

## 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 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 who are interest and eunthusiastic in learning it. There are some language skills that should be mastered by the learners, they are: Listening, Speaking, Reading, and Writing. In addition to the main skills there are also sub skills such as: grammar, vocabulary, pronunciation.

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) concluded 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: based on my experiences during teaching practice, students can not construct the sentence into a good

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

Writing is closely related to grammar. In the first time of learning a foreign language especially English, someone can not avoid from making some errors whether in listening, speaking, reading, and writing also. Douglas (1980: 264) states that in learning a language, we must know the grammar rules in forming a correct sentence.

Grammar is very important in writing. For example: **Last night, I watch TV**. The sentence should be; **Last night, I watched TV**. Based on the statements above, the writer assumes that learners know to arrange the sentence or speaking in English but they do not know whether they have made errors in other aspects of language, for example in grammar like it's shown in the example above.

Based on the writer's experience in learning process when she 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. For example: *I eat rice this day*. The right form is *I eat rice everyday*. The writer assumes that the same things might be faced by students in senior high school including students of SMA Negeri 1 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.

Examples:

Indonesian grammar	English grammar
<ul style="list-style-type: none"><li>• <i>Saya makan piza seminggu sekali</i></li><li>• Saya makan piza tadi malam</li></ul> <p>The verb '<i>makan</i>' doesn't change the form in Indonesian Language.</p>	<ul style="list-style-type: none"><li>• I eat pizza once a week.</li><li>• I ate pizza last night.</li></ul> <p>While in English grammar the verb 'eat' is changed according to the time subject.</p>

There are some aspects that should be paid attention carefully in writing process such as; tenses, modals, articles, gerund, 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 ERROR IN RECOUNT TEXT OF THE ELEVENTH GRADE OF SMA NEGERI 1 KUPANG IN THE SCHOOL YEAR 2015/2016”**.

### 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 committed by eleventh grade students of SMA Negeri 1 Kupang in writing recount text?

2. What are the most frequent grammatical errors committed by the eleventh grade students of SMA Negeri 1 Kupang?

### **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 committed by the eleventh grade students of SMA Negeri 1 Kupang in writing recount text.
2. To know the most frequent grammatical errors committed by the eleventh grade students of SMA Negeri 1 Kupang in writing recount text.

### **1.4 Significances of the Study**

The result of this study will be useful for those who had 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. For 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. Error analysis is very wide and can be done in speaking, reading, listening, and writing. Therefore in this case, the writer will analyze the grammatical errors in students' writing. There are 8 kinds of texts taught in senior high school, they are: narrative, procedure, descriptive, report, explanation, analytical exposition, hortatory exposition, and recount text. But in this study the writer will focus on the writing of recount text. According to Dulay et al. (1982), there are 4 taxonomies used in analyzing errors, they are: (1) linguistic category taxonomy, (2) surface strategy taxonomy, (3) comparative taxonomy, and (4) communicative effect taxonomy. In this study the writer will only focus on surface strategy taxonomy, which has 4 classifications of errors: omission, addition, misformation, and misordering.

### **1.6 Definition of the Terms**

#### **1. Error**

McKeating Quoted in Abbot (1987: 49) holds the view that errors are studied in order to find out something about the learning process and about the strategies employed by human beings in learning another language. Errors are the flawed side of learner speech or writing. Errors are part of second language learning process. In this study, the meaning of errors refers to the deviated form of

grammar that would be made by the eleventh grade students of SMA Negeri 1 Kupang in writing recount text.

## 2. Grammatical error

Grammatical 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 an creative art to express feeling, emotions, and attitudes base on human experience (Macdonald 1996: 1). In this study, writing means particularly as the activity students of SMA Negeri 1 Kupang to convey their idea concerning to the topic chosen by their own topic.

## 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, its called orientation. This is followed by a series of paragraphs that retell the events

in the other in which they happened, its called event. Some recounts have a concluding paragraph however, this is not always necessary, its called 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 writing form produced by the eleventh grade students of SMA Negeri 1 Kupang.

#### 5. SMA Negeri 1 Kupang

It is one of senior high school which is located in Cak Doko street No.59, Oebobo/Oetete of Kupang city.