

## **Chapter I**

### **Introduction**

This chapter introduces several subtopics that will be described in this research. This chapter is divided into six subtopics namely background of study, reason for choosing the topic, problem statement, objective of research, scope of study, significance of study.

#### **Background of study**

English has been introduced since we were in elementary school and sometimes we can find it in kindergarten. There are four skills that teacher teach to students. They consist of listening, speaking, reading, and writing skill. In this research, I focus on writing skill.

Writing is one of language skills that very important to be mastered by student in the school. Writing is an ability or skill to share some information of the writers' opinion to in written form. By writing the writers can express what people think and feel about something. The writers do not only write what they feel and think, but also they must give clear explanation to make the readers understand about their writing (Siahaan, 2008:2).

In writing form, grammar is very important point that must be mastered by the students. Harmer (2004:4) said "grammar is a process for making a speakers' or writers' meaning understood when contextual information is lacking.

Beside that, part of speech is also important for the student. Part of speech divided into eight parts, they are noun, pronoun, adjective, verb, adverb, preposition, determiner, and conjunction. Harmer (2004:37) stated that "verb is a word or a group of words that used to describe an action, experience or state. It is necessary for students to know how to use verbs in form of simple past tense"

The students sometimes make problems in using verb in form of past tense. Many kinds of mistake arise when the learners do not master the English structure well, especially when they try to arrange sentences or use tenses in their writing. As a result, they will write sentences ungrammatically. Actually, ungrammatical sentences have great influence when the learners are writing sentences and paragraphs.

The students usually find the difficulties in writing process. They will find the difficulties in writing process if they do not master the aspect of writing. In writing, students are expected to be able to express many written meanings that have purposes in communication, text structure and etc. They can develop their writing in the forms of genre (kinds of text) such as: narrative, report, descriptive, recount, procedure, etc as a means of communications. One of the genre text that I would like to concentrate is recount text. Recount text is a kind of text that tells the past time. The purpose of this text is to tell the readers about the event in past time chronologically, for example someone's experience.

According to Agustín et al (2004,p,1), recount is writing form that writes about proper experiences, and it is a kind of text by chronological order to tell a story. It is to retell about our own real story or experience in writing form. In recount text, the author should pay attention to generic structure, namely: orientation, series of events, and re-orientation. It should be written based on the sequence of events. Therefore, the main aspect that should be paid attention in learning recount is sequence of events of the story. Most of the students find the difficulties when their teacher asks them to write recount text.

They get a problem in using verbs at recount text. Even their teacher has explained about recount text, the students are usually not correct in using the verb.

For example: if their teacher asks them to write recount text. It is also based on my experience when I taught in class X ipa 3 at SMA Negeri 1 Gorontalo. Sometimes the students use present tense in using the verbs, in fact they should put Past verb in composing recount text.

Here the example of student's problem in using past verb at recount text :

She *go* to school yesterday.

it should be "she went to school yesterday".

She *buy* some books

It should be "she bought some books".

She *forget* her wallet.

It should be "she forgot her wallet".

To make a good composition, the students must be able to master and apply the structure correctly, especially about using tense. In this case, It used simple past tense. If they cannot do that, of course, problem will arise. Automatically their writing will cause misunderstanding for the readers, because the readers cannot receive the message or expression of their idea well. Most of the students still find problem in using it, because of their limited comprehension in using simple past tense especially in using verbs.

In the pre observation at the X ipa 3 in SMA Negeri 1 Gorontalo, the students still lack in using verb in simple past tense. Most of the students in this class could write, but they did not know how to use verbs well.

### **Reason for Choosing the Topic**

The reason why I choose recount text is the students in the class have learned about the text. In this case, recount text uses past tense and they must use past verb. Beside that most of the students in this class are interested in writing but they still lack in using verb especially in simple past tense. It is also based on my experience, that there were some problem the students did when they composed their writing especially at recount text. It makes me interested in doing this research.

### **Problem Statement**

The problem statement of this research is :

How are the students' grammar ability in writing recount text?

### **The Objective of Research**

the objective of this research are :

To identify the students grammar ability in writing recount text. The grammar is limited in the use of past tense, especially in using past verb.

### **Scope of Study**

In this research I limit on past tense. Besides, past tense also consists of simple past, past perfect, past continuous, and past perfect continuous tense. This research is focused on the use of past verb at recount text.

## **Significance of Study**

The significance of this study can be classified into three parts, for teachers, students, and for next researcher. For the teachers, by reading the result of this study they can find new method to improve their teaching ability. For the students, by reading the result of this study they can improve their ability in using verbs in form of simple past tense. The last one is for the next researcher, this research will be used as a basic research to find a new method to decrease the students' error in using past verb at recount text.