CHAPTER I
INTRODUCTION

This chapter discusses such topics as the background of the study, the statement of the problems, the purposes of the study, the scope and limitation, and the definition of the key terms. Each section is presented as follows.

1.1 Background of the Study

Language as a tool of communication is very important. We know that without language, people cannot interact with others. By language, people can share their experiences, feelings, and needs to others. We use language to express inner thoughts and emotions, to make sense of complex and abstract thoughts, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our cultures.

Every country in the world has a language used by its country population; Indonesia has Indonesian Language, France has French Language, Japan has Japanese Language, and so on. Each of them belongs to its original language which was carried by their great-grandparents, and they might use it as a first language in their habitual activity. However, there are foreign languages which they might use in their habitual activity, English for example.

English is one of the international languages that is used by many people in the world and in many areas of everyday life. Nowadays, English is well-known as an
important language considered as a language which many people have to learn in many ways. Most people in many countries learn English in schools or institutes for several or many years because of its importance, in Indonesia for example.

For Indonesian, English is a foreign language. English is taught almost in all schools in Indonesia. English is a subject which takes an important role in the school’s curriculum in National Education System of Indonesia. Furthermore, every National Examination in both junior and senior high schools includes English as a subject to be examined. It can be concluded that English is a compulsory subject which must be given in educational levels in Indonesia.

Learning English as a foreign language is an integrated process in which the students should study the four basic skills; they are listening, speaking, reading, and writing. Listening and reading are known as receptive skills, while speaking and writing are known as productive skills. The students have to master all of those skills. In addition, in process of accepting knowledge or ideas, listening and reading are applied in teaching English; while speaking and writing as productive skills are very important as the way to express students’ ideas as well as feelings, needs, desires and to communicate with others.

The four skills of English have different learning techniques and difficulties as the challenge for students. Those difficulties come to students to make some errors especially in writing, since writing is known as the most complex skill which is the most difficult one among others. Writing is a complex process and, as such, contains
elements of mystery and surprise. Writing is a process of discovery (Axelrod & Chooper, 1998 in Rusandi 2012:2). When people write, they might have difficulty in memorizing the vocabularies with the spelling that must be added. After finding this difficulty, they certainly check them in dictionary. In this process, they are able to discover things that they do not understand until they understand more. Then, the researcher adds that writing process must be paid attention to, since in writing the writer should not neglect the language components, such structure, vocabulary, and spelling. If those language components are correct, the content of writing will be understood.

Based on the Curriculum 2013, the students of senior high schools have to learn about the text types which have different characteristics, they are descriptive, narrative, news item, analytical exposition, hortatory exposition, explanation, review text, anecdote, procedure, recount, report, and discussion. Those text types have correlation with the writing skill mastery the students have. The researcher is willing to make the students stimulated in writing in different ways for several purposes. Young writers need to understand each type of text, such as the language feature, the generic structure, the time signal used, etc by getting information about them (Nunan, 1991 in Rusandi 2012:2). When the students can master them, they can certainly compose the text types based on the rules of writing the text types.

The problem is that students are usually still confused about the generic structure and the language style among the text types. As matter of fact, there are two
or more text types which are quite similar with each other in term of the language style and the contents that are discussed in those texts. For instance, descriptive text is similar to report text; hortatory exposition is similar to analytical exposition; and recount text is similar to narrative text. Also, the students find it difficult to memorize the text type rules that they think quite complicated.

Related to the argument above, the researcher takes recount text as the concentration of this research, since when the researcher was in a senior high school, recount text could not be understood by her due to its complicated generic structure and language style. Errors frequently happened when she was composing it, that is in term of determining the sequence of events and putting the past form of the verbs in the recount text.

According to Rusandi (2012:3), recount text itself has generic structure, such as orientation, sequence of events, re-orientation, which is different from the other text types. Orientation is used for showing the subject(s) in an event; and the place, the time, and the reason why something happened. Sequence of events introduces the chronology of activities in an event, while re-orientation is what the writer’s comments on the story.

