

CHAPTER I

INTRODUCTION

1.1 Background of the study

Writing is one of the four language skills: reading, writing, listening, and speaking. Writing and speaking are productive skills. That means they involve producing language rather than receiving it. Moreover writing skill is more complicated than others skills in the English language. Writing skill does not only talk about grammars and vocabularies but also of conceptual and judgment elements. Because of the difficulties, some efforts have been done to solve the problems, the purpose is to make writing became easier and interest to learn for students

As a part of English skills, the learners should master it. It is important for a person especially adult level in making communicate or giving an approach to another person.

According to Richards (2006), writing form for adult level needs not only institutional writing but also a personal one. The importance of writing can be seen from the fact that scientific books, novels, reports, letters, newspapers, magazines, brochures, commercial advertisements are products of writing. Most of those products are very important for the human being in their daily activities. According to Meyers (2006), writing is an action. There are some steps in the writing process, they are the process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.

Based on those facts, the learners especially learners at the Junior High School level must master writing besides speaking. As a basic skill in learners, writing skills could not be separated from the education sector. The main reason, the learners at school must be able to express their ideas of feeling in spoken or written forms effectively.

There are basic competencies for the second grade:

1. analyzing social functions, text structure, and linguistic elements of several oral and written recount texts by providing and requesting information related to events/experiences following the context of their use.
2. compiling oral and written recount texts, short and simple, related to events/experiences, taking into account social functions, text structure, and linguistic elements, correctly and in context.

In this research, the writer would discuss recount text. A recount text is a text that telling the reader what happened in the past. It begins by telling the reader who was involved, what happened (Pardiyono, 2007), p.63). According to Online Education Journal (2011, p.6) “*writing recount is said that it may be a reorientation at the end. It summarizes the event.* Writing recount has a purpose to list and describe past experiences by retelling events in the order of phases (chronological order)”(p.63). There is no complication part in a recount text, whereas it exists in a narrative text. Recount has three types. They are personal recounts such as a diary and personal letters and factual retellings such as science experiment or news and incident report and the last is an imaginative recount, but the students found some difficulties in writing recount text, especially in using phrases in their Diary’s. The writing process of the diary can be easier to do if someone makes it a habit. Based on that skills are supported by language elements such as grammar, vocabulary, spelling, and pronunciation. According to Webster (1990: 531) grammar is the study of the classes of words or terms or codes available for use. Then she defines pronunciation as the cogency of evidence that compels acceptance by the mind of a truth or a fact (p.942). And she defines spelling as the forming of words from letters, according to accepted usage or a sequence of letters composing a word. (p. 1133).exts.

A sentence is a group of words containing a subject and a predicate and forming a complete thought. A sentence is constructed of some phrases. A phrase is a unit of grammar; a phrase may consist of one word or more than one word. There are five kinds of phrases. A noun phrase is a group of words containing noun as the headword; verb phrase consists of auxiliary and verb functions as predicate; prepositional phrase is a group of words preceded by a preposition and ended by a noun, pronoun, gerund, of the object of the preposition; the adjective phrase is a group of word precede by an adjective and ended by a noun, and adverb phrase has an adverb as its main word.

Based on those backgrounds above, the researcher is interested in analyzing the students' problems in writing recount text. Thus, this research is entitled "An Analysis of Students syntactical error' in Writing Recount Text to the Second Grade of SMP Yapi al-husaeni in 2020/2021 Academic Year ".

In English sentences, noun phrase plays an important function. According to Quirk (1995:59), noun phrase typically functions as subject, object, and complement of a sentence. It can be seen from the example: The girl standing in the corner now is my sister. The noun phrase in this sentence is a very complex form. Sometimes the students cannot make the complex noun phrase correctly. The noun phrase as a subject in this sentence is the girl standing in the corner now, and my sister is an object. Besides that, the girl is ahead, and standing in the corner now is a modifier.

Accordingly, understanding the meaning of noun phrases is very important for the students, because noun phrases play some functions in a sentence. Besides noun phrase, there are other phrases which should be understood by the students, namely; verb phrase, adjective phrase, prepositional phrase and adverb phrase.

A verb phrase according to MacFadyen (2011) of which head contains a verb, its direct and/or indirect objects, and an adverb, adverb phrases, or adverb clauses that happen to modify it. The predicate of a clause or sentence is always a verb phrase, for example, Corinne is trying to decide whether she wants to go to

medical school or to go to law school. He did not have all the ingredients the recipe called for;

therefore, he decided to make something else. After she had learned to drive, Alice felt more independent. We will meet at the library at 3:30 p.m.

