CHAPTER I

INTRODUCTION

1.1 Background of the Study

Sixth semester students of English Departments in Faculty of Language and Cultural Studies Stikubank University already get paragraph-based writing lectures, so they know how to write a paragraph. But some students don't understand in writing good paragraphs, especially in a recount text. This condition can be used for research and use error analysis theory. This theory is used for research to interpret whether recount text written by sixth-semester students is feasible or not from the standpoint of simple past tense. Sixth - semester students of English Departments in the Faculty of Language and Cultural Studies of Stikubank University can learn more about simple past tense. Sixth-semester students may help them understand in writing paragraphs they need simple past tense in writing recount text. Sixth - semester students as respondents are subjects can provide the data. The researcher asks the sixth-semester students of English Departments in the Faculty of Language and Cultural of Stikubank University as a respondent so that the researcher can provide the data.

In learning English, one element that must be learned by the students as a basic competence is writing. Caroline (2003) explains that writing is delivering something in composed structure so that individuals can peruse, perform, and use it. Writing focuses on the method of developing writing skills. Hogue (2003) stated that writing isn't merely arranging sentences into paragraphs. Setting each section

after another order involves the organization of thought, proper usage of English language, and imagination. In other words, writing involves many aspects to form the message of writing understood by the reader. From the text understandable; we must learn things like grammar, and that we must consider the word's choice, and that we also think the sentence's cohesion, we must consider carefully. The importance of writing could be a need for college students who learn English as a far-off language because writing is others read others read a productive skill that's used not in written form but also. Writing is that the way of expressing and creating ideas within the state. Many Sixth semester students of the English Departments in Faculty of Language and Cultural Studies Stikubank University still have writing problems, such as vocabularies and grammatical issues. To have good writing, the writer must understand the writing strategies.

"There are several types of writing texts, such as narrative text, descriptive text, argumentative text, recount text, and report texts; each has its own norms and functions," states Littlefair (1991). The recount wording in this case states that the main focus" Meanwhile, the researcher frequently makes errors in recount text composition, particularly inside the term.

Djuharie (2008) states that recount text could also be an experience of something that occurred in the past time. The recount text describes what happened during a previous event. The reader will learn who was involved, what happened, and when the incident occurred in the past by reading the recount text. The series of events, for example a time order and then it is represented in some order. The generic structure of a recount text is made up of three parts: context or orientation,

events, and conclusion. The background knowledge that speaks to who, when, where, and why is referred to as the setting or context. In setting you can summarize what you will be writing about. Events is the students' experience that identify and explain the occurrences that have occurred in chronological order. The conclusion contains a non-public opinion about the mentioned events. A recount text has a title, that is summarizing the text. Although the recount text informs about past experiences, it uses past experiences. A recount text explains events, plenty of things of verbs used (action words), and adverbs (define or add more detail to the verb). Recount text describes events which relate events like the first, eventually, while, after this, for, initially. The linguistics features of recount text target use specific participants, use simple past tense, material processes, time and place circumstances, and temporal sequence(Ramli, 2013).

Recount text is one the factual text; the text can say a straight forward text type in English; it is often familiar and everyday things or past events. In writing recount text, the easy past is imperative to explain the text's leisure pursuit. in line with Hewings & Hewings (2005:12), it accepted that an understanding of grammar would improve well-formed language includes within the writing form. Thus, this tense's grammatical knowledge of this tense will finally affect the student's ability to possess good and comprehensive writing(Polim et al., 2018).

One of written language that causes miscalculation is recount text. The error is expecting within the learning process. Olasehinde (2002) says that in learning process the students make an error that are necessary and unavoidable. Corder (1974) says, "Errors are usually made by learners who don't yet fully command

several institutionalized systems of language" (p.29). The statements imply that errors are produced by students who don't understand well about language systems like grammatical, lexical, and phonic systems. Second language students tend to create errors within the process of acquisition, including English learning. Corder (1967) says, "Errors sit down with systematic errors which frequently occur in second learning(Darus & Subramaniam, 2009).

Richardss (1985) states that errors occur from insufficient preparation and comprehension of the target learners. Hopefully, their English skills have improved greatly. Four steps taken in performing a slip-up study are defined by Gass & Slinker (1994). They are: 1) The mistakes are found. 2) Classifying mistakes. 3) To measure mistakes. 4) Cause of error analysis.

Students need to know about simple past tense; sometimes, students still make mistakes in writing, but they don't know what mistakes. Considering the situation, the researcher wants to analyze recount text written by sixth semester students using error analysis theory use simple past tense in writing.

1.2 Statement of the Problem(s)

Based on the background of the study, the researcher formulated the problems as follows:

1. What kinds of errors are made by sixth semester of FBIB at UNISBANK when writing recount texts in the use of the simple past tense?

2. What is the most common type of error made by sixth semester of FBIB at UNISBANK when writing recount texts in the use of the simple past tense?

1.3 Objective(s) of the Study

Derived from the research question above. The objectives of the study are as follows:

1. To find out the kinds of errors made by sixth semester students of FBIB at UNISBANK in the use of simple past tense in writing recount texts.

2. To describe the most prevalent type of error made by sixth semester students of FBIB at UNISBANK in the use of simple past tense in writing recount texts.

1.4 Scope of the Study

As a result of the research's goals, it is believed that this study will enhance education in some way, either directly or indirectly. The following are the advantages of this study:

1. **Theoretical Benefits**

   Theoretically, the findings of this study are predicted to be useful:

   a. As a reference for further studies related to grammar and writing for students and material for further study.

   b. To give a contribution to sixth-semester students because it can provide the data.

2. **Practical Benefits**

   Practically, this research can be useful as follows:

   a. **For the students**

The sixth-semester students will understand such mistakes in writing recount text using simple past tense. And the result of this research would explain the students of the error they made. The study results may help fellow students enrich their understanding in learn simple past tense, especially in recount text.

b. For the lecturer

For the lecturer on the methodology applied in English teaching, the study results will show students improvement in learning simple past tense and writing a recount text.

c. For the researcher

This research can provide evidence of how learning the English language so a researcher can gain new experiences and insights during research activities and as a reference for the researcher to teach English in recount text for the students in the future.

d. For University

This research is expected to contribute to knowledge, become reading material in the University library, and provide references for other students.

1.5 Organization of the Paper

This research paper consists of several chapters. It is explained as follows:

1. Chapter I – Introduction

Introduction covers background of the study, statement of the problems, objectives of the study, scope of the study, method of the study, and organization of the paper.

2. **Chapter II – Review of Related Literature**

Review of Related Literature covers the previous study and theoretical framework that will be needed by the researcher to support this research, so the researcher can analyze the data and find the results of the research.

3. **Chapter III – Research Methodology**

Research Methodology covers research design, research method, unit of analysis, technique of data gathering, and technique of data analysis. The researcher focuses on sixth semester, especially to A1 and B1 classes that consist of 15 student's data that needed by the researcher are collected and analyzed in this chapter.

4. **Chapter IV – Findings and Discussion**

The findings display all results of data analysis. Findings is the research results, namely applying data analysis methods to the collected data or the answers to research questions in detail. Findings will be the basis for concluding Chapter V, which must answer research questions explicitly. Discussion will be the basis for formulating suggestions or implications, both theoretical and practical.

5. **Chapter V – Conclusion**

Chapter V (Conclusion) discusses the conclusion and suggestions obtained from the research result's findings and Discussion.