



Hak Cipta Diindungi Undang-Undang

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CHAPTER I

INTRODUCTION

A. Background of the Problem

As a productive skill, writing is not like speaking skill nor other receptive skills. Writing is the most difficult skill in English because it needs a lot of vocabularies in composing paragraphs, but also grammatical correctness not only in order to be comprehensible besides other writing's rules. According to Melgis (2012), Writing is an activity of exploring the writer's thought to arrange the ideas into words which are communicated in meaningful way (p.1). Another opinion comes from Nunan (2003) said that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader (P. 38). So by writing, students can develop and express their ideas, feeling and thoughts.

Writing needs good knowledge and hard thinking when the studentns produce words, sentences, paragraph at the same time with good English grammar. English grammar is more complicated than Indonesian grammar. Some errors are made when the students do not understand well about English grammar. Many of the students commonly make grammar error in their learning especially in writing. Writing English for Indonesia students has different structure. Because of that many students can produce error in their writing. Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid.

Errors in language learning are sometimes natural and tend to occur frequently. According to Dulay et al (1982), errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance (p.138). It means that error in learning new language is related to the learners' competence. Richard et. Al. (1985) state that the errors analysis is the study of error made by the second and foreign language learners. (p.96). So, error analysis in writing recount paragraphs is that students make error because they have lack of understanding about target language, it will lead to the factor that students make mistake and error.

There are several genres in the teaching writing, namely; recount, descriptive, narrative, spoof, report, and many others. Cogan (as cited in Sari 2013) confirms, "Recount text is written to retell events with the aim of either to inform or entertain their readers" (p.75). Recount text is telling past event or experience, it used past tense. It is similar to the narrative that uses past tense too, but recount text and narrative are different. Recount text tells about past event or stories proved, and narrative tells about story in the past but not proved yet. In recount text, the students should know about social function, generic structure and language feature in recount text. Anderson and Anderson (2003) assert, "The students should be aware in using the schematic structure of recount text including orientation, record of events, and reorientation" (p.50). The meaning of this sentence is students should know that the generic structure of recount text consists of orientation, events, and reorientation.

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There are some errors made by the students' in writing recount paragraphs based on the students works:

1. Student make errors in omission in writing recount paragraphs.

Example:

Incorrect : Conditions are **prety** well maintained zoo.

Correct : Conditions are **pretty** well-maintained zoo.

2. Students make errors in addition in writing recount paragraphs.

Example:

Incorrect : She doesn't **knows**.

Correct : She doesn't **know**.

3. Students make errors in misinformation in writing recount paragraphs.

Example:

Incorrect : Kubang raya zoo has a area very **wide**.

Correct : Kubang raya zoo has a very **large** area.

4. Students make errors in misordering in writing recount paragraphs.

Example:

Incorrect : Kubang raya zoo has a **area very wide**.

Correct : Kubang raya zoo has a **very large area**.

The four examples above are students' errors in writing recount paragraphs and they deviate of the rule of language system, students find some difficulties and influence their perception.

State Junior High School 5 Kampar Kiri Hilir, which is located on Nangka street, SP 4 pir, as a formal education institution, this school also

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provides English subject especially writing skill. At this school, based on the School Based Curriculum (SBC) of junior high school, writing aims at expressing a simple personal or interpersonal feeling in recount, narrative, procedure, descriptive, and report in daily days in written form. In this school, English is taught three times a week for two hours in each meeting and each hour consists of 40 minutes.

Based on the interview with English teacher of State Junior High 5 Kampar Kiri Hilir, it was found that students have problem in English skill especially in writing. Students have studied English and been taught writing recount paragraphs by English teacher, but in fact, students are still difficult to write and make errors in writing paragraphs, they cannot use correct grammatical order in writing recount paragraphs and their writing ability is still far from curriculum expectation. It is seen in the following problems:

- a. Some of students have studied about tenses but they still made errors in writing recount paragraph.
- b. Some of students are not able to use grammar deeply in writing recount paragraph.
- c. Some of the students are not able to use past tense in writing recount paragraph.
- d. Some of the students are not able to use appropriate words in writing recount paragraphs.
- e. Some of the students are not able to use singular and plural in writing recount paragraph.

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Based on the problems above, the researcher applied surface strategy taxonomy. According to Dulay et.al (1982), surface strategy taxonomy highlights the ways surface structures will be altered: learners may omit necessary items or add unnecessary ones, they may misform items or misorder items. Analyzing errors from surface strategy taxonomy perspective holds much promise for researcher concerned with identifying cognitive processes that underlie the student's reconstruction of the new language. (p.150). There are four types of errors based on surface strategy taxonomy. They are:

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs. Language learners omit grammatical morphemes much more frequently than content words (p.154).

