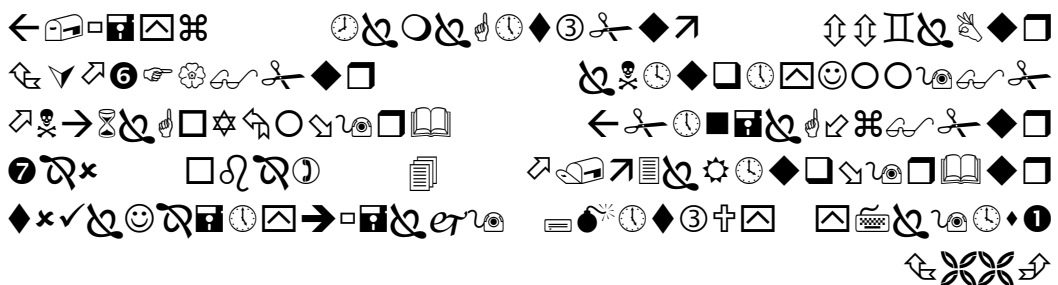


CHAPTER I INTRODUCTION

A. Rationale

English language is a means of oral and written communication to deliver the information, thought, feeling and improve knowledge, technology and culture. It has four language skills, such as; listening, speaking, reading and writing. English lesson is taught to develop those skills in order for the graduates to communicate and write in English. Allah creates different languages as means of communication. It is written in the Holy Koran, surah Ar-Ruum verse 22, states:



Thus, as stated in the holy Koran, Allah explains that it is important for human beings to know and communicate with other people to exchange information, thoughts and knowledge both orally or written.

Writing is perhaps the difficult skill for some people to learn. People who learn English as a foreign language often say that writing is more difficult than any other skills. As the fact of the matter, most native speakers of the language have to make their efforts themselves to write accurately and effectively even on what they are well aware of. Here are three reasons why writing became the most difficult skills:

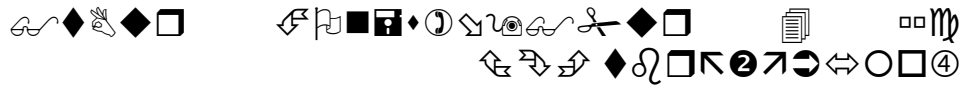
Firstly, writing requires good grammar. A non-native person has to remember a large number of rules in structure which are quite different from their own language. This is a problem if he or she learns the grammar with an English native teacher at the beginning. The teacher can not help to point out the distinct differences between the two languages. The learners must figure out the differences themselves and even outline some rules to convert from their own language to the target language.

Secondly, people are often known to spend less time to write than to listen, to speak and even to listen. They spend little of their time for writing. It is clearly known that an average person spends the most for listening, the second most for speaking, then reading and finally writing.

Thirdly, when students of English as a foreign language write something, they have a big question in mind whether what they write is correct or incorrect, to answer the question for them and help them recognizing the mistakes, the teacher who is teaching them is ready to give them a hand, but the teacher does not have enough time to correct for all of them if there are many students in the class. When the teacher corrects the writing for just some of them, the other students cannot recognize their own mistakes. Without correction, the mistakes may be repeated many times and become bad habits which are hard to adjust.

In conclusion, writing is the most difficult skill that learners of any foreign language may face. To be good at it, learners must give much effort. However, it is a very important skill because it can help the writers in many areas. It creates ideas which can not be produced by spoken way. It also allows

the writers to give information to others about their intentions, and permit them to express their feeling and emotion. Besides, it can help the students in learning process. Writing is an active process and productive activities to produce concept of writing. Because of this importance, in surah Al-Qalam verse 01, Allah said:



Through writing the students are hoped that they can improve their inspiration. Furthermore, writing helps develop students' ability to use language as a means of expression and communication. Writing may also help students create something that will bring them joy, satisfaction and pride. They can tell about their experience in their writing. In writing, there are some ways to lose the mistakes and make the writing easier to be read and understood by the readers, by following the rules of writing.

