

CHAPTER I: INTRODUCTION

1.1 Background of The Study

Students must have language skills. The language component consists of 4 namely speaking, listening, reading, and writing. In learning English at school, (Pohan, 2017) one of the active skills in learning a language is writing. Writing is a way to communicate ideas in writing. Writing allows for the written explanation of thoughts. (Klimova, 2012) As Because writing is so prevalent in the workplace and higher education, it is very important. Students who cannot communicate effectively in writing will find it difficult to interact with peers, professors, employers, and just about anyone else. A gem to be mined is writing. Good writers are always successful at communicating their ideas. The ability to write well is the "hard copy" of your intelligence or level of expression. Even though writing looks very easy, it is like talking in everyday life. But this component is a very important provision for people who want to become writers in the future. Because making an essay is not just like regular writing.

Writing is a process of creating information, notes, or stories. Writing is a language skill that is used indirectly. Writing is also a process of pouring ideas or ideas into the form of written language. Because the use of proper grammar will produce clear sentences and paragraphs. Neatly structured sentences and paragraphs. So, what is meant in sentences and paragraphs can be understood. Grammar teaches us how to string words and make sentences

correctly. Therefore, the grammatical aspect of writing cannot be eliminated. Grammar is a system or structure used in the creation of a sentence. The sentence will be perfectly composed if this structure is applied correctly. Grammar is the study of grammatical rules that describe the relationship between words. This relationship is the right arrangement of the words so that it conveys meaning to anyone who uses the language. According to (Fabiana Meijon Fadul, 2019) Functional Grammar explanations match up with things that people already know intuitively about language. (Utama, 2017) English grammar, particularly when used to retell the text, is crucial for maintaining the meaning construction of English texts. There are principles in writing English that are not much different from Indonesian. However, the structure of English grammar is different from the structure of Indonesian grammar. For example, English has tenses (time) to express time, while Indonesian does not have grammatical expressions to express time.

One of the writing genres learned in Junior High School is recounting text. Recount text is a category of English text that tells the tale of action, the Researcher's activities, or the actions of the story's characters. Recount text is a type of text in English that contains a story about an action or activity of the Researcher or various characters in the text. This written text can be the Researcher's experience which is expressed through a paragraph and aims to entertain or provide information to the reader. Writing recount text will be presented by the Researcher in a chronological time series. The activity or action in question is the Researcher's experience as expressed through recount text typically, recount

text serves both informational and entertainment purposes for the reader. Students need to learn to recount text to provide information.

There are several studies about junior high school students' mistakes in writing past stories. Among them are mistakes in using grammatical which were examined by (Asni, Susanti, & Sulistiyo, 2018) Based on this research, it is found that students do all kinds of errors (omission, addition, selection, and misordering). From the result above, the writer concluded that the students still made grammatical errors whereas the most dominant errors students made are errors of misformation. (Kemala Sari, Pendidikan Bahasa Inggris, & Keguruan dan Ilmu Pendidikan, 2017) Document analysis was used by researchers to gather data. from investigation According to the findings, capitalization is the biggest challenge students face when writing recount texts. As evidenced by this, students require additional fundamental knowledge to enhance their writing abilities. (Anggara & Haryudin, 2020) Based on the findings of this study, it can be concluded that both male and female students make errors most often in the form of misformation because they do not know how to develop narratives in writing recount texts.

Another research examining the students' errors in grammatical errors was conducted by (Manik & Arie Suwastini, 2020) writing has continued to be a significant issue. To decide on strategies to solve this issue and stop grammatical errors from becoming more entrenched while fostering students' writing abilities, it is crucial to identify the types of grammatical errors and the sources of these errors in students' writing. (Mesrawati & Narius, 2019)

The results indicated that the students contributed the three types of errors—omission, addition, and misinformation—in terms of subject-verb agreement in their recount writing. According to the study, students are still having trouble using proper subject-verb agreement patterns in their writing. (Agustina, 2016) The most common errors are misspelled words and improper use of past tense verbs. (Salawazo, Niman, Ndruru, & Florentina, 2020) Researchers discovered that students have some challenges as a result of the test. They are a lack of vocabulary and poor use of Simple past tense, organizing recount texts, utilizing linguistic features, particularly when using nouns, linking verbs, and action verbs, and the last challenge for students is pronoun usage. Most students struggle to understand the different pronouns and their purposes. Finally, language features are the most frequent challenge students encounter when writing recount texts. (Hutauruk, Sinaga, & Sitinjak, 2022) also found 5 errors in the use of grammar in writing recount text including namely omission errors, addition errors, misformation errors, and mis order errors.

