CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, statement of the problem, the purpose of the research, scope and object of research and significance of the research.

A. Background of the Research

Humans a social creatures which means that they need to socialize with other human beings. Socializing means human builds up relationships and one way to make it happen is through communication. Human communicates with each other by using a language and one of many languages that need to be learned so that people can communicate with other people around the world is English. It makes English a subject that is very important to be learned. In learning English, four skills need to be mastered by learners, those are listening, speaking, reading, and writing. Listening and reading are considered receptive skills, meanwhile speaking and writing are productive skills. Of the four skills mentioned, writing is said to be the most difficult skill to be mastered by learners or students at school. In writing, learners do not only focus on producing ideas in written form, but they also need to be able to form ideas into good and correct sentences so that what they have written can be understood by other people.

Writing is one of the most productive skills, besides speaking, which contains symbols (orthographic) and involves a complex process. It is a part of language skills

apart from other skills namely reading, listening, and speaking. It means that writing is a productive skill alongside speaking skills and one of the four skills that need to be learned in learning a language. Writing is not only used to test how well students understand a foreign language, but it also should be able to express ideas in a readable text. To make it readable and understandable, writing also requires the capability of organizing and combining information into cohesive and coherent paragraphs and texts.

Another requirement for good writing is that writing needs some aspects such as critical thinking, knowledge, and need good understanding of grammar. Thus, the use of grammar in writing is very important. Despite being an aspect that cannot be separated from composing good writing, grammar is considered to be difficult to learn. Although grammar is considered difficult, learning grammar is a must because grammar is one of the basic components of any language. Grammar is a set of rules that decide how the words are arranged into the formation of a meaningful unit. Students at school considered that learning grammar is difficult because English grammar structure is different from Indonesian. This difference may lead to students making errors in writing.

Recount text is a text that retells something that already happened and narrative text is an imaginative story to amuse and give moral value to the readers. This study focuses on recount text. Recount text is a text that retells past events that usually happened. The social function of this text is to tell the past experiences by retelling events in sequence. The recount samples are experiences, diaries, personal letters, and

incident reports.

Recount text is a very important type of text to study because it has various benefits in developing language and communication skills. This text helps improve storytelling and writing skills by focusing on conveying experiences or events chronologically and interestingly. Through learning recount text, students can hone their skills in organizing information sequentially and logically, as well as practicing the use of grammar, especially the past tense which is often used in this text.

Error in writing is hard to avoid. It is often found in students' composition when they are asked to make dialogue, story, and others. The occurrence of errors is natural because students need to create sentences or some words combined in a language that is not their native or first language. Students need to transfer a language from their first language to the foreign language they studied and when they do not know the correct grammar they have to use, they make some errors. They commit errors by not using the rules of the components and elements of the second language. It can be caused by the lack of students' understanding of grammar or it can also be caused by the interference of the first language. With the occurrence of errors made by learners or students and if the teacher does not realize students' errors, those errors may occur repeatedly because they do not have the correction. Thus, error analysis is needed to identify what kind of error that is often made by students. Error analysis is a type of linguistic analysis that focuses on the learner's errors.

Error analysis is a technique for identifying, classifying, and explaining incorrect forms of a target language made by a learner. Thus, error analysis is very useful to

detect what kinds of errors are often made by the students so that the teacher can know in what aspect they need to improve their teaching so that the students can understand well about grammar and will never make some errors in the future. In this research, the researcher analyzes the students' grammatical errors in their writing of recount text. Researcher chose recount text because this is a type of text that is more difficult than present tense.

The explanation above leads the researcher to analyze student's grammatical errors in writing recount text. The researcher would like to carry out his research under the title "An Analysis of students grammatical errors in writing recount text at English Education Study Program of Khairun University.

The reason why the researcher is interest in choosing the topic because writing competence is a very important skill that must be acquired by the students, grammar is an important thing to be learned because by understanding grammars, the students will be able to write their ideas in English fluently.

B. Scope of the Research

This research is conduct on English education students regarding their mistakes in writing recount texts. The researcher would focuses on grammatical errors in writing recount texts.

C. Problem of the Research

Based on the background above, the problem of the research is:

1. "What grammatical errors, especially in the use of past tense, pronouns, and determiners, do students make in writing recount texts in the English language education study program at Khairun University?"

2. "What is the types of source error in use past tense, pronoun and determiner , do students make in writing recount texts in the English language education study program at Khairun University?"

D. Objective of the Research

Based on the statement of the problem above, the objective this research is to find out the students' grammatical errors in writing recount text at English study program of Khairun University.

E. Significance of the Research

a) Theoretical significance

The results of this research can be useful to enrich the theory related to the grammatical mistake that is made by students in writing recount text.

b) Practical Significance

The results of this study are expected to contribute to develop theories, especially those related to grammatical errors made by students when writing recount text.

1. Students

Researchers hope that this research can facilitate the development of students' recount text writing skills. so they can write long texts without making mistakes.

2. Teachers

So that teachers can find out student errors so that teachers can determine what teaching techniques are good so that errors are not made again.

3. Future Researcher

The result of this research might become a reference for other researchers who want to conduct the further research on then similar problem. This research also can help the other researcher in improving the knowledge about the analysis of students' grammatical errors in writing s and getting more useful experience and information in order to be the best for the future.