

CHAPTER I

INTRODUCTION

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

1.1. Background of the study

English as an important means of communication, which is used by many countries in this world, plays a very important role in the process of modernization as an international language. That is why the Indonesian government chooses English as the foreign language to be taught at schools and as a major subject for the students from elementary school to university students. They realize how important English in their life, so they intend to master it, in such way that they can use that language to communicate with other people in the world. English must cover the four language skill namely listening, speaking, reading and writing. Hamer (1991) states that in productive skill, there are speaking and writing, then in receptive skill are reading and listening. Even though writing may be considered the last skills and the productive skill we cannot ignore this skill because it is also as important as the other skills. Based on some experiences writing skills is the most difficult skill for not only it needs a lot of vocabularies or correct structure in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing rules.

The main problem usually faced by students in writing activity is grammatical rules. Most of students are getting difficult in choosing the verb to

write, so they got much errors, for instance in writing a text. The students have difficulties in choosing the right at the verb to make some sentences, so there are some errors that they make ([https://en.m.wikipedia.org/wiki/Error analysis](https://en.m.wikipedia.org/wiki/Error_analysis)). In this study the writer chooses recount text because it is good to know the students error when they write their experiences or something that have happened in their life. Hendrickson (1987:357) mentioned that errors are 'signal' that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well-structured competence in the target language. From Hendrickson we can conclude that the occurrence of errors doesn't only indicate that the learners has not learned something yet, but also it shows the teaching method applied is effective or it needs to be changed. Commonly, error in writing happens because of teachers and students. The way teacher teaches students must be appropriate with the situation and condition. It means that the teaching methods that is applied appropriate with the student's ability because there are some teachers that give up if students always make some mistake or error in writing something and let the all happened. It also caused by the teacher's method in the learning is very hard for students to understand. So the teacher should have been changed her/his method that makes students easy to understand.

The other hand, it happens because of students. Some students know and have ideas about what they are going to do to write, but they don't know how to put them into words. They can't build a good sentences so they can't understand and create paragraph or something although teacher had explained it. Most of students are also not able to construct sentences in good tense or grammatical

rules. Although they had been given a topic to write, they could not start in their writing assignment because they mostly find difficult on how to continue their writing. These frustrate the students as the result, they choose to stop their writing. Based on the writer experience when she did her teaching practice, most of the students were making an incorrect verb of the tenses and some other grammatical rules when the teacher gave them some task to write their personal experience or paragraph. For example, in recount text. Most of students still confuse what the tenses are used in recount text so they write something for example write their experience in correct tense. The writer thought that the students' error and mistake happened because they translated their ideas in Indonesian sentences word by word into English sentences and it often made their sentences read unusual and wrong in English way.

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 1 Kupang in the School Year 2020/2021**”.

1.2. Statement of the 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 made in recount text by the eleventh grade students of SMAN 1 Kupang?
2. What is the most common error committed by the eleventh grade students of SMAN 1 Kupang?

1.3.Objective of the Study

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

1. To identify the grammatical errors which are made by the eleventh grade students of SMAN 1 Kupang
2. To find out the most common error committed by the eleventh grade students of SMAN 1 Kupang

1.4. Significan of the Study

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

1. For the Writer

This study will be a way in order to help the writer herself to expand her knowledge about how to analyze the students' grammatical error in writing recount text and the writer can enrich her knowledge on theory of English grammar and errors in writing in particular .

2. For the Students

Through the result of the study, the students will know the kinds of grammatical error that appears when they write recount text. They might be encouraged and motivated to improve their writing recount text.

3. For English Teacher

To Inform the English teacher at the researched school about the result of this research of the students' error in grammatical knowledge of English, so that teacher will consider it when they are teaching English to the students.

1.5. Scope and Limitation

This study is about an analysis of grammatical errors in writing recount text of the eleventh grade students of SMAN 1 KUPANG in the school year 2020/2021. It does not describe the whole theoretical concept of grammatical error. In analyzing errors, there are four taxonomies used they are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. In this study the writer focuses on surface strategy taxonomy consisting of Omission, Addition, Misformation and Misordering.

1.6. Definition of Terms

In this section, the writer would like to give the definition of some terms in order to help reader to understand this study:

1. Errors

An error is a form in learner language that is an inaccurate, when the students learns something and consistently gets wrong (Madar and Ataburan, 2017). In this study the error means wrong use of grammar made by the eleventh grade students of SMAN 1 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 usually take into account the meaning and functions. (Ricards 1985; 125)

3. Writing

Writing is a form of communication that allows students to put their feelings and ideas on paper. Writing is an important element in our live. Lexically ‘writing’ means any work done by someone using letter or words and tool in hand and putting them on the piece of paper. (Hornby 1987; 1221). Francis (1985) said that ‘writing’ linguistically is the systematic visible and permanent representation of the auditory and transient phenomena of speech. Writing in this study meant by the writing that will be made by the students in writing recount text.

4. Recount Text

Recount text is a text which tell something that have happened in the past. Recount text has a social function to share a story what happened in the past and tell the readers what someone else experienced. Its purpose to inform and to entertain the audiences. The generic structure of recount text are: orientation, events, and reorientation (Asa, 2016).

5. SMAN 1 KUPANG

SMAN 1 KUPANG is one of the public senior high school in Kupang city that is located in Jln. Cakdoko Oetete Kota Lama.