

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discusses background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purpose of the research, significance of the research and definition of key terms.

### **1.1 Background of the Problem**

Language has its important role on the intellect, improvement and society. English as a foreign language in Indonesian has influenced many aspect of life. In English subject, there are four skills learnt by students. They are listening, speaking, reading, and writing. Writing has many contexts of life especially at school because the students would express their ideas through writing. It can be a way to make communication.

According to Silalahi (2014:152), writing is a medium of communication that represents language through the inscription of signs and symbols. There is one message delivered whenever someone is writing. The message can only be understandable if the writing comprises vocabulary, grammar and semantic. If we talk about writing, grammar is an important thing because we cannot do a good writing without mastering good grammar.

Grammar is one of the sub-components which supports writing. However, the problem is that some of the students still make errors when making good a correct sentence. Students can develop their thinking, knowledge, and ability to be when write a sentence text. They are also still confused how to develop sentence and organize it. Uibu and Liiver (2016:71) say that grammar is a description of the rules

that explores the forms and structure of sentences that can be used in language. It means grammar is a way to make a correct sentence.

Based on the result of interview to the second year students of English department of Bung Hatta University, the students had studies many kinds of text; one of them is recount text and it is a text that retell pas events. The students had difficulties in conducting a good sentence, some of them didn't know sentence grammatically. Students make some errors when they make it in a sentence or a paragraph. The reason of making the errors are, for instance, having poor knowledge about tenses, such as present tense or past tense. The students had some difficulties in writing a long sentence in form of paragraph and cannot defend structure of tenses used. The students also made an errors in spelling, and punctuation. The students still make errors in the form of omission, addition, misformation, and misordering.

Based on the reason above, the researcher conducted the research entitled: An Analysis of the Grammatical Error in Writing Recount Text at the Second Year Students of English Departments of Bung Hatta University.

## **1.2 Identification of the Problem**

In writing a recount text, there are many components that the writer should pay attention including generic structure, punctuation, spelling and language features. They must be able to master past tense as the language features of the recount text.

Recount text tells about event that happen in the past. It has a social function to retell the events for the purpose to entertain the reader. There are three schematic structures of recount text. First orientation, it provides the setting and introduces participants. It usually uses descriptive words to give detail information about who,

when, where, why and what. Second is sequence of events, this tells the event that happen in the past based on the time and place. The last is re-orientation (closing). recount text has language features, such as : proper nouns to identify who involves in the text, descriptive words to give detail who, what, when, where, and what, and using past tense the retell the events, and using words that show the order of events (for example: first, next, then and soon)..

According to Dulay *et.al* (1982:155) grammatical error can be divided into four categories. The first is omission, it is error characterized by the absence of an item that must appear in a well formed utterance. Second is addition, it is kind of errors indicated by the presence of an item which must not appear in a well formed utterance. Third is misformation, it is error characterized by the use of the wrong form of the morpheme of structure. Fourth is misordering, it is error characterized by the incorrect placement of a morphemes or group in an utterance.

### **1.3 Limitation of the Problem**

Based on identification of the problem above, the researcher focused her study on an analysis of the grammatical errors in writing recount text made by second year students of English Department of Bung Hatta University. The researcher focused in analysis to grammatical errors in (1) omission; omission of plurality, of be, of article, of preposition (2) addition; addition of article, of be before verb, of preposition, of plural form (3) misformation; misformation of verb, article, of plural form, of be (4) misordering; misordering of adjective, of article, of auxiliary, of plural form.

### **1.4 Formulation of the Problem**

Based on the limitation above, the formulation of the problem is “What types of grammatical errors do the second year students of English department of Bung Hatta University make in writing recount text”?

### **1.5 Research Question**

Relating with the formulation of the problem above, the research question of this research are formulated as follows :

1. Do the students make errors in omission of plurality, *be*, articles, and preposition in writing recount text?
2. Do the students make errors in addition of articles, *be* before verb, preposition, and plural form in writing recount text?
3. Do the students make errors in misformation of verb, articles, *be* and plural form in writing recount text?
4. Do the students make errors in misordering adjective, articles, auxiliary, and plural form in writing recount text?

### **1.6 Purposes of the Research**

In the line with formulation of the problem and research question, the main purpose of this study is to describe the grammatical errors analysis in writing recount text at the second year students of English department of Bung Hatta University. The specific purposes of this research are follow :

1. To find out whether the second year students of English Department of Bung Hatta University make errors in omission of plurality, *be*, articles, and preposition in writing recount text.

2. To find out whether the second year students of English Department of Bung Hatta University make errors in addition of articles, *be* before verb, preposition, and plural form in writing recount text.
3. To find out whether the second year students of English Department of Bung Hatta University make errors in misformation of verb, articles, *be* and plural form in writing recount text.
4. To find out whether the second year students of English Department of Bung Hatta University make errors in misordering adjective, articles, auxiliary, and plural form in writing recount text.

### **1.7 Significance of the Research**

Based on the problem above, the research has some significance for lecturer and students. To the lecturer, she/he knows grammatical errors in writing recount text made by the students, and the lecturer guide the students to minimize the students errors. For the students, they know errors that they usually made in writing recount text and they could be aware of their mistake.

### **1.8 Definition of the key terms**

1. Writing is a kind of English skill focuses on the use of language in written form.
2. Recount text is a text which tells the readers about the story, action or activity in the past.
3. Error is deviation from the norms of the target language especially in grammatical features.
4. Grammatical errors are all errors made by the students in grammar especially in omission, addition, misformation, misordering.

5. Error in omission is the error that is made by the students where there is something missing in the sentence.
6. Error in addition is the error that is made by the students where there is unnecessary addition that students do in writing.
7. Error in misformation is the error that is made by the students where the students choose the wrong item in the right place.
8. Error in misordering is the error that is made by the students where the students put items in incorrect place or position.