

## CHAPTER I

### INTRODUCTION

This chapter explains such things as background of the study, problem identification, problem limitation, problem statements, purposes of the study, and significances of the study.

#### 1.1 Background of the Study

English is a foreign language in Indonesia. In the context of English as a foreign language (EFL), the difficulty of Indonesian students does not only refer to the meaning of the language but also to the way how they should apply the language. The important components of English should be learned by the students in order to support in applying English. According to Harmer (2007), there are four integrated English skills namely, listening, speaking, reading, and writing. In this case, listening and reading are receptive skills while speaking and writing are productive skills. As a productive skill, writing skill does not only include to the vocabulary like receptive skills but it also includes the correct grammar and the writing rules in composing a paragraph. According to Harmer (2004), writing is totally different from speaking. In writing, students should think many times about the idea as opposed to what they do in oral activities. In this case, students can think about the ideas that will be written in a paragraph. But it is difficult for the students to express the ideas in writing process. It is important for students to master the writing skill in order to make the paragraph comprehensible.

Mastering writing skill is the most difficult thing for students who consider English as a foreign language (Richard and Renandya, 2002). Students have to

think many things in writing process such as word choice, punctuation and so on. Besides, the most important thing to support in making a good paragraph is grammar. According to Cowan (2008), grammar is the set of rules that describes how words can be arranged to form correct sentences in a certain language. It means that grammar is the aspect of language that explains how the language is structured. According to Dewanti and Putri (2014), in delivering the sentence or uttering the sentence well, students should produce it correctly in terms of grammar. It makes the sentence or paragraph easy to understand.

The importance of grammar is not only for oral language but also for written language. Students are still making an error in their writing. Commonly EFL students are still lack of grammatical concept that causes some errors in writing (Uthman & Abdalla, 2015). Students are still confused in organizing the sentence of English as a foreign language since there are some differences of language rules between the students' first language and their target language. According to Hubbard et al. (1983), error happens because of the lack of knowledge about the target language (English). It is because EFL students do not know well about the grammatical rules of the language. It is natural for EFL students to make errors in order to achieve certain language competence (Krashen, 1982). Making error is considered as an important learning process to develop their competence in mastering the target language.

It is not only the complexity of the target language that is learned by EFL students, but also the differences of language rules between the students' first language and their target language that are considered as the problems that are dealt by the students. This situation leads students to make grammatical errors in

writing process. It is possible for students to make an error or mistake in their writing process, especially for EFL students. Both errors and mistakes are different problems (Mourtaga, 2004). Actually, a mistake is not the result of students' competence and it can be self-corrected. While, a grammatical error refers to the wrongness of grammar. It is caused by a lack of students' knowledge about grammatical rules of the target language. In this case, grammatical error is one of main problem for students in learning the target language, especially in writing process.

In the process of learning writing skill there are three genres of monologue text which are learnt by students and that are obliged by the curriculum, namely descriptive text, narrative text, and recount text. One of the texts which are learnt by EFL students is recount text. Recount text is a text that retells past events which happened in chronological order (Andersen & Andersen, 1997). It has the purpose of telling someone's experience in the past. In recount text students can explore the unforgettable experience and write their experience into text through sequence of events.

There are some writing rules that should be used in making recount text. These include common generic features of recount text, namely orientation, record of event, and re-orientation (Ken Hyland, 2004). The orientation part of recount text provides the information about whom, where, and when. While, record of event is about the sequence of events that happened in the past. Re-orientation is as the closure of events in recount text. In this case, students need to think creatively to make a well-organized paragraph. Besides, students should be aware of the language features of recount text that will be used. Since the recount

text tells about the past events, it means that the text must use past tense. In this case, students should be aware of the writing rules in making recount text.

Students have to master recount text in order to make a well-structured recount text. Since there are some different rules in foreign language, students still made some errors in writing recount text. However, the rules of grammar that are used in writing recount text cause the students to find some problems. Therefore, it is difficult to make paragraph comprehensible. In fact, junior high school students have already been taught about recount text but there are some errors made by students. It is not only in structuring paragraph but also in using grammatical rules such as tenses, language features and so on.

Many researchers conducted study about error analysis in writing recount texts. Iim Imlakiyah (2016) conducted a study about students' grammatical error in writing recount text at the eight grade students of MTs Annidhomiyah Cirebon. The aim of the study was to analyze the most common errors of students personal writing recount text. The result showed that the common errors made by students was misformation. It has the highest result which total of errors was 109 (60%). There were 40 omission errors with the total of errors was 22%. Then, addition error was 21 with the total of errors was 11%. For the lowest errors was misordering and the result showed 12 errors with the total of errors was 7%. The result of this study showed the information about the ability of the students in writing process, especially in writing recount text. Even though there are many researchers who analyzed about grammatical error in writing recount texts, it should be noted that there are many students who make an error in their writing process. In this case, this study focuses on students' grammatical error to know

the difficulties faced by the students in personal writing recount text. The errors that find in this study can help the teacher to make the strategies in teaching process. Besides, this study can help the students to know their weaknesses in writing process in order to find their problem and help the students to not make same errors in their writing.

