

CHAPTER I

INTRODUCTION

A. Background of Study

Indonesia has been implemented 2013 curriculum (K-13) in the field of education at all levels of secondary school since 2014. Teaching English as a foreign language focuses on four skill namely listening, speaking, reading, and writing. These four skills are used to respond or create discourse in social life. Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level.

Writing is one of the English language skills that must be mastered by students. Writing is a very complex skill.¹ Combining and analyzing every linguistic element in an essay is a must for writers. From the writing, it will be seen how far the author's knowledge in creating an effective essay. The vocabulary and sentences used in writing activities must be clear so easily understood by readers. The author's thoughts and feelings determine the direction of writing a quality paper or essay. In other words, the results of a quality essay are generally supported by the linguistic skills of a writer.

Based on the 2013 curriculum, students from elementary to high school levels are asked to learn genres of text in English.² In university is also still studying the text genre such as recount text, narrative text, descriptive text, procedural text, and others. Each genre of text has its own social function, general

¹Nurjamal, *Terampil Mengarang* (Bandung: Alfabeta, 2013), p. 4.

²Kementerian Pendidikan dan Kebudayaan, 'Kurikulum 2013', p. 64.

structure, purpose and features of the language. One of the text genres used in this research is recount text.

Recount text is a form of text that aims to retell students' past experiences, where the use of the past tense is very important in writing recount text. In this case, many students' mistakes are found when they write in every general pattern of recount text known as the generic structure, there are: a. Orientation, b. Events, c. Reorientation.

In K-13 the writing activity aims to develop students' skill in writing simple texts to complex texts. In fact, in teaching writing only emphasizes grammatical and syntactic accuracy, resulting EFL students considering writing as a difficult skill. The low mastery of basic competencies in writing and other supporting competencies results in the emergence of many errors in writing English sentences. The ability of students to write sentences is not the same from one person to another. So, the emergence of errors in the writing cannot be avoided by student.

Error analysis in this study focuses on the form of the learner's language, assesses the language of the learners based on the surface structure taxonomy types: addition, omission, misformation, misordering and blends.³ All types of errors are strongly influenced by interference when learning English. In this case, students consider the grammatical rules of English to be the same as the grammatical rules of Indonesian. Interference is closely related to the students' mother tongue so that when communicating in English, there is always an element

³Carl James, *Errors in Language Learning and Use Exploring Error Analysis* (New York: Routledge, 2013), p. 160.

of the mother tongue (Indonesian) that they use. This is one of the reasons why students often make mistakes in using English.

Many studies have been conducted in the field of grammatical error analysis in recount text. For example, a research conducted by Aprilista, Dodi&Siti, entitled "Grammatical Error Analysis of Recount Text with Surface Strategy Taxonomy Method in MAN 2 Semarang". This study proves that the dominant error is misformation error with a percentage of 47.35%. The factors that cause errors are the use of explanatory language as the main language (errors between languages) and students' lack of knowledge, especially in grammar (intralingual errors).⁴

Then the research conducted by Hamid, Ariyani, and Ariyanto showed that there were 60 errors dealing with the grammatical errors on male students, while there were 46 errors dealing with the grammatical errors on female students. It was stated that the highest percentage is in the use of simple past tense with 44% for female and 45% for male students. There is no significant difference these are because the student did not apply the formula of simple past tense correctly.⁵

Male and female are the two terms in classifying a human's gender. The difference between male and female also happens in processing information.⁶ The differences between male and female can be seen from the way they write. Males and females are said to differ in language performance, they might produce

⁴Siti Aprilista, Dodi, 'Grammatical Error Analysis of Recount Text with Surface Strategy Taxonomy Method in MAN 2 Semarang', in *Student Proceedings* (Semarang, 2019), p. 434.

⁵Shofwan, dkk, 'An Analysis on Gender - Based Difference of the Eight Year Students' Recount Paragraph Writing Based on the Grammatical Errors at SMPN 3 Jenggawah Jember', *Journal of Pancaran*, 2.2 (2013), p. 83.

⁶Ibid., p.74.

different types of error in different frequencies. Larsen Freeman and Long declared that females are better second language learners than males.⁷ In fact, males and females are supposed to have different achievements in language learning. For that reason, an analysis on EFL students' errors regarding gender may reveal the information on grammatical errors made by male and female students.

Through this study, the researcher can find out the mistakes made by students so that teachers can find out the level of student ability in writing and can correct these mistakes. Although there has been a lot of research about grammatical errors, most of them involved SMA students as the subjects of the research. Very few studies have been found in the literature that focuses on grammatical errors made by male and female students. Therefore, this study was conducted to fill gap by comparing the grammatical errors made by female and male students in writing recount text.

By paying attention to the background above, the writer is motivated to conduct an error analysis study to analyze grammatical errors in recount text based on gender differences. So this research is entitled **"The Comparison between Male and Female Students of Grammatical Errors in Writing Recount Text"**.

B. Identification of Problem

There are many problems that can be identified in students' writing skills,

⁷ Larsen-freeman, *An Introduction to Second Language Acquisition Research* (London: Longman, 2013), p. 351

especially in writing recount text. The identification of the problem is as follows: (1) the students have low grammar skill, and (2) the students have low mastery in writing.

C. Limitation of the Study

The limitation of the study is focus to the analysis of the grammatical errors found in recount text made by male and female students of third semester at English Education Department of Islamic University of North Sumatera (UINSU) to see and assess students' ability in writing an essay text in English. In the Advanced Writing class, students of third semester get an assignment to make an autobiography text. Error analysis in this study focuses on the form of the learner's language and examines the learner's language based on surface structure taxonomy, they are: error of addition, error of omission, error of misformation, error of misordering, and error of blends.

D. The Research Question

Based on the background and identification of problem above, the research questions are as follows:

1. What kinds of grammatical errors that are found in the recount text written by male and female students?
2. What are the dominant errors made by male and female students in writing recount text?

3. Why the male and female students do the errors in writing recount text based on causes of error?

E. The Objective of the Study

Based on the research questions mentioned above, the purposes of this study are:

1. To identify the errors made by male and female students in writing recount text.
2. To find out the dominant errors made by male and female students.
3. To find out why the male and female students do the errors in writing recount text based on causes of error.

F. The Significance of the Study

The significance of this study divided into two significances such as:

1. Theoretical Significance

Theoretically, it is expected that the results of this study can provide information and serve as a source of further research that is useful for researchers regarding educational theory, especially about the comparison between male and female students in writing recount text.

2. Practical Significances

- a. For teacher, as an educator who teaches English, of course, must know the abilities possessed by students, especially in writing. This study will

enable teachers to choose the right teaching strategy for their students while teaching writing classes.

- b. For students, as a tool to motivate students in writing an essay well, especially recount text. This will train students to make written works using appropriate grammatical elements.
- c. For researchers, this study can serve as an additional source in conducting error analysis in other English text genres such as recount, procedural, narrative, descriptive and expository texts.

