

# CHAPTER I

## INTRODUCTION

This chapter introduces important things before conducting the research covering background, problem, focus, objective, significance, assumption, scope and operational definition of the research.

### 1.1 Background of the Research

Language has an essential role for human life. Brown (2007, p.6) defines language as a system of a set of vocal or visual arbitrary symbols acquired by all people that has meaning and used to communicate. We can draw conclusion that language is communication tool to convey meaning that consists of systematic rules of symbols acquired and used by all people.

One language that is used widely in the world is English language. According to Harmer (2001, p.1), English language has become lingua franca. Lingua franca can be defined as a language that is widely adopted for communication by speakers who have different native languages. Richard (2015, p18) states that the impact of important role of English worldwide makes English language teaching as a major educational priority. Thus, the influence of English that is used for communication globally is English teaching widely in the world whether teaching English as a first language, a second language, or a foreign language.

In Indonesia, English has been taught as a language that is adopted as a foreign language. Now days, teaching English as a foreign language in

Indonesia follows curriculum 2013. According to English subject syllabus for senior high school, English language teaching at senior high school is focused on increasing competencies of students to be able to communicate in various contexts, both oral and written through various types of text. It means that texts are tools to carry out contextual social function that is directly related to the life of students in interacting with their surroundings. Skills in using texts are manifested in communication through listening and reading, and composed texts through speaking and writing.

Text is a collection of words that is organized to become meaningful paragraph as a result of writing process. It means that writing process produces text, so writing is productive skills of language. This research focused on students' writing skill. Nunan (2003, p.88) states that writing is a mental work to invent, express and organize the idea into paragraphs to convey meaning to the readers. Richard (2015, p.482) states that writing is evidence of successful learning because leads to a product that can be examined and reviewed by teacher to give feedback to learner on what has been understood. Thus, writing is language skill to express idea in written words and produce the text by following the steps of writing process.

Writing always reflects certain genre of the text. According to Richard (2015, p.483), concept of genre is essential to consider. Organizing each genre of the text must implement certain features of the text those are context, format, audience and purpose of writing. Knapp and Watkins (2005, p.17) state that genre of the text concerned with types of the text and the reason to choose a particular type to write. So, writing language must

consider the genre of the text because it is direction of what, why, how and for whom the writing text.

This research focused on recount text. Recount text is genre of the text that tells event chronologically happens in past time such as historical events and personal experiences. The position of recount text in English subject syllabus of Curriculum 2013 for the tenth-grades students is in Basic Competence of 3.7 and 4.7. Basic Competence of 3.7 states that students must be able to distinguish social function, generic structure, and language features of recount text in written or spoken language that involved historical event appropriate with the context. Basic competence of 4.7 states that students must be able to arrange simple recount text by paying attention to social function, generic structure, and language features.

Each genre of the text has characteristics, those are social function, generic structure, and language features, so does recount text. According to the syllabus, the one of language features of recount text is simple past tense. It means that simple past tense is needed to master in order to understand and produce recount text. This research focused on one language feature of recount text that is simple past tense.

Simple past tense is the one of grammar topics. Grammar is language element that essential to prepare before performing writing skill. Leech, Deuchar and Hoogenraad (1982, p.4) state that the origin of the word *grammar* comes from the Greek *grapho*, meaning *write*. Traditionally, grammar has a relationship with written language which must be studied and used. Simple past tense is the one of grammar topics that become

language feature of recount text. Azar (2012, p.27), simple past tense indicates that an activity or situation began and ended at a particular time in the past. The time signal used such as yesterday, last week, and last year.

Based on teaching and learning unstructured observation conducted in the tenth-grade students of Language Majoring in SMA Muhammadiyah 3 Jember, there were many students still made errors in implementing simple past tense in writing recount text.

Miller (1966) in Corder (1981, p.10) states that error of language performance is a mistake that refers to systematic error of learners that can be reconstructed with conducting error analysis study. According to Corder (1981, p.35), an error analysis is methodology of psycholinguistic to investigate learners' language learning. Thus, each learner has side of error in learning language but it can be investigated by conducting error analysis study to find out learners' errors in performing the language.

