CHAPTER I

INTRODUCTION

This chapter presented some points. There were background of the study, problems identification, scope of the study, problem statement, and the purpose of the study.

1.1 Background of the Study

English is a language used in many countries as a tool of communication. English as an international language helps people from different countries to do a communication and understand each other. In Indonesia people use English as the first foreign language which is applied in some formal condition.Beside of in the formal condition, Indonesian people use English to communicate with the foreigner who comes to Indonesia. In the world of education, English has been commonly introduced since the students are in the elementary school. But in some places students have been taught English since they are in the kindergarten. The government thinks that English has become the need of our country. Even though the use of English in Indonesia is only in some situation, English becomes one of the favorite courses at school.

Writing is one skill of language that is used to transfer an idea from a writer to the readers. The writer represents the idea that he/she has in form of writing. Manik&Sinurat (2015) state that writing is a process of representing or replacing thought, idea, opinions, experiences, events, and histories to some medias. There are

lots of things that can be the object of writing such as a letter, stories, notes, etc. writing is a producing skill of language because the activity of writing comes from an idea which is transferred to some media like a paper or the others medias. From writing activity the writer can tell the reader about what he/she thinks or the writer can give an opinion or some moral values by writing a story. In the writing activity people can explore their imagination deeper. Asrifan (2015) stated that the process of wring becomes a way to express an idea, feeling, opinion and all that is thought in mind. Writing becomes one of the best ways to tell what somebody wants to say.

There are some things that should be considered in writing process because that is not easy to make a good writing. We can see the example of writing in the social media. One of the popular social media was Facebook. Everyone could write anything on Facebook. By making status, they can express their feeling, idea and opinion. In the other hand not all of the status on the Facebook can be categorized as a good writing. To make a good writing there are some aspects that should be considered. The aspects of writing that should be known are vocabulary, organization, mechanic. Grammar is also very important to be mastered. It helps the students to state their ideas clearly for the reader to understand their writing. In writing we have to know those aspects which will influence the quality of our writing. We have to make the reader of our writing can understand our writing as clear. It is also supported by Wahyuni who stated that writing is a complex activity, where we have to know how to generate, organize our ideas, and understand some aspects of the writing content.

Grammar is a set of structural rules arranging the structure of any given natural language of clauses, phrases and words. Jeffrey Coghill and Stacy Magendanz(2003:xvi) state that grammar is a set of rules governing or arranging its structure. Grammar also determines the arrangement of words into the meaningful units which is important in writing skill.

Swan(1996), states that linguists are more likely to pay attention to the original English language (British English) defines grammar as follows: " Rules showing how words are combined, arranged and also changed to show the meaning. He stated that is not easy to analyze the different between the meaning and structure, sometime one meaning has more than one structure.

According to Richard et al.(2002) an error is the use of words or grammatical elements that is not complete appearing imperfect and significant. According to Corder(1976), errors are significant in three aspects of learning, the first aspect is for the teacher, in that they tell him, if he or she carries out a systematic analysis, how far the learner has progressed towards this goal and, consequently, what remains to be learned. the second aspect is they demonstrate to the researcher how language is learned or acquired and what strategies or procedures the learner employs in his discovery of the language. The third one is they are essential for the learner himself, because we can consider error making as a tool that the learner uses to learn. Errors are the signs of' the current insufficiency or wrong of our teaching methods" (Corder 1976, p. 163).

Krishnasamy (2015) did a research entitle "Grammatical Error Analysis in Writing of ESL Diploma Students". He stated that Grammar is regarded as the most

fundamental element of language learning for second language learners. In this study, there are two research questions that were made by the researcher. Those tow research questions are (1) What are the grammatical errors committed by ESL learners in writing? (2) What are the errors in the use of Tenses committed by ESL learners in writing?.

