

CHAPTER I

INTRODUCTION

A. Background of the Study

A language is an arbitrary vocal symbol which is used for expressing idea, feeling and attitude in a speech community. English is foreign to Indonesian which is taught as the first foreign language to the students.

In the 1994 curriculum it is stated that the structure is not taught explicitly, but in written production of English, structure is very important because without knowing the structure it is difficult to develop their English. Structure can help the students in developing their ability of the four skills in the English teaching namely; listening, speaking, reading and writing skills. Though the students have known the structure, in fact, they still have difficulties in developing their ability of writing. It means in production written, they still make some errors.

The rules of languages differ from each other, like English and Indonesian rules of grammar of course, they have similarities and differences in their grammatical rules. The students who come in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are

different will be difficult Lado (1957: 2). For Indonesian, it is undeniable that the difficulty in learning English may raise errors and mistakes.

We must learn through our errors and making mistakes can be regarded as an essential part of learning Norris (1983: 1). The students often make error in using the grammars in written production. The cause of learners' errors are such as; Interlingual Transfer, Context of Learning and Communication Strategies Sudjoko (1988: 24).

English errors done by the Senior High School students have very variations. The writer has found that it has a great number of errors. The errors cover various linguistics items as well as grammatical elements. It is like in morphology errors and syntax errors. This phenomenon gives rise to some fundamental question about learning English as second language or foreign language. How or why do errors occur in second language learning? How does prior knowledge of native language, especially Indonesia, play its role in the learning process? How does the target language already acquired play the significant role in the learning process?

Errors can be identified by comparing what the learners actually said with what he ought to have said to express what he intended to express; his erroneous are compared with what a native speaker would have said to express that meaning. In general, it

seems easy to recognize the learners' errors if they exhibit omission, addition, wrong selections, wrong ordering, etc. However, a sentence may still be perfectly well-formed and yet be erroneous in context. Even purely superficial formal correctness is no guarantee of the absence of errors Fauziati (2009: 140).

Errors are usually classified according to language components (e.g. whether an error is phonological, morphological, or syntactical). Syntax errors are classifiable into auxiliary system, passive sentences, negative construction, etc, or more specific linguistic elements such as articles, prepositions, verbs and nouns. Dulay, Burt, and Krashen in James (1998: 104) present that errors can be described using different kinds of taxonomy, namely, linguistic category, surface strategy, comparative taxonomy and communicative effect.

The students, in expressing themselves in written production of English still make errors which are ungrammatical or grammatical but unacceptable when judged by the rules of English as the target language. Such errors are sign that they have not mastered the rules of the language they have learnt.

In general, such errors are considered as an "inevitable sign of human fallibility" (Corder, 1981:65), for example, as the consequence of lack of attention or poor memory on the part of the learners or inadequacy of the teachers' teaching. In other words,

errors arise because there has not enough effort on the part of learners or not enough explanation on the part of the teachers. Anyhow, errors are inevitable in any learning situation, which requires creativity such as in learning a second language. In written production, however, such errors can not be admitted. They should not occur in written production from which the students usually learn English.

Employing the theories on errors analysis, I have conducted an investigation on English errors made by the Senior High School students of SMA Negeri Colomadu, Karanganyar. This is due to the significant evidence of the many regular errors found in the written production. Based on the descriptive linguistic categories, the errors they have made mainly include vocabulary and grammar (morphology and syntax). I obviously can find any of these types of errors in written production. As examples, the following are five sentences showing errors in written production made by the High School students.

- (1) **The last Sunday, I was woke up at 5 a m.*
- (2) **After graduating from High School, I will to enter University Sebelas Maret.*
- (3) **Yesterday I tired I woke up late in the morning then I clean up the bedroom.*

(4) **After helped* my mother in the kitchen. Then I went to my room
to studied.

(5) *My name is Ronny Sumitro, *I born* in Jakarta.

