

# CHAPTER I INTRODUCTION

## A. The Background of the Study

In Indonesia, English is taught as a foreign language. English generally has been learned by the students since they were in the basic level of education. When students learnt English, they are focused on mastering four language skills: They are Listening, Speaking, Reading, and Writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are to be improved in the process of teaching and learning English.

In the process of teaching and learning English, writing skill is more complicated than that of other language skills. Braine and Yoruzu (1998: 130) in Javed (2013) state that basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way. Writing as one of the four skills of listening, speaking, reading and writing has always formed part of the syllabus in the teaching of English (Harmer, 2004:31).

Based on the preliminary observation of the English teacher of SMA Budisatrya Medan on 28<sup>th</sup> March 2015, the writer asked the teacher about students' writing recount text score list for the first semester. Then, the writer asked about the minimum criteria mastery for writing recount text. The writer saw the minimum mastery criteria (KKM) was applied 80 meanwhile the students' writing recount text score were still low. Of course, most of the students cannot reach the minimum mastery criteria (KKM) which applied by school for English lesson. For more detail, the students' accumulated score are shown on the table below.

Table 1.1. The percentage of the Tenth Grade Students' Writing Recount Text

2 <sup>nd</sup> Semester	<80		≥80		>80	
	F	%	F	%	F	%
X-1	15	37.5	2	5	23	57.5
X-2	10	25	5	12.5	25	62.5
X-3	8	20	3	7.5	29	72.5
X-4	12	30	4	10	24	60
<b>Total</b>	<b>45</b>	<b>28.1</b>	<b>14</b>	<b>8.8</b>	<b>101</b>	<b>63.1</b>

Source: SMA Budisatrya Medan (2015)

From the table 1.1 above shows that the students' ability in writing recount text is still low. It can be known from the percentage which shows that there are only 45 students get score greater than 80, 14 students get score equal to 80, and 101 students get score less than 80. It can be concluded that the most of students' score percentage is under the KKM.

According to the Educational Level Oriented Curriculum (*Kurikulum Tingkat Satuan Pendidikan: KTSP*) 2006 of Senior High School, students are required must be able to understand to write various types of genre such as descriptive, narrative, recount, report, procedure, explanation, analytical exposition, hortatory exposition, news item and anecdote. Meanwhile in the syllabus that stated in Competence Standard of the tenth grade student curriculum of English subject, there are four writing genres that must be learned by students such as recount, narrative, procedure, and descriptive. So the writer chooses the recount text as the writing genres in this study.

Recount text is one of the writing genres that the students must learn. This text is written with the purpose to inform the readers or people about something that happens in the past. Pardiyo (2007:63) says that recount is one of type

which has a function to retell or inform an event or activity in the past. It can be experiences and events.

In fact, mastery of writing recount text is a significant problem in the school. Almost the number of the students cannot understand how to write. Whereas, writing recount text requires well knowledge when the students produce words, sentences, paragraph at the same time with good English grammatical. English grammar is more complicated than Indonesian grammar.

There are some reasons why the students difficult and do not understand how to write recount text. Firstly, many students lack of vocabulary and grammar. Second, they do not understand how to write the text correctly, especially to write the structures of contents in the text. Some mistakes are made when the students do not understand well about the English grammar. Many students commonly make grammar errors in their learning especially in writing such as verb, pronoun, preposition, spelling and punctuation. The third is sometimes the teacher also do not aware about students' errors. Then, the students make their errors repeatedly because they do not have the correction and less practice and it is called errors (Emmaryana, 2010).

Errors in language learning are natural. Errors usually occur in the productive skills, speaking and writing, but to analyze errors in productive skills in short time is not easy (Anggraeni: 2013). It takes time, money, and requires a high ability of an analysis. Therefore, the writer decides to analyze only the grammatical errors in students' writing recount text. The writer chooses the students of grade Tenth as the subject of the research because they are expected to

make writing which are correct in grammar, so it is important to know whether the students make grammatical errors or not and what kind of grammatical errors that students make.

As the writer's observation of the tenth grade students at SMA Budisatrya Medan, the writer found some errors in students' writing such as they wrote in some sentences below:

a. *Me didn't like you.*

We can see that the structure of the sentence is wrong. It is about pronoun. The students think and only know that the term "me" can be used in every function of the sentence. Instead of the term "me" as the object. So, the correct sentence is "I didn't like you".

b. *Sarah go to the beach yesterday.*

We know that the structure of the sentence is wrong. It is about verb. The sentence indicates past tense. While the students write the verb "go" it means that present time. The students don't know that to show the activity happens in the past time, the verb must changes into regular or irregular verb. So, the correct sentence is "Sarah went to beach yesterday".

c. *We arrived there in 10.00 p.m.*

We can see that the students make error in term of preposition. They only know that the preposition can be used in every situation. Instead of preposition "in" for nonspecific times during a day, a month or a year. So, the correct sentence "We arrived there at 10.00 p.m. Because it indicates the specific times.

According to the explanation above, it is important by the teacher to give error analysis on students writing. Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Gass&Slinker (2001:79) state that error analysis is a type of linguistic analysis that focuses on the errors learners make. In short, error analysis is the process of determination the incidence, nature, causes, and consequences of unsuccessful language. Error analysis gives advantages for both students and teachers. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the source or the cause of the error and how the students can learn from their errors in order that they will not make some errors repeatedly. And for teachers, it is required to evaluate themselves whether they are successful or not in teaching English especially in writing. That's why the writer is interested in analyzing students' writing Recount text especially in their grammatical errors.

### **B. The problems of the Study**

Based on the background, the problems of the study are formulated as follow:

1. What kind of grammatical errors dominantly appear in writing Recount text made by the tenth grade students of SMA Budisatrya Medan?
2. What are the causes of the grammatical errors made by the tenth grade students of SMA Budisatrya Medan in writing recount text?

### C. The Objectives of the Study

Based on the research statement, this particular study aimed at finding out:

1. To know the kind of grammatical errors which dominantly appear in tenth grade students' writing Recount text in SMA Budisatrya Medan.
2. To know the causes of the grammatical errors made by the tenth grade students of SMA Budisatrya Medan in writing Recount text.

### D. The Scope of the Study

This research will only focus on errors found in students' writing recount text especially in grammar. In grammar errors, there are also many kinds of errors. Sawalmeh (2013: 1) states that there are some kinds of errors in grammar. They are errors in verb tense, word order, singular/ plural form, subject-verb agreement, double negatives, spellings, capitalization, articles, sentence fragments and prepositions. This research will only focus grammar errors found in students' writing recount text (verb, pronoun, preposition, spelling and punctuation).

The scope of this study is the product in a recount text written by the tenth grade students at SMA Budisatrya Medan.

### E. The Significance of the Study

Findings of the study are expected to be relevant theoretically and practically.

1. Theoretically

The study theoretically, it can develop and enhance the concept and knowledge of grammatical errors analysis in writing recount text.

## 2. Practically

The findings of the study are expected to give a feedback.

1. For the teachers, this research becomes reference for them to select the better ways in teaching process.
2. For the students, this research becomes feedback for them so they can be better in learning English, especially in writing.
3. For the readers, this research becomes reference for them to know grammatical errors made by the students.
4. For the researchers, this research becomes reference and develops the knowledge about grammatical errors made by the students.