

## **CHAPTER I**

### **INTRODUCTION**

This chapter discussed the background of the study, problems of the study, scope and limitation of the study, objectives of the study, significances of the study, definition of key terms, and framework of discussion.

#### **A. Background of the study**

Language is really needed to be used as instrument of communication because it can help us to be understood. Without language human could not express their wishes, their needs, and what they think. It makes the most distinctive characteristic of human being.

English is a language that has been an international language which is used by almost countries in the world. It is also the foreign language which has been taught in schools. So, learning English language is very important to support us in the competition to reach the best career and help us in the implementation of most modern tools.

In learning English, the students should master the four skills of English; those are listening, speaking, reading, and writing. To support those skills above, the students should know and understand about vocabulary, spelling, pronunciation, and grammar. When they have known and understood about them they will get ease when they want to master those skills.

Writing is very important skill which has to be learned by students. It is as a key to get success in school, at work, and in personal life. In this modern era,

many people use technology to do some of their activity such computer. Writing becomes the choice of communication tool for people use computer and internet in this world.

Recognition of the compositional nature of writing has changed the face of writing classes. A half a century ago, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what that product should “look” like. Compositions were supposed to meet certain standards of prescribed English rhetorical style, reflect accurate grammar, and be organized in conformity with what the audience would consider to be conventional. A good deal of attention was placed on “model” compositions that students would emulate and on how well student’s final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.<sup>1</sup> For more clear information, in writing it should have content, organization, vocabulary use, good distinct and grammatical use.

There are some kinds of text that should be learnt by the students in learning writing skill such as descriptive, narrative, recount or etc. Because based on syllabus that is used in junior high school, included recount. In this research recount text is investigated.

In the study of language, grammar occupies a central position. But there is also a practical reason to emphasize the study of grammar. It is easy to learn to use dictionaries by yourself to find the pronunciation, spelling, or meanings of

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<sup>1</sup>H. Douglas Brown, *Teaching by Principle*, San Francisco: Addison Wesley Longman, Inc., 2001, p.335.

words, but it is difficult to consult grammar books without a considerable knowledge of grammar.<sup>2</sup>

There are several applications of grammatical study: A recognition of grammatical structures is often essential for punctuation; A study of one's native grammar is helpful when one studies the grammar of a foreign language; A knowledge of grammar is a help in the interpretation of literary as well as nonliterary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis; A study of the grammatical resources of English is useful in composition: in particular, it can help you to evaluate the choices available to you when you come to revise an earlier written draft.<sup>3</sup>

In writing there are some components which have to be learned by students. Those are grammar, vocabulary, spelling and punctuation. When the students want to write, they have to write in correct grammar. According to H.Douglas brown in his book *Teaching by Principle*, Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.<sup>4</sup> So, when the students want to write they have to know the appropriate grammar which is used.

Writing is sometimes used as a production mode of learning, reinforcing, testing grammatical concepts. This intensive writing typically appears in

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<sup>2</sup>Sidney Greenbaum and Gerald Nelson, *An Introduction to English grammar*, London: Pearson Education Limited, 2002, p.6.

<sup>3</sup>*Ibid.*, p.364.

<sup>4</sup>H. Douglas Brown, *Teaching by Principle* , p.362.

controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of the writer.<sup>5</sup>

Informal context often make fewer demands on learner's grammatical accuracy. In casual conversation among peers, for example, minor errors are acceptable, while more formal contexts (say, a student consulting with a teacher) usually require greater grammatical accuracy. Similarly, in writing, tolerance for error is higher in, say, a quick e-mailed message than in a formal essay.<sup>6</sup> Without some ability to express yourself in writing, you don't pass the course. Across the age levels from elementary school through university graduated courses, we write in order to succeed in mastering the subject matter.<sup>7</sup>

Based on the syllabus of the eighth grade students of junior high school about writing skill, the basic competence is: "Expressing the meaning and the rhetorical steps of short functional written essay text, accurately, fluently, and acceptably in daily life context and to access the knowledge in form narrative and recount relating to the environment. It means that the students must be able to write recount in paragraph, but in fact most of the students still had low ability in writing good paragraph. It was the primary study in MTs Islamiyah Palangkaraya. Mr. Hamdi is one of the English teachers in this school. Based on the result interview with him, he said that writing a paragraph is one of the students' problems in this school because the student made some errors in applying the sentences structure which used in writing recount text. Most of students are able

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<sup>5</sup>*Ibid.*, p.343.

