

CHAPTER I

INTRODUCTION

A. Background of the study

Language is an instrument to convey communication. There are two main types of communication, namely, spoken language and written language. The motivation behind communication is to send a message from speaker to an audience or a written text to the reader. English, as one of the worldwide language, has four aptitudes; listening, speaking, reading and writing. Speaking and writing belong to productive skill, while listening and reading are included receptive skill. As indicated by Alexandre LG in Nawawi, (2011:1) that "All four fundamental skills are listening, speaking, reading, and writing." He additionally said that the most essential basic language skills are speaking and writing.

Among the four abilities, writing is viewed as a standout amongst the most difficult language in light of receptive skill (Feez, 2002: 103). Writing is viewed as an objective of productive skill helping students to express their written idea. The capacity to convey communication through written symbols is crucial to the idea of education so that proficiency and literacy are frequently characterized as the capacity to read and write. Writing likewise encourages communication among people in different viewpoints: business, science and innovation, education and so on. Along these lines, writing is considered as an essential communication instrument and encourage the relationship among individuals. By writing individual can compose his own inventions and thoughts. Along these lines, writing has numerous advantages for people and gatherings

In teaching writing, teachers can center on the result of writing or during the time spent keeping in touch with writing itself. Furthermore, writing requires more effort to create sentences deliberately and arrange them into good structures. A few students have low skill in writing, they additionally discover trouble in vocabulary and grammar. They regularly stall out with blank paper for quite a while to discover inspiration for writing (Feez, 2002: 7). The quantity of theories that help teachers' endeavors to comprehend L2 writing and learning has developed since the EFL/ESL article initially showed up as a distinctive scholarship area in the 1980s (Hyland, 2006: 91).

Teachers as educators need to offer valuable resources to help pre-educators writing and in support of assistance their students create effective and significant writings. The attention can be on the process of composition, text content, or the theoretical solutions of free language structure. Teachers require appropriate teaching methods to empower them to classify their lessons in writings that must be composed by students in their target context, in this way encouraging students to partake viably in the world outside the classroom.

Teachers ought to make motivational climate for students to urge them to figure out how to write and appreciate by giving different types of assignments and exercises that pull in students to feel well motivated. Additionally, it is viewed as their obligation to pick the approach that best suits the needs of the students. Along these lines, the role of teachers in writing instruction is a troublesome undertaking of what they should achieve and offer to students to serve language teaching and learning.

SMK Margoyudan is one of vocational schools in Surakarta. The school is focused in Otomotive field. English teaching is delivered in regulation of the competency standard

implementation. According to Permendiknas No. 22/2006, the Standard of Competence of English at Vocational High School as follows:

“English is an adaptive subject, which aims to equip the learner the ability to communicate in English in the context of communications materials needed for the program skills, both oral and written. Furthermore equip learners the ability to communicate in their daily lives in accordance with the global demands, and equip learners to develop communication to a higher level “.

“Furthermore, the objectives of English in Vocational High School are clarified are namely: (1) Master the basic knowledge and skills to support the achievement of English language competency skills program and (2) Implement mastery of English language skills and the ability to communicate both verbally and in writing at the intermediate level”.

There are several factors affecting the quality of learning English at SMK Margoyudan Surakarta. These are English students pre-existing language skills, ineffective teaching, inadequate textbooks, student attitudes towards English and more. On the basis of pre-observation results, in syntax, for example, the student's writing contains errors in the use of correct verb tense, auxiliary materials, word order, cohesion, linking words, parts of speech such as adverbs/ adjectives, confusions, definite and indefinite articles, the preposition and many other syntax features. Their writing also has lexical problems such as the inability to take and use the right words. At the discourse level, students cannot write coherently and often fail to produce well-connected sentences.

Generally, they cannot write different genres and they have no awareness of the language, vocabulary and style needed to complete the writing task, such as writing an official letter. In organizations, students have difficulty in defining their writing goals and prioritizing their ideas. They do not consider their audience as they write because they do not realize the importance of the impression they make on their readers. They cannot present their compositions with appropriate sentences or share their writing in the introduction, the main

body and the conclusions. They do not know when to use paragraphs and how to separate their ideas into independent units of thought

Writing in English is intended to fill the gap that exist between the capacity to express thoughts, emotions, assessments, and others in Indonesian language and the ability to express similar things of written forms in English. Writing exercise is essentially on vocabulary, punctuation, grammar, content, thought, tone, and style.

Teaching learning English as a foreign language in Indonesia still face a lot of barriers. Mastering second language in exchanging knowledge of second language framework must be controlled exceptionally well. Students require consultant who getting of the best of mastering second language framework. In addition, Fauziati (2000) says that a large portion of learning problems are caused by various components found between the two languages. Subsequently, he will have the capacity to learn the components of the target language which are similar to those with his own more effectively than those which are not found in his native language.

