

# **CHAPTER I**

## **INTRODUCTION**

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

There are many languages that exist in the world. All of them have rules, and it is impossible that one can master a language without knowing the rules of the language itself. One of these languages is English. Since it becomes an international language, it is very important for anyone who wants to master this language to learn and apply the rules of this language correctly. English is the first foreign language that has been programmed at Elementary school until higher level of education in order to gain the basic knowledge of English in general, whether the grammar or vocabulary.

English as a language has four basic skills: listening, speaking, reading, and writing. Writing as one of the skills that should be achieved in learning English must be supported by the correct use of sub-skills such as grammar, pronunciation, and vocabulary. Because of the lack of knowledge on these sub skills, many learners often commit errors when using the skills in communication. Within this study the writer intends to analyze the errors found in the use of the skills particularly writing.

Writing is a useful tool for discovering and thinking many things. Writing is the vital connection on which education, culture, and commerce in our society depend. Improving writing skills is crucial nowadays as we write for the readers. To improve our writing, we must know two things: what effective writing looks like, and how to plan and carry out a writing task.

Good writing is done from a set of rules and principles. Writing has been used to show that students have mastered a particular grammatical element and overall organizations that have been the most important evidence of foreign language proficiency.

In writing, students learn to construct common body of language where they use different kind of aspects in building their ideas on a written form. Writing is a form of thinking, but it is thinking for a particular audience, and for a particular occasion.

In writing process, sometimes, the writer especially foreign language learners make errors in grammar. The learners commonly do not know exactly their appropriate expressions or structure when they wish to communicate their ideas. The learners are not familiar with linguistic form which is of great helpful for the students in communication, both oral and written.

Grammar is a description of the language forms and patterns we use in communication. These forms include the structure of the sentence, the word groups within the sentence, the form and function of the words themselves, and the patterns of sound that make up the words. The grammar is the central processing unit of a language, where meanings are accepted from different multifunctional inputs and spliced together to form integrated outputs or wordings. Without grammar in the system, it would be impossible to mean more than one thing at once. In order to understand language works, therefore, we have to engage with the grammar.

Grammar is ordinarily understood as a series of statement about the way language works. It concerns with words formation, phrases, clauses and sentences.

For those who learn English as a second language or foreign language, understanding or using grammar in their communication is not easy task, they are bound to make mistakes. The above mentioned phenomenon also happens to Indonesian learners who learn English as a foreign language. In many occasion, it is often found that their writing or speaking is not grammatically correct.

In the second year of junior high school, the basic competency that should be achieved in the writing English is the students have ability to develop and produce written simple functional text in the recount text, narrative text, procedure, and descriptive text. One of the kinds of writing is Recount text. In the curriculum, recount text should be taught to the Junior high School. Sometimes students encounter difficulties because they lack of grammar or structure knowledge.

Recount text is difficult enough to learn by the students. The problems faced in the class are sometimes the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. The writer experienced when he studied in Junior High School, he had some problems when writing a recount text because lack of vocabulary and grammar. The teacher didn't teach about recount text clearly, just read from his handbook.

Based on the writer's experience during the teaching practice at SMP Negeri 12 Kupang, he found that many students were not able to write a recount text well. For example: He did not went to school yesterday. The students makes wrong sentence, it is called "double marking semantic feature". The correct one must be: He did not go to school yesterday. Only one marker is required in this sentence.

Based on the explanation above, the writer is interested in studying about grammatical error in writing recount text. The writer would like to conduct a research under the title **“A STUDY ON GRAMMATICAL ERRORS IN WRITING RECOUNT TEXT OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 KUPANG IN THE SCHOOL YEAR 2014/2015”**.

### **1.2 Statement of Problems**

Based on the background above, the writer would like to conduct the study to answer the following two questions:

1. What are the types of grammatical errors committed by the eighth grade students of SMP Negeri 1 Kupang in the school year 2014/2015 in writing recount text?
2. What are the most grammatical errors committed by the eighth grade students of SMP Negeri 1 Kupang in writing recount text?

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

This study is aimed at finding the following objectives:

1. To find out the types of grammatical errors that occur in writing the recount text of the eighth grade students of SMP Negeri 1 Kupang in the school year 2014/2015.
2. To find out the most grammatical errors committed by the eighth grade students of SMP Negeri 1 Kupang in the school year 2014/2015 in writing recount text.

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

The study is expected to present some valuable contributions to the following persons:

1. 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 teaching English to the students.

2. For writer

By doing this study, the writer can enrich his knowledge on theory of English grammar and errors in writing in particular.

3. For students

Through the result of the study the eighth grade students of SMP Negeri 1 Kupang will know kind of errors that appears when they write recount text. They might be encouraged and motivated to improve their writing recount text.

#### **1.5 Scope and Limitation**

This study is about errors. The writer focused on the analysis of grammatical errors committed by the eighth grade students of SMP Negeri 1 Kupang in writing recount text. The grammatical error was based on surface strategy taxonomy; they are omission, addition, misformation, and misordering.

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

To avoid readers misunderstanding, some key terms are defined as the following:

1. Grammar

Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Richards et al (1985:161) define grammar as “a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentence in the language”.

In this study, grammar means the language used by the students in writing recount text.

2. Error Analysis

Error Analysis means the study or the examination about the flawed side of learner's speech or writing (Dulay, 1965:138). Error is also the incorrect forms that learners produce. In this study, error means the wrong sentences constructed by the eighth grade students of SMP Negeri 1 Kupang in writing recount text.

3. Writing

Writing is a writing symbol which represents the sound, syllables or word of a language (Richards, 1985:409). In this study, writing means the act of writing recount text made by the eighth grade students of SMP Negeri 1 Kupang.

4. Recount text

Recount text means a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Dealing with the study, recount text is the text produced by the eighth grade students of SMP Negeri 1 Kupang.

5. SMP Negeri 1 Kupang

SMP Negeri 1 Kupang is one of public junior high schools, located in Kupang city, East Nusa Tenggara province. It situated at Jl. Prof. Doctor W.Z. Yohanes.