CHAPTER I

INTRODUCTION

A. Background of the Study

Language is media to communicate for people in the world. Many languages exist in the world with its' own features and characteristics. Almost every country has language as first language (L1) that different from another country. The difference makes some difficulties in communication between countries in the world. One of some solutions is mastering the second language (L2) to communicate with others who have different language background.

The language as the product of mastering target language is known as interlanguage. This term was first used by Selinker (in Fauziati 2009: 165) to describe the linguistic stage second language learners go through during the process of mastering the target language. Actually when the learners faced a problem in mastering the target language system, learners will produce an erroneous production. This case is the background why the interlanguage currently receives a wider acceptance in the literature of error analysis (EA).

Errors can be described using different kinds of taxonomy, namely, linguistic category, surface strategy, comparative strategy, and communicative effect. The writer is interested to investigate how the system of native language influence the error made by students in the target language result using linguistic category and surface strategy taxonomy. According to James (1998: 105) the linguistic category

classification "caries 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) state that the surface taxonomy is classification system "based on the ways in which the learner's erroneous version is different from the presumed target version".

Under this category, errors can be classified into four types: Omission, addition, miss formation, and miss ordering (James, 1998: 94-112). The writer is interested to use this term to analyze the errors made by student in the target language. While learning a second language, learner commonly build up a system for themselves which is different in some ways from the system of their first language (mother tongue) and second language (L2) or the target language (TL). The different system of them cause the error of the student composition in the target language. The errors made by students can be divided into some types depend on the term used to analyze.

The teaching of English for junior school in Indonesia is intended to develop students' communicative competence. To get communicative competence, students must master and understand four skills in language learning, namely: reading, listening, speaking, and writing. In junior high school, writing is more emphasized. In this level students learn how to make a handwritten. Writing is the last level that should be learned because writing constitutes a difficult skill. So, in teaching writing, teacher needs process, teaching method and extra attention. The form of writing is text or essay. The purpose of teaching writing is producing a text. Pardiyono (2007:

1) stated that text is a context language in use. The kinds of productive texts learned in junior schools are descriptive, recount, narrative, and report.

In this research, the writer did research in SMP NEGERI 1 JAPAH . The researcher chooses this school because this school has superior class. This school uses KTSP as a curriculum. Based on the researcher's observation, teaching English in this school has a function to introduce foreign language as a second language to communicate. In teaching writing, teacher uses Genre based Approach. Genre based Approach is the teaching and learning that focuses on the understanding and producing of selecting genre of text (Rodgers, 2001). This sequence of activities typically occurs in four stages: "prewriting, composing/drafting, revising, and editing" (Badger& White, 2000: p. 154). In teaching a recount text, the teacher uses this step to make students understand how to make recount text as well. Those steps are prewriting, drafting, revising, and editing.

In teaching writing, the productivity functions to makes student able to write and use their writing in communication. There are some kinds of texts, namely: descriptive, narrative, procedure, report, spoof, argument, cause-effect, information report, exposition, and etc recount. The researcher used recount as research material. Recount or spoof contains the chronology of the occurrence or activity done in last time (Pardiyono, 2007:164). Recount text can be formed to reconstruct, to record events or activities for the purpose of informing). The formed sentence in recount is past tense. The text elements of recount are orientation, record of event, and re-orientation.

Based on the observation of the researcher, it can be concluded that teaching English in SMP NEGERI 1 JAPAH especially teaching recount text is good and attractive. Nevertheless, this research indicates that almost all of students of SMP NEGERI 1 JAPAH difficult to compose an English passage or sentence properly. In other word, it can be said that the process of mastering second language system done by students of SMP NEGERI 1 JAPAH still in an interlanguage level. Students understood recount text. But their skills are still less in grammar, structure, vocabulary, punctuation, and pronunciation. So, when they are asked to make recount text, there are many difficult and incorrect results of grammar, structure, and vocabulary. These are examples of errors made by students

Last holiday, *I did went to Madura* with my family to visit my grandmother. We used our private car because *we want to enjoyed the trip*. I sit with my sister, while my father drove the car. *The we was across bridge Suramadu*. I told a funny story to my sister so *she were not bored during the trip*. Not long before, *I was saw Madura island* from bridge Suramadu. *We very happy although still inside traveler*.

From the phenomenon above, errors made by the learners probably is influenced by the learners' native language system. Learners express the idea in the target language regardless the new system in the target language, which different from the learners' native language.

The writer uses Error Analysis framework which focuses on linguistic category (James) and surface strategy taxonomy (Dulay) to identify the error. The

writer also uses interlanguge framework (Selinker) to indicate influences of Indonesian system in English toward interlanguage system.

Based on the description of student's errors in writing, it proves that the students are less in writing skill. So, they should have strong foundation for their writing skill before entering a higher level of education. Based on the background above, the writer is interested to identify the errors and their influencing factor with title *"INTERLANGUAGE ERRORS IN RECOUNT TEXT MADE BY THE SECOND YEAR STUDENTS OF SMP NEGERI 1 JAPAH IN 2013/2014 ACADEMIC YEAR"*. The main reason of choosing this title is that writing is a part of language skills that is the most difficult in language use.

B. Problem Statement

Based on the background of the study above, the writer proposes the problem statement as follow:

What are interlanguage errors in recount text made by second year students of SMP NEGERI 1 JAPAH?

Based on the problem, the writer raises research questions as follow:

1. What are the lexical errors made by students in writing recount text?
2. What are the syntactical errors made by students in writing recount text?
3. What are the discourse errors made by students in writing recount text?
4. What is the frequency for each error made by students?
5. What is the dominant error made by students?

6. What are the source or error in composing recount text made by students?

C. Limitation of the Study

In this research, the writer focuses on describing the errors in composition of students caused by the native language system. The object of this research is composition of student. The subjects of this research are the students of SMP Muhammadiyah 2 Surakarata.

D. Objective of the Study

Based on the research problem, the writer formulates some objectives as follows

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

E. Significant of the Study

The writer hopes that her work is beneficial both theoretically and practically especially in analyze English grammar and structure by using error analysis.

1. Theoretical Benefits

   a. The result of the research add information about interlanguage, especially when the language learner wants to carry out similar of further research about interlanguage.

   b. The result of this research can add information for the lecturer in order to give benefit in second language learning (TEFL), and Applied Linguistics, especially in the field of interlanguage.

2. Practical Benefit

   a. Other researchers: this research can be used to add reference in order to improve their research.

   b. The author: this research gives more information about the factors of errors in order to decrease frequency of errors.

F. Research Paper Organization

The writer constructs the paper organization in order to make the reader understand the content of the paper as follows:

Chapter I is introduction that consists of the background of the study, problem of the study, limitation of the study, objective of the study, significant of the study, and research paper organization.

Chapter II is the review of related literature. It is consist of previous of the study and theoretical review that is closely related to the topic.

Chapter III is the research method. It consists of the type of research, subject and object of the study, data and source of data, method of collecting data, and method of analyzing data.

Chapter IV is the result of error analysis of recount texts written by students of SMP NEGERI 1 JAPAH in 2013/2014 Academic Year.

Chapter V is the last chapter; it consists of conclusion and suggestions.