# CHAPTER I

# INTRODUCTION

## 1.1. Background of the Study

Among languages around the world, English has a main role as international language. It is learnt by most people around the world. Mastering English well enable us to communicate with other people around the world easily. For these reason our government stressed the need of languages learning. In the past English was only taught in secondary schools. In current years, however, the teaching of English is expanding into primary or elementary school settings. The decree of the Ministry of Education and culture Republic of Indonesia No. 0487/ 4/ 1992, chapter VIII states that English can be taught as an extra instruction if it is needed by the local community and if the teacher of English is available. Another decree of Ministry of Education and Culture, No. 060/ 4/ 1993 states that English may be given to elementary school student as a local content.

According to the 1999 curriculum, all components of English language are taught integratedly to achieve the integrated language skills. There are four language skills that should be acquired by the learners. Those skills are: Reading, Writing, Speaking and Listening. Teaching writing usually cancelled until the children are able to use spoken language. In the early stage, writing is used to support the other aspect. Such as vocabulary, grammar, and the proficiency of

using word in a sentence. Writing is a complex ability which consists of many proficiency (Wedhawati :1981.4).

Among of the four language skills, writing may be considered as the most difficult of the language skills (Allen and Valette.1977:284). Based on the writer experience, when he studied in SLTP Negeri 1 Purwantoro, he always faced many difficulties when his English teacher asked him to make sentences or compositions. He often committed errors such as:

1. Budi studying English.

2. I didn't told him.

3. Me hungry.

In the first example, he made omission error. Omission error is characterized by the absence of an item that must appear in a English structure. The well form of this example is "Budi is studying English". In the second example, he committed addition error. Addition error is characterized by the presence of the item that must not appear in well form. The right form of this sentence is "I didn't tell him". And in the last example, he made misformation error. Misformation error is characterized by the use of the wrong form of the morpheme or structure. The well form of this example is "I am hungry".

Actually, every foreign language teacher will always find out the errors made by students both on oral and written form. The learner made errors is not disgraceful matter. Linguistic regard it as a logic thing and as an important part in the process of language learning, but it shows that learners' language is still

develop. Errors in foreign language learning are something natural and will always occur frequently.

Basically, learning process can not be separated from errors. But it does not always mean that errors gives negative effect for the learners. In the other hands we can take the advantages from those errors. Furthermore, learning will be better after they making errors.

Error analysis point out to the activity that analyze the errors made by second language learners, find out, identify, describe, count the frequency and decide the sources of errors. Error analysis can be a clue to make a resolve of problems in teaching learning process.

The language teachers must try their best to avoid the errors made by their students. A knowledge of possible sources of errors, the method of error analysis and the linguistics properties of second language can help the foreign language teachers to lessen the errors. The teacher also needs to provide the learners' grammatical explanations or correction that are effective in enabling the learners to construct efficient system of language form.

From the phenomenon above, the writer is interested in analyzing the errors made by the students and tries to make remedial teaching. And this study is entitled "ERROR ANALYSIS ON WRITTEN PRODUCTION BY THE SECOND YEAR STUDENTS OF SLTP NEGERI 1 PURWANTORO WONOGIRI IN 2003/2004".

**1.2. Problem of the Study**

The problems that potentially arises in the discussion of the topic are identified as follows:

1. What types of errors made by the students?

2. What is the dominant type of error made by the students?

3. What is the frequency of errors made by the students for each category?

4. What makes such errors?

5. What is the remedial teaching proposed?

**1.3. Objective of the Study**

The specific purpose of this study are formulated as follows:

1. The researcher wants to describe the types of the errors that are made by the students.

2. The researcher wants to describe the dominant type of errors made by the students.

3. The researcher wants to describe the frequency of errors made by the students for each category.

4. The researcher wants to know factors that influence the students to make errors.

5. The researcher want to propose the remedial teaching which is suitable for the students.

**1.4. Significances of the Study**

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

1. The practical benefits

    a. The result of this study, hopefully, could provide information concerning with the student's writing skill.

    b. The result of this study would give information to the teacher about the teaching method and shows him/her what parts of the syllabus need further attention.

    c. The result of this study could provide information and evaluation for the students, so they will try to avoid the same errors in writing.

2. The theoretical benefit

    This study can contribute to the science of linguistics, especially language teaching.

**1.5. Previous Research**

There are some researchers who have conducted the study of error analysis. Among other are Tri Murwanto and Indriani Widiasanti.

Tri Murwanto studied the error analysis entitled " AN ERROR ANALYSIS IN THE CHANGE OF TENSE IN REPORTED SPEECH BY THE THIRD YEAR STUDENTS OF SOCIAL PROGRAM OF SMA NEGERI 2 WONOGIRI IN 1995/1996 ". In his study he found that there are a number of errors made by the third year students of social program of SMA Negeri 2

Wonogiri in changing the tense from the direct speech to the reported speech. In the computation of the errors, there are 587 errors done by the students, or 40,76 % from the total items (1440). The highest percentage of errors found in changing the past continous tense ( 54,44 % ), Mean while the lowest percentage of errors ( 29,44 % ) is errors on the change of the past perfect tense.

Indriani Widiasanti in her studied entitled " AN ERROR ANALYSIS ON THE COMPOSITIONS OF THE THIRD YEAR STUDENTS OF CLASS A JUNIOR HIGHT SCHOOL 2 DUKUH WARU TEGAL " found the types of errors on the students compositions are include in the type of linguistic category. And the types of errors are : errors in use of present tense, use of preposition like, that after classing types of errors, she concludes that the dominant errors at the level of making composition in English of the third year student of junior High School 2 Dukuhwaru Tegal is the type of errors in the use of present tense.

Both of the researchers above used linguistic category to describe the data. In this research, the writer investigates the errors made by the students of SLTP Negeri 1 Purwantoro in expressing their idea through written form or composition. He uses surface strategy taxonomy to describe the data. The writer hopes that this research paper will enrich or complete the previous researches.

## 1.6. Research paper organization

Chapter 1 is introduction that consists of background of the study, problems of the study, objectives of the study, significances of the study, previous research, and research paper organization. Chapter II is Underlying

Theory which consists of the notion of error analysis, the differences between mistakes and errors, procedure in error analysis, procedure in error analysis is divided into; recognition of error, description of error and explanation of error. And the last is remedial teaching. Chapter III is research methodology that consists of type of research, subject and object of the study, method of collecting data and technique of analyzing data. Chapter IV is data analysis that consists of type of error based on surface strategy taxonomy, frequency of error, dominant error, sources of error and remedial teaching. Chapter V id conclusion and suggestion. Finally this thesis will also provide bibliography and appendix.