMPK St. Theresia Kupang in the school year 2018/2019 in writing recount text. This information will be a source of data to vary his teaching in the near future to help the students comprehend more and be able to use grammatical structure correctly.

2. **For the Writer**

   By doing this study, the writer can apply and expand her knowledge thatshe got during her study about how to analyze students' errors in recount text. Besides, the writer can sharpen her knowledge about grammatical errors.

3. **For the Students**

   The result of this study will give any consideration to the students to be more aware of their errors in the purpose to improve both grammar skills and writing skill.

1.5 Scope and Limitation

This study is about analyzing grammatical errors in recount text written by the eighth grade students of SMPK St. Theresia Kupang. There are four kinds of error taxonomies; surface strategy taxonomy, linguistic category taxonomy, comparative taxonomy, and communicative effect taxonomy. The writer limits herself on the errors based on the surface strategy taxonomy that refers to omission, addition, misformation, and misordering, proposed by Dulay et. al (1982: 150). However, in order to anticipate the emergence of errors which are not grouped in

other classification, the writer would like to classify them into miscellaneous error class which is a form of modification of surface strategy taxonomy.

1.6 Definition of Terms

There are some terms used in this study and in order to avoid readers' misunderstanding, the writer clarifies them in the following:

1. Errors

Errors are flawed side of learners' speech and writing. They are parts of conversation and writing that deviate from the selected norm mature language performance (Dulay, 1982: 13). In relation to this study, errors mean the flawed side occuring in applying the correct form of Simple Past Tense in writing.

2. Error Analysis

Error analysis in this study is a study to analyze errors committed by the foreign students (students of SMPK St. Theresia Kupang). 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 language

   c. obtaininformation in common learning difficulties (Richard et al. 1985: 2).

3. Grammatical

It is derived from the word 'Grammar' which covers the entire rules of language. Meanwhile, grammatical means a phrase, clause, or sentence which is acceptable for it follows the rules of a grammar (Richard, 1992: 16). For instance, the English sentence: *They walk to school*, would be a grammatical sentence

according to a grammar of Standard English. However, the sentence: *They walks to school*, would be considered as ungrammatical according to such a grammar (Richards, et al. 2002: 89).

4. Writing

Lexically, writing means any work done by someone using letters of words and a tool in hand and putting them in a piece of paper (Hornby, 1989: 1221). In this study, writing means the work done by the eighth-grade students using sentences to compose a recount text.

5. Recount Text

Recount text is a text a piece of text retelling past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred (Anderson and Anderson, 1998: 42). A recount text has the following schematic structure:

    a. orientation   : provides the setting and introduce participants.

    b. events   : tell what happened, in what sequence.

    c. reorientation   : states personal comment of the writer to the story, (optional).

6. SMPK St. Theresia Kupang

SMPK St. Theresia Kupang is one of private Junior High Schools in Kupang, located at Jendral Ahmad Yani Street, No. 52 A, Merdeka, Kupang.