

CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, the question of the research, the objective of the research, operational definition, significant of the research, and the scope of the research.

1.1 Background of the Research

English is one of the important since it has become an international language which used as a second language (L2) to deliver thoughts, learn and interact in variety situation. However, in Indonesia English as a foreign language that taught and learnt in school from primary until college. There are four skill in English language teaching, those are; listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English. One of the important of those skills that have to be mastered by students is writing, because through writing students can express their own mind, ideas, and feelings in written language. Writing is different with speaking and another receptive skill.

According to Tarigan, et.al (2019: 190) mention that writing is one of the most complicated skill to be mastered, does not only need lots of vocabulary in arranging paragraph, but also grammatically correct in order to be comprehensible besides other writing rules. Moreover, in process of writing is that it takes time or can take up to much time. Those statement is supported by Harmer (2004: 31) stated that writing is often not time-bound in the way conversation is.

Based on curriculum 2013, in the Senior High School the students are supposed to be able to write several types of genres, one of them is recount text. Recount text is a kind of text which retells past events. Recount text are generally based on the direct experience of the author, but it may also be imaginative or outside the author's experience (Haris, et.al, 2014: 56). In addition, according to Ningrum, et.al (2013: 02) stated that the purpose of the recount text is to inform or to entertain the audience. It is similar to narrative text that also retells an event or an action happened in the past time. Yet, the difference is that narrative text retells about a story that happened in the past and has not been proved while recount text retells about that has been proved. Related to the purpose of telling the past event, past tense must be utilized in recount text.

There are many problems that students face in writing recount text, such as generic structure, vocabulary, and grammar especially in using past tense. Based on the phenomena when the researcher had Pengenalan Lapangan Persekolahan (PLP)/ teaching practice. The researcher found that the students got difficulties in writing recount text. First, the students had ideas on what they were going to write, however they did not know how to put them into a good sentence. Second, they were lack of vocabulary and mistakes in spelling in their writing. Third, they made many grammatical errors in writing recount text. Since the students had grammatical error, the students could not produce a good text. Therefore, it can be conclude that the students who did not understand grammar would not be able to produce a good text. For example, the students were asked to write a recount text, but the students did not understand about simple past tense, they surely could not be able to produce a good recount text.

Knowing the fact, based on the student's problems, the researcher was interested to conduct the research which is purposed to know about students' errors in the use past tense in writing recount text in terms of how long they studied English by students at MAN 2 Jember. According to Dulay (in Geraldine, 2018: 97) mention that errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. It means that error in speaking or writing made by the students, and they cannot correct their mistake by themselves, they need help other to solve their problem. The researcher focuses on errors in using past tense in writing recount texts assignments as the main data. This research is limited to a data source by forty-five students of first, second, and third grade. In the same time, it focuses on the errors made by students in writing recount text especially for regular and irregular verb.

1.2 Question of the Research

Based on the background of the research, the research questions is formulated as follow "Are there any significant differences in the number of errors made by students between first, second, and third grades in using past tense forms accurately in writing recount text?".

1.3 Objective of the Research

Related to the research problem above, the researcher formulated that the specific objective of the research is "To find out whether there are significant

differences in the number of errors made by students between first, second, and third grades in using past tense forms accurately in writing recount text”.

1.4 Operational Definition of the Term

The title of this research is “*Students' errors in using past-tense forms in writing a recount text: A cross-sectional study*”. In understanding the topic easily, the researcher would like to give the operational definition of terms.

1.4.1 Writing

Writing in this research means the students’ writing product about recount texts written by the forty-five students of first, second, and third grade at MAN 2 Jember.

1.4.2 Recount Text

Recount text in this research is the text which shows the students’ ability to retells past events in the form of daily activity by using simple past tense.

1.4.3 Simple Past Tense

Simple past tense in this research is the students’ ability to retells past events in detailed by using basic tense.

1.4.4 Error Analysis

Error analysis in this research is students’ error in using simple past tense especially for regular and irregular verb in writing recount texts made by the forty-five students of first, second, and third grade at MAN 2 Jember.

1.4.5 How Long the Students Studied English

How long the students studied English in this research means that they were differentiated into grades 1, 2, 3 at Senior High School.

1.5 Significance of the Research

The Significance of the study consists of two: they are theoretical and practical.

1. Theoretical Significance

- a. The result of the research is expected to be an evaluation in the teaching and learning process, especially for teaching writing recount text.

2. Practical Significance

- a. For the students, this research shows some errors that made by them, so they are able to minimize the errors that occur in writing recount text and anticipate the errors they make in the next time.
- b. For the teachers, the result of this research is expected to be an evaluation for teaching and learning process by the teacher so far has an impact or not for students' writing skill.

1.6 Scope of the Research

The research focused on the students' error in the use past tense in writing recount text in terms of how long they studied English by the forty-five students

of first, second, and third grade at MAN 2 Jember. How long the students studied English in this research means that they were differentiated into grades 1, 2, 3 at Senior High School.

