

CHAPTER I

INTRODUCTION

This chapter consists of the background of the research as the research problem and the objective of the research. It also includes the significance of the research followed by the scope of the research and the definition of the term.

1.1 Background of Research

English is one of the essential languages to be mastered by people. According to Goodwyn & Branson (2005) in Ismayanti & Kholiq (2020:10), English is crucially important and frequently referred to as the most important of all academic courses. This is mainly because reading, writing, speaking, and listening are prerequisites for every other academic discipline and daily life. English is an international language used by most people worldwide, including our country Indonesia. The understanding of learning English comes from elementary school through university; students are taught English. Since much information is told and written in English, if the learners are competent in English, they can comprehend enormous amounts of knowledge and information.

As stated above, four focus skills in learning English as a second or foreign language. These skills are linked and support each other in mastering English. It is also stated by Afriani (2018:1), all English language skills—listening, reading, writing, and speaking—are interrelated during the learning process. Moreover, these skills are divided into two types: writing and reading are productive skills, while listening and reading are receptive skills. Therefore, learning English means learning all its skills.

In this research, the researcher will analyze one of four English skills, namely writing skills. Since writing is a productive skill, learning is also complicated because it contains many aspects. Sitorus & Sipayung (2018:80), It is more complex than English's speaking, reading, and listening abilities. Writing involves syntax, diction, coherence, and cohesion. Grammar, as we all know, is essential in creating written content. We must consider how the reader interprets and understands what we have written. In addition, Writers must consider three critical factors when planning. They must first think about the reason behind their writing. The second is that seasoned authors consider their intended audience when writing. The writers must lastly take both the content and the structure into account. Therefore, learning writing skills gain more focus from its learners.

However, writing becomes hard to learn because it has several types and steps to write. Writing skills are divided into several types: narrative, descriptive, recount, report, explanation, analytical exposition, hortatory exposition, procedure, etc. These types sometimes make the learners need clarification because they contain different use of grammar and vocabulary. Hence, the learners often encounter an error in writing skills.

Recount text is one of the writing skills that still experience learners' errors. According to (Sayukti & Kurniawan, 2018) is a type of text whose primary function or communicative purpose is to inform the reader or listener about a previous experience.

Recount texts typically have the following elements: an orientation that provides information about who, where, and when; a record of events typically recounted in chronological order; interspersed personal remarks and evaluative remarks; and a reorientation that completes the sequence of events.

Yulianawati (2018:38) states that the most common problems are content, vocabulary, and grammar difficulties, and they can be found in at least three different writing genres. The problems above are also found in the recount text writing. Since recounting text topics should be based on experiences and specific events, cause, the learners find it hard to produce a long text due to limited information or knowledge. Then the text needs to be completed and sometimes can make the reader confused. The lack of vocabulary also causes errors in vocabulary. If the learners use inappropriate vocabulary, it will make the text hard to understand, and the idea or information from the learners are not delivered.

Moreover, using wrong grammar causes the reader to need help to figure out the situations from the text. It happens because there is a probability that the learners' mother tongue does not use tenses. Therefore, these problems should be solved to improve writing skills, especially writing recount text.

Nevertheless, those problems often happen in the teaching-learning process. It means that the learners who always encounter errors are students in the school. The students figure out a problem when told to make a short paragraph text. Then, the researcher wants to conduct her research at SMAN 1 Indrapuri. Based on her experience while doing her pre-service teacher program, she found that the students in the school still need to improve in English, especially in writing skills, in writing recount text. Hence, she wants to analyze the student's errors in writing skills.

Choosing this topic is based on several previous studies discussing the same topic. The first study is from Mezia Kemala Sari, published in 2017, entitled *An Analysis of Students' Problems in Writing Recount Text*. The results indicate that Capitalization and Punctuation are the most common problems, followed by Inexplicitness/fuzziness. However, Grammar mistakes, spelling, and a lack of order or a logical flow are less common. It demonstrates that pupils require more fundamental abilities to increase their comprehension of written material.

Next, the study from Ida Yulianawati was published in 2018 entitled *An Analysis of Students' Difficulties in Writing Recount Text (A Case Study at a Senior High School in Indramayu)*. Findings showed that most students could use the language elements and schematic structures of recount texts to produce the texts and accomplish their goals. However, several students needed help with verb tenses, terminology, and specific participants. Based on the study of the student's writing, it was discovered that various factors contributed to the errors that some students made when producing recount texts.

The last study is from Umami Azizah, Endah Tri Wisudaningsih, & Beny Hamdani, published in 2022, entitled *An Analysis of Students' Error in Writing Recount Text (A Case Study in The Second Grade Students of MA Sunan Ampel Kamal Kuning-Krejengan)*. The findings of this study suggest that grammatical mistakes, particularly those involving the usage of tenses in recount texts written in the simple past tense, are the most common mistakes made when creating recount texts.

Additionally, several things lead to mistakes students commit, including carelessness, difficulties with their first language, and translation. In conclusion, the study of writing problems is mostly grammar and vocabulary. Although English is taught from elementary school till higher education, the mistake of writing still needs to be made by the students.

Furthermore, the researcher wants to continue the same research to gain other perspectives from different places and subjects. She also wants to help another researcher by conducting her research under **An Analysis of Students Error in Writing Recount Text of class X IPAS 1 at SMAN 1 Indrapuri.**

1.2 Research Questions

According to the background of research, the research question is: What are 1th students error in writing recount text of class X IPAS 1 at SMAN 1 Indrapuri?

1.3 Research Objectives

Based on the research question above, the research objective is: to find out the students' error in writing recount text of class X IPAS 1 at SMAN 1 Indrapuri.

1.4 Research Significant

The result of this research was expected to give some benefits for the following parties:

1. For English teachers

The researcher hopes that teachers are aware of their students' writing mistakes so that they can provide them with alternatives and constructive criticism.

2. For students

Hopefully, this study will make students more aware of the common writing mistakes they make. Children must write more carefully since, in addition to putting their thoughts down on paper, they must also pay close attention to proper grammar to write successfully.

3. For upcoming researchers

This study will serve as a guide for future, more in-depth research on a related topic, and hopefully it can be referral, further source of information and reference research.

1.5 Research Scope

This research is limited and focused on analyzing student's errors in writing texts, especially Omission, Addition, Substitution and Permutation errors which is conducted at the class X IPAS 1 students at SMAN 1 Indrapuri in the academic year of 2023-2024.

1.6 The Definition of Key Term

1. Recount Text

According to (Sayukti & Kurniawan, 2018), Recount text is a type of text whose primary function or communicative purpose is to inform the reader or listener about a previous experience. A recount text describes an event that happened in the past. It is a progression of events that happened across time, and its goal is to describe what happened.

This text aims to provide information and/or entertain readers who read this writing. Moreover, it also use the chronological order such as then, first, finally, after that, so on.

2. Error

Error is something that not correct or wrong based on the regulations that actually followed. Error can happen every where at anytime by anybody. However, students error is a mistake experience by the students and the common problem i from the education. Researchers come to the conclusion that an error is a mistake that is repeated due to a lack of knowledge of the language codes being studied and that learners are unaware that what they are doing is incorrect based on the definitions and assertions provided by experts.