CHAPTER I
INTRODUCTION

1.1 Background of the Study

One of the skills that must be mastered and learned by students in Indonesia in English class is writing. Writing is one of the English skills that is always given or applied by teachers to students in Indonesia. Writing is a teaching material contained in every learning syllabus (Harmer, 2004:31). Writing skills are one of the most important skills because writing can represent our thoughts and feelings which can be in real form and affect the understanding of others towards our ideas (Simanungkalit. et.al., 2019:14). Writing is considered to be able to give more time to think than to speak. In senior high school, at least students are able to write some texts including recount text, descriptive text, procedure text, etc. Therefore, students learn some subjects, among others such as; spelling, grammar and vocabulary in writing class.

In writing, grammar is the main support needed in writing activities. Grammar cannot be separated from language. Students are expected to be able to write English based on good and correct structural or grammatical rules when they are in writing class. Grammar is the most difficult thing for students to learn. Grammar is a collection of structured rules that govern the arrangement of sentences, phrases, and words in any language. According to Yule (2006:74), grammar is a process of describing the structure of phrases and sentences by considering their order in the language. One aspect of grammar that needs to be understood is tenses, there are many types of tenses in English, such as present tense, past tense, future tense and etc.

1

Basically, tense is a concept that is explained in a statement. The low mastery of grammar in writing for students can cause many errors in writing sentences, especially in using of the correct verb according to the tenses used in a type of text. Grammar errors in student writing are closely related to several aspects of grammar such as: tenses, subject-verb agreement, plural nouns, the use conjunction preposition, spelling and punctuation (Netanel, 2017:3). This explanation certainly makes writing meaningless and difficult for readers to understand. An error is a deviant action that are judged to be incorrect or inappropriate. Error is understanding in the use of appropriate rules, which helps us to see how the learner processes the target language and develop rules that become reference (Situmorang. et.al., 2018:66).

To analyze errors, error analysis is needed. Error analysis is a related method to investigate the language learning process. James (1982) stated that error analysis is the process of determining the occurrence, nature, causes and consequences of the failure of a language (As cited in Fridayanthi, 2017:214). In this case, students make some error caused by the habit of using the mother tongue which is different from English and also lack of grammar rules. Therefore, the student needs to understand grammar so that the meaning of written language can be easily understood by readers.

Related to the phenomena of error in using grammar, this study research is conducted on tenth grade of Dharma Praja Senior High School which is one private school in Denpasar. Based on the observation in this school, grammatical errors are often found in writing a text especially in writing recount text by the tenth grade students of SMA Dharma Praja. According to Anderson & Anderson (2003), Recount text is a text

that retells events that happened in the past in chronological order (As cited in Husna & Multazim, 2019:53). Many students do not pay attention to the correct tenses to use in recount text. The students are not familiar with grammar structure in English like the form of verb. Thus, this study is focused on investigating the types of grammatical errors and sources of grammatical error of tenth students when writing recount text. Dulay, et.al (1982:138) stated that there are four types of grammatical errors, among others: omission, addition, misformation, misordering). In other side, there some source of grammatical error based on Brown's theory, namely interlingual transfer, intralingual transfer, context of learning, and communication strategies. It is important to know the error made by students in writing to to improve understanding of their writing quality (Fridayanthi, 2017:215).

Based on the background above, considering about the advantages from doing grammatical error analysis found in tenth grade of SMA Dharma Praja , therefore this study is important to conduct to know the types and sources of errors. The result can be used by the teacher to conduct the appropriate method in teaching English.

1.2 Problems of the Study

Based on the background above, there are two problems of the study that are going to be analyzed in this study, those problems are:

1. What types of grammatical errors are made by tenth grade students of Dharma Praja Senior High School in their recount text writing?

2. What are the sources of grammatical error in writing recount text found in tenth grade students of Dharma Praja High School's recount text writing?

1.3 Objective of the Study

There are two objectives in this research. It can be explained below.

1. To identify the types of grammatical errors made by tenth grade students of Dharma Praja Senior High School in their's recount text.

2. To analyze the sources of grammatical errors in writing recount text made by tenth grade students of Dharma Praja Senior High School in their's recount text.

1.4 Limitation of the Study

This study focused on analyzing four types of grammatical errors of students' recount text on the use of simple past tense. The writer used the theory of Dulay, et.al (1982). Furthermore, in this study the writer analyzed the source of grammatical errors in writing recount text based on Brown (2007).

1.5 Significance of the Study

The significance of this study is divided into two parts namely, theoretical significance and practical significance, which is explained below.

1.5.1   Theoretical Significance

This research is expected to be able to strengthen existing theories and contribute to several previous studies. The results of this study can be used as a reference or basis for further researchers with the same topic interest.

