

CHAPTER I

INTRODUCTION

A. Background of The Study

English language as an international language. Most of school in Indonesia have some scope in learning English lesson. Those are writing, reading, listening, and speaking they have the difficulty of respectively. this paper will focus on writing.

Many English teachers though such condition that found some student who their speaking and writing ability are weak as Norrish said that "It is natural for some students as human being to make error even many native speakers produce many mistakes in speaking and they would be unaware of the why their speaking unless they heard a recording of them self"¹

Writing needs at least paper and pen to make notes, However some important things to improve the quality of writing that the writer should have knowledge. Understand the linguistic roles, wider vocabulary, emotion and even the precious time. So, writing is not only making a line of sentence which have no inter connection between each other and without paying attentions to the meaning aspects, but writing is making our written pieces writing and understood by readers.

¹John Nourish, *Language Learners and their Errors*, (McMillan Press Ltd, 1980), p.44

In expressing the idea, every people share their own abilities, there is a person who is clearly bright and confident in expressing his way of thinking in spoken language. Meanwhile there is also the person who is weak in speaking but well enough in his or her written form. Robert Lado state : “Language is partial representation unit of language learning to write foreign language is a learning to put down the graphic symbol that represent a language and the graphic representation.”²

Why are students afraid of writing ? there are several possible reasons. Perhaps most obvious reason is fear of making mistakes in spelling, punctuation, or grammar. You get nervous when you are asked to write a composition because you are afraid that the teacher will return it to you with red marks all over the page. Your fear of making mistakes what may cause us to get a poor grade on a composition.

You may also fear writing because you fear that you have nothing to write about. When your teacher makes an assignment, you sit there wondering what on earth you are going to say in the composition. If you look around and discover that your classmates are writing away, you are panic. Believe it or not, your feeling are perfectly natural. even professional writers face this fear. Much of

²Robert Lado, *Language Teaching*. (New York :Mc Graw Hill Inc,1946),p.23

the time they are not sure what they are not sure what they are going to say when they begin to write.³

There are many students who make mistakes at grade seventh, it found on the previous student's paper that the biography writing is didn't wrote well by the writer. For the example "writer was graduated from elementary school in 2006" it should be "writer graduated from elementary school in 2006. Another such as "She is live in Banten in beautiful village named Serang" it should be "She lives in Serang, the beautiful village in Banten" and many other mistakes is found in student's paper. Writing biography should be proficient in English writing well, structurly and grammaticaly because the student has learned in his or her class before. And as we know to write the biography is one part of the contents of paper. If students still go wrong in writing a biography. The possibility of any doubt about the contents of his or her paper.

Many ways to improve students' skills in writing, one of these ways is student can write his or her biography. Houghton Mifflin explained, "Biography is to analyse and write your or someone's life from birth to death."⁴

Finally, based on the background above writer would like to carry out under the title "An Error Analysis of Students' Writing on Biography" (A Case Study PBI D Students of IAIN SMH Banten).

³Audrey L.Reynolds,*Exploring Written English A Grade for Basic Writers*, (Boston Toronto:Little, Brown and Compy,1983),p.3

⁴Mifflin Houghton Company, *Dictionary of the the English Language, Fourth Edition*, (American Hertage:2009),p.818.

B. Statement of the Problems

Statement of the problems are :

1. How is students' understanding on writing biography ?
2. What are the type of students errors in making biography ?
3. What are the cause of students errors in making biography ?
4. what are the right reconstruction of their writing based on grammatically rules ?

C. The Research Purpose

The Research Purpose are :

1. To know the students' understanding on writing biography
2. To know the types of errors the students made in a biography text
3. To know the cause of errors the students made in a biography text
4. To know the right compiling of their writing based on grammatically rules

D. Operational Definations

The Operational Defination are :

1. Writing

Writing is far from being a simple matter of transcribing language into written symbol: it is a thinking process in its own righ. it demands conscious intellectual efort, which usualy has to be sustained over a considerable

period of time. Furthermore, precisely because cognitive skills are involved, proficiency in language does not, of itself, make writing easier. People writing in their native language, through they may have a more extensive stock of language resource to call upon, frequently confront exactly the same kinds of writing problems as people writing in a foreign a second language⁵

2. Biography

Biography is to analyse and write your or someone's life from birth to death also biography is to write or to say the event life of people.⁶

3. Error Analysis

There are several ways to think about error in writing in light of what we know about how texts, context and the writing process interact with one other. As mentioned, students writing in a second language generally produce texts that contain varying degrees of grammatical and rhetorical errors. In fact, depending on proficiency level, the more content-rich and creative the text, the greater the possibility there is for errors at the morphosyntactic level. According to H. Douglas Brown stated: Error analysis are indeed revealing of a system at work, the classroom

⁵Ron White and Valerie Arndt, *Process Writing*, (New York: Logman, 1991), p.3

⁶Mifflin Houghton. op.cit, 818

foreign language ...”⁷. it mean that error can be found in the writing convering a phoneme, a word, a phrase,a cluse sentence,a discourse.

Error analysis is an activity to reveal errors found in writing and speaking. Richard et.al,state that, “Error analysis is the study of errors made by second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning as an aid in teaching or in the preperation of teaching materials. this defination stresses the functions of erros analysis.”⁸

Another concept of error analysis is given by Brown. He defined “Error analysis as the process to observe, analyze, and classify the diviations of the rules of the second language and then the to reveal the systems operated by learner.”⁹

⁷H.Douglas Brown,*Principles of Language LEARNING and Teaching* (New Jersey: prentice Hall. 1994),p.164

⁸Richard, J.C.(ed) *Error Analysis*. (London:Longman 1973),p.96

⁹Brown , H.D *Principle of Language Learning and Teaching*. (New Jersey: Prentice _Hall inc.1980),p.166

E. The Organization of Writing

The write uses systematic organization of writing the paper that contains five chapters as the following :

Chapter I is introduction which consist of background study, the statement of the problem, the reserch purpose, operational definition, the organization of writing.

