

CHAPTER I

INTRODUCTION

In this chapter, the writer would like to discuss about background of the study, problem statements, objective of the study, significance of the study, scope and limitation and definition of terms. Those are explained below:

1.1 Background of the Study

English as an important means of communication, which is used by many countries in this world, plays a very important role in the process of modernization as an international language. That is why the Indonesian government chooses English as the first foreign language to be taught at schools and as a major subject for the students from elementary school to university students. They realize how important English in their life, so they intend to master it, in such way that they can use that language to communicate with other people in the world.

English must cover the four language skills namely listening, speaking, reading and writing. Hamer (1991) states that in productive skills, there are speaking and writing, then in receptive skills are reading and listening. Even though writing may be considered the last skills and the productive skills we cannot ignore this skill because it is also as important as the other skills. Based on some experiences writing skills is the most difficult skill for not only it needs a lot of vocabularies or correct structure in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing rules.

The main problem usually faced by students in writing activity is grammatical rules. Most of students are getting difficult in choosing the verb to write, so they got much errors, for instance in writing a text. The students have difficulties in choosing the right form verb to make some sentences, so there are some errors that they make ([https://en.m.wikipedia.org/wiki/Error analysis](https://en.m.wikipedia.org/wiki/Error_analysis)). In this study the writer chooses recount text because it is good to know the students error when they write their experiences or something that have happened in their life.

Hendrickson (1987:357) mentioned that errors are 'Signal' 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. From Hendrickson opinion we can conclude that the occurrence of errors doesn't only indicate that the learner has not learned something yet, but also it shows the teaching method applied is effective or it needs to be changed.

Commonly, error in writing happens because of teachers and students. The way teacher teaches students must be appropriate with the situation and condition. It means that the teaching method that is applied appropriate with the student's ability because there are some teachers that give up if students always make some mistake or error in writing something and let the all happened. It also caused by the teacher's method in learning is very hard for students to understand. So the teacher should have been changed her/his method that makes students easy to understand.

The other hand, it happens because of students. Some students know and have ideas about what they are going to do to write, but they don't know how to put them into words. They can't build a good sentences so they can't understand and create paragraph or something although teacher had explained it. Most of students

are also not able to construct sentences in good tense or grammatical rules. Although they had been given a topic to write, they could not start their writing assignment because they mostly find difficult on how to continue their writing. These frustrate the students as the result, they choose to stop their writing.

Based on the writer experience when she did her teaching practice, most of the students were making an incorrect verb of the tenses and some other grammatical rules when the teacher gave them some task to write their personal experience or paragraph. For example in recount text. Most of students still confuse what the tenses are used in recount text so they write something for example write their experience in incorrect tense. The writer thought that the students' error and mistake happened because they translated their ideas in Indonesian sentences word by word into English sentences and it often made their sentences read unusual and wrong in English way.

According to Littlefair (1991) there are some types of writing texts, such as narrative text, descriptive text, argumentative text, recount text, and report text which each of them has their own rules and functions. In this case, recount text is the main focus. Meanwhile, the students often make the errors in writing recount text. Thus, the researcher wants to identify the students' error in writing recount text and also wants to know the most frequent error encountered. So, it can be as an evaluation for the teacher to try reducing the students' error in writing recount text.

Based on the statement above, the researcher tries to conduct a research with title **“An Analysis on Grammatical Errors in Writing Recount Text of the Eleventh Grade Students of SMAN 2 Kupang in the School Year 2018/2019”**.

1.2 Problem Statements

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

1. What are the errors made in recount text by the eleventh grade students of SMAN 2 KUPANG?
2. What is the most frequent error encountered by the eleventh grade students of SMAN 2 KUPANG?

1.3 Objective of the Study

Based on the problems stated above the objectives of this study are:

1. To identify the errors which are made by the eleventh grade students of SMAN 2 KUPANG.
2. To find out the most frequent error encountered by the eleventh grade students of SMAN 2 KUPANG.

1.4 Significance of the Study

There are some significances as the contribution to some parties as follows:

1. For the writer

This study will be a way in order to help the writer herself to expand her knowledge about how to analyze the students' error in writing recount text and the writer can enrich her knowledge on theory of English grammar and errors in writing in particular.

2. For the students

Through the result of the study, the students will know the kinds of errors that appears when they write recount text. They might be encouraged and motivated to improve their writing recount text.

3. For English teacher

To inform the English teacher at the researched school about the result of this research of the students' errors in grammatical knowledge of English, so that teacher will consider it when they are teaching English to the students.

1.5 Scope and Limitation

This study is about an analysis on grammatical errors in writing recount text of the eleventh grade students of SMAN 2 KUPANG in the school year 2018/2019. It does not describe the whole theoretical concept of error. The writer limits this study only in the error based on surface strategy taxonomy refers to: omission, addition, misformation and misordering in writing recount text.

1.6 Definition of Terms

In this section, the writer would like to give the definition on some terms in order to help reader to understand this study:

1. Error

An error is a form in learner language that is inaccurate, when the student learns something and consistently gets wrong (Madar and Ataburan, 2017).

2. Error Analysis

Error analysis is the study and analysis of the error made by the second and foreign students. It is caused by several factors, they are: (1) influence of native language (2) Not knowing the grammatical structure and (3) Grammatical structure was misinterpreted (Richard, 1974).

3. Grammatical Error

It is delivered from the word “grammar”. Grammar covers the whole rules of language. In some specific cases, grammar can be identified as structure of language. Grammatical is an adjective word which has something to do in grammar (Richard, 1974). In this study, grammatical errors are meant by the errors committed by the researched students.

4. Writing

Writing is a form of communication that allows students to put their feelings and ideas on paper. Writing is an important element in our live. Lexically “writing” means any work done by someone using letter or words and a tool in hand and put them in the piece of paper (Ackley, 1986). Writing linguistically is the systematic visible and permanent representation of the auditory and transient phenomena of speech. Writing in this study is meant by the writing that will be made by the students in writing recount text.

5. Recount Text

Recount text is a text which tells something that have happened in the past. Recount text has a social function to share a story what happened in the past and tell the readers what someone else experienced. Its purpose to inform and to

entertain the audiences. The generic structure of recount text are: orientation, events, and reorientation (Asa, 2016).

6. SMA NEGERI 2 KUPANG

SMAN 2 Kupang is a private senior high school which is located in Jln. S.K. Lerik Kota Baru.