CHAPTER I

INTRODUCTION

In this chapter, the writer explains the background of the study, the formulation of research question, the significance of the study, the purpose of the study, scope and limitation, and definition of key terms..

A. Background

English in Indonesia is a foreign language that has been taught from elementary school to senior high school. English becomes subject of study because this language is the language for International communication. Harmer (2007:19) explained that "EFL described situations where students were learning English in order to use it with any other English speaker in the world...". Since the 2006 Standard of Content stated that English teaching must be covered four skills, such as listening, speaking, reading, and writing, the students have to deal with those skills that has been decided.

The writing skill becomes the most complicated skill that should be mastered by the students because the student should be able to combine and express their feeling or opinion in good written form. There are rules or language components in producing good writing that cannot be neglected by the students that are structure, vocabulary and spelling. Their writing can only be understood if those rules are written in correct forms.

In producing good writing the student have to understand the sructure or grammar first. Structure of grammar is one of the basic component of language that must be learnt by the students. Harmer (2001:12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. While in Indonesia language there are no change in the form of verb. The students finally found the difficulties in constructing good writing in English because the influence form their mother tongue. They are usually confused in differentiate the structure of those two languages. While in arranging words into correct sentences, the student must comprehend the basic rule which means the grammar or the structure of the language first. It means that grammar is the most important parts in producing good writing that is understandable.

Because in Indonesian language, the structure has no changing on its verbs, so the most difficult to learn for Indonesian students is tense. If the present tense does not change the verbs, so the past tense does. The use of simple past tense often makes students confused with its complexity. Moreover, the simple past tense must be applied in writing recount text. Based on the writer's experiece while doing job training as temporary teacher in MTs Negeri Kunir, he noticed that the students were confused in arranging sentences in form of simple past tense. That is why the writer choose recount text as the media for the students to practice their ability in understanding past tense.

The recount text has a purpose to retell something that happened in the past and tell a series of past event. The generic structure of recount text is orientation, events and re-orientation. In addition, the grammatical structure that can construct recount text are using simple past tense, circumstances of time and place, focus on specific participant, and focus on temporal sequence.

In this study the writer focuses on writing recount text as stated above. The recount text is used to retell past events with the purpose to inform or entertain or both. Anderson and Anderson (1998:24) states that a recount text is a piece of text that retells past events, usually in the order in which they occurred. Meanwhile, Djuharie (2007:44) states that recount text is the text that the content reports an event or some events, activity or some activities experienced by someone in which the purpose can be to inform or to entertain the reader. Based on the Djuharie's statement we can define the recount text is a kind of text that tells the writer's experiences happened in the past time. The writer wants to inform the readers about his experiences or entertain the readers by retelling his silly experiences through this kind of text, as its purpose.

Recount text is used to retell past event which is either to informing or entertaining the audience or both. From the first characteristics of recount text, which is used to retell past event, it means that recount text uses past tense. For example: go = went, cook = cooked, play = played, and so forth.It is very important for the student to learn the rule of writing recount text to make a good recount text. Whereas language learning is a process that

involves trial and error, so the students cannot avoid to make mistakes in studying it. After the students make errors, the students will learn about new knowledge to use the right rule to make a good recount text. Making errors during studying the second language can be considered as a means of building learners' abilities because they can learn something from making errors directly.

The benefit of knowing from the errors in making recount text will not only felt by the students, but also by the teacher. The teacher will be able to choose the right answer to solve the problem. Furthermore, the teacher will be able to make and prepare a better strategy in the future base on the knowing of the errors.

When the writer did job training as a temporary teacher in MTs Negeri Kunir Blitar, the writer found that the student of eight class get difficulties on writing recount text. Some of the students did not understand the concept on grammatical features on the recount text; they used present tense in writing recount text. For example; *I go to Jatim Park 2 last holiday, last Monday I visit my friend's house,* etc. The other difficulties made by the students are usually in grammar, tense, structure, vocabulary and etc. to produce a good recount text.

From this problem the writer finally decided to conduct a research entitled: Error Analysis on Recount Text Written By Eight Graders of MTs Negeri Kunir Blitar.

B. Statement of Research Problems

Based on the background of the study the writer proposes three research problems, as follows:

1. What kinds of error are made by the second year students of MTs Negeri Kunir in writing recount text?

2. What is the most dominant error made by the students of MTs Negeri Kunir in writing recount text?

3. What are the causes of error made by the students of MTs Negeri Kunir in writing recount text?

C. Objectives of The Research

In carrying out the research, each writer has his own objective of the study. This research is aimed at:

1. Identify the kinds of errors made by the students of MTs Negeri Kunir in writing recount text.

2. Identify the dominant errors made by the students of MTs Negeri Kunir in writing recount text.

3. Identify the causes of error made by the students of MTs Negeri Kunir in writing recount text.

D. Significances of The Research

The result of this research is going to be very useful for several part of education which are included in

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1. For other writers.

   The result of the research could help the other writers to conduct a depth research to find the acceptable and compatible way to improve the ability of the student in writing recount text after knowing the main error that faced by the students in general.

2. For teachers.

   The finding of the research will be very useful for the teacher because it can give the another references for the teacher about what technique and strategy they can apply in improving the student's ability in writing.

3. For students.

   The result of the research will help the student to solve their main problem in writing recount text by giving them the core problem that faced in writing recount text. The student will know the difficulty that they faced in general.

E. Scope and Limitation of The Research

The study is concerned on analyzing of errors in grammatical features (using of simple past tense, proper noun, time connective and descriptive words) made by the eighth graders of MTs Negeri Kunir Blitar in their writing of recount text.

F. Definitions of Key Terms

1. Error analysis

   a. Error

      Error is a systematic daviation from the normal rule that is not recognized by the students. For example, a student had got the study abou the rule of a certain material, but in one time he makes an error under a circumsntace and did not recognized it by himself/herself.

   b. Error analysis

      Error analysis is a way to know about the error made by the EFL students. This study is also identify the types and causes of language errors made by the EFL student based on some perpectives.

   c. Differences between error and mistake

      There is a big difference between error and mistake. Error is a systematic deviation from the normal rule which is not recognized by the students. While mistake is recognized and can be self-corrected by the students.

2. Recount text

   Recount text is a kind of text that tell past events, experiences and achievements from the past in a logical sequence. Some recount text will purely informative, while others will aim to both inform and entertain.