What the researcher writes above belongs to the researcher’s consideration why the research is conducted. For further consideration, since during a month of teaching internship in SMAN 4 Malang, the researcher knows how the school is and how the English learning process was conducted. Accordingly, in this final project
the researcher chose the school as the population. The researcher has found the phenomena of students over there when she underwent a teaching internship in the school. The students faced similar problems like the researcher did. The problems were not actually about composing recount text, but they were frequently about composing past tense sentences. The past tense form belongs to language style of recount text, so the researcher links this phenomena into recount text.

Moreover, the researcher is interested in analyzing the errors of the students’ recount text writing. It is because the researcher has interest in English grammar, especially in error analysis. Sometimes the researcher analyzes the errors of sentences, instead for texts form. Here, the researcher conducts the error analysis in a text, specifically recount text writing. If students have made errors in writing recount text, it means that they are not competent yet in writing the text. The readers can be confused and may also find difficulties in understanding the content of the text which he or she has written. Therefore, the researcher is interested in choosing “Errors in Writing Recount Text Made by 10th Graders of Lintas Minat English Program at SMAN 4 Malang” as the title of this thesis.
1.2 Statement of the Problems

There are some problems based on the description in the background, they are:

1. What kind of errors do the 10\textsuperscript{th} graders of Lintas Minat English program at SMAN 4 Malang make in writing recount text?
2. What are the teacher’s feedbacks towards the errors made by 10\textsuperscript{th} graders of Lintas Minat English program at SMAN 4 Malang in writing recount text?

1.3 Purposes of the Study

The purposes of the study are described as follows:

1. To identify the kind of errors which the 10\textsuperscript{th} graders of Lintas Minat English program at SMAN 4 Malang make in writing recount text.
2. To identify the teacher’s feedbacks towards the errors made by 10\textsuperscript{th} graders of Lintas Minat English program at SMAN 4 Malang in writing recount text.

1.4 Scope and Limitation

In this study, the researcher chose the recount text written by 10\textsuperscript{th} graders of Lintas Minat English program 3 at SMAN 4 Malang as the scope of the study. Meanwhile, this research was only focused on the grammatical errors in writing recount text made by 10\textsuperscript{th} graders of Lintas Minat English program at SMAN 4 Malang. Furthermore, in this study, the researcher would like to choose Surface
Strategy Taxonomy in applying error analysis. The surface strategy taxonomy shows whether a sentence may omit, add, misform, and misorder item(s) or not based on the grammar rules. This category is divided into omission errors, addition errors, misformation errors, and misordering errors.

1.5 Significance of the Study

The researcher expects that this research can give some benefits to other people. The benefits are:

1. The theories explained in this research can give contribution toward the increase of people’s understanding related to writing, errors and mistakes, and genre texts especially in recount text.

2. The finding of this research can help the teacher know about the errors that the students commonly make in writing recount text. The teacher, then, probably can find the missing link between what the teacher gives and what the students get. The teacher can analyze whether the errors are caused by students themselves or caused by incomplete or wrong information given by the teacher.

3. The finding of this research can also be a reference for the readers who want to write recount text. The knowledge about kind of errors presented can give guidance for the readers about kind of errors that should be avoided in writing recount text.
1.6 Definition of the Key Terms

To avoid misunderstanding in this study, the researcher gives the definition of the key terms that are used in this study. The terms are defined as follows:

1. “Error is an act, assertion, or belief that intentionally deviates from what is correct, right, or true,” (The Free Dictionary, 2014).

2. “Writing is a method of representing language in a visual or tactile form,” (Omniglot, the Online Encyclopedia, 2014).

3. Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertain or inform the reader. In addition, it tells the event that happened in the past, (Suparman, 2008:6).

The next chapter will discuss the review of related literature. It will explain some theories that concern on the topic of the study.