

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In this age, English as a world language became continuously more essential in this globe. English, a global language, was utilized not just in native speaker countries, but also in countries in which English was spoken as a second or foreign language in certain countries, including Indonesia. In Indonesia, the English language became one of the subjects taught in schools started in the first year of junior high school and finishing in the third year of senior high school as a mandatory course, as well as a general subject at the university level.

Students in junior and senior high school were aiming for four skills as well as three linguistic components in order to successfully use English. These skills included listening, writing, reading, and speaking. According to Harmer (2004:6-7), writing skills, similar as speaking skills, involved language creation and were commonly known as productive skills. Reading and listening on the in contrast, were considered receptive abilities since they included receiving an oral communication. Writing was considered one of the most difficult abilities to acquire since students were required to create something in written form. Harmer (2004:79) defined writing as a form of communication in which opinions or emotions were transmitted or represented in writing.

Writing involved rigorously generating creative ideas while also crafting words, sentences, and paragraphs. To create the written form, one had to deal with language components such as grammar and vocabulary. Furthermore, Tannen (2007) stated that writing has its own set of conventions that distinguish it from spoken language. Aside from disparities in grammar and vocabulary, Spelling, layout, and punctuation were among the issues encountered when creating letters, words, and texts. The writer had to mix and clarify what he or she thought to express in appropriate written formats. The writer also needed to pay particular attention to language elements like spelling, vocabulary, and structure since only properly articulated language elements would allow the writing's content to be understood.

When students learned writing skills in school, they were supposed to be competent to write English using precise grammar and structure. One of the primary elements that were necessary to produce written form was grammar. Wardhaugh, R. (2002) defined grammar as a set of rules and principles governing how words combine into sentences and how those sentences are structured to convey meaning. Larsen-Freeman (2007) stated a system that combines structure (the arrangement of sentences and phrases), significance (the meanings and practical applications of language), and application (how grammar operates in everyday situations).

Grammar was a very important part of English learning. Pinker (2014) stated Grammar plays an essential role in ensuring effective communication and enhancing clarity in written and speaking. Additionally, Brown (2008:264) stated that to construct appropriate sentences when studying a language, rules of grammar must be learned. That meant that good grammatical skills would result in well-structured writing, meaning that the learner could use the English language effectively, allowing readers to comprehend all the learner wrote, and therefore achieving the goal of English teaching and learning.

Despite this, learners faced lots of obstacles while learning a new language. Ramelan (1992) stated indicated that the majority of learning challenges developed because of variances between the components of both languages. Grammar was one of the components that Indonesian learners struggled with since the grammatical structures of Indonesian and English were dissimilar. An example was the tenses; the verb in English expressed time orientation. Ho (2005:49) stated that tenses related to the moment of a situation in time. In contrast, there was no prohibition in Indonesia on using a verb that was enhanced to indicate the time orientation. As shown in the table below:

Table 1 1 The Difference between Indonesian and English Sentences

Indonesian Sentences	English Sentences
1. <i>Mereka sedang bermain sekarang.</i>	<i>They are playing now.</i>
2. <i>Mereka bermain kemarin.</i>	<i>They played yesterday.</i>
3. <i>Mereka akan bermain besok.</i>	<i>They are going to play tomorrow.</i>

The examples showed how Indonesian sentences are structured differently from English sentences. Due to these variances, students frequently committed grammatical errors. Brown (2008:165-66) defined a mistake as an evident variations from the native speaker's grammar that represented the student's bilingualism skill. Students committed mistakes because they lacked understanding or skill in English grammar.

Learners frequently make grammatical errors when writing in English, such as when writing Recount Text. In junior high school, eighth-grade students were taught a type of writing called recount text. According to Napitupulu, S. (2018:145), recount text was texts that described the past in chronological order. The goal of the text was to enlighten readers about what happened and when it occurred. As the events occurred in the past, the past tense was applied. Students tend to commit mistakes while writing recounts in the past tense, decided to utilize the present tense instead.

