CHAPTER I

INTRODUCTION

1.1. Background of Study

In English subjects, there are four main skills that students must master, namely speaking, writing, reading, and listening. These skills are divided into two categories. Reading and listening are known as receptive skills, which means receiving messages. Then, speaking and writing skills are productive skills related to language production.

Writing refers to a productive skill, which means the necessity to produce language such as letterforms. In contrast to speaking skills, writing is a little more complicated because it does not only require vocabulary. A writer also needs the ability to arrange words into good sentences to produce good paragraphs. To produce a good paragraph, a writer needs a lot of time because he has to make sure the grammar is correct.

Especially for foreign language learners, writing is the most challenging skills after speaking skills. Writing is not just creating words or ideas and composing sentences; students must also translate words from their mother tongue into the target language. Boardman (2002:11) explains that writing is a process of continuous thinking and organizing, rethinking, and rearranging the writer's ideas or opinions. Unfortunately, in the writing process, many students always experience difficulties and make errors because writing is very complicated. Writing is complex; students must pay attention to the stages of writing, namely the process of finding and organizing ideas, writing or putting them on paper, and

revising their writing. Then students should also pay attention to spelling, punctuation, word choice, and other skills related to writing.

One type of texts that tenth grade students must study is recount text. According to Matondang, recount text is a text that informs the reader about an experience, to inform the reader about what happened in the past through a series of events (in the order in which the events occurred) (KD. Matondang, 2020). The purpose of recount text is to inform readers about what happened in the past by following a series of events. However, as a foreign language learner, having good writing skills in English is a challenging process for Indonesian students. Harmer explains that for many EFL students, writing English seems difficult (Harmer, 2004). So, there are still many students who make errors in writing texts because they do not understand the use of grammar, tenses, spelling words, punctuation and so on.

In the writing process, errors are normal and necessary for students to make. Jhon Norrish in Eviyani (2013) states that making errors is natural for students as human beings. It means that learners' errors provide evidence that the teacher must have strategies and do something to prevent students from making errors again. Then students can learn how to improve their writing skills and become better writers. Because the more students write, the more they understand how to write well. Errors that students make when learning a foreign language are very common because their habits of using their mother tongue are very different from the target language, so they can affect the content of students' writing.

According to Dulay *et al.* (1982), error analysis is a list and classification of errors contained in a student's speech or writing sample. Error analysis is not an assessment tool but rather a tool for investigating students' errors in acquiring language, which includes identification, description, analysis, and explanation of errors. This study focuses on analyzing language features. This study adopts Dulay's theory to classify types of errors, they are omission, addition, misformation, and misordering.

Based on preliminary observation, there were several errors in the recount text made by tenth-grade students at SMK Dharma Analitika Medan. This is an example of the students' error in writing grammatical of recount text: *Last mounth, I wen to Hairos swimming pool with my brother*. The word of "mounth" and "wen" in the sentence belong to misformation error, they should be replaced by "month" and "went". Then the word of "Hairos swimming pool" showed the name of the specific place, the student omitted an article of "the" to show the specific place. The correct sentence should be "Last month, I went to the Hairos swimming pool with my brother". It shows that the student misformation errors in the past tense and omitted an article.

In addition, the researcher found another example of students' error in writing grammatical of recount text: "*Last week I when go to the Medan Zoo with my family.*". Based on the sentence, the word "when" was a subordinating conjunction that showed the sentence is incomplete. So, the word was not needed. Then the words of "go" showed that mis-selection. The words should be "went" to show the past time. The correct sentence should be "Last week, I went to the

Medan Zoo with my family". The errors in the sentence showed that the student made errors in the categories of addition and misformation.

Referring to the above statement, the researcher is interested in conducting this study to analyze grammatical errors in recount text writing. The main reason for choosing this topic is to find out the most frequent errors made by students in writing recount text, especially grammatical errors, and also to find out why students make those errors. Therefore, the researcher would like to conduct a study entitled "Students' grammatical errors in writing recount text at SMKS Dharma Analitika Medan".

1.2. The Problems of the Study

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

a) What types of errors are written by the students in writing recount text at SMK Dharma Analitika Medan?

b) What are the sources of the errors in writing recount text at SMK Dharma Analitika Medan?

1.3. The Objectives of the Study

Based on the formulation of the problems the study, the objective of this study as follows:

a) To identify the types of errors written by the students in writing recount text at SMKS Dharma Analitika Medan.

b) To ascertain the sources of errors in students' writing recount text at SMKS Dharma Analitika Medan.

1.4. The Scope of the Study

In the Independent Curriculum, there are three genres of texts in English that will be taught by a teacher to tenth-grade students. They are descriptive text, recount text, and narrative text. Recount text will be the focus of this study. This study will analyze students' grammatical errors on language features in recount text using Dulay's theory, namely omission, addition, misformation, and misordering.

For the sources of errors, the researcher uses Brown's theory regarding sources of errors. The theory is applied to identify errors in acquiring foreign language skills, especially in the field of writing. The types of error sources are interlingual, intralingual, learning context, and communication strategies.

1.5. The Significances of the Study

The research is theoretically expected to be useful, especially in developing and enhancing the concept of error analysis in writing recount texts.

Practically for English teachers, this research will contribute to finding out students' grammatical errors and to make any evaluation of their students' errors related to their weaknesses in writing recount text. For students, this study can help them understand what their errors are so that they can improve their writing, especially in writing English recount texts. In addition, this research can be a reference for future researchers who want to do further research related to this topic.