

I. INTRODUCTION

This chapter discusses background, problems, objectives, uses, scope and definition of terms.

1.1. Background

English comprises of four skills, i.e. listening, speaking, reading, and writing by which a person is able to communicate in various contexts. Listening and reading are classified as receptive skills while speaking and writing are classified as productive skills. Writing is one of productive skills that must be learned by the students, they must apply the five general components of the writing process, and they are content, form, grammar, vocabulary, and mechanic.

Most of the students in the first grade of SMAN 1 Pesisir Tengah have difficulties to write. They cannot write well so that they did not pass the standard score of the school (KKM). According to KTSP curriculum, the students at the first grade of senior high school have to master writing skill. The students are expected to be able to write recount text. In fact, many students find difficulty in writing. They are confused to use the correct grammar. They tend to ignore the grammatical rules in writing. For example: the students wrote 'eated' as the past tense of 'eat'. This happened because they do not understand regular and irregular verb. Another example, the student write "me go to beach". The student made an error because they are not able to use subject. The subject in this sentence should

be 'I'. Sometimes, the students missed the word in a sentence, for example: "we not sure". This sentence is incorrect because the absence of verb, it needs to be 'are', then the correct sentence is 'we are not sure'. In writing, the students should start to write words, arrange them into sentences, and then make them into paragraphs. It is not easy because they should use correct dictions, chronologies, and spelling of words. Students should also share their feelings, thoughts, ideas or opinions in writing. Therefore, the teachers should give more attention to this skill.

Writing is also more difficult and complicated skill than the other skills because it requires the mastery not only grammatical but also theoretical devices. Basically, grammar has an important role in writing because grammar is the backbone of any language and it must be understood in order to communicate effectively. Every time one writes something, he/she is being judged based on the grammar he/she uses. According to Batston (1994) grammar is a structure and regularity that lies in a language. This implies that each language has a certain rule to form a sentence. Therefore if a person wants to master English, he/she must learn the grammar and how to use it properly. Trask (1990) in Komaria (2011) defines grammar as the rules for constructing words and sentence in a particular language. This leads to the term tenses which are related to the verb form. Whereas, tense is a grammatical category that locates a situation in time, that indicates when the situation takes place. For example, word will change if one uses in different event, e.g. verb 'speak' he/she uses in present tense, but in past tense he/she uses 'spoke'.

Irfani (1997), who conducted “error analysis on students’ sentence structure at SMAN 10 Bandar Lampung”, found that the students made a large number of errors in syntactical and morphological levels. Generally, the students encountered obstacles in learning the grammatical aspect of the target language, such as in terms of subject-verb agreement, the use of preposition and articles, and the exercise of correct tenses. The research showed that the students made 15.13% errors in omission, 8.61% errors in addition, 73.59% errors in misformation and 2.67% in misordering. The most frequent type of errors committed by the students was misformation. Meanwhile, Widiatmoko (2011) in his research “an analysis of students’ grammatical errors in composing narrative paragraph at the second grade of SMA Kartikatama Metro” found that most of second grade students made misformation (50.31%) and they still committed local errors (88.84%) in their narrative writings.

Considering that there are many errors that students made, it is important for the teacher to analyze the students’ errors in students’ writing. Error analysis is an activity to identify, classify and interpret or describe the errors made by a person in speaking or in writing and it is carried out to obtain information on common difficulties faced by him/her in speaking or in writing English sentences. Analyzing students’ errors serves some benefits, that is: for the teacher, error analysis can tell the teachers how far their students have progressed to reach the goal, then for the students, error analysis can facilitate them in improving the English mastery.

In this research, the researcher analyzed the students’ errors in writing recount text. Recount text is a text that tells the reader about one story, action, or

activity. Its goal is to entertain or inform the reader about something happened in the past. It mostly tells about past events. The researcher chose recount text because many students do not understand well how to write this text correctly, especially the content of the recount text, that is: orientation, events, and re-orientation.

By considering the explanation above, the researcher observed An Analysis of Students' Errors in Writing Recount Text at the First Grade of SMAN 1 Pesisir Tengah". In this research, the researcher analyzed the errors based on linguistic category taxonomy, surface strategy taxonomy, and communicative effect taxonomy. Those types of error have interrelationship each other. The data which have been collected were analyzed to determine the type of error and classified using linguistic category taxonomy following Politzer and Romirez's classification as a guideline. Then, the researcher described the errors by following surface strategy perspective because it holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. The last, the researcher used communicative effect taxonomy because it deals with errors from the perspective of their effect on the reader and listener. This taxonomy focused on distinguishing between errors that seem to cause miscommunication and those that don't.

1.2. Research Problems

The research problems are formulated as follows:

- 1) What types of errors do the students make in their writing recount text based on linguistic category taxonomy, surface strategy taxonomy, and communicative effect taxonomy?
- 2) Why do the students make the errors?

1.3. Objectives

The objectives of this research were:

- 1) To find out the student's errors in writing recount text and determine the types of errors based on linguistic category taxonomy, surface strategy taxonomy, and communicative effect taxonomy.
- 2) To find out the reason why the students make the errors.

1.4. Uses

The researcher hopes that this research can be used theoretically and practically as follows:

- 1) Theoretically, this research can be used as information to confirm the previous theory of error analysis in writing English as a foreign language. Besides, it can be made as reference for those who want to conduct the research in the same field.
- 2) Practically, this research can be used as a reference for English teacher in developing the materials for teaching English and choosing the way to teach writing so that the goal of writing can be achieved.

1.5. Scope

This research focused on students' errors in writing recount text especially on grammatical errors based on linguistic category taxonomy, surface strategy taxonomy, and communicative effect taxonomy. It was descriptive qualitative research which was conducted at SMAN 1 Pesisir Tengah in the first grade students of 2013/2014 academic year. According to KTSP curriculum, the first grade students of senior high school have studied about recount text in the first semester. The researcher gave a task to the students, asked them to write recount text. Then, linguistic category taxonomy, surface strategy taxonomy, and communicative effect taxonomy were used to classify and analyze students' grammatical errors in their recount writings.

1.6. Definition of Terms

In order to give consistent concepts, there were some key terms used in this research which were defined here:

Communicative Effect Taxonomy

Communicative Effect Taxonomy is a type of errors that deals with errors from the perspective of their effect on the listener or reader.

Error

Error is defined as any deviation from a selected norm of language performance, no matter what the characteristic or causes of deviation might be (Dulay et al.1982).

Error analysis

Error analysis is an activity to identify, classify and interpret or describe the errors made by a person in speaking or in writing.

Grammatical error

Grammatical error in this research is the deviations of word placement in the sentence no matter the causes and the characteristics are.

Linguistic Category Taxonomy

Linguistic category taxonomy is types of error that classify errors according to either or both the language component and the particular linguistic constituent the error effects.

Recount text

Recount text is a text that recalls and reconstructs events, experiences, and achievement from the past in a logical sequence.

Surface Strategy Taxonomy

Surface Strategy Taxonomy is the types of error that emphasize on the way surface structures are altered. The surface strategy elements of a language are altered in specific and systematic ways.