

CHAPTER 1

INTRODUCTION

A. The Background of the Study

There are four language skills that must be mastered by the students in learning English namely listening, speaking, reading and writing. Writing is one skill that is prominent to be learnt. People need to learn writing in English because it is a process of transforming thoughts and ideas into written language for occupational or academic purposes (Harmer, 2004:31). In fact, mastering writing skill is not easy. As Hussain et.al (2013:831) states that writing skill is more 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. It is important to note that writing is process not a product.

Refer to Educational Unit Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan; *KTSP*) 2006 of Senior High School, the tenth grade students are required to be able to write various types of writing genres. They are recount, narrative, procedure and descriptive.

In fact, demand cannot be fulfilled. It has proven by the low score of students in writing. Based on preliminary observation of tenth grade students of SMA Negeri 2 Doloksanggul, the writer found that most of the students were not able to write text well. The score of minimum standard criteria (KKM) is 75. From that minimum standard criteria were found that some students still could not reach the target which is applied by school for English lesson. The data can be seen in the

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

1 st semester	>75	<75
X-1	14 students (46,67%)	16 students (53,33%)
X-2	10 students (32,25%)	21 students (67,75%)
X-3	11 students (36,67%)	19 students (63,33%)
X-4	11 students (37,93%)	18 students (62,07%)
X-5	10 students (30,33%)	20 students (66,67%)

The students' accumulated score of the tenth grade students at SMA Negeri 2 Doloksanggul

It can be seen from the table that most of students' score was still low. It is caused by the students' lack of knowledge about how to write, what to write, vocabulary, grammar and technical writing. Because they think that writing is complicated to learn. Writing is then considered as the most difficult of the language skill to be mastered by students.

The syllabus of Educational Unit Oriented Curriculum 2006 determines that recount text is one writing genre that is learned by the tenth grade students of senior high school. Recount text is written about past events or experiences in chronological sequences.

Hyland (2009: iii) states that a recount text is a text that tells about past experiences or events. The purpose of recount text is to inform the readers or people about something that happens in the past. It can be based on the authors' personal experience (not always factual) or historical events. It begins with an orientation that gives the background of knowledge for the reader in order to understand about the text. Then, the record of events ordered in chronological sequences. In the end of the story, there is a reorientation in order to give an opinion about the events or activities. One of the language features of the text is

the use of verb (Pardiyono, 2007). So, the students are expected to be able to write a recount text by using correct verbs to describe the action in the text.

Recount text mostly tells about past events, the students should master on grammar specially the use of verb in past tense form. While writing recount text, students made some errors especially the using of transformation verb on past tense such as regular and irregular verbs.

Students who learn English may produce many errors in their writing such as in grammatical features and general structure of the text. Based on the preliminary observation, the writer found some errors of students' writing on recount text such as the used of wrote the past form "arrive" became "arived". The right form was "arrived". The writer also found most of students forgot and didn't know about regular and irregular verbs. They used present tense like "go", "see", "take", "enjoy" and etc. But the correct forms, they should use the past forms such "went", "saw", "took", "enjoyed" and etc.

Harmer (2007: 97) states that students will not always use correct English. They will make mistake, too when writing or speaking more freely. However, students' errors must be corrected by the teacher. The correction must be returned to the students as a feedback to their works in order to avoid them producing errors repeatedly. One method that can be used to observe students' errors is error analysis. An error analysis has the important role to overcome some question and propose solution regarding different aspect. Error analysis is the study of observing, analyzing, and classifying learners' error to reveal something of the system operating within the learners (Brown:2007).

Several researchers had ever been conducted on error analysis in writing particularly in the use of the tenses. One research was conducted by Hidayah (2013) on students error on the use of the simple present tense and the simple past tense among collage Ugama Sultan Zainal Abidins' TESL students. The result was errors from the element of misinformation due to regularizations are the most frequently made errors by the students. The tudents committed such errors related to the use of the simple present tense and the errors related to the use of the simple past tense. He got that the error analysis method is an effective way to trace and identify the students' errors especially with respect to the errors on the use of the simple present tense and the simple past tense. Similarly, Harris (2014) conducted a research in SMA N 1 Sungai Limau to know the students' ability in writing recount text and find difficulties that the students face when writing recount text. The students had weak ability in writing recount text. The students did many mistakes in using simple past tense, action verb, linking verb and pronoun. The students's difficulties in writing recount text were caused by intralingual tranfer, intralingual transfer, and lack of grammar. Furthermore, Agustina (2016) conducted a research in SMP Muhammadiyah 4 Surakarta on morphological, syntactic, discourse error in writing recount text. The dominant type of error is wrong spelling and misuse of verb in past tense.

By considering the explanation above, it is hoped that error analysis can be used to reveal what type of error the students do in using simple past tense on writing recount text and what cause the errors in students' writing so the students can learn from their fault in order that they will not make some errors repeatedly,

especially in writing recount text. In other words, this study analyzes the possible factors that can cause students' errors. It is expected that the result of this study will help the teachers to see their students' development in learning English. Teachers will be able to find better ways to develop their learning in English subject.

B. The Problems of the Study

The problems of the study are stated as follows:

1. What is dominant type of error made by the students in using simple past tense on writing recount text?
2. What are the causes of errors made by the students in using simple past tense on writing recount text?

C. The Scope of the Study

The study will be concerned to find the simple past tense errors on writing recount text. The object of the study is limited on students of grade X SMA Negeri 2 Doloksanggul.

D. The Objectives of the Study

1. To find out the dominant type of error that is made by the students in using simple past tense on writing recount text.
2. To find out the causes of errors that are made by students in using simple past tense on writing recount text.

E. The Significance of the Study

The findings of the study are expected to be useful for :

1. The English teachers

This study will be useful information to increase the teaching learning process through knowing and understanding students' errors and the teachers evaluation whether they are successful or not in teaching English.

2. The students

This study can enrich students' knowledge about using simple past tense in writing recount text. Moreover, they can learn from their errors in order that they will not make some errors repeatedly.

3. The further researcher

This study can be a reference for additional information for the other researchers.