

CHAPTER I

INTRODUCTION

In this chapter the writer would like to present about background of the study, statement of problem, objective of the study, the significant of the study, scope and limitation and definition of term.

1.1. Background of the study

Writing is one of the four language skills, the three others are reading, speaking, and listening. Many reasons promote the teachers introducing English at an early on. Brumfit (1995) states that senior high school learners have more opportunities than adults. Nowadays senior high school must be able to produce a good writing and to express their feeling they thought through the written form, as in a diary, letter, write or the writer opinion and writer wants to entertain or explains the reader through the writing.

As productive skill, writing is not like speaking skill nor other receptive skills. Writing is the most difficult skill for not only it needs a lot of vocabularies in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing's rules. Therefore, composing paragraph in writing activity takes a lot of time. Harmer (1989) states that, "Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them.

Especially for second language (L2) or foreign language (FL) learners, the difficulty in writing doesn't only lie in creating and organizing ideas but also translating the ideas into readable writing, as (Richards, 1970) explained there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. Jeremy Harmer (New York: Longman, 1989) stated that writing is a hard work which needs a plenty of time for it not only generates and organizes the ideas but also must translate the ideas into understandable writing by using grammatical rules correctly, and it takes a process which needs a lot of practices to be good writing. Therefore, it is inevitable for students of L2 or FL not making mistakes and committing errors in their English writing because it is the most complex skill.

Departing the statement above the writer also got the students' difficulties in the fact showing that many students commit error in doing their writing including writing recount text especially grammatical error. The root word is "grammar". Grammar covers the whole rules of language in some specific cases, grammar can be identified as a structure of language. Grammatical is an adjective word, which has something to do with grammar. (Hornby, 1987). The errors may appear in the use of proper tenses, and other grammatical elements.

There are several types of writing text such as recount text, descriptive text, explanation text, spoof text, and narrative text. Recount text is defined as a text that tells about something, especially something you have already

experienced (Mulyono, 2010).

The above explanation stimulates the writer to conduct research in analyzing students' grammatical errors in their writing . The writer decided to undertake a study which explores grammatical errors that students have done in writing recount text. Therefore writer chooses the topic “ **An Analysis of Grammatical Errors in Writing Recount Text of the Eleventh Grade Students of SMAN 5 Kupang in the School Year 2018/2019**”

1.2. Statement of Problem

The topic stated at the end of the background is specified into two problems, formulated in questions as shown below:

1. What are the kinds of grammatical errors committed by the eleventh grade students of SMAN 5 Kupang in the school year 2018/2019 in their recount text writing?
2. What is the most common error committed by the eleventh grade students of SMAN 5 Kupang in their recount text writing?

1.3. Objective of the Study

On the basis of the problem stated above, the objective of the study are

1. To find out the kind of grammatical error committed by eleventh grade students of SMAN 5 Kupang in writing recount text

2. To find out the most common error committed by the eleventh grade students of SMAN 5 Kupang in the school year 2018/2019.

1.4. Significan of the Study

This study has some significance. They can addressed to the following person:

1. English teacher of SMAN 5 Kupang will get usefull input about their students common errors in their recount text writing.
2. The writer

The writer can improve his ability about grammar especially in writing recount text.

1.5. Scope and Limitation

This study is about analysis errors in writing recount texts. The writer limits the study on grammatical error particularly found in students' recount text. According to (Yuniadi ,2008), recount text retells the events or experience faced by someone in the past. One of the language feature of recount text is using simple past tense. And the writer focuses on the grammatical error in writing recount text in his study.

In analyzing errors, there are four taxonmies used they are linguistic category, surface strategy taxonomy, comparative taxonomy, and communcative effect taxonomy. In this study the writer focuses on surface strategy taxonomy consisting of Omission, Addition, Misformation and Misordering.

1.6. Definition of terms

1. Errors

Error are flawed side of learner's spech and writing. They are those parts of conversation and wrting that devite from the selected norm of master language performance (Dulay, 1982 ;13) In this study the error means wrong use of grammar made by the eleventh grade students of SMAN 5 Kupang doing grammatical error in writing recount text.

2. Grammar

A description of the structure of the language and the way which in linguistics unit such as word and phrases are combined to produce sentence in the language. It usualy take into account the meaning and fuctions. (Ricards 1985; 125)

3. Writing

Lexicaly "writing" means any work done by someone using letter or words and tool in hand and putting them on the piece of papper. (Hornby 1987 ; 1221).

Francis (1985) said that "writing" linguistically is the sytematic visible and permanent representation of the audiotory and transien phenomena of speech. Writing in this study means particular activity of the students to convey the ideas concerning the topics choosen by their own words correctly and visibly, order that the reader can capture both it's details and wholeness.

4. Recount Text

Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain. All recounts reconstruct the past , the purpose , audience and focus will vary according to the form used. Many reluctant readers or writer find this text type accessible and manageable because it is generally based on fact rather than fiction.

5. SMAN 5 Kupang

SMAN 5 Kupang is one of the school in Kupang that is located in jln. WJ. Lalamentik, Oebufu Kupang.