Found again some errors made by the students include, (RI, 2019) According to the research's findings, students made nine different kinds of mistakes. The top two most frequent errors involved the misuse of verb-1 for a past event. (Ekorini, 2021) According to the writing factors that students should consider when writing a recount text—content, organization, grammar, vocabulary, and mechanics—the researcher examined the students' recount texts. The findings revealed that while some errors were made by the

students, most of them involved improper grammar and mechanics. As a result, the researcher offered advice to the teacher on how to teach the students about writing elements and how to use them when crafting texts. (Rodrigo Garcia Motta, Angélica Link, Viviane Aparecida Bussolaro et al., 2021) Based on the data presented above, the researcher concluded that most students make errors in their writing because they continue to make errors in spelling and punctuation. In their recount text writing, they should use proper grammar and word order. (Ahmada, 2020) Based on the data, it is possible to conclude that students continue to struggle with writing recount text. It was clear from the mistakes they made. The errors include miss-formation, omission, addition, and deletion mis ordering. (Churlilah, 2018) Considering the result, the researchers discovered that eight of the mistakes were omission errors by students at SMP Negeri 02 Sepauk in grade.

In my research, I will investigate Student Error in Writing Recount Text. This error analysis is the study of grammar. This grammatical error was made by junior high school students who were then able to correct it. (Morrell, Alifah, Surveying, Penyerahan, & Penyelidikan, 1991) While mistakes and errors are distinct from one another, it is entirely acceptable for students to make errors during the teaching and learning process. Because of this, teachers cannot expect their students to learn a concept perfectly the first time. The learning process includes student errors, which must be handled carefully. Language errors are flaws that students make in their speech and writing, so conversations sometimes contain passages or structures that

deviate from accepted norms. (Siregar, Tarigan, Mawarni, Simanjuntak, & Tanjaya, 2019) Humans use language as a means of communication to communicate with one another, playing a crucial role in human life.

Language is used to write sentences in addition to communicating. In writing to others, people use language to convey their thoughts, opinions, and wishes, feeling. Humans can communicate and interact with one another through language. The errors of junior high school students in writing recount text that will be examined is about using the simple past tense. (Riddle, 1986) Even very advanced learners frequently erroneously use the past tense. that the student's inability to comprehend the Researcher's intent and the extent of their point of view is the primary cause of the issue of composing a recount text. (nnnnnnn-Wilson & Tyler, 1998) The English past tense is crucial because it is a cognitive science method for creating both the regular past tense and a collection of unpredictable and unique irregular forms. Writing recount texts now centers on this. This study categorized the errors made by students based on the language component.

The purpose of this study is to analyze and identify the types of grammar and to find out whether students already understand how to prepare the procedure for using the simple past tense in making recount texts. One of which is the simple past tense used in writing past stories by eighth-grade students of SMP Negeri 32 Semarang.

1.2 Statement of The Problem

To restrict the focus of the research, the inquiry would be guided by the following general question:

1. To what extent do the students follow the generic structure of writing recount text?
2. What kind of linguistic feature tense error was made by the students in writing the recount text?

1.3 Objective of The Study

The purpose of this study was to improve students' writing comprehension. It is to analyze and identify the student's errors in using the simple past tense in recount text. To learn what kinds of errors students make when writing recount texts.

