

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an integral part that cannot be separated from human being because its function as a system of communication. Communication is an important part of human civilization and it is a means of cultural transformation. Communication using languages can be conducted in two ways: orally and in a written form. According to Harmer (2001: 46) says that communication between humans as an extremely complex and ever changing phenomenon. Undoubtedly, language needed to interact one to another which helps people to interact, express and communicate their ideas. By using language, we can ask other people to do something, exchange our ideas and communicate each other about our plans in the future or experiences. Furthermore, English is an international language and it has important role for communication in the world.

That is one of the reasons that we have to study English more seriously because English language is used in the most part of world. In Indonesia, English as foreign language and the government of Indonesia inserted English language in the school curriculum. Since English as foreign language, it is realized that most Indonesian students generally get some difficulties in teaching learning. The difficulties occur when they lack of knowledge about vocabulary and grammar. Yule (2006: 243) in Fauziati (2015: 147) state that “grammar is the analysis of the structure of phrase and sentence”. However, the structural differences between Indonesian and English could cause students to make some grammatical errors. In other words, the Indonesian students may find difficulties in using the correct structure in English.

Based on the 2006 curriculum (School based Curriculum), the students must master the four language skill, namely: Listening, Speaking, Reading, and Writing skill. Writing is a basic and very important language skill because it is a skill to the learning process and it can improve the student’s academic performances but it cannot be learned in a short time.

One of the reasons in that more people need to learn to write in English for occupational or academic purposes. The students in junior high school enable the students to master some types of text. There are some types of genre text, namely: Recount Text, Report Text, Descriptive Text, Procedure Text, Narrative Text, Spoof Text, etc.

Writing is very important because it gives us ability to express our ideas clearly in written form from which in turn, it will help them write recount text with better. It becomes an available source of information and ideas. They are able to write good and correct sentences focused on punctuation, spelling, capitalization, and grammatically correct sentences in each types of text. L.G Alexander (in Fauziati 2008: 142) states that students' activity is to write out grammar exercise, these activities are disguised as composition writing, those are called guided writing. By using the right grammar someone can express her feeling, ideas, or thoughts clearly. If there are some wrong uses of grammar, sentence will be difficult to comprehend. Writing generally has longer sentences; two or three sentence in a speech may become sentence in writing. The teacher uses several types of text in teaching learning process. One of texts is Recount text. Recount text is a text that tells the reader about one story, action or activity. Recount text is one type of writing that is taught in junior high school. Recount is a text which retells events or experiences in the past. Its purpose is to retell events for the purpose of informing or entertaining. Therefore, it has three parts in text generic structure: orientation, sequence of event, and re-orientation. In addition, the students should apply *the linguistic features* of Recount in their text including *specific participants, circumstance of time and place, first person, additive conjunction, material process, and past tense* (Gerot and Wignell, 1995:194). And then, some of the teacher uses recount text in teaching learning process is to help the students improve their writing skill. Writing is one of language skills in learning English. According to Tiwari (2005: 120) states that writing is a complex process that allows the writer to explore thoughts and ideas and make them visible and concrete.

Actually, writing is a good way to develop English ability, but most of the students still say that it is difficult to express their idea in writing. According to Oshima and Hogue (1991: 5) state that writing always has problems which put students into trouble as shown by errors made in both the organizing of the composition and the language so that the students' writing topic cannot be stated correctly. It is believed that developing writing skills is more complicated than developing other language skills. In order to be able to write well, the students need to be equipped with early and continued writing experiences. Thus, the teacher's task to develop the students' writing skill is more complicated than the other skills. Writing is not easy for the second grade junior high school students. Most students especially the beginners have difficulties in learning English. Most of the students stated that their problem in writing is that they do not have many ideas to write. And it is natural for anyone to make errors. The students still often make error in their sentence, especially in structure and grammar. Writing text is good equipment to measure learner's ability in mastering second language acquisition. According to 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".

Error is a part of learning. According to James (1998:12) in Fauziati (2009: 135), Error tell the teacher what needs to be taught, tell the researcher how learning proceeds, and are a means whereby learners test their hypotheses about the second language" It means that the learners have something developing in their learning process.

