

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Writing is one of four English language skills. Fauziati (2010:45) states that writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. So, writing skill is very important.

Writing is also put as one of the prominent skills in Indonesian curriculum. It puts genres as the main tool in language learning. There are twelve kinds of genre that should be learnt by the student, namely: anecdote, descriptive, recount, narrative, procedure, discussion, report, explanation, exposition, hortatory, news item, and review. It is needed to learn how to write well for the students so they can write the example of genre correctly.

Recount is a piece text the retells past event, usually in the order in which they happened. The purpose is to give the audience a description of what occurred and when it occurred. Some examples of recount text type are newspaper report, television interviews, eyewitness accounts, and letters (Anderson, 1994:48).

Recount text consists of orientation, event, and reorientation. Orientation is when or where it happened and who was there. Sequence of events tells about what happened in the order they happened. Ending tells how

the experience ending and give a personal opinion of the events. Recount text uses verbs, describing events, and words like after, then, and next.

In writing, the learners usually make errors. The teacher needs to have a competence to find the errors. Here, the teacher needs error analysis. Error analysis is “the first approach to the study of SLA which includes an internal focus on learner’ creativity ability to construct language” (Saville-Troike in Fauziati 2008:135). “Errors tell the teacher what needs to be taught, tell the researcher how learning proceeds, and are a means whereby learners test their hypotheses about the second language” (James 1998:12). The teacher must be able and have a competence to find the errors, identify the errors, find the sources of errors, and make a distinction between mistake and errors.

SMP Negeri 3 Colomadu is one of Junior High School in Colomadu. It is located in jl. Bandara Adisumarmo Colomadu, Karanganyar.

Like other common schools, SMP Negeri 3 Colomadu also gives English lesson in the class to the students. It includes four language skills, namely listening, speaking, reading, and writing. The system of teaching English in SMP Negeri 3 Colomadu is not different from another school in Indonesia. As in other schools, the teaching in this school involves method, teachers, students, and equipment. The method of teaching English which is used by teachers in Junior High School especially in writing i.e writing about short events in daily, to practice language learning, practice of vocabulary, phrases, idioms and sentences.

Writing as one of the skills constitutes a process to get product and it is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation.

People can find errors in all education level in Indonesia. In this research the researcher focuses on analyzing an error analysis of recount text written by the seven years students of SMP Negeri 3 Colomadu. Most of students are stills lack of grammar understanding in the recount text (simple past tense). Based on the error analysis of SMP Negeri 3 Colomadu the researcher got more detail data that can be used by the teacher to minimize the students' error in writing recount text. The difficulties made by the students are usually in languages features such as tense, pronouns and a range of sentences, vocabulary, and etc. to produce appropriate language in writing a recount text. The example is:

#### Vacation to Bali Island

Last holiday, my family visit (...)Bali Island. I goto Bali island by bus, I'm very happy. In the journey, I look beautiful scenery.

First, I go (...) hotel for spend. In (...) hotel, I and my family had dinner in (...) restaurant (...) hotel. There is dish special food of Bali, it's very delicious. After that, I go to Kuta Beach. It's very beautiful beach. I (...) very enjoy that scenery. Finally, I and family go home. I am so happy with this holiday.

The students write recount text based on their experience. The paragraph is good enough, but they are not perfect yet. There are some errors made by the student. Those errors are such as: (1) the student omits of V2 in past tense, (2) omission of preposition, (3) omission of to be, (5) misuse of verb, (6) using compound sentence in the paragraph.

Based on the error analysis of SMP Negeri 3 Colomadu the researcher got more detail data that can be used by the teacher to minimize the students' error in writing recount text. The difficulties made by the students are usually in grammatical, vocabulary, and etc. to produce appropriate language in writing a recount text.

Errors analysis can also be used by English teacher of SMP Negeri 3 Colomadu as an input to minimize the erroneous students writing a recount text. Beside that the teacher must improve the students writing skill, especially in writing a recount text.

Based on this problem, the researcher wants to conduct a research entitled: ***“ERRORS IN WRITING RECOUNT TEXT BY SEVEN YEAR STUDENTS OF SMP NEGERI 3 COLOMADU”***.

## **B. Problem Statement**

Research problem of the research can be as follow:

What errors are made by the students in writing recount text?

Based on this research problem the writer raises some subsidiary research questions as follows:

1. What are types of errors made by the students in writing recount text?
2. What are the dominant errors?
3. What are the sources of the errors?

### **C. Objective of the Study**

Based on the researched problem, the objectives of the research can be as follow:

To describe the errors made in the recount text written by the seven year students of SMP Negeri 3 Colomadu, especially:

1. To describe the type of error made in the recount text written by the seven students of SMP Negeri 3 Colomadu.
2. To describe the dominant errors.
3. To identify the source of error.

### **D. Benefit of the Study**

This study has two major benefits, they are: practical benefit and theoretical benefit.

1. Practical benefit
  - a. The result of this study can be used as an input for the English teacher to give more experience or homework to the students, so the students can learn more.
  - b. The result of this study can be used as an information and evaluation for the English teacher to give more attention about the grammatical structures to the students.
  - c. It will be useful for the teacher to improve the students' writing skill by analyzing the mastery of recount text.

## 2. Theoretical benefit

- a. The result of this research can be used as the reference for those who want to conduct a research in analyzing of errors in writing.
- b. This study can contribute to the science of linguistics, especially language teaching.

## **E. Research Paper Organization**

This research paper is organized into several chapters. Chapter I is introduction which deals with the background of the study, problem statement, objectives of study, limitation of study, benefit of the study and research paper organization.

Chapter II is underlying theory, theoretical review that consists of: previous study, notion of error analysis, pedagogical goal of errors, error or mistake, method of error analysis, notion of recount text, features of recount text, language features of recount text, example of recount text.

Chapter III is research method. It deals with type of research, subject of study, object of study, data and source data, method of collecting data, and technique of collecting data.

Chapter IV consists of research result and discussion. It elaborates the type error made in the recount text by the seven year students of SMP Negeri 3 Colomadu, the most dominant error made by the students of SMP Negeri 3 Colomadu in writing recount text, the sources of errors, and pedagogical implication of error analysis.

Chapter V is the last chapter; here the writer talks about the conclusion and suggestion.