

# CHAPTER I INTRODUCTION

## A. The Background of the Study

English generally has been learned by the students since they were in the basic level of education. When students learnt English, they are focused on mastering four language skills: Listening, Speaking, Reading, and Writing. Hussain et.al (2013:831) state that writing skill is higher complex than another skills of language. It requires much concentration, conscious effort and practice in composing, developing and finalizing and also needs stages and steps of intensive revision to have final draft in hand. As Mansur (2008) states that in writing process needs the control of content, format, sentence, vocabulary, punctuation spelling.

Based on the preliminary observation of the English teacher of SMA Negeri 2 Tanjungbalai on March 18<sup>th</sup> 2014, the writer asked the teacher about the students' writing score list for the first semester. Then the writer also asked about the minimum criteria mastery for writing. The writer saw the minimum criteria mastery (KKM or *Kriteria Ketuntasan Minimum*) was applied 80 meanwhile the students' writing score were still low. Most of students could not exceed the minimum criteria mastery (KKM) which applied by school for English lesson. For more detail, the students' accumulated score are shown on the table 1.1.

Table 1.1 The Percentage of the Tenth Grade Students's Score in Writing

1 <sup>st</sup> Semester	>80	≥80	<80
X-1	18 Students(42,9 %)	2 Students(4,8%)	22 Students (52,4%)
X-2	10 Students(24,4%)	3 Students(7,3%)	28 Students (68,3%)
X-3	11 Students(26,8%)	5Students(12,2%)	25 Students (60,8%)
X-4	15 Students(38,5%)	0 Students (0%)	24 Students (61,5%)
X-5	10 Students (25,3%)	2 Students (4,7%)	31 Students (72,1%)
X-6	12 Students(23,8%)	3Students(7,14%)	27Students (69,1%)

*Source: The students' accumulated score of the tenth grade students at SMA Negeri 2 Tanjungbalai academic year 2013/2014*

From the previous data, it can be concluded that the students' ability in writing is still low. It can be seen from the most of students' score percentage are under the *KKM*.

Reffering to the Educational Unit Oriented Curriculum (Kurikulum Tingkat Satuan; *KTSP*) 2006 of Senior High School, the students are required to be able to write various types of writing genres, such as descriptive, narrative, recount, report, procedure, explanation, analytical exposition, hortatory exposition, news item and anecdote. Meanwhile in the syllabus that stated in Competence Standard of the tenth grade students curriculum of English Subject, there are four writing genres that must be learned by students such as recount, narrative, procedure and descriptive. So the writer uses the recount, narrative, descriptive, and procedure text as the writing genres in this study.

Recount is purposed to inform the reader or people about the last experience in the past that describe about events or sequence. Narrative is purposed

to amuse the reader or listener about the last activity or event in the past that has a problematic experience and resolution. Procedure has the purpose to tell the reader how to do something. While descriptive has the purpose to describe a particular person, place, or things. One of the language feature of the texts use verb (Pardiyono, 2007). So the students are expected to be able to write a recount, narrative, procedure and descriptive text by using verb to describe the action in the texts.

Pardiyono (2002:98) states that verb is divided into two groups; a regular verb and an irregular verb. In regular verb, the verb changes regularly in the past tense form or the past participle. Such as, it is added by suffix-ed to the base form of verb. The irregular verbs do not have the form of fixed and do not change regularly. The irregular verbs have to memorize because the changes are not permanent.

As the writer's interview of the tenth grade students at SMA Negeri 2 Tanjungbalai on March 18<sup>th</sup> 2014, The writer found some mistakes in students' writing such as they wrote the past of regular verb "stop" became "stoped" and "plan" became "planed". But the correct forms were "stopped" and "planned". The irregular verb "fly" became "fled" and "go" became "wen". The correct forms were "flew" and "went". Even most of students forgot and did not know about regular and irregular verbs. But sometimes the teacher did not aware about these mistakes. Then the students made their mistakes repeatedly because they did not have the correction, more practice and it was called as error (Emmaryana, 2010).

Fang and Mei (2007:10) state that few teacher could not tolerate to the students' error. They think that the error correction spend their time. So the students feel upset, and great a gap between themselves and their teachers in dealing with errors and understanding of error correction.

According to Erdogan (2005: 263) mistakes can be self-corrected when attention is called. Whereas, an error can not be self-corrected that the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning.

Error analysis is an activity to identify, classify or describe the errors made by someone in speaking or in writing. Khansir (2012) states that error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the target language and that target language itself. Erdogan (2005) states that error analysis enables teachers to find out the sources of errors and take pedagogical precautions towards them. Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different aspects.

Hussain et.al (2013: 828) states error analysis is caused by the slip of the tongue and pen are termed as lapses or the cause of errors performance. Such incidents in spoken or written medium happen when the learners are tired, stressed or at least absorbed in some non-linguistic activity.

The advantages of error analysis for the students are to show the students in what aspects which is difficult for them, to show the regular and irregular verbs

error made by the students, to know the source or the cause of error and the students can learn from their mistakes in order that they will not make some errors repeatedly. For the teachers, it is required to evaluate themselves whether they are successful or not in teaching English. So based on the problems that the writer found on students' error of regular and irregular verbs, the writer is interested to analyze the regular and irregular verbs error in students' writing of recount, narrative, procedure and descriptive text that supported by relevant theories.

### **B. The Problems of the Study**

Based on the background of the study on the previous, the problems are formulated as follows.

1. What kinds of regular and irregular verbs error find in recount, narrative, procedure, and descriptive writing by the tenth grade students at SMA Negeri 2 Tanjungbalai?
2. What is the most dominant text getting regular and irregular verbs error by the tenth grade students at SMA Negeri 2 Tanjungbalai?
3. What are the causes of regular and irregular verbs error find in recount, narrative, procedure, and descriptive writing by the tenth grade students at SMA Negeri 2 Tanjungbalai?



### **C. The Scope of the Study**

The study deals with the errors analysis. The study focuses on the identification, classification the kind of errors, to know the most dominant text getting regular and irregular verbs error, and to find out the causes of errors on using regular and irregular verbs in recount, narrative, procedure, and descriptive writing by the tenth grade students at SMA Negeri 2 Tanjungbalai.

### **D. The Objectives of the Study**

Based on the statement of the problems above the writer has some purposes.

1. To identify and classify the kinds of regular and irregular verbs error find in recount, narrative, procedure, and descriptive writing by the tenth grade students at SMA Negeri 2 Tanjungbalai.
2. To know the most dominant text getting regular and irregular verbs error by the tenth grade students at SMA Negeri 2 Tanjungbalai.
3. To find out the causes of regular and irregular verbs error in recount, narrative, procedure, and descriptive writing by the tenth grade students at SMA N 2 Tanjungbalai.

### **E. The Significance of the Study**

The study is expected to have both theoretical and practical perspectives.

1. Theoretical perspectives

- a. The result of the research can be useful for teaching regular and irregular verbs in recount, narrative, procedure, and descriptive writing.
- b. The result of this research can be used as a reference for those who want to conduct a research about the regular and irregular verbs in recount, narrative, procedure, and descriptive writing.

## 2. Practical perspectives

- a. For the teachers

The writer hopes that this research will be inspiring for English teacher to give correction and more exercises about regular and irregular verb clearly.

- b. For the students

The students are more be able to use the regular verb and irregular verbs in recount, narrative, procedure, and descriptive writing.