

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

As an international language, English plays an important role in business, science, commerce, technology, etc. as a means of communication between people from all over the world. The Indonesian Ministry of Education recognizes the importance of English as a language for international oral and written communication, including English as a compulsory subject from Junior High School to Senior High School. When learning English, students need to learn some skills, namely: listening, speaking, reading and writing. Listening and reading skills that involve receiving messages are considered receptive skills. Speaking and writing skills that involve language production are considered productive skills.

However as productive skill, in contrary writing skill is different with speaking neither skill nor other receptive skills. Writing is the most difficult skill for not only it needs a lot of vocabularies in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing's rules. Therefore, composing paragraph in writing activity takes a lot of time. As Harmer (2004, p.199) states that, "Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and

even consult dictionaries, grammar books or other reference material to help them.”

Writing is an activity to express what they perceive as knowledge in their brain and what they listen or see and also the activity of conceptualizing thoughts by producing into phrases, words, sentences, paragraphs, and essays while utilizing Standard English grammar. In writing skill, students are required to be able to write in English using appropriate grammar because it is very important component in making written products. Without grammar, the order of the sentences can be random and the meaning will be ambiguous so that it makes the reader confused to read and understand it. Grammar is the study of the rules that govern the use of language, including the whole system and structure of language. Grammar will have an impact on its meaning, if the components of the language are put together inappropriately. Therefore, students must have good competence in grammar to make well-structured writing.

Most of Indonesian students' writing skills are far away from learning target because writing is regarded as most complex skill learned by them. Especially in Indonesia which is English as a second language or foreign language, the difficulty in writing doesn't only lie in creating and organizing ideas but also translating the ideas into readable writing, as Richards and Renandya (2002) explain:

“Writing is without a doubt the most difficult skill for second language learners to learn. It is not only about generating and organizing ideas, but also about translating those ideas into readable text. The skills required for writing are

very complex. Second language writers need to focus not only on lower skills such as spelling, punctuation and word choice, but also on higher planning and organization.”

It means that writing is a hard work which needs a plenty of time for it not only generates and organizes the ideas but also must translate the ideas into understandable writing by using grammatical rules correctly, and it takes a process which needs a lot of practices to be good writing.

Based on the curriculum of Junior High School (Curriculum 2013), there are three types of text which are taught in the eighth grade students of junior high school. They are descriptive, recount and narrative. But the researcher will focus on recount text. Recount text is a text which re-telling to the readers about event or story in the past. Gerot and Wignell (1994, p.194) define, “Recount text is a text that retells events for the purpose of informing or entertaining”, while Sari (2013, p. 75) confirms, “Recount text is written to retell events with the aim of either to inform or entertain their readers”. Based on the quotations, the students are expected to express their idea or to think about their experiences in the past to inform the readers.

Since recount text tells about past events or experiences, it uses past tense. It is similar to narrative text which also uses past tense to describe an action or event happen, but there is a difference between recount and narrative text. According to Watkins (2005, p. 223), “Recount is the simplest text type in the genre of narrating”. This statement is supported by Pardiyono (2007, p. 63) who states, “There is no complication among the participants and that make it simpler and

different from narrative”. Both of the explanations above mean that recount text is simpler than narrative. Furthermore, recount text retells about stories or events in the past that have been proved, while narrative text also retells about story that happened in the past but has not been proved yet.

In recount text, the students should know the social function, the generic structure and the language feature of recount text. Anderson and Anderson (2003, p. 50) assert, “The students should be aware in using the schematic structure of recount text including orientation, record of events, and reorientation”. This sentence means that students have to understand well about the generic structure of recount text which consists of orientation, events, and reorientation. In orientation, the students should introduce the participant involved in the event which they want to write. Then, details of the happening will be written in event. Last, re-orientation will restate the opinion or comment of the writer. Moreover, Gerot and Wignel (1995) assert, “The linguistics features of recount text including specific participants, circumstance of time and place, first person, additional conjunction, material process, and past tense”. This assumption clearly explains that recount text has language features which begin by telling who was involved, what happened, where this event took place and when it happened in past tense form.

However, most of the eighth grade students do not apply the rule in making recount text. Therefore, sometimes they still made error in some area of grammar. Error refers to fault that was made by the students who had lack performance and knowledge about something. Norrish (1983, p. 7) states, “An error is a systematic

deviation, with learners have not learnt something well and consistently 'get it wrong'. Meanwhile, Corder (1981, p.10) associates, "Error with failure in competence". These quotations mean that error is a failure which always happened in the same situation because the students have a lack of knowledge, performance, or competence about the rule or system of language and also less of practice to write.

In contrary, a mistake is different from an error. A mistake is made by students because of carelessness and inconsistency. It means that the use of language in sentences sometimes true and sometimes false. Richard et al. (1973, p. 95) states, "Mistake is made by learners when writing or speaking which is caused of lack attention, fatigue, carelessness, or other aspects of performance". Referring to this definition, it can be assumed that a mistake is created by students since they do not apply the rule that they know.

