

CHAPTER I INTRODUCTION

A. Research Background

In Indonesia, English is a compulsory subject that must be learned by students at the elementary, junior high, and high school levels. To improve knowledge in English, there are four skills that must be learned and improved by students that are, writing, reading, listening, and speaking. In those four skills, listening and reading are receptive skills, while speaking and writing are productive skills. Among the four, writing is considered the toughest skill.

Writing skills are very important to improve by students, because writing is a basic skill in learning English, by writing students can improve their ability to generate ideas to communicate a word into sentences, and sentences into paragraphs to increase awareness of using grammar and using words in English. and writing became an enjoyable and meaningful in the foreign language learning. in writing skills students are expected to be able to convey or provide ideas through writing correctly and clearly. Writing is an activity carried out by people to communicate or convey messages to others but is an indirect way to express ideas through a piece of paper Irawati, (2014). In writing skills, many things must be understand by students such as the ability to understand writing recount text, narrative, procedure and others. Especially at junior high school understanding of English should be better in writing skills which is students are able to convey ideas and objectives clearly in written form.

From several writing skills, writing recount text is the main target in this research, because based on pre observation students still difficult to write recount text using good and correct grammar. Recount text is a type of text that contains experiences or events that have occurred. In writing recount text students must knew the generic structure, linguistic features and social functions of the recount text. Students are expected to be able to write recount text well and clearly used good grammar to be able to tell the recount text

clearly. But students still make errors in writing recount texts, especially in matters such as grammar. Especially students at the junior high school level, students' writing skills are still lacking so that in writing recount texts students tend to make error. This means that recount text aims to tell what happened in the past through a series of events (Evayani: 2013). In writing recount text, correct and clear grammar is needed to be able to describe an event and experience well and can be understood by the reader easily.

Grammar is the most important part of writing in English, which is grammar is use to make words into a sentence. The effects of using correct and clear grammar on the meaning of a sentence arranged by the learner is very influential. Using good and correct grammar students can state and express their thoughts in the writing that clear and can understood by the reader. Grammar is a very important skill that students need to have in learning English. In this factor the students' sometimes make an errors in using grammar, students tend to make errors in string up words into sentences that can explain the meaning of their understanding. The use of grammar is often not in accordance with the meaning conveyed so that the results of the learner's thoughts are not clearly illustrated. Grammatical Error is a term used to describe an instance of faulty, unconventional, or error usage, such as misplaced modifier or an inappropriate verb tense, also called a usage error. Grammatical errors are usually distinguished from factual errors, logical fallacies, misspellings. Typographical errors, and faulty punctuation. For example, in writing recount text students are expected to be able describe events that have occurred or have been done. Recount text is one type of the text that describes events that have been carried out, in writing recount text students are expected to be able to use past tense to explain events that occurred in the past (Anderson, 1998) as cited in (Muhammad Naufal Izzuda, 2019).

Based on the pre observation students often make a grammatical error in writing recount text using past tense. Students tend to make errors to describe events that have passed using present tense, grammatical errors from

students make their explanations cannot be interpreted clearly the purpose of their description results. Especially in junior high school students, in learning English students still find it difficult to write recount texts using past tense so that grammatical errors are a major factor in writing skills.

However, students' errors in language learning are a natural part. Especially in foreign language being studied, because it's not the native learner's language, so the difficulties experienced by students are very frequent. In this case the errors that the students made are the most important part for researcher to find out what are the students errors using grammar in writing skills. The students errors in these writing skills can be information for researchers to know the difficulties students experience to producing correct language understanding. Students' errors in learning English as a foreign language can be identified through error analysis. Error analysis is the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner (Izzuda, M. N. 2019).

Focusing on errors that students made can also be useful for researcher and teachers because of the errors that students made in English learning, teachers and researcher can focus more on what are the errors that students made. There are useful to focusing on errors students made for teachers and researcher, first the errors that students made will be more striking, so that it will lead to perceptions of why students tend to make mistakes, second it's useful for teachers and researchers to find out what are the errors that students made in writing skills, and third it can also be useful for students if they make an error they can correct their own mistakes (Izzuda, M. N. 2019).

