

CHAPTER I

INTRODUCTION

A. Background of the study

In Indonesia, Indonesian language has two positions : first, as a mother tongue, second, as a second language. As a mother tongue, Indonesian language is acquired since a child is born. Such a child speaks Indonesian language everyday mostly in his childhood. Then he enters school at the age of five, six or seven. At school he speaks mostly Indonesian language because Indonesian language is formally used in education.

Using Indonesian language since a child, he doesn't find any difficulty in applying it either orally or writtenly. He also gets Indonesian rules which are gradually planted in his mind. The position of Indonesian language as a mother tongue is usually performed by urban children. While rural children usually speak Indonesian since they enter a Play Group, a Kindergarten or an Elementary school. They speak their mother tongue ; Javanese, Sundanese, Maduranese, Balinese, Bataknese etc before they study at school. Such children have had the rules of their mother tongue in their mind. Nevertheless, they do not have any difficulty in acquiring Indonesian language. This is because that at school they listen to their teacher, they hear their friends speaking in Indonesian, moreover they are obliged to speak it everyday. Even in nonacademic settings, they hear, they listen and communicate by means of Indonesian language. Thus, they do not find any significant difficulty in speaking Indonesian. They get accustomed to it easily.

The facts above are as accordance to Stoics' in Dinneen (copyright 1967 ; 93) view on his General Linguistic Theory. The view said " When a man is born, his spirit is like a piece of paper which is well adapted to be written on." it is the familiar ' tabula rasa', or ' blank page ', which is " written on " through human' sensory and intellectual experiences, and the latter in turn are what language expresses. Speech itself is not intellection but its expression. The medium of this expression is 'phone', " the voice". (Dinneen, th.1967 ; 93).

From the view above, it is obvious that the spirit of the Indonesian students has been written with the rules of their mother tongue. The rules and the knowledge have

been deeply implanted in their mind. They become familiar as they use it as a habit. (Skinner, Moulton in Rivers 1964 : 5).

Unlike in learning Indonesian, Indonesian learners find it is difficult to learn English as the target language. There are many factors leading them to confronting difficulties. They just begin to study English at the age of ten (the fourth grade of elementary school) or thirteen (at the first time they enter secondary school). This means that English is thought as being strange. Their environment is not conducive. It is due to the fact that the persons around them do not speak English. They do not get accustomed to English as they do not listen, do not hear and do not communicate in English. It is also the failure factor that the tongue is the initiator of sounds, (Dinneen, 1967 : 93). This means that since babies, the tongue of Indonesian students are used to producing the 'phone' or 'voice' of their mother tongue. Then this also means that they find difficulties in producing English 'phone'. They accept English as something new and difficult. They consider it is dull to learn English structure. They find it is boring to memorize vocabularies. Briefly, they find it complicated to learn English rules.

The similarities between Indonesian rules and English rules will facilitate the learners to learn the target language. On the other hand, the differences between them will bring about problems.

Language successively consists of phonemes, morphemes, words, phrases, clauses, sentences and discourses. Language occurs as text. The term 'Text' is a way of talking about any meaningful of language which is made coherent by the social context in which it is produced. A text can be as long as novel or as short as a traffic warning about slippery roads in wet weather. Both kinds of spoken and written text have meaning, coherence, unity and social purpose, (Eltis, 1990 ; 108).

The most important idea is that language is a social phenomenon, and that to use language-to speak or to write-is to be engaged in an entirely social activity. This allows people to make an assumption that everything about language-the kinds of words they use, sentences they construct, ways in which they interact with language – has a social reason and a social effect.

In relation to writing this means, among other things, that the characteristic forms of writing – from choice of words and phrases, the kinds of sentences we use, to the kinds

of texts which we write – can be explained by reference to the social contexts in which particular kinds of writing characteristically occur.

When we write we always do so in particular social situations. This means that the language we use is fashioned by those situations, not only in what we say, but also in how we say things. For instance, in job interview, describing things, telling stories, giving sermons, delivering speeches, explaining a process, having a conversation in a shop etc.

Take an example of a job – interview, the transition from the introduction to the next section is likely to be marked by a shift from statement to question. At least, students will need to recognize the various grammatical means by which statements and questions are formed in English. In other instances of genre the shifts may involve other areas of grammar : kinds of words used, various types of clauses, tenses, conjunctions or links or various levels of syntactic complexity. Without a basic understanding of English grammar , and minimal technical terms, the students will quit at a deadlock when they come to writing.

According to Eltis (1990 :), there are two groups of genre, those are : Story Genres, among others are ; narrative, news item, spoof, anecdote and recount, and Factual Genres which include : procedure, explanation, report, exposition and discussion.

