

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the introduction of the study. It consists of the background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

### **A. Background of The Study**

English as a foreign language plays an important role in education in Indonesia. By mastering English, students can communicate towards the world. Communication can be both oral and written. Writing is a written communication, even though, writing was not being included in national examination, still students need this skill to communicate with the whole world. It is due to English is an international language.

Writing presents one of students' outputs in learning English. Students do not only need vocabulary mastery for their writing, but they also need knowledge about sentences, structure, tenses, word choices, and others. The knowledge needed is also known as grammar. Thus, grammar is an important aspect that students must have to write (Atashian and al-Bahri, 2018). In fact, many students face many difficulties in their writing, especially for non-native English learners.

Writing in foreign language is the most difficult skill to learn. Mastering writing skill especially for foreign language learners is challenging

process. This difficulty can be caused by many factors. For examples are L1 and foreign language have difference in terms of linguistic knowledge, the interference of the L1 structures in producing the foreign language items, the steps and procedures that foreign language learners should follow and the impact of the L1 cultural background on the acquisition of the foreign language. They are different in many aspects such as orthographic system, grammatical structures, syntactic constituents, lexical components, and elaborative language style. The foreign language students are confronted with the challenge of writing in a different language while s/he already has acquired his/her mother tongue (L1) in writing English. Therefore, non-native speakers are more incline making mistakes and/or committing errors (Rajab, Darus, and Aladdin, 2016).

There are many problems that students face while they are writing sentences, structures, and paragraphs correctly. Therefore, Atashian and al-Bahri (2018) claims that non-native speaker English learners face many difficulties in grammar particularly in writing field. Khumpee and Yodkamlue (2017) find 26 error types of grammatical errors that EFL Undergraduate Students in Thailand made with total number 4,909 errors occurred in students' writing essay. The frequently errors are punctuation, nouns, prepositions, verbs, and articles respectively.

After that, based on Mardjiono's research in Petra Christian University, seventh semester of undergraduate students' linguistic proposal has errors in each proposal. There are seventeen proposal were observed. The result is only

two out of seventeen cases are free from agreement type of error (Mardjiono, 2003). Then, Hendriwanto and Sugeng (2013) states that most of grammatical errors types that are in SMA 6 Yogyakarta students' writing work are verb tenses, finite and non-finite verbs, pronouns, prepositions, agreement of singular and plural, and punctuation.

Besides, the researcher finds the same case as the cases above in SMA Negeri 1 Kediri. Many students of SMA Negeri 1 Kediri also have lacks in writing English, especially in grammar area of tenth grade. It is something interesting due to SMA Negeri 1 Kediri is one of the favorite Senior High School in Kediri, which means the students' skills in English must be also good.

From some researches above the researcher wants to take a research in the same field. This research is concerned with the frequently grammatical errors that students made in writing. This research explains that students in Kediri, Indonesia have many problems in using grammar when they construct their writing.

Based on the explanation above, the researcher decides to analyze students' grammatical errors on writing in SMA Negeri 1 Kediri. Hence, the researcher conducts this present study entitle "**An Analysis on The Senior High School Students' Grammatical Errors in Recount Text Writing**".

## **B. Research Questions**

To deal with the background of the study, the proposed study formulates a problem as follow. This research problem guides the researcher to do the research. The problems are:

1. What is the frequency of occurrence of grammatical errors on students' writing in Recount Text?
2. What are the frequently-occurred grammar errors on students' writing in Recount Text?

## **C. Objective of The Study**

Based on the research question, the objectives of this study are as follow:

1. To find out the numbers and percentage of grammatical errors on students' writing in Recount Text.
2. To investigate the most frequently-occurred grammar errors in students writing in Recount Text.

## **D. Scope and Limitation of The Study**

The researcher limits the scope of the proposed study thus this qualitative proposed study can be focused on the purpose. This research only focuses on students' writing of tenth grade of senior high school or SMA Negeri 1 Kediri. The two classes chosen are based on some considerations, including the classes have the medium-level of writing skill and grammar mastery. The researcher does a pre-observation before deciding the two classes by giving them a test.

### **E. Significance of Study**

The researcher hopes that this qualitative study can give some advantages for students, English teacher, the researcher herself, and the other researchers.

1. The students

In this study, students can recognize their weaknesses in English and improve their knowledge on grammar.

2. English teacher

In this case, teacher can understand more in what parts his students feel difficult in English grammar the most are, so he can apply the suitable learning method to improve his students' grammar.

3. The next researchers

Not only giving advantage for the researcher, this research also can give the representation of grammar error and motivates them to do the other researches with the same field.

### **F. Definition of Key Terms**

1. Grammar error is connected to an inappropriate grammar usage, or in other words, can be explained as the mistakes that are in grammar usage, such as tenses, pronouns, punctuations, passive voices, and so on.
2. Writing is an activity where someone distributes their ideas into some words; hence it becomes sentence(s), or paragraph(s), or a text.
3. Recount text is a text which tells about past events or the writers' experiences in the past. It aims to inform or entertain the readers. Its

structure includes orientation, events, and re-orientation. Recount text lesson is given for tenth grade of senior high school on second semester.