

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Language is a common word for every people, because everybody knows that language is a tool of communication and with language people can share their feeling, experiences, and what their needs by spoken or written.

Among many languages available in whole world, English is a very important language in this era in that English becomes an international language. Therefore people of the world also Indonesia must master English to improve the quality of educational and quality of progress in Indonesia itself.

English as important lesson will be practical than theoretical because English is the second language in our country and we not used it in our daily life therefore when the English lesson teacher must give many practice than theory so that students get used to English. There are four skill in practicing English. The four skills are listening, speaking, reading, and writing. Strudents have to master all the skills in that the skills can be the standard competencies that have to be reached by students.

In four types of skills above, based on the writer experience when teaching practice, she found that writing skills is more difficult to do than any other skills because the students are difficult to use the grammar and choose the correct word when they want to write someting. There are some definition about writing stated by the experts. Meyers (2005) stated that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a

computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other hand, Palmer (1994: 5) stated that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether. And Harmer (2004) stated that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.

For those statements above, the writer concludes that writing is another way to speak about our feelings indirectly therefore, we can change our minds when we want talk about an idea until we get the right sentence to express that by write it on a paper.

Based on the writer experience in teaching writing, the writer found many students were making mistakes in grammar. In this research the writer focus on grammatical errors that make by the students in writing recount text.

From the problem the writer got from her experience in teaching practice, the writer would like to do her research in SMP N 1 KUPANG. In this research the writer only concerns in eighth grade students in that school.

From the all explanation above, the writer decides the title of this research. The title is “A Grammatical Errors Analysis in Writing Recount Text of The Eighth Grade Students of SMP N 1 Kupang in the School Year 2017/2018”.

## **1.2 Problem Statement**

Based on the background above, the writer identifies some problems as stated in the following.

1. What are the types of errors made by the eighth grade students of SMPN 1 Kupang in the school year 2017/2018 in writing a recount text?
2. What is the most common error made by the eighth grade students of SMPN 1 Kupang in the school year 2017/2018 in writing recount text?

### **1.3 Objectives of the Study**

Going in line the problem statements above, this study has also some objectives, as follows.

1. To identify and classify the types of errors that are made by the eighth grade students of SMPN 1 Kupang in writing recount text.
2. To find out the most common errors made by the eighth grade students of SMPN 1 Kupang in writing recount text.

### **1.4 Significance of the Study**

This research has significance for the teacher and the students as explain in the following:

1. The English Teacher

This study is useful for the teacher of English to find a new technique in teaching grammar and give many exercise about grammar to be practices by the students.

2. The Students

This study can help the students to improve their English grammar so it can be easier when they want to write.

### **1.5 Scope and Limitation**

This study is about analysing errors in writing a text. There are five types of English text are learn by the students in junior high school, those are recount, report, narrative, procedure, and description. But in this writing, the writer only focus on grammatical errors in writing recount text. Talk about errors there are two types of error as follow; oral and written error. From those types of error, there are four error taxonomies as follow; linguistic category taxonomy, surface strategy taxonomy, comparative analysis, and communicative effect taxonomy. In this study the writer classified the students' errors using surface strategy taxonomy.

### **1.6 Definition of terms**

To helps the readers understand this study, the writer gives some definitions of the terms related to this study:

#### **1. Recount Text**

Anderson and anderson (1997: 24) state that a recount text is a piece of text retelling past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

#### **2. Grammar**

Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language.

#### **3. Grammatical Error**

Grammatical mean either “relating to grammar” (grammatical subject) or “consistent with grammar” (a grammatical sentence), there is nothing wrong with

the age-old phrase grammatical error. It's as acceptable as the phrases criminal lawyer and logical fallacy (Bryan, 2009).

#### 4. Error Analysis

According to James (1998: 62-63) error analysis as the study of linguistic ignorance which investigates what people do not know and how they attempt to cope with their ignorance. Therefore, students find their own ways to cope their ignorance make a connection between error analysis and their strategies.

#### 5. SMP N 1 Kupang

This is the name of a public junior high school in Kupang East Nusa Tenggara. It is a public school that located on Jl. Prof. Dr. W.Z. Johannes no 30, Oetete, Kupang.