1.4 Scope of Study

This study includes a discussion of student error in writing recount text in Junior High School 32 Semarang, purposed to investigate student error in writing recount text specially for error analysis of schematics structures (simple past tense). It is discourse analysis. Discourse analysis is a multidisciplinary approach to the study of language and communication that focuses on analyzing and comprehending how language is used in social contexts to create meaning, communicate power dynamics, and influence social interactions. Order Understanding the underlying structures, patterns, and functions of communication, involves analyzing spoken, written, or visual texts. It is discourse analysis that researchers analyze the results of the work that has

been made by students including errors in the use of grammar, simple past tense, and punctuation. This research was conducted in Junior High School 32 Semarang, in eight grades with a total of 32 students. Research analysis refers to the theory of simple past tense by Thompson, A.J and A.V Martinet (1986) such as errors in “be” as an auxiliary verb, and use in regular verbs and irregular verbs. Then, from the explanation above researcher can analyze student ability to follow and understand recount text learning and be able to find out what type of error is in using the past tense.

1.5 Significant of the Study

1. To the researchers: get information about the process of learning and acquisition of language, methods, or strategies to be students use to write recount text to learn the language.
2. To the students: know the procedures for making and using in writing recount text with the good and correct language. If students understand what is hard to learn, they will pay attention to grammar, small words, verbs, and capital letters, not just when learning to write, but also to speak.

Researchers conducted research on 8th grade students at 32 public junior high school Semarang. In this study, the researcher should only ask the English teacher for the results of the student worksheets in grade 8. However, because the results of the worksheet were not available, the researcher asked the students to write a recount text again. Before the 8th grade students rewrote the recount text, the researcher taught them to repeat or remind them

how the procedure for writing recount text and what tenses were used when writing recount text. After that the researcher gave assignments and distributed worksheets to students to write recount text. And collected to researchers to be analyzed regarding any errors made by students.

1.6 Research Paper Organization

The researcher makes this paper into 5 chapters, namely:

Chapter I contains the opening. The opening contains the background of the problem that the researcher will examine through a problem that must be resolved. Then, it contains a statement of the problem and questions that the researcher will answer in this paper. Furthermore, the objective of the study contains how the data is obtained from the research that has been done. Furthermore, the scope of the study contains the material to be presented, the techniques used, and who is the recipient of the material. Furthermore, the Significance of the study contains the benefits of research in general and specifically in the research location chosen by the researcher. And the last one in Chapter I is, Research Paper Organization which contains the sequence for completing the Researcher's writing.

Chapter II contains previous studies. Previous studies contain theories that explain the material to be examined by researchers and contain conclusions about the differences between previous research and research that researchers will conduct. Then, it contains writing in language learning which explains the process of expressing thoughts, ideas, and information in written form. Furthermore, kinds of text contain several kinds of text for learning

English. Furthermore, there is a structure in writing recount text. Then, it contains some language skills in writing recount text. Next, it contains techniques for writing recount text. Then, it contains the theory of error analysis which explains definitions, and several types of errors in writing recount text and the last is an explanation of the simple past tense and its examples.

Chapter III contains research methods. In the research method, there is a research design that explains the plan used to conduct the research. Furthermore, the subject contains the people who will participate in the data collection process during the research. Then, there is a research method that explains the use of the method to be used during the research. Furthermore, it contains data collection methods as a tool to find out student errors in writing recount text. Then, the instrument for obtaining data in research. And the last is the data analysis method which contains how the data that has been obtained can be processed.

Chapter IV consists of findings and discussions. In the findings the researchers found findings from the results of the data obtained during the research at SMP Negeri 32 Semarang. The first is findings. These findings contain the findings or data obtained during the research. Next, the second is discussion. The discussion in chapter 4 contains a discussion of the findings or data from the researcher during the research. This discussion is elaborated by the researcher and supported by several findings of other researchers who have studied error analysis before.

Chapter V consists of conclusions and suggestions. The first is a conclusion that contains the results based on the previously described description of an article. This result was taken from a study on 8th grade students of SMP Negeri 32 Semarang. And secondly, there are suggestions containing recommendations from the researcher to students, teachers, and to further researchers. This suggestion is written by researchers based on searches which according to the Researchers are useful for further scientific development.