

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English in Indonesia is focused on increasing the students communicative ability both oral and written form. The learners should be capable in four-language skills – listening, speaking, reading, and writing (*Depdiknas*, 2003:6). The learners should have ability in reading and listening to support their speaking and writing.

In learning English, the students get a problem related to the first language (L1) and the second language (L2). It is due to the fact that Indonesian grammar is different from English grammar. They already learn their native language previously, which will interfere their acquisition of the new language that can be shown by the fact that the students tend to transfer their native language rules to the new language they are learning. Lado (in Odlin 1993:16) states that individuals tend to transfer the form, the meaning, the distribution of form, meaning of their native language, culture (emphasize added) to the foreign language, to act in the culture receptively when attempting to grasp and understand the language and the culture as practiced by the native.

From the statement above it can be predicted that difficulties automatically arise because their native language influences the Indonesian students. Besides, Indonesian and English are different languages, so many

different elements found in them causes difficulties for Indonesian students. These elements that are similar to his native language will be simple for him and those elements that are different will be difficult, (Lado in Littlewood, 1989:17)

The difference between English and Indonesian often influence the learners in constructing sentences. In this case, grammar is the central point. It includes the tenses as the core skill. Understanding how to construct good sentences through the correct pattern is a basic element in mastering English. But to know the sentence pattern whether it is correct or not the students must know the rules of the English sentence or its grammar because English grammar is the key to proficiency. Learning the grammar of the language is acquiring the ability to produce grammatically acceptable utterances in the language. Learning the system of language, especially the English as a first foreign language in Indonesia is important in constructing and conveying the meaning and grammar as one of the system, which must be learned effectively.

In fact, most students still find difficulties in writing a paragraph or in answering the written test. The students cannot write well and often make errors. And it is natural because error is something natural and will occur frequently. This condition happens to the second grade students of senior high school in Surakarta. They are still lack of understanding of English, although they have studied the language for more than three years. The students still

often make error in their sentences, especially in grammar. They construct English sentences according to the Indonesian rules, for example:

(1) *I am usually eat rice in the house*

(2) *Yesterday mother leaved the hospital*

(3) *Father always dancing everyday*

(4) *She have two computers*

In the first sentence of the example above the students add unnecessary elements in their utterances. This sentence has addition *to be* in the present tense. In the second sentence, the students consider that all of verbs in past tense are added by *-ed*, they do not remember that there are two kinds of verbs; regular verb and irregular one. In the third sentence, the student uses verb *-ing* in the present tense form and in the last sentence, the students was confused in using *have and has*.

The correct sentences are:

(1) *I usually eat rice in the house*

(2) *Yesterday mother left the hospital*

(3) *Father always dances everyday*

(4) *She has two computers*

Dealing with phenomenon above, error analysis is one of the techniques used to anticipate the error appearing in learning English process. Dulay (1982:141) states that error analysis can be characterized as an attempt to account for learner's error. Error analysis can help teacher assess the students in facing English test in order to reduce the uncommon error

From the above phenomenon, the writer wants to do a research related to Error Analysis entitled “An Error Analysis of the Written Production by the Second Grade Students of SMA Muhammadiyah 1 Surakarta, Academic Years 2005/2006”.

B. Previous Research

There are some researchers who have conducted the study of error analysis. Among others are Nurjanah (2005) with her research entitled “Error Analysis on English Composition Made by the Students of Mts Miftahul Ulum Megonten Demak”. In her study, there are two sources of errors namely interlingual transfer and intralingual transfer. The result of this study shows that most of the students still make errors in expressing their ideas through written form – frequently in the omission of – s /-es in the present tense for singular person subject.

The second researcher is Hidayati (1999). Her research paper is entitled “Error Analysis of the Written Production Made by the Students of Victoria Course Sukoharjo “. She describes 17 types of error based on linguistic category. She finds that the dominant source of errors is interlingual and intralingual error.

C. Statement of the Problem

Based on the research background, the writer formulates the problem statements as follows.

1. What types of errors do the students make in their composition?
2. What is the dominant type of errors made by the students in their composition and the dominant source of errors?
3. What are the sources of errors appearing in the student's compositions?

D. Objective of the Study

Based on the problem statement, the objectives of the study in this research are:

1. To describe the types of errors do the students make in their composition.
2. To describe the dominant type of error made by the students in their composition and the dominant source of errors..
3. To describe the sources of errors appearing in the student's composition.

E. Limitation of the Study

This study is focused on the second grade students of SMA Muhammadiyah 1 Surakarta, academic year 2005/2006 in written production and emphasizes on grammar and vocabulary.

F. Significance of the Study

There are some expected benefits that could be acquired from this study. Such benefits as following can be perceived:

1. Theoretical Benefit

This study contributes to the science of applied linguistic especially English language teaching (TEFL).

2. Practical Benefit

There are some practical benefits namely, this study might be useful for the teacher to improve their ways in teaching English as a second language and give the new concept in teaching learning process. The result of this study will help the English teachers and the learners to solve their problems in teaching and learning English.

G. Research Paper Organization

In this research the writer constructs the research paper into five chapters.

Chapter I is introduction, which consists of background of the study, previous research, problems of the study, objectives of the study, significance of the study, and research paper organization.

Chapter II is underlying theory, which consists of the notion of error analysis, goal of EA, differences between errors and mistake, classification of error, sources of error, remedial teaching, and written production.

Chapter III is research method that deals with type of research, subject of the study, object of the study, data and data sources, method of collecting data and technique for analyzing data.

Chapter IV is analysis and discussion where the writer analyzes types of error, the frequency of error, dominant frequency of error, the sources of error, discussion of finding.

Chapter V is conclusion and suggestion that concern with the conclusion of the research finding made by the writer.