Those examples of the written productions made by the students still show many problems related to the grammar in their attempt to express the intended meaning in English. A lot of sentences are ungrammatical when judged by the target language system and others are grammatically incorrect but the meaning is acceptable.

Those errors can be described through the following explanations. For example, in sentence one, ***The last Sunday, I was woke up at 5 a m.*** They have difficulty to express an idea whether it is noun phrase or adverb such as *The last Sunday*. Looking at the sentence above, it is an adverb so it need not to use *the* while *I was woke up at 5 a m*, they still find it difficult to use the tense. It is grammatically incorrect but the meaning is acceptable. Here they just understand that simple past should use *was*, they don't realize that there was a verb *woke* actually the sentence only *Last Sunday, I woke up at 5 a m*. In sentence two '*After graduating from High School, I will to enter University Sebelas Maret*', They have erroneously preposition *to* after *will*. It means that they still have problems grammatically in using future tense. In target language *will* must be followed by infinitive without *to* instead of *to* infinitive. Besides, they have known that *Sebelas Maret* is the name of the

University so it may not be translated into English like *Eleventh March*. In sentence three '*Yesterday I **tired** I woke up late in the morning then I **clean** up the bedroom*'. They still have problem in differentiating between adverb or verb. They think that *tired* is verb in the form of past. Actually it is an adjective, so it must be followed by *to be (was)* in the form of past while *then I clean the bedroom*, They still unaware that this sentence is still in the past tense so the verb *clean* should be added by *-ed* in the form of past tense. In sentence four '***After helped** my mother in the kitchen. Then I went to my room **to studied***'. They confuse the use of preposition *after* so it is followed by verb in the form of past. They still have an obsession that the even occurs in the past. They don't understand grammatically in target language that *after* must be followed by gerund or verb in the form of *-ing /verb-ing* While *then I went to my room to studied*. Grammatically it is incorrect because *after to* should be followed by *infinitive or to infinitive*. In sentence five 'My name is Ronny Sumitro, I **born** in Jakarta', They have made errors in using passive.

They neglect that in passive form after *subject* should use *to be and verb in the form of past participle*. The *to be* should be suitable with the tenses. This sentence is in the form of past tense so the *to be* must be *was*. The sentence can be like this, My name is Ronny Sumitro, I *was born* in Jakarta.

The above phenomena have attracted me to carry out a comprehensive study on error analysis. I have intended to analyze the errors of the written productions made by the Senior High School Students of SMA Negeri Colomadu, Karanganyar. In fact they still make many errors when they write or use the language (English). For those purpose, I have tried to find the answer to the problem in second language learning usually confronted by English user whose native language is Indonesia. Its focus is on the errors of written production made by The Senior High School students of SMA Negeri Colomadu, Karanganyar. Their English obviously marks with both lexical and grammatical deviations and is featured by both Indonesia as their first language as well as English as the target language. This investigation is covered in this thesis writing under the title “An Analysis of Learner Errors in Written Production Made by the Students of SMA Negeri Colomadu”

B. The Statement of the Problem

This study is focused on the erroneous sentences found on the written production for Senior High School Students of SMA Negeri Colomadu, Karanganyar. They have specific features involving two linguistic systems, Indonesian as native language and English as the target language. In this study, the writer describes and explains the source of errors, by tracing back to the underlying

strategies of second language learning they have learnt. I have done three major stages through errors analysis; recognition errors, descriptions and explanation of errors (see, Corder, 1977, 1970). Finally I've attempted to present several evidences that the written production made by the Senior High School Students of SMA Negeri Colomadu, Karanganyar is still poor.

To overcome this, the writer formulizes the problem in the form of questions as follows;

- (1) In term of linguistic categories, what are the types of learner errors in written production made by the students?
- (2) What is the frequency of errors type?
- (3) What is the source of errors?
- (4) What is the implication in language teaching?

