

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Listening and reading skills are referred as receptive skills while speaking and writing skills are referred as productive skills. As productive skill, writing is not like speaking skill. Writing is a language skill which is used as a tool to communicate with other people indirectly (Tarigan 1986: 3). It is also the most difficult skill because it doesnot only need a lot of vocabularies, but also grammatically correct in order to be comprehensible besides other writing's rules. Therefore, composing paragraph in writing activity takes a lot of time. As Harmer states that "Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them".

On the other hand Richards and Renandya explain:

There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on

It can be summed up that writing is a hard work which needs a plenty of time for it not only generates and organizes the ideas but also must translate

the ideas into understandable writing by using grammatical rules correctly, and it takes a process which needs a lot of practices to be good writing.

The explanation above is supported by the writer's unstructured interview result with the English teacher in one of senior high school in Purwokerto that the main problem faced by students in writing activity is grammatical rules. Most of students are getting difficult in choosing the verb to write, so they got much mistakes, for instance in writing recount text the students had difficulties in choosing the right form verb for past events.

Based on the writer's teaching experience in one of English Course in Purbalingga, the writer found some facts that students have some difficulties in writing recount text. In recount text the tenses used is simple past tense where in this tense students have to change the verb from "to infinitive (V1)" into past "participle (V2)" in the affirmative sentence. Most of students made errors in changing the verb, especially in irregular verb. Some students also made errors in singular and plural form. They knew that in plural form students only put s after noun. Most of students still generalize the forms in using simple past tense and in plural form.

Based on Curriculum 2013 that mentions in *SK (Standar Kompetensi)* Competence Standard and *KD (Kompetensi Dasar)* Basic Competence of the tenth grade students that there are three kinds of writing texts to learn, namely: Descriptive, Recount, and Narrative. One of the texts that close to the student's life is recount text because it is a text that retells past events which the place and occurred events flow smoothly based on the sequence of time, it is

difference from narrative text which the climax and the resolution of problem must be created in the story (Anderson, Mark, 1997: 48). Therefore the students can explore their interesting or unforgettable experiences they already had or people around them in recount text. Due to the events they already done, so they do not need to struggle on how to make it happen, and it could have motivated them in writing. Therefore, the writer decided to choose recount text as students' writing activity in this research.

The above explanation stimulates the writer to conduct research to know the students' achievement in writing recount text, analyzing students' grammatical error in their writing and to know the causes of that errors. In this research the errors were classified into four categories of surface strategy taxonomies, there are omission, addition, misformation, and misordering (Tarigan.1995: 145) According to Ellis (1997) as quoted in Ratnah that "classifying errors in these way can help us to diagnose learners' learning problem at any stage of their development and to plot how change in error patterns occur over time. The writer decides to undertake a study which explores grammatical errors that students have done in writing recount text. Therefore, the title of this research is "*A Study on Students' Grammatical Errors in Writing Recount Text at The Tenth Grade of SMA N 5 Purwokerto in Academic Year 2014/2015*".

## **B. Problem of the Research**

Based on the explanation above and the problem which is stated in the background of the research, the researcher formulates the problems as follow:

1. What types of grammatical errors are made by the students in writing recount text?
2. What are the factors influencing students' grammatical errors in writing recount text?

## **C. The Reason for Choosing the Topic**

1. Students still make grammatical errors in writing recount text. Students do not understand to apply the correct grammar in their writing.
2. Students still find difficulties in understanding and interpreting the meaning of sentence in recount text.

## **D. The Aim of the Research**

This research will be conducted with some objectives of the researches such as:

1. To find out the types of grammatical errors in students' writing recount text.
2. To know the causes of students' grammatical errors in writing recount text.

## **E. Contribution of study**

The writer hopes that this research can give contribution for:

1. English Teachers

The researcher hopes this research will be useful for teacher because this research give information and explanation about some grammatical errors that are made by the students in writing recount text so that the teacher can anticipate the students' grammatical errors in writing recount text. In order to, the students' grammar in writing recount text can be better.

## 2. Other researcher

This research can be a reference for those who want to conduct a research which is relevant with this one, and it can be used as a motivation to develop another better research.

## 3. Readers

- To give descriptions of the types of students grammatical errors in writing recount text.
- To give the information about the causes of students grammatical errors.