

CHAPTER I

INTRODUCTION

1.1 Background of the problem

Nowadays, learning English is very important for everyone. English has a great influence on all aspects of human life, especially in the development of communication, for example: English is the language of knowledge. English can be found everywhere and anytime. People are very familiar with English as a means of communication on television, radio and newspaper (Marhum, 2009). In school, teaching English for students is needed to help them to be modern.

Based on the Government Degree no. 23, 2006, concerning the curriculum of the English subject at school, teaching English should cover four skills: listening, speaking, reading and writing. Among those skills, writing is considered to be the most difficult and complicated skill. Expressing feeling and ideas in writing requires sufficient knowledge of vocabulary systematically; writing skills will be greatly influenced by sufficient knowledge of vocabulary and systematically of building sentences and discourse conveyed to readers (Rore, 2012).

According to English teachers of Junior High School who teach past tense in grade 8, students still make many errors in the use of simple past tense when they are asked to write past experiences. They often write “He go to school yesterday,” instead of “He went to school yesterday.” The verb form has to be changed from *infinitive* into *past tense*. Some Indonesian students are also confused with the use of irregular verbs and regular verbs. There are several factors which cause these errors, such as student`s weaknesses in memorizing vocabulary and verb form.

In this study, the writer focusses in the student`s English ability to use verbs in the Simple Past Tense in writing a recount text. Based on an article entitled “Engaging in and Exploring Recount Writing (2012), recount is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Recount is also the easiest way for learners to write and express about their past events using Simple Past Tense. Students` rich past experiences remain memorable and students are encouraged to express them.

1.2 Statements of the problem

According to the background above, this study is conducted to answer the following research questions

1. What types of verb errors occurred in the use of Simple Past Tense in the recount text made by the eighth grade students of a Junior High School in Surabaya?
2. What are the possible causes of the verb errors in the use of the Simple Past Tense in recount texts?

1.3 Objectives of the Study

Based on the problem statements above, this study is conducted:

1. To describe the types of verb errors occurred in the use of Simple Past Tense in recount text made by Junior High School students.
2. To explain the possible causes of verb errors in the use of the Simple Past Tense in recount texts.

1.4 Theoretical Framework

- **Contrastive Analysis (CA)**

Error analysis has a strong connection with Contrastive Analysis as Dulay (1982, p.97) said that “CA took the position that a learner’s first language “interferes” with his or her acquisition of a second language, and that it therefore comprises the major obstacle to successful mastery of the new language.” CA tells that the structure of the learner’s native language may influence the learner’s target language production.

- **Error Analysis**

As Vivian Cook (1993, p.22) says that “Error Analysis (EA) is a methodology for dealing with data, rather than a theory of acquisition”. This is a general definition about error analysis. Specifically, James (1998) defines “Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language”. However, error analysis helps the researcher to find out the learner’s knowledge of the target language at any particular moment in learning process.

- **Sources of Errors** according to Richards (1974, pp.173-174), there are two sources of errors; *Interlanguage Errors and Intralingual and Developmental Errors*

Interlanguage errors are made by second language (L2) learners as a result of their first language (L1) interference.” It happens because the features of two languages are different. Besides that, intralingual and developmental errors are made by second language (L2) learners as a result of their limited knowledge of second language (L2) rules.

- **Recount Texts**

“Writing is a complex art human creativity in gathering new ideas to share information, thoughts, experiences into one topic and also in developing our emotion between ourselves and others. (Calkin, 1989 in Herman 2009, pp.16-20).”

One of the basic genres which students learn is recount text. Based on an article entitled *Engaging in and Exploring Recount Writing (2012)*, “recount is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Recount can be personal, factual, imaginative, procedural, and literary. The structure of recount is orientation, events and orientation.”

1.5 Significance of The Study

The writer hopes that the result of this study can be used as a reference for teachers to improve their teaching especially in teaching Simple Past Tense in recount text so that the students will not do the same errors again.

1.6 Limitation and Scope

In this study, the writer limits the discussion about the error analysis in the use of Simple Past Tense in a recount text made by eighth graders of a Junior High School in Surabaya of the academic year 2014 / 2015. The writer took only the eighth grade students of Junior High School because they had already been taught the Simple Past Tense and how to write in form of recount text.

1.7 Definition of Key Term

To avoid misinterpretation and/or misunderstanding, it is necessary to define the key terms that are used in this study. Those key terms are as follows:

- **Errors**

According to Dulay et al (1982, p.138), “Errors are the flawed side of learner speech or writing. Brown (2000) states that “Error is noticeable deviation from the adult grammar of a native speaker” (p.217). Corder (1967) in Ellis (2009) adds that “An error takes places when the deviation arises as a result of lack knowledge” (p.48). For this study, the writer identified errors in the use of the Simple Past Tense in Recount text.

- **Simple Past Tense**

Hooper (1980, p.30) notes that tense is the form which verb takes in order to give information depending on the time at which an action occurred whether in the present, past or future. The Simple Past Tense indicates that an action began and ended in a particular time in the past. According to Murphy (1998), verbs in the Simple Past Tense are divided into two kinds; regular and irregular verb.

- **Recount Text**

Recount text is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting (Enganging in and Exploring Recount Text, 2012). Wardiman (2008) also ads “A recount text is one of the text genres that inform readers or people about experiences or events that happened in the past, the structure of recount is orientation, events and re-orientation.”

1.8 Organization of the Study

This study consists of five chapters. Chapter I talks about the background of the study, statement of the problem, objectives of the study, theoretical framework, significance of the study, limitation and scope, definition of the key

terms and organization of the study. Chapter II provides the review of related literature and previous studies. Chapter III presents research method which contains of research design, the subject, the research instrument, the data source, the procedure of collecting data and analyzing the data. Chapter IV presents data analysis, findings and discussion. The last chapter, chapter V emphasizes the conclusion which summarizes the whole chapters, and proposes the suggestions.