

CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays many people learn a foreign language. One of the foreign language that people like to learn is English. English face the global era because English is international language. Related to this phenomenon, many people believe that it is better for the students to learn English.

Type of language produced by foreign language learners who are in the process of second language learning is called interlanguage. According to Selinker (in Fauziati, 2009:163) Interlanguage used “to describe the linguistic stage second language learners go through during the process of mastering the target language”. However, the learners will produce erroneous production when they face difficulties in the process of second language learning. This is the background interlanguage receives a wider acceptance in literature of error analysis (EA).

Students who are study foreign language can not be separated with making errors. Error can be described using different kinds of taxonomy. According to Dulay, Burt, and Krashen (1982:146-197) "In order to present the most useful and commonly used bases the descriptive classification of errors, they are: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative affective taxonomy". The writer interests in analyzing error of students' written production by using linguistic category and surface strategy taxonomy. According to James (1998:105) linguistic category classification

“carries out errors in terms of where the error is located in the overall system of the TL based on the linguistic item which is affected by the error”. While James (in Fauziati, 2009:146) states that surface strategy taxonomy is classification system “based on the ways in which the learner’s erroneous version is different from the presumed target version”.

Making mistakes and errors are an important aspect of learning writing skills and also crucial aspect in acquiring a new information. As Dulay (1982:138) states “Errors are flawed side of learner's speech of writing which are those parts of conversation and composition”. In practicing writing English, the learners often produce the sentences which are ungrammatical. This condition also often found in Indonesia because English is used as a foreign language. The cause of this condition may be the difference between the system of the learners’ mother tongue, in this case Indonesian and English. The differences usually make students confuse when they are asked to produce sentences in English. So by committing errors, the learners are expected to understand the errors they have made and consequently will be able to correct their own mistakes and errors.

Teaching English in SMP Al-Islam Kartasura involves four skills: listening, reading, writing, speaking. There are many scopes of English subject at SMP Al-Islam Kartasura. They are; discourse competence or the ability to produce spoken or written text, then the ability to understand and create monologues, short functional text and essays (descriptive, procedure, recount, narrative); linguistics competence, the students understand to use grammar; and

socio-cultural competence, the students understand how to use language appropriately to communicate with others.

Writing is one aspect of teaching English in SMP Al-Islam Kartasura. Teacher gives examples about genre text such as descriptive text, recount text and narrative text. The teacher explained them in order to reach understanding's students toward it and they can construct text by themselves. But in fact, the students face difficulties in writing paragraphs. They still often make error in their sentences, especially in grammar and structure. It can be said that the students still in interlanguage process.

Recount text is "piece of the text usually in order in which they happened. The purpose of the recount is to give the audience a description of what occurred and when it occurred" (Anderson, 1995:48). The researcher founds many errors in student's recount text. In constructing recount text, the students are still lack in mastering grammar and often make errors in their sentence. They confuse to distinguish between the use of past tense and present tense. They also often construct English sentences with the Indonesian rule.

In this research, the writer interests in discussing about analyzing interlanguage error on the writing students product, especially in recount text. Before starting this research, she found many errors in English writing written by the second grade students of SMP Al-Islam Kartasura.

These are example of erroneous sentences taken from students' composition:

Holiday to **Zoo Gembira Loka**

On Monday, I went **(.....)** the zoo with my family. We **start (.....)** from house at six o'clock.

Then I saw elephant, tiger, peacock, and the other **animal-animal**. I took picture and I **ride (. . .)** elephant. Then we went to restaurant for lunch. Then we went home.

I **(. . .)** very happy **go (. . .)** to **(. . .)** zoo.

In the examples above, the paragraph is good enough but not perfect yet. There are some errors made by the student. Those errors such as: (1) misordering in arranging phrase, for example "zoo Gembira Loka" should be written "Gembira Loka zoo" (2) omission of preposition, for example "I went the zoo with my family", the student omits "to" for that sentence (3) the student omits V2 in past tense, "I ride elephant" should be written "I rode elephant" (4) omission of to be, the student omit to be "was" in "I very happy" (5) misuse of verb.

Based on phenomena above the reseacher is interested in conducting analysis entitled **Interlanguage Errors in Writing Recount Text Made by Second Grade Students of SMP Al-Islam Kartasura.**

B. Limitation of the Study

In conducting the result, the reseacher limits the problems that are going to be discussed. This research concerns on errorenous sentences and paragraphs made by second grade students of SMP Al-Islam Kartasura as data to be analyzed. The aim of this research are to find out errors, dominant error and source of errors in recount text made by second grade students of SMP Al-Islam Kartasura.

C. Problem Statement

Based on the research background the researcher formulates problem statement:

What are the errors in recount text made by second grade students of SMP Al-Islam Kartasura?

Based on the problem statement above, the researcher rises questions research as follow :

1. What are the morphological errors found in the recount texts?
2. What are the syntactical errors in the recount texts?
3. What are the discourse errors in the recount the texts?
4. What is the frequency of errors found in the recount texts?
5. What is the dominant error made by the students?
6. What are the sources of errors?

D. Objective of the Study

1. To describe the morphological errors found in the recount texts.
2. To describe the syntactical errors in the recount texts.
3. To describe the discourse errors in the recount texts.
4. To describe the frequency of errors in the recount texts.
5. To describe dominant error made by the students.
6. To explain the sources of errors.

E. Benefit of the Study

In conducting the research, the researcher hopes that this research has some theoretical and practical benefits to readers.

1. Theoretically

- a. The result of the research can be used as reference for people who want to conduct a research dealing with Interlanguage errors in written production.
- b. The result of the research will enrich study of interlanguage error.

2. Practically

There are two practical benefits for:

a. English Teacher

The writer hopes the result of the research will give input for teacher to solve problem in teaching writing, especially in writing recount text.

b. The Next Researcher

The next researcher can extend this research, so the readers will get more understanding dealing with this study.

F. Research Paper Organization

This research paper organization is divided into five chapters:

Chapter I is introduction that consists of background of the study, previous of the study, limitation of the study, problem statement, subsidiary research, objective of the study, and benefit of the study.

Chapter II is underlying theories. This chapter involves some theory which related to the topic. Those are notion of interlanguage, cognitive process of interlanguage, notion of error analysis, the pedagogical purpose of error analysis, the differences between error and mistake, the differences between error and mistake, types of error, source of error, and recount text.

Chapter III is research method which consists type of research, object of research, data and data source, technique of collecting data, technique of analyzing data.

Chapter IV is research result and discussion. This chapter involves data analysis, research finding and discussion dealing with erroneous made by second grade students of SMP Al-Islam Kartasura, its frequency and the sources.

Chapter V is conclusion and suggestion. This chapter deals with conclusion and suggestion taken from the result of study. Then the last pages there are bibliography and appendix.