

Chapter I

Introduction

A. Background of the Study

Many people consider that English is very important in our life. English becomes a tool for international communication in transportation, commerce, banking, tourism, process technology, diplomacy and scientific research. English becomes increasingly important as a medium through which people from a range of culture can share their experiences and knowledge of globalization.¹ In addition, many books of science, technology, art and other published issues are written in English. Therefore, mastering English is one of the important things in order to be able to survive in this modern era.

English is a foreign language for Indonesian students. In learning a foreign language, students should master the four skills of English; those are speaking, reading, writing, and listening. So students should master communication not only in oral (speaking and listening), but also in writing (writing and reading) skills. Mastering speaking is very important for foreign language learner for

¹ Galuh Nur Rahmah, *Facing the Complexities of Writing* (Malang: UIN-Malang Press, 2008), 10.

tenses that was discussed were simple present and simple future only; they are commonly used in a proposal. The others were fragment, run together sentence and conjunction; they are occurred commonly in the students' writing¹¹. In order to make this research easier and more efficient, the subject of this study was limited to Writing IV class of Education English Department of Tarbiyah Faculty in IAIN Sunan Ampel Surabaya.

F. Definition of Key Terms

The definition of key terms is intended to avoid misunderstanding and interpretation. So that, the writer would like to describe some terms used in this research:

1. An error is noticeable deviation from the speaker grammar of native, reflecting the Interlingua competence of the learner.¹² It is the flawed side of the learner writing. It is a part of composition that deviates from some selected norm of nature language performance.
2. An error Analysis is an attempt to account for the learners' error that cannot be explained or predicted by contrastive analysis or behaviorist theory.¹³ The study of error analysis proceeds further than merely predicts errors or contrastive analysis. Errors analysis studies the native of errors and presents confirmation of prediction made by contrastive analysis. Error analysis deals

¹¹ Ann Hogue. *The Essential of English*. (New York: Pearson Education.2003) p. 52-55

¹² H. Brown Douglas, *Principles of language learning and teaching*, (Englewood Cliffs, Nj. Prentice-Hall, 1980), p. 165.

¹³ Heidi C Dulay and Stephen Krashen, *Language Two*. (New York: Oxford University Press, 1982), p. 141.

