

CHAPTER I

BACKGROUND

In this chapter, the researcher presents about (1) background, (2) focus and sub focus of the study, (3) formulation of the problem, (4) objective of the study, and (5) significance of the study.

1.1 Background

The first international language used in the parts of the universe is English. According to (Muchtar, 2021), in language learning process, there are some skills that we should be able to learn, those are speaking, reading, listening and writing, and those skills are the main tools when we express something that we mean it. (Muchtar, 2021) was adding that other foreign languages also needed these skills to be mastered. According to (Jaya & Mortini, 2020), the goal of people in this universe using English intensively with international speakers is gradually increasing when compared to other language users.

In the process of education, English language is being taught from the pre-school level to the university level. Yet in reality, many people who still do not fully understand English (Fitria, 2020). (Sihite et al., 2023) state that an essential concept of national development for the advantage of the humans is education. Education is the one option for human to replace his or her fate, a great education also generally indicates an excellent future. (Prihandani, 2023) states that the goal of teaching English is to develop students' competences to try the language in their daily communication whether in speaking or writing forms.

(Ailani et al., 2019) explain that every year, millions of non-native English speakers in the universe try to understand English as a second language but, these people often make word choices, grammatical errors, or syntactical errors that are influenced by their native language. According to (Wulandari & Harida, 2021), a language has a set of rules that must be observed by its speakers. This set of rules is known as grammar.

Every language has own grammar. Learning grammar matters, because some learners will not be unable to accept the information that we try to communicate. Because of that, we need to understand grammar to create correct sentences that allow the listener or reader to understand fully what we are trying to say. (Wulandari & Harida, 2021) add that grammar is a description of how the form of words can change into sentences in a language.

(Huda & Rahadiano, 2021) state that grammar is one of aspects which has important role in writing. Grammar is used to describe the language's structure to produce the sentences. It can be known as the rules that defines how words are combined to compose sentences in writing skill. According to (Buansari et al., 2022), grammar is a set of linguistic rules that are commonly used in language learning and serve as the foundation for language evolution. As a result, grammar is one of rules that should be followed in order to a language to be meaningful and easy to learn for students foreign and others in order to provide the good communication, so that the language will evolve to add the knowledge.

(Din & Ghani, 2019) state that the following skills and knowledge can be focused on: correctly using grammatical structures, producing punctuation, word

choice/correct words, appropriate spelling, using the target reader's assessing characteristic, including transferring knowledge or specific information, using a great central concept, and choosing a good writing topic. Furthermore, grammar is an important concept that students should understand in order not to make grammatical errors when creating content, including translation text. Many students are still having difficulty with adding grammatical structure to their writing work.

To produce the good writing, the students have to know the structure of grammar. The grammar structure is one of basic concepts to compose text in learning English. (Buansari et al., 2022) mention that despite the significance of writing, students frequently do not know what they want to write. Furthermore, students' troubles in writing, they do not end with not knowing what to write, students should also comprehend the concepts of arranging words in the right position. Structure, vocabulary, and spelling are three rules or components in good writing that students must follow it. Their writing is only understandable if the rules are expressed in unnecessary forms.

Writing is a useful skill that can help students increase their vocabulary and express their ideas. (Huda & Rahadianto, 2021) explain that the students are supposed to deliver their idea, feeling, and knowledge in written skills while also applying other language skills such as grammar and vocabulary in writing process. According to (Fitria, 2020), The writing skill becomes the most difficult skill, especially for students, because they must be able to combine and convey their ideas or opinions in a well-written form.

In other words, writing needs an extensive and analytical approach that is based not just on vocabulary and the capacity to manipulate parts of language, but also on the synthesis of thoughts and ideas. Writing takes so much vocabularies to write paragraphs, and it also uses grammatically correct to be understandable among other writing rules. (Nurchaerani et al., 2020) states that there are various writing aspects, including grammar, paragraph organization, and vocabulary, as well as writing mechanics, such as punctuation, capitalization, spelling, coherence, unity, and organization, that are required for good writing. These are really important abilities that we need in order to produce the good writing.