On the other hand, it is difficult for Indonesians to use the correct structure in English. This is largely because students are influenced by their mother tongue on the acquisition of new structure. However, students are still weak in English, especially in their writing skills. They seem to still make mistakes in all aspects of the language. Writing errors such as tenses, prepositions and vocabulary are the most common and frequent types of errors made by learners.

Learners usually face difficulties in learning the grammatical aspects of Target Language (Target), such as in subject-verb agreements, the use of prepositon words, articles and use of correct tense. According to Zhang (2012), "errors can be seen clearly in the written

performance of learners to be faced by students will be weak vocabulary, the use of inappropriate grammar in sentences etc."

In fact, learning a second language system requires a good environment of both teachers and techniques or methods that support the mastery of a second language system. When the teacher does not properly control the second language system, transferring knowledge in second language learning can lead to results errors. Error transferring second language knowledge is one of the few sources of error in student outcomes in learning a second language. Teachers who can analyze and deal effectively with errors will be better able to help their students to become more corrective techniques can provide effective learning and teaching English. In fact, making mistakes is a natural learning process and should be considered a part of learning. As a result, errors must be viewed positively. Therefore, EA is the best tool to explain and explain errors committed by other speakers of the language. By investigating students' written works, this will provide a means to help teachers recognize the importance of mistakes as one of the challenging areas of teaching English

Meanwhile, the teaching of English is also given in SMK Margoyudan Surakarta. When students learn more about English, many errors will appear. They not only replace one tense with another tense shape, but also fail to compose the correct verb form for these tenses. In the same case, the researcher found some mistakes made by the students. They often make their writing. This error is caused by the difference between the language rules used by the student (English) and the target language rules. Although researchers acknowledge that students, in their learning process, usually cannot prevent themselves from mistakes, he still thinks mistakes made by students need remedial work or they will otherwise be mistaken. The student error system is influenced by the mother language system (Indonesian language) to

express the idea. The students uses rules of Indonesian system in English, such as “He is **liked mentimun**” should be written “He liked *mentimun*”.

In this research, the researcher will analyze errors on students’ composition. Dealing with the phenomenon, the researcher is interested in analyzing it into a thesis entitled **“ERROR ANALYSIS ON WRITING STUDENTS’ COMPOSITION: A CASE STUDY AT SMK MARGOYUDAN SURAKARTA”**.

B. Formulation of Problems

Based on the background of the research above, the research problems are formulated as follows:

1. What are the types of lexical errors in students’ composition?
2. What are the types of syntactical errors in students’ composition?
3. What are the types of discourse errors in students’ composition?
4. What are the dominant errors in students’ composition?
5. What are the sources of errors in students’ composition?

C. Objectives of Study

The objectives of this study are:

1. To illustrate the types of lexical errors in students’ composition.
2. To illustrate the types of syntactical errors in students’ composition.
3. To illustrate the types of discourse errors in students’ composition.
4. To illustrate the dominant errors in students’ composition.
5. To illustrate the sources of errors in students’ composition.

D. Benefits of Study

1. For the writer

After completing the study, the researcher expects to get additional information about error analysis especially in students' compositions. It is hoped that the researcher has better understanding of teaching and learning methods, therefore, the researcher can prepare themselves to be more creative in teaching writing

2. For the English Teachers

The result of this study can be used as additional information related to the strengths and weaknesses carried out in teaching writing. Furthermore, by knowing the results of the research, the teacher can maximize to improve teaching and minimize weaknesses for better teaching writing.

3. For the stakeholder of the school

a. Headmaster: It can give a clear portrait of the strengths and weaknesses of teaching learning writing in SMK Margoyudan Surakarta. It will also allow the school to decide on the next policy or appropriate steps in developing the learning process of teachers and students

b. Vice Principle of Curriculum: The result of the study becomes a reference about how well English teaching in the SMK Margoyudan Surakarta. Moreover, it can become a

useful input to construct a further strategy dealing with the teaching English at the school.

- c. School Committee: As a reference for controlling the teaching learning process whether it have held well or not. They should confirm the headmaster about facilities, implementation of curriculum in order the teaching learning process runs appropriately.

E. Key terms

1. Writing

Writing is the production of sentences as an example of usage. As a result, students must have an acceptable level of mastering various aspects of the language such as: graphics system, grammatical structure, and select appropriate vocabulary (mechanism of writing) related to the subject matter

2. Error Analysis

Error Analysis is a set of procedures for identifying, describing and explaining the errors of learners. Error analysis such as process of determining the incidence, nature, cause and consequences of not being successful in the language.

F. Organization of Thesis

This thesis consists of five chapters. Chapter one includes: (a) Background of the Study, (b) Research problem (c) The Objectives of research (d) Benefits of research, and (e) Organization of thesis. Chapter two deals with: (a) Previous studies, and (b) Theoretical Review. Chapter three provides detailed information on the research methodology. Research

sites, participants, research design, and data collection and analysis methods are presented in this chapter. Chapter four provides the findings and discussion of this research. Chapter five highlights the conclusions of the study, pedagogical implications and presents some suggestions for further study and professional development of teachers