CHAPTER I

INTRODUCTION

This chapter presents introduction in which divided into five parts, namely background of the study, research question of the study, objective of the study, significant of the study and limitation of the study.

1.1 Background

English as an International language is widely known by most of people in the world. The country which uses English as mother tongue, they use English spoken and written in daily life. Every part of their life such as instructions and information is in English. In Indonesia, English is threatened as foreign language since they are at basic level of education. According to Curriculum of 2013, English is learnt by students since they are in class seventh. When students learn English they focus on mastering four macro skills of English; they are listening, speaking, reading and writing. According to Kusuma (2019:6) English as a foreign language means that English is taught in school, often widely, but it does not play an essentials role in national or social life. People in such country, commonly, they can live their daily life by using their mother tongue or second language without using any foreign language. This situation is even possible for social or professional advancement.

Students in Indonesia, learn English as one of compulsory subject in high school. They are targeted to master four skills (reading, listening, speaking and writing) in learning language. Listening and reading skills involve in

receiving information are regarded as receptive skills. Speaking and writing skills involve in communicating information are productive skills. Among these skills, writing is often considered as the most difficult skill. Alfayed (2017 : 1) defines writing is not like speaking or other receptive skills, writing skill not only needs a lot of vocabulary in composing a paragraph, but also correct grammars, apart from other writing's rules, in order to be comprehensible. According to Harmer (2004 : 31) writing and speaking are totally different, in writing students have a lot of times to think about the idea as opposed to what they do in oral activities. Students can think what comes across their minds and consult to dictionaries and book references. But, to express the ideas in process of writing are the most difficult skill to be mastered by students.

In the context of second language or foreign learning, students get more difficulty in writing by not only creating and organizing ideas, but also translate the ideas into readable text. To overcome this process, students need to understand the system of target language rules. Cholipah (2014 : 2) defines writing is a hard work which needs a plenty of time for it to not only generates and organizes the ideas but also must translate the ideas into understandable writing by using grammatical rules correctly, and it takes a process which needs a lot of practices to be good writing.

Nowadays writing activity is getting more and more essential. It should be mastered in order to be educated and knowledgeable. However, Indonesian students, especially in junior high school, commonly have a little enthusiasm

for managing their writing tasks. Whenever they have writing tasks, they feel it is difficult to do. Nevertheless, they should have strong foundation for their writing skill before entering a higher level of education. Therefore, it is crucial for them to master this skill. Writing is the most difficult skill, only it does not only need a lot of vocabularies in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing's rules (Ilmiah, 2016: 10). Therefore, composing paragraph in writing activity takes a lot of time.

The important of those aspects that should be master in order to make a well structure writing, but writing in different language is not always as easy as writing in our own language since there are some different rules in the writing. However, learning a language cannot be separated from making error. In fact, most of them consider writing as a burden because of some reasons relate in using the proper lexical and grammatical rules. As Brown, (2000: 226) states that making error is natural as a part of language acquisition. Error is happened because of learner are less aware of target language rules. Error needs to be corrected by someone else because error shows the level of students' competence.

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 (Girani, 2019:3). Hendriwanto & Sugeng (2013:58) states 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 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 eighth grade of junior high school. Determining the types of text is needed to do by the students. It will help students to determine the topic or subject, purpose (why they are writing), style (how they should write) and their attitude toward our subject supportive, objective (Girani, 2019:4). (Hartono & Purwanto, 2017:15) states recount text is a text that tells about true story or event(s) that happened in the past. In details, it includes *what* happened, *who* was involved, *where* it took place, *when* it happened, and *why* it occurred. While, Derewianka in Asni & Susanti (2018:133) mentioned that recount text consists of three types. They are Personal Text Recount which consists of information or a story that is a personal experience of the author of the text, for example the diary of a person, or a biography, etc.

The recount text has a title, which summarizes the text. Since recount tells about past experiences, it uses past tenses; such as simple past, past perfect,

past continuous, or even uses past perfect continuous tenses. Suwarni & Niati (2016:5) states that recount text describes events, so plenty of use is made of verbs (action words), and of adverbs (describe or add more detail to verbs). And since it describes events in a chronological order, to describe the events words which link events in time can be used, such as next, later, when, then, after, before, first and the language features of recount are focus on specific participants, use of past tense, use of material processes, circumstances of time and place, and focus on temporal sequence.

Additionally, the researcher had ever done interview with the teacher and the teacher found such problems stated that there are some problems faced by students in writing recount text. According to Alfayed (2017 : 3) the grammatical error is the most serious problem made by high school students in writing recount text. The problems come up when students apply past tense with regular and irregular verbs. Other problems come up in the part of content, vocabulary and spelling. It happens when students demonstrate to the main ideas to care of diction and to concern on mechanism and punctuation.

Based on description above, in order to improve the competence, the researcher was interested in analysing the errors made by the students. Especially, the researcher focused on grammatical error. In this research, the researcher decided to choose recount text as students' writing activity. The objective of this research is to find out the grammatical error in writing of recount text produced by the eighth grade students of SMP Islam Raudhlatut Thalibin Jambusari. The explanation above lead the researcher to conduct a

research entitled "AN ANALYSIS OF GRAMMATICAL ERROR IN WRITTEN RECOUNT TEXT BY EIGHTH GRADE STUDENTS OF SMP ISLAM RAUDHLOTUT THALIBIN JAMBUSARI".

1.2 Statement of the problem

Based on the background of the research above, the problems of the research followed:

1. What are the grammatical errors in writing recount text made by the eighth grade students of SMP Islam Raudhlatut Thalibin Jambusari?

2. What are the sources of errors in writing recount text made by eighth grade students of SMP Islam Raudhlatut Thalibin Jambusari?

3. How many percentages of errors made by the eighth grade students of SMP Islam Raudhlatut Thalibin Jambusari?

1.3 Objective of the study

In line with the formulation of the problem of research above, the objectives of the research were:

1. To find the grammatical errors in writing recount text made by the eighth grade students of SMP Islam Raudhlatut Thalibin Jambusari.

2. To describe the sources of errors in writing recount text made by the eighth grade students of SMP Islam Raudhlatut Thalibin Jambusari.

3. To know the percentages of errors made by the eighth grade students of SMP Islam Raudhlatut Thalibin Jambusari.

1.4 Significant 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 The Limitation of the study

In this study, the researcher limited the research only analyze the eighth grade students' writing of recount text. The researcher conducted the error analysis based on Betty S. Azar classification. They were fourteen error classifications. They were singular-plural, word form, word choice, verb tense, add word, omit a word, word order, spelling, punctuation, capitalization, article, meaning not clear, incomplete sentence, and run on sentence. The researcher also analyzed 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) by J. Richard.