

CHAPTER I

INTRODUCTION

A. The Background of Study

“Writing is a way of expressing spoken language utterances through permanent visual signs” (Sampson, 1985:27). Writing is one of the language skills that students must learn. Students can communicate ideas or information via writing. When students write, they communicate their feelings and thoughts through written language, which they then translate into words as a language product. In order to write effectively, students must first grasp what they want to write so that the writing’s substance can be comprehended by others. However, many students struggle to write in English due to numerous components that must be followed in writing, notably “content, form, grammar, style, and mechanic” (Harris, 1969:68-69). As a result, there will be some errors in their English writing because of these aspects. Because of these reasons, it is significant to do a research on students’ errors in order to provide an analysis of the language aspect which makes students trouble in their writing.

The research of error analysis has become one of the most interesting research for both international and national, such as the research from Turkey and Indonesia. Based on the research from Turkey, it can be known that Turkish Cypriot students’ errors in writing English sentences were recognized and classified into syntactic, morphological, orthographic, and lexical categories (Terzioğlu & Bostanci, 2020:1-19). Meanwhile from Indonesia, especially in Bina Sarana Informatika University Jakarta, the students frequently made different kinds of errors in English writing, such as spelling, fragment, punctuation, adjective, subject-verb agreement, preposition, capitalization, tenses, verb, and literal translation (Nurmalia & Nuraeni, 2021:46-50).

Although there have been several researchers who have researched about error analysis at the various levels, but there are still few researchers who analyzed

students' errors at the eighth grade of junior high school level, especially error analysis of using simple past tense in writing recount text made by the students of Madrasah Tsanawiyah in Pangkalan Berandan. Thus, it is necessary to do research on the errors made by the students at this school. In this research, the researcher chose to analyze simple past tense errors in writing recount text because of several reasons. First, "writing recount text needs a deep understanding of simple past tense to retell the past experience" (Anderson & Anderson, 2003:24), so if students do not understand simple past tense well, it will make them commit many errors in writing that automatically make the researcher can find a lot of data for this research. Second, the researcher knew that students in this school often made many errors on using simple past tense in writing recount text. It is known based on an informal interview that has been conducted via Whatsapp in February 2022 with one of the teachers in this school. Based on this interview, the researcher realized that a deeper analysis is needed to identify the most dominant errors made by students and the reasons they made those errors. Finally, the last reason is because this recount text became the basic competence in the second semester of the eighth grade students in junior high school based on the 2013 Curriculum syllabus. It is clear that recount text is one of the grade's learning focuses. Therefore, students' error analysis of using simple past tense in writing recount text is required to lead this research.

In addition, this research would give a contribution to the world of English language teaching and learning because it would help teachers in identifying the types and the most dominant type of errors that students made on using simple past tense in writing recount text as well as the causes of those errors, so teacher could overcome that problem and could provide a better way of teaching. The results of this research could be utilized by teachers to assess students' vocabulary mastery and it would increase students' understanding of learning simple past tense. It could also motivate students to learn English better, especially in writing recount text. This research could also be beneficial for further researchers because there is a possibility for arising another interesting phenomenon after knowing the result of this research that can be used as a foundation to do further research.

Based on the description above, the researcher used a descriptive qualitative method and took the participants from the eighth grade of junior high school students in Pangkalan Berandan. Therefore, the researcher is interested in conducting a research under the title **“An Error Analysis of Using Simple Past Tense in Writing Recount Text Made by the Eighth Grade Students of MTs Swasta Darul Arafah Pangkalan Berandan”**.

B. The Identification of Problem

Based on the background above, the following problems might be identified in this research:

1. The students didn't know the general and specific information of the words they wrote because it was unfamiliar.
2. The students struggled to understand tenses, particularly simple past tense.
3. The students often made errors in writing recount text because they felt difficult with the whole English text.
4. The students still lacked English vocabulary.
5. The students are uninterested in learning English.

C. The Limitation of Problem

To avoid misunderstanding in this research, the researcher focused this research on students' errors of using simple past tense in writing recount text made by the eighth grade students of MTs Swasta Darul Arafah Pangkalan Berandan.

D. The Formulation of Study

Based on the identification of problem, the researcher stated the formulations of study, as follows:

1. What types of errors are made by the eighth grade students of MTs Swasta Darul Arafah Pangkalan Berandan on using simple past tense in writing recount text?

2. What is the most dominant error made by the eighth grade students of MTs Swasta Darul Arafah Pangkalan Berandan on using simple past tense in writing recount text?
3. Why did the eighth grade students of MTs Swasta Darul Arafah Pangkalan Berandan make errors on using simple past tense in writing recount text?

E. The Objective of Study

Based on the formulation of study above, the researcher stated the objectives of study, as follows:

1. To find out the types of errors made by the eighth grade students of MTs Swasta Darul Arafah Pangkalan Berandan on using simple past tense in writing recount text.
2. To find out the most dominant error made by the eighth grade students of MTs Swasta Darul Arafah Pangkalan Berandan on using simple past tense in writing recount text.
3. To describe the reasons why the eighth grade students of MTs Swasta Darul Arafah Pangkalan Berandan made errors on using simple past tense in writing recount text.

F. The Significance of Study

The significances of this study are divided into two categories, namely:

1. Theoretically
 - a. This study might help to validate the notion of teaching recount text which would be useful in analyzing students' errors in writing.
 - b. This study would provide further empirical evidence about error analysis of using simple past tense in writing recount text made by the students.
2. Practically
 - a. For English Teachers

The result of this study could be taken as consideration for English teachers to analyze students' errors of using simple past tense in writing recount text and

it would give teachers a better way of teaching. The result of this study could also be a guide for knowing the types and the most dominant type of errors that were commonly made by students as well as the causes of those errors, so teachers could overcome that problem.

b. For Students

This study would motivate students for learning English better, especially in writing recount text and understanding simple past tense.

c. For Further Researcher

This study could be a source for further researcher to conduct a similar study about error analysis and it could be beneficial because there is a possibility for arising another interesting phenomenon after knowing the result of this study that can be used as a foundation to do further research.

