CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the statement of the problem, the research's objective, the research's significance, the study, the scope of the study, and the operational definition.

1.1 Background of the Research

Writing is one of the language skills that must be improved while studying English. Writing well becomes the most difficult skill for people to acquire, particularly for students who need to be able to express their thoughts and feelings in a well-written format (Fitria, 2020). According to Siregar et al. (2019), writing is complex. Effective writing requires mastering text components, extensive vocabulary, and grammatical rules. Proper sentence construction is essential for readers to read and understand. Writing involves organizing sentences, vocabulary, grammatical structure, and mechanisms to generate a language for good writing (Rokha, 2019). Since then, writing skills have been very fundamental.

According to Asni et al. (2018), as cited in Manik & Arie Suwastini (2020), grammar guides the construction and understanding of words, phrases, and sentences, which lead to meaningful sentences. Proper language helps convey an individual's views effectively. Therefore, grammar and sentence structure are essential for students (Utari, 2019).

In senior high school, one of the types of text that students usually write is a recount text, written to tell readers about an event that occurred in the past (Husna & Multazim, 2019). Many students write this text, but few can write it according to the correct structures and features or a grammatically correct text. In writing recount text, that also happened in the students of X-E 6 of SMA N 1 Bae Kudus. They write many paragraphs in recount text, but the structure of the text and the grammar are still not entirely correct. They do not follow the

existing linguistic and grammatical rules even though they should write them in a good structure, grammar, and composition.

The error refers to a fault in a learner's speech or writing. They're the elements of a conversation or writing that adhere to a predetermined standard of mature language performance. Meanwhile, Brown (2000) defined an error as a notable difference from a native speaker's adult grammar. Language learners have various levels of English proficiency and thus are unavoidably involved in different types of errors.

Therefore, it is crucial to research writing errors to identify someone's errors in writing and make them not doing the same error again in their writing. In this case, it is essential to determine students' writing errors in the recount text in the hope that it can help them and their teacher know the errors so that the students will not do the same errors in writing recount text, and the teacher can also develop a new system or strategy in teaching recount text.

Some previous studies show various students' errors in writing recount text. Manik & Arie Suwastini (2020) focused on grammatical errors. They discovered that the most common grammatical errors among the subjects were omission errors, with the intralingual transfer being the most common source of errors. On the other hand, Buansari et al. (2022) found that word error is the highest, and intralingual transfer is the most frequent source of error. Another study was done by Fitria (2020). Based on the frequency of each error element, the most common error discovered in the students' writing composition in the grammar aspect is 57 data or 53.37 percent. On the other hand, Gau et al. (2021)found misformation as the highest error and succession of the approximative system as the highest factors that influence errors.

The researcher wanted to deeply analyze the grammatical errors and their source because it is crucial for the students to know their errors in writing a recount text, which is a common text. When they know the error and the source of the error, they can anticipate the error and will not make the same error when writing the next recount text. On the other hand, the teacher can also lead the

students to write the correct form of recount text by explaining the error that students usually make and the source of the error.

However, most previous studies focus on the students' grammatical errors in writing recount text or their causes. The researcher found that several studies also observed both but used different theories. Since the researcher wanted to analyze students' errors in writing recount text sincerely, the researcher examined the grammatical errors based on Dulay's theory about Surface Strategy Taxonomy (Dulay *et al.*,1982) as cited in (Manik & Arie Suwastini, 2020) and the source of the errors as Richard's theory (1971) cited by Murtiana (2019).

1.2 Statements of the Problem

Based on the study background, the problem statements can be stated as follows:

1. What kind of the grammatical errors is highest made by X-E 6 SMA N 1 Bae Kudus students in the academic year 2023/2024 in writing recount text?
2. What are the major sources of errors in the recount text done by X-E 6 SMAN 1 Bae Kudus in the academic year 2023/2024?

1.3 The objective of the Research

Based on the above problem statements, the objectives of this research are:

1. To find out the major types of grammatical errors made by X-E 6 SMAN 1 Bae Kudus students in the academic year 2023/2024 in writing recount text.
2. To find out the major source of the errors in the recount text done by X-E 6 SMAN 1 Bae Kudus in the academic year 2023/2024.

1.4 Significance of the Research

The researcher expected that conducting this study would be theoretically and practically useful.

Theoretically, the researcher hopes this study will be used as a reference by future researchers conducting similar research on analyzing students' writing errors in recount text writing.

Practically, the researcher hopes this research can inform students about the errors they usually make in writing recount text so they can anticipate not making the same error on the next writing. Also, this research can hopefully help the teacher lead the students in writing the correct form of recount text by explaining the errors that students usually make and the source of the errors.

1.5 Scope of the Research

The researcher focused the study on grammatical errors and the source of errors the students make in writing recount text. The participants of this research are the 32 X-E 6 SMA N 1 Bae Kudus students in the academic year 2023/2024 who got the recount text material in the English lesson.

1.6 Operational Definition

Four terms can be defined in the operational definitions based on the research title:

1. An analysis is studying or examining something in-depth to learn more about it or someone's opinion and judgment based on that research or examination.

2. A writing error is a grammatical, spelling, punctuation, or word choice problem that makes the paper less readable and difficult to understand.

3. Recount text is one of the text types that students learn. This text is written to inform readers or people about an event that occurred in the past. It might be a combination of experiences and events.

4. Tenth-grade students of SMA N 1 Bae are the students of X-E 6 in SMA N 1 Bae Kudus who learn English and get the recount text material.