

CHAPTER I

INTRODUCTION

A. Background of the Study

English sounds are familiar in our ears since almost all people around the world speak English although as a foreign language. English becomes an international language. As an international language, English is important for our life.

In Indonesia, English is a foreign language. Although English is a foreign language in Indonesia, English is very important for education. It is an important subject for Junior High School and Senior High School. Even English is one of school subjects which is nationally examined (UN). In Junior High School, and Senior High School, the students learn English with four skills: reading, listening, speaking and writing. Each skills has its own difficulties.

As one of the four language skills, writing has always occupied a place in most English language courses (Fauziati, 2010: 45). One of the reasons in that more and more people need to learn to write in English for occupational or academic purposes. The skill of writing is one of language skills. It constitutes a skill to express ideas, feelings or experience to others in a written form. Writing skill has the same function as speaking skill because both of them are the product. Speaking is to express orally, while writing ideas is to express in written form.

According to Richards & Renandya (in Fauziati, 2010), it is generally agreed that writing is the most difficult skill to master for foreign language learners. It is because students do not have opportunity to practice writing. According to Fauziati (2010: 46) there are three paradigms of teaching writing; the product approach, the process approach, and the genre-based approach. The product approach is a traditional approach of teaching writing in which students typically are provided with a model and encouraged to imitate it in order to produce similar product. The main procedure of the product approach involve imitating, copying, and transforming models provided by the teacher and emphasizing the error free final product (Nunan, 1999) in Fauziati (2010: 46)

According to Walsh (in Fauziati, 2010: 48), proponents of the process approach argue that the procedures of process writing help learners to develop more effective ways of conveying meaning and to better comprehend the content that they want to express. They strongly believe that students can discover what they want to say and write more successfully through the process model as the process approach is viewed as writer centered.

According to Byram (2004: 234) in Fauziati (2010: 53), genre-based approach or genre approach is a framework for language instruction based on examples of a particular genre. Nowadays the teaching approach used in junior high school is based on Genre approach. Based on the 2006 curriculum, the objectives of teaching writing is to make students able to create short functional texts and simple monolog texts are descriptive, recount, narrative, procedure, and report.

Recount is one of type texts taught in junior high school. According to Gerot & Wignell (1994: 194) recount text is a text that retells events for the purpose of informing or entertaining. It tells an event or an experience happened in the past. Recount text consist of orientation, event, and re-orientation. Orientation contains of the character, the place, the time, the events happened. Events tell about what happened and in what sequence. Re-orientation contains the closing of the event and give of a personal opinion.

The complexcity of writing skill makes the students difficult to master it in doing the writing. So it is needed to find what mistakes the students made. And teacher must have a competence find the error. Here, the teacher needs error analysis. Error Analysis (EA hereafter) is “ the first approach to the study of SLA which includes an internal focus on learners’ creative ability to construct language” according to Saville-Troike (in Fauziati, 2009: 135). One of the purposes of conducting error analysis is “ to identify the principles which should guide effective error correction” (James, 1998: 235). Errors “ tell the teacher what needs to be taught, tell the researcher how learning process, and are a means whereby learners test their hypotheses about the second language” (James, 1998: 12).

SMP Negeri 2 Ngemplak is a Junior High School. This school basically is a state school. There are many subjects that the teachers teach in this school. This school teaches science, social but also religion subject although it is not islamic based school. The school emphasizes both disciplin and religion as well as academic achievement. Beside that, this school always gives extra program for the students class VII – IX , like Volley Ball, Basket Ball, Reading Qur'an, Music and etc. The located of SMP Negeri 2 Ngemplak is in Donohudan, Ngemplak, Boyolali.

One of the materials in teaching English of SMP Negeri 2 Ngemplak is writing recount text. Recount text is one of the materials that must be learned by students class 8th of SMP Negeri 2 Ngemplak. The teacher gives the example about genre text, such as recount text, descriptive text, and narrative text, and procedure text, then the teacher explained the texts for the students. It is related with the syllabus in application of curriculum 2006. The teaching is aimed to make the students understand them and it can improve their writing skill, especially to build good sentences based on grammatical features. Although the teacher explains the materials, the students still often make errors in their sentences. They still get diffilcuties to write sentence to make a paragraph or to answer the question especially in grammar. They construct English sentences according to the sentences, to be, past tense, plural form , conjunction and omission of article. For example :

The example :

- Last month the *student* of eighth grade *go* to Bandung for a holiday.
- We *buy* many *souvenir* there.
- We very tired *and* happy.
- I *feel* dizzy.
- Cibaduyut is big store.

