

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

As the international language English is one of the media of interaction and communication among people from different parts of the world, it is very important to be learned in order to improve social relation and knowledge. In Indonesia, English is known as a foreign language, even though it generally has been learned by the students since they were in the basic level of education. It means that English becomes an obligatory subject and students are supposed to learn English since the early ages. English generally has been learned by students since they were in the basic level of education. It means that English becomes an obligatory subject and students are supposed to learn English since the early ages. When the students learn English, they focus on mastering four language skills, they are listening, speaking, reading, and writing. Reading and writing used written in expression, while speaking and listening are conducted through oral expression.

Hussain et.al (2013:831) state that writing skill is highly complex and comparatively tough as compared to other there skills. It requires much concentration, conscious effort and practice in composing, developing and finalizing. As Hyland (2002) says that writing is a central to our personal experience and social identities, and we are often evaluated by our control of it.

In curriculum unit level education (KTSP) and also in prepius curricula English is one of the subjects in the curriculum unit level education (KTSP),

which should be learned in formal school. In this curriculum, learning English is emphasized on four language skills, they are listening, speaking, reading, and writing. In the learning process, the students are expected to master these four language skills because these skills are very necessary to build the students' achievement in English.

In this curriculum, there are many kinds of texts that should be learned by the students of junior high school in learning the writing skill. In grade eighth of junior high school the basic competence that should be achieved in learning writing skill is that the students are expected to be able to express the meaning of a short functional text and essay in form of narrative text, descriptive text, and procedure text. Based on the explanation above, procedure text is one of the genre that must be mastered by the students in learning English.

Writing is one of the forms of communication; people can express their idea, opinion, experience and information through writing. Brown (2006:218) states that the ability to write has become an indispensable skill in this global literate community. It takes part in many parts in our lives such as social, academic and professional fields.

In this study, researcher uses the procedure text as the writing genre. Procedure has the purpose to tell someone what to do or how to do something (Pardiyono, 2007). Researcher is interested to choose procedure text because the students in junior high school are known about it, but the problem is they didn't know to write scientific text by using procedure patterns.

Writing a procedure text is also a process. In order to process a good writing there is a series of process that should be followed. Therefore, in a process, there must be some errors completed by the students. These errors may be in the form of composition skill and grammatical skill.

Errors are normal, necessary and needed in the process of learning. A learner should make errors first to find out how they can improve their writing skills to turn it to a better acquired. In English, there is a proverb: 'practice makes perfect'. The more a learner practices his writing, the more understanding he gets. Learners' processes of learning involve the making of errors and mistakes. For instance, they are more likely found to make a sentence. As the researcher' observation of eighth grade students at SMP Negeri 1 Jorlanghataran on September 2015 during the program practice learning teaching (PPLT), the researcher found some errors in students' writing such as:

\*firsly, throw the oil into the frying pan.

The word "firsly in the text is included to omission errors, we can see from the sentence that he made an error in the use of 'firsly' which should be replaced by "firstly", but most of the students write it with firsly, it means that the student omitted one letter from the word.

\*Special fried rice reedy to served.

The word "reedy in the text is included to wrong selection errors, we can see from the sentence that the student made an error in the use of 'reedy' which should be replaced by "ready", but the students write it with reedy, it means that the student write a wrong item in the word. Those errors can be caused by the

students' negligent using good structure or they may write the sentences carelessly because they are in a rush. This should be one of our interest, because teachers can not let it is happened gain in the future. We have to know that by making errors in their practice of learning, they will later find out what errors they have made and are expected to improve the errors itself.

Research about Error Analysis (EA) itself is actually quite popular in the education field, particularly in countries where English is as the second or foreign language. In other words, as Corder (1988 in Heydari, 2012) defined, EA is a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness.

As stated by Crystal, (2008:173) says that ' errors are assumed to reflect, in a systematic way, the level of competence achieved by a learner; they are contrasted with "mistakes", which are performance limitations that a learner would be able to correct'.

Hourani (2008) choosed EA particularly in the analysis of common grammatical errors found in 3<sup>rd</sup> secondary male students' writings in Dubai as his dissertation. He conducted a research of EA that analyzed the applied error made by tenth grade students in Jordan. So, in Indonesia, there are still not many researchers that conduct the research of Error Analysis, when actually it is a useful research to see the development of the students in learning English.

The basic task of error analysis is to describe how learning occurs by examining the learner's output and this includes his/her correct and incorrect utterances. Corder (1988:35) indicates that errors are significant in three different ways. First to the teachers, in that they tell them how far towards the goal the learners have advanced and consequently, what remains for them to learn. Second, they provide to the researchers evidence of how language is learnt or acquired, what strategies or procedures the learners are employing in their discovery of the language. Third, they are indispensable to the learners themselves, because we can regard the making of errors as a device the learners use in order to learn.

Valero et.al (2008:24) argue that errors must be corrected more carefully in written language because if they are left uncorrected that become fossilized.

The fact which has shown before and this observation lead the researcher to the further research of errors in students' writing of procedure text, so that from the errors analyzed, teachers can find ways to improve it in the future. The researcher assumes this research useful in showing what kind of errors appear in students' writing and the factors of errors in students' writing of procedure text.

There are several studies related to errors which are useful as their existences as data for supporting the researcher's study. Thesis is related not to have same form but those can give contribution in explaining about errors which are often occurred in students' writing. Those former study can give more information and knowledge about the errors in writing procedure text through their findings.

The advantages of error analysis for the students are to show the students in what aspect which is difficult for them to understand, to show the types of errors are made by the students, to know the source or the causes of errors so that the students can learn from their mistakes in order they will not make some errors repeatedly.

For the teachers it is required to evaluate themselves whether they are successful or not in teaching English. So based on the problem the researcher found on students' errors in writing procedure text, the researcher is interested to analyze the types of errors in students' writing of procedure text that supported by relevant theories. This research was different from those related studies which can be seen from the source of data itself.

### **B. The Problems of the Study**

The problems discussed in this study are as follows:

1. What types of errors are made by eighth grade students of SMP Negeri 1 Jorlanghataran in writing procedure text?
2. Why do the students make those errors (omission, addition, wrong selection, and ordering) in their writing of procedure text?

### **C. The Objectives of The Study**

In line with this problem, the objective of the study are:

1. to find out the types of errors in writing of procedure text made by the eighth grade students of SMP Negeri 1 Jorlanghataran.

2. to discover the reason, why the students make those errors (omission, addition, wrong selection, and ordering) in writing procedure text made by the eighth grade students of SMP Negeri 1 Jorlanghataran.

#### **D. The Scope of the Study**

The study deals with the errors analysis. This research is focused on errors found in students' writing especially in writing procedure text. Corder (1988:217; in Wedari, 2013:54 states that there are some types of errors in writing (Omission, addition, wrong selection and ordering). The scope of this study are the types of errors and the causes of errors in writing procedure text by eighth grade students of SMP Negeri 1 Jorlanghataran.

#### **E. The Significances of the Study**

The results of this study are expected not only to be the merely data aggregation but something more advantages theoretically and practically. It can be described as follows:

Theoretically, the result of this study can be a reference for those who are interested in error analysis of text.

Practically, the writer expects this study will be useful for:

1. The students; hopefully this study can help them in realizing errors in writing procedure text and increase their awareness about errors in their text to avoid other errors in the future.

2. The teacher; this study is aimed to help teachers to find advantageous information based on the contents and findings of this study, which is related to the errors in writing procedure text mostly made by the students and the solution for the problem.
3. To the researcher; this study is intended to be one of their resources to find out and analyze the errors in another text, and give additional information for the next related study.