Nordquist (2014) stated that an adjective phrase is a word group with an adjective as its head. This adjective may be accompanied by modifiers, determiners, and/or qualifiers. Adjective phrases modify nouns. They may be attributive (appearing before the noun) or predicative (appearing after a linking verb), but not all adjectives can be used in both positions. "An adjective phrase consists of an adjective which may be preceded and/or followed by other words. The pre modifier is always an adverb phrase, but the post-modifiers can be an adverb phrase, a prepositional phrase, or even a clause. It is also possible to have a modifier that is partly in front and partly behind the head, called a discontinuous modifier, abbreviated as disc-mod.

Besides, Nordquist (2014) defines the prepositional phrase as a group of words consisting of an object, preposition, and any modifiers of the object. The prepositions are: at, on, in, from, with, by, and about. Prepositional phrases function as adverbs or adjectives in a sentence. When it is used as an adverb it answers the questions: where, when, or how. When it is used as an adjective, it answers the questions: which or which one. An example of a prepositional phrase being used as an adjective is "The tomatoes on the vine are ready to be picked". Which tomatoes? The ripe tomatoes on the tomato vine are ready to be picked. When a prepositional.

Writing needs not only the good organization but also perfect grammar. Unlike spoken language which often contains errors and speakers can often revise them all the time, written language or composition has to be perfectly delivered, i.e. through grammatical sentences. In this case, ungrammatical sentences will only hinder readers to understand the writer's meaning, thus good command of grammar is important for writers. EFL students who practice EFL writing have to comprehend grammatical rules and employ them in sentences.

phrase is used as an adverb, it is used like this “Grace is tired from her long day at work: How did Gracia get tired? He was tired from her long day at work Nordquist (2014) defines an adverb phrase (also called an adverbial phrase) as a word group with an adverb as its head. This adverb may be accompanied by modifiers or qualifiers. An adverb phrase can modify a verb, an adjective, or another adverb, and it can appear in some different positions in a sentence. For example; The Cheshire Cat vanished quite slowly, beginning with the end of its tail. The players responded surprisingly well to all the pressures of the playoffs. The best way to preserve the flavor and texture of fresh vegetables is to cook them as quickly as possible.

The reason for choosing recount text as the object of this research is that usually, the students at junior high school faced some difficulties in constructing recount text because of lacks of vocabulary, conjunction, tenses, structure, and especially used phrases in writing recount text. So the students feel under esteemed to do it, and the teacher should have any effort to solve this problem.

The question left is whether constructing the recount text using phrases facilitate the students or can overcome that problem to get their English competence or not, the researcher wants to know where the grammatical errors in constructing the recount text in the teaching and learning process help the students to expand their English skills or it doesn't expand their English skills.

To avoid misunderstanding the problem, it is necessary to make the limitation. Based on the background of the study and identification of the problem above, the researcher is interested in analyzing the problem at the second-grade students of SMP Yapi Al-husaeni in writing recount text. The components of writing text include organization, content, vocabulary, and grammar. The problems are taken from students' writing.

1.2. Statement of Problem

Writing is an important element in the English language. Vocabulary and structure mastery is important for the students in writing English sentences. On the other hand, the students also need to know how to make excellent writing.

The main purposes of the writer's in this paper are:

1. What syntactical errors are made by the students in writing the recount text?
2. What are the problems of the students' syntactical errors in the student's writing recount text?

1.3. Research Objective

Based on the problems above, the writer tries to find out the problems that are faced by students,

1. To analyze the kinds of syntactical errors made by students in writing recount text.
2. To investigate the problem of students' syntactical errors in writing recount text.

1.4. Research Significance

1.4.1 Theoretical Significance

This research can be included in error analysis. The step in error analysis is describing the errors by showing the errors, error analysis, category of error

and grammatical errors. Error has two equivalent in English those are; error and mistake. The different of them are the systemation of error which is made by learners. i.e. error reflect gaps in a learner,,s knowledge; they occur because the learner doesn,,t know what is correct. Mistake reflects occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.

a) . Errors

According to Dulay (1982:138). “Errors are flawed side of learner speech or writing” based on that statement, the writer can explain that something connected with writing flawed is called error.

b) Error Analysis

According to Dulay (1982: 141), he stated “Errors analysis is an attempt to account for learner“s errors that could not be explained or predicated by contrastive analysis or behaviorist Theory “where contrastive Analysis (CA) is about the interference of mother tongue to the target language and behaviorist The ory is about the changing of the learner“s behavior after getting learning process. Therefore, an error made by learner is not only caused by interferences of the learner“s mother tongue.

