

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

As an international language, English plays an important role as a means of communication among people in the world for business, science, economy, technology, etc. Realizing the importance of English as spoken and written international communication, the Ministry Education of Indonesia includes English as a compulsory subject to learn in Junior High School up to Senior High School.

In learning English, there are certain skills that students need to learn, namely: listening, speaking, reading and writing. Listening and reading skills that involve receiving messages are regarded as receptive skills. Speaking and writing skills which involve language production are considered to be productive skills.

In Indonesia, English is taught in Junior High School. Although English is not the new thing for Junior High School's students, in fact they still face many difficulties in mastering English because English is not the Indonesia native language.

In learning English, the students found the problem about the first language (L1) and the second language (L2). It indicates that there are the differences between Indonesia grammar and English grammar phonetically and morphologically. Those conditions can cause problem that bring an error as the result of the influences of the student's mother tongue or native language.

The learners who want to use foreign language always fear of making errors and mistakes, especially the learners who wants to increase the ability of writing skill in target language. The learner usually makes error, because error is natural and will occur frequently.

Learning English for Indonesia learners is still difficult for grammatical rules. It is known that the grammar is very important for them when they would get build a writing skill in English, likewise teaching English in SMP N 1 Gatak. One of the skills being taught mostly in SMP N 1 Gatak is writing skill.

In teaching learning process in SMP N 1 Gatak, the first the student indentifications from teacher give explains and example about the narrative text, recount text, descriptive text, report text, etc. The purpose of the research makes the students to understand the texts, to improve their skill in writing and to make students write sentences correctly. In fact, the teacher often finds wrong sentences or error sentences made by the students.

*Error analysis* is described as “a set of procedures for identifying, describing and explaining learners’ errors” (Ellis & Barkhuizen, 2005: 51). It is crucial to point out that Error Analysis is not only about identifying and detecting errors but actually trying to explain why they are made. When investigating second language learners’ material there are several methods that one can use to collect data for the research. According to Ellis & Barkhuizen the best method to investigate second language acquisition is by collecting samples of the learner’s productive English. The written production reveals the learner’s grammatical knowledge and provides evidence of how much the learner really knows which makes essays a perfect sample (2005: 21).

Fauziati (2009: 144) state that errors can be described using different kinds of taxonomy, namely, linguistic category, surface strategy, comparative taxonomy, and communicative effect. From the phenomena above, we can know that there are many errors in writing, especially in report text. By knowing the phenomena, the researcher feel interested in doing a research about error analysis in writing report 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 those errors.

Writing English is not easy skill, especially for the 9<sup>th</sup> grade students of Junior High School. They can't write the sentences well. Error refers to the mistake that occur frequently. This phenomenon happens to 9<sup>th</sup> grade students of SMP N 1 Gatak. They still need knowledge about English even though they have studied English especially in writing sentence correctly. The students still construct English sentences by using Indonesian rules, for example:

\*Dolphins *is* also very friendly toward man.

\*Dila is a *girl* beautiful

\*Dolphins *has* a simple language.

From the example of the first sentence above, the students do not write the necessary elements in their writing construction. This sentence has misselection of *pronoun (Dolphins)*. The correct sentence is "Dolphins *are* also very friendly toward man". In the second sentence, the students disorder the word *girl* and *beautiful*. The correct sentence should be: Dila is a beautiful girl. In the third sentence, the student uses *has* as the verb. Actually the subject "Dolphins" uses *have* as the verb. The correct sentence is "Dolphinshavea simple language".

Error analysis becomes strategies to know about grammatical in writing skill. Especially in writing report text, student had known that word or verb is used to write the sentences to report text.

From the phenomenon above, the writer wants to do a research entitled *An Error Analysis in Writing Report Text Made by Students of 9<sup>th</sup> Grade in SMP N 1 Gatak 2015/2016 Academic Year*.

## **B. Limitation of the Study**

This study is focused on the students of 9<sup>th</sup> grade in SMP N 1 Gatak about writing report text and emphasizes grammar and vocabulary of the error on the levels surface. The data are analyzed by using error analysis theory based on surface taxonomy strategy and linguistic category taxonomy by James (1998).

### **C. Problem Statement**

Based on the background of study, the researcher formulates the problem statement and subsidiary research question as follows:

“What errors are made by students of 9th grade in SMP N 1 Gatak in their writing report text?”

The general question is specified into following subsidiary questions:

1. What types of morphological errors are made by students in writing report text?
2. What types of syntactical errors are made by students in writing report text?
3. What type of discourse errors are made by students in writing report text?
4. What is the frequency of each errors are made by students in writing report text?
5. What are the sources of error made by students of 9<sup>th</sup> grade in SMP Negeri 1 Gatak in their writing report text?

### **D. Objective of the Study**

In general, the study aims to describe the error made by students of 9th grade in SMP N 1 Gatak 2015/2016 academic year. Based on the problem statement, the objectives of the study in this research are, to identify:

1. the types of morphological errors made by students in writing report text,
2. the types of syntactical errors made by students in writing report text,
3. the types of discourse errors made by students in writing report text,
4. the frequency of each error made by students in writing report text,

5. the source of error made by students of 9<sup>th</sup> grade in SMP N 1 Gatak in writing report text.

### **E. Significance of the Study**

The expected significance that could be acquired from this study, are as follows:

#### 1. Theoretical Significance

- a. This research hopefully contributes to the study of Applied Linguistics, especially in the fields of error analysis.
- b. This research can add information to the lecturer about the error analysis, especially in type of error and the source of error.

#### 2. Practical Significance

- a. This research can give the teacher additional information about the error analysis that happen to the student and hopefully it can help the teacher to find the solution in correcting the error.
- b. This research can help the other researcher to get some information about error analysis, especially when they want to conduct the research further about error analysis.

### **F. Research Paper Organization**

In this paper, the researcher constructs the research paper organization into five chapters, as follows:

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 the notion of error analysis, pedagogical purpose of error analysis, the differences between

error and mistake, the classification of error, the source of error, the notion of text, and report 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.