Analyzing error in students' writing is important thing for the teacher. The reason is to know the students' ability in arrange the words or vocabulary choice. Grammatical error becomes serious problem for the students in writing. Grammatical error is an error which is not appropriate to the grammatical rules and become not good writing. There are several types of grammatical error in writing such as: verb, noun, pronoun, adjective, adverb, preposition, and conjunction. By using error analysis the teacher can identify and describes the error that found in students' writing. Error analysis reflected some learning strategies in learning the target language and shows the students' error because of students' native language, on the other hand, provide organizing remedial courses

and planning appropriate materials and teaching strategies. Furthermore James says that error analysis is the process of specifying the incidence, nature, causes and consequences of unsuccessful language. Thus, the teacher can use error analysis as a way to examine students' writing recount text.

There is previous research that has conducted research on error analysis, which was conducted by Ni Putu Ines Marylena Candra Manik and Ni Komang Arie Suwastini (2020). The object of this study is the eighth grade students of SMP Pelangi Dharma Nusantara in academic year 2019/2020. The objective of this study is to find out the major types of grammatical error; and to know the major source of grammatical error in students' recount text writing. The author used quantitative descriptive as the research design. The author used theory of error proposed by Dulay et al. (1982) about surface strategy taxonomy to analyze the data. The findings showed that the major type of grammatical error was omission, with the total of 171 error or 37.33%.

Based on an interview with an English teacher of SMP Negeri 2 Percut Sei Tuan, it was found that grammatical error was frequently committed by the eighth grade students when writing, especially recount text. They cannot write well so it is difficult to achieve standard grades. They're confused regarding victimization the proper synchronic linguistics. They ignore written grammar rules. For example: the students wrote "eated" as the past tense of "eat". This happened because they do not understand regular and irregular verb. Another example, the student write "me go to beach". The student made an error because they are not able to use subject. The subject in this sentence should to be "I". But sometimes,

students skip a sentence in a very sentence, for example, “we don't seem to be sure”. This sentence is wrong as a result of there's no verb, so it wants "are". Therefore, the correct word is that "we are not sure".

In this case, the researcher chose recount text as the data that was analyze. Because the time is appropriate for the researcher to observing and collecting the data and recount text is an interesting text for the students because it is closer to their real life which retells their experience that happened in the past event. This research use qualitative method which the data collected in natural setting and presented descriptively.

In writing recount text, it is necessary to pay attention to the generic structure and language features. The reason is because each short text has different generic structure and language features. In the other hand, error are often made and cannot be avoided by the students in producing English words because it occurs naturally and ordinary thing, for example in writing recount text. As stated by John Norrish that, as human being or learners it is natural to make error. Therefore, it is necessary to know how to avoid the error by classifying the types of error. Thus, the students was known and correct the error they made so they do not repeat again in the next subject, whether in recount, descriptive, or narrative text. Moreover, for the teacher who was know the types of error made by his students and help them to revise their writing.

Referring to the explanation above, this study is conducted to know the students' ability in writing recount text according to generic structure and language features and also to identify the common error they made. Furthermore,

in analyzing the error, this study use James's theory who stated the types of error based on surface strategy taxonomy.

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

Based on the background of the study above, the researcher questions of this research formulated as:

1. What are the most types of common error students made in their recount text writing?
2. Why did the students make error in writing recount text?

### **C. The Objective of the Study**

Based on the formulation of the problem above, the objectives of this study is to find empirical evidence of what are the types of error in second grade of SMP Negeri 2 Percut Sei Tuan in their recount text writing and causes of error made by students in writing recount text.

### **D. The Scope of the Study**

In this study the researcher limits the scope of the research only focus to analyze students' error in writing recount text by using appropriate analytical method to find out this error. The researcher analyzed the students error of SMP Negeri 2 Percut Sei Tuan in writing recount text based on the Surface Strategy Taxonomy in classifying student error in grammatical structures which consists of omission, addition, misformation, misordering error.



## E. The Significance of the Study

The result of this study hopefully will be beneficial for:

1. Theoretically: The researcher expects that the findings and the theories that include in this research are useful as information for the further researcher.

2. Practically :

a. For the Teachers:

The result of this research is benefit for the English teacher because she will be known the students ability in writing and the error they made. Then, the English teacher can help the students to avoid the same error in next project of writing recount text in the eighth grade.

b. For the Students:

After analyzed the data, the researcher expects that the result of analyzing the students' error is useful for the students because they know the error of their writing and they will avoid and not make the same thing in the next project.

c. For the future researcher:

Results of this study can provide information for future readers or researchers who want to write about error in writing recount text.

This information can provide guidance for readers about the types of error to avoid in compiling recount text and can be used as the reference for those who want to do the same research in analysis recount text or others kind of texts.