

CHAPTER I

INTRODUCTION

A. The Background of The Study

Writing is one of the major language skills that has been taught from play group students until senior high schools. In playgroup students, they were taught to write and pronounce a single word, such as animals, fruits, vegetables, etc. It is basic writing, from writing words to writing sentences until students can write into a paragraph.

Writing is how a writer communicates with the readers, which express ideas, information, knowledge, experiences through written text. It is not easy because students should use correct grammar, diction, punctuation, etc. The component that is very important in writing is grammar. According to Borjars and Burrige (2010), event as a learner of English as a foreign language, grammar is not about what you are allowed and disallowed to say. It is about a way of looking at the English around at language in general. Young (2003) stated that grammar is subject to a particular field of human social behavior that can be highly complex at a superficial glance. Without students understanding of writing and the components themselves, teachers will find students error in writing. Knowing what kind of students errors in writing can be gathered by using error analysis. According to Gass and Selinker (2008), there are six steps to conducting error analysis: collecting data, identifying

errors, classifying errors, analysing the source, remediate. Thus, teachers will find a way to teach students to be able to write appropriately.

Recount text is one of the text genres that students learn in the first grade of senior high school. Recount text is written to tell readers some experience or events in the past. According to Knapp, Watkins (2005), the schematic of the recount text conclude orientation, events, and re-orientation.

Various studies have been conducted on various aspect analyses of student's errors in writing. Rohmana & Jianggimahastu (2019) do one of them, error analysis of students' recount text writing-junior high school students. The analysis is viewed from linguistic factors: grammatical prerequisite, lexical-semantic property, and interlanguage interference. The data consist of 5 third-grade junior high school students selected by using the purposive sampling technique. The findings of the study showed 31 errors in grammatical, 24 errors in lexical, and 28 errors in interlanguage interference. It shows that students grammatical, word choice and language interference is poor. Another studies from Fridayanthi (2017) on grammatical errors committed by eighth-grade students in writing recount text. The study was analysed by surface strategy taxonomy, and they are omission, misordering, misformation, addition. The writer finds that students' lack motivation in learning English, the students should practise more to master English.

The natural and authentic problems obtained from interview English Teachers in SMA St. Petrus Sidikalang. Based on the interview, there are some problem that faced by the first-grade students in writing recount text.

Only 50% of them understand using the article, 40% of them understand using the past tense, and 50% understand the schematic of recount text. While in curriculum 2013, first grade students should be able to write recount text correctly without errors. Students should be aware in process of writing recount text.

Based on the explanation above, the writer is interested in finding what kinds of grammatical errors in writing recount text students' of SMA St. Petrus Sidikalang. This study entitled "An Analysis of Students' Grammatical Errors in Writing Recount Text: A Case Study at the First Grade of SMA St. Petrus Sidikalang".

B. The Problem of the Study

Based on the background of the study above, so the problem of this study is formulated in the form of the question as follows "What are the types of grammatical errors made by the first-grade students in writing recount text at SMA St. Petrus Sidikalang?"

C. The Objective of the Study

In line with the statement above, the objective of this study is to identify the types of grammatical errors which students made commonly in writing English recount text at First Grade of SMA St. Petrus Sidikalang.

D. The Scope of the Study

Due to the limited time, knowledge, source, ability, and avoiding the researcher from making a broader discussion, this study is limited to a particular discussion. This study is limited to grammar analysis, precisely the grammatical error. The error which was analysed in this study is also limited to the use of singular-plural, word form, word choice, verb tense, add/omit a word, word order, incomplete sentence, spelling, punctuation, capitalisation, article, unclear meaning, run-on sentence and the source of error: Interlingual and Intralingual. This study is also limited to a particular subject of namely first-grade students of SMA St. Petrus Sidikalang. Due to this situation of COVID-19 to keep safe and avoid the crowds, the researcher collecting the data via what's App.

E. The Significances of the Study

This study is expected to strengthen and develop the theories to some typical previous studies in analysing grammatical errors that students have in writing.

This study is also helpful for:

1) Teachers

The result of this study can be beneficial for teachers. By reading the result, the teacher knows the weakness of their students and can find new methods to improve teaching writing ability.

2) Students

The result in this study also benefits for students. Students can improve their writing skills and be more careful to put ideas in writing with more attention in grammar, so students can write appropriately.

3) School

This Study helpful for teachers to follow up this problem and find the strategies in students activity.

4) The next researcher

This study also benefits the following researchers who have interests in similar topics.

