CHAPTER I
INTRODUCTION

A. Background of The Study

Language is an instrument of communication used by all people in the world. Especially, English is very important to integrate one country with other countries, and because a bridge of among countries in politics, economy, education, etc. So, it makes many countries so close. Let alone, many countries adopt English as the second language or foreign language, as a means of communication or interaction with other people around the world.

Indonesia also uses English as a foreign language. So, the schools introduce English, and it becomes a subject matter. According to Evans (2009), English is such a crucial subject, so central to pupils’ educational, cultural and social development, become subject to significant external pressures, often of an overtly political nature.

Language teaching methods are just like fashions. They come into existence, used and replaced. This is a sketch of changing winds and shifting sands of foreign language teaching over the years (Fauziati, 2014). So, the method of language teaching can change because it influences the era. Now days, Indonesia uses KTSP but in 2013, the government change the curriculum into 2013 Curriculum. Most of schools in Indonesia still use Inquiry-based learning (2006 curriculum). The activity is conducted through exploration, elaboration and confirmation.

There are four skills in English language teaching, they are listening, speaking, reading, and writing. According Fauziati (2014, 142) text types are text prototypes defined according to their primary social purpose. There are six main text types are identified, as follows: a) narratives which tells story usually to entertain, b) recount (personal, factual) which tells what happened, c) information reports provide factual information, d) instructions tell the listener or reader what to do, e) explanations explain how or why something happens, and f) expository
texts present or argue view points. So, the researcher focused on writing recount text.

Error analysis is one of the studies of second language acquisitions. Error is different from mistakes, errors arise only when there was no intention to omit one, but mistakes is “if the learner is able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake” (James, 1998). Error analysis is on learner and evidence of how learner errors could provide an understanding of the underlying processes of second language learning or second language acquisition (Fauziati, 2009). In addition, according to Dulay (1982, 138), error analysis has yielded insights into the $L_2$ acquisition process that have stimulated major changes in teaching practices.

Based on purpose of analysis, errors are usually classified according to language component (an error is morphological, syntactic, and discourse) (Fauziati, 2014). So, the researcher categorizes the errors made by students based on the language component.

Error analysis in recount text is very necessary. Because, there are advantages of error analysis in writing recount. First, the writer can help teachers to find the dominant error made by students based on linguistic errors. Second, the writer can help students to solve their problems in learning second language, especially in writing recount text.

SMP Muhammadiyah 4 Surakarta uses 2006 curriculum (KTSP), there are many subjects in this school, for example science, guiding counseling, religion, etc. Addition, the 2006 curriculum has texts type in teaching learning in classroom activity, namely descriptive, procedures, recount, narrative, and report text. But, the writer focuses on writing the recount text made by students of SMP Muhammadiyah 4 Surakarta. This research focused on writing skill of the eighth grade student of SMP Muhammadiyah 4 Surakarta. Usually, this skill is difficult for students, when they write sentences, it will not correct on grammar. The writer conducts the research about error analysis in writing recount text by eighth grade
students of SMP Muhammadiyah 4 Surakarta. Usually, in junior high school, students have problem in good writing a text, especially recount text.

The researcher get data from the eighth grade students of SMP Muhammadiyah 4 Surakarta, so, the researcher found errors in writing recount text made by the eighth grade students. The following sentences are examples of the errors made by the student:

1) “I woke up late”.
2) “We rode our bike”.
3) “Last Monday was busy day for me”.

From the errors sentence made by students, the researcher will explain the errors of each sentence. In the first sentence “I wake up late”, the sentence is incorrect, because it is simple present tense ($V_1$), but recount text must use past tense ($V_2$). So, the word of wake is wrong, it can replaced into woke ($V_2$). Second sentence “We rode our bike”, the sentence is also wrong, because should be the word bike should be preceded our (plural). So, the word bike must be added s, this errors is called omission of suffix (-s). Last sentence “Last Monday was busy day for me”, is wrong, because it is omission of article a.

The correct sentences should be as follows:

1) “I woke up late”.
2) “We rode our bikes”.
3) “Last Monday was a busy day for me”.

After the researcher classifies the error based on the language component, the next discussion is remedial teaching. The important of the remedial teaching is to help learners’ better write recount text and they do not make errors again in the other times. Most of students still make the errors, or they do not understand the elements of writing recount text.

Based on the background of the study, the writer takes the title “ERROR ANALYSIS IN WRITING RECOUNT TEXT BY THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 4 SURAKARTA ACADEMIC YEAR OF 2015/2016”
B. Scope of the Study

In this research, the writer only focuses on the error analysis in writing recount text by the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of 2015/2016.

C. Problem Statement

Based on background of the study, the writer discusses the problem statement, as follows:

1. What are the types of errors in writing recount text made by the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of 2015/2016?
   The general question is divided into more specific question as follows:
   a) What are the types of morphological error?
   b) What are the types of syntactic error?
   c) What are the types of discourse error?
2. What is the frequency of each type of errors?
3. What are the dominant type of errors?
4. What are the sources of the errors?

D. Objective of the Study

Based on the problem statement, the objectives of this study are to:

1. identify the types of errors in writing recount text made by the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of 2015/2016. From the general objective is divided into more specific objective, as follows:
   a) Identify the types of morphological error in writing recount text by students.
   b) Identify the types of syntactic error in writing recount text by students.
   c) Identify the types of discourse error in writing recount text by students.
2. know the frequency of each type of errors in writing recount text by students.
3. know the dominant types of errors in writing recount text made by students.
4. know the sources of the errors in writing recount text by students.

E. Significance of the Study

This research has beneficial both theoretically and practically:

1. Theoretical Significant
   a. The result of the research hopefully can give much input in English teaching learning process especially in teaching writing recount text to the eighth grade students.
   b. This research can be used for the teacher to find the types of morphological, syntactic, discourse error from writing recount text.

2. Practical Significant
   a. The reader
      It gives some information and knowledge to the readers how to find the types of morphological, syntactic, discourse error, the frequency of each the types from writing recount text.
   b. Students
      It gives an experience and clear understanding about error analysis in writing recount text.
   c. Teacher
      It gives contribution to English teacher. It can be reference to improve their ability and competence in teaching English.

F. Research Paper Organization

In this research, the writer organizes research paper or the content, as follows:

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

Chapter II is review of 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 the research method which consists of the type of research, subject and object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is the research finding and discussion.

Chapter V is closing which consists of conclusion and suggestion of the result of the study.