

CHAPTER I

INTRODUCTION

A. Background of The Research

Almost countries all over the world, including Indonesia regard English as the first obligatory foreign language. English becomes one of the most important language subject of education for students in Indonesia. Because English has been given a special attention and role especially in education. This is way the Indonesia government chooses English as the first foreign language to be taught at the formal schools from elementary level up to university level. Therefore, English students are hoped to have ability in communication of English.

There are four skills in learning English that students need to learn; speaking skill, listening skill, reading skill and writing skill. From all of skills, writing skill is the most difficult skill in English for students. It is different from learning other skill because writing is thinking process, so it can help people to deepen their understanding. Writing is

frequently useful as preparation for some other activity.¹ It is a process of discovering and organizing ideas, putting them on papers, and revising them. Writing allows the students to express our ideas well; however, to get the meaning strong, interesting, and clear for the reader, this skill should be improved by practicing a lot.

Writing itself can be mastered only through learning activities and exercises, because it is unnatural skills and needs serious attempt to acquire it. To be able to write people must be learn from kinds of alphabets until how to arrange words become sentences and sentences become a good paragraph based on what they have been stated before, in fact, although some student have been learned grammar completely such as the example in using tenses, they still find the difficulty to distinguish the usage in every type of tenses. As a result, it will lead them to produce many errors. Many students commonly make mistakes in their learning. But many teachers did not aware about this problem and prevents students from making the same errors by analyzing the learners' error itself.

Therefore, an error analysis has an important role to reveal what kinds of error the student do most, to know the causes of error and how the students can learn from their

¹Jeremy Harmer, *How To Teach Writing*, (England: Longman, 2007), p.33.

mistakes in writing by themselves. Thus, the students will not do the same error or make same errors repeatedly.

Writing has many examples and a wide variety, so the students need a preparation to write correctly. In process of writing, the students will face many difficulties in transferring thought and ideas in writing form. In writing English, students focus to select idea, arrange information, correct grammar, choose word, consider coherence, consider punctual and cohesion to be comprehensible besides other writing's rules.

Another difficulty faced by the students when writing texts in English is that they tend to translate from their native languages, or they may try out what they assume is a legitimate structure of the target language, although hindered by insufficient knowledge of the correct usage. Thinking in the first language and direct translation of their thoughts into the target language may lead to awkward and disorganized sentence structures in the target language. Besides, for students who are "less familiar and less confident with structural elements of a new language, rhetorical and cultural conventions and even new uses of writing, writing in an L2 can have errors and be less effective than writing in L1"²

² Marcus Kho Gee Whai, Writing Difficulties Faced by Politeknik Kuching Sarawak Commerce Diploma Students in Doing their Assignments, *The Asian Journal of English Language & Pedagogy*, Vol 1, (2013). p.93

From the problems above, students get a big challenge to write English. Because writing need a long process and student's ability is still weak. The students usually make errors when writing English. It becomes the problem for the students and the teacher. The role of the teacher is very important to aware the errors and avoid them. The errors they made, should be regarded as necessary part of learning language on process of improving the errors is a clearly is a creative one. As everyone is born with an innate predisposition to acquire a language, any error produced can be caused by student's lack of English knowledge or teacher's mistake in teaching it. So, that is why important to know about students' errors in writing.

In this case, the students need suggestions in the writing process that has four elements, they are planning, drafting, editing, and final version.³ It means that writing takes to think, choose the words, and make the good sentences to more time express our ideas, thought, and our feeling, then putting them on papers, and revising them into a good writing. According to Depdiknas, *KTSP Mata Pelajaran Bahasa Inggris*, there are five kinds of text taught in the eleventh grade of senior high school: *narrative text, report text, spoof, analytical exposition*

³ Jeremy Harmer, *How To Teach Writing*,..., p.4-5

*and hortatory exposition text.*⁴ According to minister of national education number in 2006 there are twelve standard of passing the examination for writing course is the students can express meaning in written interpersonal and transactional in the form of:⁵

1. Recount text,
2. Narrative,
3. Procedure,
4. Descriptive,
5. Report,
6. News item,
7. Discussion,
8. Analytical exposition,
9. Hortatory exposition

⁴ Depdiknas, *KTSP Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2006), p.318

⁵ Depdiknas, "*Standar Kompetensi Lulusan untuk Satuan Pendidikan Dasar dan Menengah*" retrieved from <http://www.pdfpermendiknas2006.com>, in December 21th 2015.

10. Spoof,
11. Explanation and;
12. Review in daily life context

According to Bloom's Taxonomy, the purpose of education divided into three parts as follows;⁶

1. Cognitive (intellectual domain capability, knowledge, or think),
2. Affective domain (feelings, emotions and behaviour, attitude) and;
3. Psychomotor domain (manual and physical skills).

In each of the three domains Bloom's Taxonomy is based on the premise that the categories are ordered in degree of difficulty. An important premise of Bloom's Taxonomy is that each category or level must be mastered before progressing to the next. In this study, the researcher focuses on all domain of bloom taxonomy because after the students understand the material, they will be able to write the spoof text correctly.

