

CHAPTER I

INTRODUCTION

A. The Background of The Study

English is the primary language that dominates all aspect of International communication. The Ministry of Education of Indonesia, aware of the importance of English as spoken and written worldwide communication, includes English as an obligatory subject for junior high school study to senior high schools. As in SMPN 1 Kualuh Hulu English is one of the obligatory subject. In the syllabus that is used by this school there are three genre to be learn in grade VIII. In line with Ministry of Education and Culture No.096, English is the first foreign language to officially be taught. Students must have language abilities in their study. Four competences have language skills. listening, speaking, reading and writing. Each of these skills realtes one to another.

In this study the researcher focuses on Recount Text. Hyland (2009:iii) State that recount text is a text which says about previous events or experiences. The goal of recount text is to inform the readers or individuals story in the past. It might be based on the personal (not always true) or historical experience of the authors. It begins with an orientation which offers the reader the background to know what it means. In chronological sequences, records of occurrences ardered. In order to comment on events and actions, a topic is provided at the conclusion of the story. The verb is one of the language characteristics of the text (Pardiyono, 2007). Students should be able to compose a recount text using proper verbs in order to

describe the activity in the text. Since students are expected to master writing a recount text correctly, this study will be focused on students' writing skill.

Writing is one of the most important language skills to master. People have to master English writing since it transforms ideas and thoughts into a written language for professional or academic reasons (Harmer, 2004:31). Actually, it is not simple to perfect writing. As Hussain et.al (2013:831) state, writing skills are more complicated than other language skills. It requires a great deal of concentration, intentional effort to compose, develop and finalize and it also requires intense revisions and processes to complete the final work. Writing is not a product, but writing is process.

There is a problem with the written recount text by students. The grammatical error in Karani in Marda (2013) is the most significant difficulty in the written recount text of junior high school students. It occurs when students use past tense with regular and irregular verbs. The arrangement of the text might also be challenging to compose coherent and cohesive texts for the students in particular. In content, vocabulary and spelling, there are further issues. This happens when students show the key concepts, diction and mechanism and punctuation. For example students mostly write "I go to the zoo last week" that is automatically error in verb form which should be "I went to the zoo last week". Multiple variables, including the incomprehension of English learning and mother language impact, affect grammar errors. Error is part of English learning (Khansir, 2012).

In the learning process, errors are normal, necessary and needed. An learner should make mistakes first to learn how to enhance his writing abilities and convert

them into a better person. There is the saying in English that 'practice makes perfect.' The more an a learner writes, the more he becomes understanding. Learners' learning processes contain errors and mistake. The researcher utilizes taxonomy method to analyze the error of the students in the written recount in SMP Negeri 1 Kualuh Hulu. Dulay et al., 1982 (in Sompong, 2014, p.116) proposes approach taxonomy (in Sompong, 2014, p.116) Four divisions of taxonomy. They are omission mistake, addition, misordering and misformation. There are some errors created by the students of SMP Negeri 1 KualuhHulu based on preliminary observation. Below is the example of students' error in writing recount text: "*Then, I bought some rabbit*" The word "rabbit" in the text belongs to ommision errors, we can see from the sentence that the student make error in the use "rabbit" which should be replaced by "rabbits". So the correct sentence is "*Then, I bought some rabbits*". It means that the student ommited one letter from the word. In the sentence above, the writer used "some" as determiner in order to show a plural noun. Therefore, the writer should change "rabbit" to "rabbits".

Thus, from the errors phenomenon written by students in recount text which was found by the researcher as preliminary observation, the researcher decided to choose this study entitled as "The Students Error in Writing Recount Text at SMP Negeri 1 Kualuh Hulu".

B. The Problem of the Study

Based on the background of the study, the problem of the study is formulated as the following :

1. What types of errors made by students in writing recount text?
2. What factors cause the errors in writing recount text?

C. The Objective of Study

Based on the formulation of the problem above, the objectives of this study mainly intend as follow:

1. To investigate types of error made by the students.
2. To ascertain causes of the errors in their recount text writing.

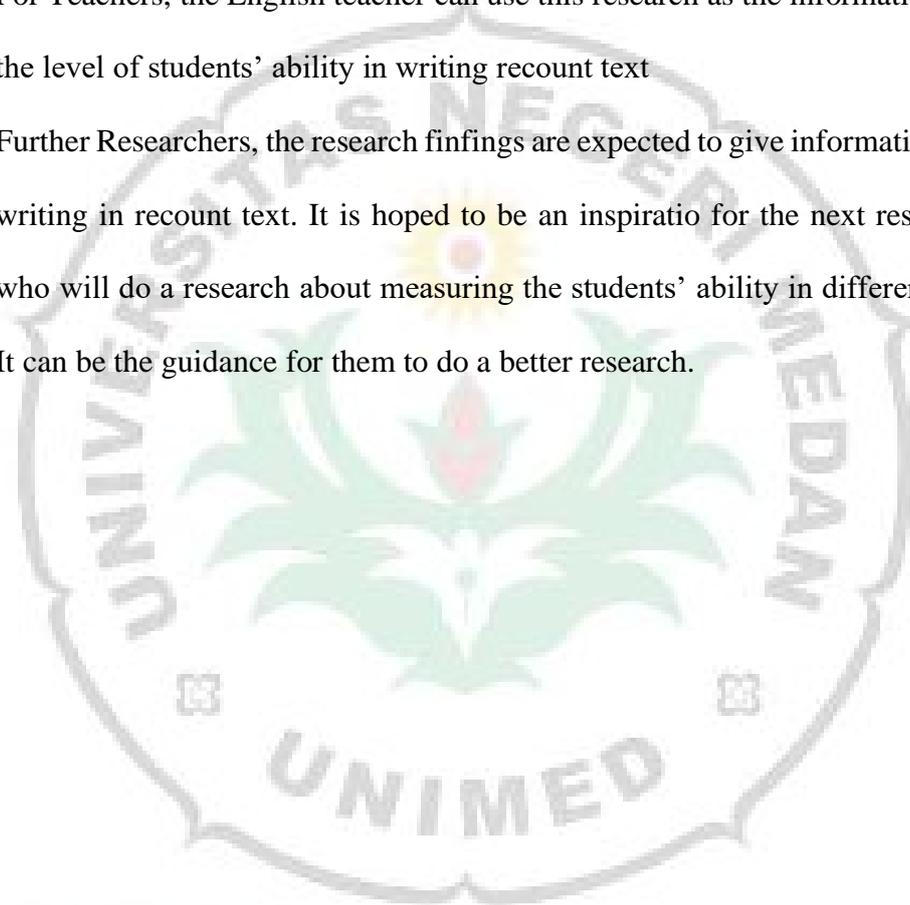
D. The Scope of the Study

In English syllabus of eight grade of Junior High School, there are three genre texts will be learned by students, such as (Descriptive text, Recount text, and Narrative Text). But in this study, the researcher focuses of the error of students' writing of recount text in eight grade students of SMP Negeri 1 Kuala Lumpur.

E. The Significances of the Study

Findings of the study are expected to see theoretical and practical significances. Theoretically, this study it can develop and enhance the concept from knowledge of error analysis in writing recount text. Practically this research is expected to help students, teacher, and the researcher in the field.

1. For Students, they can find out their strength and weakness so that they can fix the weakness and improve the strength in writing recount text.
2. For Teachers, the English teacher can use this research as the information about the level of students' ability in writing recount text
3. Further Researchers, the research findings are expected to give information about writing in recount text. It is hoped to be an inspiration for the next researchers who will do a research about measuring the students' ability in different genre. It can be the guidance for them to do a better research.



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