CHAPTER I

INTRODUCTION

A. Background of the Study

Language is used as a means of communication in human being life. It is very important because it is used when people make an interaction with other people. Language is central to human experience and if we are to understand the process by which men communicate with one another, we must look closely at the human capacity for language and at the particular qualities of language which enable it to play so powerful a role within us and between us (Byrne, 1980: 16).

Considering the importance of the language, Indonesia's government has drawn up English as a foreign language that should be mastered by the students. In Indonesia, English teaching aims at mastering four basic skills of language, which include listening, speaking, reading and writing skills. One of these four skills which is very important and most required in academic field writing.

Writing skills are related to speaking and reading. Llach and Pilar (2011:40) say 'the traditional belief, strongly supported by the structuralist and behaviourist schools, contented that oral language is the genuine manifestation of language and that writing is merely rendering of the spoken language'. We must realize that when we are writing, we automatically express what we think from our prior knowledge and what we have spoken or listened. Basically, the four skills in language is interrelated and have connection one another. Writing is one

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of language skills by which students can express their ideas in written form. It means that they have to be able to write correct sentences and arrange them into a good paragraph.

Indonesian schools divide the classes of Grade eleventh into Natural Science and Social Science classes. Natural Science and Social Science are two different majors in Senior High School. The specific Natural Science subjects are Physics, Chemistry, and Biology. The focus of Natural Science is nature. The specific Social Science subjects are Economics, Geography, and Sociology. The focus of Social Science is society. Compared to the Social Science, the Natural Science rely more mathematically based methods (Boutellier, 2011: 3).

There is a common opinion in society that students of Natural Science tend to be more intelligent, more hardworking, and therefore are said to be cleverer compared to the Social Science students. Based on the oral interviews conducted by researcher to about 23 parents in Tanjungbalai whom their children are currently attending the senior high school, 17 of them believe that Natural Science students are better than Social Science students with the dominant reason is because Natural Science students study a more complex and difficult subjects which will train the brain more in thinking and concentrating. They are considered to be more focus and careful in studying based on the different specific subjects that they learn at school. This opinion leads to a new perspective that the Natural Science students would make fewer mistakes compared to the Social Science students in doing something, including in writing an English text. Unfortunately, we can't judge a book by its cover, we can't directly judge the ability of the Social

Science as well as the Natural Science students in the case of writing an English text with proper grammatical structures.

Natural science students make errors in use of verb tenses because English language is different from Indonesian. In Indonesian language, there is no rule about past form. They miss to change the verb from the first form to second form. Sometimes, they forget to distinguish regular verb and irregular verb. While, Social science students make errors in usage because they are interfered by Indonesian language. In Indonesian language pattern, there is no rule on using articles (definite and indefinite article), preposition, and singular-plural (countable noun and uncountable noun). By making errors in their practice of learning, they will later find out what errors they have made and are expected to improve the errors itself.

Research about Error Analysis (EA) itself is actually quite popular in the education field, particularly in countries where English is as the second or foreign language. In other words Heydari (2012) defined, EA is a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness. (Zawahreh, 2012) conducted a research of EA that analyzed the applied error made by tenth grade students in Jordan. So, In Indonesia, there are still not many researchers that conduct the research of Error Analysis, when actually it is a useful research to see the development of the students in learning English.

Khansir (2012) says the basic task of error analysis is to describe how learning occurs by examining the learner's output and this includes his or her correct and incorrect utterances. Hourani (2012) indicates that errors are significant in three different ways. First to the teachers, in that they tell them how far towards the goal the learners have advanced and consequently, what remains for them to learn. Secondly, they provide to the researchers evidence of how language is learnt or acquired, what strategies or procedures the learners are employing in their discovery of the language. Thirdly, they are indispensable to the learners themselves, because we can regard the making of errors as a device the learners use in order to learn.

Crystal (2008: 173) says that 'Errors are assumed to reflect, in a systematic way, the level of competence achieved by a learner; they are contrasted with 'mistakes', which are performance limitations that a learner would be able to correct'. Hourani (2012) notes, 'Knowing more about how grammar works is to understand more about how grammar is used and misused'. By looking through the previous researches, it can be concluded that though Error Analysis seems to be unimportant, it actually has its specific purpose and useful result for teachers, students, and other researchers in education field.

The purpose of this research is to find out the ability of the Natural Science and Social Science students in writing recount based on how many grammatical errors are made by the students. The analysis uses the grammatical errors theory from Richards. Therefore, a conclusion can be made as the indicator whether the students of Natural Science and Social Science classes have the same

ability in writing recount with proper grammatical structures, or one is better than the other. In addition, the findings of the research can also be used as a prove to see whether the judgment of the society about Natural Science students are better than Social Science students is true or not at SMA Negeri 6 Tanjungbalai.

B. The Problem of the Study

Based on the background of the study above, the problems found are:

1. What kinds of grammatical errors that are found in the recount text written by the eleventh grade Natural Science and Social Science students?

