

CHAPTER I INTRODUCTION

This chapter discusses six sub-chapters that include the Background of the research, Statement of the problem, Objective of the research, Significances of the research, scope of the research and Operational definition.

1.1 Background of the Research

Having basic competency in writing recount text is essential for tenth grade students since this text is one of the texts required for them. senior high school students learn various text genres, such as descriptive text, recount text, narrative, procedural, and report text. According to Sundayana (2005 as cited in Nurkholijah & Hafizh, 2020), a recount text presents a coherent report of a past event or activity. The objective of a recount text is to inform and entertain the readers. Introducing different texts to students would enrich their vocabularies and develop ideas. Furthermore, since every text has particular language features, producing short functional text allows teachers to reflect on their students' understanding of the language components.

Students in Indonesia study English as a compulsory subject in high school. They aim to master the four skills of language learning (reading, listening, speaking and writing). Listening and reading skills related to absorbing information are considered receptive skills. Speaking and writing skills related to the transmission of information are productive skills. Of these skills, writing is often considered the hardest.

Richards and Renandya (2002:303) found that writing is the most difficult skill for second language learners to master. In the context of second or foreign language learning, students have greater difficulty writing, not only creating and organizing ideas, but also translating ideas into readable text. To overcome this process, students need to understand the target language rule system.

However, learning a language is inseparable from mistakes. As Brown (2000:226) argues, making mistakes is a natural part of language acquisition.

James (2013: 78) pointed out that errors occur because learners do not know the rules of the target language well. Mistakes need to be corrected by others because mistakes indicate a student's level of ability. Based on the above description, researchers are interested in analyzing the error made by students in order to improve their abilities. specifically for syntax errors.

The researcher encountered the above where during her PLP (Pengenalan Lapangan persekolahan) In private senior high school, Recount text is one of the subjects taught in class 10 at MA NU Banat Kudus. This research was chosen because when the researcher carried out teaching activities at PLP II MA NU Banat Kudus, the researcher discovered most of them students incorrectly use past tense verbs and several others grammar rules when researcher give them assignments for their personal writing experience for recount text. The English teacher at the school explained that students at MA NU Banat Kudus had weaknesses in grammar. Most students make error when using tenses in writing a text, for example they make mistakes when writing recount text. Based on this reality, researchers are interested in conducting research on error analysis.

Students need to learn certain kinds of texts in school. It is based on K13 (Kurikulum dua ribu tiga belas) School-Based Curriculum that mentions in SK (Standar Kompetensi) Competence Standard and KD (Kompetensi Dasar) Basic Competence that there are five kinds of writing texts to learn in Secondary School, namely: Narrative, Recount, Procedure, Descriptive, and Report Text.

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, it differs from Narrative textual content which the climax and the resolution of problem must be created in the story. Therefore the students can explore their interesting or unforgettable experience they already had or people around them in recount text. Due to the events they already went through smoothly, so they do not need to struggle on how to make it happen, and it could have motivated them in writing. In fact, most of them taken into considered writing as a burden due to a few reasons related in using proper lexical

and grammatical rules. therefore, the researcher decided to choose recount text as students' writing activity on this research.

The above rationalization stimulates the researcher to conduct research in analyzing students' grammatical error in their writing and finding out the cause of errors. college students' grammatical blunders of their writing and locating out the assets of errors. The researcher decided to undertake a study which explores grammatical errors that students have done in writing recount text. This issue would be discussed in her paper entitled "An Analysis of Students' Error in Writing Recount Text". This research is conducted by using a case in the tenth grade students of MA NU Banat Kudus.

1.2 Statement of the Problem

Based on the above research background, the problems of this study are as follows:

1. What are the types of grammatical error made by the tenth grade of MA NU Banat Kudus?
2. What are the causes of students gramatical error in writing recount texts?

1.3 Objective of the Research

According to the formulation of the research question above, the objectives of the study are:

1. To find out the types of grammatical error made by tenth grade students of MA NU Banat Kudus.
2. To Find the causes of students grammatical error in writing Recount text.

1.4 Significance of the Research

1. Theoretical

The researchers hope that the results of this study will provide useful information for future research.

2. Practical

The researchers expect the results of this study to be used to:

- a. For researchers

The researcher it can be something to be searched and to find the solution, strategy or the method for the students in order to decrease the errors.

b. To the teacher

Teachers can use research findings to evaluate the learning process. This minimizes grammatical Error made by students.

c. For students

It is important for them to be more careful in writing because writing is not only put the ideas on paper but also have to pay attention more in grammatically, so that the students are able to write well .

1.5 Scope of the Research

1. Research Subject

The subjects of the study were tenth grade students of MA NU Banat Kudus.

2. Research Object

The object of the study is the grammatical errors made by students in writing recount texts.

3. Research Location

The study will be conducted in the tenth grade of MA NU Banat Kudus in the 2023/2024 Academic Year.

1.6 Operational Definition

Based on the title of the research, the researcher clarified the operational definition of each terminology as follow:

1. Error Analysis

Error analysis is a method of identifying errors that students make when writing English texts. Error analysis is important because it helps researchers detect errors when students retell the text in simple past tense.

2. Students Recount Text

The students recount text by students are interpreted as texts that tell events or experience from the past written by MA NU Banat Kudus 10 th grade students in the academic year 2023/2024.

3. Grammar is an important aspect that a person should master the writing is well structured. Writing in the first language has some different rules grammatical systems, these differences sometimes cause students make errors.
4. The students of X MIPA 2 in 2023/2024 the academic year is learners who are studying at MA NU Banat Kudus.

