I. INTRODUCTION

1.1 Background

There are four basic abilities that are learned in studying English, they are listening, speaking, reading, and writing. Writing is one of the skills that must be learned by the students. In writing, the learners must apply five general components of the writing process; they are content, form, grammar, style and mechanic. The writer thought that the composition was important for the learners to develop their imagination in written English. Corder (1981:6) says that human lives in imperfect world; consequently, errors will occur in spite of their best effort. This wrong thing can also be met in learning a language. People often produce utterances that are incorrect. Brown (1980: 15) names the learning condition above as error. In learning English, it is common that students make mistake or errors both in spoken or written form. According to Corder (1973), error that students make when they learn a language is very common. It signals the students are on stage of internalizing the rule of the language.

Lado (1981) states that the students who come into contact with a foreign language will find some features of it quite easy and others extremely difficult. The elements that are similar to his native language will be simple for the students while those elements that are different will be difficult. Based on the statements above, the students frequently got some difficulties. In other world, the students

sometimes made grammatical errors; in this case, they were very likely to make errors probably because of the language habit in their mother tongue that was sometimes slightly or absolutely different from English. 2

In composing a good writing, we should notice some aspects. Grammar is one of important aspects that should be mastered in order to make a well-structured writing. In learning process, the students still made errors and mistakes, so it is important to analyze their errors and diagnose the difficulty of the study in the classroom. Therefore, the writer used error analysis to detect the students' errors. It was needed because the result of the analysis would give some contributions in attempting to decrease errors done by the students in learning English especially in SMA YP UNILA. The title of this research is The Analysis of Grammatical Errors in Students' Writing Recount at SMA YP UNILA at The First Year Students of SMA YP UNILA in year 2012/2013.

According to Sujoko (1989: 5), an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. In order to analyze the students' error, it is crucial to make an error analysis. By errors analysis, the students would get the correction on grammar in their writing, so they can master English well.

In this research, the writer analyzed the students' errors on grammar by asking them to make recount paragraph writing. The writer wanted to know what errors were mostly made by the students on grammar. The writer observed An Analysis of Grammatical Errors in the Students' Writing Recount Text of the First Year Students of SMA YP UNILA in year 2012/2013, because in that year they had studied about writing in English especially writing a recount text in Junior High

School. So, it was very important to know how many kinds of errors in writing to help them understand writing skill well.

1.2 Formulation of the Problem

Based on the background previously presented, the writer formulated the problem in the following question:

What errors are mostly made by the second year students of SMA YP UNILA in writing recount text on grammar based on surface strategy taxonomy?

1.3 Objective of the Research

According to the problem formulated above, the research was conducted to find ou grammatical errors mostly made by the students of SMA YP UNILA in writing recount text based on surface strategy taxonomy.

1.4 Uses of the Research

This result is expected that the result of this research can have the following uses:

1. Practical Uses

a. The writer hopes that the result can be a reference for the reader or teacher, so that the errors can be minimized.

b. The result of this study can provide information and evaluation for the students, so they will try to avoid the same errors next time.

c. It can be useful for the teacher to improve the students' writing skill by analyzing the mastery of recount text.

d. The finding of this research by the other research to conduct farther analyzing dealing with errors in the second language learning.

2. Theoretical Uses

The theoretical benefits of this study is to inform the student's errors in writing the recount text in teaching learning process.

1.5 Scope of the Research

This qualitative research focused on "the analysis of students' grammatical errors in their recount text writing on surface strategy taxonomy. The surface strategy taxonomy divids into four categories; namely omission, addition, misordering, and misformation. This research conducted at the first grade students of first semester at SMA YP UNILA Bandar Lampung, during 2012/2013 school year. This choice was due to the fact that English grammar had already been taught in the previous grade.

This research was focused on analyzing and clasifying students' errors based on *surface strategy taxonomy*. The students were asked to make recount text based on the three topics that the writer prepared; they would be asked to choose one of them. It was conducted to know the students' grammatical errors in writing recount text.

1.6 Definition of Terms

In the effort of avoiding misunderstanding, there were some terms used in this research which were defined here:

1. Writing is a process of expressing ideas, feelings and thought through written forms by arranging words, sentences and paragraph, and reinforcing the use of structure and vocabulary that have been learned.

2. Grammatical errors is any deviation from a selected norm of language performance, no matter what the causes or characteristics are, the deviation might be consideration as an error. The research purpose is to anlayze students' grammatical errors in recount text writing, the grammatical errors defined as any errors appear in the students' recount text writing.

3. Error analysis is a technique of analyzing, classifying and describing the noticeable errors made by the students in learning process. The analysis is undertaken by a) Identification of the errors, b) Classification of the errors into categories based on surface strategy taxonomy c) Calculation of the frequency of each type of error.

4. Recount text is the text that shares a story of what happened in the past. With this text, a writer wants to tell the readers what (s) he or someone else experienced. The text structure of a recount is orientation (tells the readers the main idea and setting of the story), series of events (story develops based on the sequence of the events) and re-orientation (summarizes the story and tells the writer impression).