

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is something important and writing is one of four skills in English course. English course has four skills; listening, reading, speaking and writing. Therefore if someone wants to write journals, papers, newspapers, etc, then that person should understand the structure the language well and correctly. Because an article can be read and viewed of many people, so in writing a journal or a scientific article must be thorough without making mistakes. It causes the reader feels confused when reading. So the writer must write well and correctly based on the structure on that language.

Based on Dulay and Krashen (1982: 146-150) writing errors can be classified into four categories. They are, linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect. Linguistic category classifies errors according to either or both the language component and the particular linguistic constituent to the error which gives effects. The language components include: phonology, syntax and morphology, semantic and lexicon. Surface strategy taxonomy highlights the way surface structures are altered. It includes omission, addition, misformation, misordering.

According to James (1998: 104-105) “this type of taxonomy carries out in terms of linguistic categories, in term of where the error is located in the overall system of the TL based on the linguistic item which is affected by the error”. According to Liach (2005: 16) a lexical error is the wrong word use of a lexical item in a particular context in comparison with what a native speaker of similarity characteristics as second language (age, educational level, professional and social status) would have produced in the same circumstances. Lexical errors can also be defined as a breach in a lexical norm of the language, which is normally observed by native speaker.

According to Dulay (1982: 150) state that, a surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.

James (1998: 12) gives Corder's five crucial points of EA, originally published in Corder's seminar paper titled 'The significance of learner's errors': (1) L1 acquisition and L2 learning are parallel process, they are ruled by the same mechanisms, procedures and strategies. Learning L2 is probably facilitated by the knowledge of the L1. (2) Errors reflect the learners' inbuilt syllabus or what they have taken in, but not what the teachers have put into them. So there is a difference between 'input' and 'intake'. (3) Errors show that both learners of L1 and L2 develop an independent language system – a 'transitional competence'. (4) The term 'error' and 'mistake' shouldn't be used interchangeably. (5) Errors are important because they (a) tell the teacher what he or she should teach, (b) are a source of information for the researcher about how the learning proceeds, and (c) allow the learners to test their L2 hypotheses. He also pointed out two explanations with regard to learner errors. Errors made by learners are beneficial to teachers, learners, as well as researchers. For teachers, that errors can be proven through the progress during learning.

The purpose of error analysis is to find "what the learner knows and does not know" and to "ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language" (Corder, 1974: 170). Crystal (1999:108) states that error analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a foreign language.

The researcher wants to do research about students' error in writing recount text. Researcher takes this title because researcher wants to know

students' understanding of writing recount text, sometimes students still have errors in writing recount texts.

Recount text is a text reading that tells the events or experiences in the past. Recount text is usually a story that actually happened in the past, the events that have been experienced. Recount text has an arrangement, namely: (1) Orientation: introduces who, where, and when events occur. (2) Events: recounting events in chronological order. (3) Reorientation: a summary of that events.

Grammatical rules are one of the problems in learning English. The error usually happens in writing skill, students confuse to use the grammar that they have to use, when writing recount text because the text that uses the past tense, action verb, adverb and adverbial phrase, and conjunction.

The researcher chooses recount text because researcher wants to analysis error in writing recount text that was made by tenth grade students of SMK Negeri 1 Banyudono in 2017/2018 academic year. The researcher conducts the research to collect data and to find student's error in writing recount text. The researcher aims to describe the types of error was made by tenth grade students of SMK Negeri 1 Banyudono and explain the sources of error made by tenth grade students of SMK Negeri 1 Banyudono.

B. Scope of the Study

The researcher intends to limit the research on errors in writing recount text that made by tenth grade students of SMK Negeri 1 Banyudono. The datas are taken from spontaneous writing tests. The researcher will analyze data by using James' theory.

C. Problem Statement

The problem statement of this research is focused on:

1. What are the types of error made by tenth grade students of SMK Negeri 1 Banyudono in writing recount text?
2. What are the sources of error made by tenth grade students of SMK Negeri 1 Banyudono in writing recount text?

D. Objective of Study

The objectives of the study are:

1. describing types of error made by tenth grade students of SMK Negeri 1 Banyudono in writing recount text.
2. explaining the sources of error made by tenth grade students of SMK Negeri 1 Banyudono in writing recount text?

E. Significance of the Study

The researcher expected to this research will be useful for the teachers, the students, and also another researcher:

1. Theoretical Significance

This study may support other researcher for analysing error, and the researcher hopes that this research usefully for the next research. And the next researcher can explain more detail about the theory.

2. Practical Significance

a. The teachers

The researcher expects that from this research the teacher will explain more to the students about error in writing recount text.

b. The students

The researcher expects the students can acquire the significance and get more experience in writing recount text.

3. Other Researcher Significance

The researcher hopefully this research can be useful for the next research.

F. Research Paper Organization

This research paper is organized as follows:

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

Chapter II is review of related literature, consisting of previous study, notion of error analysis, error identification, source of error, and procedure of error.

Chapter III is research method, consisting of type of the research, object of research, method of collecting data, data validity, and technique for analyzing data.

Chapter IV is research finding and discussion, consisting of research finding and discussion.

Chapter V is conclusion and suggestion, consisting of conclusion and suggestion.