

# CHAPTER I

## INTRODUCTION

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

Language is a way of communication; it is a system of communication which happens between 2 persons or in a group of people. Language according to O' Grady, 1987:1 (in Djoko Srijono "An Introductory Course Linguistic) language is many things, a system of communication, a medium for thought, a vehicle for literary expression, a social institution, a matter for political controversy, a factor in nation building. The other proponents in the same book, Wardhaugh (1977:3) state that language is a system of arbitrary vocal symbols used for human communication. Students learn about language. Language is an object of the study for students in. The world consist of many languages, for example Arabian, English, Indonesia, Spanish, Germany, etc. English as an International language is learned by people in the world especially by students. They learn English as one of the subject in the school.

Students, in the globalization era, as human resource who become the backbone of the country have to be good in English. They have to be excellent in every term of English included of good in four skills of English. Students in the Senior High School must be prepared for the future of the country. In the globalization era, there are many knowledge, culture, and good human resource from other country. Even, they will come to Indonesia in the event which is called "Open Market".

Learning about English, the learners have to master in some skills. There are four skills in English, which is called language skills including speaking, writing, listening, and reading. Writing is one of the ways to purpose of communication. Writing is skill that is difficult than others. Besides, when learners write anything, they have to concern for the good grammar or structure, because it influences meaning of the sentences. The words or sentence that they write must be clear. Even, sometimes it will be difficult to decide what word choice to use.

In order to develop writing ability, students must be able to master grammatical structure and vocabularies, so that its content will be meaningful and correct. Concern is on how to decrease students' difficulty in learning foreign language. It should find solution to reach that goal. The way to guide students in learning English as foreign language such as eliminate their errors by give them more explanation about grammatical rules of English, practice to write composition for text, and increase their vocabulary competence.

The writer thinks that not all of the students realize that grammatical rules and structure are really important in writing skill. Then, not all of the students can develop their writing effectively. It is obvious in their writing that they often repeat the same ideas from one paragraph to the others. They have to find other idea in different paragraph to support the continuity of the story. Limited vocabulary and limited of mastering grammar influence of students' error. Moreover, basic knowledge in writing for learners is about structure. Then, it will support learner's capability by mastering vocabulary.

Students often make errors in some cases. They make errors in the term of grammatical form, style, choice of word, English rules about ordering, etc. It can be clearly seen that students' knowledge about foreign language is lack and the frequency of each error is significant. They make error in the writing activity especially for writing composition in a text.

Text is one of the objects that should learn by students. Text itself including written text and oral text. In this part, researcher focuses on the written text. Written text in English consists of many types, they are: Procedures, recount, descriptive, exposition, discussion, and so forth. Students can practice their competence in writing by using a way like writing a text. They can describe someone or thing in descriptive text. They can tell their experience in the past event by using recount text. They can build argument between two people about a case and write it in the discussion text. However, students often make errors in the case of writing text. This case needs to correct in order to make students competence in the writing stage.

Considering that the learner's native language is different structurally and lexically from the foreign language, therefore, the foreign language learners tend to make errors in their writing. Their problems are various. Some of them make error in the term of vocabulary, structure, punctuation, etc. In line with vocabulary, the learners usually have difficulty in choosing the right words for the appropriate situation. It influenced the learner's capability of mastering vocabulary. Besides, because of the structure, the difficulty is usually caused

by the differences between the learner's native language and the foreign language.

Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language" (James, 1998:1). By making error in writing, it is as a learning process of the students. They will know the error then they will repair it soon. They get experience to do better in writing. Most of the students often make errors to compose sentences in writing. It is also crucial aspects in acquiring new information.

SMA Muhammadiyah 2 Surakarta is senior high school which has a basic as Islamic School. There are many subjects who are taught, not only about science or language but also about religion. SMA Muhammadiyah 2 Surakarta is located in Jl. Yosodipuro No. 95 Pasar Beling Surakarta 57139. Phone (0271) 718623. It has 2 classes in every stage. There are 2 classifications of each class, social program and science program.

The object of this research is students in the tenth grade. They are 35 students. English in SMA Muhammadiyah 2 Surakarta get attention from headmaster. There is a room in the school that only for teaching English. It is English laboratory. It can support the ability of students to learn about English, because they feel comfort in study English.