1.4.2. Practical Significance

- a) For the English teachers: The result of this study provides feedback for teachers of the English Education Department that may be useful to recognize students’ difficulties in writing so they will pay more attention to the errors made by the students and the causes of the errors

in writing. The result of the study will evaluate whether they are successful or not in teaching English.

- b) For the students: The result of the study will show them what aspect of grammar is difficult for them. In this way, the students are expected to increase their knowledge of English grammar, thus they will be aware of the errors they made and sources of the errors.
- c) For other researchers: The researcher hopes that this study can inspire other researchers to conduct further researches about grammatical error analysis or other topics related to errors to enrich the existing study.

1.5. Previous Studies

- Syntactic Errors Made by Science Students at the Graduate Level in Pakistan – Causes and Remedies Azhar Pervaiz, Ph.D. Candidate Muhammad Kamal Khan, Ph.D. Candidate language in India Strength for Today and Bright Hope for Tomorrow Volume 10 : 9 September 2010
- An Error Analysis In The Use Of Past Tense In Writing Recount Text At The Second Year Students Of Smp Unismuh Makassar Radiah Hamid and Qayyimah English Education Department, Faculty of Teacher Training and Education Teacher Training and Education.
- An Analysis Of Grammatical Errors In Writing Recount Text Based On Surface Strategy Taxonomy At The First Year Of Sma Yp Unila Bandar Lampung" By Bulqis Jolay Waway.

- Syntactical error analysis in second semester student's writing of IAIN Tulungagung. fatmawati, Riska Nurlaili Fatmawati (2015) Syntactical error analysis in second semester student's writing of IAIN Tulungagung
- THE ANALYSIS OF SYNTACTICAL ERRORS MADE BY STUDENTS' OF TBI IAIN BENGKULU IN WRITING THESIS ABSTRACTS
(A Content Analysis on The Students' S1 Thesis Abstracts of TBI IAIN Bengkulu Graduated at March 2018 Period)
- Syntactical Sentences And Error Analysis In Chelsea Olivia Wijaya Instagram Account (Skripsi Sastra Inggris, 2016) Maroshita Vianie, . (2016) Syntactical Sentences And Error Analysis In Chelsea Olivia Wijaya Instagram Account (Skripsi Sastra Inggris, 2016). Universitas Pamulang, Tangerang Selatan.

1.6. Conceptual Framework

1.6.1 Definition of Writing

Writing is one way to express ideas, experiences, and feelings in written form. This statement is supported by Finocchiaro (1974), students should be encouraged to express their ideas, experiences, thoughts, and feeling. Nunan (1989) said that Writing is not a natural activity. Physically and mentally, normal people learn to speak a language. According to Dumais (1988), writing in English is meant to fill the gap that exists between the ability to express ideas,

feelings, opinions, and others in Indonesia and the ability to express the same things in written form in English. It means that by written forms, someone can express ideas and sense more correctly. In writing, we have to choose the good and right words and phrases and must follow the proper structure. Meanwhile, according to Daeng Nurjamal in the Blogspot article: writing is a creative process of expressing ideas in the form of written language for purposes, such as informing, convincing, or entertaining. The results of this creative work are usually referred to as essays or writings. Then writing according to Hendri Guntur Tarigan in a book he wrote entitled *Writing as a language skill* That: "writing is a developmental process. Writing requires experience, time, opportunity, training, special skills, and direct teaching to become a writer " Hendry Guntur Tarigan, *Writing as a Language Skill*, Bandung; Space, 2008.

1.6.2. Recount text

According to Mark and Kathy Anderson "a recount is a piece of text that retells past events, usually in the order in which they happened. It means that recount has purpose to tell what happened in the past through a sequence of events. Examples of recount text include: eyewitness account, newspaper reports, letters, conversations, television interviews, and speeches.

