CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study. It consists of the background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. Background of the Study

The determination of English as an International Language requires several countries to learn it. In Indonesia, English is the first foreign language to be studied as a compulsory subject from junior high school to university (Sultan & Gorontalo, 2019). As a country that was born with Indonesian as the main language, it certainly brings Indonesian students find it difficult to learn English. This is because they must master a language that is rarely used in daily activities. According to Ellis (1992), when learning a foreign language, students will tend to experience errors in understanding and production. This is a natural thing because students go through trial and errors stages in the process. Students will do some experiments and also make some errors until finally able to use a language correctly.

In learning English, students are required to master four skills, namely listening, speaking, reading and writing. However, Richard and Renandya (2002) stated that writing skills are the most difficult to master. In line with Richard and Renandyra (2002), Broughton et.al (2003), and Taylor (2009) also state this. The difficulty of writing lies not only in generating and organizing ideas, but also in writing sentences, structures, and paragraphs correctly. Therefore, Athasian and

alBahri (2018) state that foreign language learners who are not native speakers face many difficulties in their grammar. Students must master grammar well, so as to produce quality and understandable writing. In addition to other rules. Moreover, compiling paragraphs is an activity that takes a long time. Harmer (2004) states that writing activities are often not time bound. Students will need more time to think than they do in oral activities. This is in line with Elhabiri (2013) which states that writing skills are skills that cannot be obtained continuously, but need a lot of study and practice, because writing requires a longer process, deep thinking and understanding to develop interesting ideas. Therefore, to improve writing skills, students are trained to write in various genres.

One of the genres studied by students is recount text. Recount text is a type of text that has a social function to reconstruct someone's experience in the past by retelling chronologically according to the actual sequence of events (Hyland, 2003). In the junior high school level, students are taught to write recount texts based on their experiences in the past. Students are trained to tell their experiences using correct grammar to produce interesting and meaningful writing. This is a good stage to evaluate students' writing abilities and see the progress of their abilities.

During the learning process, it is normal for foreign language learners to make some errors. As found by Sari (2019), there are 412 grammatical errors in the recount text written by students of SMAN 1 Kediri. The number is considered a lot considering the school is a favorite school in the city of Kediri. The errors consist of 354 errors in the syntax category and 78 others from the morphology category. The most errors made by students in the syntax category lie in the disagreement of subject and tenses. While in the morphology category, the writer found that

students often made errors in omitting "*ed*" and the attachment of past markers to dependent verbs. In addition, Alfiyah (2021) also found many errors in the recount text written by class VIII students of SMPN 19 Konawe. She stated that the most students' grammatical errors were in the use of singular/plural and pronouns. Meanwhile, Sari et.al (2013) stated that the most dominant errors made by students lies in the use of verbs in the simple past.

Seeing the number of errors that students make in writing, a study of errors analysis is important. Errors analysis is one of the techniques in teaching that is needed to understand the process of acquiring a second language. Teachers need to have knowledge about it if they want to know the success of their learning. Not only that, teachers also need to conduct errors analysis to monitor student progress. This is to find out the extent of the competence that has been achieved by students, especially in writing. Based on these reasons, the researcher was motivated to see the progress of students in writing recount texts through the analysis of generic structure and grammatical errors. Therefore, the researcher decided to conduct a study entitled "An Analysis of Recount Text Writing Development for Ninth Grade Students of MTsN 9 Nganjuk".

B. Research Question

Based on the background stated above, the researcher formulated two research questions, namely:

1. What types of errors do students make in writing recount text?
2. How is the development of students in writing recount text?

C. Purpose of the Study

The essence of the purpose of the study was to answer the questions that have been formulated. Therefore, this research aimed to:

1. Finding out the types of errors made by students in writing recount text
2. Describing the development of students in writing recount text

D. Significance of the Study

In this study, the researcher hoped that it can provide benefits for students, English teachers, and future researchers.

a. For students

For students, this research was expected to be a correction to write better in the future. With this analysis, students were expected to know and realize their errors in writing recount texts. With it, students can avoid the same errors and develop their writing skills.

b. For English teachers

This research was expected to be useful for English teachers because the analysis can be used as a reference in developing students' writing skills. Teachers can find out the types of errors made by students in writing recount texts, so they can focus more on correcting them. In addition, this analysis was expected to be able to make teachers create more creative teaching, so that they can help students to develop their abilities.

c. For the next researchers

For the next researchers, this research was expected to be an additional reference that can support other research in the future.

E. Scope and Limitation

In this study, the researcher limited the problem, so that the discussion can be more focused. This research was conducted to 2nd semester of 9th grade students at MTsN 9 Nganjuk in the 2022/2023 academic year. To find out the students' language development, sequential data collection was carried out three times with an interval of two weeks from one collection to another. Without giving treatment to the students, the researcher collected three recount texts written by each student. The researcher used the generic structure of recount text as the framework of analysis. To better understand the writing development, error analysis on morphological and syntactical also be conducted.

F. Definition of Key Terms

In this study, there are several terms that must be understood, including:

1. Language development

   Language development is the change that occurs as a result of learning and using language.

2. Errors analysis

   Errors analysis is a technique used by teachers to systematically identify errors made by students in their learning process.

3. Grammatical Errors

   Grammatical errors is a term used in grammar to describe examples of incorrect, unconventional, or controversial usage, such as the improper use of verbs.

4. Recount text

    Recount text is a type of text that has a social function to reconstruct someone's experience in the past by retelling chronologically according to the actual sequence of events.

5. Generic Structure

    Generic structure is a pattern or systematic writing of the parts presented in a text. According to Martin (1990), generic structure usually consists of initial, middle and final stages. In recount text, the generic structure is divided into three, namely orientation, series of events, and reorientation.