There are various ways to producing good writing through creating a text. There are many different genres of texts in writing, such descriptive text, recount text, narrative text, report text, news item text, instruction text, procedure text, and so on. Recount text is one of the junior high school texts that the students study. Students are expected to be able to write recount text because this is one of the text genres in writing. Students may create recount texts to describe their personal experiences or to improve their ability to write English paragraphs. (Agustam et al., 2022) states that a recount text is a kind of narrative writing that aims to enlighten or entertain by describing past events. The researcher could get that recount text is a type of essay whose content tells about activities that be feel a person or a person's experience in the past to make the reader interested in the story. The students were able to think about their experiences but struggle to express them in writing to a variety of causes, one of which investigated in this study was grammatical error and cause of error. When telling events, individuals who read the

narration would focus on the grammar to ensure that the reader understands the right place and time in the narration. According to (Ulfiantari & Aprialiaswati, 2023), Students were not interested in creating a recount text. This was proven by the students' behaviour, such as their failure to pay attention when the teacher presented the topic, which lead to a poor understanding of the material, and their passive participation in classroom activities.

From its explanation, the researcher could get the conclusion that learning English is important to support students in adding knowledge and learning to be mastered in four skills, especially in writing. In creating the text, the students should understand the structure of grammar well, so they could produce the good writing. Writing is the process of expressing idea to other people through sentences paragraph such as writing their own experience to tell people what they have been through.

In this modern era, there are many students who have difficulty in writing, especially in placing the correct grammatical structure. Because of that, many students still make grammatical error in composing text even in the recount text which basically uses simple past tense to describe event in the past situation. Errors could be found in both spoken and written English, but the researcher was interested in analysing the students' writing and cause of error in creating an English text especially recount texts. Based on mini observation by the researcher at SMP Negeri 45 Palembang, the researcher found that many students still lack of vocabulary in writing progress and were not interested in writing English text especially recount texts because they had difficulties expressing their idea.

They did not understand enough to put the correct grammatical in the sentences because they often write English text. The researcher took the eighth grades students' writing of junior high school because, it was very essential to prepare them to have good writing. Then, the researcher thought that it would be easier for her to analyse written English text because it made her get more time to think, analyse, and revise the students' writing. Based on the researcher's experience when PPL, some students could not write English text well because they were not interested in composing text. They felt like it was a challenge to understand it, so they could not produce their own sentences, moreover grammar has an important role in writing. The reason why the researcher took SMP Negeri 45 Palembang was because the researcher found some required data that connected with her curiosity whether the students at junior high school are aware about the structure of grammatical when they create the sentence or not, because if the students put the wrong grammatical, it would lead to the possibilities of readers understanding.

Based on the explanation of problem, writing difficulty was the problem for the students in writing activity, especially in putting the correct grammatical structure. The students should be aware of grammar that are used incorrect by the students, such as: omission, addition, misformation, and misordering. In this study, the researcher focused on errors based on the surface strategy taxonomy, and she also wanted to analyse the causes of errors occurred in writing recount texts, so that the students at junior high school could use grammatical structure properly and correctly.

The problems which were identified above aroused the researcher's curiosity to investigate in detail grammatical errors, so the writer dedicated the study with the title **“AN ANALYSIS OF THE STUDENT’S GRAMMATICAL ERROR IN WRITING RECOUNT TEXTS.”**

1.2 Focus and Sub focus of Study

1.2.1 Focus of Study

This study distinguished the types of grammatical errors in composing recount texts. Analysing the student’s writing in grammatical errors reflected their writing progress.

1.2.2 Sub focus of Study

The sub focus of this study was to find out the cause of errors occur in writing recount texts.

1.3 Formulation of Problem

Based on the context in the background, the following problems of this study were:

1. What were the types of grammatical error made by the students in writing recount texts?
2. How did the cause of errors occur in writing recount text?

1.4 Objective of Study

Based on the formulation of the problems, the result of this study was expected to deliver the information as follows:

1. To find out types of grammatical errors made by the students in writing recount texts.
2. To find out how the cause of errors occur in writing recount text.

1.5 Significance of Study

The significance intended by the researcher of this study is to provide some benefits to teachers, students, and the writer herself.

a. For the teacher at school

This study benefits to the teachers by improving their students' writing skills and reducing cause of errors, particularly when composing recount texts in writing. They may find the best way to remedy errors in the process of teaching and learning.

b. For the students

This study will assist students in identifying and analysing writing errors, especially grammatical errors. They will be encouraged to enhance their writing abilities, in particular when writing recount texts.

c. For the researcher herself

The writer may gain knowledge and improve her ability to identify grammatical errors.