From the above understanding, we know that a recount text is a text that tells about an event that occurred in the past. Especially telling personal experiences that someone has experienced. Meanwhile, in the book *Creative Cakap and Quality*, the text Recount is "a text that retells an event that occurred in the past and a series of events in the past. Recount text has the following

structure:

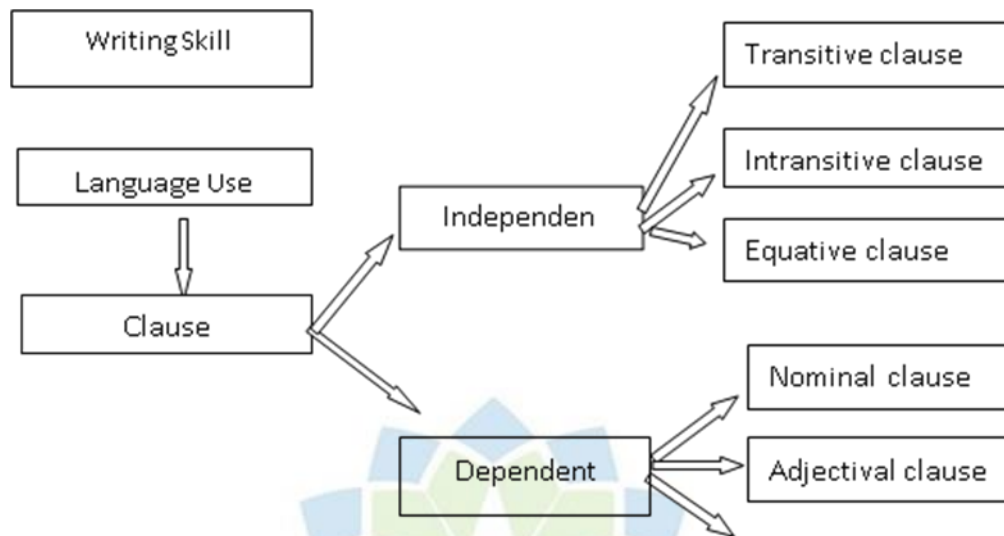
- 1) Orientation: An introduction to when and where the event occurred.
- 2) Event (s): This section contains a chronological order of events.
- 3) Reorientation: This section is the closing section usually contains the author's opinion about the events being reported.

Then according to Bachtiar Bima M and Cicik Kurniawati Bachtiar Bima M dan Cicik Kurniawati, *Let's Talk*, Bandung : Pakar Raya, 2005, hal. 95 that "a recount text is an event outlined in a form to provide information or entertain readers. Thus we can conclude that a recount text is a text that tells an incident and event that is entertaining to the reader".

In this research, the following variables are proposed:

- a) The independent variable (X) is analysis syntactical error, as the indicators are: Error in Sentence Pattern (Subject and Verb)
 - 1) Error in tenses
 - 2) Error in pronoun
 - 3) Error in the preposition
 - 4) Error in punctuation
- b) The dependent variable (Y) is writing recount text among eighth-grade students whose indicators are as follows:
 - 1) Using Past Tense
 - 2) Using action verb
 - 3) Using third-person pronouns

From the study above, the writer tries to draw the concept about the cases:



1.7. Clarification of the Term

The writer would explain the terminology that is used in this study as follows:

ANALYSIS

“An Analysis is the breaking up of the sentence into its parts.” Martin (2003:15)

ERRORS

In the Oxford dictionary: “The definition of Errors: a) Mistakes, b) Being Wrong.” (Hornby, 1995:141) There is another meaning of Error that is: *“Errors are a noticeable deviation from the adult grammar of a native, replicating the Interlanguage competence of the students. (Brown, 1980:165)*

AGREEMENT

According to Sharp (2002: 257): *“Agreement means selecting a subject that agrees in person and number with verbs, and selecting pronouns that*

agree in person and number with reference nouns and the other pronoun.”

WRITING

There are three definitions of writing according to experts. According to *White (1986:10)*, *writing is the process of expressing ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn.* Besides that, *Tarigan (1994: 3)* stated, *writing is an activity to produce or draw graphic symbols which represent a language that is understood by people so that other people can read the graphic symbols presented. People will understand the graphic symbols presented if they understand the language and the graphic itself.*

RECOUNT TEXT

Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened (Pardiyono, 2007: 63). At an *Online Education Journal*, writing recount is said that it may be a reorientation at the end. It summarizes the event in the order in which they happened (chronological order). Recount is written to retell events with the purpose of either informing or entertaining their audience (or both).