Dealing with the problem, it is needed to conduct an error analysis investigation on students' simple past tense in writing recount text by conducting descriptive qualitative research. Arifin (2014, p.41) states descriptive research is used to answer the problems of phenomenon. The research aim is to describe students' simple past tense errors in writing recount text. This research referred to previous research conducted by Muh. Arif Muhsin (2016), entitled "Analyzing the students' errors in using simple present tense (A case study at Junior High School in Makassar).

The previous study has inspired the writer to conduct the same research but use different genre of the text and language feature of the text.

This research focused on simple past tense in writing recount text. Thus, this research is entitled “An Error Analysis on Students’ Simple Past Tense in Writing at SMA Muhammadiyah 3 Jember in 2019/2020 Academic Year”.

## **1.2 Problem of the Research**

Based on the background of the research above, the problems of this research were:

1. What are the types of simple past tense errors in writing recount text written by the tenth-grade students at SMA Muhammadiyah 3 Jember in 2019/2020 academic year?
2. What is the most dominant type of simple past tense errors in writing recount text written by the tenth-grade students at SMA Muhammadiyah 3 Jember in 2019/2020 academic year?
3. What are the causes of simple past tense errors in writing recount text written by the tenth-grade students at SMA Muhammadiyah 3 Jember in 2019/2020 academic year?

## **1.3 Focus of the Research**

Based on the problem of the research above, this research focused on:

1. The types of simple past tense errors in writing recount text written by the tenth-grade students at SMA Muhammadiyah 3 Jember in 2019/2020 academic year?

2. The most dominant type of simple past tense errors in writing recount text written by the tenth-grade students at SMA Muhammadiyah 3 Jember in 2019/2020 academic year?
3. The causes of simple past tense errors in writing recount text written by the tenth-grade students at SMA Muhammadiyah 3 Jember in 2019/2020 academic year?

#### **1.4 Objective of the Research**

In line with the problem of the research, the objectives of this research were:

1. To find out the types of simple past tense errors in writing recount text written by the tenth-grade students at SMA Muhammadiyah 3 Jember in 2019/2020 academic year.
2. To find out the most dominant type of simple past tense errors in writing recount text written by the tenth-grade students at SMA Muhammadiyah 3 Jember in 2019/2020 academic year.
3. To find out the causes of simple past tense errors in writing recount text written by the tenth-grade students at SMA Muhammadiyah 3 Jember in 2019/2020 academic year.

#### **1.5 Significance of the Research**

##### **1.5.1 Theoretically**

This research was to give information about errors of students' simple past tense in writing recount text at SMA Muhammadiyah 3 Jember in academic year of 2019/2020.

## **1.5.2 Practically**

### **1.5.2.1 For the English Teachers**

This research was to provide contribution solution in teaching simple past tense and finding out students' simple past tense errors in writing recount text.

### **1.5.2.2 For the Other Researchers**

This research was expected to be references for other researchers to conduct different research about students' writing ability and grammar especially simple past tense.

## **1.6 Assumption of the Research**

The assumptions of this research were:

1. There were some types of simple past tense errors in writing recount text written by the tenth-grade students at SMA Muhammadiyah 3 Jember in 2019/2020 academic year.
2. There was the most dominant type of simple past tense errors in writing recount text written by the tenth-grade students at SMA Muhammadiyah 3 Jember in 2019/2020 academic year.
3. There were some causes of simple tense errors in writing recount text written by the tenth-grade students at SMA Muhammadiyah 3 Jember in 2019/2020 academic year.



## 1.7 Scope of the Research

The scope of this research was about an error analysis on students' simple past tense in writing recount text at SMA Muhammadiyah 3 Jember in academic year 2019/2020.

## 1.8 Operational Definition of the Research

Operational definition gives understanding of the terms used in this research. It is to avoid misinterpretation of the terms. Some terms of the research are explained as follows:

### 1.8.1 Error Analysis

Error analysis is approach in second language acquisition to investigate students' errors in performing language. This research investigated students' errors in performing writing skill.

### 1.8.2 Recount text

Recount text is genre of the text that has function to tell event in the past time chronologically such as historical events or personal experiences.

### 1.8.3 Simple Past Tense

Simple past tense is the rules of grammar used to construct the sentence that happened and ended in the past. The verb used is regular or irregular past verb. The time signal used such as yesterday, last night, two years ago and many more.