

CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents the background of the study, formulation of the research, research objective significance of the study, scope and limitation of the research, and the definitions of a key term.

A. Background of the Study

English is the most prevalent foreign language in Indonesian daily life, particularly in Indonesia. English is an important language and is often used in the world of education. The use of English is very important along with the development of technology and time. Therefore, in order to compete in diverse domains of science and technology, one needs to have a certain level of competence or skill. According to Gordon (1994), skills are the ability to operate jobs quickly and easily. This understanding usually refers to psychomotor activity. The capacity to perform, change, or make something more meaningfully in order to produce value from the labor is known as skill. Speaking, listening, reading, and writing are all aspects of English proficiency. Writing is a kind of interpersonal communication. Students can communicate their emotions, ideas, and thoughts through writing.

According to Nunan (2003), writing is the work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to the reader. Students need to focus on grammar, or what is popularly known as grammar, when developing their writing abilities. Grammar is a description of how linguistic constructions like words and phrases are put together to form sentences in a language. There are some

definitions of grammar from specialists that are related to the subject. According to Hirai (2010), grammar is a way to organize sentences and create good language. Furthermore, Gerot and Wignel (1994), defined grammar as the theory of language which shows the process of language happening. Based on the definition above, it can be concluded that grammar is a rule used in using English to create a good language that is realized by coherent and cohesive sentences. In making good writing, students must be able to understand the structure or grammar first. The grammar structure is one of the basic components of language that must be learned by students. In writing, of course, one must pay attention to the suitability of grammar which has been used as a guide in English grammar. Suitability in writing of course requires a variety of skills that support writing.

Skills are taught at the junior high school level, one of which is at the second-grade level. In the eighth grade of 2nd semester, the material taught is writing recount text. A recount text is a text that retells past experiences or events with a chronological sequence of events that aims to provide information to the reader. In writing recount text, it can be sourced from personal experiences or experiences from other people. In writing recount text, there are types of writing personal recount text. In personal recount text, students can write their personal life about their experiences. Students are trained to develop their writing skills by writing down their experiences and putting them into a special type of personal recount text.

Report text, recount text, descriptive text, argumentative text, and narrative text are some examples of writing text, according to Fair (1991). Error analysis is the process of seeing, analyzing, categorizing, and disclosing the nature of error, according to Brown (2000:218). Recount texts are the primary emphasis of this study's theme. The purpose of the study is to identify the most typical flaws in recount text. In order to repair faults, especially in writing skills, this can be utilized as a reference.

In the pre-observation at MTsN 2 Tulungagung. The researcher discovered that students had challenges, especially from students in writing recount text They have difficulty composing sentences well. This happens because students do not understand well about grammar especially structure. Many students find it difficult to use past tense sentences in compiling a paragraph. In addition, students still have difficulty constructing coherent sentences.

In this research, the researcher took previous studies from other researcher as a comparison. Some research that discusses error analysis of recount text is (Syams and Said, 2016) with the title "Error Analysis of Word Order Used in Writing Recount Text Made by Students at SMK Negeri 1 Pinrang", (Rahmah *et al.*, 2019) with the title "The Students' Error Analysis of Writing in Recount Text for the Millennial Students", (Agustina, 2015) with the title "Error Analysis in Writing Recount Text", (Pramesti, 2020) with the title "Grammatical Error analysis of Students' Writing in Recount Text (An Analysis Study of the Writing), The conclusion of these previous studies is

errors that arose in writing recount text and (what were the results of the research explained) the researcher found the fact that students still had difficulty in composing/choosing words to become a paragraph. The researcher found many errors in writing which can be categorized into types of verb tense, word choice, punctuation, article, capitalization, spelling, add a word, omit a word, singular plural, run a sentence, word form, meaning not clear.

According to the research that has been presented above, the researcher will examine the personal recount texts written by eighth grade students at MTsN 2 Tulungagung to investigate what kinds of errors arise when students write personal recount texts. Besides that, the researcher will also examine the sources of errors that exist in students' personal recount texts. The researcher wants to add something new from previous research. In other words, conducting research on finding sources of errors that students make when writing personal recount tests is a matter of renewal. Because there have been many researchers who have examined the types of student errors in writing, research on the types of personal recount text errors and sources of errors made by students is still limited. In conclusion, the researcher will conduct a study entitled "Students' Language Errors in Writing Personal Recount Text at Eighth Grade of MTsN 2 Tulungagung."

B. Formulation of Research Problem

Based on these problems, the researcher tries to answer the problem,

1. What kind of language errors are made by students in writing personal recount texts at eighth-grade MTsN 2 Tulungagung?
2. What are the sources of language errors made by students in writing personal recount texts at eighth-grade MTsN 2 Tulungagung?

C. Purpose of the Research

The purpose of this research is to determine what kinds of language errors and sources of language errors are made by students in writing personal recount texts at eighth-grade of MTsN 2 Tulungagung.

D. Significances of the Research

The researcher expects this study can give a contribution to:

1. The Students

The results of this research are to provide to know what kinds of language errors and sources of language errors made in writing personal text. So, by knowing the errors when writing the teacher can give directions to fix them. And in the end, the ability to write personal recount text can develop better.

2. The Teacher

The results of this research show the teacher can know the kinds of language errors and sources of language errors in writing personal recount text. Besides that, being able to know what the teacher should do to solve the student's problem in writing personal recount text. The results of this

research will be used to improve materials in the system/learning process and student learning, especially in writing skills.

3. The Researcher

The results of this study can be useful for researcher as follows:

- a. Improving the quality of students in writing, especially recount texts
- b. Improving science in the field of research.
- c. Provide useful information for further research, especially for eighth-grade school students in writing.

4. The Other Researcher

The results of this research were able to help the other researcher to get information about skill writing in personal recount text.

5. The Educational Institution

The results of this study can be used to find out how much students can write personal recount text and what the errors and shortcomings that often appear in students' writing. So that it can improve the quality and achievement of students, especially in the field of writing.

E. Scope and Limitation of The Research

This study focuses on the analysis of personal recount text errors and what sources of language errors that appear in student texts. The limitation of this research is the focus on personal recount text.

F. Definitions of The Key Term

To avoid misunderstanding or misinterpretation in this study, the researcher describes the meaning of the main terms used as follows:

1. Error

According to Brown (2000), error is noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. An error cannot be self-corrected.

2. Source of Error

This research will look for sources of errors in students' writing based on Brown's theory. According to Brown (2000), the source of errors are interlingual transfer, intralingual transfer, context of learning and communication strategies. The researcher limits his research to discussing two sources of errors, namely interlingual transfer and intralingual transfer.

3. Error Analysis

Brown (2000) defines error analysis as the process of observing, analysing, categorizing, and revealing the nature of error. In this study, the researcher will focus to find the types and sources of errors that exist in students' recount text writing.

4. Recount Text

According to Mark Anderson and Kathy Anderson (1998 as cited Pramesti 2020) recount text is a piece of texts that retells past events, usually in order in which they occur. Personal recount text is a story that contains a narrative and talks about the author's experiences about what happened in the past.