CHAPTER I
INTRODUCTION

This chapter presents an introduction to the research paper that describes the background, purposes of the research, research questions, the significance of the study, and scopes of the study and clarification of key terms.

1.1 Background

As a global language, English has an important part in the development of technology, science, and culture; therefore, nowadays English becomes one essential subject in school. It is not easy to master English because it has four skills; reading, listening, speaking and writing. Writing is the most difficult and complicated one for EFL learners. Richards & Renandya (2002, p.303) said that in writing, writer has to elaborate and organize the idea into readable and understandable. The writer does not only have to concern and master the higher level skills (such as planning, generating, and organizing) and but also the lower level skills (grammar) of writing. It makes writing undoubtedly become the most difficult skill due to complexity.

According to the syllabus of Indonesia’s Ministry of Education and Culture, there are at least five tenses that are taught in school; they are present tense, present perfect, past tense, past continuous, future tense. The error in using this tenses is unavoidable because they need to deliver their idea into sentences by pay attention to the tenses. Chomsky (as cited in Sari, Refnaldi, & Rosa, 2013, p.6) mentioned that making mistakes and committing error is inevitable and becomes an important part of learning, especially for EFL learners; since English is not their first language. Furthermore, giving correction will make them learn about the error that they made and it will make they learn about their error. But before giving correction, teacher needs to pay attention to differentiate the error and the mistake that is made by the students. To analyze the error, the researcher used one of the second language learning branches that is error analysis. Sharma (1982, p.21) says that analysing of learner’s error with one clear objective, fostering a appropriate and effective teaching-learning strategy and remedial measures necessary in certain clearly utterence of the foreign language is the process of Error analysis. This in line with Ellis (1997, p.45; Corder, 1981) who states that error analysis can be used as a device to investigate and diagnose learners' problem, and how second language (L2) is acquired by learner over time.

Researches regarding these errors have been conducted previously. First, Syarif (2014) discovered that more than 50% errors were misformation. Hidayah (2013) in his research discovered college students still made errors, and most of them are also misformation. Last, Rozman et al (2014) in her research discovered that 44,54% errors of the students were omission.

Regarding the issue of simple past tense error in writing recount text, the researcher desires to find out the kinds of simple past tense errors are frequently made by EFL Senior High School Students in writing recount text and what the possible sources could be. As the result, the researcher comes up with a research proposal entitled: An Error Analysis of Simple Past Tense in Recount Text Written by Tenth Grade Students In A Senior High School in Cimahi.

1.2 Research Question

The researcher of the present study raised the following research questions:

1. What kinds of errors are frequently made by EFL Senior High School Students in writing recount text?
2. What are the possible sources of the errors.

1.3 Significance of the Study

1. Theoretical perspective

Theoretically, this study will enrich the literature of of students’ error analysis and what the connection between the error and the quality of students writing is, particularly in biographical recount text for senior high school students.

2. Practical Significance
Practically, the result of the study will give information about the problems which face by the students development of foreign language mastery through the analysis of language errors and how is the quality of students writing after the analysis. This information enables the teacher to make an appropriate lesson.

3. Professional Significance

This study will also contribute to professional development. English teachers will be aware of the students’ ability level in producing foreign language which will enhance their capabilities in teaching students to write appropriately.

1.4 Scope of the Study

This present study will only cover the analysis of simple past tense errors on recount text among tenth grade of a senior high school in Cimahi and what is the possible sources of the errors. The error will be a focus on simple past tense error because simple past tense is one of the language features of recount text. Senior High school also was chosen because of 1.) The accessibility for the researcher is easy 2.) Recount text is still preached in senior high school 3.) The research about this is still limited and 4) To prove that any level of English learner are still making errors 5) The Researcher did Internship (PPL) in that school. The data obtained from the research were interview data and 30 texts written by tenth-grade students from the same class at a senior high school in Cimahi. The result of the study cannot be generalized to all levels of learners. However, the result can still be useful for researchers who would like to conduct such research for a different level of learners.

1.5 Clarification of Terms

*Error:* an error is a noticeable systematic deviation from the adult grammar of a native speaker, reflecting the competence of the learner that he or she has not mastered yet, the rules of the L2 that cannot be self-corrected (Brown, 1980, p.165; Corder as cited in Larsen-Freeman, 1991, p.58-59)

*A mistake:* is a random performance that is either a random guess or a slip a random caused by fatigue, excitement, etc, and therefore can be readily self-. (Brown, 1980, p.165; Corder as cited in Larsen-Freeman, 1991, p.58-59)

*Error Analysis:* analysing of learner’s error with one distinct purpose, for an effective and appropriate teaching-learning strategy and remedial measures necessary in certain deviation of the foreign language. (Sharma, 1982, p.21)

*Recount Text:* “A text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience.” (Derewianka, 1990, p.14)