

# CHAPTER I

## INTRODUCTION

This chapter discusses some information such as the background of the research, the statement of the research question, the aim of the research, the significance of the research, the scope and limitation of the research, and the definition of key terms.

### A. Background of the Research

Recount text is a text that expresses and tells listeners or readers about the occurrence in the past time through a sequence of experiences gradually. And in writing recount text, students have to know and build an awareness of the generic structure and language features of the text. Every text always has its own characteristic, we can differentiate whether the text is a recount text or not just based on its language features. Most of the students wrote language features with an average understanding. Some of them, don't even know clearly what language features are, but when they are required to write, they will write whatever they know without understanding it clearly. This is what can finally cause the occurrence of errors when writing language features in a text, especially recount text. In short, *an error* is something wrong that occurs accidentally. The researcher also analyzed the error because, in the eighth grade, students were in the step to start involved in the stage of producing some text, for example; descriptive, narrative, and recount text.

Along with the understanding above, a *language features error* is an incorrect way that happens when writing the language features of a text, which can have major changes

on a text later. But, the majority of students usually make many mistakes in writing language features, which the language features error happen because of some factor which underlying on it. Analyzing language features error is based on the existing phenomenon that in fact students' knowledge about the existence of language features is still very low and needs to be developed for reducing the mistakes in writing that they always do. And more, it still a lot of students often feels confused about that, in writing session about language features also there were so many writing errors and if allowed to continue, it will become a new problem such as misunderstanding of the purpose between the writer and readers later, because the information is not delivered well, so the readers can not understand about the written recount text. Based on Brown (2000) state that mistakes are performance error from the students and also just they are the only one who can correct and recognize their errors.

And along with that, the researcher wants to see how far students' knowledge and understanding of the language features on the recount text, and one of some ways to measure students' ability in writing is by analyzing the text of their writing. That's why the researcher wants to examine this with the document analysis technique. Then, by using error analysis, students' knowledge and needs could be easily known by the teacher (Corder in Sofendi,2010). Moreover, this research is important to know the composition of students' writing and to find out how well they use the language features, especially in recount text. As Lightbown & Spada (2013) said, we can take advantage of error analysis because it was describing what learners actually do, even if it doesn't always give us clearinsights into why they do it. That's why it's important for conducting this research. It is also stated by Hancock (2007) in order to know how the students get misunderstood in their

recount text composition which referred to those components.

There are some previous studies from previous researchers related to this research, firstly it was carried out in the journal by Salawazo, Ndruru, Saragih, and Tampubolon (2020) with entitled *analysis of students' difficulties in writing recount text*, and the result found is the incapability of using language features of recount text from the most students. Secondly, it was carried out by Heny (2018) entitled *an analysis of student's recount text in systemic functional linguistic perspectives*, that the result found is the majority of problems in student writing consist of social function and language features. Thirdly, was carried out by Sari (2016) entitled *an analysis of language features mastery in student's writing descriptive text at eight the eighth grades of SMP IT Baitul Muslim Way Jepara*, that the result found the lower student's knowledge of language features and it still needs to be developed. From the three studies above, it can be seen that the results of the research only say that the average problem students face when writing is in language features. However, no one has researched and mentioned what and where the error in language features lies or even the loss of language features from students' writing. From there, the researcher finally arose the desire to conduct research about language feature errors in the student's writing recount text.

By choosing recount text as a data source for knowing the errors of the language feature written by students, students are actually required to interpret the contents of the recount text, this will be more interesting to do and will also provide a better understanding for teachers to understand students' understanding of the definition of the rules of time in English. So, students were asked to write their own

recount text according to what they had learned and understood so far. The recount text written by students is expected to meet existing rules, such as the generic structure and language features of the recount text.

In this research, the researcher focuses on discussing language feature errors inside recount text. *Language features* itself is a linguistic element of a text which related to grammar, language features are also categorized as an important part of writing activities. And the language features of recount text in this research referred to the theory based on Gerot and Wignell cited in Senjawati (2016) which state that in recount text the language features founded are five, as follows: *Specific Participants, Temporal Sequence, Circumstance of Time & Place, Material Process and Past Tense*. As it is not as easy as that, there are many errors that happen when writing the language features of recount text.

Based on the background of the research above, therefore the researcher was interested in researching “LANGUAGE FEATURES ERROR ON STUDENT’S WRITING RECOUNT TEXT AT VIII GRADE STUDENT OF MTS SULTAN AGUNG JABALSARI” and hopefully it will be useful for the English lecturer, students, the reader, and especially for the researcher.

## **B. Statement of the Research**

1. What kind of language features errors that appear in students’ writing recount text?
2. Does all of the language features error determine sentences’ meaning changes in students’ writing recount text?

### **C. Objectives of the Research**

1. To find the kind of language feature errors that appear in students' writing on recount text.
2. To find out whether all of those language features error determine the sentence meaning changes in students' writing recount text.

### **D. Significance of the Research**

The results of this study are expected to provide the following theoretical and practical significance meanings:

- From the theoretical significance point of view, it is hoped that this research will provide some useful information about students' writing on recount texts. This research is expected to be useful and become a reference for all readers, students, or even further researchers.
- From the practical significance point of view, for students, the findings of this study can be used as a reference to study about students' writing errors in recount texts, which hopefully will not happen again in the future. And for the next researcher, hopefully, this research will give contribution and information to conduct research with the same theme.

### **E. Scope and Limitation of the Research**

Regarding the problems already stated above, it was noticed that the students still have some errors in writing text. So, to limit the materials, the researcher forms the scope of this research. The text used in this research is recount text, specifically personal recount text type that the topic tells about the unforgettable moments of the student's experience. Additionally, the research was

focused on finding and analyzing the error and missing language features, in analyzing the errors, the researcher followed the theory by Betty Schramper Azar (1999). Thus, the existence of recount text here will be linked and emphasized with the incorrectness of language features in student assignments.

#### **F. Definition of Key Terms**

To help the readers in understanding the meaning of the terms that are frequently used in this research, the researcher defines the key terms below:

- a. ***Language features*** are a linguistic element of a text which is related to grammar. The features of language usually support meaning, and it also could become characteristic of a text.
- b. ***Error*** is things that represent deficiencies in a student's skill, it happens because they do not yet master the rule, or so far, it can be because students experience many failures in aspects of understanding.
- c. ***Language features error*** is an incorrect way that happens when writing a language features of a text, which can have a major change on a text later. Besides making the characteristic of a text disappear, errors in language features can also make readers misperceive. The language features error classification in this study refers to Betty Schramper Azar's theory in the third edition of *Understanding and Using English Grammar* (1999).
- d. ***Error analysis*** is a method used to evaluate information or evidence that usually focuses on the errors made by the students. An error analysis brings many benefits for each object that is incorporated into it.
- e. ***Recount text*** is a text which tells the reader about something that has happened

(Anggun, 2016), or it can also be interpreted as a text that tells about the chronological event in the past. Recount text is also a basic text that is liked by most students because it tells about their unforgettable personal experiences.