

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Human is a social creature which means that they need to socialize with another human being. Socializing means human builds up relationship and one way to make it happens is through communication. Human communicates with each other by using a language and one of many languages that need to be learned so that people can communicate with other people around the world is English. It makes English becomes a subject that is very important to be learned.

In learning English, there are four skills that need to be mastered by learners, those are listening, speaking, reading, and writing. Listening and reading are considered as receptive skill, meanwhile speaking and writing are productive skill. From the four skills mentioned, writing is said to be the most difficult skill to be mastered by learners or students at school. In writing, learners do not only focus on producing ideas into written form, but they also need to be able to form ideas into good and correct sentences so that what they have written can be understood by other people.

Mubarok (2012:163) stated that writing is one of productive skills, besides speaking, which contains of symbols (orthographic) and involves a complex process. It is a part of language skills which apart from other skills namely reading, listening, and speaking. It means that writing is a

productive skill alongside speaking skill and one the four skills that need to be learned in learning a language.

Hendriwanto & Sugeng (2013:57) stated that writing is not only used to test how well students understand a foreign language, but it also should be able to express ideas into a readable text. To make it readable and understandable, writing also requires capability at organizing and combining information into cohesive and coherent paragraphs and texts (Kumala, 2018:144). Another requirements for having a good writing as like stated by Belo (2017:513) is that writing needs some aspects as a critical thinking, knowledge, and need good understanding on grammar. Thus, the use of grammar in writing is very important.

Despite of being an aspect that cannot be separated in composing a good writing, grammar is considered to be difficult to learn. Although grammar is considered difficult, learning grammar is a must because grammar is one of the basic components of any language (Praninkas in Muhsin (2016:81)). Grammar is a set of rules that decide how the words are arranged into formation of a meaningful unit (Heryanti, 2017:84). Students at school considered that learning grammar is difficult because English grammar structure is different from Indonesian. This difference may lead to students making errors in writing.

Error in writing is hard to be avoided. It is often found in students' composition when they are asked to make dialogue, story and other. The occurrence of error is natural because students need to create sentences or

production of some words combined in a language that is not their native or first language. Ellis (1997:17) stated that errors occur when the learner does not know what is correct. Students need to transfer a language from their first language to the foreign language they studied and when they do not know the correct grammar they have to use, they make some errors. They commit errors by not using the rules of the components and elements of the second language (Ramelan in Muhsin (2016:81)). It can be caused by the lack of students' understanding about grammar or it can also be caused by the interference of first language.

With the occurrence of error made by learners or students and if the teacher does not realize about students' errors, those errors may occur repeatedly because they do not have the correction (Kumala et al., 2018:145). Thus, error analysis is needed to identify what kind of error that is often made by students. Error analysis is a type of linguistic analysis that focuses on the learner's errors (Gass & Selinker, 2008:102). Hendriwanto (2013:58) stated that error analysis is a technique for identifying, classifying, and explaining incorrect forms of a target language made by a learner. Thus, error analysis is very useful to detect what kinds of error that is often made by the students so that the teacher can know in what aspect they need to improve their teaching so that the students can understand well about grammar and will never make some errors in the future.

In this research, the researcher analyzes the students' grammatical error in their writing of recount text. The researcher chooses recount text because it is one of the text types taught in tenth grade of senior high school. The tense used is past tense which is more difficult than present tense. The students sometimes need to change some verbs into another form and they likely make some errors because some of them may not know about the past form of some verbs.

Based on the explanation above, the researcher does a research entitled "An Analysis of Grammatical Error in Students' Writing of Recount Text at the Tenth Grade Students of SMA N 1 Kembang in the Academic Year of 2018/2019".

1.2 Research Question

Based on the background of the study, the research questions can be formulated as follows:

1. What are types of error made by the tenth grade students of SMA N 1 Kembang in writing recount text?
2. What is the most dominant type of error made by the tenth grade students of SMA N 1 Kembang in writing recount text?
3. What sources of error made by the tenth grade students of SMA N 1 Kembang in writing recount text?

1.3 Objective of the Study

The objectives of this study are:

1. To identify the types of error made by the tenth grade students of SMA N 1 Kembang in writing recount text.
2. To find out the most dominant type of error made by the tenth grade students of SMA N 1 Kembang in writing recount text.
3. To know the sources of error made by the tenth grade students of SMA N 1 Kembang in writing recount text.

1.4 Significance of the Study

The process and the results of this research are expected to give some benefits as follows:

1. Theoretically

The result of this study is able to give a contribution to the teaching and learning process in English especially in writing.

2. Practically

a. For the English Teacher

The result of this study provides feedback for the English teacher that may be useful to make them aware of students' difficulties in writing so they will pay more attention to the errors made by the students. It is expected that the teacher will improve

their teaching so that they can make students understand well and will never make some errors again.

b. For the Students

The result of this study is expected to make them aware of some grammatical errors that they have made and try to learn more to improve their knowledge and understanding about the correct grammatical form.

c. For other Researchers

The result of this research can be a reference for conducting other research related to this research study.

1.5 Limitation of the Study

In this study, the researcher limits the research to only analyze the tenth grade students' writing of recount text. The researcher conducts the error analysis based on the surface strategy taxonomy by Dulay. They are omission, addition, misordering and misformation. The researcher also analyzes the source of error only whether it comes from the Indonesian language as the first language (interlingual transfer) or from English as the target language (intralingual transfer).

1.6 Thesis Organization

This study is divided into five chapters. Those are introduction, review of related literature, research method, findings and discussions and conclusion.

Chapter I is the introduction. It consists of background of study, research question, objective of the study, significance of the study, limitation of the study and thesis organization.

Chapter II is review of related literature. It presents the previous studies and theoretical review. There are four studies used in previous studies, meanwhile theoretical review consists of definition and aspect of writing, recount text, grammar, definition, types of error based on surface strategy taxonomy, and sources of error, and also definition and procedure of error analysis.

Chapter III is research methodology. It consists of research design, setting and subject of the study, data and technique of collecting data, and data analysis technique.

Chapter IV is findings and discussions. It presents the findings of the research and also the discussions of them.

Chapter V is the conclusions. It presents the conclusion of this research and also some suggestions for the English teacher, students and other researchers.