For example, the students wrote “She go to market last Sunday” rather of “She went to market last Sunday” In such cases, the students' ability to create sentences in English was still influenced by their mother tongue. According to Krashen (2020) interference from the mother tongue could affect the production of sentences and overall language proficiency in the target language.

However, errors were an unavoidable component of the learning process. Errors were crucial for both learners and teachers because making mistakes was an important part of learning while trying to acquire knowledge, especially regarding which parts of the target language learners found most challenging to understand. Errors could also provide additional benefit to teachers by identifying what students were still struggling to comprehend in the material.

Error analysis may be used to investigate specific mistakes made by second-language learners throughout the learning process. Brown (2008:166) defined error analysis as the process of detecting, assessing, and classifying differences from foreign language rules in order to figure out the learner's systems. Richards (1974:96) error analysis was strategy used to identify errors in speaking and writing. Error analysis could be used to (a) determine how well an individual learned a language, (b) study how an individual learned a language, and (c) gather data on common difficulties encountered when learning a language in order to support instruction or the creation of instructional materials.

Focused with student problems could help both students and teachers solve problems. According to Ellis (1994:15), there were compelling reasons to focus on mistakes. "First, they are an essential component of learner language, highlighting a key issue, 'Why do learners make errors?'" Second, teachers could benefit from identifying the errors students made. Third, students might learn from their mistakes when they self-correct their errors. Therefore, knowing the types of errors that students could make would be incredibly useful for teachers.

By considering the background above, the writer implied that by focusing on student errors, teachers could better understand their students' learning needs and provide targeted support to improve their writing skills. As a result, the researcher was prompted to conduct an error analysis study to identify grammatical errors in students' recount text. The study's title was "Grammatical Error Analysis on Students' Recount Texts in Eighth Grade."

1.2 Identification of the Study

Based on the information provided above, the problem could be identified as follows:

1. Lack of understanding of creating past tense sentences;
2. Lack of grammatical understanding.;
3. Insufficiency of Vocabulary;
4. Insufficiency of comprehension of Recount Texts material;
5. Interference from the mother tongue language.

1.3 Limitation of the Study

This study investigated on Grammatical Error Analysis in Students' Recount Text. The focus of this study will be limited to grammatical error analysis of recount text.

1.4 Research Question

Based on the elaboration above, the researcher formulated the problems in the following questions:

1. What grammatical errors were made by the eighth grade students in their recount text writing?
2. What was the most frequent error made by the students?

1.5 Purpose of the Study

Based on the problems above, the study had the following purposes:

1. To find out the grammatical errors made by the eighth students in their recount text writing.
2. To find out the most frequent error made by the students

1.6 Significances of the Study

The results of this study were expected to be used theoretically and practically, as follows:

Theoretically

The results of this research could be useful for the broader body of knowledge on ELT (English Language Teaching), potentially leading to the development of new teaching strategies and methodologies.

Practically

a. For Students

The students identified and corrected grammatical problems in their recount writings, allowing them to create better recount texts in the future.

b. For the Teachers

Teachers were able to determine the areas that needed improve, enhance their teaching strategies, and identify the mistakes made by students when producing recount texts according to this study.

c. For Researcher

The benefit of researching grammatical error analysis on students' recount texts for researchers was to add insight, knowledge, and serve as guidance in developing recount text materials.

1.7 Definition of Key Term

The researcher wanted to explain the terms used in this research make this research easily comprehensible. The definition were as follows:

1. Grammatical

Grammatical referred to something that was linked to or followed grammar rules. It was used to define language that was organized and followed grammatical rules.

2. Error Analysis

The study of the different types and amounts of errors that occurred was known as error analysis. It was the field of linguistics that examined mistakes made by speakers of other languages, especially those learning a second language.

3. Recount Text

Recount text was a text that told the reader about a specific story, event, or activity. The reader was intended to be entertained or informed by recount text. A factual recount was a retelling of an experience that the writer or speaker personally participated, for instance a real event, journal, or postcard.