

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Research

Now days learning English becomes more important because English is one of international language that can be used to communicate with other people in the world. This is supported by Kachru 1986 (in Asni, S., & Susanti, S,2018, p. 131) likens English as Aladdin's lamp, which means that when someone has mastered then one can easily get in business, technology, and knowledge. So, by using English, students can improve the ability to understand in any knowledge. In Indonesia, English is learnt as the second language or a foreign language and English is one of compulsory subject that is taught to the students from elementary school to the university level. But English is not like Indonesian language, the learners feel that learning English is more difficult because learning a different language has a different element compared to the native language or mother tongue. When the students learn English, they just focus on four language skills, those are; listening, reading, speaking and writing. Reading and listening are receptive skills while speaking and writing are productive skills and those are absolutely developed in the process of learning English.

Among the four skills above, writing is the most important one than other skills. Considering the importance of writing, it becomes one of the skills that must be taught in Indonesian schools. Writing is one of the language skills that

should be learned and practiced in the class. We can conclude it from the fact showing that in the modern world writing language is used for various purposes in people's daily life. Firstly, they need to write to express their social contact, such as letters, emails etc. Secondly, writing is for enlightening information, for example in the form of newspaper, magazines, non-fiction books and reports. Thirdly, writing is also for entertainment, like comic strips, poetry, games, and fiction books.

Writing is an activity which is done by people to communicate or convey the message to another person but it is indirect way to express ideas through a piece of paper (Irawati, H. 2014, p. 3). In addition, writing activity does not only involve more than just producing sentences or putting one word after another, but writing is also a thinking process, the way to communicate. In writing, a person must be skilled at developing new ideas and in every paragraph well and skillfully exploiting and using the grammar and vocabulary. Therefore, aspects of grammar in writing cannot be eliminated. Writing is the most difficult one to be learnt by students. Writing needs broad knowledge and deep-thinking process to produce words, sentences, and paragraphs with good English grammar. According to Ghaith (in Fridayanthi, 2017, p. 213) writing in English is not easy and some students will find out the difficulties while they write. The students usually face the difficulties in writing because they have lack of vocabulary, spelling the word, grammar rules and practice in writing. It means that writing requires capability at organizing and combining information into cohesive and coherent paragraphs and texts in order to be understandable. Because writing is not simple and easy, the students need to practice a lot in writing to make a readable and meaningful

writing. The learners must apply the five general components of the writing process; they are content, form, grammar, style and mechanic. In fact, in writing process students cannot avoid making mistakes and committing errors especially when they are trying to arrange sentences or use tenses.

According to Dulay, Burt, and Krashen (1982), errors are flawed side of the learner speech or writing. Errors are the part of conversation or the composition that deviate from some selected norm of mature language performance. Making errors is an inevitable part of learning. In learning the language, people cannot learn the language without making errors. Errors are commonly made by the English learners. Errors are caused by low of knowledge about the target language. When we learn about language, mistakes and errors have a natural percentage. In writing itself student usually make some grammatical errors. It is happened because their mother tongue is different from the target language. The structures of both two languages are different, so it is possible for the English foreign learners to make errors and mistakes. Errors and mistakes are different. According to Brown (1983), mistake is an error performance that is either a random guess or a “slip”, means that mistake is a failure to utilize a known system correctly.

Based on the preliminary study that was conducted in Mts Unggulan Al-Qodiri 1 Jember on March 25<sup>th</sup> 2019, by doing interview with an English teacher, it was found that there were many grammatical errors produced by the students in their writing text. As the teacher said that the students faced difficulties in applying the formula of the tenses such as simple present tense and simple past

tense. The teacher also said that the students made many grammatical errors in their writing.

Based on the explanation above the writer is interested in analyzing the grammatical errors in the English writing recount text, but in this research the writer classified those grammatical errors into omission, addition, misformation and misordering.

1. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance (Dulay et al, 1982, p. 154). It means that the learner misses the utterance to make a good phrase or sentences.
2. Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in well-formed utterance (Dulay et al, 1982, p. 156).
3. Misformation errors are characterized by the use of the wrong form of the morpheme or structure (Dulay et al, 1982, p. 158). In omission errors, the item is not supplied at all while in misformation errors, the learner supplies everything, but incorrect.
4. Misordering is the type of errors that is characterized by the incorrect placement of a morpheme or a group of morphemes in utterance (Dulay et al, 1982, p. 162). Misordering usually happens because the learners directly translate the sentence of their first language to the target language without considering the grammatical rules.

So, from the explanation above, the writer is interested the grammatical errors in English writing recount text and carrying out the research entitled “An Analysis of Grammatical Errors in Writing Recount Text”

## **1.2. The Research Problem**

Based on the background of the research above, the research problems are:

1. What are the dominant errors in writing recount text that made by the students?
2. What are the factors that cause the students make grammatical errors?

## **1.3. Objective of the Research**

In relation to the research problems, the objectives of this research are as follows:

1. To find out the dominant errors in writing recount text that made by the students
2. To find out the factors that cause the students make grammatical errors

## **1.4. Significance of the Research**

Significance of this study is expected to be useful for the teacher of English language so they know their students' ability and proficiency in writing recount text. In addition, hopefully the result of this study would anticipate the readers of making errors in their writing, can motivate them to make a good writing, and also will give some inputs for the writer, she they can identify which part of the language structure are found difficult in writing, so that she could improve their methods and techniques in teaching English.

### **1.5. Scope and Limitation**

This research is about written text errors. In this study writer focuses on Surface Strategy Taxonomy error, those are; omission, addition, misformation and misordering.

### **1.6. Operational Definition**

Operational definition is important to avoid misunderstanding of the readers. The terms that are defined operationally are grammatical errors analysis and recount text writing.

#### **a. Grammatical Error Analysis**

Grammatical errors in this research, refers to the analysis of the errors based on surface strategy taxonomy that is classified as follow.

##### **1. Omission**

Omission errors in this research referred to the errors that made by the students in omitting the necessary items such as nouns, verbs, adjectives, adverbs, or to be that must appear in a good sentence.

##### **2. Addition**

Addition errors in this research referred to the errors that made by the students dealing with the addition of unnecessary items such as making double marking in past tense that must not appear in a good sentence.

##### **3. Misformation**

Misformation errors in this research referred to the wrong form of the morpheme or structure such as making regularization in some words and inappropriate tenses in choosing the word.

#### 4. Misordering

Misordering errors in this research referred to the incorrect placement of words or phrases in the sentences.

#### **b. Writing Skill**

Writing is the way or process to express or to represent writer's knowledge into a textual medium by following the grammatical rules. Writing skill in this research referred to the writing of a recount text that consisted of orientation, event, and re-orientation. The students are required to write 100-150 words of a recount text based on the topic that is given in 90 minutes. The writer will let the students to choose the topic that topic given. Also, in this research, referred to the components of writing, but in this research the writer will analyze only about the grammatical aspects of the students writing.

