CHAPTER I

INTRODUCTION

A. Background of the study

A language serves as a system employed for more efficient communication and the transfer of information to others. Within the context of culture, this represents a pivotal aspect of language, enabling expressions to forge strong connections with people. English stands out as a global language and is one of the most widely spoken languages worldwide. There are certain skills that one should acquire and refine, including listening, speaking, reading, and writing. These skills are foundational, particularly when teaching English as a foreign language in various educational settings, whether formal or informal, such as schools or courses.

Indonesian students encounter numerous challenges when it comes in learning English. This arises from the fact that English is not commonly used as an everyday language in their surroundings, and the Indonesian education system tends to generate students with pre-established beliefs about teaching methods. This notion is supported by Keating (2019), who says that the process of learning the Indonesian language often places students in a passive role, where they are expected to passively absorb information from the teacher, who occupies a central position in the classroom as an authoritative figure that should not be questioned.

Wahyuningsih (2015) stated that in writing skill, grammar acts as the fundamental aspect. Palmer (2011) stated that, it is difficult to learn writing skill

because the learners should do some process through planning, organizing, and revising the writing. Furthermore, during the writing process, authors need the capacity to gather and arrange information coherently into paragraphs, ensuring their writing is comprehensible to readers. In educational aspect, writing is the crucial thing that should be mastered, and in getting this skill, students should be good in grammar. In having a good writing skill, students must have a lot of knowledge and the ability for compiling the words into good paragraphs, along with correct grammar. Specifically, recount texts necessitate students to narrate past events or experiences in a logical and coherent manner. To effectively portray the sequence of events, temporal relationships, and descriptive details, students need to exhibit a strong grasp of grammar rules and apply them appropriately.

Dulay (1973) revealed that language acquisition necessitates the systematic occurrence of errors as an integral part of the learning process. Errors in communication can be inhibited towards effective communication and the decoding of messages. In the second language learning, as Corder (1967) observed, the learner's errors indicate both the state of learner's knowledge and the way in which a second language is learned. The error is natural, but errors made by the learners and native speakers are different. The structure differences between Indonesian and English could make learners produce some errors. However, it has been observed that students often encounter difficulties with grammatical errors in their written recount texts. These errors can impede the clarity and cohesiveness of their writing, resulting in communication breakdowns. Consequently, it is important to investigate the types and frequency of

grammatical errors made by students in their recount texts to identify common problem areas.

Students encounter several challenges when it comes to composing recount texts. According to Marda (2013), the most significant issue high school students face in writing recount texts is grammatical errors, specifically when they use past tense with both regular and irregular verbs. Additionally, students often struggle with organizing their texts, making it difficult to create coherent and cohesive compositions. Further difficulties arise in areas such as content, vocabulary, and spelling, which manifest when students fail to convey their main ideas effectively, use appropriate diction, and pay attention to mechanics and punctuation..

Based on the preliminary research when the researcher was doing PLP 2 on October 2022 at SMP Negeri 2 Pancur batu, during interview with teacher, the researcher identified several issues. The teachers reported that some students possess limited knowledge of grammatical rules, leading to omissions in their writing. Additionally, some students struggle with the proper use of "to be" and articles (a, an, the), while others have difficulty understanding vocabulary usage. Consequently, these students often make errors in selecting appropriate vocabulary, as they lack a clear understanding of the word's function. Another cause is the lack of practice and direct application in writing. Students need opportunities to actively use grammar in writing recount texts. If they only understand it theoretically without many chances to practice, their ability to apply that grammar will be limited. Furthermore, there is also a motivation issue. Some students may not feel motivated to learn and master grammar in writing recount

texts. They might not recognize the significance of achieving proficiency in grammar for their writing skills. The results of the interview are also supported by the students' writing in composing recount texts. The researcher also found some facts that the students have some difficulties in writing text even short functional text such recount. The figure below is the students' writing test.

Figure 1.1 Students' Writing Test
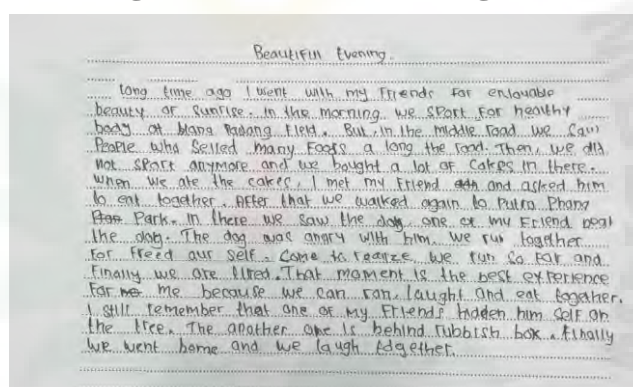
The information presented above indicates that students at SMP Negeri 2 Pancur Batu continue to encounter challenges when composing recount texts. It was found many errors in their text writing. The use of the verb 'run' is inappropriate in the context of a recount text because the tenses employed are in the past tense. Therefore, the use of the past form of the verb, 'ran,' is a more suitable choice. Consequently, the researcher is focus on investigating the types of grammatical errors, including the most dominant type that second-grade students at SMP Negeri 2 Pancur Batu make in their written recount texts.

B. Problem of the study

Based on the background of the study above, the problem of the study is formulated as follows:

1. What types of grammatical errors are made by students in writing recount text at the second grade of SMP N 2 Pancur Batu?

2. What is the most dominant type of error made by the students in writing recount text at the second grade of SMP N 2 Pancur Batu?

C. **The Objective of the study**

Related to the problems, the study is intended to find out :

1. The types of grammatical errors made by students in writing recount text at the second grade of SMP N 2 Pancur Batu

2. The most dominant type of grammatical errors made by students in writing recount text at the second grade of SMP N 2 Pancur Batu

D. **The Scope of the Study**

This study has a specific focus on analyzing the grammatical errors made by students in writing recount texts at the second grade of Smp N 2 Pancur Batu. It aims to identify the types of grammatical errors and determine which type is the most prevalent among second-grade students at SMP Negeri 2 Pancur Batu.

E. **The Significance of the Study**

The results of the study are expected not only to be merely data but something more advantageous theoritically and practically. It can be described as follows:

Theoritically, the results of this study are expected to enrich the literature on English teaching writing a recount text and to provide a benefical reference for further research on a grammatical error analysis of students' skill in writing recount text.

Practically, the result of this study is expected to give benefits for students, English teachers, and future researchers.

1. **For the Students**

This study could help students to avoid making the same errors, especially producing their own writing in using the right tenses. Students could pay attention with the changes of verbs (in using tenses) to make a good sentence.

2. **For the English Teacher**

This research holds significance for English teachers as they can utilize its analysis as a valuable resource in the instruction of writing, particularly when it comes to recount text. Teachers can assist students in grasping the appropriate usage of past tense, gaining insights into the challenges students face in learning recount text. This understanding empowers teachers to select more effective and creative teaching methods for recount text instructions.

3. **For the Future Researchers**

This study can provide information for other researchers in conducting new and more in-depth research on the same or related issues.