

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Error happens in any situation, anywhere, and it cannot be separated or avoided from human life. In linguistics, errors that occur are usually in the form of how to listen, to speak, to read, or to write. According to Richard et al (in Zakariae 2002), an error is the use of a word, speech act or grammatical items in such a way that seems imperfect and as significant result of an incomplete learning (184). It is considered by Zakariae in Norrish (2017: 10) as a systematic deviation that happens when a learner has not learnt something, and consistently gets it wrong. However, the attempts made to put the error into context have always gone hand in hand with either language learning and second-language acquisition processes, Zakariae in

Hendrickson (2017: 10) mentioned that errors are „signals“ 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. Errors are made by native speakers of one language (Interlingua) and others are made by students studying a particular language (intralingua).

In this study, the writer focuses on the errors made by the eighth grade students of SMPK St.Yoseph Naikoten-Kupang, more specifically errors that occur in writing recount text. The writer examined how these students write in English in the form of recount text. Writing is used as a medium for this research. This research was

conducted with the aim to measure the achievement of what they have learned in order to know whether the students have enough understanding in writing and grammatical aspects, and the feedback can be used to know that there are some parts are not learnt yet, and also the this test will be such a kind of report to other stakeholders like school institution, parents, government, curriculum designer.

In English there are four basic skills that must be mastered by students in order to gain a good understanding of the language and will have no difficulty in interacting or finding and providing information to others. These four basic competencies are listening, reading, speaking and writing. Mastering these four basic skills is very important and can determine the success of a person learns English.

One of the English language skills that will be discussed in this study is writing. Writing is one form of conveying information, ideas, or thoughts from one person to another in the form of writing. According to Rohmana and Jianggimahastu (2019) writing is an activity of transferring words into a message that has meaning by a writer to express his or her intentions. A writing will have meaning if the author in expressing his intentions by paying attention to methods in writing so as to produce a writing that is meaningful and understood by the recipient or reader.

In English there are several things that need to be considered in writing in order to produce a good writing work, namely: Syntax or structurally correct sentence writing structure, vocabulary and spelling. Spelling is the correct formation of letters in a word.

The words that formed should be having meaning. Meaning is the aspect that determines whether a sentence is meaningful or not. Although structurally and spelling is true but if it has no meaning then the sentence becomes wrong and cannot be understood.

Error is a branch of linguistics and has two functions: theoretical and practical functions. Its theoretical function is to look at methodology and see the student's ability to target language, while its practical function is to overcome between the mismatch of student knowledge with the situation (Abushihab: 2014). Errors are divided into four categories: omission of some required element; addition of some unnecessary or incorrect element; misformation; and misordering of the elements.

## **1.2 Research Questions**

Based on the explanation above the writer is intended to conduct the study under the title “Analysis On Grammatical Errors in Recount Text Produced by EFL Learners”.

Here two research questions:

1. What are kinds of grammatical errors made by the eighth grade students of SMPK St. Joseph Naikoten-Kupang?
2. What is the most dominant kind of grammatical error made by the Eighth grade students of SMPK St. Joseph Naikoten-kupang?

### **1.3 The objectives of the study**

The objectives of the study are as follows:

1. To find out the kinds of grammatical errors made by the eighth grade students of SMPK St. Joseph Naikoten-kupang.
2. To find out the most dominant kind of grammatical error made by the eighth grade students of SMPK St. Joseph Naikoten-Kupang.

### **1.4 The significance of the study**

This research provides three important functions: theoretical, practical, and pedagogical importance. Theoretically this research can provide new things about how students' ability to write a writing using a foreign language. This can provide an idea of how their ability to understand second language lessons and actualize them in a writing, it can also provide a way for educators to reflect and assess the extent of the lesson process they provide whether effective or not achieving the criteria expected (Heydari, 2012) in addition to providing a theoretical impact also provides a practical and pedagogical impact for students where students not only learn a foreign language from their concept or theory but also they actively practice it. This is so that they can achieve one of the four basic skills in learning English, namely writing skills. Pedagogically, students know and understand writing techniques and important things that must be mastered in writing more specifically in writing foreign languages.