2) Addition

Addition errors are the presence of an item which must not appear in a well-formed utterance (p.156). There are three types of addition errors, namely: double marking, regularization, and simple addition.

First, Double marking is subtype of the addition error.

Second, Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is

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erroneously added to exceptional items of the given class that do not take a marker.

Last Simple addition, if an addition error is neither a double marking nor a regulation, it is called a simple addition. No particular features characterize simple addition other those that characterize all addition errors, the use of an item which should not appear in a well-formed utterance.

3) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors, the learner supplies something, although it is incorrect(p.158). There are three types of misformation errors, they are regularization errors, archi-forms, and alternating forms.

4) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance (p.162).

Consequently, related to the phenomenon above, the researcher is interested in analyzing students' errors in writing recount paragraphs by conducting a research entitled: **AN ANALYSIS OF STUDENTS' ERRORS IN WRITING RECOUNT PARAGRAPH AT EIGHTH GRADE OF STATE JUNIOR HIGH N 5 SUNGAI PAGAR.**

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B. Problem

1. Identification of the Problem

Based on the background of the problem, the problems are identified into the following identifications:

- a. What made some of students who have studied about tenses still made errors in writing recount paragraph.
- b. What made some of students not able to use grammar deeply.
- c. What made some of the students not able to use past tense in writing recount paragraph.
- d. What made some of the students not understand to use appropriate words in writing recount paragraphs.
- e. What made some of the students not able to use singular and plural in writing recount paragraph.

2. Limitation of the Problem

Based on the identification above, to make this research clear the researcher needs to limits the problem on students' errors in writing recount paragraphs based on types of errors Dulay Theory (omission. Addition, misordering, and misformation), at eighth grade of State Junior High 5 Kampar Kiri Hilir.

3. Formulation of the Problem

This research can be formulated in the following research questions:

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- a. What types of errors do the eighth grade students make in writing recount paragraphs of State Junior High 5 Kampar Kiri Hilir?
- b. What factors that cause the eighth grade students' errors in writing recount paragraphs of State Junior High School 5 Kampar Kiri Hilir?

C. Objective and Significant of the Research

1. Objective of the Research

- a. To find out which types of errors do the eighth grade students made in writing recount paragraphs of State Junior High School 5 Kampar Kiri Hilir.
- c. To find out factors that cause the eighth grade students' errors in writing recount paragraphs of State Junior High School 5 Kampar Kiri Hilir

2. Significant of the Research

- a. Hopefully, the findings of this research are able to benefit the researcher as a novice researcher in learning how to conduct a research.
- b. The findings of this research are expected to be valuable and useful for both teachers of English and students of State Junior High School 5 Kampar Kiri Hilir.
- c. To provide the teachers of English with the empirical evidence about the errors made by the students that should be immediately overcome.

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D. Reasons for Choosing the Title

There are some reasons why the researcher is interested in conducting this research as follows:

- a. The title of this research is relevant with the researcher's status as an English Education Department student.
- b. The location of this research supports and facilitates the researcher in carrying out the research.

E. Definition of the Terms

There are many terms which are involved in this research. In order to avoid misunderstanding to the terms used in this research, the following terms are necessarily defined as follows:

1. Error Analysis

Everyone when they are learning about new language is naturally the process that involves the making error. According to Brown (2007), the fact that learners do makes errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors called error analysis (p.259). Moreover, he states that error analysis is the process of observing, analyzing, and classifying the deviation of the rules of the second language and then to reveal something of the system operating within the learners. Then, Corder (1981: 14) states error analysis has to do with investigation of the language of the second language learner. While,

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according to Dulay et,al, the error analysis can be characterized as an attempt to account for learner' errors.

2. Writing Recount Paragraph

According to Jack Richard (2010), Paragraph is a unit of organization of written language in many languages, which serves to indicate how the main ideas in a written text are grouped (p.418). The term of this research is recount paragraph. Bachtiar et al (2005) said that recount paragraph is focused on a sequence of events, all of which relate to a particular person. The recount generally begins with an orientation, series of events, and reorientation (p. 227). Recount is used to retell past events for the purpose of informing or entertaining to the readers. So, writing recount paragraph in this research is the ability of students in writing that tells about the event that they proved in English written form.