Chapter II is theoritical review which explain about the defination of writing, the kind of writing, the form of writing, the role of writing in learning english, the explanation of biography text, the errors analysis, defination of error, types of error, the different between mistake and error, sorch of error.

Chapter III is metodology of reserch which consist of objective of research, method of research, the instrument of reserch, population and sample, the technique of data collection, the technique of data analysis, place and time.

Chapter IV is result of the reserch which consists of data analysis and findings.

Chapter V is closing which consist of conclusion and suggestion.

F. The Previous Study

1. There is previous reserch focused in the Biography text,that is Fajarani Emmaryana. Srm : 105014000295, The tittle is “AN ANALYSIS ON THE GRAMMATICAL ERRORS IN

THE STUDENTS' WRITING" (A Case Study of the First Year Students of "SMA Negeri 1 Cigudeg-Bogor), Year 2010.¹⁰ She concludes her research

- a. To collect the data, the writer used field research. To get field research, the writer got in touch directly with the students of SMA Negeri 1 Cigudeg. She gave written test to the students of class X 1, 2, 3 and 4 to know how far the students are able to make recount text with good grammatical. And she also interviewed the English teacher to know their background of knowledge, the curriculum and method in English teaching learning. Then, the writer used many books, the papers, and took the data from the internet related to the research to support the theoretical framework.
- b. The grammar errors made by the first year students of SMA Negeri 1 Cigudeg in writing recount text are in Tense for the highest errors by 19 students or 95%, the second is errors in Spelling and Punctuation by 18 students or 90%, the third is errors in Sentence Pattern by 17 students or 85%, the fourth is errors in Preposition by 7 students or 35%, and the last errors in Pronoun with 6 errors or 30%
- c. writer suggests of all the problem in the students' writing in SMA Negeri Cigudeg-Bogor that errors in foreign

¹⁰Fajarani Emmaryana. (2010). *An analysis on the grammatical errors in the students' writing*. Paper on SMA Negeri 1 Cigudeg Bogor. Unpublished.

language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors. To reduce the grammatical errors in students' writing, the students should learn more about Sentence Pattern, Tense, Spelling and Punctuation, Pronoun and Preposition. For the English teachers, they should improve the way they teach and should improve their techniques in teaching by preparing systematic materials to reduce the errors which are always made by the learners.

2. The previous study is "AN ANALYSIS OF THE NARRATIVE WRITING THENINTH GRADE STUDENTS OF SMP NEGERI 1 GIANJAR BASED ON TEXT'S COHESION AND COHERENCE". Year 2010. By Anom Wirajaya. Srn:105014000387.¹¹ He concludes his research
 - a. This study aimed at describing and explaining the cohesion and coherence created by the ninth grade students of SMP Negeri 1 Gianjar in their narrative writings. Another aim was to describe and explain the problems encountered by students in their narratives

¹¹Anom Wirajaya. (2010). *An Analysis of the narrative writing theninth grade students of the SMP Negeri 1 Gianjar based on he text "Sohesion and coherence"*. Paper on SMP Negeri 1 Gianjar. Unpublished.

- b. This study used qualitative research which focused on describing and explaining the coherence and cohesion created by the ninth grade students' in their narrative writings, and the problems encountered by the students
 - c. The cohesion of the narratives written by the ninth grade students of SMP Negeri 1 Gianyar was created by the uses of cohesive devices. The cohesive devices used were in terms of grammatical cohesive devices and lexical ones. The coherence of the narratives was viewed from the development of themes of the narratives, structure of ideas of each paragraph to support the themes, the generic structure of narrative and grammatical coherence. The problem encountered by the students in the way to create cohesive and coherent narratives were sentence patterns, verb patterns/forms conjunction, spelling, word choice, plural forms, over generalization, the use of article, ellipsis, preposition use, pronoun use, a postrophe, adverb form, syllabification, and capital.
3. The previous study is "AN ERROR ANALYSIS ON STUDENTS' DESCRIPTIVE WRITING" (A Case Study at the second Grade students of "SMAN 1 Rumpin Bogor" year 2009. By Fazar Agustianingsih". Srn : 10501400376 ¹². She concludes her research

¹²Fazar Agustianingsih. (2009). *An error analysis on the students "descriptive writing" paper on second Grade students of "SMAN 1 Rumpin Bogor*. Unpublished.

- a.** The writer uses descriptive design in form of qualitative. She analyzes the students' English writing to find out the kinds of error that the students made. The population of this research is the 13 second grade student of "SMAN 1 Rumpin Bogor". The writer took the 37 papers of 13 randomly to fulfill her research.
- b.** The type errors that made by the second grade SMAN 1 Rumpin" in the descriptive writing are sentence pattern. Most student did not use the correct sentence pattern which consists of subject, predicate and object. The reason why most students made this error is the influence of their mother tongue. Second error is subject-verb agreement. Students made 35 error in this case. They did not use singular and plural subject in Indonesia language. The third error is parts of speech. It is 32 errors. They did not use the proper pronoun and noun. The reason why the students made this error because mother tongue influences. The last error is verb tense. In this case students made 6 errors. It is influence the way of students thinking when they write in English.