

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of productive skills in language learning. The writing activity is different from other activities. It is less spontaneous but more permanent since it takes much time and concentrated practice. In writing, there area number of language aspects involved such as model texts, grammar, spell-check, punctuation and prepositions. English language learning is a process where all skill English (Listening, Speaking, Reading, Writing, Grammar) are interconnected.

Writing is one of the four language skills that must be learned by the students at school. The students are able to express their ideas to written forms. Writing has never been easy. Sometimes it has been wonderfully rewarding, but it has always required effort. In processing writing, there are steps that have been to be mastered by the students. Most of them are not able to describe their ideas.

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Writing is also an action or a process of discovering and organizing your ideas, putting them on a paper reshaping and revising them. Writing is powerful tool to organize overwhelming events and make them manageable.

Writing learning material contained in the English lesson plan curriculum 2013 for class VIII, the core competence of no. 3 “Understanding knowledge

(factual, conceptual and procedural) by curiosity about science, technology, art, culture, associated phenomena, and events seem real” and basic competencies of no. 3.13 “Applying text structure and language elements to carry out a social function text by stating factual recount and inquire about the factual scientific texts about people, animals, objects, symptoms, natural and social events, short, and simple”. Lesson and English such as grammar of SMP already by becoming SBC (Curriculum Education Unit) Curriculum School Based Mention in (Standards of Competence) SK Competence Standards and KD (Competence) Basic and Competencies, there are five types of texts to study such us Narrative, Recount, Procedures, Descriptive, and Report Text.

English teaching-learning process in our country has several methods especially in teaching writing. One of the methods is genre-based method, namely: recount, narrative, descriptive, report and many others. Every text has different contextual factors or subject matter, textual features and grammatical features. The students have some error in writing certain type of text and language features that use in the text like simple present tense, conjunction, adverbs, noun and adjectives. In writing students are hoped to be able to express their ideas and feeling by English writing.

In writing activity, students are hoped to know how to explore a good sentence or to arrange sentence into a paragraph. Its means that writing has never been easy. Students may have difficulties to explore a good paragraph. Sometimes, the students make errors with their writing when writing a paragraph.

Students usually face problems in producing a good writing. Kinds of mistakes or errors are usually found in their writing text.

Errors represent the language deviations produced by a learner when completing a task or assignment. The deviations are clearly defined by comparing the errors with the norms of language production. Errors are the flawed side of learner's speech or writing. There are those sections of speech and writing which deviate from the acceptable norm of language production. Despite this, students cannot avoid making language errors as the production of systematic errors.

In learning and acquiring a foreign language, a student's bound to make errors. As many researchers claim making errors is inevitable in learning foreign language. Since making is considered part and parcel of language learning, researchers need to investigate into the nature of errors commonly produced by students.

One of the texts that close to the student's life is recount text because it is a text that retells past events which the place and occurred events flow smoothly based on the sequence of time. Therefore the students can explore their interesting or unforgettable experiences they already had or people around them in recount text. In fact, most of them considered writing as a burden for some reason relating to the use of lexical and grammatical rules accordingly. Therefore, the research decided to choose recount text as students' writing activity in this research.

Recount text is similar to narrative text which uses past tense to describe an action or event happened in the past, but there is a difference between recount and narrative text. According to Watkins (2005:223), "Recount is the simplest

text type in the genre of narrating”. This statement is supported by Pardiyo (2007:63) who states, “There is no complication among the participants and that make it simpler and different from narrative”. Based on explanations above, Paradiyono and Watkins argued that recount text is simpler than narrative. However, it can be seen that recount and narrative text have differences in which recount text retells about stories or events in the past that have been proved, while narrative text is a text that retells about story that happened in the past but has not been proved yet.

The explanation above is supported by the problems mentioned need to be solved in order to achieve the goal of teaching writing itself. There are some alternative solutions to overcome them, such as joining teacher training or workshop, varying teaching aids, adding materials other than students’ book and exercise book and finding effective teaching techniques to be implemented in the classroom.

Therefore, an analysis error has an important role to reveal what is the type of error writing made by the students at the school. Thus the students will not do the same error, and the researcher interested in concluding a research entitled “An Analysis of Students’ Error in Writing Recount Text at Second Grade of SMP Negeri 4 Pekanbaru.”

1.2 Setting of the Problem

Based on the background, there are some problems related to students error writing in recount text. Writing is an activity, message or ideas expressed by written. Message or not ideas of the writer should be expressed clearly and easily

understood. In order to construct a paragraph particularly recount text, it cannot be omitted to the following important component of the writing that should be paid particularly attention.

The problem above always appear when they wrote the components of a paragraph. There are three componets of paragraph , there are : the topic sentence, supporting sentence and concluding sentence. The writer usually found difficulty of the students in writing topic sentence. They feel difficult to write and consider the topic sentence even though the writer had been given the general and easy topic.

In addition, they do not know the characteristics of a good paragraph are : coherence, capitalization, punctuation, organization, grammar, vocabulary and comma. The students are often careless with those characteristics in order their written have many errors and face many difficulties in process of writing. Students have taught how to make all of kinds of text such as: recount, descriptive, and narrative. The researcher observation at SMP Negeri 4 Pekanbaru and found the problems students writing skill.

1.3. Limitation of the Problem

Based on the problems and phenomenon, the researcher only take some problem. Because of the limit of the time, the researcher focuses about student error in writing recount text made by the students of class VIII SMP Negeri 4 Pekanbaru. The researcher will focuses on analyzing grammatical errors, vocabulary errors, and spelling errors in writing recount text.

1.4 Formulation of the Problem

Based on the background of the study and the reason for choosing the topic, the study tries to answer this problem: what is the type of error in writing recount text made by the students SMP Negeri 4 Pekanbaru ?

1.5 The Assumption

In this research, the researcher has the assumption as bellow :
Students' at SMP Negeri 4 Pekanbaru make just a little error in writing Recount Text in term aspect.

1.6 Objective of the Research

The purpose of this research is to know errors in writing Recount text that has been given to students in SMP 4 Pekanbaru.

1.7 Need of the Research

The results of this study are expected to provide benefits to various parties, are as follows:

1. The researchers want to provide information about errors encountered in writing the text of the recount text and student's ability will be increase, especially in writing Recount text because they will to know in which point and term that they have errors. They can remember it. They make student's motivation will be increase in writing.
2. The research started for teachers on the students' errors in writing by way of text recount and provide practical benefits for teachers of English, especially for those who have a great interest in teaching writing English as a foreign language.

3. The writer hopes this research will be useful for second grade, especially for learner English and it can be helpful resource for everyone who is interested in this subject. This research can be input for someone who wants to investigate the some topics in depth.

1.8 Definition of The Key Terms

To avoid misunderstanding and misinterpretation of the terms used, the researcher defines the used as follows:

1. Analysis

Analysis is an activity that is working on it like parse, differentiate, sort something to be classified and regrouped. Certain criteria then sought indicator and interpreted its meaning refers to study errenous greeting produced by group of learners, (Corder 1975)

2. Error

Researcher as interested in discovering errors as they are believed to contain valuable information that could be used to develop strategies towards better language acquisition tehcniques, (Gass and Selinker 2008).

3. Writing

Writing is a process through which students can explore and discover their throught constructing meaning and assessing it at the same time. Attention is paid first to the content and meaning and then to the form, (Zamel 1983).

4. Recount Text

Recount text is a reconstruction of something that happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recounts begin with by telling the reader who was involved, what happened were this event took place and when it happened. The sequence of event is then described in some sort of order, for instance a time order, (Seaton, 2007).

