

CHAPTER I

INTRODUCTION

In this chapter, the writer presents the background of the study, research problem, research objectives, significance of the study, theoretical framework, assumptions, limitations, definitions of key terms, and organization of the thesis.

1.1 Background of Study

English is an international language that is used for communication. In Indonesia, English is considered as a foreign language. So, Indonesian people rarely use English to communicate. As we know, there are two kinds of communication: oral communication and written communication. These communication skills require four skills: reading, writing, listening and speaking. In addition, there are also three components that support the skills: vocabulary, pronunciations and grammar.

In written communication, one important component is grammar. However, some people experience difficulties in using grammar especially in the use of tenses. As we know, traditionally there are sixteen tenses that are used in English, one of them is the past tense. According to Danielson and Porter (1990; p.24) simple past is used when someone sees the activity in mind from the stage/condition that existed in the past.

In writing there are several types of text that use past tense like recounts and narratives. Some English as a Foreign Language (EFL) learners experience

difficulties in using the simple past tense when they compose a recount text. For some students, using simple past tense in recount essay can be challenging and they may make error. In this case, the writer would like to find out what errors they make in the use of past tense when writing a recount text. Also in this research, the writer will not only focus on errors made by second semester students but also on the generic structure of the recount essay that they compose.

1.2 Research Problems

In order to know errors in using of simple past tense in recount essay made by second semester students, the writer tries to answer the following problems:

1. To what extent did the students apply the generic structure of recount text in their essay?
2. What types of error are found in the use of simple past tense in the recount essay?

1.3 Research Objectives

1. To find out the extent the students applied the generic structure of recount text
2. To find out the types of error in the use of simple past tense in recount essay

1.4 Significance of the Study

This study was expected to help teachers to see the weaknesses of the students when they were using the past tense to compose recount essays..

First, error made by the students may provide clues about the challenges and difficulties of using the simple past in recount writing. Therefore, this study can contribute to solve pedagogical problem related to the teaching and learning of the past tense in recount writing.

Second, by identifying how the students write an essay and also types of error in using past tense they made lead us to the difficulties faced by Indonesian learners.

1.5 Theoretical Framework

In this research, the writer uses several theories to analyze the errors. The writer uses the theory of writing focused on recount. Hyland (2009) states that in writing a recount text can be based on personal experience or historical event.

Also, there is a theory of grammar that focus on past tense. According to Radolph Quirk.et.al. (1972) the simple past tense refers to past time taking place in a given time and period before the present moment. It means that the event happened in the past can be seen through the point of view of the present moment. As Danielson and Porter (1990) found that the simple past tense is the moment that existed in the past which can be seen through someone's mind.

For the theory of Error, Dulay (1982) states that error is a defect in speech or writing learning. As for error analysis, Brown (1980) states that the error analysis is done by observing, analyzing and classifying.

1.6 Assumptions

Based on this study, the writer assumes that second semester students have learned the simple past tense that is used in the recount text.

1.7 Limitations

In this research, the writer would take second semester of English Department in one of private university in Surabaya. The writer would analyze the students' recount writing especially in generic structure and the use of the past tense.

1.8 Definition of Key Terms

- Error is a defect in speech or writing learning (Dulay; 1982 p.138)
- Error Analysis is the study of error that have been led by observing, analyzing, and classifying to reveal something of the system operating within the learners. (Brown; 1980, p.166)
- Past tense is the part of the tenses in grammar which take place at time and period before present moment. (Quirk et.al.; 1972; p.86)
- Recount essay is an essay which tells about past experience or event (Hyland; 2009)

1.9 Organization of the Thesis

Chapter I is the background of the study that consist of background of the problem, research problem, objective of the problem, significance of the study, theoretical framework, assumption, limitation, definition of the key term, and organization of the study.

Chapter II consists of the literature that support the research which are related to the literature and the previous study. Here, writer tried to see more on the literatures that would support the research and using previous studies to see the difference and gave more information from another research.

Chapter III consists the method that include the research design, source of data, instrument of research, the procedure of data collection, and the procedure of data analysis. Here, the writer would give some methods that would be used by the writer to analyze the error that are found in second semester.

Chapter IV consists of the data analysis, finding and discussion of the finding. In this chapter the writer would present about the result of the analysis and discuss the result.

Chapter V consists of conclusion which discuss about the result and suggestion based on the results.