CHAPTER I
INTRODUCTION

A. Background of the Study

As international language, English has gained its popularity all over the world including in Indonesia. The government of Indonesia states that English is the first foreign language taught in Indonesia from Junior High School up to university. Moreover, Decree of Minister of Education and Culture No. 060/U/1993 states that English may be given to elementary school students as a local content. But in Junior and Senior High Schools, it is taught as compulsory subject.

According to Tyas Fitriyaningsih, one of the students of SMU Negeri 1 Ngemplak, learning English is not easy. It is more difficult than learning a native language or mother tongue, because there are a lot of differences between native language and English such as in structure, vocabulary, etc. In English learning process the students are expected to have four abilities which are called language skills. They are reading, writing, speaking and listening. The language components involving phonology; syntax and morphology; semantic and lexicon; and discourse must support those skills. Phonology concerns with pronunciation; syntax and morphology concern with grammar; semantic and lexicon concern with meaning; and vocabulary and discourse concern with style.
In the Guidelines of Instructional Program (GBPP) 1994, English teaching at SMU covers the development of understanding spoken and written English, writing and speaking English, which cover receptive, productive and communicative language uses. In this case the student should be able to use appropriate basic structural pattern of English and sufficient vocabularies.

Structure is important matter particularly in building English sentences. In building English sentences the students have to know how each word fits together with the other words. Therefore the students must realize that building English sentences needs important rules which are called structure.

Considering that Indonesian is different structurally and lexically from English, therefore, the students get difficulty in learning English and they tend to make errors in building sentences. The examples of erroneous sentences made by the students are as follows:

* Television have positive effect and negative effect.
  Television has

* They are will imitate anything which no good in the television.
  They will imitate

* TV has two influence to the children.
  two influences

In the first example, the students make error in the use of have instead of has in the present tense. This error happens because of the students' less understanding in using have and has. The plural subject uses have but the singular subject uses has. In this case the students do not apply the rule. The second example, the students add to be (are) in the present tense. This error
happens because some of the students do not know the function of to be, so they consider that all types of sentences must use to be after the subjects. The last example, the students omit -s / -es in the plural noun. Those errors occur because the students do not master English rule to build English sentences, so those errors are considered as intralingual error. While the errors that occur because the students use the structure of native language to produce English sentence are considered as interlingual error. The example of intralingual error is as follows:

(TL): Children like seeing film children such as film caricature.

(L1): Anak-anak suka melihat film anak seperti film karikatur.

In the sentence above, the students produce interlingual errors because the target language they produce are still reflected by their native language. In the sentence “Children like seeing film children such as film caricature”, they translate from Indonesian sentence “Anak-anak suka melihat film anak-anak seperti film karikatur”. It should be “Children like watching kids’ film, such as cartoon”.

Basically, errors are made because there are different rules between the native language and the target language. An error in the classroom is commonly understood as something that is rejected by the teacher because it is wrong or inappropriate. So, it is important to discuss the error analysis, because it aims at telling us something about the psycholinguistic processes of language learning.
Based on the explanation above, the writer has an interest to write a thesis about error analysis. It is the study of students' errors which can be observed, analyzed and classified to reveal something of the system operating within the learners. The writer's thesis is entitled "Error Analysis on Written Production Made by the Second Year Students of SMU Negeri 1 Ngemplak Boyolali in 2003/2004 Academic Year".

B. Previous Research

There are some researchers who have conducted the study of error analysis. Among others are Ana Dyah Retno Asri and Haryati Istianingsih. Ana Dyah studied the case of Syntactical Errors entitled "Personal Letters Made by the Third Grade Students of SMEA Muhammadiyah Gemolong Sragen in 1996". In her study, she describes the technique of writing friendly letter and emphasizes on the types of syntactical errors only. And the errors are caused by the lack of students understanding in using some transformations like in negative form, question transformation and another transformation.

The second thesis is written by Haryati Istianingsih, in her thesis entitled "An Analysis of Errors using Pronoun Made by the Third Grade Students of SMP Muhammadiyah 1 Gatak in 1994-1995". She reveals that students still make errors in using English personal pronouns in possessive case. Besides, the students also make errors in using relative pronoun. From the above study she knows that the students do not yet master well the usage
of pronouns and relative pronoun. Finally, the students’ errors are classified into interlingual error, because their errors are influenced by their mother tongue.

In this study, the writer investigates the ability of the students of SMU Negeri 1 Ngemplak Boyolali in 2003/2004 Academic Year in expressing their idea through written production and emphasizes it on the type of Linguistic category based on grammatical error. The writer hopes that this thesis will enrich or complete the previous research.

C. Research Problems

Based on the explanation above, the writer formulates the problems as follows:

1. What types of errors appear on the students’ written production based on linguistics category.
2. What is the frequency type of errors.
3. What is the dominant type of errors produced by the students.
4. What are the sources of errors appear on students’ written production.

D. The Objectives of the Study

The writer conducted to find out the answers of the problem statement, therefore the research objectives are:

1. To describe the types of errors appear on the students' written production based on linguistics category.
2. To describe the frequency of each type of errors made by the students.

3. To describe the dominant errors produced by the students.

4. To describe the sources of errors appear on students' written production.

E. The Benefit of the Study

1. Practically, this study will show the problems of the students faced in teaching writing. As a result, this study can be used for better teaching writing.

2. Theoretically, this thesis is expected to be a feedback for teaching and learning process, especially in writing.

F. Research Paper Organization

The writer is going to organize the research paper in order to make the reader easy to understand the content of this research. The following parts show the content covered by the research paper:

Chapter I is an introduction, consisting of background of the study, previous research, research problems, the objectives of the study, the benefits of the study, and research paper organization.

Chapter II is underlying theory, consisting of error analysis, error and mistake, type of errors and the sources of errors.
Chapter III is research method, consisting of type of research, subject and object of the study, data and data source, technique of collecting data and technique of analyzing data.

Chapter IV deals with data analysis, consisting of types of errors based on linguistics category, frequency of errors, dominant errors and source of errors.

Chapter V concerns with conclusion and suggestion.