1.5.2   Practical Significance

Practically, for teachers this research can help them to correct grammatical errors in writing recount text and improve their teaching related to grammar mastery. For students, through this research, they can find out the location of grammatical errors in writing recount text so that they can write recount text in the future properly and correctly.

UNMAS DENPASAR

CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

This chapter explained several aspects, such as; the review of related literature, concepts, and theories to develop this study. The review of related literature in this study presented similarities and differences between topic of the current study and the previous studies. Moreover, in this study there are concepts complied and explanation of theories that is used to support the analysis of grammatical errors in this study. This study presents the review of related literature, which consists of two theses and three articles which is explained furthers as follows:

2.1 Review of Related Literature

The first thesis was taken from Netanel (2017) entitled "An Analysis of Errors in Simple Past Tense in Recount Text Written by Eight Grade Students of SMP Pangudi Luhur 1 Yogyakarta". This thesis aims to find out what mistakes are often made by students in writing recount text, therefore that in this thesis, the author also identifies the types of errors in writing that students make and find out the causes of errors in writing recount text. In his study, Netanel (2017) used qualitative research. He obtained the data from students' writing analysis and research transcripts and then analyzed the types of grammatical errors in writing recount text based on the theory proposed by Dulay, et.al (1982). The results of her study showed that the type of grammatical error that is commonly found in students' recount text writing was the omission error type as many as 74 errors. The similarity between these two studies is that they both use the theory proposed by Dulay, et.al (1982) in analyzing the types of grammatical errors. The difference of Netanel's study

with the current study is her study focused on the causes of grammatical errors while this study focused on finding out the source of grammatical errors.

The second thesis was written by Wijayanti (2017) with the tittle "The Analysis of Grammatical Error in Students' Recount Text Made by The Eighth Grade Students of SMP N 1 Gombong in the Academic Year of 2016/2017". That study also focus on types of grammatical error and the source of grammatical error in writing recount text. In this study, she used descriptive qualitative method. In collecting data, the researcher used written test for students to make a recount text. The researcher used theory of types of errors by Keshavarz (2012) while to analyze the source of grammatical of this study used theory from Brown (2007). The results of her study showed that omission was the type of grammatical error that most often appeared in the student's writing with a frequency of 89 errors with the percentage (47.8%). The similarity between this study and her study is both studies used Brown (2007) in analyzing the source of the error. The difference with this study is the previous study used the theory of Keshavarz (2012) however, this current study used the theory of Dulay, et.al (1982) in analyzing types of grammatical errors.

The third, there is an article entitled "An Analysis of Tenth Grade Students' Grammatical Error in Writing Recount Text" by Yudari (2017). There are two problems analyzed, namely types of grammatical error and the source of the grammatical errors. In collecting data of this article, the researcher used qualitative descriptive method. The researcher in this study applied theory proposed by Dulay, et.al (1982). Based on Dulay, et.al (1982) theory found four main types of errors;

omission, addition, misformation and missordering. The researcher used theory proposed by Brown (1993) in analyzed the source of grammatical errors. Based on Brown's theory there are four categories of the source of errors: interlingual transfer, intralingual transfer, context of learning and communication strategy. Based on the result of her study, the type of grammatical errors with the highest frequency was the type of misformation error with 80 errors found in misformation. The most common sources of error in their study was the communication strategy. The similarity between these study is both of the studies focused on analyzing four types of grammatical errors based on Dulay, et.al (1982) theory and both also used the theory proposed by Brown (2007) in analyzing the sources of grammatical errors which consist of four categories of the source of grammatical error. There is no difference between the two studies.

The forth article was written by Karya & Putra (2019) entitled "A Study on Grammatical Errors Made by Semester Five Students of STIBA Saraswati Denpasar". The data source of this article was taken from the essay test on Mid-term exam in Introduction Literature November 2018. The researchers used descriptive method in solving the two problems in their article, firstly the types of grammatical errors appeared in the essays made by fifth students and the source of these errors. In classifying the types and the sources of grammatical errors, they reffered to the theory from Dulay, et.al (1982). The result of their study showed that the process of learning a second language was not too much different from the process of learning the first language therefore that it was still being discovered second language learners adopt strategies similar to those used by children who acquire English as their mother tongue. The similarities between these two studies are that they both

