I. INTRODUCTION

1.1 Background of the Problem

English for senior high school applied in Indonesia aims at enabling students of senior high school to have a good competence at four language skills, those are listening, speaking, reading and writing. Besides that, the students are trained to master language components. They are grammar and vocabulary. Thus, English is taught intensively in order the students comprehend the four skills and the components as integrated –skills. Grammar is one important aspect that should be mastered in order to make a well structured writing. But, writing in foreign language is not always as easy as writing in our own language since there are some different rules in the writing systems and these differences sometimes lead to errors. This study primarily deals with the students' English grammar mastery, specifically in writing.

Writing is the top productive skill in language learning process; it comes after listening, speaking and reading. It is believed that writing is the most complicated activity. In this skill, the students must integrate their previous knowledge in order to create a good composition. Their previous existing knowledge which is aqcuired through listening, speaking and reading should support their writing proces. They must master the vocabulary and structure firstly before composing as supported by Meyers (2005:2). He states that writing skill requires the skill of

organizing ideas, putting the right vocabularies and using grammar as the structure of the composition.

Writing is the most complex skill because expressing our ideas in a paragraph needs an accurate arrangement of vocabularies. We have to relate the words into sentences with complete components that show logical relationships. In other words, the sentences must be meaningful and grammatical. For some students writing skill is the most difficult skill (Hadfield, 1990 : Vii), because writing requires integrated mastery of comprehension of topic and mastery of sentence structure and grammar. So mistake and error cannot be avoided by the students when they learn writing, especially on grammatical categories. This statement is supported by previous research on errors based on surface taxonomy and communicative effect taxonomy done by Devi Okta Andika Sari (2004) in SMA Negeri 2 Bandarlampung. The results of Sari's research showed that the students made 31.38% errors in ommision, 11.34% in addition, 53.94% in misformation and 3.34% n misordering. This finding leads to the conclusion that the most frequent type of errors commiteted by the students was misformation.

Basically, grammar applies rules for standard use of words and how they combine to form sentences. A grammar is also a system for classifying and anlayzing the elements of language including inflections, functions, rules and relations in a sentence; and a guide to other important elements of English grammar including punctuation marks (comma, colon, question mark, etc.), parts of speech (verbs, nouns and prepositions, etc.). Apparently, grammar is one important aspects in a good writing. Students who have knowledge of what constitutes a grammatical

sentence will find it easier to build a paragraph. In the same way, Oshima and Hogue (1990:44) suggest that a paragraph is easy to read and understand because (1) the supporting sentences are in some kind of logical order, and (2) the use of appropriate transition signals connects the idea contained in the paragraph.

However, grammar is still something hard to cope for the students. An example Based on Field Practice Program (PPL) done by the researcher at the first grade of SMA N 13 Bandar Lampung, the students' still got into difficulties in using grammar, such as in verbs changes from present participle into past participle, in application of correct verb *be*, etc. They were not aware of tenses in composing an English paragraph. Needless to say, such errors are very likely to be made by many students in their writing. This phenomenon will steadly remain unless some efforts for minimizing their occurance are made. It is recomended that the teacher start analyzing students' errors, particularly in writing, as the analysis will provide the teacher with valuable data, on which she may refer to for making a decision whether it is necessary to have any remedial treatments. It is consistent with what Corder (1981: 89) states, that the function of error anlysis is mainly to investigate the language learning process, and to judge whether it is necessary for the teacher to have remedial teaching. According to Chomsky (1980), errors are the result of a lack in the knowledge of language rules. Hence, when students' make errors, it can be described as an unconscious process, because they do not know the correct form of the errors they have made.

 Making errors is a natural and unvoidable part of the process of learning English. Many kinds of errors arise when learners write because they do not master the

English structure well. Abbort (1981:216) states that learners often make mistakes and errors in learning English, especially when they try to arrange sentences or use tenses in their writing. As a result, they will write sentences ungrammatically. Actually, the ungrammatical sentence may have meaningful content. But since it is influenced by the first language which is different from the second language in written form, mistakes and errors are unvoidable. Therefore, the first langauge can interfere learners in the process of the second langauge.

