

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the research, statements of the problem, purposes of the research, significances of the research, scope and limitation, definition of key terms and organization of the research.

1.1 Background of the Research

Human is social creature. They cannot live alone; they need others in their lives. Human needs communication with other to support their life. When human communicate, they require media to transfer their mind to others. Language is an essential medium for human to communicate everything that exists in their minds. Brown (2000: 4) states “language as a system of conventionalized vocal written or gestural symbols to communicate with one another”. Based on definition quote above, it tells us that the form of language is basically verbal or nonverbal and also language has a social function as media to express everything in their minds is related to real life situation and experiences.

The language that we learn first is called first language. In Marina’s view, “the first language is mother tongue, native language or simply the language has been acquired first” (2005: 11). This language is used to communicate the people in a country where they are living.

In globalization era, people learn more than one language besides their native language. The other language that we are learning is called second language. In Indonesia learning English has been started from elementary school level to the university. There

are four skills as compulsory subject for students, namely, listening, speaking, reading and writing.

However, there are many students face difficulties and usually made error in learning the second language. Basically, there are different structures between Indonesia language and English, especially in writing subject. It might be some errors when the students write. According to Dulay, Burt and Krashen, “errors are the flawed side of learner speech and writing” (1982, 138). Furthermore, Maria (2000: 170) explained “The error has been defined as a deviation from the norm of the target language and a distinction has been made between errors and mistakes”. The error is what takes place when the deviation arises as a result of lack of knowledge whereas the mistake comes up when learners fail perform their competence. It means that errors occur because the limitation of human in comprehending the target language.

In writing skills, the students not only have to be able to write their ideas but also they have to know grammar skills and how to put sentence correctly. According Hadfield (2009: 18), “grammar is a description of the language system that show us how we order words, combine and change the form of word to change their meaning”. It means that grammar is one of most important part when we learn English. When we are speaking or writing, we require not only good vocabulary but also correct grammar. Since correct grammar help people to understand what we say or write.

There are many kinds of grammar that cannot be ignored. One of grammar skills is time signal. There are time signals in grammar, namely, present, past, and future.

According Azar (1992: 11), “simple present express a situation was true in the past is true in the present and will be true in the future”.

In Azar views (1992: 24), “past tenses express an activity or situation that began and ended at a particular time in the past”. According Azar (1992: 44), “future is situation will happen in the future”.

Many students confuse when they must use those time signals. Because in Indonesian language, there are no verb changes that effect the language. As in recount text, past tenses are very important to describe time in the past. Because recount text is a story about experience or something that happened in the past time. Zaida says, “a recount text retells past events or experiences in order they happened” (2009: 61). Based on that observation, the writer decide to make a research to find out the common error made by the eighth grade student of SMP Proklamasi Balong Bendo in written recount text.

1.2 Statements of the Problem

Based on the background of the research above, the problem can be identified as follows:

- 1.2.1 What are the types of error made by students of eighth grade of SMP Proklamasi Balong Bendo in recount text?
- 1.2.2 What are the dominant errors made by students of eighth grade of SMP Proklamasi Balong Bendo in recount text?

1.3 Purposes of the Research

Based on the statement of the problem above, the purposes of this research is:

- 1.3.1 To find out the types of error made by students of eighth grade of SMP Proklamasi Balong Bendo in recount text.

1.3.2 To identify the dominant errors made by students of eighth grade of SMP Proklamasi Balong Bendo in recount text.

1.4 Significances of the Research

In the significances of this research, the result of this research hopefully can be useful for English teacher, students and the future researchers.

1.4.1 For the Teacher

The teacher can anticipate students' error of recount text by giving more explanation dealing with the dominant errors. Then, the teacher can anticipate when they teach the same cases of the sentences pattern for eighth grade students of Junior High School..

1.4.2 For the Researcher.

This research can be other reference related to the theory of errors, especially error analysis of omission, addition, misinformation, and misordering.

1.4.3 For the Students

The students can realize their mistake after they have been given an explanation of written recount text. The answers would be discussed together with the students so that they would not make the same mistakes.

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1.5 Scope and Limitation

The scope of this research is on the theories and practices of error analysis of recount text based on surface strategy taxonomy proposed by Dulay, Burt and Krashen

which is omission, addition, misformation and misordering of errors. The research is limited to the student of eighth graders SMP Proklamasi Balong Bendo.

1.6 Definition of Key Terms

In this process of the writing, definition that related with title “An Error Analysis of Recount Text Made by Students of Eighth Grade of SMP Proklamasi Balong Bendo” will be given:

1.6.1 Error

Corder predicted errors as the result of persistence of existing mother tongue habits in the new language (1982: 10). Whereas Ellis (1997: 17) says that errors reflected as gaps in a learner’s knowledge. In addition, errors occur because the learner does not know what is correct. From the definitions quoted above, it can be concluded, error is the deviation from grammar of the target language and the influence of mother tongue.

1.6.2 Writing

Richard says writing is a complex activity that draws on the imagination, feelings, state of mind, mood with the medium, context and other factors (2005: 43). In Hadfield’s view, writing is an activity that involves more than putting sentences together in language that is grammatically correct (2009: 117). Based on definitions quoted above, this paper combines to make more general ones. So writing is a complex activity that the writers have to be able to share or write their ideas, feeling or inspiration in a good arrangement.

1.6.3 Recount

Pardiyono in Laili Nur Rochmatin (2011: 16), recount text is a kind of genre text which tells the sequence of events in the past, for example the personal experience. Similarly in oxford dictionaries, recount text is a kind of text to tell someone about something. From definition quoted above it can be concluded that recount text is to retell some events that happened in the past.

1.7 Organization of the Research

This research consist of five chapters, chapter one is introduction, which includes background of the research, statements of the problems, purposes of the research, definition of the key terms, scope and limitation and organization of the research. The second chapter is the review of related literature, which discusses (1) writing; the definition of writing, writing process. (2) error analysis, types of error,(3) simple past, the use of simple past tense, (4) recount text; generic structure, social function. The third discusses the research design, which consists of subject, source of data and data, research instrument, data collection technique, and data analysis procedures. The fourth chapter is the data analysis, which discusses the result of recount text made by students. The fifth chapter presents the conclusion and the suggestion.