

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

English is important since it become an international language. Moreover, English helps someone with higher education in an English-speaking country. according to Mahu (2012), when someone follows a study abroad program, learning English will help him/her to develop English language skills inside or outside the class. In addition, English enters the formal education as a lesson to be taught at schools. In Indonesia, the students are familiar with four language skills, namely listening, reading, writing, and speaking. In the whole learning and teaching process of English, writing is considered as the most complicated skill of English. It is in accordance with what Westwood (2008) states that writing is the most difficult because the development of writing requires the effective coordination, which is cognitive, linguistic, and psycho-motor processes. Furthermore, Bayat (2014) mentions that writing expression is a difficult skill for the students.

It is true that student, junior high school still has difficulties in writing since they lack Vocabulary, spelling, and grammar. According to Saragih, Silalahi, Pardede(2014).” Writing is difficult for the students because they lack vocabulary, spelling, and grammar”. When they attend an English class, they may have negative perspective. It is due to the fact that in learning English, the learners must learn all the aspects about tenses. Learning all the aspects in English tends to make the students confused, and they would find some difficulties in implementing English grammar in writing context. Writing is such a complex intellectual task. It consist of some component skills, such as spelling, grammar, diction, vocabulary, etc.

In eight grade students have begun to be introduced to several English texts, as narrative, recount, procedure, and so on. They are taught about the generic structure, the characteristic of the text which includes the tenses used in those forms of texts. Since then, the students have been expected to master the simple tenses and to produce a well constructed English text in good grammar. However, there are still many grammatical errors found when the students are trying to produce their own English writing. Brown (2000) states ” an error can be seen from the deviation of grammar in the native speaker”.

In this study, the researcher discussed one type of text that is recount text. It means that recount text can be their personal diaries, letters, biographies, and speechless (Anderson & Anderson 2003). Due to the fact that a recount text is intended for retelling person's experience, it has to be written in a proper grammar in order to avoid any misunderstanding for the readers.

Recently, Indonesia has been using curriculum2013 in the education system. In this system, recount text must be learned in detail in the 8 grade of junior high school. Recount text uses simple past tense to form sentences. However, grammatical errors found in students' writing are related to many aspects of grammar, such a tense, subject-verb agreement, plural nouns, the use of conjunction and preposition, spelling, and punctuation.

## **1.2 Problems of the study**

1. How are students' ability at applying simple past tense in writing recount text in SMP N 1 Pangaribuan ?
2. What are the problem of students that are unable to write recount text correctly?

## **1.3 Objective of the Study**

The objectives of the study are to find out :

1. The students' ability in SMP N 1 Pangaribuan at applying simple past tense in Recount text.
2. The students' problem in SMP N 1 Pangaribuan at applying simple past in Recount text.

## **1.4 Scope of the study.**

In this research the scope of study is limited just for the students at eight grade in SMP N 1 Pangaribuan, that Located on Sisingamangaraja street at Pangaribuan. The research was did on 29<sup>th</sup> April 2019.

## **1.5 Significance of the study.**

### **a. For Students**

Students can write more accurately and correctly in the future. This study could help the student increase ability, especially in writing using simple past tense.

### **b. For Teacher**

This study is meaningful for English teachers because the analysis can be used a reference if they want to make a medium for teaching, recount text, particularly in using the simple past tense.

### **c. The the other researchers**

This study is significant for other researchers in order to give them an idea how to teach simple past tense form better so that students can understand more about write the correct recount text by applying simple past tense.

## **THE REVIEW OF LITERATURE**

### **I. The Defenition Of Simple Past Tense**

Based on Student grammar of spoken and written English written by Biber, Conrad, and Leech (2002), they state that simple past tense indicates to describe past events and situations. Hewings (2005) further states that the simple past tense is used when something happens at a specific time in the past.

### **II. The Defenition Of Recount Text**

According to Knapp and Watkins (2005), recount text is defined as telling experience of a series event. It describes sequences of events which is written by the writer to show what and when it occurred in the past. The aim of recount text is to inform about an event or to entertain people.

### **III. Eight Grade Students of SMP N 1 Pangaribuan**

SMP N 1 Pangaribuan is one of private schools in Pangaribuan. It is located on Sisingamangaraja street Pangaribuan. The participants of this study was students from class A of eight grade in SMP N 1 Pangaribuan, that consists of 20 students.