C. The Limitation of the Study

The object of the study is the erroneous sentences found in written production made by the Senior High School Students of SMA Negeri Colomadu, Karanganyar. The subject of the study is the students of SMA Negeri Colomadu, Karanganyar. The Subject of the Research involves the participants or students of Senior High School of SMA Negeri Colomadu, Karanganyar in 2009/2010 academic year. The participant is 15 students. It consists of 7 female students and 8 male students. The subject is carried out

from the students of twelfth grade of science department. It is intended that the students from this class was more active when they were being taught compared with other classes.

The sentences have two special characteristics involving two language systems, that is; English as target language and Indonesian as source language. Here the writer not only describes the errors but also explains the source of errors so that the strategy of learning that they use can be detected.

D. The Objective of the Study

The objective of the study has two main goals: (1) to find the description of the types of errors in written production made by the Senior High School Students of SMA Negeri Colomadu, Karanganyar and (2) explain how and why the errors occur. This description can give clear explanation of the way they have deviated from rules of the target language. The explanation of the sources of errors we can find out how and why the written production made by the students have deviated the rules of the target language and the underlying strategies they have used when they learned the second language. In other words, through these errors we can observe the underlying process of second language learning.

The errors in written production are important evidences about the nature of the process or strategies at a certain stage. The errors analysis has brought to light the different types of errors frequently made by the students in written production.

Grammatical errors, for instance, arise from particular learning strategy employed by the learners. To reach the intended goal, the writer has conducted a study on error analysis.

E. The Significance of Study

The error analysis of English found in written production made by The Senior High School Students of SMA Negeri Colomadu, Karanganyar have two important things; Firstly, from theoretical point of view, the findings of this study have some contributions for foreign language learning. The answer to the questions of what types of errors frequently occur, how and why the errors occur have guided us to a clear understanding of the process of second or foreign language learning.

Second from practical point of view, the findings have made us aware that the written production for the Senior High School Students of SMA Negeri Colomadu, Karanganyar still has many errors. The result of the study reveals that the students do not possess adequate qualification to write a composition in the form of written production. Therefore, the teacher should give more exercise

of writing or composition. Before that, the teacher should give the theory of writing. Besides, the students should understand the grammatical systems. The more the teacher gives the task of writing the more the students understand the errors. So the making of errors in written production can be minimized. Finally the students will have appropriate English material if they want to make writing in the form of written production.

F. Thesis Organization

In this thesis organization the researcher divides into 5 Chapters. On the first chapter is Introduction. The introduction consists of Background of the study, the statement of the problem, the limitation of the study, the objective of the study, the significant of the study and thesis paper organization.

The second chapter is Review of Related Literature. It consists of previous studies, errors analysis and contrastive analysis, recognition or errors, the description of errors, the classification of errors and errors based on communicative effect taxonomy. In Classification of Errors can be divided into errors in dictionary, errors in term of linguistic categories, errors based on surface strategy taxonomy and errors based on comparative taxonomy. Errors based on Surface Strategy Taxonomy consist of omission, addition, misformation, misordering and blends. Errors based on Comparative

Taxonomy consist of developmental errors, Interlingual errors and ambiguous errors. And Errors based on Communicative Effect Taxonomy consists of global errors and local errors.

On the third chapter, there are research methodology, setting of research, the subject of the research, the object of the research, setting of the research, data and data source, method of collecting the data, method of data analysis and theoretical framework.

The fourth chapter is research findings and discussion of findings. The Research Findings consist of classification of errors, frequency of errors and the sources of errors. The Sources of errors can be divided into based on surface strategy taxonomy, based on comparative taxonomy and based on communicative effect taxonomy.

The last chapter is conclusion and suggestion. This conclusion and suggestion consist of conclusion, pedagogical implication and suggestion. This conclusion is divided into related to the types of errors and related to the sources of errors. The Suggestion is intended for the teachers, the students and the researchers.