CHAPTER I

INTRODUCTION

This chapter is divided into six parts, the first is the background of the study, the second is the formulation of the problem, the third is the objective of the study, the fourth is the focus of the study, the fifth is the significance of the study, and the last is the operational definition.

A. Background of the Study

English is a language used to communicate around the world. With the spread of English all over the world, the demand for learning English is increasing. According to Angga Yunandar (2016), because the application of English is no longer restricted to global communication but also to local communication, the current practice is to simply resemble the style of native speakers to successfully communicate in English.

There are four competencies that English learners must master while studying English. Those four competencies are writing, speaking, reading, and listening. According to Ratminingsih (2017), the four language competencies can be grouped into two main aspects. The first aspect is receptive competencies, which involve listening and reading skills. Speaking and writing competencies are included in the second aspect, which is called productive competencies. Each of the four skills affects the others and is dependent on one another. When learning English, learners will learn receptive skills first and then productive skills. This is because productive skills are more complex than receptive skills.

Writing skills as a productive skill also known as active skills means that learners doing these need to produce language. Learners should concentrate on developing ideas, organizing them, integrating literary techniques and language indicators into written texts, revising texts for clarity of meaning, editing texts for acceptable grammar, and delivering a finished product when producing writing (Brown, 2001). According to Golkova & Hubackova (2014), learners must pay attention to grammatical structure aspects, words and their appropriate use, and a certain extent of accuracy in studying writing. This is also in accordance with Nuan (1989) statement that writing requires English learners to have control over several factors because writing is a difficult cognitive activity.

Because of the complexities, anyone, including junior high school students, can experience difficulties in writing. This is also true for students at SMP Negeri 1 Kalasan. As one of the public schools in Indonesia, SMP Negeri 1 Kalasan, which is located in Kalasan, Sleman, Yogyakarta, provides English lessons at all grade levels, from seventh grade to ninth grade. The process of learning English at SMP Negeri 1 Kalasan is carried out once a week for each class. According to the given standard in Indonesian schools, the learning time is ninety minutes. The materials given, for example, are exposition text, procedure text, narrative text, descriptive text, explanation text, and recount text.

Recount text is the text that functions to retell events or experiences that have occurred in the past. Recount text has three structures. These are

orientation, series of events, and reorientation. In writing recount text, apart from paying attention to the recount text structure, students must pay attention to English grammar rules. These are action verbs, descriptive words, proper nouns and pronouns, time connectives, chronological order to show the events, and past tenses. Using past tense is an important aspect of writing recount text. It is in accordance with the purpose of recount text, which is to tell the events that have occurred in the past. The Past tense itself is one of the tenses in English that is used to indicate events that occurred in the past. Therefore, in writing recount text, eighth-grade students at SMP Negeri 1 Kalasan are expected to have a good understanding of English grammar so that they can write recount text well and accurately. Students are expected to write recount text using the appropriate past tense format.

However, eighth-grade students at SMP Negeri 1 Kalasan still experience problems when writing recount texts. Students still do not have a good understanding of English grammar. They tend to focus only on changing sentences from the Indonesian language into English and do not focus on the use of English grammar. Students still often make errors in writing sentences in past tense format. They often write recount text using present tense rather than past tense. In addition, students will find it confusing to differentiate past tense forms of regular and irregular verbs.

This phenomenon happens because, at school, the English material provided is not only focused on writing activities. Students also need to learn speaking skills, listening skills, and reading skills so they can't focus on just

learning one skill. Apart from that, the time to study English at school is also limited.

Based on the explanation above, the researcher is interested in conducting research with the title "An Analysis of Grammatical Errors in Writing Recount Text Made by Junior High School Students at SMP Negeri 1 Kalasan." The purpose of this research was to analyze the types of grammatical errors and the dominant types of grammatical errors made by the students at SMP Negeri 1 Kalasan in writing recount text. The researcher has goals and hopes that this research can help eighth-grade students at SMP Negeri 1 Kalasan to improve their understanding of English grammar. With this research, it is hoped that students will be able to find out what grammatical errors they made so that they will not repeat the same errors in the future. Apart from that, the researcher also hopes that this research can help teachers to know what grammatical errors are often made by students. So that later, teachers can provide an appropriate teaching-learning process in the classroom to improve students' understanding of English grammar.

B. Formulation of the Problem

1. What are the types of grammatical errors that appear in writing recount text made by the students at SMP Negeri 1 Kalasan?

2. What are the dominant types of grammatical errors in writing recount text made by the students at SMP Negeri 1 Kalasan?

C. Objective of the Study

1. To know the types of grammatical errors that appear in recount text written by the students at SMP Negeri 1 Kalasan.

2. To know the dominant types of grammatical errors that appear in recount text written by the students at SMP Negeri 1 Kalasan.

D. Focus of the Study

This study focuses on the grammatical error analysis in recount text written by the students at SMP Negeri 1 Kalasan and the dominant types of grammatical errors that appear.

E. Significance of the Study

The outcome of this study will benefit teachers, learners, and other researchers. There are specific significances of this study:

1. For teachers

By knowing the outcome of the research, teachers will know the students' ability when writing recount text, the kinds of errors that the students made, and the dominant types of errors in their recount text writing. So, the teacher can improve the process of teaching and learning English in the classroom to increase the students' writing ability.

2. For learners

The students will find out what kind of errors they made in writing the recount text by knowing the result of this research. So, they can learn and improve their understanding of writing and English grammar.

3. For other researchers

Other researchers who wish to conduct research on a related topic and are curious about the writing errors made by students can find useful information in this study's findings.

F. Operational Definition

1. Writing

Writing is a way to convey ideas, advice, knowledge, or experience and compile writing to produce information to share and learn (White, 1986). According to Tarigan (1994), writing is an activity of making or drawing graphic symbols to perform a language that can understood by people. Writing is an activity of making available graphic symbols readable by others. People can understand a graphic symbol if they understand the language and the graphics themselves.

2. Recount text

According to Suhaimi (2016), a text that retells events that have occurred in the past is called recount text. Recount text has the purpose of reporting events, incidents, or activities with the aim of entertaining the readers. Recount text has three structures. The structure is orientation, series of events, and reorientation. The orientation tells information about people, things, places, and time which is involved. The series of events talks about events that occur sequentially, and reorientation is the conclusion of the recount text.

3. Grammatical Error

    According to James (1998), Grammatical errors happen when words are incorrectly combined to produce phrases, clauses, or sentences. Grammatical errors are classified as morphological or syntactic errors. Morphological errors are failure to meet the standard for every component of a word class. These are nouns, verbs, adjectives, adverbs, and prepositions. Syntactical errors affect texts that are longer than words, which include phrases, clauses, sentences, and paragraphs. Phrase structure, clause, and sentence errors are a few examples of syntactic errors.

4. Error Analysis

    As stated by Richard and Schmidt (2010), an error in linguistics is the application of a phrase, speaking act, or grammatical features that appear to be important in learning. Error analysis tools are used to record language errors. Determine if a learner's error is systematic and explain its cause. Besides, James (2013), defined an analysis of error as the process of deciding the incidence, nature, causes, and consequences of failure in language.