AN ERROR ANALYSIS ON RECOUNT TEXTS WRITTEN
BY THE STUDENTS OF SMP NEGERI 6 MADIUN

RESEARCH PAPER

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CHAPTER I

INTRODUTION

A. Background of the Study

Teaching English in Indonesia is focused on the ability of student's communication. The abilities are reading, listening, writing, and speaking. In the implementation of teaching, the teacher needs a curriculum. A Curriculum is a set of plan and rule about aim, content, learning material and also the way used such as orientation of activity learning conduct to get an aim of education. In 2004, the government implemented the Competence-based Curriculum (*KBK*). *KBK* has a function to support the success in the course competence by student (Depdiknas, 2005: 679). In development, this curriculum has changed to become Curriculum Degree of Unit Education or known as KTSP that is operational curriculum for every unit of education. The meaning of KTSP has been written in *the Government Regulation of Indonesia Republic*, Number. 19 Year 2005 *about the Standard of National Education* section 1 verse 15:

> *"Curriculum Degree of Unit Education are the curriculum operational that structured and did by every unites of education"*

The implementation of teaching is stated as a process culture and inventiveness of students done anytime. *The Government Regulation of Indonesia Republic* explained on Number. 19 Year 2005 *about the Standard of National Education,* the purpose of teaching is stated as follows:

> " *The good of state education pointed to potential development of learners; so as to be human are faithful man and god-fearing, good thinking, health, learned, capable, creative, owner, and to be civilian that democratic and responsible for the state.*"

In the process of teaching, the teacher gives the good example and can build the interest in the learning process. Teaching has a function to make the people have power of spiritually, good character, smartly, and esthetically.

The teaching of English for junior school in Indonesia is intended to develop students' communicative competence. To get communicative competence, students must master and understand four skills in language learning, namely: reading, listening, speaking, and writing. In junior high school, writing is more emphasized. In this level students learn how to make a handwritten. Writing is the last level that should be learned because writing constitutes a difficult skill. So, in teaching writing, teacher needs process, teaching method and extra attention. The form of writing is text or essay. The purpose of teaching writing is producing a text. Pardiyono (2007: 1) stated that text is a context language in use. The kinds of productive texts learned in junior schools are descriptive, recount, narrative, and report.

In this research, the writer did research in SMP Negeri 6 Madiun. The researcher chooses this school because this school is favorite and using learning competence. This school uses KTSP as a curriculum. Based on the researcher's observation, teaching English in this school has a function to introduce foreign language as a second language to communicate. In teaching writing, teacher uses Genre based Approach. Genre based Approach is the teaching and learning that focuses on the understanding and producing of selecting genre of text (Rodgers, 2001). This sequence of activities typically occurs in four stages: "prewriting, composing/drafting, revising, and editing" (Badger& White, 2000: p. 154). In

teaching a recount text, the teacher uses this step to make students understand how to make recount text as well. Those steps are prewriting, drafting, revising, and editing.

In teaching writing, the productivity functions to makes student able to write and use their writing in communication. There are some kinds of texts, namely: descriptive, narrative, procedure, report, spoof, argument, cause-effect, information report, exposition, and etc recount. The researcher used recount as research material. Recount or spoof contains the chronology of the occurrence or activity done in last time (Pardiyono, 2007:164). Recount text can be formed to reconstruct, to record events or activities for the purpose of informing). The formed sentence in recount is past tense. The text elements of recount are orientation, record of event, and re-orientation.

Based on the observation of the researcher, it can be concluded that teaching English in SMPN 6 Madiun especially teaching recount text is good and attractive. Students understood recount text. But their skills are still less in grammar, structure, vocabulary, punctuation, and pronunciation. So, when they are asked to make recount text, there are many difficult and incorrect results of grammar, structure, and vocabulary. These are examples of errors made by students:

1. *The we was across Suramadu Bridge.*

2. *We was saw Madura Island.*

3. *Because Java is coolnes than Madura.*

4. *We very happy although still inside traveller.*

5. *Purpose* we *leave go to* Ciputra Waterpark.

Based on the description of student's errors in writing, it proves that the students are less in writing skill. So, they should have strong foundation for their writing skill before entering a higher level of education.

Based on the background above, the writer is giving title of this research as *"AN ERROR ANALYSIS ON RECOUNT TEXTS WRITTEN BY THE STUDENTS OF SMP NEGERI 6 MADIUN"*. The main reason of choosing this title is that writing is a part of language skills that is the most difficult in language use.

B. Problem of the Study

Based on background of the study, the researcher has problems following:

1. What are the types of errors made by students of SMP Negeri 6 Madiun in writing recount text?

2. What are the total number and the frequency of each type of errors?

3. What might have been the causes of source of those errors?

4. What is the pedagogical implication of this study?

C. Limitation of the Study

The limitation of the study has a function to limit this research. In this research, the researcher tries to limit two elements, namely the subject and object of the research.

1. The Subject is the second year students of SMP Negeri 6 Madiun. The researcher had choosen two classes, namely: class A and class B as the subject observation.

2. The Object is the sentence errors in recount texts written by students of SMP Negeri 6 Madiun.

D. Objective of the Study

In line with the research questions proposed in the previous section, the objectives of this research can be depicted as follows:

1. To find out the types of errors made by second year's students in SMP Negeri 6 Madiun.

2. To clarify the causes of error.

E. Benefit of the Study

1. Practical benefit

   a. The result of this research could give information about errors faced by students.

   b. The result of this research could give information and the evaluation for the students, so they will try to avoid the same errors next time.

   c. The result of this research could give aid for teacher in teaching second language as a foreign language, especially in writing recount text.

   d. The result of this research could give both students and teacher in choosing the textbook as support the material learning, especially in learning recount text.

2. Theoretical benefit

   a. The elaboration of this research could be used by other researchers to conduct a study of the same topic but in the different perspective.

b. The elaboration of this research could be used by other researcher to conduct further analysis dealing with an error in writing recount text.

F. Research Paper Organization

The writer constructs the paper organization in order to make the reader understand the content of the paper as follows:

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

Chapter II is the review of related literature. It is consist of previous of the study and theoretical review that is closely related to the topic, which includes concept of mistakes and error, error analysis that consists of notion of error analysis, significant of error, classification of errors, sources of error, and the written text especially recount text.

Chapter III is the research method. It consists of the type of research, subject and object of the study, data and source of data, method of collecting data, and method of analyzing data.

Chapter IV is the result of error analysis of recount texts written by students of SMP Negeri 6 Madiun in 2009/2010 Academic Year.

Chapter V is the last chapter; it consists of conclusion and suggestions.