2. What is the dominant errors made by the students of Natural Science and Social Science?

C. The Scope of the Study

This research will only focus on errors found in student's 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 error 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 student's writing recount text (noun, verb, adverb, article, preposition, and conjunction). The scope of this study is the product in a recount text written by the eleventh

grade students of Natural Science and Social Science at SMA Negeri 6 Tanjungbalai.

D. The Objective of the Study

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

1. To know the kind of grammatical errors which found in recount text written by the students of grade eleventh natural science and social science.

2. To know the dominant errors that made by students of natural science and social science students.

E. The Significance of the Study

Finding of the study are expected to be relevant theoretically and practically.
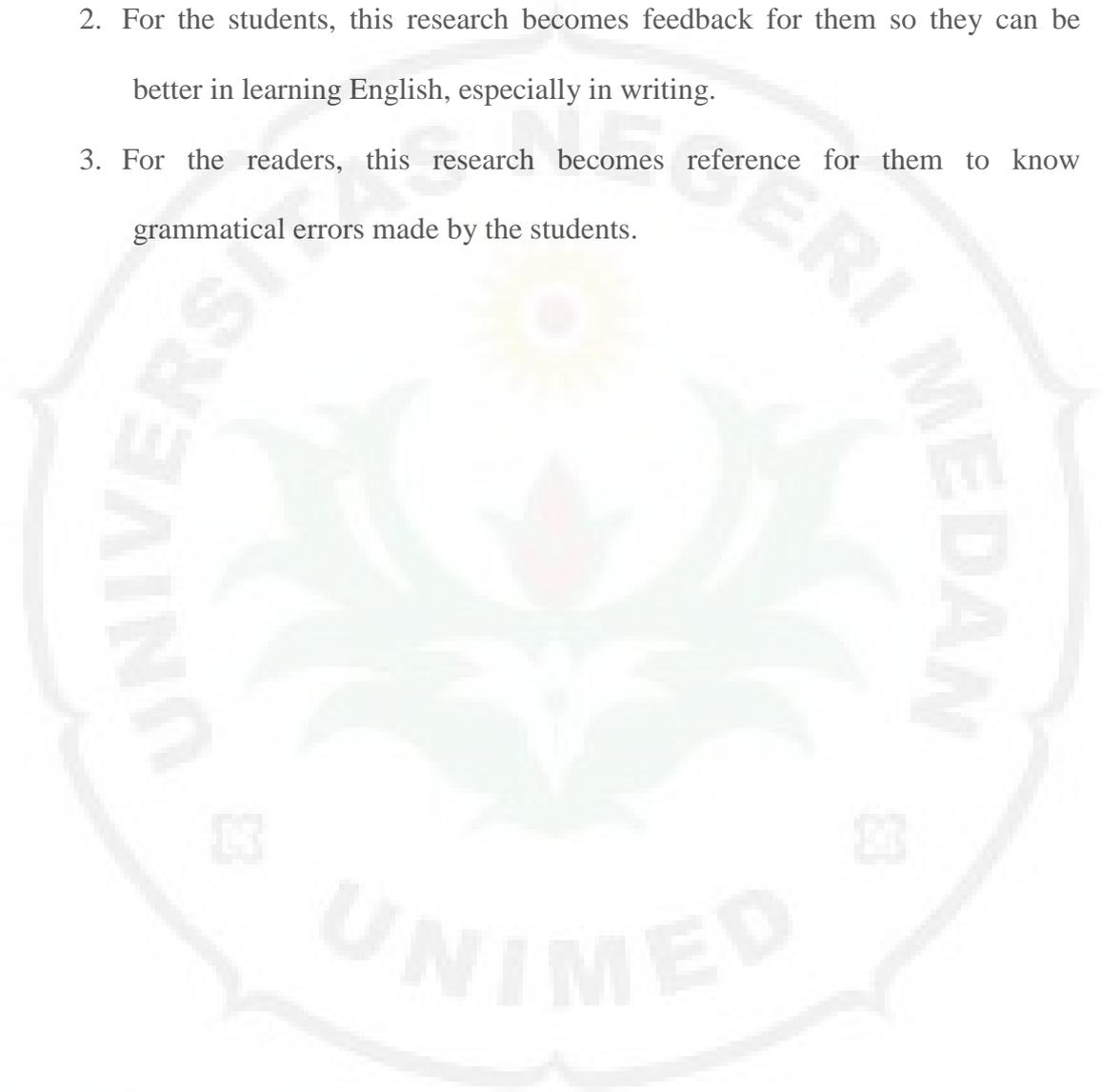
1. Theoretically

Theoretically the study will be useful for English teacher the implication of teaching recount text.

2. Practically

Practically the study (findings) to the students of natural science and social science students will give some contributions to row to develop teaching recount text.

1. For 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.