Dulay et. al (1982 : 138) also support that making errors are inevitable part of learning and people cannot learn language without first systematically commiting errors in their learning process and by making errors, the students are expected to do some improvement in their learning in the future. It means that it is possible for the students to commit errors in their learning process. In this case the teacher can help them by conducting errors analysis. It is expected that the teachers will be able to know how far the students have mastered certain material.

Similarly, Pateda (1989:35) claims that error analysis can help the teacher to find out the type of students' errors and the source of these errors. Indeed, teacher can improve his language teaching program through error analysis. To sum up, it is imperative for English teacher to analyze how the elements of the language work in written form. Before proceeding to teach advanced writing in the classroom, the teacher should be able to assist the students to handle grammatical errors they regularly make.

By analyzing the errors properly students can be expected to do some improvement in learning to communicate through written language in the future.

So, it is one of teachers' responsibilities to pay attention to the students' errors to analyze and to give proper correction to them as they make errors, as Hendrikson (1975:5) says that students can not really learn in the class without knowing errors they make.

And to recognize the stage of students' errors, Corder (1974) distinguishes steps of errors based on the Developmental Category, they are: Pre-systematic stage, Systematic stage, Post-systematic stage. The researcher wanted to know what happen in pre-systematic errors, sytematic errors, post-systematic errors. Then the researcher would classify *developmental category* into mistakes and errors. In other words, what will frequently be done by students in writing recount text, is it error or mistake. The researcher will clasify into three stages: pre-systematic errors, sytematic errors, post-systematic errors.

Based on the background above affected the researcher to conduct a research entitled: " An Analysis of Students' Grammatical Errors in Recount Text Writing at the First Grade of SMA 13 Bandar Lampung. In this research, the writer used Surface Strategy Taxonomy and Developmental Category to analyze the students' errors.

1.2 Formulation of the Problems

Based on the background of the problem above, the research problem are formulated as follows:

1. What are the frequencies of occurance of the SMA students' grammatical errors based on the *surface strategy taxonomy* in their recount text writing?

2. What are the frequencies of occurance of the SMA students' grammatical errors based on the *developmental category* in their recount text writing?

3. Which types of errrors are mostly made by the students?

1.3 Objectives of the Research

Related to the problem stated previously,the objective of the research are formulated as follow:

1. To identify the frequencies of occurances of the students' grammatical errors based on *surface strategy taxonomy* that are found in their recount text.

2. To identify the frequencies of occurances of the students' grammatical errors based on *developmental category* that are found in their recount text.

3. To know which types of errrors are mostly done by the students.

1.4 Uses of the Research

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

1. Theoretically, the result of the research can be used as an information to fix the previous a research.

2. Pracatically, the result of the research could be an input for English teachers to minimize students' errors and as a basic consideration for remedial treatment and teaching.

3. For the students, the errors in their recount text can be a feedback to improve their writing performance and to minimize their weaknesses in writing. Most

importantly, it gives information to the students: by analysing the errors made the students will learn not to make the same errors again.

1.5 Scope of the Research

This qualitative research focused on "an analysis of students' grammatical errors in their recount text writing. The surface strategy taxonomy divided into four categories; namely omission, addition, misordering, and misformation. This research conducted at the first grade students of second semester at SMA N 13 Bandar Lampung, during 2011/2012 school year. This choice was due to the fact that sufficient amount of English grammar had already been taught in the previous grade. The grammar materials here covered tenses and parts of speech, so as to specify and narrow down what would be done in this research.

This research focused on analyzing and clasifying students' errors based on *surface strategy taxonomy* and *developmental category*. The students are asked to make recount text based on the four topics that the researcher prepared; they will be asked to choose one of them. It is conducted to know the students' grammatical errors in writing recount text. Interater will be used to score students' writing. The raters will be the researcher and the classroom English teacher.

1.6 Definition of the Terms

In the effort of avoiding misunderstanding, there are some terms used in this study which are 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. As the writer's purpose on this research 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 the errors into categories based on surface strategy taxonomy and developmental errors, c) Calculation the frequency of each type of error.

4. Text is a unit of language use. A text is grammatical unit that is larger than sentences but it is related to sentences in the same way that a sentence related to clause, clause to group words and group words to letters.

5. 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).