

1. INTRODUCTION

This research was intended to analyze the students' errors in spoof text writing based on Surface Strategy Taxonomy and Communicative effect taxonomy. This chapter includes the background of the problem, the formulation of problem, the objectives of the research, the uses of the research, the scope of the research, and the definition of terms.

1.1 Background of the Problem

In Indonesia, English is a foreign language which is formally taught at schools from elementary to university level. There are four language skill to be mastered, i.e. speaking, listening, reading, and writing. Writing is one of the skill that has been taught to SMU students as the implication of the goal of KTSP curriculum. By writing the students are expected to be able to express their idea and their feelings. In fact, the students' still have difficulties in expressing their ideas, feelings and interest in, especially in written form. This fact is in line with Badudu (1985: 7) who states that even though students have learnt English in years, they still find difficulties to express their ideas in proper words or sentences. Similar to Badudu's statement, Zamel in Kenedi (1997:2) who points out that the difficulties of foreign language learners in writing is that students know or have ideas of

what they are going to write or express, but they do not know how to do it. This can be caused by the students' lack of vocabulary and the differences of grammar.

Learning English includes learning language skills and language components. Language skills include listening, speaking, reading, and writing. While language components include grammar, vocabulary, idiom, punctuation, pronunciation, spelling, etc. In fact language skills and language components have correlation. For instance: speaking and listening have correlation with pronunciation and spelling, meanwhile reading has correlation with vocabulary, and writing has correlation with grammar. Thus, English is taught intensively in order that the students comprehend the four skills and the components as integrated skills.

Grammar is one of the aspect that should be mastered in order to be able make a good writing, although writing in foreign language is not always as easy as writing in our own language since there are some different rules in the writing systems and these differences often lead to errors. This study primarily deals with the students' English grammar mastery, specifically in writing. In fact in Indonesian language there is no grammar like in English, for instance; in Indonesian language “*Saya makan bakso setiap hari*”, and “*Saya makan bakso kemaren*”, the word *makan* in Indonesia does not change in different time. In English “*I eat bakso everyday*” and “*I ate bakso yesterday*”. In English there is change in the word *eat* if it is used in different time.

Setiadi (2003: 22) points out that English tends to be very difficult to be learned by Indonesian learners because the Indonesian language has no tenses that are similar to the tenses of English.

Writing is the productive skill in language learning process; it comes after listening, speaking and reading. It is believed that writing is the most complicated activity. In this skill, the students must integrate their previous knowledge in order to create a good composition. Their previous existing knowledge which is acquired through listening, speaking and reading should support their writing process. The students have to master the vocabulary and structure first before being able to compose. Meyers (2005:2) states that writing skill requires the skill of organizing ideas, putting the right vocabularies and using grammar as the structure of the composition.

The student of the second year must be able to make a simple paragraph in form of short functional text, like spoof text. Spoof text is one of the short functional text that is studied in junior high school and senior high school. This text tells about the funny story that happened in the past time. Writing and spoof text have relationship, therefore writing is skill that should be mastered by the students and spoof text is one of the functional text that can support students' writing ability. It is in line with one of the goals of KTSP curriculum. There are some grammatical aspects used in spoof text, e.g., action verb, connectives, adverbial phrases of time and place, and simple past tense.

In this research the writer analyzed the students' errors by using surface strategy taxonomy and communicative effect taxonomy. Dullay et al, (1982: 150) states that surface strategy highlights the ways surface structure are altered: the learners may omit necessary items or add unnecessary ones: they misform items or misorder tem. Therefore, error types based on surface strategy taxonomy are omission, addition, misformation, and misordering. While communicative effect taxonomy focuses on distinguishing between errors that seems to cause miscommunication and those that do not. It classifies into two categories: global error and local error. Based on explanation above the writer would like to analyze the errors made by the students in their writing. She would empasize her research on the use of tenses in spoof text. For example:

At that time was historic lesson, I still In first class in Junior High School. In my class there were 36 students. **1. I had a funny friend but sometimes he looks so unusual.** His name is Bayu.