<sup>6</sup>*Ibid.*, p.364.

<sup>7</sup>*Ibid.*, p.339.

to write a paragraph but they still got problems of how to write a good paragraph. The students still had some problems in writing.

This study was conducted in MTs Islamiyah Palangkaraya. It expected that students at the eighth grade students would be known their errors in writing recount text. Before hand, they have studied the kind of the text at the first and second semester. But when the researcher did interview to the teacher that the students still had some problems especially in applying the grammar which used in recount text or in using simple past tense.

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

Based on the background of the study, there were problem of the study stated as follows:

1. What are the type of errors in writing recount text produced by the eighth grade students of MTs Islamiyah Palangka Raya?
2. What is the trend errors in writing recount text produced by the eighth grade students of MTs Islamiyah Palangka Raya?
3. What are the cause of errors in writing recount text produced by the eighth grade students of MTs Islamiyah Palangka Raya?

### **C. Scope and Limitation of the Study**

This study is conducted limited only to analyze errors of simple past tense in writing recount text produced by the students at the eighth grade of MTs Islamiyah Palangka Raya. There are 4 categories of errors classification; they are linguistic category, surface strategy taxonomy, comparative analysis and

communicative effect. The area of grammar error that will be analyzed in this study only classification of errors base on surface strategy taxonomy.

#### **D. Objectives of the study**

Based on the problems of the study, the objective of the study as follows:

1. To investigate the type of errors in writing recount text produced by the eighth grade students of MTs Islamiyah Palangka Raya
2. To investigate the trend errors in writing recount text produced by the eighth grade students of MTs Islamiyah Palangka Raya
3. To investigate the cause of errors in writing recount text produced by the eighth grade students of MTs Islamiyah Palangka Raya

#### **E. Significances of the study**

This study is expected to be significant in the following ways:

1. Theoretically: The result of this study could give contribution to the English teachers about how importance grammar in writing recount text. So, it will be support the learning English especially writing recount text.
2. Practically: To the teacher. It can give important information to the teacher concerning the students' errors and cause of the student's errors in writing recount text in order to give more clear explanation of grammatical rules in writing English, particularly in the Simple Past Tense, so that the students will understand more about this kind of tense. To the students, to know their errors in writing recount text. So, it can provide information and evaluation in order to avoid the same errors in the next time. To the next researcher, it contributes

actual information and references to the next researcher, it also can help in guiding the students at the same grade when she or he becomes a teacher.

#### **F. Definition of the Key Terms**

1. Writing. It is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern.<sup>8</sup> In this study, type of writing is recount text in paragraph form.
2. Recount Text. It is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.<sup>9</sup> In this study the researcher only focuses on recount paragraph.
3. Error Analysis. It is the study and analysis of the errors made by second and foreign language.<sup>10</sup>

#### **G. Frame of Discussion**

In order to give guidance for the writer and the readers in understanding of this thesis, the writer makes a framework about the content of this thesis. The frames of discussion in the study are as follows:

Chapter I: Introduction consists of background of the study, problems of the study, scope and limitation of the Study, objectives of the study, significances of the study and operational of discussion.

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<sup>8</sup>M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools and Techniques)*, Jaipur; Sunrise Publishers & Distributors, 2008, p.125.

<sup>9</sup>Mark Anderson and Kathy Anderson, *Text Type 1 in English*, South Yarra: Macmillan Education Australia PTY LTD, 1998, p.48.

<sup>10</sup>Jack C Richard, *Error Analysis: Perspective on Second Language Acquisition*. England: Longman Group Limited, 1974, p.96.

Chapter II: Review of related literature consists of previous study, writing, recount text, Grammar, Error and error analysis.

Chapter III: Research method consists of research type, research design, population and sample, research instrument, data collection and data analysis procedures.

Chapter IV: Result of the study consists of data findings and discussion.

Chapter V: Closure consists of conclusion and suggestion.