

CHAPTER I INTRODUCTION

1.1 Background of the Study

Language is a means of communication among individuals. It is a system of sounds which is structured and is used to communicate people's feelings, intentions, purpose, etc to the others. It is a special human characteristic. Because only human beings speak a language. Nevertheless, the ability to speak a language should be developed in a social group.

Carroll as quoted by Ramelan (1992: 10): "language is an arbitrary of speech sounds or sequence of speech sounds which is used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs things, and events in the human environment."

Johnson & Johnson (1999: 62-68) stated that communicative competence is the knowledge which enables someone to use a language effectively and their ability to actually use this knowledge for communication.

Canale (1983) outlines four major components of communicative competence: grammatical competence, including knowledge of vocabulary, rules of words and sentence formation, linguistic semantics, pronunciation and spelling; sociolinguistic competence, including rules of appropriateness of both meanings (allowable messages) and grammatical forms in different sociolinguistic contexts; discourse competence, the knowledge required to combine forms and meanings to achieve unified spoken or written texts; and strategic competence, knowledge of verbal and non-verbal communication strategies that may be called upon to compensate for limitations in one or more of the other areas of communicative competence.

When someone learns a foreign language, he often faces interference, where he/ she applies his/her mother tongue or first language structure to structure of the foreign language learnt. Surely, his / her mother tongue is different from his/ her the foreign language being learnt. Indonesian students learn English as the first foreign language. Therefore, English is a new language so that they get some difficulties and they also need much time to learn.

Thus, kinds of texts which are colored by various communicative objectives, arrangement of parts of the text, and certain linguistics features should be noticed by every language learners. It means that the learners can not only create English sentences in isolation, but also arrange them to become texts that are accepted by the native speakers.

Moreover, Ramelan (1992: 5) says that most of learning problems are caused by different elements found between the two languages. Therefore, he will be able to learn the elements of the target language which are similar to those with his own more easily than those which are not found in his native language.

The structure differences between Indonesian and English could make students make some grammatical errors. Brown (1980: 165) stated that an error is noticeable grammar from the adult grammar of native speaker, reflecting the interlanguage competence of the learners.

These errors occur because of many things. Richards (1974: 124) distinguishes three sources of competence errors:

- 1) Interference errors occur as a result of the use of element from one language while speaking another. An example might be when a German learner of L2 English says, "I go not" because the equivalent sentence in German is "Ich gehenicht".

- 2) Intralingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.
- 3) Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Indonesian does not have tenses like English. It could be seen in the table below:

No	Indonesia sentence	English sentence
1	Kami sedang belajar sekarang	We are studying now
2	Kami belajar kemarin	We studied yesterday
3	Kami belajar besok	We are going to study tomorrow

From the description above, it is clear that the way Indonesian sentences formed is different from the English way.

In the competence based curriculum 2004, recount is being taught in eight year, so the tenth year students have mastered how to write a good recount composition in English. They have had the basic of making a good composition in English. Therefore, it is interesting to observe the grammatical errors in writing made by the eleventh grade students of Senior High School.

1.2 Statement of the Problems

Based on the background above, the writer would like to conduct a research to answer the following questions:

1. What are types of grammatical errors written by the eleventh grade students of SMA Beringin Kupang in writing recount text?
2. What is the most frequent type of grammatical errors written by the eleventh grade students of SMA Beringin Kupang in writing recount text?

1.3 Objectives of the Study

In line with the statement of the problems above, the objectives of this study are as follows:

1. To describe types of grammatical errors written by the eleventh grade students of SMA Beringin Kupang in writing recount text.
2. To describe the most types of grammatical errors written by the eleventh grade students of SMA Beringin Kupang in writing recount text

1.4 Significance of the Study

This study is beneficial for the English teacher, the students of SMA Beringin Kupang also for the writer.

1. For the English teacher of SMA Beringin Kupang.

It might give a useful input for the English teacher dealing with grammatical error writing recount text made by the eleventh grade students so that the teacher will consider it when teaching writing.

2. For the student.

Through the result of the study the students of SMA Beringin Kupang especially the eleventh grade students know what kind of errors that appear when they write recount text.

3. For the writer

The writer as well as the reader will get knowledge based on the problem investigated in this research.

1.5 Scope and Limitation

This study deals with grammatical error. The writer focuses himself on finding out the types of grammatical errors committed by students in writing recount text. To analyze grammatical errors, there are some taxonomy we can use, such as linguistic category taxonomy, comparative taxonomy, and surface strategy taxonomy. Yet, the writer uses surface strategy taxonomy to find out the grammatical errors in the students' writing. The taxonomy covers omission, addition, misordering, and misformation.

1.6 Definition of Terms

In order to avoid misunderstanding, the writer presents the definition of some terms based on the title of this research.

1. Errors

Error is a false use or flaw that is made in speaking and writing of a language (Dulay, 1981). Error in this study means the false use of structure in the students' recount text.

2. Grammar

Grammar is the patterns of arrangement the words in sentences and the patterns of arrangements of parts of words into sentences (Lado, 1961 : 142) This study assessed the grammar in writing recount text of the eleventh grade students of SMA Beringin Kupang.

3. Recount Text

Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recounts begin with by telling the reader who was involved, what happened where this event took place and when it happened. The sequence of event is then described in some sort of order, for instance a time order (Seaton, 2007). In this study, recount text is the texts that the students produced.

4. SMA Beringin Kupang

It is a private senior high school located in Jl. Salak, Sikumana, Kupang.