

CHAPTER I

INTRODUCTION

A. The Background of the Study

As a foreign language, English is taught as a compulsory subject at junior high schools in Indonesia. The aim of English teaching and learning process is to enable the students to comprehend and produce English. In Indonesia, the students are familiar with four language skills, namely listening, speaking, reading and writing. Listening and reading are classified into receptive skills while writing and speaking are productive skills. In the whole learning and teaching process of English, writing is considered is as the most complicated skill of English. It is in accordance with what Westwood (2008) states that writing is the most difficult because the development of writing requires the effective of coordination which is cognitive, linguistic, and psycho-motor processes.

As a productive skill, writing is not like other receptive skills. Writing skill not only need a lot of vocabulary in composing a paragraph, but also correct grammars, apart from other writing's rules, in order to be comprehensible. Therefore, composing a paragraph in writing activity takes a lot of times. As Harmer (2004) states that writing and speaking are totally different, in writing students have a lot of times to think about the idea as opposed to what they do in oral activity. Students can think what comes across their minds and consult to dictionaries and book references. But, to express the ideas in process of writing is the most difficult skill to be mastered by the students.

The difficulties that the students face in writing are various. It may be caused of lack vocabulary, spelling and grammar. Those cases were found when the researcher did training to be teacher (PPLT) program. Some students do grammatical error in writing. They follow the rules of Indonesian grammar in English writing. The students said that English grammar is more complicated than Indonesian grammar. It proves that grammatical rules still become the difficult problem faced by the students in learning English. James in Emmaryana (2010:2) explains that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Based on the statement above, error analysis is a very significant and important process to find out in what aspects in grammar of which are difficult for the students. By error analysis, the students' error in writing can be identified easily.

There are some problems faced by students in writing recount text. Karani (2007) says that the grammatical error is the most serious problem made by high school students in writing recount text. It comes up when students apply past tense with regular and irregular verbs. The organization of the text may also cause difficulty to students particularly in composing coherent and cohesive texts. Other problem comes up in the part of content, vocabulary and spelling. This happens when students demonstrate to the main ideas, to care of dictions and to concern on mechanism and punctuation. Those problems are proved when the writer taught recount text at PPLT program. The students can't share what is in their minds because of the lack of vocabulary and understanding of grammar usage. Those

problems should be hard homework for the teachers to make the students minimize the errors in writing recount text.

Based on the observation at SMP Dharma Pancasila Medan, the researcher found that the grammatical errors happen in grade nine students' writing.

Here is the figure of grammatical errors in recount test written by grade nine at SMP Dharma Pancasila Medan.

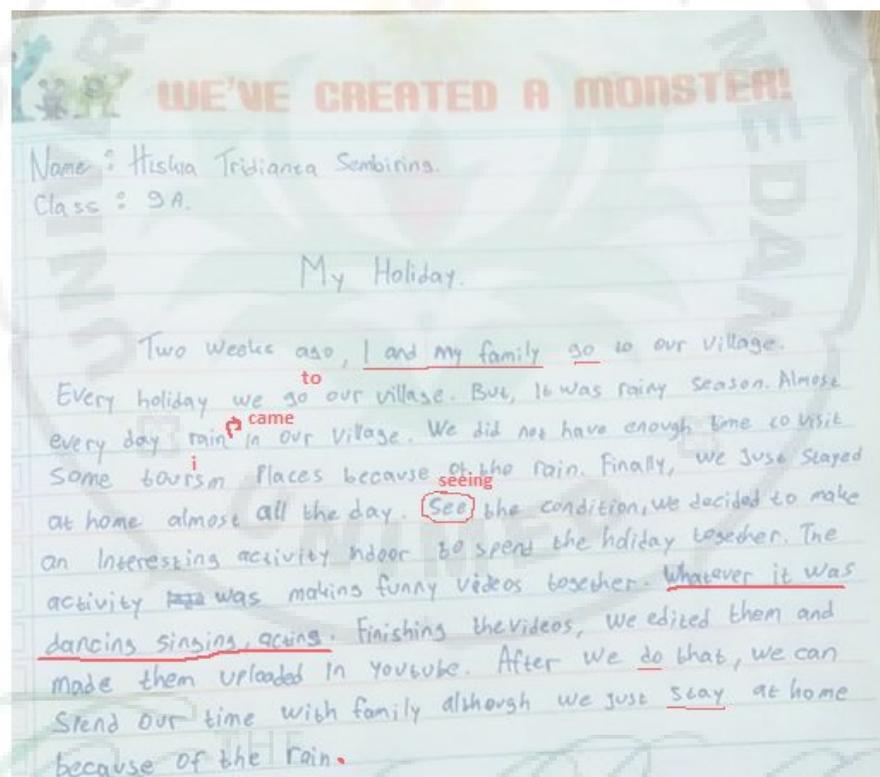


Figure 1.1. Recount text written by ninth grade student at SMP Dharma Pancasila Medan.

Based on the picture above, the researcher found that many students in ninth grade make some grammatical error in writing recount text. The example of the grammatical errors made by the students in ninth grade, such as:

1. Grammatical error in verb tense
 - I and my family go to our village.
Correct: My family and I went to our village.
 - After we do that, we can spend our time with our family.....
Correct: After we did that, we can spend our time with our family....
 - We just stay at home because of rain.
Correct: We just stayed at home because of rain.
2. Grammatical error in subject verb agreement
 - See the condition, we decided to make.....
Correct: Seeing the condition, we decided to make
3. Grammatical error in sentence structure
 - Rain last month in our village.
Correct: Rain came in our village last month.
 - Last holiday we go _____ our village.
Correct: Last holiday, we went to our village

From the explanation above, it can be concluded that students in ninth grade often make some grammatical errors in writing recount text. The types of grammatical errors that occurred are subject verb agreement, verb tense, sentence structure and word form.

The above explanation leads the researcher to conduct a research in analyzing grammatical errors on writing recount text by junior high school students.

B. The Problems of the Study

Based on the background of the study, the problem of this study is formulated as following:

1. What types of grammatical errors are found on writing recount text by junior high school students?

2. What factors cause grammatical errors on writing recount text by junior high school students?

C. The Objectives of the Study

As mention in the problems of the study, the objectives of this research aimed:

1. To analyze the types of grammatical errors on recount text written by junior high school students.
2. To understand the factors of the grammatical errors on writing recount text by junior high school students.

D. The Scope of the Study

In accordance with the problems above, researcher focuses on analyzing the grammatical errors and the cause of errors found in students' recount text. The scope of this study is types of grammatical errors based on Linville (2004:86), there are six types of grammatical error in English they are subject verb agreement, verb tense, verb form, singular/plural noun ending, word form, sentence structure. And the factors of the grammatical errors in writing recount text based on Norrish's Theory.

E. The Significances of the Study

This research is expected to give a valuable contribution practically and theoretically, such as the following.

1. Theoretical Significance

It is hoped that the result of the study can be one of the references of the grammatical errors in writing recount text theory.

2. Practical Significance

a. For students

This study can help the students to avoid the same errors in writing recount text. The students can improve their ability in writing recount text by raising their self-attention of how to make good sentences.

b. For Teachers

This study will help the teacher to find students' difficulty in conducting recount text. It is useful for the English teachers as their reference to find new method in teaching so the students can understand the way to write good sentences. The teachers could help the students to understand more about grammar used in recount text.

c. The Readers

It may give some information to the readers about grammatical errors that students can do in writing recount text.

d. The Researcher

She will get additional experience and knowledge of teaching and learning in the classroom for the future. She also gets new experience of how the students do grammatical errors when writing recount text.