In this study the researcher used the convenience sampling (Fook, Sidhu, & Singh, 2006). The study was conducted on Diploma ESL students who were selected at random of the English subject course. The students were given a pre- test in order to know the level of the students in writing. The students were given 50 minutes to write an essay which is contained of 250 words. There are seven types of grammatical errors committed by the selected ESL learners which include errors in the uses of Tenses, Verbs, Nouns, Adjectives, Prepositions, Gerunds and Subject-Verb Agreement (SVA). Based on the findings, it is summarized that there are three most common types of grammatical errors identified from the students" writing which are errors in Tenses, SVA and Verb. These three types of errors can be further divided into several categories in detail; considering the examples of errors extracted from the writing.

Based on the observation that had been conducted by the researcher at SMA N 1 Susut, it was possible to conduct an analysis of grammatical error in writing a recount text. The researcher had conducted interview to some students and also English teacher at SMA N 1 Susut. From the interview that had been conducted the researcher found some common errors that were usually made by the students. The

most difficult thing that made the students getting hard to learn English was the grammatical or the pattern of English. The teacher stated that she found lots of grammatical error made by the students in their writing task. Recount text was one of the material that was given to the students grade ten in the second semester. The teacher found lots of grammatical error that were made by the students in their recount text. One example of the error was about the use of "to be" that should be in the past form but the students still wrote in the present form. The example of the students error is "I am happy to see my grandfather last week". the correct sentence of that error sentence is " I was happy to see my grandfather last week". The other example of the students error is " I go to my grandfather house last week". Here the student made an error in form of verb. In that sentence the student should used verb two of "go" (went). the correct sentence is " I went to my grandfather house last week".

So in this research the researcher did an analysis of grammatical error in writing recount text that was committed by the students grade eleven, and for the sample the researcher used one class, and the class was MIPA 4 of SMA N 1 Susut.

1.2 Problem Identification

Since English as the foreign language in Indonesia the students of Senior High School usually got hard to follow the grammatical that was used in English because they tend to communicate by using Indonesian. Actually there are big differences of the structure or grammatical that is used in English and in Indonesia. Lots of students complained to their teacher when the teacher gave a task to write a story especially

recount text. The students complained about the number of verbs that are different from Indonesian. In English there are three types of verb that should be remembered by the students, but in Indonesian they need only know one verb without considering about the past form and also the past participle.

1.3 Scope of the Study

This study was limited on analyzing the types of grammatical errors and the sources of errors committed by the students in writing recount text for the grade eleven students of SMA Negeri 1 Susut.

1.4 Problem Statement

Since the grammatical error was often found in writing recount text. It was a challenge to do an analysis about the types and sources of grammatical error made by the students in writing recount text. Based on the description of the background of the study, there were two statements of the problem that were involved in this research.

1. What are the types of grammatical errorscommitted by the students grade eleven at SMA Negeri 1 Susut in writing recount text?

2. What are the sources of the grammatical error committed by the students grade eleven in writing recount text?

1.5 Purpose of the Study

Based on the statement of problem above there were some purpose of the study, the first one was to know what the types of grammatical error made by the

students. The second one was to know what the sources of grammatical errors that the students make in writing recount text.

1.6 Research Significant
1.6.1. Theoretical Significant

The result of the study was expected to give more knowledge and also contribution on the teaching and learning about recount text that was held in Senior High School especially SMA Negeri 1 Susut. This study hopefully became a guidance for the teacher who teaches recount text to know the types and sources of grammatical error that is usually made by the students.

1.6.2. Practical significant

1. For students

This study was expected to be used to the students in order to help them in developing their grammatical knowledge especially in writing recount text. The students hopefully learn more about the grammatical error from this study so they can avoid the error of grammatical especially in writing recount text.

2. For the teacher

This study hopefully becomes the guidance for all teacher in teaching English especially in recount text to the students, so the teacher can be easier to identify the error of grammatical that is made by the students.

3. For the other researchers

This study was expected to be the refference to the other researchers in conducting the similar research in the future.