CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, the statement of the problem, purpose of the study, significance of the study, scope and limitation and the definition of the key terms. Each section is presented as follows:

1.1 Background of the Study

People can communicate with each other by language because it is as a tool of communications. According to Dash and Dash (2007:1),

“Language is the divine gift of God. It is language that distinguishes man from animals. Language is man’s finest asset. To the philosopher, language may be an instrument of thought, for we think through language.”

In addition, Russell (2005: 353) says that we have language as a scheme for expressing our cognitive adaption to reality in a symbolic form. Chumien (2015) argued that language is a semantic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meaning. From those definitions, through language people are able to exchange information, opinions, knowledge, feeling, promises, beliefs, whishes, threats, commands, thanks, declarations. It means that language is very important aspect in the life of all beings and distinguish human from animal.

Meanwhile, English is one of the important languages as it is a lingua franca in the world. Mastering English as a foreign language is very important in globalization era including in Indonesia. In the process of teaching and learning
English, there are many problems that the teachers and students face. It is caused by the difference in the system of native language and English as the target language to be learned. The problem that faced by students in language is skill. In learning English there are four skills that should be learned namely reading, listening, speaking, and writing (Dash and Dash, 2007:35).

According to Adas and Bakir (2013), writing skill is the most difficulties that students face in learning language skill. They are demanded to know how to write sentence and paragraph correctly with good vocabulary and grammar. Writing must also be coherent, accurate, and logical. To be a good writer, we need to learn about grammar. Many students are confused in learning grammar because they are demanded to follow the instruction. Some experts defined that language is acquired with relative ease and rapidity and without the benefits of instruction (White, 2005: 3).

There are many types of text in writing that students need to master. In each type of text, the use of grammar is also different. Recount text is one of the types of writing. Wood and Stubbs (2000: 8) summarized that a recount text recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain. In line with it, Rosyadi (2011) also states that recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.
Hidayah (2013) found that many students at TESL College made errors invoked grammatical items such as subject-verb agreement, tenses, part of speech and vocabularies. Some factors are known to increase the errors committed by students: the influence of mother tongue, lack of knowledge and competence in English grammar, the influence of “loan words”, the inherent difficulties of learning English, overgeneralization and lack exposure to the English language. The data showed that 81% of the students committed such as errors related to the use of the simple past tense. Ramli et al. (2013) also found that “there are 275 errors made by the students in writing recount text. The errors are 95 or 34.54% errors at writing content of the text, 21 or 7.63% errors at vocabulary, 123 or 44.74% errors grammar and 36 or 13.9% error at mechanic.” Additionally, Ansyar et al (2012) discovered types of errors that occur is using simple past tense in recount text written by the eight graders of SMP Lab UM. The result of this research stated that the proportion of the errors is 53.60

However, the difference between those previous studies with this research is on the subject of the study. The subject of the previous study had high quality indicated by 100% of the student achieved minimum standard of competence. In contrast, the subject of this study has low quality indicated by less than 60% of student achieved minimum standard of competence.

The phenomena of students’ error in writing recount text can be seen at second grade of SMP PGRI 04 Kalipare. It is necessary to find out the result of the types of error for getting the solution for teacher in teaching recount text. So,
the writer interested to make a research entitled *An Analysis of Students’ Errors in Writing Recount Text at Second Grade of SMP PGRI 04 KALIPARE*.

1.2 Statement of the Problem

Based on the description on the background, the problem of the study can be formulated as follows:

1. What errors do the students at second grade of SMP PGRI 04 Kalipare make in writing recount text?

2. What are the dominant errors that the students at second grade of SMP PGRI 04 Kalipare usually make in writing recount text?

1.3 Purpose of the Study

The purposes of the study are described as follows:

1. To analyze the errors that the students at second grade of SMP PGRI 04 Kalipare made in writing recount text.

2. To find out the dominant errors that the students at second grade of SMP PGRI 04 Kalipare usually make in writing recount text.

1.4 Significance of the Study

The findings of this study aim to give more information about the students’ error in writing recount text at second grade of junior high school for:
For the students

The result of this research can be used as the students’ material so they more easily while composing recount text because there are some examples related recount texts. Thus, the students do not do the similar error while composing recount text.

For the teachers

Problem based learning can be one of the learning strategy for the teacher at SMP PGRI 04 Kalipare to improve the students’ ability on writing recount text and to know about the errors that students usually made in composing recount text. By knowing the errors, teacher can discover the solution in teaching recount text and also find the missing link between what teacher’s give and what students’ catch. Teacher can evaluate whether the errors wholly caused by students themselves or caused by in complete or wrong information given by teacher.

For the future researcher

The finding of this research can provide information for the readers or next researcher who wants to write recount text and error. This information can provide guidance for the readers about kinds of error should be avoided in composing recount text.
1.5 Scope and Limitation

The scope of this research is about error made by the students in writing recount text. The limitation of this research is surface strategy error in writing recount text. Moreover, it is limited in the error and dominant error that the students make.

1.6 Definition of Key Terms

To avoid misunderstanding of the concepts used in this research, some definitions are provided as the following:

Error : A noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner (Brown as cited in Yang and Xu, 2001: 16).

Mistake : A performance error that is either a random guess or a ‘slip’, in that it is a failure to utilize a known system correctly (Brown as cited in Yang and Xu, 2001: 16).

Recount Text : A recount recalls and reconstructs events, experiences and achievements from the past in a logical sequence and some of it will be purely informative, while others will aim to both inform and entertain (Wood and Stubbs, 2000: 8).