focused on analyzing the types of grammatical errors using Dulay, et. al (1982) theory which divided into four types of grammatical errors including omission, addition, misformation and misordering based on the surface strategy taxonomy. However, the difference between their research and this study is seen in the classifying of the sources of grammatical errors where they used Dulay, et.al (1982) theory by classifying the sources of errors which consist of developmental errors, interlingual errors, ambiguous errors and unique errors. In this current study used the theory purposed by Brown (2007), which divided into four sources of errors, among others: interlingual transfer, intralingual transfer, context of learning and communication strategy. Another difference is from the source of the data taken which in their research is in the form of essays or student answers on the mid-semester test while the data from this study was taken from recount text written by high school students.
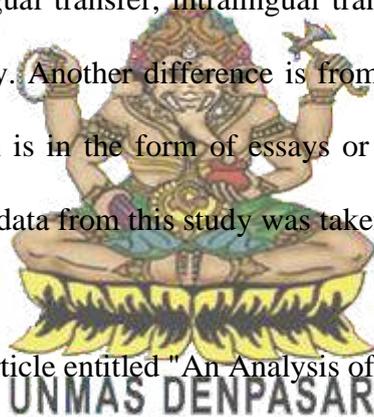
The last one is an article entitled "An Analysis of Grammatical Errors Made by The Tenth Grade Students of SMAN 1 Cluring in Writing Recount Text" written by Alisya, et.al (2021). Descriptive qualitative method was used in their study to find out the types and the causes of grammatical errors made by the tenth garde students of SMAN 1 Cluring. In identifying the types of grammatical errors, the researchers used the theory purposed by Dulay, et.al (1982) and also the theory of Betty (1989), while to classify the causes of errors, the researchers used theory from Richard (1979). Their study showed that there were 399 grammatical errors in writing recount text, the most grammatical errors was alternating form errors by

proven as 309 times errors with the percentage (77,44%). Their study with this study are both focused on identifying the types of grammatical errors based on Dulay, et.al (1982). But there are differences between these two studies, their research used Richard (1979) theory in analyzing the sources of grammatical errors while this study used Brown's (2007) theory in analyzing the sources of grammatical errors.

2.2 Concepts

In this study, there are several concepts to explained related to the topic in this study, which aims to would make it easier to understand. The concepts of this study are outlined as follows:

2.2.1   Definition of Error

Error can be defined as an unintentional deviation from the correct accuracy of the language variation rules of the second learner. An error is an act of actual deviation from the grammar of an adult native speaker that describes the competence of an interlanguage learner (Brown, H.D. 1980:165). Errors are often found in writing as well as in writing text. This mistake is mostly made by students who are learning a second language.

2.2.2   Grammatical Errors

Grammatical errors is an error occurs in the use of language spoken or written that is found in sentence or use of punctuation. According to Dulay, et.al (1982:102), they stated that grammatical errors is the use of grammar in a sentence that is not appropriate based on the standard rules of writing. Grammatical errors are often happened in writing a sentence or phrase which is a local error especially

in student's writing. Therefore, grammatical errors that have been found really need to be analyzed because to reduce making mistakes on the process of learning a second language.

2.2.3 Simple Past Tense

Simple past tense is one of the types of tenses used to describe an activity that has been completed and ended in the past as well. Cowan (2008:3590) stated that simply, past tense is a tense that are used for activities and situations that begin and end in the past at that time. This tense always uses the second form of the verb or verb 2 in its writing. Simple past tense is usually used to write several types of text, one of which is recount text.

2.2.4 Recount Text

Recount text is a type of text that contains stories and experiences that have been experienced in the past. Recount text is a text to describe a series of events which is written by the writer to show what and when it happened in past (Netanel, 2007:7). The aim of recount text is to give information and also entertain readers. A recount text has the generic structure in its writing that consists of: orientation, events and reorientation.

2.3 Theories

There are two theories that are used in this study. The first theory is using the surface strategy taxonomy theory proposed by Dulay, et.al (1982) for analyzing the types of grammatical errors. The second theory is proposed by Brown H.D (2007) for analyzing the source of grammatical errors.

2.3.1 Error Analysis

Error analysis is a method or technique to systematically identify errors made by students in learning a second or foreign language in accordance with linguistic theory. According to Dulay, et.al (1982:138), error analysis is the method applied to analyze from the side of errors in writing or speech. Error analysis is one of the studies related to student errors in understanding learning. Error analysis is very important and needed in learning a second language to reduce and correct language errors made by students or to investigate language in the process of learning a second language or a foreign language.

