CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important thing that cannot be separated from human being because it functions as a system of communication. In general, communication can be delivered into 2 ways, orally and in written form. Language is formed by phrases which contain of people's feeling, meaning, and purpose. Carrol (1992 cited from Toni 2007) stated that,

> *"Language is an arbitrary of speech sounds or sequence of speech sounds which is used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs things, and events in the human environment."*

From the statement above, we can conclude that language contains sound or voice which is used to communicate among people to deliver their events or phenomenon that happened in human environment. Moreover, Johnson & Johnson (1999 cited from Toni 2007) gave more explanation that communicative competence is the knowledge which allows someone to use a language based on their knowledge competence and practice it effectively. Then, Canale (1983) elaborated four elements of communicative competence: *grammatical competence*, which contains of vocabulary, rules of words and sentence formation, linguistic semantics, pronunciation, and spelling; *sociolinguistic competence*, contains the rules of suitable meanings and grammatical forms in different sociolinguistic contexts; *discourse competence*, the knowledge required to combine meanings and forms to reach unified spoken or written texts; and the last is *strategic competence*, it tells about verbal and non-verbal communication strategies that can be named as compensate for limitations in one or more of the other ranges of communicative competence.

English is a foreign language that grows rapidly in Indonesia. The advancement of the times makes English language have important role in progressing science and technology, business, maintaining world peace and commodity export-import business. As quoted on the *Kompasiana.com website*, English as a global communication is indispensable to the mastery of technology or to interact with people in this world directly. And also, English is the official language or at least has a special position in 75 countries and it is used in more than 100 countries. Thus, English needs to be taught from an early age, as a provision for children in the future.

In English teaching and learning, we know the four main skills. Based on Tarigan statement (1984), "English language skill has four components, i.e.; listening, speaking, reading and writing skills. From the four skills, writing is a skill which is used to communicate indirectly, without face to face interaction". The four components are commonly called with "macro-skill". In addition to study the macro-skill, we also have to understand the micro-skill which involves grammar, vocabulary, pronunciation and spelling. According to the curriculum in SMP Muhammadiyah 2 Surakarta, writing in the Second Year students is taught into 5 kinds of texts: Recount, Narrative, Procedure, Descriptive, and News Item. Here the writer only used Recount text to be analyzed.

Writing is the most difficult skill from 3 others, because we asked to produce a written text from the phenomena around us. In the written text, it tells about the phenomena or case that developed by our imagination and it written into sentence or paragraph. In writing, there are several aspects that must be considered, such as model text, grammar, spell-check, punctuation and preposition, thus we have to practice, make efforts, and more concentrate to learn it. As submitted by Harmer (2002), writing has a number of conventions which separate it out from speaking.

Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation. The number of things to be considered makes Palmer (1994 cited from Lulu 2013) agreed that writing is the most difficult skill in learning and teaching English. It can be shown on his statement that writing is difficult to learn because authors should utilize a process that includes planning, organizing, and revising to present meaning in words form (Palmer, 1994).

In SMP Muhammadiyah 2 Surakarta, students' writing ability was still poor. They had poor performances to arrange sentences in logical order and fair in forming a good paragraph structure. English grammar is more complicated than Indonesian grammar. They cannot express their opinion clearly because they lack of interest in learning English literature. Indonesian language's construction is different from English. Sometimes, students are still glued with their mother tongue pattern, thus making the error in writing. Then, it shows ambiguous word naturally; it means that it is capable to make two or more often contradictory interpretations. The receiver captures the different meaning from the speaker. Dulay in Meilina (2013) stated that "an error is a noticeable deviation from the adult grammar of a native speaker". It means that students make some errors because of low to master the target language. Errors are not always caused by material, but it is the way of students to learn. Sometimes the teacher was not aware about students' mistakes, so that they make mistakes repeatedly.

The writer hopes the students of SMP Muhammadiyah 2 Surakarta interested in reading, listening and speaking in English to gain their writing skill because the four points are influenced to each other. Through this error analysis, the teacher can know English ability from each student.

Based on the phenomena above, the writer is interested to analyze students' writing especially on their grammatical errors. Therefore, the researcher wants to conduct a research entitled ***"LEARNERS' ERRORS IN WRITING RECOUNT TEXT BY THE SECOND YEAR STUDENTS AT SMP MUHAMMADIYAH 2 SURAKARTA."***

B. Scope of the Study

In this research, the writer applied qualitative descriptive proposal research, while the qualitative design used case study. The researcher focused on the discussion of grammatical errors in writing recount text made by the second year students at SMP Muhammadiyah 2 Surakarta.

C. Problem Statement

In this research, the researcher identified two problem statements related to the background above:

1. What kind of errors did the students make in writing recount text?
2. What are the sources that influence students to make errors in writing recount text?

D. Objective of the Study

Based on the problem statement, the objectives of this research are as follows:

1. to identify and to analyze the grammatical errors made by the second year students at SMP Muhamadiyah 2 Surakarta, and
2. to find sources of errors in their writing.

E. Significance of the Study

This research is conducted in order that it gives theoretical and practical benefits.

1) Theoretical Benefit

The result of this study can be used as the reference for those who want to conduct a writing analysis about grammatical error. Writing is one of English objects in SMP Muhammadiyah 2 Surakarta. Hopefully, this research can be useful for the readers.

2) Practical Benefit

There are several benefits when this study is conducted by the researcher. The research finding can be used for the students, the teachers, the researcher itself and will be useful to the readers who are interested in analyzing teaching learning writing.

1. For the Students

The result of this study may help the students understand more about the way how to write English sentences correctly. This study can be useful for them because they will know the type of their error and they can improve their writing ability in good sentences or paragraphs.

2. For the Teachers

The researcher hopes this result will help the teachers to teach their students and give contribution to the development of teaching writing in English. This research paper is conducted to know the level of students' mastery in writing ability. Thus the teachers know the error writing made by the students and know how to solve this problem.

3. For School

The result of conducting this research is can be the data to improve the school itself, especially the learning method in error analysis of recount text made by the second year students of SMP Muhammadiyah 2 Surakarta.

4. For the Reader

   The result may give more information to the readers that can be useful for English teaching learning, mainly in writing.

5. For Researcher

   The researcher will get some new knowledge and experience in teaching writing with new method and it contributes for the future education as a teacher.

F. Research Paper Organization

The writer organizes this research paper in order to make the reader easier to reading and understand the content of the study. This paper divided into five chapters, as follows:

Chapter I is introduction. This chapter consists of the background the study, problem statements, limitation of the study, objective of the study, benefit of the study and the research paper organization.

Chapter II is underlying theory. It consists of previous studies and underlying theories that are useful for conducting the analysis of data.

Chapter III is research method. This chapter consists of type of the study, subject and setting of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV presents research results, interpretation of the findings of the research and discussion.

Chapter V is conclusion and suggestion. It consists of conclusion about the answer of the problem statements. Then, it also gives suggestions to make the research to be better.