CHAPTER I
INTRODUCTION

A. Research Background

English as an international language is the language used by all people to communicate across countries. With English, someone from a different country can more easily exchange information. As the language with the most users, English is used by four hundred million native and non-native speakers in various countries, with uses in various fields such as business, media, and government.[1] In Indonesia, English as a foreign language is taught in the world of education. English is one of the subjects that must be studied by students. As in elementary school, junior high school, and senior high school level education. For level education of junior high school, English lessons aim to make students able to implement their English functionally in everyday life. In addition, students must also be able to use English in communicating orally and in writing.[2]

English has been studied at various levels of education. In Indonesia there are four english skils that students should be learned. Those skills are listening, speaking, reading, and writing. Listening and reading are often called receptive skills. This is because listening and reading can increase the acceptance of language input at various levels of education. Other than that, listening and reading can help improve writing and speaking skills. Because writing and speaking are productive skills.[3] So, to mastering English, students must master these four skills. Because the four skills are interrelated skills in English.

One of the four important English skills is writing. According to junior high school standards, students in seventh

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[1] Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar* (United Kingdom: Cambridge University Press, 2005), 1.

[2] Siswandi, "Proses Pembelajaran Bahasa Inggris di SMP Negeri Pekan Baru Propinsi Riau," *Jurnal Ilmu Pendidikan Sosial, Sains, dan Humaniora* 4, no. 2 (2018): 2, http://dx.doi.org/10.24014/suara%20guru.v4i2.10166.

[3] Jo-Ann Delaney and Amanda Cope, *Supporting Math and English in Post 14 Education and Training* (London: Open Universiry Press, 2016), 15, https://books.google.com/books/about/EBOOK_Supporting_Maths_English_in_Post_1.html?id=wskvEAAAQBAJ.

grade should be able to convey written language.[4] With writing, students can improve their mindset when using English. This is because writing is a great way to learn new things and communicate what's on our minds.[5] Writing is also a way to express ideas or thoughts to communicate in writing. Examples of writing that functions as a written communication tool are letters and e-mails.

Writing, as one of the English skills that is not easily mastered by students, consists of various language components. The language components that make it difficult for students to master writing skills are vocabulary, phonology, and grammar. In addition, writing in a foreign language, which is certainly different from the first language, also makes it difficult for students to master writing skills. It is normal for students to make mistakes in English writing. This is because there are various structures and language rules that are different from the first language.

In English, there are various forms of writing. The types of writing are recount text, explanation text, narrative text, procedure text, descriptive text, report text, exposition text, etc.[6] At the junior high school education level, students learn one of the writing texts, namely the recount text. Recount text is text that describes past events or experiences.[7] The aim of a recount text is to inform and entertain readers by recounting past events. We can use recount text to tell stories about our past experiences. Furthermore, writing recount text can be used to assess students' writing abilities. This is because in recount text, good grammar mastery is required.

Writing recount text must pay attention to the generic structure and language structure of the text compiler. The generic structure of recount text is orientation, events, and re-orientation.[8] While the language structure of the recount text uses past tense,

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[4] Bara Vera, dkk., "Error Analysis on The Students Writing of Simple Present Tense in A Deriptive Text," *Professional Journal of English Education* 2, no. 4, (2019): 514-520, https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/2753.

[5] Ilona Leki, dkk., *A Synthesis of Research on Second Language Writing in English* (New York: Routledge, 2008), 126.

[6] Ngasbun Egar dkk., *Handout of Writitng 3* (Semarang: Universitas PGRI Semarang, 2018), 21-22.

[7] Restiyorini, dkk., *Leading In English Workbook For SMP* (Pati: MGMP Inggris Pati, 2012), 34.

[8] Restiyorini, dkk., *Leading In English,* 34.

circumstances of time and place, etc.[9] In writing recount texts, there are still mistakes made by junior high school students. Like the results of research conducted by Ida Rahmah Andansari in her research, there are still many errors made by students in writing recount text.[10] These are often known as errors in language structure or grammar. Grammar can be referred to as the types of words and word groups that make up sentences in any language. Grammar is the basis of the language component that connects the system of meaning with other systems and written symbols or systems of sounds with other systems.[11] In general, while writing in a foreign language, grammar becomes more crucial and challenging, especially when using english article. The English article is a word that follows a noun. The function of the English article is to limit the meaning of the noun that is followed. In its use, the English article is divided into two parts, namely the definite article and the indefinite article.[12] In recount text, errors in using English articles are caused by the ineffectiveness of the student learning process in class. Students still do not understand the use of English articles in making sentences. Many students are still confused about the use of the, a, and an in a sentence. This is one of the factors that causes errors in using English articles in writing recount text.

According to preliminary study conducted by the researcher, which includes an interview with an English instructur at Wustha Madinatul Qur'an Winong in January 2022, many pupils continue to struggle with English, particularly when using English article in writing recount text.[13] It is true that writing something is difficult without a basic understanding of grammar and the components of writing. As a result, their writing skills are still far behind those required by the curriculum. In essence, the learning was ineffective

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[9] Ngasbun Egar, *Handout of Writitng,* 42.