Especially at SMP N 1 Lumar, the students at the second grade level still make many grammatical errors in writing. In the research on grammatical errors, this study was also carried out in this study at SMP N 1 Lumar. It is very good to do research at SMP N 1 Lumar to find out the level of grammatical errors made by students and some of causes grammatical errors in writing, especially in writing recount texts.

Based on the background above, it encourages researcher to conduct research on grammatical errors that made by junior high school students in writing skills, especially in writing recount texts. The title of the research is “An analysis of students’ grammatical errors in writing recount text at the second grade students of SMP N 1 Lumar in academic year of 2021/2022”.

B. Research Questions

Based on the explanation above, the writer formulated the problem as follows:

1. What are the types of grammatical errors that students do in writing recount text at second grade junior high school?
2. What are the dominant errors that students do in writing recount text at second grade junior high school?
3. What are the causes of students grammatical errors in writing recount text?

C. Research Purposes

In this research, the researcher has two objectives based on the research statements above as follows:

1. To find out the type of grammatical errors that students do in writing recount text at second grade junior high school.
2. To find out the dominant errors that students do in writing recount text at second grade junior high school.
3. To describe the causes of students grammatical errors in writing recount text.

D. Significance of Study

The research present would be useful in the following aspects:

1. Theoretical Benefits

In this study is expected to be useful for teachers and students about understanding in analyzing grammatical errors in writing skills. And also the useful of this study for other researchers, that the research can be useful as a reference for researchers who will conduct the research studies on analyzing grammatical errors in writing recount text skills for 8 grade.

2. Practical Benefits

a. To students

In this study, it's hoped that it will be useful for students to find out the grammatical errors that they made in writing recount text. In this case, it's hoped that it can make students' more active in the process of teaching learning in English. And in this study is expected to be useful for students to gain experience in writing skills.

b. To English teachers

In this study, the results of the research can be useful for teachers to find out the grammatical errors in writing recount texts that students made. So that the teachers can improve more effective teaching methods in writing skills.

c. To researchers

In the research on grammatical errors in writing recount text, the researcher hopes that the results of the study can be useful for other researchers by providing a little description and knowledge about this research.

E. Scope of Research

In this research, the researcher investigate the student's grammatical errors in writing recount text at second grade SMP N 1 LUMAR in the 2021/2022 academic year.

F. Research variable

Variables are characteristics or attributes of individuals and organizations studied by researchers in measuring and observing variations between individuals and organizations. In this measurement, the researcher records information from individuals by asking them to answer questions given by the researcher. And when variables vary, it means that scores will assume different values depending on the type of variable being measured (Creswell, 2012:112). In this research the variable is grammatical errors in writing recount text.

G. Research Terminology

1. Errors analysis

In learning and using a foreign language, the barriers that always occur to students are making mistakes and their fear of making mistakes. But making mistakes in learning a foreign language is very natural because students have to understand the vocabulary of the language well. In this case, many students tend to not understand the structure of the foreign language they're learning. This shows that students have not mastered the language well, therefore to overcome the errors that students made researchers use error analysis strategies. Based on explanation above, in learning language errors that students made can also a positive role for students themselves. In this case, the positive role of errors that students made can make the students improve teaching and learning strategies that are more effective to be used as a guide to minimize errors in their writing.

2. Writing

Writing is a way of communication in written form. In writing, the writer conveyed the ideas and intentions of the goals that the writer want to convey. Writing is not just communication, but in writing we are required to be able to remember and think what need to convey in writing. In writing we need to thinking, probing, observing, asking questions, experimenting and reading in order to convey our writing clearly and easily to readers understand.

3. Recount Text

Recount text is a type of writing in English, from the explanation recount text is a text that tells an event that has happened such as someone's experience and things that related to events that have passed. Speaking or writing about past events is called recount. Based on the explanation,that recount text is a text that contains all the past that happened and then retold in an writing.