CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is a system that human used to shared their felt or ideas. In a language, there is set of rules to be followed with speaker. This set of rule is called *grammar,* that is an explanation of how the form of words can be changeable and united into sentence in a language (Harmer 2001:12). Grammar organizes the language, so that the meaning of a sentence can be clear and easy to understand.

Grammar learn in every language, more specially in English languag. In English language grammar have bigger dominan for a language skill, more spesific in written language. Grammar is an important subject to make a sentence. Penny Ur (1991;75) said grammar is sometime defined as the way words are puts together to make correct sentence.From grammar we know and understand meaning in a sentence,time in a sentence,and easy to catch idea that sentence. When we write a sentence we must use grammar with correctly,more specific for written language.

Grammar learn in Indonesia start from Elementary school until Senior high school. Student in Elementary school learn grammar from beginner. Student learn step by step about grammar in school. In Junior high school the material is more difficult, student must be able to understand grammar and make a sentence. Then,

Senior high school the material is about how to used words and arranged them become complex sentences.

However, grammatical competence is one of the several competence that students have to master to be proficient in a certain language. In grammar, tense hold an important point. In grammar there are some kinds of tenses.They are simple present tense, present continuous tense, present perfect tense, present perfect continous tense, past tense, past continuous tense, past perfect tense, past perfect continous, future tense, future continuous tense,future perfect tense, future perfect continuous tense. In grammar every tenses have rules and one in other have different pattern and different step to using in sentence. Like, in past tense, in the pattern use verb that modifier or usually said regullar and irregullar verb.

Regullar and irregullar verb in Pardiyono (2002:98) states that verb is divided into two groups; a regularverb and an irregular verb. Inregular verb, the verb changes regularly in the pasttense form or the past participle. Such as, it is added by suffix-ed to the base formof verb. The irregular verbs do not have the form of fixed and do not changeregularly. The irregular verbs have to memorize because the changes are notpermanent.

Regular verb is more simple than irregular verb cause regular verb only add – ed,different with irregular verb. There is not add, but word change,usually student get difficult in irregular cause the student often find the word. Regular and irregular verbs with the past time, and just several text like in recount and narative. Student usually confuse with the word that they never find or hear, just

few students are able to remember the irregular verb. Irregular must save in our mind as much, if irregular have in our mind it will make regullar verb easy to know, more spesific in verb.

Writing is one of language skills. It has taught from Primary school to senior high schools. Moreover, It shows that this aspect is very fundamental, where the students start writing words and then arrange them into sentences and the last making paragraphs. Surely, writing is not easy as the students think, because they should use correct dictions, chronologies, and spelling of word. Students express their feelings, thinking, share opinion or ideas and state willingness by writing. Writing refers to the students activities in classroom.

Writing text is the ability of the students to arrange the idea from one paragraph to others and make efforts to connected the idea cohesively and cohesively and coherently so that is meaningful. Sometimes, many students wrote text, but not many of them are able to wrote the text based on the correct structures and features of the text itself. Therefore, the teachers are expected to be able to guide the students when they study to write.

Kind of text in english study there are twelve genre. Student learned twelve kind of text start from junior high school untill senior high school.In junior high school there are five kind of text learned, descriptive text, procedure text, recount text, narative text, and report text. Student learned kind of text step by step in junior high school untill student understand purpose of text,structure of text, content of text,etc. In a text have a social function, a text in junior high school

learn in different level.The writer interested to took one of five kind of text that learn in junior high school that is Recount text.

Recount text is a teks which told about something that happend in the past. The details in arecount teks can included what happend,who was involved,where it took place. Recount teks use simple past tense,in simple past tense there is verb that changed,it is regullar and ireguler verb. The writter interested with recount teks more spesific in regular and irregular verb.

Based on the observation at SMP Negeri 02 Pekanbaru on March 18 th 2017,SMPN 02 Pekanbaru located in Jl.Prof.M.Yamin SH No.65 .SMPN 02 Pekanbaru have 709 student and 43 teacher.The researcher practice teached more over five month to finished in the school. The Writter teached student in eight grade class. The researcher saw several problems that happend in student of SMP N2 Pekanbaru.

First, The researcher saw students are very low in Grammar. The researcher saw most of the students still had many difficulties in understanding grammar on recount text, the pattern of recount text is simple past tense. Most of students did not understand about modifier words more specific in verb. There are two kinds of verb. Those are regullar verb and irregullar verb. Actually, the students already knew and understood about the regullar verb, when they looked verb add -ed and -d. ContralyIn irregular verb form the past tense and the past participle which are different with the regullar verbs that adding –ed. The researcher sawthe students only know about simple form and they do not understand about the rules of regullar and irregullar verb.

Second, The researcher saw the students grade second of SMP N 2 Pekanbaru are lackof motivation in learning English. The researcher saw some factors that make the students lack motivation. Here are some factors: first the students did not realize about how important to knew about regullar and irregullar verb in learned English for their life in future. Second, the student did not interested in learning English, they think that English is a difficult subject.

