

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher states the Background of the Research, Statement of the Problems, Objective of the Research, Significance of the Research, Scope of the Research, and Operational Definition.

#### **A. Background of the Research**

In this era, many people should understand English and be able to speak it well, because English is one of the international languages in the world. Based on Richards & Rodger (1986), in important meetings at the worldwide level, many people from many different nations choose English as a language of communication. This causes English to be taught as a subject in formal education. English has four kinds of language skills: listening, reading, speaking, and writing. The focus of this research is writing skills. Among those skills, writing is considered a skill that is quite difficult to master. Based on Saragih et al (2014), little knowledge of vocabulary, spelling, and grammar causes students to experience difficulties in writing.

English is one of the subjects taught at SMA N 1 Mayong. This research was chosen because when the researcher conducted PLP II activities at SMA N 1 Mayong, the English teacher at that school explained that the students in SMA N 1 Mayong had weaknesses in grammar. Most students made mistakes when they used tenses in writing a text, for example, they made errors when they wrote a recount text by using the simple past tense. Based on this fact, the researcher was interested in research on error analysis.

According to Brown (2007), Error analysis is the fact that learners make errors and that these errors can be observed and classified, and led to a surge of study of learners' errors. An error analysis is defined as a way to find the causes of errors in students' writing. Error analysis can be done to get a piece of information about common difficulties in learning a language. So, an error analysis is a research that aims to analyze the errors or mistakes students face when they make a text on their own, especially when writing the recount text.

Research on error analysis using simple past tense has been conducted by previous researchers. The first is Triyono (2022) who found that there are some errors in students' narrative text, those are omissions, additions, misinformation, and misordering. The researcher also found the cause of the errors constructed by students, those are interlingual and intralingual errors. Similarly, Fitria (2020) also found that the students' errors in writing recount text using simple past tense consist of grammar, punctuation, and spelling. The researcher also found that the most dominant error in students' writing was in grammar.

Based on several previous research, this research was different from previous ones. The first previous research focused on analyzing the use of simple past tense in students' narrative writing and the second previous research focused on analyzing the use of simple past tense in students' recount text. However, this research conducted an error analysis by using simple past tense in students' recount text and also found out the factors that cause the errors with a different theory from Norrish (1983). In this research, the researcher wanted to study further by conducting research with the title "Error Analysis of Using the Simple Past Tense in Students' Recount Text at the Eleventh Grade of SMA N 1 Mayong in the Academic Year 2022/2023."

## **B. Statement of the Problem**

Based on the background of the research above, the researcher formulated the problem of the research as follows:

1. What are the types of errors in using the simple past tense in the students' recount text in the eleventh grade of SMA N 1 Mayong in the academic year 2022/2023?
2. What are the factors causing the errors of using simple past tense in students' recount text in the eleventh grade of SMA N 1 Mayong in the academic year 2022/2023?

### **C. Objective of the Research**

Based on the statement of the problem above, this particular research aimed:

1. To find out the types of errors in the use of simple past tense in students' recount text in the eleventh grade of SMA N 1 Mayong in the academic year 2022/2023.
2. To find out the factors causing the errors of using simple past in students' recount text at the eleventh grade of SMA N 1 Mayong the in academic year 2022/2023

### **D. Significance of the Research**

The significances of the research is explained below:

1. Theoretically

Theoretically, the result of this research will be expected to support other research about identifying the error in the use of simple past tense in students' recount text to know the problems faced by the students, especially in using the simple past tense. The result also will help other researchers to find out the factors that cause the errors of students in writing recount text.

2. Practically

- a. For the students

This research gives some benefits for the students. The students can more carefully write an English text. It also can make them write English text in the future correctly. Furthermore, this research can help the students improve their writing skills and avoid making the same errors, especially in writing recount text by using the simple past tense.

- b. For English teacher

This research is helpful for an English teacher. The analysis of this research can be used as a reference to teaching recount text by using the simple past tense. This research helps teachers to be better at teaching their students. It also can make the teacher more creative in teaching their students, so that the students can easily understand past forms in writing recount text.

c. For future researcher

The researcher hopes that this research will contribute and help the future researcher as their guide. This research also helps other researchers to improve their knowledge about the error analysis on the use of simple past tense in writing recount text. The other researchers also can get more useful information and experience.

### **E. Scope of the Research**

Based on the research, the researcher limited the types of errors to analyze. They consist of addition, omission, disordering, and misinformation which were done by eleventh-grade students in writing recount text, and the researcher focused on the simple past tense. Therefore, the researcher conducted error analysis in writing recount text based on the structure of taxonomy, which in addition, omission, disordering, and misinformation.

### **F. Operational Definition**

Based on the title of this research, the researcher defined in several terms, they consisted of:

#### **1. Error Analysis**

Error analysis is the method used to identify errors made by students when they write an English text. Error analysis is important because it can help the researchers to be able to find out errors when the students are writing a recount text using the simple past tense.

#### **2. Students Recount Text**

The student's recount text is interpreted as a text that tells an incident that happened in the past which was written by the eleventh-grade students at SMA N 1 Mayong in the academic year 2022/2023.

#### **3. Simple Past Tense**

Simple past tense is a tense that is used in recount text written by the students of XI MIPA 2 at SMA N 1 Mayong in the academic year 2022/2023.

#### **4. The Eleventh-grade students**

The eleventh-grade students are the students who were studying in the second year of SMA N 1 Mayong in the academic year 2022/2023.