I. INTRODUCTION

This chapter deals with background of the problem, problem of the research, objective of the research, uses of the research, scope of the research and definition of terms. Here are classified as follows.

1.1 Background of the Problem

To learn English, every student requires having ability both in spoken and written forms. It is the reason that four language skills which are listening, speaking, reading, and writing are included in English curriculum in Indonesia. Those four skills cover the two aspects: spoken and written. In speaking, it is known that human beings can express their opinions directly and orally. Meanwhile, in written, the problems and idea are delivered indirectly. Ideally, the students have to master each skill of English to gain English as the target language they learn. It is true that English is a means of communication. So, speaking is underlined as the main purpose in acquiring English. But in formal needs like making official letter, creating short stories, novels, magazines, opinions, books, reporting a research or literary works, applying for a scholarship or job and et cetera, writing becomes the way to communicate indirectly instead of speaking.

Writing is one of the skills that should be studied in learning a language. In the case of learning English, writing plays an important role to develop the mastery of the system of the English language. Through writing, a person can develop his mastery on structure, vocabulary and others. Besides, writing is an alternative way to present ideas, opinions, reports, or anything else.

There have been several definitions related to errors. Dulay, Burt and Krashen (1982) defined errors as the flawed side of learner's speech or writing, which deviates from some selected norms of mature language performance. Brown (2000) made a distinction between mistakes and errors. Student errors are an inevitable part of their learning process and need to be treated as a teachable moment. There are many causes of errors including interlingual errors from the native language, intralingual errors within the target language, the sociolinguistic context of communication, psycholinguistic or cognitive strategies, and affective variables also made a distinction between mistakes and errors. A mistake indicates a failure to utilize a known system correctly whereas an error reflects the competence of the learner.

Error reflects the competence of the learner. It deviates from what is regarded as the norm. The problem, however, is that sometimes there is not firm agreement on what the norm is. It is known that languages have different varieties or dialect with rules that differ from the standard. Additionally, native speakers of a language sometimes have different rules and individual codes. Certain forms, which are acceptable in some situations, are not acceptable in others. For example, a young woman in their late teens, she does not like to call as 'girls', in English,

she prefers to the term 'woman' instead. This reason shows that there is not always a clear-cut boundary between errors and non-errors. From the statement above actually there is no clear agreement of something called error but the grammatical error much found in learners' process and it is relatively easier to be identified since there is a firm pattern that can be seen clearly between the grammatical sentence and ungrammatical one.

This research was based on the problems that there were still a lot of grammatical errors found in learner's writing. Therefore, the student's errors are very crucial indicator of knowing the learners' stages in their target language development. From the errors that the students did, their level of mastery of the language system can be determined. Students of foreign language have to master grammar in order to know how to use the target language correctly and acceptably. Without knowing the grammar of the language, it is difficult for the students to produce and arrange sentences or utterances in speaking or writing. Therefore, it needs to be given more attention. Students' errors may occur in different components of language grammar, pronunciation, or vocabulary but in this research the researcher paid much attention in grammatical errors.

As Ellis (2003) notes there are good reasons to study learners' errors. First, they tell us why learners make errors and provide us with useful information on learner language. Secondly, the types of errors learners make can help teachers. Thirdly, paradoxically, it is possible that making errors may actually help learners to learn when they self-correct the errors they make.

Brown (2000) believes that the occurrence of errors in L2 learners' production is inevitable. He adds that if learners neither make errors nor receive any feedback on their errors, their acquisition process will be impeded. These errors, deemed meaningful and systematic, are of outmost importance to researchers and teachers of L2 writing.