In the middle of lesson my teacher **2. Mr. Masino gift us an exercise and we tried to do it by ourselves.** Sometimes I discussed the excercise with my classmate near me, but she was not Bayu, absolutly I thought that we spent five minutes to do it

3. Then Mr. Marsino asked us to come in front of class to answered the excercise. 4. With bravely and confidently Bayu came in front of class. He wrote the answer , after that he tried to go back, **5. but he not realized that he still in the higher floor. 6. Suddently he slipped and was rolling down in front of class with his giant body,** he looked so funny when he was rolling down. Every students in the class laughed Mr. Marsino laugh too.

Until now, i still remember with his accident.

The example above are the errors that do by the students, they have difficulties in making simple paragraph correctly. They are still confused in using or changing of verb form 1 into verb form 2 and verb form 3, using to invinitive, using sentence connector. We can see in example 1. The student should use sentence connector that appropriate with the sentence, the student should changed the sentence connector " but" into " and", the sentence connector "and" more

appropriate than “but”. Since the sentence used simple past tense verb “ looks” should be changed into “ looked”. The correct sentence is “ I had a funny friend and sometimes he looked so unusual”. The second example happens because the students use regular mark, they always use regular marker in place of irregular one. The correct sencece is “ 2. Mr. Masino gave us an exercise and we tried to do it by ourselves. The third example happens when the student used to invinitive they did not omit morphem _ed. The correct sntence is “3. Then Mr marsino asked us to come in front of class to answer the excercise”.The fourth example happens because the students add word” with” before Adv. The correct sentencece is” bravely and confidently Bayu came in front of class. The five example happens when the students ommit “ did” before word “not” in past tense. The correct sentence is” 5. but he did not realized that he still in the higher floor. The second example happens because the students are used to use regular mark, they always use regular marker in place of irregular one. The correct sencece is” 6. Suddently he slept and was rolling down in front of class with his giant body”.

Based on the background and example above, the writer wants to entitle the research: Analyzing the Students’ Grammatical Errors in Spoof Text Writing by the Second Year Students of SMAN 1 Labuhan Ratu Lampung Timur.

1.2 Formulation of the Problems

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

1. What types of grammatical errors are made by the students in spoof text writing based on surface strategy taxonomy and communicative effect taxonomy?
2. What are the frequency and the percentage of grammatical errors in spoof text writing based on surface strategy taxonomy and communicative effect taxonomy?.

1.3 Objectives of the Research

The objective of this research is to classify the students' types of grammatical errors in spoof text writing based on surface strategy taxonomy and communicative effect taxonomy by knowing the types of errors, frequency, and percentage.

1.4 Use of the Research

The result of this research can be used:

- a. Practically, the teachers can pinpoint the students' errors and minimize the students' errors, and the students can minimize their weaknesses in order to make their English better.
- b. Theoretically, as a contribution for the present and the future of Error Analysis, in terms of surface strategy taxonomy and communiative effect taxonomy.

1.5 Scope of the Research

This descriptive research was focused on students' grammatical errors in their spoof text writing based on surface strategy taxonomy and communicative effect taxonomy. In this research the writer considered all the deviations made by the students as errors. In this research the writer did not differentiate between error and mistake.

The students are asked to make spoof text based on the guiding questions that the researcher prepared. It was conducted to find out the students' grammatical errors in writing spoof text. Interater was used to score students' writing. The raters were the researcher and the English teacher of the class.

1.6 Definition of the Terms

In order to give consistent idea in this research, there are some terms that were used in this study, which are defined here:

Error

Error is the flawed side of learner speech or writing, and they deviate from some selected norm of mature language performance.

Grammatical error

Grammatical error is any deviation from a selected norm of language performance, no matter what the causes or characteristics are, the deviation might be consideration as an error. As the writer's purpose on this research is to analyze

students' grammatical errors in spoof text writing, the grammatical errors is defined as any errors appear in the students' spoof text writing

Error analysis

Error analysis is a technique of analyzing, classifying and describing the Noticeable errors made by the students in writing product of spoof text. The Analysis is undertaken by a) Identification of the errors, b) Classification the errors

Into categories based on surface strategy taxonomy and communicative effect taxonomy.

Text

Text is a unit of language use. A text is grammatical unit that is larger than ssentences but it is related to sentences in the same way that a sentence related to clause, and clause to group words and group words to letters.

Writing

Writing is a process of expressing ideas, feelings and thought through written forms by arranging words, sentences and paragraph, and reinforcing the use of structure and vocabulary that have been learned.

Spoof text

Spoof text is the text that shares a story of what happened in the past. Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending.