CHAPTER I

INTRODUCTION

This chapter presents background of the research, problem of the research, objective of the research, operational definition of terms, significance of the research, and scope of the research.

1.1 Background of the Research

English is an international language that is spoken in many countries. In Indonesia, English is known as a foreign language that plays an important role. Therefore, it has been taught since elementary school up to university level. In Junior High School level, there are four language skills covering listening, speaking, reading, and writing that the students must learn. Listening and reading are receptive skill while speaking and writing are productive skill. All of the skils are to be improved in the process of teaching and learning process.

In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by all students in every level of education. English writing is a subject that learns about how to express idea in written form. Students of elementary school, junior high school, and senior high school in writing skill especially learn to write words, phrase, clauses, and sentences. Then, when student make a sentence they should concern with subject, verb, and tenses. Writing needs well knowledge and hard thinking when the students produce words, sentences, paragraph at the same time with good English grammar.

For some Indonesian students it is not easy to change the form and combine the words into sentences. Nababan, *et al* (1986:42) say that the use of tenses is one of the problems that is quite difficult for Indonesian students. They seem to have problem in mastering English grammar especially about tenses.

Tenses are a part of grammar. According to Langan (2008:192), tenses is the time that verb shows. The word tenses stand for a verb form or series of verb used to express a time relationship. There are many kinds of tense should be learnt by students.

Simple past tense is one of tenses which students learn in school. Simple past tense as a part of grammar rules sometimes also makes students difficult in aplying simple past to sentence. The effect is that the students cannot use and understand the simple past properly. Ideally, student at eight grade of Junior High School are conveyed to learn and master some types including simple past tense which is applied in any aspects of language component. It has been stated on standard of Competency and Basic Competency (SKKD) in the current curriculum K13 (*kurikulum 2013*). The eight grade of Junior High School are expected to be able to express meaningful ideas in terms of functional text in the form of simple past tense to interact with people in the daily life. And one of some kinds of texts that should learnt by the students is Recount text.

In fact, based on the formal interview to the English teacher done by the researcher, the students of SMPN 1 Singojuruh did not understand on how to use simple past tense. They cannot achieve those target because their English knowledge is lack of primarily on grammar. There are some errors faced by students in using simple past tense. First, they did not know the verb 2 form. When they

make a sentence in simple past tense, they always use verb 1. Second, they did not know the form and the usage of simple past tense. Here are some examples of the error made by the students:

a. * I watch tv yesterday in the evening

b. * We speak together two days ago.

Those sentences above must be written as following

a. I watched TV yesterday in the evening

b. we spoke together two days ago

Third, they still have lack of knowledge about the irregular verb of simple past tense, because the irregular verbs should be memorized. Although there are some students who have already memorized the irregular verbs, they still get difficulty in putting these verbs into their sentence. Here are some examples of the error made by the students:

a.* I teached English yesterday.

The sentence should be

I taught English yesterday

b. They bringed books to school yesterday.

The sentence should be

They brought books to school yesterday

Fourth, they still forget using adverbial time in the sentence. The last, based on the writer's observational English class in the class was queitly boring. There was not any interaction between teacher and student.

Making errors during the process of second language learning considered as a natural process. The teacher should be aware of these errors and correct to avoid them making errors by analyzing what the learners are doing.

In this case, the researcher is interested in analyzing the students' problems in applying the grammar which used in recount text or in using simple past tense, because there are many students who still have difficulties in understanding the simple past tense, and they also have difficulty in using the right form of simple past tense like the use of verb 2, the use of irregular verbs, and the use of adeverbial time of simple past tense. The researcher would like to carry out a research entitled " Analysis of Students' Errors in Writing Recount Text" (A Case Study at the Eight Grade Students of SMPN 1 Singojuruh).

1.2 Problem of the Research

Based on the background and rationale of the research, the problem of the research was formulated as follows: What surface strategy taxonomy error types are made by the students of SMPN 1 Singojuruh in writing recount text?

1.3 Objective of the Research

Based on the research problem above, the objective of the research was to know surface strategy taxonomy error types are made by the students of SMPN 1 Singojuruh in writing recount text.

1.4 Operational Definitions of the Terms

Operational definitions are a guideline to understand the key terms used in the title of this study. The terms defined operationally were error analysis, and recount text.

1. Error Analysis

Error analysis is significant in developing student's competence. Error analysis is the fact that learners do make error, and that error can be observed, analyzed, and classified to reveal something of the system operating within the learner, led surge of study of learners' error. By using error analysis, the errors made by the students in the test can be identified, described and explained. It can be used to help both the learners and teacher to avoid them from making further error.

2. Recount Text

Recount text is a piece of text that retells past events, usually in the order which they happened. Often you want to tell other people about something that has happened in your life. You might want to tell about what you did on weekend it might be about exciting things that happened when you were on holidays last year. Speaking or writing about past events is called a recount.The purpose of a recount is to give the audience a description of what occurated and when it occured.

1.5 Significance of the Research

The result of this research expected to give some advantages for English teacher and other researcher in the future.

1. The English Teacher

The result of this research expected to be a useful information for the English teacher as additional information and motivation to plan and determine an effort in their teaching process to gain the students' better understanding in aplying laguage feature of recount text.

2. Future Researcher

The result of this research expected to give important information and become a reference for future researcher to conduct a further research by using same research design but in different types of text.

1.6 Scope of the Research

This study focused on the surface strategy taxonomy based errors types are made in writing recount text by the eight grade students of SMPN 1 Singojuruh Banyuwangi in the 2017/2018.