

CHAPTER 1

INTRODUCTION

A. Background of The Study

English is an international language. It is used all over the world. For that reason, it is important for people to master English orally and in writing, in order to be able to communicate and to socialize with the world community.

English has been decided to be the first foreign language and taught at every school in Indonesia. Every learners must be mastered English language if they want to pass the UN. But in learning English, the students found the problems about the first language (L1) and the second language (L2). Because there are many differences between Indonesian and English especially in grammar.

In indonesia when student learns a foreign language, he often faces interference, where he applies his mother tongue or first language structure to structure of the foreign language which is different from his native language. Indonesian students learn English as the first foreign language. Therefore, English is a new language so that they get some difficulties and they also need much time to learn. Here, students must be able to know the basic rules to create a good sentence of English and its grammar or structure. Because grammar is the key to get it.

Unfortunately, learning English for Indonesian learners is still difficult for grammatical rules. “Besides Indonesian and English are

different languages, so many different elements found in them causes difficulties for Indonesian students. These elements that are similar to his native language will be simple for him and those elements that are different will be difficult” (Lado in Littlewood, 1989:17).

It is known that grammar is the heart when the learners would get start to build a writing skill in English, not only grammar but also lexical and discourse rules, the students still get many difficulties likewise teaching English in SMP N 1 Penawangan. One of the teaching learning English in SMP N 1 Penawangan is writing. The teacher gives the example about the genre text, there are recount text, descriptive text, and narrative text, anecdote text, announcement, memo, notice, and invitation text, then the teacher explained the texts for the students. The teacher has purposed to make the students understand about them and it can improve their writing skill, especially about the construct English sentences and English grammar. But, the students still often make errors in their sentences, although they have studied the language for more than two years. They still get difficulties to write a sentence to make a paragraph or to answer the question especially in grammar. Because they construct English sentences according to the Indonesian rules, for example:

*I and my friend *to go* home.

*I happy and full.

*My boyfriend and I *playing* sand.

*I *feel* fear.

In the first sentence of the example above, the student added the morpheme *to* after he wrote the subject. This sentence has addition *to* in the sentence above. In the second sentence the student deleted necessary elements in their writing production. This sentence has omission *to be* in the sentence. In the third sentence is almost similar with the second sentence, the student deleted *to be* and it contains wrong structure or missformation. In the last sentence, the students use double *verb* in the sentence, the students consider that the word *fear* is not verb so he wrote it after the verb *feel*.

The correct sentences are:

- *I and my friend *go* home.
- **I am* happy and full.
- *My boyfriend and I *are playing* sand.
- *I *fear*.

Dealing the phenomenon above, error analysis is one of the techniques used to anticipate the error appearing in learning English process. (Dulay, 1982:141) states that “error analysis can be characterized as an attempt to account for learner’s error”. Error analysis can help the teacher to assess the students in facing English test in order to reduce the uncommon error.

From the phenomenon above, the writer wants to do a research related to Error Analysis entitled *Learner Errors In Writing Recount Text Made By Students Of SMP N 1 Penawangan*.

B. Limitation of the Study

The subject of this study is focused on the second grade student of SMP Negeri 1 Penawangan, academic year 2013/2014 and the object of this study is in the student's product of writing recount text and emphasizes on grammar and vocabulary of the error on the levels surface. The data will be analyzed using error analysis theory based on surface taxonomy strategy and linguistic category taxonomy by James (1998:106).

C. Problem Statement

Based on the research background, the writer formulates the problem statements as follows : What errors are made by the second grade student of SMP Negeri 1 Penawangan in their writing recount text?

Based on the problem, the writer raises research questions:

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

7. What is the proposed remedial teaching for the students?

D. Objective of the Study

Based on the problem statement, the objectives of the study in this research are to describe the errors made by the second grade student of SMP Negeri 1 Penawangan in their written Recount text that broken down into :

1. To identify the types of lexical error.
2. To identify the types of syntactical error.
3. To identify the types of discourse error.
4. To know the frequency of each types of error.
5. To explain the dominant types of error.
6. To identify the sources of error.

E. Benefit of the Study

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

1. Theoretical Benefit

This study contributes to the science of applied linguistic especially English Language teaching (TEFL), especially about Error Analysis.

2. Practical Benefit

There are some practical benefits. This study might be useful for the teachers to improve their ways in teaching English as a second

language and give the new concept in teaching learning process. The result of this study will help the English teachers and the learners to solve their problems in teaching and learning English.

F. Research Paper Organization

In this research the writer constructs the research paper into five chapters.

Chapter I is introduction, which consists of the background of study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II are previous study and underlying theory that relates to theoretical review that consists of the notion of an error analysis, the goal of error analysis, the differences between error and mistake, the classification of error, the sources of errors, the remedial teaching, the written production, the notion of the text, types of the text, and recount text.

Chapter III is research method that deals with type of research, subject of the study, object of the study, data and data sources, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion where the writer describes types of error, the frequency of error, dominant frequency of error, the sources of error, the proposed remedial teaching for the students and discussion of finding.

Chapter V is conclusion and suggestion that concerns with the conclusion of the research finding made by the writer.