

AN ANALYSIS ON THE NINE GRADE STUDENTS' GRAMMATICAL ERRORS IN WRITING RECOUNT TEXT

CHAPTER I

INTRODUCTION

1.1 Background of the study

In learning English, students must study about language components and language skills. Language components are divided into four main categories that are phonology, semantics, grammar, and pragmatics. While language skills are divided into four categories that are listening, speaking, reading, and writing. The highest level of language skill is writing. If somebody can write well in a particular language, it means that they have passed three other skills: listening, speaking, and reading. Brown (2000: 336), says that writing is a thinking process. In another sentence, there is a thinking activity such as brainstorming, drafting, and revising. In brainstorming, a writer needs to recall as many ideas as possible so there is no writer's block. Writer's block is a condition when a writer cannot write anymore in a certain time because he/she gets stuck. When a writer starts drafting, he/she has to make the text not only meaningful but also organized both in grammar and diction. In revising, a writer needs to come back to his/her writing to check that the text is already well organized and there are no grammatical errors. However, students encounter many difficulties when they make a writing project such as writing a recount text.

Curriculum in Indonesia accommodates guidelines about materials that should be given to junior high school students. There are five text types that students need to master at grade eight of junior high school in Indonesia. The five text types are recount text, narrative text, procedure, descriptive text, and news item. This

proposal is focusing on the recount text. Recount text is a text that tells readers of some activities and events that happened in the past and its purpose is to inform and entertain readers. In writing this text, students need to express their feeling to confirm their opinion about the events, and this activity might interest them.

According to (Pangestu & Nur Chakim, S.Pd., 2016) recount text has the following four language features:

1. Proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where, and how.
3. Past tense usage to retell the events.
4. Particular words and phrases to show the order of events (for example, first, next, then).

Students can get so a lot of benefits through writing recount text. First, students who writing recount text can improve their ability in grammar or language features of recount text. The language features are about proper nouns about the subject in the text, relative pronouns, past tense, and adverbial. Second, writing recount text can increase students' knowledge in vocabularies too. In writing recount text, students have to find several synonyms so that the readers do not feel bored about the writing. Third, writing recount text can sharpen student's critical thinking. When students start to write, they need to be critical as their writing has to be logical and meaningful. This includes the way students arrange the event so it can be a good story or text.

Writing in English is not an easy work although it is interesting. There are some difficulties that students might experience. First, students often make grammatical errors. Why do students make grammatical errors? First, English has a lot of grammatical rules which students must follow. Only when they follow the rules correctly, students can deliver the message meaningfully. Second, students may experience negligence when they write although they know the grammatical

rules. Third, the differences between the structure of Bahasa Indonesia and English also confuse students. Students may think the first language that is Bahasa Indonesia first then translate it into English in their writing. This could be a mistake because the structure of these two languages is different. For example, in Bahasa Indonesia it is said “Saya makan apel kemarin.” but in English it is said “I ate an apple yesterday.”. There are some changes in this sentence. First, *makan* in Bahasa Indonesia change into “ate” in English. Students need to know that *makan* has no Verb 2/ past verb in Indonesia therefore if students do not pay attention to the grammatical rules, they may say it “eat”. Second, in English students have to put an article before “apple” so it becomes “an apple”.

In conclusion, an analysis of grammatical errors in writing recount text is needed because of these two main reasons. First, it can help teachers identify which type of grammatical mistakes and errors the students often make. Teachers can focus on that subject and teacher can explain more so students can understand better and thus be more careful in writing their recount text. For example, students often feel it is hard to apply the grammatical rules of the past tense. Therefore, teacher can focus on the particular tense. Second, it can help students to be aware in which areas of grammatical rules they need to learn more. Students who are aware of their weakness can improve their knowledge about the grammar rules effectively.

1.2 Research Question

This study purpose is to know what kind of errors that students often make. The central question formulated is:

What types of errors do students on junior high school grade nine make?

1.3 Objectives

The objectives of this study are to know the types of errors that students on junior high school grade nine often make.

1.4 Theoretical Framework

The theoretical framework used in this study is the way to analyze grammatical errors using Surface Strategy Taxonomy technique. Surface Strategy Taxonomy is triggered by Dulay, Burt, and Krashen (1982). Surface Strategy Taxonomy technique differentiates the grammatical errors into four types that are omission, addition, selection, and miss-ordering.

1.5 Assumptions

The researcher assumption is writing recount text can be complex to students as they have to learn new grammar rules especially past tense. In these particular grammar rules, students often make grammatical errors in writing the correct irregular past verb since students have one more of these causes: limited vocabulary, limited knowledge of grammar rule, not enough practice, and low motivation in writing recount text.

1.6 Scope and Limitation of the Study

The researcher limits the area to be analyzed that is the researcher only analyzes the students' grammatical errors based on Surface Strategy Taxonomy technique. Surface Strategy Taxonomy technique differentiates the grammatical errors into four types that are omission errors, addition errors, selection errors, and miss-ordering errors. Meanwhile, the scope of this study is the students' recount text compositions.

1.7 Significance of the Study

This study is expected to develop teachers' and students' awareness about the students' particular problems in writing recount texts. Therefore, teachers and students can work together to solve the problems so that the students can readily write quality recount texts.

1.8 Definition of Key Terms

Analysis. Analysis is examining something in detail because we need to know more about it.

Recount text. Recount text is a kind of text that tells readers of some activities and events that happened in the past. Recount text purpose is to inform and entertain readers.

Surface strategy taxonomy. Surface strategy taxonomy is a type of grammatical errors that are triggered by Dulay, Burt, and Krashen (1982).

Grammatical error. Grammatical error according to Asni (2018) is a deviation from grammatically correct utterances because one does not understand the grammar rules.

Omission Error. The omission of word(s) that should not be omitted in a sentence.

Addition Error. The Addition of word(s) that should not be added in a sentence.

Selection Error. The wrong selection of diction/word due to a learner's failure to select a diction/word for a sentence.

Missordering Error. The putting of words incorrectly due to a learner's putting the order of words falsely in a sentence.