Therefore, recount text is a text that tells a story, experience, and other. It use simple past tense or past perfect tense in its phrase since it retells about past event. It might use adverbs of time, for example: when, one day, once upon a time, last holiday, after, before, and other. Based on the combination of linguistics 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 “*we were very tered*” is categorized into morphological error. The word *tered* has wrong spellings because the word *tered* is very influence the content of the sentence. The correct is “tired”. The error happens in the morphological aspect. An analysis of the sentence is wrong used of article; “*I went to Cikarang for an week*” should be written “*I went to Cikarang for a week*”. In the sentence it is found the type of error called omission. The other error happens on the sentence “*I were very fun*”. 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.

Error analysis is the first approach to the study of SLA which includes an internal focus on learners’ creative ability to construct language” (Saville-Troike 2006: 38) in Fauziati (2009: 135). Error analysis has emerged as the consequence of learns 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. According to Corder (1981: 45) state that an error is a systematic mistake that appears consistently, in which learners write way they thought was right. The learners’ performance in the target language was considered an “interlanguage”, having its own grammatical rules and communicative strategies. From these explanations, it can be concluded that learner’s errors should be taken into account as one of the second language problem caused not only by influence of the first language, but also by the complexity of the target language.

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.

The students were confused of how to write a recount text correctly in the end. When they wrote the text, the error occurred in the text organization and the

language features, such as use of past tense form. The error can be influenced by Indonesian language which has different structure from English in written forms by students who do not master the English structure well (Grass and Selinker, 2008: 103). Derived from the phenomena, the researcher fascinates to conduct research about error analysis, mainly an error analysis in writing recount text. The writer chooses to analyze an error analysis because of several reasons. First, error which made by 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 learner on the second grade is not only recognize the different kinds of error but also find the similar kinds of error. Third, recount text is not 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: **AN ERROR ANALYSIS ON WRITING RECOUNT TEXT MADE BY THE EIGHTH GRADE STUDENTS OF SMPN 3 SAWIT BOYOLALI IN 2015/2016 ACADEMIC YEAR.**

B. Limitation of Study

In this research, the writer limits the research on discussion of error analysis in writing recount text, which has been made by the students of eighth grade of SMPN 3 Sawit Boyolali in 2015/2016 Academic Year.

C. Problem Statement

The researcher problem of the research is related to analyze errors in the eighth grade student's writing of a recount text. The problems stated in this research are:

1. What are the types of morphological error?
2. What are the types of syntactical error?
3. What are the types of discourse error?
4. What is the frequency of type of error?
5. What is the source of error?

D. Objective of the Study

Based on the problems of the study, the writer has following objectives as the main target to gain in this research paper. The purposes are:

1. to describe the types of morphological error written by the Eighth grade students of SMP N 3 Sawit Boyolali,
2. to describe the types of syntactical error written by the Eighth grade students of SMP N 3 Sawit Boyolali,
3. to describe the types of discourse error written by the Eighth grade students of SMP N 3 Sawit Boyolali,
4. to describe the frequency of type of error written by the Eighth grade students of SMP N 3 Sawit Boyolali,
5. to explain the source of error written by the Eighth grade students of SMP N 3 Sawit Boyolali.

E. Significance of the Study

By doing this researcher, many significances can be gained. These significances include practical and theoretical significances. The significances of the study are stated as follows:

1. Practical Significance

There are two practical significances:

a. Students of SMP N 3 Sawit Boyolali

The researcher hopes this study gives feedback and evaluations for the students.

b. English Teacher

The researcher hopes this study give input to the teachers to solve the problem in teaching writing recount text. It might be a very good reference for the teachers. The results of the study are expected to provide some benefits for them in their teaching learning process of writing in order to notice whether in which part of writing a text that the students tend to make errors.

2. Theoretical Significance

- a. The researcher hopes that the result of the study can be used as the references for those who conduct a research in errors analysis, especially errors which are found in writing recount text. The results of the study are expected to enrich the literature on English teaching in writing a recount text and provide a beneficial reference for further research on an error analysis on student's writing of a recount text.
- b. The result of the research can be used to learn error analysis, mainly on applied linguistics study.

F. Research Paper Organization

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

Chapter II is review of related literature which covers previous studies, theoretical review that discusses error analysis; notion of error analysis, significance of error, the algorithm for conducting error analysis, error and mistake, classification of error, source of error, English text; notion of English text, type of English text, and recount text.

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

Chapter IV is research finding and discussion, which elaborates to classification of errors based on combination linguistics category and surface strategy taxonomy, the frequency of error, the dominant type of error, source of error, and discussion of findings.

Chapter V is conclusion, pedagogical implication, and suggestion that draws of conclusion, pedagogical implication, suggestion for the English teacher, and for the next researcher.