In the first sentence of the example above, the student uses wrong past form of the word *go* and ommit the plural form of *s*. In the second sentence the student uses wrong past form of the word *buy*. This sentences has ommision of plural form *s*. In the third sentence, it has ommision of *to be* in the sentence. The

student uses inappropriate conjunction *and*. The fourth sentence is almost similar with the first and second sentences, the student uses wrong past form of the word *feel*. In the last sentence, the student ommit article *a*.

The correct sentence :

- Last month the *students* of eighth grade *went* to Bandung for a holiday.
- *We bought* many *souvenirs* there.
- *We were* very tired *but* happy.
- *I felt* dizzy.
- Cibaduyut is *a* big store.

Based on the error analysis above, the writer got more detail data that can be used by the teacher to minimize the students error in writing recount text. The diffilcuties made by the students are usually in to be, past tense, plural, omission of article, and conjunction and etc. So, it is important to give remedial teaching for those aspects. Remedial teaching is a form of learning to remedy, treat, and fix students which have some problems on their learning to be better. Remedial teaching is the important thing to reach an optimal result of learning English for the unsuccessful students on their general test.

By doing the research the writer finds out the errors that are made by the students. From the result of the research the teacher can improve the strategy that the teachers used, and the students can minimize the errors. Besides that the teacher must improve the students' writing skill, especially in writing recount text.

Based on this problem, the researcher wants to conduct a research entitled: ***“ERRORS IN WRITING RECOUNT TEXT MADE BY THE EIGHTH GRADE STUDENTS OF SMP N 2 NGEMPLAK BOYOLALI IN 2015 / 2016 ACADEMIC YEAR”***

B. Scope of the Study

In this research, the writer makes limitation. The writer only focuses on the error analysis in writing recount text by the eighth grade students of SMP Negeri 2 Ngemplak Boyolali academic year of 2015 / 2016.

C. Problem Statement

Based on the statement mentioned in the background of the study the writer formulates the problem statements as follows:

What are the types of error found composition of written production in recount text made by eighth grade students of SMP Negeri 2 Ngemplak ?

The subsidiary research questions are :

1. What are morphological errors made by the students ?
2. What type of syntactical errors made by the students ?
3. What type of discourse errors made by the students ?
4. What is the frequency of each type of errors ?
5. What is the dominant errors ?
6. What are the sources of the errors ?

D. Objective of the Study

Based on the problem statement, the general objective of the study are :

1. To identify the types of morphology 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 know the dominant errors.
6. To identify the source of errors.

E. Significance of the Study

This study has two major significance, they are practical benefit and theoretical benefit.

1. Practical Significance
 - a. For the students will obtain more experience in making composition especially recount text.
 - b. For teachers the result can give several feedback in the hope that recount text will be taught better in the future.

- c. For the writer get knowledge or experience from the result of the research.
2. Theoretical Significance
- a. This study can be a reference for other similar research.
 - b. This study can contribute to the science of linguistics, especially language teaching.

F. Research Paper Organization

This research paper is organized into five chapters. Chapter I is introduction which deals with the background of the study, limitation of the study, problem statement, objective of the study , benefit of the study and research paper organization.

Chapter II is Previous study, underlying theory, an error analysis that consists of: the notion of error analysis, the significance of error analysis, the algorithm for conducting error analysis, error classification that consists of: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy, sources of error, error and mistake, remedial teaching, linguistic analysis that consists of: phonological, morphological, syntax, discourse, english text that consists of: the notion of the text, types of the text, and the last recount text.

Chapter III is research method. It deals with type of the research, subject of the research, object of the research, data, data source, technique of collecting data, technique for analyzing data.

Chapter IV consists of research finding and discussion. It elaborates the types of lexical errors, types of syntactical error, types of discourse error , frequencies of errors, dominant of errors, sources of errors and the last discussion.

Chapter V is the last chapter. Here the writer presents conclusion, pedagogical implication, and suggestion.