

CHAPTER I

INTRODUCTION

1.1 Background Of Study

Nowadays along with the development period, English has become very important in education and social life. It is used and taught as one of the lessons in schools starting from the elementary until the high level of education. Not only in education level, English is also learned by ordinary people who need it.

For example: the one who wants to have a job in abroad firstly, he/she should learn the language use in the target country or at least he / she should know English.

Being aware the importance of English for communication in this era, there are many people including students interested and enthusiastic in learning English. Some of them make schedule in English course, and even the parents involve their children in a course to learn English language before entering to formal school.

Writing is one of the skills in learning English. It is an activity to describe or explain about something that we see, listen and feel presented in sentences. Hairston (1986: 8) states that to write clearly someone should pay attention to everything: audience, sentence structure, transition choice of example and half of dozens of other consideration.

In learning process, writing still becomes a problem because of the various skills needed to apply in writing. For example: they cannot construct the sentence

into a good paragraph or develop the idea in understandable sentences because their mastery of vocabulary and grammar is not so good.

Writing is closely related to grammar. Douglas (1980:264) states that in learning a language, we must know the grammar rules for forming a correct sentence. Grammar is very crucial in writing because the mistake of grammar influences the meaning and structure of a sentence. For example: yesterday, I go to Liliba. The sentence should be; Yesterday, I went to Liliba.

In the first time of learning a foreign language especially English, someone cannot avoid from making some errors whether in listening, speaking, reading and writing. Dulay (1982: 138) defines errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that delicate from some selected norm of nature language performance. Based on the statement above, the writer assumes that learners know how to arrange the sentence or speaking in English but they do not know whether they have made errors in learning process.

Based on the writer's experience in learning process when he was in junior and senior high school or even in the University, many students still made errors in English writing because they still stuck on Indonesian grammar. The writer assumes that the same things might be faced by students in junior high school including students of SMPK Sancta Familia Kupang.

There are many aspects that can cause errors in learning process. One of the most common causes in error happens because of learners' way to produce the word or sentences without following the grammatical rules and interpret English in their mother tongue whether in speaking or writing.

- For example: - I drink big cola this night (incorrect form)
- I drink big cola tonight (correct form)

There are some aspects that should be paid attention carefully in writing process such as tenses, modals, articles, clauses, gerund and etc. Based on the explanation above, the writer is interested in conducting a study on students' grammatical errors in writing. The writer would like to carry out this study with the title **“A STUDY ON GRAMMATICAL ERRORS IN WRITING RECOUNT TEXTS OF THE EIGHTH GRADE STUDENTS OF SMPK SANCTA FAMILIA SIKUMANA KUPANG IN THE SCHOOL YEAR 2014/2015”**.

1.2 Statements of Problem

Based on the background of the study, the problems can be formulated as following. The writer wants to find out:

1. What kinds of grammatical errors that committed by the eighth grade students of SMPK Sancta Familia Sikumana Kupang in writing recount texts?
2. What are the most frequent grammatical errors that committed by the eighth grade students of SMPK Sancta Familai Sikumana Kupang in writing recount texts?

1.3. Objectives of the Study

This study has the objectives related to the formulation of the problems above. They can be stated as follows:

1. To know kinds of grammatical errors that might be committed by the eighth grade students of SMPK Sancta Familia Sikumana Kupang in writing recount texts.
2. To know the most frequent grammatical errors that might be committed by the eighth grade students of SMPK Sancta Familia Sikumana Kupang in writing recount texts.

1.4. Significances of Study

The result of this study will be useful for those who have great concern in the language learning and teaching particularly the English teacher and the students.

1. For the Teachers

To help them by giving an important contribution in the English teaching process particularly about part of grammar they should pay attention to.

2. For Students

To help them by giving valuable inputs about writing so, they can learn more and be better in learning English.

3. The writer

This research is significant to broaden the knowledge of the writer in conducting grammatical errors analysis especially in English grammar.

1.5 Scope and Limitation

This study is about analysis on the grammatical errors. Dealing with this study, errors analysis is very wide and can be done in speaking, reading, listening and writing. Therefore in this case, the writers will analyze the grammatical errors in writing recount text by the eighth grade students of SMPK sancta Familia Sikumana Kupang in academic year 2014/2015. In analyzing the students' errors the writer employed the surface strategy taxonomy that classifies errors into Omission, Addition, Misformation and Misordering.

1.6 Definition of the Terms

1. Error

Error in the speech or writing of a second or foreign language learner is the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning (Richard and Schmidt 2002: 184). In this study, errors refer to students' grammatical faulty in writing composition.

2. Grammatical

It is derived from the word "grammar". Grammar covers the whole rulers of language. Coghill and Stacy Magendanz (2003: 16) state that the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. In this study, grammar cover phrases, clauses or sentences in writing which is acceptable because they are correct according to the rules.

3. Writing

Writing is a creative act of construction that seems to begin with noting a blank page and ends with a coherent structure that express feeling, emotions and attitudes, prejudices, values the full range of human experience (Macdonald 1996: 1). In this study, writing means particularly as the activity students of SMPK Sancta Familia Kupang to convey their idea concerning to the topic chosen by their own concretely and vividly.

4. Recount text

According to Lesley (1991:78) a recount text consists of reconstruction of a past experience or event. The information in all recounts is arranged in a time sequence with appropriate language usage to link the events and to show the passing of time. A recount text usually has three main sections. The first paragraph give background information about who, what and when (called orientation). This is followed by a series of paragraphs that retell the events in the order in which they happened (event). Some recounts have a concluding paragraph however, this is not always necessary (re-orientation).

Related to this study, Recount text is a text which is used to retell the experience or event that happened in the past in a writing form made by the eighth grade students of SMPK Santca Famila Sikumana Kupang.

5. SMP Sancta Familia Kupang

It is one of private Junior High School which is located in Oebolifo Street III Sikumana, Maulafa Subdistrict of Kupang city.