CHAPTER I
INTRODUCTION

A. Background of the Study

Error analysis has emerged as the consequence of learner's error, which is made in the process of foreign language learning. The prominent aspect that is considered as the objective of the error analysis is to describe how learner errors can provide an understanding of the underlying processes of second language acquisition. By knowing learner's error, the most suitable learning strategy to foreign language teaching can be conducted. There are many types of learner error, they have to be classified to easier the understanding about the error.

The types of error that is found on every level of learning process are varied. Comparing the error levels of learning is called comparative error analysis. By conducting comparative error analysis, we can recognize what types of error are, what the similarities of the error are and what the differences of the error are.

One of foreign language learning level that becomes prominent attention is foreign language learning level of university students. During they learn foreign language, error is not avoided condition such as when they study one of basic skill of language skill, namely writing skill. The writer sees that the university students have made some error in their grammatical structure and their composition. It can be interpreted that the student's knowledge about foreign language is lack and they still make some errors in their writing composition.

Writing text is good equipment to measure learner's ability in mastering second language acquisition. It is also happen in the first and the third semester students of English Department UMS 2014/2015 Academic Year, especially in writing skill. Derived from Richards and Renandya in Fauziati (2010: 45), "Writing is the most difficult skill to master for foreign language learners. This is due not only need to generate and to organize ideas by using an appropriate

choice of vocabulary, sentence, and paragraph organization, but also turn such ideas into a readable text".

Muhammadiyah University of Surakarta mainly in English Department divides writing skill into four stages for each basic semester, namely writing I, writing II, writing III, and writing IV. In this odd semester, it carries out writing I and writing III. On those semester, the learners focus on grammar structure mainly on genre text. The purpose is to recognize and to classify the kind of text which usually be taught in language learning. There are some types of genre text, namely: recount, descriptive, report, discussion, spoof, narrative, etc.

The task of the first and the third semester students of English Department UMS is studying these text, mainly on recount text. The students are studying the social function, generic structures and language features of the text. The cases that have differentiated them, are the difficult content of the text and the extended text that should made by the students is appropriate with their level.

In this research, the writer is focusing the error, which is made by the learner on the recount text. It is one of the most popular texts that studied by the foreign language students of university. Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertain or to inform the reader. This text is arranged from orientation, events, and re-orientation. Based on the combination of linguistic category and surface strategy taxonomy, error can be categorized into two major types. They are morphological error and syntactical error. For instance, wrong spelling of the word *"My exprience in student's orientation program brought me into a better person"* is categorized into morphological error. The word *exprience* has wrong spelling but it is not influence the content of the sentence. The error happens in the morphological aspect. The other error happens on the sentence *"PPA was held on three days".* The sentence can be classified into syntactical error, mainly on omission of *Be* as full verb. The error has omitted *(was)* as the predicate of the sentence. It has influenced the content of the sentence and wrong on the grammatical.

Derived from the phenomena, the writer fascinates to conduct research about error analysis, mainly comparative error analysis in writing recount text. The

writer chooses to analyze a comparative error analysis because of several reasons. First, error which made by the learner in foreign language learning is not avoided process. It will be important to know the types of the error, the similarities, and the differences of error in order to find the most appropriate of foreign language learning strategies. Second, comparing error which made by leaner on the different level is not only recognize the different kinds of error but also find the similar kinds of error. Third, recount text is one of the general kinds of genre text that. The foreign language learners usually learn the genre of the text, so it will be easier to collect the data. Based on the phenomena and the statement above, the writer is encouraged to carry out a research entitle: *Comparative Error Analysis in Writing Recount Text Made by The First And The Third Semester Students of English Department UMS 2014/2015 Academic Year.*

B. Scope of the Study

The writer limits the research on the recount text, which has made by the students of the first and the third semester of English Department UMS 2014/2015 Academic Year.

C. Research Question

The research problem is what are the types of error found in the composition of written production in recount text made by the 1 st and the 3 rd Semester Students of English Department UMS? Based from the problem, the writer arranges some research questions below:

1. What are the types of error made by the first and the third semester students of English Department UMS in 2014/ 2015 Academic Year?
2. What are the similarities of errors made by the first and the third semester students of English Department UMS in 2014/ 2015 Academic Year?
3. What are the differences of errors made by the first and the third semester students of English Department UMS in 2014/ 2015 Academic Year?

D. Objective of the Study

Based on the research questions above, the objectives of the study are:

1. to describe the types of error that made by the first and the third semester students of English Department UMS in 2014/ 2015 Academic Year.

2. to find the similarities of errors that made by the first and the third semester students of English Department UMS in 2014/ 2015 Academic Year.

3. to find the differences of errors that made by the first and the third semester students of English Department UMS in 2014/ 2015 Academic Year.

E. Significance of the Study

There are signifcances that can be reached from this study. The significances are stated as follows:

1. Theoretical Significance

   a. The result of the research can be used as the reference for those who conduct a research in errors analysis, especially errors which are found in writing recount text.

   b. The result of the research can be used to learn error analysis, mainly on Applied Linguistic study.

2. Practical Significance

   a. The lecturer will get description and information about learner's errors during learns second language.

   b. The result of the research can used by the lecturer to evaluate second language teaching mainly on recount text.

   c. The result of the research can used by the lecturer to decide the most suitable strategy for teaching foreign language.

   d. The students can get evaluation from this study about how to learn second language mainly on recount text.

F. Research Paper Organization

Chapter I is introduction that consists of background of the study, scope of the study, problem statement, objectives of the study, significant of the study, and research paper organization.

Chapter II is review of related literature, which consists of previous study, notion of error analysis, the pedagogical purpose of error analysis, error and mistake, the algorithm for conducting error analysis, classification of error, and types of English text.

Chapter III is research method, which presents type of the study, subject and object of the study, data and data source, method of collecting data, technique for analyzing data and data validity.

Chapter IV is research finding and discussion, which elaborates the classification of error, based on the combination of linguistic category and surface strategy taxonomy. It is also find the similarities and differences between the types of error.

Chapter V is conclusion, pedagogical implication, and suggestion that explores conclusion of the study, gives guidelines to repair some cases that are not exist yet in the research's finding and gives suggestion for the writer, students, and lecturer.