Writing process needs all aspects of thoughts, because when it is done, the writers must really concentrate and gather all the data into one interesting reading. In the process of writing, the writers apply and test their knowledge about grammar, vocabulary and mechanics. In the editing process, the students are made aware of their grammar problems as they are required reading and checking their grammar and vocabulary problems.¹

The problems, of course, will cause the occurring of errors or mistakes. Errors in the process of language learning are sometimes due to the interference

¹ J.G. Gebhard, *Teaching English as a Foreign or Second Language*, (Ann Arbor: The University of Michigan Press, 1996), p. 230.

from the mother tongue. Moreover, every language has different patterns and rules that should be paid attention to the second language learners. So, it is difficult to avoid those Indonesian learners make mistakes in learning the target language (English). However, this phenomenon should be considered natural. People can not learn language without first systematically committing errors; as a matter of fact that making error is a part of learning.²

Based on the phenomenon above, this study is conducted to analyze grammar errors in paragraph writing made by the second grade of MAN 2 Model Banjarmasin especially in omission, addition, misformation, transitional signal, punctuation, and capitalization. Our writing is considered to be comprehensive and easy to be understood by the readers. In this study, the writer uses the recount writing as a form of a written test. The writer chooses this school because MAN 2 Model Banjarmasin is one of the familiar schools in Banjarmasin.

The research is entitled: **A Study of Error Analysis in Paragraph Writing of the Second Grade Students at MAN 2 Model Banjarmasin Academic Year 2010/2011**. To avoid any misinterpretation in understanding the title, the writer needs to explain some keywords of the title:

1. Error is something done wrong.³
2. Analysis is separating or breaking up any whole into its parts, especially an examination of these parts to find out the nature, proportion, function and interrelationship.⁴

² Heidi C Dulay and Stephen Krashen, *Language Two*, (NY: Oxford Un. Press, 1982), p. 138.

³ AS, Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995), p. 228.

3. Error Analysis is an attempt to account for the learners' error that could not be explained or predicted by contrastive analysis or behaviorist theory.⁵ Error analysis deals with collecting samples of learners' language, identifying the errors according to their hypothesized causes and evaluating of the errors.
4. Writing is one of the language skills which are used for medium of communication, especially indirect communication.⁶ Writing is one way to express human's ideas, opinions, and thoughts about everything in mind and around them. Writing is also the mental of work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to the reader. Recount writing is to describe past experiences by retelling events in the order in which they happened.
5. Paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.⁷ To be effective, a paragraph must be centered on one idea, and the sentences must flow in logical sequence.

B. The Formulation of the Problem

The problems of learning a language, especially writing skill have been being complex problems that require problem solving. So, based on the

⁴ Victoria Neufeldt and David B. Guralnik, *Webster's New Word College Dictionary (Third Edition)*, (New York: Macmillan, 1996), p. 49.

⁵ Heidi C Dulay and Stephen Krashen, *Op.Cit.*, p. 141.

⁶ Donn Byrne, *Teaching Writing Skill*, (Hongkong: Longman Group Ltd, 1988), p. 1.

⁷ Alice Oshima and Ann Hogue, *Academic Writing*, (Longman Group Ltd, 1998), p. 16.

background of the study above, the writer would like to formulate the problems as follows:

1. What are the types of errors in writing a recount paragraph made by the second grade students of MAN 2 Model Banjarmasin?
2. What are the possible causes of the errors in writing a recount paragraph made by the second grade students of MAN 2 Model Banjarmasin?

C. Reasons for Adopting the Title

There are some reasons that make the writer adopts the title. They are:

1. Writing can help develop student's ability to use language as a means of expression and communication.
2. Paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.⁸
3. The research gets to help the writer analyses of errors in writing a recount paragraph at MAN 2 Model Banjarmasin and gets to increase the writer's knowledge in paragraph writing especially recount.

D. Purposes of Research

Related to the statement of the problems, the study has the following purposes:

1. To classify the types of errors made by the second grade students of MAN 2 Model Banjarmasin in writing a recount paragraph.

⁸*Ibid.*

2. To find the causes of errors made by the second grade students of MAN 2 Model Banjarmasin in writing a recount paragraph.

E. The Significance of the Research

The writer hopes the result obtained in this research will be useful as the following:

1. To enrich the writer's knowledge and experience in the scientific research.
2. To provide consideration and input for educators, especially for English teachers in MAN 2 Model Banjarmasin.
3. To provide comparison for the next researchers.
4. To add library's literature of MAN 2 Model Banjarmasin and Antasari State Institute for Islamic Studies Banjarmasin.

F. Organization of the Paper

This research is divided into five chapters as the following:

Chapter one discusses the introduction that consists of rationale, the formulation of problem, reasons for adopting the title, purposes of research, the significance of research and organization of paper.

Chapter two discusses the frame of theories that consist of the nature of writing, the nature of paragraph, definition of errors, error analysis, the categories of errors, the causes of errors.

Chapter three discusses the methodology that consists of subject and object of the research, data, sources of data, techniques of data collecting, the research design and method, techniques of data analysis and research procedure.

Chapter four discusses the research result and discussion of the findings.

Chapter five discusses the conclusion and suggestion.