

## CHAPTER I

### INTRODUCTION

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#### **A. Background of the Study**

English is one of an important studies that is given in senior high school, because it is an international language that is used everywhere. Therefore, in learning English the students must learn all the elements of English, such as : grammar, vocabulary, and pronunciation, in order that the students can master the skills in using English.

There are four skills of English that must be mastered by the students, they are reading, speaking, writing, and listening. Therefore, the students of senior highschool should get the skills at school, and many schools have given them to the students. But when the writer held the research in SMK Muhammadiyah Kartasura, it is not happened to them, the students don't get the study of listening at school. It is caused by the limited of mean to practice. So, in English study, the students in SMK Muhammadiyah Kartasura just learn reading, speaking, and writing.

In learning English the students must reach capability to communicate on a writing and oral. It means : the students must understand what people say and what they read, they must also be able to express their idea on a writing and oral form. Learning English that does not produce the capability above will not give profit to the students. So the writer thinks that writing ability is one of an important subjects that must be studied well by the

students at school.

Based on the writer's own experience when she taught in SMK Muhammadiyah Kartasura, many students considered that English study is very difficult. This matter is visible when the writer gave exercise to the students, they could not build a good writing. Most of them meet with difficulty in writing English, especially they are weak in vocabulary and grammatical mastery. Some errors always appear in their writing. For example :

- She is meet tourists
- I'm go home at two o'clock
- She is not feel tired

These sentences are false, the students add to be in present tense, whereas in fact we may not use to be in this type of sentence because there is a verb in this sentence. The writer thinks they do not quite understand in using of to be. So, this error is considered as intralingual error because this type of error does not reflect the structure of mother tongue, but sometimes the errors automatically arise because the learners are always influenced by their native language that is called interlingual error.

To minimize the errors made by the students, a teacher should give his students much time to practice writing regularly, because it can make the students have a lot of knowledge on English grammar. So, if a teacher gives many exercises, it will improve their ability in writing English if they practice regularly, and the students will be able to make an excellent English writing.

In this study the writer chooses the writing form that is taught in SMK Muhammadiyah Kartasura. The writer with her limited ability tries to analyse the errors that made by them. This study will be entitled “AN ERROR ANALYSIS ON ENGLISH WRITING MADE BY SECOND YEAR STUDENTS OF SMK MUHAMMADIYAH KARTASURA”.

## **B. Literature Review**

There are some researchers who have conducted the study of error analysis. Among others are Sugito and Muhammad Razi. Sugito studied the case of error analysis entitled ”An error analysis of using prepositions and prepositional phrases made by the second year students of SMU Muhammadiyah 2 Gemolong ”. In this study, he describes about preposition, prepositional phrases, function of preposition and prepositional phrases, types of preposition and prepositional phrases, position of preposition and prepositional phrases. The result of his data analysis indicated that the students are still confuse in using preposition, and it also happen in placing prepositional phrases. Most of errors in this analysis are preposition of time. The researcher can conclude that the errors are influenced by the students’ first language. They don’t realize that there are many difference between Indonesian and English structure.

Muhammad Razi in ”Error analysis in writing narrative made by second year students of SMU Muhammadiyah IV Surakarta 1997 – 1998 ”. analyses the error of structure then classify the factors, which cause the

students in writing narrative. In this study, he emphasizes the case of writing includes : stage of writing, characteristic of good writing, elements of paragraphs, kind of paragraph. And the result of his data analysis showed that students are not able to make a good narrative. The research indicated that the result of the students' writing is not perfect. Most of the errors in writing narrative committed by the second years students of SMU Muhammadiyah IV Surakarta are on syntax, they are : addition (addition of to be, addition of verb, addition of adverb), Omission (omission of to be, verb, adverb, construction, and words order). Then, he concludes that the most important factor influencing the ability of students to make a good narrative is vocabulary mastery. The result of his research is that the students' writing indicated that they are not able to develop their English into good narrative.

Out some types of errors that is made by the students in making an English In this study the writer wants to discuss error analysis too. Here she wants to find the errors in writing. After that, the writer will find the frequency of error, dominant error, and source of the sources of errors and the dominant errors.

### **C. Research Problems**

In this study the writer will state the problems :

1. What types of errors are made by the students on English writing ?

2. What are the frequency of each type of errors made by the second year students of SMK Muhammadiyah Kartasura ?
3. What is the dominant error made by the second year students of SMK Muhammadiyah Kartasura.
4. What are the sources of error appear in students' English writing.

#### **D. The Objectives of the Study**

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

1. To know what type of errors on the students writing.
2. To know the frequency of each type of errors made by the second year students of SMK Muhammadiyah Kartasura.
3. To know the dominant error made by second year students of SMK Muhammadiyah Kartasura.
4. The writer wants to scrutinize the sources of errors on the students' English writing.

#### **E. The Benefit of the Study**

After writing this thesis, the writer really hopes this research paper will give some benefits :

1. The theoretical benefit: this research paper can contribute to the science of English, especially in teaching English.
2. The practical benefits :

- a. This study will show the students' problems in making English writing. As a result, this study can be used by teacher to overcome the students' errors on their writing
- b. This research paper will improve the students' English as a foreign language especially in making an English writing.
- c. This research paper can be used by other researcher who wants to take the same topic.

#### **F. Paper Organization**

This thesis consists of five chapters. The first chapter is introduction, it is divided into six parts, they are: background of the study, literature review, research problem, objectives of the study, benefits of the study and paper organization.

The second chapter deals underlying theory. It describes about error analysis, contribution of error analysis, procedure of error analysis followed by it's components, and explanations of error analysis followed by their components, and remedial teaching.

The third chapter is about research method. It describes type of

research that consists of population, sample, and sampling. Elicitation technique which discusses about method of collecting data. And the last part of this chapter is proposed of remedial teaching.

The fourth chapter deals research finding. It consists of the data collection of the students' work, frequency of each type of error, dominant error, the sources of error and proposed of remedial teaching.

And the fifth chapter is the last chapter in this research paper. It consists of conclusion and suggestion.