

CHAPTER I INTRODUCTION

A. Research Background

Humans were born with a language to speak. It is from figure, circle of relatives, friends, and society. Moreover, humans use it as mother tongue. When growing up, humans are given a couple of languages, not longer only mother tongue that humans used every day, but also some other foreign language, consisting of English language and some others. In addition, humans only use totally on condition and necessity. As humans understand, English is a language that using by human beings around the sector and become a massive language that is already becomes an international language used throughout the world. Many human beings use English for many motives, including education, economic globalization, English instruction, tourism, and many others. Therefore, English is a crucial language in verbal communication over the globe.

The four English language skills require research, with the researcher focusing on writing. Writing is the most challenging skill for students to acquire and practice. Even though students could be more precise with verbal communication, writing is activity that allows them to articulate their thoughts and emotions, as cited (Leo Susato, 2007).

Students have to understand approximately grammar, vocabulary, and ideas. Richards, J. C. (2015) state, They may also make errors in writing or speak more.

Based on the 2013 curriculum Syllabus School, KI (*Kopetensi Inti*) and KD (*Kompetensi Dasar*) Primary Competence are listed as types of writing texts to be studied in School. There are Narrative Texts, Recount Texts, Procedure Texts, Descriptive Texts, and Report Texts. Distinguish the social function, text structure, and linguistic elements of some oral and written recount texts in the context of their use by providing and requesting information about historical events. KD.4.7 in particular; Compile verbal and written texts to state and inquire about actions or activities and events that occurred in the past with those that refer to the end, paying close attention to the sociable function, correct linguistic elements text structure, and in context.

In writing the English process, there are many things that students need to improve. From English itself, which includes making phrase formation, using

grammar and tenses as correctly as possible, and so on. Additionally, from the students, including recognition, laziness, and others. Students who lack in writing, in particular in English induced by less practice whenever (Wayan, 2012,7).

Recount text is a text story that aims to divert or entertain the reader with actual or fictitious experiences in various ways; recount text consistently deals with specific issues that contribute to telling a story that occurred in the past. By writing Recount text, students can discover their memories for what they have confronted in the past by using their phrase and their personal feeling. Researcher agree to while true with that no longer all students can write english well without error. every so often make errors, including the stucture of sentence, verb, word, and others.

The researcher can conclude that having an excellent grammatical foundation in a language is crucial for learners effectively convey their ideas, messages, and emotions to the listeners and readers. A language lacking proper grammar becomes disorganized and leads to communicative issues, such as grammatical errors in writing. Therefore, to communicate messages effectively, students need to comprehend the grammatical system of the language they are using to interact with others.

This topic focuses on students' errors in writing recount texts in tenth grade at SMA Muhammadiyah 2 Metro during the academic year 2022-2023. This research supports the surface strategy taxonomy by analyzing research errors. Error Analysis of Student Writing Recount Texts in Tenth Grade SMA Muhammadiyah 2 Metro, Academic Year 2022/2023 is entitled of this research.

B. Research Focus

Defining the problem's limitations and clarifying its nature is essential. According to the curriculum outline for the tenth grade at Muhammadiyah 2 Metro High School. In this research, the researcher examined the grammar errors made by students when writing Recount Texts. Only aspects of surface strategy taxonomy, namely omission, addition, misformation, and misordering, are the focus of this research.

C. Research Questions

Based on the problem's limitations, the research question can be formulated as follows:

1. What type of grammatical errors do students make in writing recount text based on surface strategy taxonomy made by the tenth grade of SMA Muhammadiyah 2 Metro in the Academic Year 2022/2023?
2. What are the most common errors based on surface strategy taxonomy in writing recount text by the tenth grade of SMA Muhammadiyah 2 Metro in the Academic Year 2022/2023?

D. Research Objective

Based on the limitation of the problems above, the research formulated as follows:

1. To find the types of grammatical errors in tenth-grade students of SMA Muhammadiyah 2 Metro in writing recount texts based on the surface strategy taxonomy.
2. To know the most common errors in writing recount texts based on the surface strategy taxonomy.

E. Research Scope

1. Type

In this research, qualitative research is employed because the researcher obtained data from an analysis of errors made by students writing recount texts.

2. Subject

The subjects of the research are the tenth grade students of SMK SMA Muhammadiyah 2, Metro.

3. Object

The object of research is employ Omission, Addition, Misformation, and Misordering to analyze students' writing errors.

4. Setting and Time

The place that the researcher does in this research is SMA Muhammadiyah 2 Metro, Kiai H. Ahmad Dahlan Street No. 1, Imopuro, Central Metro District, Metro City, Lampung 34125 on May 2023.

F. Research Benefits

This research aims to provide more information about students' errors when writing recount texts.

1. For the student

This research is expected to provide more information about errors through omission, addition, misformation, and misordering. So that students can avoid errors and improve their writing skills.

2. For the teachers

The teachers will recognize how important the error analysis system because it exhibits the students' errors area. It is been completed to alternate the teacher's mastering technique to better ones and also make them get the solution to solve the problem.

3. For future researcher

The results of this research can be used as knowledge in conduct further research on the problem of errors made by students in the process of writing recount texts, as well can continue research that has not been carried out in this research.