Each of them has its own, what so called, generic structure, social function, and language feature. Narrative consists of 'orientation'-'Complication' and 'resolution', with 'past tense' in the use of the verbs.

Others have the same use of '*past tense*' but differ in the text organisation. Most Factual genres use '*Present Tense*' in verbs because they tell facts. '*Report*' functions as to describe the way things are. '*Exposition*', to persuade readers. '*Eplanation*', to explain the processes involed in the formation or working of natural or socio-cultural phenomena.

Using 'Present tense', students generally find difficulties. Consequently they create many errors in their writing factual genres.

According to curriculum 'Explanation' text is taught in the third grade due to its difficulty level, and SMA Negeri I Karanganom conducts its teaching based on the current curriculum.

Being complicated and not simple, explanation text is to be taught in the highest level in SMA. This is because that the students of SMA at the highest level are hoped to

be capable enough in their writing. They are expected to have sufficient vocabulary, grammar, and other writing skills (e.g. organizing their mind, paragraphing etc).. They are also expected to possess broader knowledge of life aspects as they acquire through their life time which help them create their writing through their minds.

Nevertheless, factually it is not like what is expected by many sides. Again and again they confront many difficulties in creating composition, especially explanation text. Moreover, Explanation text belongs to factual genre of which its register (field, tenor and mode) is not simple one, Neither is its language features.

Having observed for years, the researcher finds her students be in bad difficulties. They find difficulties in selecting words, forming phrases or sentences, as well as in getting ideas. Among the difficulties, forming phrases and sentences is the worst. They misuse preposition (e.g I am interested *to* him, the pen is in the table etc), they also use unnecessary preposition [e.g. I will discuss about . . .]. The students often use ‘be’ in verbal sentences [e.g It is help, It *is* helps, she *is* go, or she *is* goes]. The students also often fail to add ‘s’ to a singular verb [e.g. she have, It *consist*, the flood *destroy* . . .]. They are often not alert in concord between subject and pedicate [e.g The apples *is* expensive, Everybody are happy]. The students often add ‘be’ before modal [she *is* can sing, They *are* must work hard, I *am* will help you]. Often too, they use noun instead of verb [you must *concentration*, The industry *production* good quality of cosmetics, The teacher *discussion* chapter two].

According to the researcher’s long observation, it seems that the students are really unaware of their faults. This can be seen from the frequency they make such faults. They tend to make same faults repeatedly. Therefore the reseacher regards their faults really errors.

Through this paper, the researcher tries to show the errors the students often make, and she tries to present the causes of making such errors. Through this paper too she tries to present the pedagogical implications addressed to language practisioners, especially teachers.

B. Problem Statement

Here the researcher will locate the problems in her research. The problems of the research are formulated as follow :

1. What are the types of errors made by students?
2. To what kind of syntactic errors do the students' errors belong? Whether they are about morphology, or other syntactic errors like the use of verb forms, connectives, noun formation, phrase or others.
3. How frequent do the students make the errors?
4. What are the sources of errors made by students in explanation text?
5. What are the implications in English teaching?

C. Objectives

The objectives of the study are as follow :

1. to describe the types of grammatical errors made by students in explanation text.
2. to classify the students' errors, to what kind of syntactic errors they belong.
3. to describe the frequency of student's errors
4. to describe the source of errors made by students in explanation text
5. to describe the implication of the error analysis in English teaching.

D. Benefits

Errors are usually produced by learners who do not master language systems or due to the imperfect competence in the target language. Errors always emerge in the process of language learning as well as language acquisition.

Therefore, error analysis would be beneficial in terms :

1. Practical
 - a. For Teacher;
 - Teacher will be conscious of what needs to be taught
 - Teachers get principles in guiding their students to anticipate further errors
 - Teachers gain principles to conduct error corrections

- Teachers will know which aspects of writing 'explanation' text to be given an emphasis.
 - Teachers integrate teaching and assessment, this means that the students' ultimate result in writing assessment is mirror image of the teachers' achievement in teaching. This can serve as a feedback for them.
- b. For Student ;
- Students gain information about their errors so that with the teachers' corrections they become aware and they can correct their errors as well as repair.
 - Students will gain motivation to use their knowledge of the purpose, structure, and grammatical features of the genres they have learned to deal with the new or unfamiliar topics or vocabulary that they may find in the assessment task.
 - Students improve their reading skill to be able to write

2. Theoretical

This research is hoped :

- a. to give contribution to the development of a particular theory of Second Language Acquisition.
- b. to enrich the existing theories of "Error Analysis"
- c. to give additional information for the next study.