CHAPTER I

INTRODUCTION

A. Background of the Research

To learn English, we have to know the basic skill. The skill commonly known are reading, listening, speaking and writing. Those skills are very important for the learners. In learning English, we must have targets that we want to reach in the end of the process learning. Actually, most of the targets have to be realized on some products. The function of that products is to know the ability or to know our level in our learning outcomes.

Writing is also a kind of our product, in writing a paper there are an important generic structure, a lot of vocabulary, and also idea that can make our text is well and also understood by reader. Actually, a text its self, have so many types of text. For example, *recount text*.

Recount text is a type of text that write a story that had been happen, or story in the pass. In writing recount text there are a specific generic structural that we have to know, and we have to apply in a text. In recount text commonly known that we must use simple past tense to make the text. But, in reality many people or many learners when they are making a recount text, they are often still using simple presents tense, or they do not use simple past tense to make their own text. There for, it will make the readers feel confuse when read the text, because the text not using well generic structure.

From the general information, there are many types of text and also the tenses that they used, and we have to know the grammatical structure is self and also the functions. According to Evayani (2013), Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

1

This is a relevant with some previous study. The study has similarities and differences with present study which can be used as references to conducted the better study. The one of an example of many previous studies like study from Afifatul Millah at 2016. This research aimed to identify what are the grammatical problem on the use of simple past tense in student's recount text writing and what is the percentage of each grammatical problem on the use of simple past tense in students writing recount text in Tenth grade of MA NU Banat Kudus). From both purposes, the writer used test instrument to collect the data. this study reveals that all students lack of information's about the specific grammatical on writing their own recount text, so the writer want to identify what are the types or what are the specific grammatical problem on student's product in writing recount text.

There is a big reason why the researcher does this research, because the researcher finds a phenomenon in a school that located in village namely Sumpiuh that located in Sumpiuh, Banyumas. there is so many problems that made by students. The problems itself are like the used of the form of verb, content, idea, and so many other grammatical problems in writing recount text. So, the researcher easily sees and know the learning outcomes in there. One think that make the researcher feel interest to investigate the student's grammatical problem on writing recount text at first year of that school. The researcher does this project on the first year, because the lesson of recount text is discussing in grade 10 in second semester, so it will be fresh for the students.

It is important to know the student's grammatical problems on writing recount text, because the teacher can solve the student's problem on their own text.

From the statement above, the writer interested in conducting this research in order to analyze the grammatical problem in recount text writing. The main reason for choosing this topic is to know the most commons grammatical problem made by student in Senior High School in writing recount text, especially in grammatical problems. Therefore, the writer would like to conduct the research under the title "Students Grammatical Problems on Writing

2

Recount Text at The First Year Students of SMK MUHAMMADYAH SUMPIUH".

B. The Problems of the study

1. What are the student's grammatical problems on writing recount text?
2. What is the most dominant student's grammatical problem on writing recount text?

C. The aims of the research

1. To know the student's grammatical problem on writing recount text.
2. To know the most dominant student grammatical problem on writing recount text.

D. The significant of the research

The result of this study is expected to be able to give the following benefits:

1. For English teachers; this study can help teachers to correct students' grammatical problem on writing recount text, to improve their teaching, and to focus on those area that need to solve.

2. For English students; they can know their mistakes in writing simple past tense and also the correction, so that they can make a better writing of recount text in the next sessions.

3. Future Researcher; this study also can be used as a previous study for they are want to do a research like this kind of the research. They can use this study to became their reference to conduct to make a better study.

E. The reason for choosing the topic

The researcher was conducted to know the details information's about the student's grammatical problems on writing recount text.

F. Identifications of terms

The researcher classifies the terms used in this study as follows:

1. Grammatical Problem

    Grammatical problem or grammatical error is a mistake that often did by English learner. According to Richard Nordquist, *Grammatical error* (also known as error, usage error, grammar error or mistake, bad grammar) is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. Also called a *usage error*. Compare *grammatical error* with correctness. It's also known as: error, usage error, grammar error or mistake, bad grammar Grammatical errors are usually distinguished from (though sometimes confused with) factual errors, logical fallacies, misspellings, typographical errors, and faulty punctuation.

2. Writing

    Writing is a personal act in which writers take idea or prompts and transform them into "self-initiated" topics. When writing, learners use these four types of knowledge; knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing and procedural knowledge for integrating all the other types of knowledge.

3. Recount text

    Recount text is a text to retell past events for the purpose of informing or entertaining. According to 2013 curriculum, recount text is the material taught in the odd semester of the tenth grade Senior High School students. Usually they write recount text to retell the fascinating events that happen in the past, such activities during school holidays, unforgettable memories, vacation, etc.

4. Simple past tense

The simple past tense is used to talk about activities or situations that began and ended at a particular time in the past. If a sentence contains *when* and has the simple past in both clauses, the action in the *when* clause happens first.