

CHAPTER I

INTRODUCTION

This chapter is served as the introductory of the paper. It consists of background of the study as the basic deliberation for the research questions and aims of the study. It also includes the significance of the study followed by research methodology, clarification of key terms, and organization of paper.

1.1 Background of the Study

Writing plays an important role for students who are required to be able to write different types of text according to curriculum, such as descriptive, narrative, and recount texts. According to the 2006 Competence Based Curriculum, a recount text is taught in the eighth year or second grade in junior high school. The basic competence of the lesson is that the students can use various kinds of language, i.e. either written or verbal in smooth and accurate transactional and monologue texts especially in the form of descriptive, recount, and narrative texts.

Furthermore, based on a preliminary study in a classroom during Teaching Practicum Program (*Program Latihan Profesi*), the students used to try to arrange sentences in their writing and the students tended to write sentences ungrammatically, particularly in writing a recount text. Writing a recount text has three parts in text organization: orientation, sequence of events, and reorientation;

and language features: specific participants, use of simple past tense, and use of action verbs (Gerot & Wignell 1994: 194; Derewinaka, 1990: 15; Emilia, 2011: 54). Most of the students had problems in writing a recount text when they had to concern with the text organization and the language features because of their limited mastery. The students were confused of how to write a recount text correctly. In the end, when the students wrote the text, the errors occurred in the text organization and the language features, such as use of past tense. The errors can be influenced by Bahasa Indonesia which is different from English in written forms and by students who do not master the English structures well (Grass and Selinker, 2008: 103). As supported by Cook (2008: 162), learning a target language is different from learning first language and a number of students have problems to learn the target language. Therefore, the first language may influence the students in the process of learning the target language in writing and the errors in writing are unavoidable parts in learning process.

Errors in foreign language teaching especially in English can be seen as an unavoidable case. Teachers can get benefits from findings of error analysis. As revealed by Corder (1987: 11), errors tell teachers how the students are aware of writing a recount text properly. This study considers whether the learning of writing a recount text at the school has noticed about the text organization and the language features or not. Therefore, this study should notice the correction of the errors in their writing recount texts in order to develop the students' communication skill, especially writing skill.

Regarding the explanations above, this study describes not only the errors but also finds the answers about what kinds of problems faced by the students in writing a recount text. The reason why this study takes a recount text is because the students tend to be confused to write a recount text. In addition, it is still as a material learning in the semester of the academic year. Therefore, the study discussed “An Analysis of Students’ ability and errors in Writing a Recount Text” (A Case Study of Second Grade Students at One Junior High School).”

1.2 Research Questions

The main aim of this study is to analyze errors in students’ ability in writing a recount text. This study was guided by the following research questions:

1. What is student’s ability in writing a recount text?
2. What errors are made by the students when they write a recount text?
3. What kinds of problems do the students face writing a recount text?

1.3 Aims of the Study

Referring to the research questions above, this study is aimed at:

1. analyzing the students’ abilities in writing a recount text based on text organization and language features,
2. analyzing the kinds of errors made by the students when they write a recount text based on text organization and language features,
3. finding out the students’ problems faced by them in writing a recount text.

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1.4 Significance of the Study

There are two significant outcomes expected to this study, namely theoretical and practical benefit as follows:

1. Theoretical significance

The results of the study are expected to enrich the literature on English teaching in writing a recount text and to provide a beneficial reference for further research on an error analysis of students' abilities in writing a recount text.

2. Practical significance

a. For the teachers

For the teachers, the results of the study are expected to provide some benefits for them in their teaching learning process in order to notice whether or not the student's learning of writing a recount text is related to the text organization and the language features.

b. For the students

Through this study, the students are expected to be able to:

- improve their writing ability

- realize their problems in writing a recount text in order to comprehend the errors made by them.

c. For syllabus designers

For the syllabus designers, the results of the study are expected to provide the information in designing an appropriate lesson. Moreover, the errors can be important consideration what materials need to be recycled in the syllabus.

1.5 Clarification of Key Terms

The following terms are provided in order to avoid misconception and misunderstanding of the case presented in this study.

1.5.1 Error

An error relates to student's systematic errors from being capable of reconstructing his knowledge of the language so far (Corder, 1981: 10). It differs from a mistake, Brown claims "a mistake refers to a performance error that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly" (2007: 257).

In this study, the errors focus on the use of past forms that is made by the students in their recount texts. The errors are categorized by surface strategy taxonomy. It emphasizes the way surface structures which are

changed specifically and systematically, such as omission, addition, misformation, and misordering (Dulay, Burt, and Krashen, 1982: 150).

1.5.2 Error Analysis

Darus (2009) mentions “EA is a type of linguistic study that focuses on the errors students make.” It consists of a comparison between the errors made in TL and within that TL itself. In this study, error analysis will analyze some type of errors from the data based on surface strategy taxonomy. The taxonomy emphasizes the way surface structures which are changed it specifically and systematically, such as omission, addition, misformation, and misordering (Corder, 1981: 36; Dulay, Burt, and Krashen, 1982: 150). From the surface strategy taxonomy, analyzing errors can underlie the student’s reconstruction of the new language.

1.5.3 Writing

Referring to a definition about writing, Feez and Joyce (1998: 1) claim that writing is a skill to make written texts. The skill should be given a lesson and practice (Patel and Jain, 2008:125). Thus, writing can give a good way as essential features of learning a language for arranging the vocabulary, spelling, and sentence pattern (Brindley 1994: 152). In this study, the students will try to write a recount text based on their words and their texts will be source of data to be analyzed.

1.5.4 Recount Text

Derewianka defines “a recount is the unfolding of a sequence of events over time” (1990: 14). It is about recreating past experience in using language to keep the past alive and to interpret the experience. In this study, a recount text will be used as a topic that relates to learning material for this analysis.

1.6 Organization of Paper

Chapter I: Introduction

This chapter presents an introduction which includes the background, research questions, aims of the study, significance of the study, clarification of terms, and organization of paper.

Chapter II: Literature Review

This chapter elaborates theories and literature related to this study.

Chapter III: Research Methodology

This chapter discusses the research method, procedures in collecting the data and data analysis.

Chapter IV: Findings and Discussion

This chapter describes and interprets the findings based on the collected data.

Chapter V: Conclusion and Suggestions

This chapter presents the conclusions of the research and suggestions for the further researchers.

