# 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. 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

<sup>&</sup>lt;sup>1</sup> Galuh Nur Rahmah, Facing the Complexities of Writing (Malang: UIN-Malang Press, 2008), 10.

measuring the ability of the learners<sup>2</sup>. But it cannot be avoided that mastering writing skill is as very important as mastering speaking skill. Writing is very important skill because it can help the writers in many areas. It creates ideas which cannot 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 process needs all aspect of thought, 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. <sup>3</sup>

Grammar is one of the supporting aspects in English skill especially writing skill. The writing is considered to be a good; one of it is comprehensive and easy to be understood by the readers. It would be impossible to write affectively without concerning grammar. Therefore, it is vital necessary for language learners to learn correct grammar at the beginning of the process of learning a new language.

<sup>2</sup> Nunan, D., *Language Teaching Methodology*. (Hemel Hempstead. Prentice Hall International, 1991: 120)

<sup>&</sup>lt;sup>3</sup> J.G.Gebhard, Teaching English as a Foreight or Second Language, (Ann Arbor: The University of Michigan Press, 1996), p. 230

In language learning process, learners will get more problems and face great difficulties when they learn a foreign language. Some of them are vocabulary, grammar, pronunciation and other aspects of language. 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 from the mother tongue. Moreover, every language has curtain different patterns and rules that should be paid attention to the second language learners. So it is difficult to avoid those learners making mistake in learning this target language (English). However, this phenomenon should be considered natural. People cannot learn language without first systematically committing errors; as a matter of fact that making error is a part of learning.

Generally, the students can understand or produce a grammatical utterance but they get the meaning incorrectly. If the teacher does not present enough information about the perfect form and its complexities in meaning, then the student may over generalize the rules.

Based on previous research conducted by Setyasari, the errors of preposition made by students in her thesis title, the analysis showed that there were 9 errors in about 26 thesis titles. The most of error was malformation (88.9%), and

<sup>&</sup>lt;sup>4</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, 1980),p. 41.

<sup>&</sup>lt;sup>5</sup> D. A. Wilkins, *Linguistics in Language Teaching*, (London: Edward Arnold Publisher Ltd, 1980), p.197.

<sup>&</sup>lt;sup>6</sup> Heidi C Dulay and Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p. 138.

considered as the most dominant error, followed by errors of omission (11.1%), and there is no errors of addition and disordering. Based on the student's mastery level in term of error showed that students' mastery of English preposition was very poor.<sup>7</sup>

Ahmad Rodli in his thesis show the most of errors made by Students of Madrasah Aliyah Darul Hikmah Mojokerto in learning English were in structure of sentence. According to him the most causes were the influences of other tongue<sup>8</sup>. Zainal Abidin<sup>9</sup> and Annisa Herawati<sup>10</sup> limited their research in some parts of grammar only and ignored others parts of the supports skill in writing such as the capitals, commas, dots, structures, spellings, dictions, coherences, unities the orders, etc. In their research, the highest errors produced by their subject were malformation each by 49.7% and 43.4% in percentage.

Based on the phenomenon above, this study will be conducted to analyze grammatical errors in writing made by Students semester IV of English Education Department of Tarbiyah Faculty in IAIN Sunan Ampel Surabaya in writing class level 4. It will be focused on sentence problems include tenses, fragment,

<sup>9</sup> Abidin, ZAinal. Errors on the contruction elliptical sentences made by the third grade students of SLTP Baitus Salam Surabaya. (Surabaya: Library of Unesa. 2008) Unpublished Thesis

<sup>&</sup>lt;sup>7</sup> Setyasari, *The Errors of Preposition made by Students in Their Thesis Title* (Malang: Library Of Muhammadiyah University: 2004) p. 40. Unplished thesis.

<sup>&</sup>lt;sup>8</sup> Rodli, Mohammad. The area of English errors by students of MA Darul Hikmah Mojokerto (Surabaya: Library of Unmuh University Surabaya: 1996) Unpublished Thesis

<sup>10</sup> Herawati, Annisa. A Study Of Error Analysis Of Second Class Of SMA Muhammadiyah 2 Pucang Surabaya In Paragraph Writing. (Surabaya: Library of IAIN Sunan Ampel. 2009) Unpublished Thesis

conjunction, and run together sentence. It will be done for make simpler and detail for collecting the data and researching. The researcher chooses this institute because the place is near the researcher; the students of Writing 4 class are considered having studied all English language components and it needs evaluations and measurements how deep the students of English Education Department of Tarbiyah Faculty know English writing. In addition, the background of their study is many. It is not only from different state senior high schools but also different private senior high schools, courses, surrounds.

#### B. Statement of the Problem

So based on the background of the study above, the writer formulated the research problems as follow:

- 1. What are the types of errors made by students of English Education
  Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya in Writing IV class?
- 2. What are the possible causes of those?

# C. Objectives of the Study

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

- To classify the types of errors of tenses and sentence problem in proposal of Writing IV class of Education English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya
- To find the causes of errors of tenses and sentence problem in proposal of Writing IV class of Education English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya

# D. Significance of the Study

The study is expected to give some information to the English lecturers about the most errors made by their students so that they can solve the problems. After knowing the students' errors of tenses and sentence problem, the teachers will be able to design and improve more appropriate techniques and method in their next teaching. For the students, they will know their errors in their writing so they will try to study them well. So, it will be expected to give some better changes in learning English in the organized and structural tenses and sentence problems in English writing.

## E. Limitation of the Study

The study was limited to discover and describe the errors in writing made by Writing IV class of Education English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya. The writer focused only on analyzing errors of sentence problems in writing and ignoring other errors. The sentence problem included

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' writing<sup>11</sup>. 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

<sup>&</sup>lt;sup>11</sup> Ann Hogue. *The Essential of English*. (New York: Pearson Education. 2003) p. 52-55
<sup>12</sup> H. Brown Dougles, *Principles of language learning and teaching*, (Englewood Cliffs, Nj. Prentice-Hall, 1980), p. 165.

<sup>&</sup>lt;sup>13</sup> Heidi C Dulay and Stephen Krashen, Language Two, (New York: Oxford University Press, 1982), p. 141.

- with collecting samples of learner language identifying the errors according to their hypothesized causes and evaluating of the errors.
- 3. Writing is one of language skills which are used for medium of communication, especially indirect communication. Writing is one of ways to express human's ideas, opinion, and thought about everything in mind and around them. Writing 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.
- 4. Sentence problem is incorrect grammar and composition in sentence that make the sentence unclear, ineffective and confused.
- Proposal is a research proposal that is a document written by a student of college that describes in details the program for a proposed scientific research.
   It is written before a student writes a thesis as the result of the research.

<sup>&</sup>lt;sup>14</sup> Donn Byrne, teaching writing skill, (Hongkong: Logman Group Ltd, 1988), p. 1.