CHAPTER I

INTRODUCTION

This introduction presents and discusses (1) background of the study; (2) Reason for choosing the Topic; (3) Statement of the Problem; (4) The Objectives of the Study; (5) Scope and Limitation of Study; (6) Significance of the Study; (7) Definition of Related Terms;

1.1 Background of the Study

Learning English as a foreign language is an integrated process in that the learner sould acquire four basic skill: listening, speaking, reading, and writing. For most students of ELT (English as Foreign Language), writing is the most difficult skill in language learning. Their difficulties come from the grammar mastery, the choice of the appropriate words, sentence order and finding the ideas to write. From these main difficulties, the students cannot write sentences orderly in English.

Furhermore, writing as one of the four basic language skills involves some language components (spelling, grammar, vocabulary, and punctuation). In line what is stated by Braine and May (1996:60), " Writing clear sentences requires us to learn the rule of English grammar and mechanics such as the correct use of, verb and pronouns, as well as commans and other marks of punctuation ". To learn the writing, the students should be knowledge able and skilled on the language components to write the ideas.

In senior high school for the writing skill, there are kinds of text that the student should acquire, namely descriptive, narrative, and recount texts.

Based on KTSP (Kurikulum Tingkat Satuan Pendidikan), recount text is the form of text that aims at retelling events for the purpose of informing or entertaining. In the recount text, the sentences are usually organized according to time order or cronological order. One thing happens and then other thing happens, and the events are told in the same order.

Based on the writer's experience in teaching English at MA Al-Hikmah Bangil, there are some problems found when teaching writing to the students, especially writing the recount text. The first problem was that the students' writing was not comprehensible, because the content of composition was not relevant to the topic, the ideas were not clearly stated, the ideas and sentences were not well organized. The second problem was that there were many error in vocabulary, grammar, and spelling when the students were having difficulties in expresing their ideas in a piece of paper. Besides that, the students had difficulty at telling their experience.

According to Flynn and Stainthorp in Dewi novita (2006:23-25), " writing is a comlex process that allows writers to explore thoughts and ideas, and make them vissible and concrete ''.

1.2 Reason For Choosing The Topic

Nowadays writing language is getting more and more esential. It sould be mastered in order to be educated and knowledge able. However, Indonesian student, especially in senior high school, commonly have a little enthusiasm for managing their writing taxts. Whenever they have writing recount taxts, they fell

it is difficult to do. Nevertheless, they should have strong foundation for their writing skill before entering a higher level of education. Therefore, it is crucial for them to master this skill.

In composing a good writing, we should notice some aspects. Grammar is one important aspect that sould be mastered in order to make a well – structured writing, but writing in defferent language is not always as easy as writing in our own language since there are some different rules in the writing system. Moreover, these defferences sometimes make error. That is the reason why the researcher chooses the error analysis in writing recount texts. This study primarily deals with the students' grammar mastery in writing. Therefore, the main reason for choosing this topic are the distinction between Indonesian and English sentence's and the students' difficulties in writing a good English text composition.

1.3 Statement of The Problem

The problems to solve

1.3.1   What kinds of error do the students make in writing recount text?

1.3.2   Why do they make those error?

1.4 The Objectives of The Study

The objectives of the study are:

1.4.1 To describe the errors made by students in writing recount text

1.4.2 To find the reasons why the students make such kinds of errors in writing recount text

1.5 Scope and Limitation of Study

The scope of this study is error analysis in writing recount text for XI class second year student at MA Al-Hikmah Bangil. The limitation of this study is about the students difficulty in writing recount text.

1.6 Significance of The Study

The result ot the study will hopefully be useful both for Teachers and Students:

1.6.1 It give information about the students difficulty in writing recount text.

1.6.2 The students will realize that there are a lot of difficulties, so they will pay more attention to some difficult parts of the English lesson.

1.7 Definition of Related Terms

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1.7.1 Writing

Writing is generally defined as the activity of requiring transfers and organizing the ideas into meaningful transcript text or written from. In education context, writing is considered as one of the four building blocks of the language. It means that writing is important in the language development.

It is because writing is productive skill, it is also regarded as an act of communication, which means writing can transfer the message in the written form to the readers. Since writing gives opportunity to explore new information, to use the information and transcript the information into a paragraph, many functions

are attached to writing activity. For example, writer may writes for academic writing, essay, diary, report, leisure or study.

1.7.2 Recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

Generic Structure Of Recount

1.7.2.1   Orientation: Introducing the participants, place and time

1.7.2.2   Events: Describing series of event that happened in the past

1.7.2.3   Reorientation: It is optional. Stating personal comment of the writer to the storyhe audience.