

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. The Background of the Study**

English as an international language has an important role to develop science and technologies. Many countries in the world use English as a medium of communication among people in different countries, and also of writing many kinds of books which were spread in different countries. In Indonesia there were many kinds of foreign books written in English, whether they were Medical, Economical, Botanical, or other books. So Indonesian students were expected to learn English in order they could understand the book they read so that the development of science and technologies in Indonesia could be obtained.

English teaching in high schools covers four skills, namely listening, speaking, reading, and writing. Among the basic skills, writing was considered to be the most complicated skill because in writing the researcher should be able to combine and express his/her opinions in good written forms. In writing, the researcher should not neglect the language components (structure, vocabulary, and spelling) because the content of writing could only be understood if those language components were written in correct forms. When the writing skill was taught in the classroom, the students were expected to be able to write in English using a correct structure. Structure or grammar is one of the basic components of language which must learn.

Based on the researcher's observation of the twelfth grade students at MAS Daar Al Ma'arif Kota Pinang on Mei 20<sup>th</sup> 2015, then the researcher asked

the teacher about the students' score and the minimum criteria mastery (KKM or *Kriteria Ketuntasan Minimum*) in writing for first semester. It was applied 75, 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 student's accumulated score are shown below.

**Table 1.1. The Percentage of the Twelfth Grade Student's Score in Writing**

1 <sup>st</sup> Semester	> 75	≥ 75	< 75
XII-1	12 Students (30 %)	1 Student (10 %)	27 Students (67,5 %)
XII-2	15 Students (37,5 %)	5 Students (12,5 %)	20 Students (50 %)
XII-3	10 Students (25%)	3 Students (7,5%)	27 Students (67,5%)

*Source: The Students accumulated score of twelfth grade at MAS Daar Al Ma'arif Kota Pinang academic year 2015/2016*

From the data above, it was concluded that the student's ability in writing is still low. It could be seen from the most of students' score percentage were under the *KKM*. Referring to the Educational Unit Oriented (Kurikulum Tingkat Satuan: *KTSP*) 2006 and the syllabus of Senior High School, the students were expected to be able to write various types of writing genres, such as descriptive, narrative, report, recount, procedure, explanation, analytical exposition, hortatory exposition, anecdote and news item. So the researcher uses recount text as the writing genre in this study.

Recount text is one of kinds of the text in English writing. In recount text there are some information about what happened, and when happened in life. Recount text refers to text which retells chronological activities in the past usually from researcher's personal interpretation, Emilia (2010:106). It can be concluded that recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

Betty (2000: 27) stated that simple past indicates an activity or situation began and ended at the particular time in the past. As the researcher interview of the twelfth grade students at MAS Daar Al Maa'arif Kota Pinang the researcher found some mistakes in student's writing such as they wrote the past of "stop" become "stoped" and "plan" became "planed" but the correct forms are "stopped" and "planned".

Dulay(2003: 56) stated that making error is an inevitable part of learning. People can not learn language without first systematically committing errors. Brown (2007) also stated that learning is fundamentally a process that involves the making of mistakes.

It was concluded that error analysis as an usual made by someone in the process of doing something, we could learn from the error or mistake that we have made.

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

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

1. What kinds of error in linguistic expression for coding past experiences did the students make in recount text by twelfth grade of MAS Daar Al Maa'arif Kota Pinang?
2. What were the causes of error in linguistic expression for coding past experiences did the students make in recount text by twelfth grade of MAS Daar Al Maa'arif Kota Pinang?

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

The study deals with the errors analysis. The study focused on the identification, classification the kind of errors and cause of the errors in coding past experiences in linguistic expression in recount text by twelfth grade of MAS Daar Al Maa'arif Kota Pinang.

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

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

- 1) to identify and classify the kinds of error in recount text made by the twelfth grade of MAS Daar Al Ma'arif Kota Pinang.
- 2) to investigate the causes of past tenses' errors in recount text by the twelfth grade of MAS Daar Al Ma'arif Kota Pinang.

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

The study was expected to have both theoretical and practical perspective.

##### **1. Theoretical Perspectives**

- a) The finding of result of the research could be useful for teaching past tense in recount text.
- b) The result of this research could be used as a reference for those who want to conduct a research about using past tense in recount text.

##### **2. Practical Perspectives**

The researcher expected that this research would be useful for the teachers and students.

###### **a) To the Teachers**

The result of this study intended to become an input for them for the importance of giving more exercises and correction about simple past tense and the teacher could rearrange the suitable curriculum for the students based on their difficulties.

###### **b) To the Students**

The researcher hoped the students would be able to do simple past tense items well and improved the students' mastery of simple past tense.