

CHAPTER I

INTRODUCTION

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

1.1. Background of the Study

As an international language, English plays an important role as a means of communication among people in the world for business, science, economy, technology, etc. Realizing the importance of English as spoken and written international communication, the Ministry Education of Indonesia includes English as a compulsory subject to learn in Junior High School up to Senior High School (Decree No. 067).

In learning English, there are certain skills that students need to learn, namely: listening, speaking, reading and writing. Listening and reading skills that involve receiving messages which are regarded as receptive skills. Speaking and writing skills which involve language production are considered to be productive skills. As productive skill, writing is not like speaking skill nor other receptive skills. Writing is the most difficult skill for not only it needs a lot of vocabularies in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing's rules. Therefore, composing paragraph in

writing activity takes a lot of time. As Harmer (1989: 16) states that, "Writing is often not time-bound in the way conversation is.

When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them." Especially for second language (L2) or foreign language (FL) learners, the difficulty in writing does not only lie in creating and organizing ideas but also translating the ideas into readable writing, as Richards and Renandya (2002: 303) explain:

There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on. It can be summed up that writing is a hard work which needs a plenty of time for it not only generates and organizes the ideas but also translate the ideas into understandable writing by using grammatical rules correctly, and it takes a process which needs a lot of practices to be good writing. Therefore, it is inevitable for students of L2 or FL not making mistakes and committing errors in their English writing because it is the most complex skill. The explanation above is supported by the writer's unstructured interview result with the English teacher of SMP 10 Kota Kupang that the main problem faced by students in writing activity is grammatical rules. Most of students are getting difficulty in choosing

the verb to write, so they got much mistakes, for instance in writing recount text the students had difficulties in choosing the right verb form for past events.

The writer also got such the case above when he was in his teaching practice in a Public Junior High School, most of the students were not correct in using the verb of past tense and some other grammatical rules when the writer gave them a task to write their personal experience for a recount text. The writer thought that the students' mistakes are caused by some factors; first they translated their ideas in Indonesian sentences word by word into English sentences and it often made their sentences unusual and wrong in English way. The other factor is the students' knowledge. Probably they did not know the correct changing form of verb tense they wrote in their writing and they were confused to put TO BE in the non-verbal or verbal sentence they wrote. It could be caused by the interference of the students' first language or their deficiency competence that reflected on how much the students had learnt the grammatical rules of the target language. Students need to learn certain kinds of texts in Secondary School.

In Curriculum 2013, Competence Standard and Basic Competence, there are five kinds of writing texts to learn in Secondary School, namely: Narrative, Recount, Procedure, Descriptive, and Report Text. One of the texts that close to the student's life is recount text because it is a text that retells past events which the place and occurred events flow smoothly based on the sequence of time. It differs from narrative text which the climax and the resolution of problem must be created in the story. Therefore the students can explore their interesting or

unforgettable experiences they already had or people around them in recount text. Due to the events they already went through smoothly, so they do not need to struggle on how to make it happen, and it could have motivated them in writing. In fact, most of them considered writing as a burden because of some reasons related in using the proper lexical and grammatical rules. Therefore, the writer decided to choose recount text as students' writing activity in this research. The above explanation stimulates the writer to conduct research in analyzing students' grammatical error in their writing and finding out the sources of errors. The writer decided to undertake a study which explores grammatical errors that students have done in writing recount text. This issue would be discussed in his paper entitled **"An Analysis of Gramatical Error in the Writing of Recount Text"**. This research will be conducted by using a case study in the Eighth grade students of SMPN10 Kota Kupang.

1.2. Problem Statements

Based on the background of the study and the reason for choosing the topic, this study tries to answer following problems:

1. What are kinds of grammatical errors committed by the eight grade students of SMPN 10 Kota Kupang in school year 2018/2019?
2. What is the most common error made by the eight grade students of SMPN 10 Kota Kupang in school year 2018/2019?

1.3. Objective of the Study

Based on the formulation of the problem above, the objectives of this study mainly intend as follow:

1. To find out kinds of grammatical errors committed by eight grade students of SMPN 10 Kota Kupang in school year 2018/2019.
2. To find out the most common error made by the eight grade students of SMPN 10 Kota Kupang in school year 2018/2019.

1.4. Significance of the Study

Significans of the study is actually the usefulness or the benefit of a study for a human being. Thus, this study will have some benefits for the following persons.

1. The Students

It is usefull for the students to realize their errors in grammar especially in writing recount text.

2. For the English Teachers

It is usefull for English teacher to pay attention to the grammatical errors committed by their students and as a reference for them whether or not their students are good in constructing grammar when writing recount text.

3. For the Writer

From this study, the writer can improve his knowledge that he has already got especially in writing recount text.

4. For the Students of English Study Program

For the students of English study program, this study may become a reference in their way of learning English especially in writing.

1.5. Scope and Limitation

This study belongs to language skills, Language skills consist of two part:basic skills and sub skills. Basic skills consist of listening, speaking, reading, and writing. Sub skills consist of vocabulary, grammar, pronountiation, and spelling. This study focuses on the basic skill of learning language, especially writing. focuses on writing recount text. In this study the writer wants to find out and identifies errors of the eleventh grade students of SMAN 5 Kupang in writing recount text in the school year 2017/2018. In analyzing data the writer will use the surface strategy taxonomy.It consists of four types of errors: omission, addition, misform, and missordering.

1.6. Definition of Terms

There are some terms used in this study that should be defined.

1. Errors

Errors are flawed side of learner's spech and writing. They are those parts of conversation and wrting that devite from the selected norm of master language performance (Dulay, 1982: 13). In this study the error means wrong use of grammar made by the Eighth grade students of SMPN 10 Kota Kupang doing grammatical error in writing recount text.

2. Grammar

Grammar is 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

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 means writing recount text by the eight grade students of SMPN 10 Kota Kupang.

4. Recount Text

According to Hood (2000: 360) recount text is a text which retells events or experiences in the past.

5. SMPN 10 Kota Kupang

SMPN 10 Kota Kupang is one of the public schools in Jl. Prof. Dr. Herman Yohanes. Lasiana Kupang, East Nusa Tenggara Province.