

CHAPTER I

INTRODUCTION

This study is going to discuss about background of the study, scope of the study, research question, objectives of the study, purpose of the study, significance of the study, and definition of key terms.

A. Background of the Study

There has been recently a growing interest in the field of error analysis. Researchers interested in errors analysis have observed that error analysis is very important for both learners and teachers. Error analysis is advantageous for both learners and teachers.¹ For learners, it is needed to show them the aspects of language that are difficult for them. As for teachers, it provides them with information about the students' errors. This, in turn, helps the teachers in a number of ways. Firstly, they work on correcting their students' errors. Secondly, this consequently improves their teaching methods and thirdly they could focus on those areas that need reinforcement.

In fact, learning a foreign language always involves a number of challenges, especially in the initial phases of learning, where EFL learners make linguistic errors at different levels: phonological, syntactic and semantic.² These errors are a by-product of learning the language, and they can be used to indicate at which

¹ Alhaysony, "An Analysis of Article Errors among Saudi Female EFL Students: A Case Study", *Asian Social Science*, vol. 8(12), 2012, p. 55–66.

² Rimbar, "The Influence of Spell-Checkers on Students' Ability to Generate Repairs of Spelling Errors", 2017.

phase of learning the learners are³. Furthermore, the learners' errors negatively affect the quality of language among students⁴. Similarly, the students' errors often affect their intelligibility in writing and speaking⁵.

Students in Indonesia are producing many errors in their compositions because each genre of text has its own unique language features. In fact, a study by Megaiab revealed that from 140 compositions by students, 1654 grammatical errors were found in spelling, plurals, verb tenses, prepositions, articles, capitalization and punctuation.⁶ What most teachers do to solve the problems of their students was to apply a method or technique which addressed the problems of the students in general.⁷ Each problem that the students have correlates from one to another and the most common problems influence other problems to a greater extent compared to less frequent ones. Therefore, it is necessary to solve the common writing problems of students from the most frequent errors to the least ones, as suggested by some experts i.e. "teacher could help students by focusing on areas that seemed most troublesome".⁸

³ James, "Errors in Language Learning and Use: Exploring Error Analysis" Routledge, 2013.

⁴ Brown, "Principles of Language Learning and Teaching. White Plains, US: Pearson Education", 2007.

⁵ Al-Busaidi dan Al-Saqqaf, "English Spelling Errors Made by Arabic-Speaking Students", English Language Teaching, vol. 8(7), 2015, p. 181–199.

⁶ Megaiab, M. M. A. (2014, May). *The English writing competence of the students of an Indonesian senior high school*. Paper presented at the WEI International Academic Conference, Bali, Indonesia.

⁷ Miftah, "Improving the tenth-year students' writing ability at MA Nambaus Sholihin Gresik through mind mapping", LINGUA Jurnal Ilmu Bahasa dan Sastra, vol. 5(2), 2010, p.178-204. Sa'diyah, "Improving students' ability in writing descriptive texts through a picture series-aided learning strategy", The English Teacher, vol. 40, 2011, p.164-182. Siti Utami, Rais, & Setyaningsih, "Improving students' writing skill using a four-phase technique", English Education, vol. 1(1), 2012, p. 1-14.

⁸ Kim, "Error analysis. In J. M. González (Ed.)", Encyclopedia of bilingual education Vol.1, 2008, p.280-283, Thousand Oaks, CA: SAGE Publications.

In terms of error correction, researchers have been arguing for the effectiveness of error correction due to the phenomenon that students keep making the same mistakes even after being corrected many times.⁹ Errors corrections have great impacts on students writing revision.¹⁰ However, grammar correction is ineffective and harmful, and should be abandoned all together in the writing class.¹¹ Truscott's findings prove that grammatical correction does not work. The students often commit to the same mistakes in different setting of writing.

Similarly, Watcharapunyawong and Usaha analyzed Thai students' writing errors caused by the interference of Thai language. 40 2nd year English major students composed 120 paragraphs of narrative writing descriptive writing, and comparison & contrast writing during the writing course.¹² The study revealed that the students frequently committed to tenses, word choice, sentence structure, article, and preposition.

The general consensus in the education field is that errors are inevitable, i.e. errors cannot be avoided in the sense that they are an inseparable part of the language learning process. Hence, eliminating or rather reducing the frequency of errors made by learners in an EFL writing classroom is largely associated with analyzing types and causes of such errors, among other factors. There are various types of orthographical errors, such as errors associated with spelling, capitalization, punctuation, word emphasis, etc. The present study is restricted to

⁹ Semke, "Effects of the red pen", *Foreign language annals*, vol. 17(3), 1984, p. 195-202.

¹⁰ Dana Ferris, "Teaching ESL composition students to become independent self-editors", *TESOL Journal*, vol. 4(4), 1995, p. 18-22.

¹¹ Truscott, "The case against grammar correction in L2 writing classes", *Language learning*, vol. 46(2), 1996, p. 327-369.

¹² Watcharapunyawong, & Usaha, "Thai EFL Students' Writing Errors in Different Text Types: The Interference of the First Language", *English Language Teaching*, vol. 6(1), 2013, p. 67-78.

two types of orthographic errors, namely punctuation and capitalization. Therefore, The purpose of the current study is an attempt to seek for the students common errors in writing recount text as nature of students' writing problems.

B. Scope of the Study

As stated in the identification of the problem, errors may occur in reading, listening, speaking and writing. This study, the writer limits the study in students' common errors that's made by students' the recount writing focused on simple past. This study focused on the first grade at SMAN 1 Kendari.

C. Research Questions

In an attempt to contribute to the body of knowledge in the study, this study focus on the following questions "What type of students' common error made at SMA Negeri 1 Kendari?"

D. Purpose of the Study

Based on the research background, this present study is aiming to investigate students' common error in writing at SMA Negeri 1 Kendari.

E. Significance of the Study

The result of this study are expected to give some benefits for other researchers that have same research topic. This study also can be a comparative study for them and give them references. The result of this study provides feedback for lectures of English Education Department that may be useful to

recognize students' difficulties in writing so they will pay more attention to the errors made by the students and develop the way how to make the student understand in writing.

F. Definiton of Key Terms

For the purpose of this study, the terms to be defined are listed as the following.

Writing: A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language.

Common Error: Error is considered as "goofs". An error is a deviation from the adult grammar of a native speaker which reflects the learner's inter language competence. It is called competence error when learners make errors because they lack knowledge of the rules of the target language.