

# CHAPTER 1

## INTRODUCTION

In this chapter presents about background of the study, problems of the study, objectives of study, significance of study, scope and limitation, the assumption, and definition key of terms.

### 1.1 Background of Study

In this era of globalization and industrialization, writing is very important. Writing is a principal of human communication, need in everytime, in business, job, creativity, and scholarly pursuits. In short, it is not only device of living, but also it is device of survival (Monanghan, 2007. p. 1). Priority in education, the talent of writing skill is very necessary for the students. In line, Students who are ability in writing can got better grades than who are unskilled in writing (Muslim, 2014. p. 105). Moreover, in education writing is tool to communication. Studying to write well is not easy because students face difficulty in some cases.

There are problems students face in writing ability especially in grammar rules. To improve students' writing skill, the students have to learn about writing process. In writing process, it needs control about format, content, vocabulary, sentence, spelling, and punctuation. In learning writing, teachers can use some texts. One of the texts used by teachers is recount texts.

Cited in Indhsari (2010), Recount text is a text that retell about our experiences in the past, it purposes are to inform, retell, and entertain the

audiences or the readers. Moreover, Recount text is a text that retell about experiences in the previous time by retelling events. In another context of communication, recount text may be used students to retell about activities and something that they had done in previous time. In writing recount text, the students should be understand about language features and generic structure of recount text.

In process of learning recount text, some of the students make errors in grammatical. It's like learning pronoun, verbs, tenses, and preposition. This statement supported by Umiytun(2010), it is not easy for the students who are make error in grammatcal such as in spelling, punctuation, grammar, and vocabulary.

From Istaa(2015), the verb is a part of speech to make good paragraph or good sentences. There are kinds of verbs that used in writing recount text, such as action verb, auxialiary, helping verb, and linking verbs. In this research, the researcher only focuses in analyzing of some errors that students result on the used action verb in writing recount text.

According to Warriar (1982) action verb is the step or act expressed by using verb that can be used mental or physic action. Physical action such as, run, walk, play, cooking, and mental action such as imagine, think, doubt, and so on. Action verbs also one kind of language features in recount text that students have to understand in writing. According to Boardman(2008) particularly on writing recount text language features found in the used of action verb to show to the events. Base on the statement, it is concluded that

using action verbs enable teachers to evidence the skill of students are expect as the consequence of complementing the course. So, action verb is very important point in writing recount text.

In process of learning writing recount text usually the students made errors especially in the used of action verb. The students get confused how to use action verb in writing recount text. For example in sentence, "I was hope". it is false sentences, the true is "I hoped" or "I was hoping" . It is occurred because the student doesn't understand the sentence that have to use verb "be". Other example is in the sentence "I spended my holidays in the village" "I walked on the Surabaya street yesterday" and "I getted a new clothes". For the correct sentences are "I spent my holidays in the village" "I walked on the Surabaya street yesterday" and "I got a new clothes". In this errors occurred because the students doesn't distinguish how to used irregular and regular verb. Meanwhile, students sometimes difficulties for change in writing especially in vocab, grammatical, and form of tenses.

Based on prepare learn through interview with the students and the English teacher at the tenth grade of SMK Walisongo 2 Gempol, the researcher found several difficult got in touch to this researh. Firstly, English teacher of the tenth grade class in SMK Walisongo 2 Gempol said that recount text is a text that is not easy to understand especially in language features when he teaches for his students. Secondly, most of the students not understand yet about how to use action verb when they were wrote several paragraphs or sentences in writing recount text. The last, they were deficiency in

vocabularies. Therefore, the researcher interest to analyzing errors of using action verb in writing recount text. The researcher appoint out the research entitled "Error Analysis of using action verb in Writing Recount Text to the tenth Grade Students of SMK Walisongo 2 Gempol"

## **1.2 Statement of The Problem**

Based on the background of study above, this research goals at answering the following questions:

- 1.2.1 What are the types of errors done by the tenth grade students of SMK Walisongo 2 Gempol on the use of action verbs in writing recount text?
- 1.2.2 What is the most of error done by the tenth grade students of SMK Walisongo 2 Gempol on the use of action verbs in writing recount text?

## **1.3 Objectives of the Study**

The objectives of this study are :

- 1.3.1 To describe the types of errors are produced on the use action verbs in writing recount text that made by the tenth grade students of SMK Walisongo 2 Gempol
- 1.3.2 To describe the dominant errors on the use action verb in writing recount are made by tenth grade students of SMK Walisongo 2 Gempol

## **1.4 Significance of the Study**

- 1.4.1 For the teachers

It hope will be help the teacher to prepare the writing recount text material and the teacher will pay attention about errors that made by the students in process learning. The teacher also give the best method to teaching action verb in writing recount text.

#### 1.4.2 For the Students

It hope will help the students to realize about their errors and hope that the student are increase their skill in writing recount text. So they will prohibit themselves to make same mistake in in writing recount text.

#### 1.4.3 For the Researcher

Hopefully this result will be inspiration and information in implement similar research. The other researcher also try to find out the other solution about it.

#### 1.4.4 For the University

Hopefully this result will be useful for all of students in STKIP PGRI Sidoarjo, or it would be reference, especially students of English department.

### 1.5 Scope and Limitation

In this research, the researcher take the respondents in the X TKJ of SMK 2 Walisongo Gempol in academic year 2018/2019. The researcher chooses the students of X TKJ (*Tekhnik Komputer dan Jaringan*) class of SMK 2 Walisongo Gempol in the academic year 2018/2019 because the students are assessable to gain the data. This study focuses on analyzing

errors of action verb that made by the students when they are writing recount text. The researcher describes kinds of writing action verb errors made by the students. Researcher also analyzes the cause of errors. The researcher only focuses on action verb when the students produce errors in writing recount text. English teachers in the tenth grade students of SMK Walisongo 2 Gempol said that recount text is a text that is not easy to understand when he teaches. The most of his students many not understand yet about action verb is and how to use action verb in writing sentence or text. The students also have lack in their vocabularies.

### **1.6 The Assumption**

Viewed from the background of the study, it can be assumed that there are some types of error in writing the action verb that can be found in the students' of SMK Walisongo 2 Gempol in writing recount texts.

### **1.7 The Definition of Key Term**

To avoid misunderstanding, the writer give some explanation or definition of some key terms used in the study.

- 1.7.1 Writing is one of productive skills which involves communicating a message in the form of letters and symbols. (Pulverness, spratt, and Williams 2005. p. 26)
- 1.7.2 According to Seaton (2007) Recount text is a reconstruction of something that happened in the past. It is the folding sequence of events over time and the purpose is to tell what happened.

- 1.7.3 Action Verbs processing reflects the way an individual language user typically performs the action to which the verb refers. (Roel M. Williems, Peter Hagoort, and Dniel Casasanto, 2009. p. 67)

