CHAPTER I

INTRODUCTION

1.1 Background

Language is primarily an instrument of communication among human beings in a community. Through language, we can express our ideas, feelings or emotions to other people. Without language, the world is paralyzed. It means that, language has an important role in human activities of everyday life. In using language people are demanded to know the structure of language. The Structure itself is the rule in producing utterances of a language. People learn how to construct a good message based on the rules they have known and try to convey the message to the others. Sentence deviating from rules can cause problems to the interaction of the speaker and the hearer, so the existence of the structure in a language is very important.

It is important to know that communication through language does not only take place through speech but through writing as well. Through writing, many people like to express their feelings, ideas and thought. As Harmer (1998) stated writing as a skill, of course, it is a basic language skill, just as important as speaking, listening and reading. However, Writing is often a neglected skill in the classroom and when it does take place it almost always seems to neglect language components. In fact writing using a foreign language is more difficult than speaking. Writing involves more than just producing words and sentences.

Writing is one of four basic skills. It is very important in teaching and learning English. Writing involves some language components such as spelling,

grammar, vocabulary, and punctuation. This is in line with what is stated by Byrne (1996:60) that writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation.

In writing, we will also find many kinds of texts; one of them is recount text. Since recount text is telling about the past experience or what happened in the past, so it is necessary to write it using past tense. Yet, during the writers' experience in teaching field, she found that most of the students still found it difficult to identify and use verbs in past tense, it is because the learners only focus on the simple verb form and the meaning of the verb rather than on the rules in forming the past tense. In addition she found that most of the students still find problems in using the correct form of grammar because of their limited mastery, especially the differences between regular and irregular verbs.

In this study, the writer intends to focus her writing on analyzing the errors inrecount text particularly grammatical errors found in writing recount text made by the students in learning English as foreign language, because the writer found that many students still have no understanding about the form and the use of Simple Past Tense because the English learners still influenced very much by the mother tongue. Moreover, error is the failure to use the grammatical system correctly made by the students which is caused by the lack of students' competence. Therefore the writer wants to analyze the errors made by the students and tries to give solution to overcome their problems.

She chooses the title "**An Analysis of Grammatical Errors in Writing Recount Text Made by the Tenth Grade Students of SMA Negeri Benlutu**."

1.2 Problem Statement

The problems of this study are formulated in some questions as follows:

1. What kinds of errors made in writing recount text by the tenth grade students of SMA Negeri Benlutu in the school year 2014/2015?

2. What are the most common errors made in writing recount text by the tenth grade students of SMA Negeri Benlutu in the school year 2014/2015?

1.3 Objectives of the Study

There are two objectives that have to be achieved in this study:

1. To know the kinds of errors made in writing a recount text by the tenth grade students of SMA Negeri Benlutu in the school year 2014/2015.

2. To know the most common errors made in writing a recount text by the tenth grade students of SMA Negeri Benlutu in the school year 2014/2015.

1.4 Significance of the Study

The significance of the study is actually the benefit of the study for human beings. The result of the study is expected as the contribution to the following:

1. For the Teacher:

This study informs the English teachers of the research school about the students' errors in writing recount text. If the result shows that the students still commit errors in writing recount text, then he/she might find some strategies for improvement.

2. For the Writer:

   a. This study will be a way in order to help the writer herself to expand her knowledge about how to analyze students' errors in recount text.

   b. This study also can give more knowledge for her about grammatical structure.

3. For the students

   The result of the study will inform the students about errors that they commit and therefore, they will learn more about how to compose a recount text.

1.5 Scope and Limitation

This study is about an error analysis. There are some taxonomies used in analyzing errors; they are linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. However, in this study the writer analyzed the errors committed by the students based on the surface strategy taxonomy which 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 definitions of some terms in order to help the reader to understand this study:

1. Errors:

Error is a noticeable deviation, reflecting the competence of the learners. It is systematic deviation made by the learners who has not yet mastered the rules of the target language. The learners cannot self-correct an error (James 1998: 78). In this

study error means deviances which occur or make by the students in writing a recount text.

2. Errors Analysis:

Error analysis is a type of linguistic analysis that focuses on the errors learner make (Corder, in Khan 2001: 105). In this study error analysis means an attempt to analyze the errors made by the students in writing a recount text.

3. Grammatical

A phrase, clauses, or sentence which is acceptable because it follows the rule of a grammar is described as grammatical (Richard, 1992: 161). In this study all the "Phrases, clauses or sentences" in writing a recount text which are acceptable because they are correct according to the grammar.

4. Recount Text

Anderson (1997: 42) stated that recount text is a text that retells even for the purpose of informing or entertaining. It tells an event or an experience happened in the past. Recount text contain some elements, such as social function, generic structure and lexicon grammatical features. All the elements have to exist in a recount text. In this study the students were asked to write a recount text about their past experience.

5. SMA Negeri Benlutu

SMA Negeri Benlutu is one of the state senior high schools in TTS District located at Benlutu village, East Nusa Tenggara Province.