

CHAPTER I

INTRODUCTION

1.1 Background of The Study

English as international language is important to be learnt by Indonesian students. Although English still as a foreign language in Indonesia because they do not use English for daily life, it still has a special role to engage them with globalization era. So then, students are supposed to master four skills in learning English. Those are listening and reading as receptive skills, while speaking and writing as productive skills.

As one of productive skill in English subject, writing skill can be the evidence in written form to know the result of students' competence in English. Heaton (1975:127) stated that writing is different from other skills because it is the combination of all skills. Besides that, Halliday as cited in "Language Teaching Methodology" (1991) also stated that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language (p.84). Those statements mean that writing can be the main reason how important it is in the society as a communication needs in the written form. Different with spoken language, writing have the level of difficulties to put the appropriate words so it must form in a correct structure and meaning which understandable for others. Although there are three others skill should be mastered by the learners, writing can be the most influence factor.

When the teachers want to improve their students' writing skill, they must pay attention to the important aspects of writing. Knapp & Watkins (2005:17) said

that students should be able to use the codes of writing (genres and grammar) effectively and efficiently in their written text. This statement give us comprehension that in writing the learners need to pay attention to the genres of their text and how the grammar is used for their written text. Therefore, different genre in writing has the distinction of grammatical features one another. This distinction may be caused by the purpose of the genres and the language features of it.

As we know, grammar is important code in writing. Even though students still have doubtfulness since grammar become the basic elements in language skill and perspective concepts about correct use of language, they need to learn English. According to Murcia (1995:4) grammar is essential about the system and pattern we used to select and combine words. This perspective considers that grammar must be learnt by the students in mastering writing skill.

The other code in writing is genre. Knapp and Watkins (2005) said that genre of narrating is the most commonly read by the students or young learner. The texts which include to this genre are Narrative and Recount text. Nonetheless, the commonly problem is young learners do not understand the grammar use of writing narrative and recount. They only know what is the text tell about and understand it when the text was written in their first language formed, Indonesian language.

As we know that between Indonesian and English, they have different structure of language. It is very important for students to compare them and found the distinction between them. The change of verb is the main point should be understood by the learner when they want to write the text with genre. If in

Indonesian there is no change in verb, English have to change the verb depend on the tenses. It is accordance to Setiyadi (2003:22), he pointed out that English tends to be very difficult for Indonesian learners' because English has different grammar which might be difficult for language learners to understand the system of target language.

Moreover, writing text still become the difficult task for young learner who receive English as their new language. The errors they made while they try to reflect and arrange the English word into the well-formed sentences is certain happened. Then, the teacher should be trying hard to find out what their students' problem in writing text. Even though many educators do some strategies to improve students' ability in writing, error in grammatical structure is still found. Thus, the students can make a narrative text even though a few mistakes of word choices were made by them (Hermanto, 2013:153). That is why the students' response to the grammar rule must be the teachers' main focus in teaching writing. A common strategy to know what errors and mistakes they made in grammar is applying error analysis way.

To analyze errors, the errors analysis was proposed by Dulay et al (1982) Based on Dulay et al (1982:138) theory, it stated that error analysis is a method to analyze the flawed side of learner errors in speech or writing. More explanation stated that the descriptive classification of error analysis is reviewed by the most useful and common bases four errors which are linguistic category, surface strategy, comparative analysis and communicative affect (Dulay et al, 1982:146). It means that those kinds of descriptive classification for identifying the errors made by the students will help the researcher to find out and identify the errors

specifically. “Analyzing errors from a surface strategy perspective holds much promises for researchers concerned with identifying cognitive processes that underlie the learner’s reconstruction of the new language.” (Dulay et al, 1982, p.150). The surface strategy will help the identification of errors made become easier. It holds a specific result to conclude the students’ knowledge and understanding about reconstruction sentence using English as the result of cognitive process. Not only that, but in what case the students commonly made errors in learning English as foreign language especially for writing also will be find.

The previous research was done by Kusumastuti Dian Pratiwi (2014) entitled “Surface Strategy Taxonomy of Morphological Errors on the Eighth Grade Students’ Recount Text Writing at SMPN 2 Nawangan in the 2013/2014 Academic Year”. From her study, she showed the result of data analysis which concluded that the students made 8 types of morphological errors based on surface strategy taxonomy. In this study there were three types of errors made by the students based on the theory consisted of omission, addition and misformation. With the total 73 errors made. Omission errors belong to the highest errors made with the total 52 omission errors and there is no misordering error on the recount text writing.

The researcher conducts this present study to make a better understanding of surface strategy taxonomy which not only done in the error analysis of morphological structure, but also in the form of tense used on writing genre text.

As an elaboration from all of the explanation above, the researcher is interested on analyzing students’ errors made in written text using surface strategy

taxonomy. It gives convince for the researcher to identify the errors and classify it. The researcher did preliminary study first to find out the English teachers of state Junior High School who use Surface Strategy Taxonomy in analyzing students' errors. After knowing the errors made, the cause of it also will be found. SMPN 1 Cerme and SMPN 2 Cerme were chosen as source of data for this study because the English teachers there use this error analysis theory. Both of state junior high school gave more contribution for the researcher to take sample there. The students who got narrative text material were chosen as sample. The researcher used larger sample and believe that it will give the valid generalization in studying learners' errors. That is why the title of this study is "Surface Strategy Taxonomy Analysis on The Narrative Text Written by The Students of Junior High School".

1.2 Statement of The Problem

Based on the background of the study above, the problem statement of this study can be stated as follows:

- a. What is the frequency of the occurrence of errors made from the students' written narrative text in junior high school based on surface strategy taxonomy?
- b. What type of error commonly made by the students of junior high school in writing narrative text based on surface strategy taxonomy?
- c. What is the occurrence cause of error made by the students of junior high school in writing narrative text?

1.3 Purpose of The Study

Based on the statement of the problem above, the purpose of this study can be stated as follows:

- a. To know the frequencies of the occurrence of errors from the students' written narrative text in junior high school based on surface strategy taxonomy.
- b. To describe and explain the type of error commonly made by the students of junior high school in writing narrative text based on surface strategy taxonomy.
- c. To describe and explain the occurrence cause of error made by the students of junior high school in writing narrative text.

1.4 Significance of The Study

a. Theoretical Significance

Theoretically, The result of this study may become the evidence of appropriate way in error analysis based on surface strategy taxonomy theory that proposed by Dulay et al (1982) in identifying the errors made by the students on writing narrative.

b. Practical Significance

Practically, the result of this study is expected to be used as a consideration for:

- The teachers to know how far the learners' errors made in writing assignment especially on narrative text written.

- The students to know their errors made and they will try to develop their knowledge about writing narrative text for further writing assignments.
- Further researcher to use the theory of surface strategy taxonomy as a reference for their study related to error analysis or using another type of taxonomies proposed by Dulay et al (1982).

1.5 Definition of Key Terms

- a. Errors Analysis : error analysis is the study to analyze the errors made by the second and foreign language learners in the productive skill.
- b. Narrative Text : text which created to describe a sequence of fictional or non-fictional events.
- c. Surface Strategy Taxonomy: taxonomy based on Dulay's theory to identify the errors made into four categories which are omission, addition, misformation and misordering.
- d. The Cause of Errors : the possible reason why the errors happen based on the learning process which commonly divided into two categories, interference and intralingual.