

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning the English language presented more significant challenges compared to sketching a similar face on paper, especially for individuals whose native tongue was not English. Due to the disparities between students' first language (Indonesian) and the second language (English), students in Indonesia often needed help to achieve mastery of English as a foreign language.

English classes focused on teaching two distinct types of language abilities: receptive skills and productive skills. According to Saputra et al. (2020), receptive skills refer to the ability to understand written and spoken language, whereas productive skills refer to the ability to express oneself through speech and writing. Proficiency in writing was crucial for students, as it enabled them to articulate their emotions or viewpoints through written means.

Writing involves the process of translating ideas into understandable written form. It was considered the most challenging skill for students to learn in English (Phuket & Othman, 2015). Writing differed from acquiring other skills as it required mental activity, enabling individuals to enhance their understanding (Pardosi et al., 2019).

Writing was an intricate procedure, even in the native tongue. Undoubtedly, writing in a foreign language posed greater challenges. As a result, many researchers have attempted to identify the most common errors made by EFL students when writing in a second language. Gaining a more comprehensive

grasp of these errors and their underlying causes in the process of English as a Foreign Language (EFL) writing would have assisted teachers in comprehending their students' challenges in learning the language. Furthermore, it would have facilitated the adoption of suitable instructional techniques to improve the learning efficiency of English as a Foreign Language (EFL) students.

Numerous researchers were interested in studying errors made by EFL learners, and various research areas related to error analysis. Error analysis (EA) as stated by Dulay et al. (1982), served as a tool for analyzing errors made by EFL learners during language learning. An error analysis was conducted to identify the strategies employed by students in language acquisition. This allowed teachers to see the specific difficulties encountered by students in acquiring the target language, thereby enhancing their teaching methods. Conducting error analysis was crucial in pinpointing the precise categories of errors committed by students.

According to the statement above, as students advanced in their English study, they often committed writing errors. For example, students frequently make errors while writing about time. An important obstacle they faced was their requirement to ascertain the correct sequence of time expressions in the English language.

According to a previous study, the article "Errors in Telling Time in English: A Qualitative Study" was published in the World Journal of Advanced Research and Reviews in 2023. The study focused on identifying the errors

made by seventh-grade students in Indonesia when expressing time in English and offered recommendations for teachers to address these errors. The research employed a descriptive-qualitative approach, gathering data through tests and interviews. The results revealed that students made errors when using “o'clock”, “past”, “to”, and “am” or “pm”. These errors stemmed from their limited knowledge of English and interference from their first language, Indonesian. The study emphasized the significance of understanding the distinction between Indonesian and English grammar, specifically in time expression. It is recommended that teachers anticipate and address these errors in their teaching.

Based on the researcher's teaching experience at SMP Negeri 1 Lingga from August to September 2023, it was evident that students needed to improve in writing sentences and had limited vocabulary. Additionally, they frequently made errors in sentence structure, with one example being the reversal of the order of hours and minutes when writing sentences about time. In English, minutes always came before hours. However, the students reversed this order by placing hours before minutes. For instance, they wrote “it is five past twenty” to indicate the time 5:20, whereas the correct order was “it is twenty past five”.

The researcher was interested in discussing the topic of telling time: first, it was relevant daily, as telling time was a crucial daily skill. Second, researching errors in telling time could assist students and teachers in identifying common errors that frequently arise when telling time in English. By understanding these errors, students could avoid repeating them and enhance the accuracy of telling time. Third, comprehending and mastering telling time in English was vital to

developing English language proficiency. By focusing on this topic, students improved their vocabulary, understanding of grammar, and writing skills when discussing time. Moreover, the last research errors in telling time benefited English teachers and learners. Teachers better understood common errors, enabling them to create more effective teaching strategies, while learners could identify and correct their own errors.

This study focused on the common errors that English as a Foreign Language students made when writing time expressions in English. The researcher's objective was to pinpoint the precise errors made by students and gain a deeper understanding of the difficulties they faced in comprehending and using the idea of time. The researcher expressed interest in performing "An Analysis of Students' Errors in Telling Time at the Seventh Grade of SMP Negeri 1 Lingga".

1.2 Identification of the Problem

Based on the background provided, the researcher identified several problems that existed among the seventh-grade students of SMP Negeri 1 Lingga:

1. The students struggled with writing time expressions.
2. The students needed a more extensive vocabulary.
3. The students needed to improve in writing time-expression sentences.

1.3 Limitation of the Problem

In this research, the researcher wanted to discuss only an analysis of time expression errors found in the seventh-grade students' sentences at SMP Negeri 1 Lingga in the academic year 2023-2024.

1.4 Research Question

Based on the problem's limitations, the researcher would have liked to state the research question as follows:

1. What types of errors in writing time expression sentences are made by seventh-grade students of SMP Negeri 1 Lingga?
2. What types of errors in writing time expression sentences are mostly made by the seventh-grade students of SMP Negeri 1 Lingga?

1.5 Purpose of the Research

The purpose of the research is as follows:

1. To investigate the types of errors in writing time expression sentences made by seventh-grade students of SMP Negeri 1 Lingga.
2. To find out types of errors in writing time expression sentences mostly made by the seventh-grade students of SMP Negeri 1 Lingga.

1.6 Significances of the Study

The researcher expected that the results could be theoretically and practically beneficial if the research purpose were achieved.

1. Theoretically

This research made a meaningful contribution to English Language Teaching by analyzing errors in writing time expression sentences. It gave readers insight into the difficulties faced by English learners.

2. Practically

- a) The research provided the students with a deeper understanding of expressing time in written form, enhancing their ability to construct precise and accurate time-expression sentences.
- b) The research helped the teachers identify what students needed to be taught to write time-expression sentences accurately.
- c) The research could be useful as a reference for future researchers interested in analyzing errors in telling time.

1.7 Definition of Key Terms

To prevent readers from misinterpreting the terms used in this research and to provide a clear understanding of this study, the following definitions of essential terms were provided:

1. Writing

Writing is defined as representing and expressing time expressions using written language. The study specifically focused on how seventh-grade

students at SMP Negeri 1 Lingga wrote and expressed these using numbers and words in their sentences.

2. Error analysis

Error analysis is the systematic method of investigating and evaluating time expression errors made by seventh-grade students at SMP Negeri 1 Lingga.

3. Telling Time

Telling time is defined as the proficiency of seventh-grade students at SMP Negeri 1 Lingga in accurately perceiving and comprehending the time on the clock, involving the comprehension of the positioning of clock hands on analogue displays.

