CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about Background of the Research, Statement of the Problem, Objective of the Research, Significance of the Research, Scope of the Research, and Operational of the Research.

1.1 Background of the Research

English as an international language is widely known by most of people in the world. In the country which use English as mother tongue, they use English spoken and written in daily life. Every part of their life such as instructions and information is in English. In Indonesia, English is threatened as foreign language. According to Broughton et al. (2003: 6) English as a foreign language means that English is taught in school, often widely, but it does not play an essentials role in national or social life. People in such country, commonly, they can live their daily life by using their mother tongue or second language without using any foreign language. This situation even possible for social or professional advancement (Alisya *dkk.*, 2021).

Students in Indonesia, learn English as one of compulsory subject in high school. They are targeted to master four skills (reading, listening, speaking and writing) in learning language. Listening and reading skills involve in receiving information are regarded as receptive skills. Speaking and writing skills involve in communicating information are productive skills. Among these skills, writing is often considered as the most difficult skill. Richards and Renandya (2002: 303) states that writing is the most difficult skill for second language learners to master. In the context of second language or foreign learning, students get more difficulty in writing by not only creating and organizing ideas, but also translate the ideas into readable text. To overcome this process, students need to understand the system of target language rules. Writing needs a lot of vocabularies and grammatically correct when composing sentences or paragraph in order to be comprehensible besides other writing's rules. However, learning a language can't be separated from making

error. As brown (2000: 226) states that making error is natural as a part of language acquisition.

James (2013: 78) states that error is happened because of learner are less aware of target language rules. Error needs to be corrected by someone else because error shows the level of students' competence. Based on description above, in order to improve the competence, the researcher interested in analyzing the errors made by the students. Specifically focused on grammatical error (Ma'arif, 2013).

One of the standards of competence in English in Senior High School is they have ability to comprehend and produce some short functional text, monologue and essay organized as descriptive, narrative, recount, procedure, report, news item, anecdote, exposition, explanation and review. One of the text that close to students' life is recount text because it retells past event. It is different with narrative text which must have climax and resolution of the problem created in the story. Recount text recalls students' interesting or unforgettable experience. It was happened in the past, so students not have to struggle on how to make it happen and it could have motivated them in writing. Based on this consideration, the researcher decided to choose recount text as the students' writing activity in this research (Kusuma, 2018).

Researcher do research at SMA NU Al Ma'ruf Kudus because the researcher previously completed second PLP there and observed that students from SMA NU Al Ma'ruf, especially in the X-6 and X-8, continued to make numerous errors in recount text writing. The explanation above led the researcher to conduct research entitled "AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING RECOUNT TEXT OF THE TENTH GRADE STUDENTS AT SMA NU ALMA'RUF KUDUS IN THE ACADEMIC YEAR 2022/2023".

1.2 Statements of the Problem

Based on what has been discussed before in the background and the limitation of the problem. The writer would formulate the problem as follow:

1. What types of errors are commonly made by the tenth-grade students of SMA NU Al Ma'ruf in writing recount text?
2. What factors cause students of SMA NU Al Ma'ruf making the errors?

1.3 Objectives of the Research

The objective of the research conducted by the writer are

1. To find the types of errors commonly created by the tenth-grade students of SMA NU Al Ma'ruf in writing recount texts.
2. To find out the factors do the tenth-grade students of SMA NU Al Ma'ruf create these mistakes.

1.4 Significance of the Research

By carrying out these studies, the researcher expects that these studies might be useful theoretically and almost as follows:

1.4.1 Theoretically

These studies may be used as a reference for different researchers who will behave the identical studies concerning the hassle of grammar mistakes in writing recount text. The researcher expects that the result of this research can contribute useful information for future research.

1.4.2 Practically

The researcher expects that the result of this research can be useful for:

1. For the Teacher

This study is meaningful for English teachers because the analysis can be used as a reference if they want to make a medium for teaching recount text in knowing what type of errors are commonly made by students and what factors cause students making the errors. Teachers could help the

students with difficulties so that the English teachers will be able to teach better and more creatively. Teachers will be able to teach better and more creative. Moreover, the English teachers should help the students in the development of communication in target language.

2. For the Students

This study is useful for students because students can write more accurately and correctly in the future. This study could help the students avoid making the same errors, especially producing their writing, by knowing what type of errors are commonly made and what factors cause them. One of the ways to do that is by paying attention to the changes in verbs and to know how to make a good sentence. Furthermore, the students can improve their writing in the recount text.

3. For the Future Researcher

This study is significant for future researchers to give them an idea how to know what type of errors are commonly made by students and what factors cause students making the errors. So that the students can understand more about the rule of writing recount texts. Furthermore, future researchers can help the students decrease known types of errors and factors that cause errors especially errors in writing recount text.