SMA Muhammadiyah 2 Surakarta gives materials to students about language. One of the languages which are taught is English. English is the foreign language for students in SMA Muhammadiyah 2 Surakarta. It is a new

language in their mind. So, there are many mistakes or errors in writing made by students. For example:

- (1) \*Arga, you know there is a new restaurant that recently opened in the city?
- (2) \*John a new student.
- (3) \*They playing football.
- (4)\* I didn't gave them money.

In the first sentence is error, because it is an interrogative form. It must use auxiliary "do". It should be written "Arga, do you know there is a new restaurant that recently opened in the city?". In this sentence is found the type of error called omission. In the second sentence is error, because it is a form of present tense. It must use to be "is" based on the context of the sentence. It should be written "John is a new student". In this sentence is found the type of error called omission.

In the third sentence is error, because it uses form of present continuous tense. Subject of this sentence is "They" so in the predicate must be S + to be. So, "They playing football" should be written "They are playing football". In the sentence is found the type of error called Omission. In the fourth sentence is error, because past tense is marked in the auxiliary and the verb. Here, there is auxiliary "didn't" (negative) and verb II "gave". So, "I didn't gave them money" should be written "I didn't give them money". In the sentence is found the type of error called Addition in the form of double marking. The correct sentences should be:

- (1) Arga, do you know there is a new restaurant that recently opened in the city?
- (2) John is a new student.
- (3) They are playing football.
- (4) I didn't give them money.

Based on the errors made by students, it is also meaningful by teacher. Teacher needs errors because they can help students to correct their errors. Teacher can decrease student's errors by using some ways like the explanation before, such as practice for writing and so fort. So, it is really interesting to do this research in that school, because it becomes the first research about error analysis on that school and it can give benefit to decrease students' error by knowing the cause of learners' error. Based on the explanation above, errors in written production made by students have to be known what types of errors, the frequency of errors, what are the dominant errors and the source of errors.

So, the writer conducts a research with the title **“Errors in Recount Text Made by Tenth Grade Students of SMA Muhammadiyah 2 Surakarta”**.

## **B. Limitation of the Study**

To carry out the study, the researcher needs to limit the study in order to make it easier in analyzing written production made by students.

### **1. Subject of the Study**

In this research subject of study is tenth grade students of SMA Muhammadiyah 2 Surakarta.

## 2. Object of the Study

In this research object the study is errors in Recount text as written production made by tenth grade students of SMA Muhammadiyah 2 Surakarta.

The data will be analyzed by using error analysis theory based on surface strategy taxonomy and linguistic category taxonomy.

### **C. Problem Statement**

The research problem is what are the types of error found in the composition of written production in recount text made by tenth grade students of SMA Muhammadiyah 2 Surakarta?

The subsidiary research questions are:

1. What morphological errors are made by the students?
2. What syntactical errors are made by the students?
3. What discourse errors are made by the students?
4. What is the frequency of each type of error made by the students?
5. What is the dominance of error made by the students?
6. What are the sources of errors made by the students?

### **D. Objective of the Study**

Based on the problem statement above, the objectives of the study are:

1. The writer wants to know the types of error made by tenth grade students of SMA Muhammadiyah 2 Surakarta.
2. To describe the frequency of its types of error.
3. To explain the dominant of errors.

4. To explain the source of errors.

## **E. Significance of the Study**

### 1. Theoretical Benefit

The results of this study may become additional references in error analysis. The result of this study is to add the knowledge about how to identify error analysis of the students.

### 2. Practical Benefit

#### a. For Tenth Grade Students

Students will learn more and they limit their error in written activity, especially in functional text like Recount Text.

#### b. For Other Researchers

It will be used for the reference and comparison for them on doing their research.

## **F. Research Paper Organization**

The organization of the research paper is given in order to make the readers understand the content of the paper clearly as follows:

Chapter 1 is introduction, which consists of the background of the study, limitation of the study, problem statement, objective of the study, the benefits of the study, and the organization of the paper.

Chapter II is the underlying theory. It is include the definition of Interlanguage, notion of error analysis, the pedagogical purpose of error analysis, error and mistake, classification of error, the Algorithm for



Conducting Error Analysis, comparative taxonomy, source of error, teaching writing and Recount text.

Chapter III is the research method. It comprises of type of study, subject and object of the study, Data and data source, technique of collecting data and technique for analyzing data.

Chapter IV is research result. In this part, the writer presents the data analysis, the discussion of research findings.

Chapter V is conclusion, pedagogical application and suggestion.