

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking and writing are very essential in communication. They cannot be separated because they constitute part of Literacy. In this case, people can explore their emotion, thinking, thoughts to the others in words or written. In globalization, writing skill is much needed, that is for the business people, which want to expand their career in the global trading ground. Meanwhile, based on the syllabus, writing skill is concerned in Senior high school as well as speaking, reading and listening. All skills are very important. Meanwhile, the researcher only focuses on writing, one of the means of communication. Writing is the last skill after listening, speaking and reading.

In writing, the students have more time to get an idea than speaking. Even, they can find a help from dictionary, other sources like books, articles, journals or by asking others more proficient. However, writing permits the students to give their feelings and ideas on paper, to arrange their knowledge and to convey meaning through well-constructed text. It means that by writing students can state or express their emotions, feelings, or ideas. Writing includes encoding of a message of some kind; it means that we translate our thought into language. (Byrne: 1993)

Additionally, students can apply their writing skill after they have graduated from school like writing an article, application letter, advertisement, announcement or others. Different writing will be different purposes. Sometimes writing needs special attentiveness, like writing an article, application letter or journal but sometimes writing can be joyful like writing diary or maybe an advertisement.

Meanwhile, spoken is different from written. Speaking is not so complicated in making or creating sentences, no need to draw more attention to grammar, punctuation, capitalization, or the others. The most important thing is the hearer or listener can understand what the speaker states. The speaker and listener can communicate well. However, sometimes, writing activity is only one focuses on grammar and vocabularies but actually the essence of writing is conveying the message, ideas or arguments so that the reader can understand what the writer states.

However, in writing activity, there are two points should be concerned, that are first, a skill which draws on sub skills and processes such as spelling; vocabulary; punctuation, word usage, and grammar; and the second one is the use of strategies (such as planning, evaluating, and revising text). By concerning the strategies of writing, it may help the students to extend their knowledge of writing.

Many people appreciate the writing quality not only on the content, language and the writer's script but also on the punctuation. However, punctuation probably is the most trivial but according to Hammer (2004) applying punctuation correctly is actually very crucial skill. Whereas, if the punctuation such as capital letters, commas, full stops, sentence and paragraph borders or margins etc. are not applied properly, it can make a negative impression or even so difficult to understand.

In conveying the ideas, it's sure that learners may make errors unconsciously such as vocabulary; word usage, grammar. Error cannot be avoided in learning English, so, it's the English teachers' task to reduce the errors. By observing the students' errors, it may make the teacher know what he or she should need in teaching. After getting the errors created by the students, it's very essential to analyze the errors. According to Endang Fauziati Error analysis (EA) tries to describe learner's interlanguage. Here, interlanguage may occur for the Language learner neither mother tongue nor native language. In Brown's *Principle of Language Learning*, the most noticeable approach in analyzing interlanguage is to study the learners' speech and writing or which is named learner language (Lightbown&Spada;C James 1990). Then, the study of learners' speech and writing is the study of learner's error.

In the phenomenon, there are four skills in learning English that are Listening, Reading, Speaking and Writing. These skills are interconnected. For example, in teaching reading text first, of course students will do the other skills like speaking, listening and writing. To know whether the students understand the text or not, they should convey or retell the text. It's sure, usually, the students need to prepare by writing first before conveying or retelling the text. There still many mistakes too in pronouncing the word sometimes. It needs listening carefully to what the teacher said. That's the phenomenon.

In SMA N 2 Salatiga, writing is one of skills required for the students in learning of student's interest in writing. In this case, there are many students still make mistake and error in writing. For instance, when the student named M. Ammar grade XI IPA wrote the story, 'When

they arrived home after that ball, she discovers necklace that the borrowed is gone.’ In his writing, the researcher finds errors in verb form and be. Here, the students should write ‘discovered’ and ‘had’ in to be ‘is’, because they pointed out the past form. One of the language features of narrative text is using past tense. The error is pointed out by another student, named Putri, in his descriptive sentence. The researcher found inappropriate sentence. She wrote ‘Many other charm of Niagara Falls there are is’: First charm is café of the wind.’ Here the student wrote ‘there are is’ constitutes an error she made. The student should omit ‘is’. Nevertheless, it is not appropriate too if she just omit is, because it will be ‘Many other charm of Niagara Falls there are.... Besides, there is an error in noun ‘charm’. She has to write charms because she wrote ‘many’, so that the noun here should be plural not singular. This sentence is ungrammatically. She has to write ‘There are many other charms of Niagara Falls, among others..... The next error was made by the student, Adha Feby, in her narrative. She wrote ‘One day there live a father who worked as a wood cutter who had a child name Hansel and Gretel. Here, the verb ‘live’ should be in the past form, lived. Then the relative pronoun ‘who had’ is not appropriate too. The student should omit who had because she has used relative pronoun before namely ‘who worked’. Lastly, an article ‘a’ in a child, the student should omit it and the word child should be addicted to be children because it plural (Hansel and Gretel) not singular.

The phenomenon, in the researcher’s school, most of the students still have many difficulties in writing, such as understanding in grammar, mastering vocabularies, choice of word etc. They felt so difficult to convey their feeling, thought or ideas in written. In reality, actually it’s not only in writing but also in speaking too. They do not have an enough bravery or confidence to speak or to express their idea. Meanwhile, the researcher prefers to observe the error in their writing. The researcher is more interested in analyzing the error in the students’ writing.

Based on that phenomenon, the researcher intends to conduct this research. She wants to understand more deeply and try to help the students to solve their problems relate to their writing specifically and the other skills in learning English such as speaking, reading and listening generally.

B. Limitation of the Study

There are many text types the students learn in this grade, like narrative, descriptive, analytical exposition, and hortatory exposition. In addition, in this learning, there are four language skills which should be practiced such as listening, reading, speaking and writing. Here, the researcher focuses on students writing ability of analytical exposition because in creating this text the students should explore their critical thinking. They should give arguments based on the topic. Of course, it is not so simple and easy for them.

In this research, the researcher limits on analyzing the error of the student's writing of analytical exposition. As the researcher knows that writing is so difficult to do for the learners to get an idea or thought, of course it needs knowledge of this skill. Additionally, there are many objects should be concern such as grammar, punctuation, vocabulary or choice of word.

Besides, the researcher only takes two classes in analyzing students' errors in writing analytical exposition that are grade XI IPA 2 and IPA 4.

C. Problem Statement

Based on the phenomenon, the problems in this study are:

1. What are the errors of social function, generic structure and language features found in the students' writing of analytical exposition?
2. What are the problems faced by the students in writing analytical exposition?

D. Objectives of the Study

The objectives of the study are

1. to identify the types of the errors of social, generic structure and language features found in the students' writing of analytical exposition, and
2. to explain the problems faced by the students in writing analytical exposition

E. The Benefits of the Study

The researcher assumed that this research has some crucial benefits in the study of error analysis of students' writing of analytical exposition. This research gives two essential benefits that are theoretical and practical benefits.

1. Theoretical Benefit

Expectantly, the findings of this study can make available the great impact to advance in English learning process. It distributes data and analysis of erroneous sentence in written construction

2. Practical Benefits

In this research, hopefully there are three important practical benefits such as:

1. For the other researchers, this research probably can be helpful for recovering their orientation in accomplishing the similar research.
2. It hopefully may be luxurious for the teacher to get better their English teaching learning process especially writing skill and the other skills generally such as listening, reading, and speaking generally.
3. By learning the theory which appears in writing, for the students, it hopefully may give the understanding of how to create a good sentence, arranging or constructing the sentences to be a good written text.