⁶ Atherton J S. "*Learning and Teaching; Bloom's taxonomy*", retrieved from www.learningandteaching.info/learning/bloomtax.htm, in May 17, 2016.

Spoof is a type of story which has a twist (funny part in the end of the story).⁷ In this study, the writer focuses on spoof text in several aspects of generic structure and grammatical error in writing spoof text which are produced by the eleventh grade students of senior high school at Islamic Modern Boarding School of Daar et-Taqwa Petir with their writing result.

The researcher got such the case when she taught in junior high school of Daar et-Taqwa Islamic Modern Boarding School (IMBS), most of students difficulties in understanding writing of the spoof text because of some factors such as; the students' feel burdened to write in English, the students' interest in writing class were low, less positive response on writing assignments. For example; when the teacher explained the material by using English language, the students feel bored to follow the lesson because they did not understand the grammatical in writing text such as sentence pattern, tense, pronoun, preposition, punctual and spelling, they did not mastering the vocabularies well, and automatically they did not understand the spoof text correctly. Students are confused to writing

⁷ Joko Priyana, *INTERLANGUAGE: English for Senior High School Students I Science and Social Study*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.167

spoof text therefore they still make error in writing spoof text. They have difficulties in organizing the writing spoof text because they just imagine what they have to write, so there were many students who need long time to think although only a few sentences.

Finally, based on the background above, the writer would like to carry out under the title: "The Analysis of Students Writing Error on Spoof Text" (A Case Study at second grade of Islamic Modern Boarding School of MA Daar et-Taqwa Petir, Serang, Banten)

B. Identification of problem

There are many problems that often found by students that can be identified as follow:

1. Students are low of gramatical in writing text
2. They have difficulties in organizing generic structure of writing spoof text.
3. Students are confused in writing spoof text.

C. Limitation of The Problem

The limitation of this research is about writing text, especially error analysis on students' writing text. There are many kinds of text that can be learned by the student. Each

kind of these texts has their own purposes. Texts are classified into some groups. They are description text, report text, narrative text, expository text, review text, procedure text, spoof text, anecdote text, explanation text, and news item text.

In my research, I will give limitation about spoof text. Because spoof text is more interesting and nearer with students' daily activity than the other kind of the text. Spoof text tells us how or why something funny occur. So, it is important to learn because the students need more focus to write it.

D. Research Question

Some problems that mentioned above, the writer will formulate in the specific questions as follows:

1. What errors of generic structure do students make in their writing spoof text?
2. What errors of grammatical writing do students make in their writing spoof text?

E. The Objectives of The Research

Based on the research statement of problem above, the writer has several objectives of the research as following:

1. To know students errors in generic structure in their writing spoof text

2. To know students errors in grammatical writing on spoof text

F. The Previous Study

To prove the originality of this study, the writer presents some previous researches that deal especially with teaching English. As follows:

1. Abdussalam (05232978) finished his study at 2010 by title of paper "Error Analysis of Students' Descriptive Writing", this research was conducted at Second Year Students of Private Islamic Senior High School Raudlatul Mutaallimin Sidadung Serang. In his research, he discussed students' error in writing descriptive text. He adopted the classification of errors according to S. P. Corder there are: error of omission, error of addition, error of selection, error of ordering. The data of students' errors were collected from the result of the students' writing test. Then, the students' errors were described as clear as possible and they were classified based on grammatical error. And then, he analyzed students' error in some types error, as follow: errors of omission, errors of addition, errors of selection, and errors of ordering. He concluded the errors of

addition is the highest error produced by the students with total errors.

2. Kurnia Qurrota A'yun (083411008) finished his study (2012) by title of thesis " The Effectiveness of Using Video to Improve Students' Ability on Writing Spoof Text" at the Eleventh Grade of MAN I Kebumen in the Academic Year of 2011/2012. In her study she describes the effectiveness of using video to improve ability on writing spoof text. Her conclusions are the use of video to improve students' ability on writing spoof text was effective. there was a significant difference between the improvement of students' ability on writing spoof text that was given a new treatment using video and the improvement of students ability on writing spoof text that was not given a treatment.

From the study above, the writer compares her research with those of Kurnia Qurrota A'yun. The differences between the previous study and this study are the method of research, this study applies case study with qualitative approach.

G. Organization of the Research

In order to write a good paper, it is necessary to arrange it sistematically. The organization of this paper provides the

organization of the main issues discussed. This paper is divided into five chapters as follows:

1. Chapter I (Introduction): It presents background of the research, identification of problem, limitation of problem, statement of problem, the objective of the research, the previous study and organization of the research.
2. Chapter II (Review of Related Literature): This chapter presents Error Analysis, Writing, Spooof Text, and Previous Study.
3. Chapter III (Methodology of Research): This chapter covers The Method of Research, The Place and Time of Research, Research Instrument, Participant, Technique of Collecting Data, and Technique of Data Analyzing.
4. Chapter IV (Data Presentation and Analysis): This chapter explains The Description of Data and the Discussion of description
5. Chapter V (Closing): This chapter consists of Conclusion and Suggestion.