[10] Ida Rahmah Andansari, dkk., The Students' Error Analysis of Writing in Recount Text for The Milineal Students, *Education Journal of Universitas Ahmad Dahlan*, no. 1, (2019), http://seminar.uad.ac.id/index.php/STEEEM/article/download/3304/804

[11] Sidney Greenbaum dan Gerald Nelson, *An Introduction to English Grammar* (Great Britain: Pearson Education, 2002), 2.

[12] Peter Herring, *Complete English Grammar Rules*, (California:Createspace Independent Publishing Platform, 2016), 565.

[13] The results of observation carried out by researcher, July, 24th, 2022.

and unsuccessful since the pupils did not meet the curriculum's requirements.

Based on the preceding description, the researcher is interested in doing a study named "An Error Analysis Of English Articles In Recount Texts Written By Eight Grade Students At Wustha Madinatul Qur'an Winong".

B.   Research Focus and Scope

According to the identified problem, as stated above, the researcher will examine two things. First, the researcher will describe the students' error in using English article in writing recount text. Second, the researcher will also identify the aspects of students' errors in using English article in writing recount texts. Researchers will focus on finding the causes of the students' errors in using english article in writing recount texts at Wustha Madinatul Qur'an Winong.

C.   Research Questions

1.   What types of errors on the use of English articles in recount text written by eight grade students at Wustha Madinatul Qur'an Winong?

2.   What are the sources of errors on the use of English articles in recount text written by eight grade students at Wustha Madinatul Qur'an Winong?

D.   Research Objectives

1.   To describe the types of errors on the use of English articles in recount text written by eight grade students at Wustha Madinatul Qur'an Winong.

2.   To describe the sources of errors on the use of English articles in recount text written by eight grade students at Wustha Madinatul Qur'an Winong.

E.   Research Significances

This study expects to contribute both theoretically and practically as follows:

1.   Theoretical significance

This study is expected to benefit the growth of language science, particularly in the Tarbiyah faculty's English Education Department at IAIN Kudus, as well as students' writing skills in general education. Aside from that, the findings of this study can be beneficial as a foundation for future research, and the final one can be valuable in terms of adding insight and developing understanding about gramatical and writing skills.

2. Practical significance

In practice, the findings of this study are predicted to be beneficial in the following ways:

a. For students

Students can assess their gramatical abilities, particularly when using English article.

b. For teacher

With the results of this study, the teacher can identify students' gramatical skills and use this result for consideration to improve students' gramatical skills, especially in using English article.

c. For school

To achieve academic goals, schools can improve the quality of the teaching and learning process, especially in teaching grammar.

F. Definition of Key Terms

The following are some key terms used in this study:

1. Error analysis

According to Fauziati in Irawansyah, error analysis is a method of studying SLA in which the major focus is on learner errors and evidence of how learner faults may help researchers understand the fundamental mechanisms of second language learning and acquisition.[14] So, in this research analysis error is an explanation of something for the purpose of analyzing student errors.

2. Article

Article is a word that has not special meaning and is placed in front of a noun, either in its position as a subject or object.[15]

3. Writing skill

Writing ability is an integral aspect of the entire learning process that pupils go through while in school.[16]

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[14] Irawansyah, "Why Study Error," *IJEE (Indonesian Journal of English Education* 4, no. 2 (2017): 121, http://dx.doi.org/10.15408/ijee.v4i2.5972.

[15] Suherman, *TOP GRAMMAR: A Guide to Write English* (Kediri: CV. Resonasi Ilmu, 2017), 65.

[16] Rita Indriyanti dan Zuhdan Kun Prasetyo, "Improving the Experiment Report Writing Skills of Fifth Graders Through the Discovery Learning Method," *Jurnal Prima Edukasia* 6, no. 1 (2018): 102, http://dx.doi.org/10.21831/jpe.v6i1.17284.

4. Recount text
   Recount text is text that tells of events in the past.[17]

G. Organisation of Thesis

This paper is aims to provide a little description of the structure of this thesis in accordance with the systematics of the thesis, as follows:

1. The Complementary Page

   The sections of this complementary page are: cover, approval page, declaration, abstrak, motto, dedication page, acknowledgements, preface, contents' table, tables' list, and appendices' list.

2. The body

Chapter I:	Introduction. This chapter includes research background, research focus and scope, research questions, research objectives, research significances, definition of key terms, and organization of thesis.
Chapter II:	Review of related literature. This chapter will explain theoretical description, theoretical framework, and review of previous study.
Chapter III:	Research Methodology. This chapter includes eight sections, namely research methods, research setting, research participants, data collection instruments and techniques, research data validity, data analysis techniques, and research ethics considerations.
Chapter IV:	Research Findings and Discussion. This chapter consists of research results and discussion
Chapter V:	Conclusion and Recommendation. As the last chapter, this chapter wil explain the conclusion of the discussion section of this thesis and recommendations for current practice and future research.

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[17] Restiyorini, dkk., *Leading In English Workbook For SMP*, 34.