Furthermore, nowadays, many English teachers still concern in teaching writing theoretically rather that getting the students to do lots of exercises and notice the grammatical form of their sentences. It makes the students confused when they are asked to write and often make errors in their writing. Consequently, the students easily get bored in writing class and thought that writing is difficult to do and learn. The fact which was found in SMA N 9 Bandar Lampung proves that writing is still difficult for students to be mastered besides the other skills for English is not the native language of the students. Considering the problem mentioned above, it is hard for the students to express their idea in written form smoothly. And errors still relatively much appear in every single writing task they do. The researcher thought that teacher should find an appropriate technique to be applied in teaching writing in order to minimize the students' errors in writing text grammatically. And it had inspired the researcher to improve the students' writing ability by identifying the common error made by the students and tried to use guided writing technique in minimize those errors. Guided writing was chosen as the technique that was tried to be applied in teaching writing to the students after finding what grammatical errors mostly made in students' writing. Guided writing has three forms which are (1) guided writing in the form of model composition, (2) guided writing in the form of guiding questions, (3) guided writing in the form

of guiding vocabulary. The researcher chose one of them in order to narrow down the scope of specific technique that was used in this research. The kind of guided writing was used is guided writing in the form of guiding questions. Because the researcher believed that questions could stimulate the students' ways of thinking to be more critical in noticing the grammatical construction of particular sentence furthermore their writing would be better organized. The assumption above supports Raimes (1983: 101) who states that the guiding questions are used to allow students a little more freedom in structuring sentences.

1.2 Problem of the Research

After describing the background of the research above, the researcher formulates the problem as follows:

a. What errors are mostly made by the second year students of SMA Negeri 9 Bandar Lampung in writing hortatory exposition?

b. Can guided writing be used to minimize the students' errors in writing hortatory exposition?

1.3 Objectives of the Research

According to problems formulated above, the research was conducted to find out the type of errors mostly made by the second year students of SMAN 9 Bandar Lampung. After the first objective is completed, the researcher also intended to know whether guided writing can be used to minimize those errors made by the students.

1.4 Uses of the Research

In line with the research objectives, the researcher expected that the result of the research would have both theoretical and practical uses:

a. Theoretically, as an information whether the result of the research is relevant to the theories about error analysis. Moreover, it can be used as a consideration for the next research.

b. Practically, by conducting this research, the researcher herself can come closer to the problems faced by the teacher and English teachers to be and try to find out whether guided writing can be used to minimize students' errors in writing.

1.5 Scope of the Research

The subjects of the research were the second year students of SMA Negeri 9 Bandar Lampung in the year of 2011/2012. This school is certified as International Standardized School (SBI) so that every student who wants to study here should have both good score and skill in using English orally and written. The students have to pass several tests including English test in order to be officially accepted as the member of SMA Negeri 9 Bandar Lampung. The researcher wants to see and ensure that the students who have accepted are surely capable in using English as a foreign language especially in writing context. There are eight classes for the second year students which have been divided into five science classes and three social science classes but the researcher only took one class who was assessed having the lowest capability in mastering English as a foreign language based on the teacher's suggestion.

The errors were classified based on Surface Strategy Taxonomy and Communicative Effect Taxonomy. Surface strategy is a classification of language errors based on how the surface structure is altered and it would be used for analyzing students' errors in using tenses. It is subcategorized into omission, addition, misformation and misordering errors while Communicative Effect Taxonomy is one of descriptive taxonomies used to analyze errors in verbal performance and subcategorized into global and local errors. After identifying the students' errors, the researcher used Guided Writing in the form of guiding question to know whether it can be used to minimize the students' errors and hortatory exposition was chosen to be the writing task to analyze the errors with three topic: Study Abroad, Young Marriage, or Corruption.

1.6 Definition of Terms

There are some terms that are used in this research. They are mentioned and explained as follows:

a. Writing is the act or art of forming letters and characters to become a group of sentences as a process of communication.

b. Writing skill is the ability to arrange the graphic system such as letters, words, and sentences of certain language being used in written communication in order that the reader can understand the message or the information.

c. Error is noticeable deviation from the adult grammar or a native speaker reflecting the inter language competence of the learner (Brown, 1980).

d. Guided Writing means the using of certain control in pattern drills in which the students are helped to produce a correct composition (Paulston, 1976: 205).

e. Surface strategy is a classification of language errors based on how the surface structure is altered and it will be used for analyzing students' grammatical errors.

f. Communicative effect is one of descriptive taxonomies used to analyze errors in verbal performance.