

CHAPTER I INTRODUCTION

A. Background of the Study

People in the world decide English as a universal language. Nowadays, English is one of the most popular and studied languages, include in Indonesia. English subject is thought to the students formally from Junior High School up to Senior High School. The English teacher has a big responsibility to make their students understand about English subject. But, it is not easy to teach English subject because, commonly, English is not used as Indonesian's first or second language. In English, there are four skills that must be mastering by the students, called listening, speaking, reading, and writing.

The students in Junior High School have to know the basic competence of English. As one of productive skill, writing is more difficult than speaking. In writing, the students have to give more attention in the spelling of vocabularies and especially in grammar. In writing, based on *KTSP (Kurikulum Tingkat Satuan Pendidikan)* curriculum, students in Junior High School have to master five kinds of text, namely narrative, recount, procedure, descriptive, and report text.

One of the texts which closest to the students' daily live is recount text. Through recount text, the students can tell their past experiences. The students in Junior High School, who can be categorized as the beginner of English learners, often make errors in their writing. Fauziati (2009 : 144) states that errors can be described using different kinds of taxonomy, namely, linguistic category, surface strategy, comparative taxonomy, and communicative effect.

According to the phenomena of teaching English in Indonesia, researcher conducts a research in SMP N 1 Gatak. The research is about an error analysis of writing recount text made by 8th grade students in SMP N 1 Gatak, Sukoharjo. SMP N 1 Gatak is located in Jalan Pramuka no. 1 Sukoharjo. This Junior High School is one of the best schools in Sukoharjo. This school has a good achievement not only in non-academic field, but also in academic field. One of the main subjects thought in SMP N 1 Gatak is English subject.

English subject is taught in every grade from 7th to 9th grade. The English teachers also competent in this subject, especially in the material. One of text which is taught in 8th grade is recount text. In the teaching of recount text, the teacher explains the material about recount text include the definition, social function, generic structure, language features, and also gives some examples of recount text. The teacher also asks the students to retell their past experience in the form of text. The topic that usually tells by the students is about their past holiday. For them, this topic is very interesting to retell.

Commonly, the errors that usually found in students' writing of Junior High School are in the grammatical used. The students usually feel difficult to choose the best verb for their writing, especially for recount text. Because the verb used in recount text is verb for past event, or as known as V2. For examples, the errors in grammatical used that usually found by the other researchers are:

- We *were go* a half past six.
- We took some *picture beautiful*.
- I went Majalengka.

From the first example above, the student makes an error in the used of verb. The student is not using grammatical rules to make the sentence. The student also does not add a word "at" to identify the time. The correct sentence is "We *went at* a half past six".

In the second sentence, there is an ungrammatical sentence. From the phrase "picture beautiful", we can identify that the student just transfer it from source language, which is Indonesia language, to the English. Actually, the structure of source language and the target language is different. The student has to construct the structure by folding back the phrase. The student also needs to add "s" in the noun "picture", because there is a word "some" before the noun which shows that the noun is in plural. So, the correct sentence to substitute it is "We took some beautiful pictures".

For the last sentence, the error is in the omission of the preposition “to”. The student has to add the preposition “to” to show the place that he/she wants to go. The correct sentence for the last example is “I went *to* Majalengka”.

To analyze the ungrammatical sentence in the students’ recount text, the researcher uses an error analysis. Error is similar to mistake. Error relates to level of competence, whereas mistake relates to level of performance. Error analysis is an approach which focuses on learners’ error in learning second language acquisition (SLA).

In this research, the researcher wants to analyze the students’ error in writing recount text by using linguistic category and surface strategy taxonomy. Error analysis is really needed by the teacher as a tool to measure the understanding of the learners in the second language acquisition. In surface strategy taxonomy, according to James (as cited in Fauziati, 2009 : 145), errors can be classified into four types: omission, addition, misformation, and misordering.

From the phenomena above, we can know that there are many errors in writing, especially for recount text. By knowing the phenomena, the researcher feels interesting to do a research about error analysis in writing recount text to know how serious the error made by students in Junior High School, and the researcher also wants to give contribution in the rectification of that errors.

From the explanation above, the researcher decides to do a research about AN ERROR ANALYSIS IN WRITING RECOUNT TEXT MADE BY STUDENTS OF 8TH GRADE IN SMP N 1 GATAK 2015/2016 ACADEMIC YEAR.

B. Limitation of the Study

In this research, the researcher limits the subject only in the 8th grade students of SMP N 1 Gatak in writing recount text and emphasizes on the error of vocabulary and grammar in the surface level. The data will be analyzed by using error analysis theory of linguistic category and surface strategy taxonomy by James in 1998 to get more focus.

C. Problem Statements

Based on the statements mentioned in the background of study, the problem statement is:

- What errors are made in writing recount text by students of 8th grade in SMP N 1 Gatak 2015/2016 academic year?

The researcher also formulates five research questions as follows:

1. What are the types of morphological errors made by students in writing recount text?
2. What are the types of syntactical errors made by students in writing recount text?
3. What are the types of discourse errors made by students in writing recount text?
4. What is the frequency of each error made by students in writing recount text?
5. What are the sources of errors made by students in their writing of recount text?

D. Objectives of the Study

Based on the problem statements, the objectives of the study are:

1. To identify the type of morphological errors made by students in writing recount text.
2. To identify the type of syntactical errors made by students in writing recount text.
3. To identify the type of discourse errors made by students in writing recount text.
4. To describe the frequency of each errors made by students in writing recount text.
5. To identify the sources of errors that occurs in the students' writing of recount text.

E. Significance of the Study

Significance of this study will be divided into two, they are:

1. Theoretical Significance:
 - a. The result of this study tribute to the study of Applied Linguistics, especially in the error analysis field.
 - b. The result of this study can give more information about the error analysis for lecturer, especially in the type of the errors.

2. Practical Significance:

- a. The result of this study can add more information to the teacher about the error that happen to the students and hopefully the teacher can find solution to minimize the errors.
- b. The result of this study can help the other researchers to get some information about error analysis when they want to conduct a research about error analysis.

F. Research Paper Organization

In this paper, the researcher constructs the research paper organization into five chapters, they are:

Chapter I is introduction, which consists of background of the study, limitation of the study, problem statements, objectives of the study, significance of the study, and research paper organization.

Chapter II is review of related literature, which consists of previous study, the notion of error analysis, pedagogical purpose of error analysis, the classification of error, and recount text.

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

Chapter IV is research finding and discussion where the researcher describes the types of errors, the frequency of error, the dominant frequency of error, and the discussion.

Chapter V is conclusion, pedagogical implication, and suggestion that concerns with the conclusion of the research finding drawn by researcher.