The study entitled *An Analysis of Grammatical Errors in Writing Recount Texts by the First Grade Students of SMA Negeri 3 Surakarta in the Academic Year of 2015/2016* which aimed to investigate the errors and causes of errors made by students in writing recount texts was conducted by Bhagas (2017). This study used taxonomy of grammatical error to classify the errors made by the students in their recount texts. The data were 406 errors made by students. There were errors 44.09% with total 179 errors in sentence pattern, proposition error was 13.79% or 56 errors, and pronoun error was 5.17% or 21 errors. Besides there were causes of errors showed 52.71% or 214 interlingual transfer, and intralingual transfer was 47.29% or 192 of the total error. In this case, the students did not fully understand about the target language rule that cause some errors found in their writings.

The study entitled *An Analysis of Grammatical Errors in Writing Recount Texts Made by the First Year Students of English Study Program FKIP Universitas Riau* was conducted by Fitriah et al. (2019) to find out types of errors of students in writing recount texts and it was descriptive research. The participants of this study were 17 the first students of English Program FKIP Riau University. The students were selected by using cluster sampling technique and the data collected by using written test. The result found 71.90% total of errors including 19.35% of omission error, 5.10% of misordering error and 3.47% of addition error. In this case, the

students made those errors because of the students' lack of knowledge about the rules of the target language. Besides, the errors occurred because the students still use their mother language rule in producing English sentences. The grammar of the target language mastery also influence the students' errors in their writings.

Based on pre-observation conducted during Practice Teaching Program, there were some problems faced by students in the tenth grade students of SMA N 1 Cluring in writing paragraph, especially in making paragraphs of recount text. The use of recount text is to tell about past activity which has different rules of grammar in it. The problem is that students did not know how to use language features of recount text correctly. They also had difficulty in arranging sentence of recount texts. Hence, there were many grammatical errors in students' work caused by the students' lack of knowledge. They have been taught about recount text in junior high school, but they had low experience in writing skill which makes students find difficulties to writing a recount text.

Based on the situation explained above, this study was conducted in order to analyze the students' grammatical errors in writing recount texts in SMA N 1 Cluring, since there were some problem faced by the students in writing process, especially in recount text.

## **1.2 Problem Identification**

This study is an analysis of grammatical errors in writing recount texts. Based on curriculum of Indonesia, students are expected to be able to make good paragraphs in writing recount text. It is because the students have already been taught about recount text in junior high school. In fact, based on pre-observations conducted during Practice Teaching Program, the tenth-grade students of SMA N

1 Cluring still had problems in grammar, especially writing a text. However, the students did not fully understand about grammatical rules in writing recount text. Besides students are still confused to make a well-structured paragraph. In this study, the researcher is interested in conducting this study in order to find the problems that are dealt with by the tenth-grade students of SMA N 1 Cluring in writing recount texts.

### **1.3 Problem Limitation**

This study is limited to investigate the problems in grammatical errors faced by the students in writing recount texts. This means that this study only focuses on analyzing the students' writing works in making recount texts, especially on grammatical errors made by the students.

### **1.4 Problem Statements**

Based on the explanation on the background of the study above, the problem statements of the study are formulated as follows:

1. What are the common kinds of grammatical errors made by the tenth grade students of SMA Negeri 1 Cluring in writing recount texts?
2. What are the factors that cause the errors that are faced by the tenth grade students of SMA Negeri 1 Cluring in writing recount texts?

### **1.5 Purposes of the Study**

Based on the problem statements above, the purposes of the study as follows:

1. To identify the kinds of common types of grammatical errors made by students in writing recount texts.
2. To describe the causes of the errors made by students in writing recount texts.

## 1.6 Significances of the Study

The result of this study is expected to be able to give significant contribution to students, teacher, and future researchers.

### a. To Students

The result of this study is expected to help the students to be aware of the way in writing recount texts. Students can also learn more about the grammatical errors committed by the students in writing recount texts in order to be able to write grammatically correct sentences in writing recount text paragraphs.

### b. To teachers

The result of this study will help the teachers to know the common grammatical errors in writing recount texts which can be used as a basis for conducting remedial teaching. Besides, it helps the teachers to know how far the students understand about the grammatical rules in writing recount texts.

### c. To Future Researcher

The result of this study can be used as a reference for other researchers in conducting other similar researches. Besides, it helps the other researchers who want to analyze the appropriate strategy to anticipate the students' errors in writing recount texts.