Third, The researcher saw the students of SMP N2 Pekanbaru have lack of vocabullaries.The students vocabullary is not enough for them and they are so lazy to memories vocabullary. In fact, when the students got unfamiliar words they directly find the meaning on dictionary without save the words and meaning in their mind.

Fourth, The researcher saw the student of SMP N2 Pekanbaru learn English because of English is one of subject in the school,not because they want to learn English. They just do what the teacher ask them to do. It means that the students do not explore their English. And also the students did not know about what the lesson is.

From those problems, the researcher interested to analyzed the student ability in regular and irregular verb on recount text at SMP N 2 Pekanbaru.

A number of research studied recently have conducted deal with an error analysis about regullar and irregullar verb. To avoid the same title used in research, than the researcher showed the relevant research:

This research have done by Siti Bayinah from Syarif Hidayatullah state Islamic University Jakarta,2013.The title is The Grammatical Error Analysis on

Using The Simple Past Tense In Writing Recount Text. The different this study, The researcher did a research about An Error Analysis of Regular and Irregular Verb In writing recount text at the second years students of SMP N2 Pekanbaru. The Researcher focus on error analysis regullar and iregullar verb in recount text,and siti bayinah analysis grammatical error simple past tense. The writter did this research in second grade of SMP N 02 Pekanbaru.

So, the researcher interested to took the most crucial problems that always happend in SMP N 2 Pekanbaru especially in used regullar and irregullar verb in recount text.The researcher interested to do research with tittle"**AN ERROR ANALYSIS OF REGULAR AND IREGULLAR VERB IN WRITING RECOUNT TEXT AT THE SECOND YEAR STUDENTS OF SMP N 2 PEKANBARU"**

1.2 Setting of the Problem

Based on the background of the problem above, the researcher concludes that there are four problem face by student in second grade in SMP N 2 Pekanbaru,They are :

First, the studentsof SMP N 2 Pekanbaru have problem in grammar, most of students still had many difficulties understanding grammar in recount text.The student have problem get difficult and confuse with the modifier word in verb more specific in regular and irregullar verb.

Second , the students of SMP N 2 Pekanbaru have less motivation to learn english. Some of the student said english is not interested and bored and do not need for their self to learn.

Third , the studentsof SMP N 2 Pekanbaru have the lack of vocabullary in verb more specific in regullar and irregullar verb. The student do not memories vocabullary in their mind and it make they lack of vocabullary. if students have lack of vocabulary, it will be difficult for them to understanding english material.

Fourth, the students of SMP N 2 Pekanbaru have problems to get the meaning of english because english is still a foreign language in Indonesia and they do not want to open the dictionary to know the meaning in english, so it is difficult for the students to know what the mening is.

1.3 Limitation of the Problem

Based on the setting of the problem, the researcher focused on error analysis of regullar and irregular verb in writing recount text of the second year students of SMP N2 Pekanbaru. In this research the kind of errors focused on the surface strategy taxonomy*(omission,addition,misformation,misordering)*

1.4 Formulation of the Problem

According to the limitation of the problem above, in this research it formulated by the followed research question.

1. What kind of regular and irregular verbs error find in writing recount text by the second year students of SMP N 2 Pekanbaru ?

1.5 Objectives of the Research

The objectives of this research are :

1. To find out the kind of regular and irregular verbs error find in writing recount text by the second year students of SMP N 2 Pekanbaru.

1.6 Need of the Researcher

The finding of this study expected to give benefits to the following:

1. Help teacher to know how skill their student in regullar and irregullar verb.

2. Motivation the student to be aware with the use of regullar and irregular verb in their mind more than more.

3. The researcher hopes that the finding of this study will be helpful to other researcher, and it can be become a references.

1.7 Definition of Key Terms

In order to avoid mis understanding and mis interpretation about some term used in this research, the researcher needs to make their definitions are the following:

1. **Error Analysis** is an activity to identify, classify or describe the errors made by someone in speaking or in listening. George (1972) in Ellis (1987;53) stated that errors derive from the learner's need to exploit the redundancy of language by omitting elements that are non-essential for the communication of meaning.

2. **Regullar and irregullar verb**is the term inflection to talk about the procces of changing a verb form to show tense,mood,number,and person. Pardiyono (2002:98) states that verb is divided into two groups; a regular verb and an irregular verb. In regular verb, the verb change regularly in the past tense form or the past participle. Such as, it is added by suffix-ed to the base form of verb. The irregular verbs did not have the form of fixed and did not change regularly. The irregular verbs have to memorize because the change are not permanent.

3. **Recount Text** Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining (Ken Hyland,2004) in (Azar syaiful 2015;12) . The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experienced by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.Recount text is based on the life experience and foreign language. Recounts are used in most subjects to show memory of series of events as in accounts of Science excursion,everyday life in another time or culture.