2.3.2 The types of Grammatical Errors

There are several types of grammatical error in writing. According to Dulay, et.al (1982:154), based on the surface strategy taxonomy, grammatical error types are divided into four parts, namely: omission, addition, misformation and misordering.
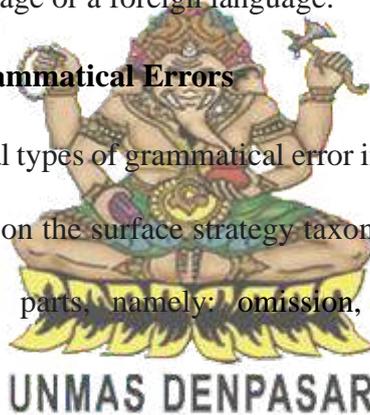
2.3.2.1 Omission

Omission error is an error when the learner eliminates a mandatory item in an expression to fulfill grammatical rules and conditions. As Dulay, et.al (1982:156), they stated that omission errors are characterized by omission of unit that must appear in a well formed utterances. Omission has two kinds, namely omission of content morphemes and omission of grammatical morphemes. omission of content morphemes, among others: verbs, nouns, adjectives and adverbs. While omission of grammatical morphemes, among others: inflection, verb auxiliaries, conjunction, articles, pronoun and preposition.

For example:

Mary president new company

From the sentence above it can be seen that the sentence does not use *to be*.

The sentence must be:

Mary is the president of the new company

From the use of to be "*is*" in the sentence aims to state an identity of the

subject.

(Dulay, et.al, 1982: 154)

2.3.2.2 Addition

Addition is a type of grammatical error that is seen by the presence of units

or items that are not necessarily in well-formed speech. This error not only removes

elements that are considered redundant but can also add redundant elements. This

can be expressed as the opposite of omission. This error type is divided into three

part, among others: double marking, regularization and simple addition (Dulay,

et.al., 1982:256).

For example:

He doesn't knows my name

The error in the sentence above lies in "*knows*". The sentence must be:

He doesn't know my name

It should only be "*know*" because it is already represented by "*doesn't*."

(Dulay, et.al, 1982:156)

2.3.2.3 Misformation

Misformation is type of error can be seen from the use of the wrong form of the morpheme and its structure. According to Dulay, et.al (1982:158) stated that misformation is the use of incorrect form of the morpheme or structure. In misformation errors, there are three types as well: regularization, achi-forms and alternating form.

For example:

Me hungry

The sentence above uses the wrong form of the morpheme because "*me*" should be used as an object and at the end of the sentence. The sentence must be:

I am hungry

This is the correct sentence by replacing "*me*" by putting the subject "*I*" and assited with to be "*am*" to clarify the situation.
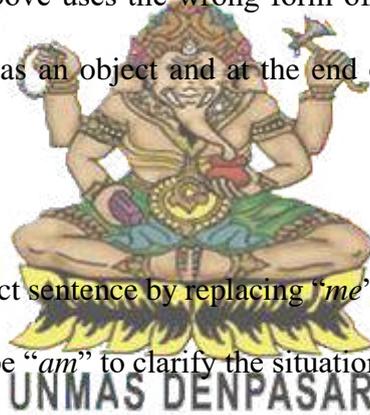
(Dulay, et.al, 1982:160)

2.3.2.4 Misordering

Misordering is an error that can be seen from the wrong placement of a morpheme or a group of morphemes in an utterance which is usually caused by ignoring the correct structure in a sentence that will be used in the target language. Misordering is an error placing words in incorrect order (Dulay, et.al., 1982:162).

For example:

What daddy is doing?

From the sentence above, it can be seen that there is an error in the placement of the word order. The sentence must be:

What is daddy doing?

(Dulay, et.al 1982:162)

2.3.3 The Source of Grammatical Error

According to Brown, H.D. (2007), the source of grammatical error can be divided into four categories, they are interlingual transfer, intralingual transfer, context of learning and communication strategy, the explanation as follows:

2.3.3.1 Interlingual Transfer

According to Brown, H.D. (2007:263), interlingual transfer is a source of error where this interlanguage error occurs due to interference from the first language to the second language in the sense that this source is influenced by the use of patterns from the mother tongue. In this source the emergence of elements of the first language into the second language. For example: *I think it is not easy for me*. (not easy) should be difficult.

2.3.3.2 Intralingual Transfer

The source of this error occurs because the learner has not mastered the target language so that it generalizes one rule or other rules in the sense that it is caused by the complexity of the system in second language learning (Brown, H.D. 2007:264). This error usually also occurs in the early stages of learning. This error indicates that the learners have progressed in the learning process.

2.3.3.3 Context of Learning

Based on Brown (2007:266), context of learning is the source of this error comes from the teacher's mistakes in the second language learning process, both information from the teacher, incorrect presentation of words and patterns in textbooks that are memorized in practice. Most of the students make errors because of misleading from the teacher.

2.3.3.4 Communication Strategy

Communication strategies can be one of the sources of errors made by students. This strategy is considered to improve the delivery of their messages, which is the conscious use of verbal and nonverbal mechanisms to communicate an idea when appropriate linguistic forms for some reason are not available to students at the time of writing a point in communication (Brown, H.D. 2007: 266).