CHAPTER I

INTRODUCTION

This chapter mainly discusses the introduction to the issue that the researcher will investigate in this research. It consists background of the study, sttatement of the problem, objective of the study, significance, scope and limitatian, assumption and operational definition.

1.1 Background of the Study

English is an international language that has an important role in many aspects in modern life. Among the four English skills namely: listening, reading, speaking and writing, the latest mentioned is sometimes considered as the hardest task for some students as it needs them more thinking and carefulness for language processing. Some difficulties may be triggered either by lack of experience and writing practice or inadequate language knowledge such as grammar and vocabulary. According to Hammil (1975: 107) in Ratmo (2014:. 3) claims that writing is the most difficult as form of communication to be mastered in which people actually deliver their thoughts, feelings, and ideas. Unlike speaking, writing can help people deliberate more carefully the proper words to transmit a message or an utterance in the form of written. Writing is a skill that is required in written communication (Mukti, Sulistyaningsih, & Prasetyo, 2018, p. 2).Writing contributes us more chance to review and consider again what we have written.

According to Heaton (1975: 138) in Syarfuni (2012: 2) argues that writing is a highly complex assignment and writing in foreign language creates the

assignment further problematical as it requires sufficient command over the foreign language to fulfill all the conventions: composing, exploring logical ideas, which are essential for a written text to be understandable. While in the process of writing, a writer engages into the cognitive process by formulating ideas into the target language implemented. In line with Brown and Yale (1994) in Syarfuni (2012: 2) claimed that writing is an activity in creating a text or written form dealing with how people use language to converse through the written form of language and, in particular they construct linguistic messages for addressees in order to interpret it. Based on the statements above, it can be concluded that students' writing skill needs various skills such as the ability to write and suitable sentences, the ability to use agreement to the written language.

Basically, the purpose of teaching English is to create the students to be able to communicate and use their English in real life by encouraging students' communicative ability, the corresponding abilities to deliver meaning through speaking and writing. Meanwhile, the ability to understand meaning through listening and reading (Doff, 1994 in Wahyuni: 2004: 2). In the implementation of 2013 curriculum, there are three related dimensions that cannot be separated. They are planning, teaching learning process and learning evaluation. The planning will establish the materials will be taught, the media will be chosen, and the methods will be used in teaching learning process. In such away, "the evaluation procedures will be used to know the product of teaching learning process and student's achievement."(Khasanah, 2015: 5). Moreover, by writing in the correct and right ways, the students will be able to develop their skills to the next level in

their learning process. It is useful to students not only for academic area but also for their daily life. One of the products that can be conducted for students is writing an invitation card as their assignments in the learning process on the junior high school level.

When student produces writing, it can be found an interpretation on how this product can be useful and meaningful to the writer and also to the others. Then, the analysis of this writing can be done to know what kind of information which is presented. Successful in writing can be viewed by the students' ability to incorporate the whole types of knowledge in writing process (Millah, 2016: 3). Integrating a good grammar ability is required to the rules so that the information can be conveyed and accepted by the reader (s). Understanding in the grammar used often becomes the obstacles for the learners when writing many genre texts. As a learner, students may realize that both their first language and second language bring different style of rules. These differences make them difficult to find common basic grammatical aspects that are useful for their writing in the target language especially in English (Millah: 2016).

In Junior High School students, especially in eighth grade students, writing skill is focused on some types of free writing text such as writing an invitation card. The purpose of writing test on syllabus of English subject in Junior High School describes the students to be able to write text as the requirement to pass National Examination. So that, in every English lesson, teacher always makes a grammar assignment in the form of writing task as seen in the invitation card text. Furthermore, one of the problems faced by students during their assignment is an

error of the implementation their writing skill based on the role of an English grammar (Millah: 2016).

Students commonly make errors during the teaching-learning process because errors are common features of the language learners' life. Lexically, the word 'error' in the speech or writing of a second or a foreign language learner (Richard, 1985: 95 in Wahyuni, 2004: 26) states that the use of a linguistic item such as a word, a grammatical item, a speech act and others in a way which a fluent or native speaker of the language concerns as viewing faulty or incomplete learning. It is assumed that students often make errors caused by minimum of knowledge. It is different from the meaning of 'mistake'; generally error is resulted from incomplete knowledge, while mistake is made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance (Wahyuni: 2004).

In this study, the researcher conducted the study of an error analysis on the students' witing of invitation cards at the eighth grade students at SMP Negeri 1 Sukodono as one of their assignments in the learning process. An invitation card is a card given to someone to invite them to something such as in a party, ceremony, meeting and so forth (Collins English Dictionary). This study was conducted about an error analysis on the students' writing invitatian card regarding the students need to learn to write into the correct and the right ways. Meanwhile, the students still have difficulties during the process of writing so that they often make errors in their works. The researcher chose the students at SMP Negeri 1 Sukodono as the subject of this study because they were considered in

doing the assignment of writing text as in the implementation of the lesson plan in the Junior High School. Another reason conducting this study is the limited discussion regarding the writing text especially writing of invitation cards. Based on the problems above the researcher conducted this study entitled: "An Error Analysis on the Students' Writing Invitation Cards Made by the Eight Grade Students At SMP Negeri 1 Sukodono".

1.2 Statement of the Problem

Based on the problems above, the researcher formulates the research question of this research as follow:

1.2.1 What are the types of error found in the students' writing invitation cards made by the eight grade students at SMP negeri 1 Sukodono?

1.3 Objective of the Study

The objectives of this research are:

1.3.1 To describe the types of error found in the students' writing invitation cards made by the eight grade students at SMP negeri 1 Sukodono.

1.4 Scope and Limitation of the Problems

Based on the objectives of this study, the researcher limited this study which focused only on the types of error found in the students' writing invitation cards made by the eight grade students at SMP negeri 1 Sukodono. Then, it was focused

only on the most error found in the students' writing invitation cards made by the eight grade students at SMP negeri 1 Sukodono.

1.5 Significance of the Study

The results of this study are expected to give contributions directed to:

1.5.1 Teachers

This study will provide and give the additional information to teachers about error analysis on the students' writing text, especially in especially invitation cards.

1.5.2 Students

The students get well-understanding about the grammar used in the writing text especially invitation cards in the learning process. So, they can be able to write invitation cards in the correct and right ways.

1.5.3 Other researcher

The researcher hopes that this study can be used as one of the references to enrich conducting further researches about error analysis especially in writing text of invitation cards.

1.6 Assumption

This research was conducted under the assumption that there are errors on the students' writing text invitation cards as their assignment in the learning process.

1.7 Operational Definition

To avoid misunderstaning of the concepts used in this study, some definitions are provided by the researcher as the following:

1.7.1   Error is the use of incomplete learning a linguistic item (e.g. a word, a grammatical item, a speech, and so forth) regarding as showing faulty its way.

1.7.2   Error analysis is the study and analysis of the errors made by the students as the second and foreign language learners in their learning process of writing.

1.7.3   Students writing is the most important factor in writing exercises is that students need to be involved personally in order to make the process of learning experience affect their skill improvement.

1.7.4   Invitation card is a written paper which is sent to people for different purposes consisting the message informed to a receiver about an event to which he or she is invited.