CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is an international language which is used for communication in the globalization era when technology and communication grow rapidly. In many countries around the world, communication becomes the most important thing to convey message, information and knowledge. In addition, there are a lot of news and information which are written and broadcasted in English. This fact everyone demands to learn English.

English learning becomes the main need to face the globalization era. Brown (2000) (as cited in Zawahreh, 2012), Languages are of four Skills. English language is not an exception. It consists of four skills: listening, speaking, reading and writing. In Indonesia, English is one of the main subjects for students and must be learnt from elementary to senior high school. In senior high school, the existence of English becomes more vital. In this grade, learning English is not only in language components such as vocabulary, pronunciation and grammar but also in English skills such as listening, reading, writing and speaking. Therefore, the students are expected not only to understand English but also to have the abilities to communicate using English actively to face the globalization era when English become the important thing as one of job requirements.

However, in fact not all students understand English well. The students consider that English is one of the most difficult lessons that they get at school. In the

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students' opinion, English has some rules which are totally different from Bahasa Indonesia. For example, the use of present tense and simple past tense in English. That English grammar above does not exist in Bahasa Indonesia. Therefore, there is a phenomenon among students in senior high school in Indonesia. Although English is difficult for the students, they must learn English grammar which is part of English learning at school. They have learned it from teacher's explanation or English textbooks. However, the students undergo some errors in English learning, especially in English Writing. Errors always appear in both speaking and in writing process of language learning. It is a part of conversation or composition that deviates from selected norm of mature language performance (Dulay, Burt and Krashen, 1982, p.138) (as cited in Vinaswara, 2005). The students have difficulties to write in English or they can write in English using incorrect English structure. For Example in the sentence, "We **stay** in Surya beach hotel two weeks ago" that sentence deviates from English grammar rules. The verb of that sentence must be in past form because the situation occurred in past. The correct one should be "We stayed in Surya beach hotel two weeks ago". The errors occurred because of lack of knowledge of English grammar of the students. As written by James (1998) (as cited in Vinaswara, 2005) Corder explained errors refer to competence errors, resulting from lack of knowledge of the rules of language.

Besides that, the students get difficulties in writing because their teacher does not have time to explain how to make English sentences correctly because of limited time to learn English at school. They learn English four hours a week including

listening, writing, and reading. Therefore, the students do not have a chance to learn English writing more. It causes errors in the production of English writing as well. According to Larsen-Freeman (2000, p.67) (as cited in Andaru, 2011), it is something natural in discovering the student's errors. In the language learning process, error cannot be avoided, because they tend to explore the language more and more. Also, error might not be recognized by the learners. They do not realize that they do the error (Ellis, 1997, p. 17)

However, the students' errors in the production of English writing give positive impacts for their English writing learning. Raimes (1983) (as cited in Zawahreh, 2012) explained that writing is an area in which students commit errors and it is helpful in students' learning because of the following reasons: "First, it reinforces the grammatical structures, idioms and vocabulary that have been taught to students. Second, when students write, they also have a chance to be adventurous with the language. Third, when they write they necessarily become very involved with the new language, the effect to express ideas, and the constant use of eye. "Hand and brain is a unique way to reinforce learning."

(Zawahreh, 2012) stated there is a kind of agreement that errors are significant in three different ways: "First, they tell the teacher when he undertakes a systematic analysis how far toward the goals the learner have progressed and what remains for him to learn. Second, they give researchers evidences of how language is learned and what strategies and procedures the learners are employing in their discovery of the language. Third, they are unavoidable to the learner himself, because we can consider

the process of making of errors as a devise the learner uses in order to learn. Yet, by focusing on error, teacher can help students in dealing with the language and the problems occur from it (Mei Lin Ho, 2005) (as cited in Andaru, 2011).

Before identifying errors, in linguistic term, error is different from mistake. According to Corder and James, mistake can be realized and corrected by the learners. The truth is the learner knows what they should say or write, but as a human being sometimes learner is unable to produce it. On the other hand, errors are the deviations in usage that result from gaps in learners' knowledge of the target language. Error occurs when the learner might not recognize that she or he did the error (Ellis, 1997).

In this case, Error Analysis (EA) became a preferred tool of studying second language analysis. It is seen as one of the best types of linguistic studies that focus on the learners' errors. It consists of a comparison between the errors made in target language and within that target language itself.

Corder (1967) (as cited in Zawahreh, 2012) who is considered the father of EA contended that those errors are "important in and of themselves". So it can be said that errors made by language learners make it possible to determine areas that need reinforcement in teaching. He added that EA has two objects: One theoretical and another applied. The theoretical object is to understand what and how a learner learns when he studies an L2. The applied object is to enable the learner to learn more efficiently by using the knowledge of his dialect for pedagogical purposes.

Candling (2001) (as cited in Zawahreh, 2012) considered EA as "the monitoring and analysis of learner's language". He added that the L2 learner's errors are potentially important for the understanding of the processes of second language learning. Olasehinde (2002) (as cited in Zawahreh, 2012) explained that it is inevitable those learners make errors and that errors are unavoidable and necessary in the process of learning. Mitchell and Myles (2004) (as cited in Zawahreh, 2012) showed that errors studying can reveal a developing system of the students L2 language.

The existence of error and the theory of analyzing it show that learning English causes the problems. To solve those problems, teachers always modify the way of teaching language as a foreign language. In teaching English writing, teachers must prioritize student's writing problem especially in morphology and syntactic levels to facilitate students to produce effective paragraph writing. Although the errors on morphology and syntactic which occurred in the production of English writing is not a new trend in English Learning but it is an important factor to be considered in learning English writing.

In addition, the writer would like to describe the errors on morphological and syntactic levels in the production of English writing. The writer's study was conducted by analyzing the errors on morphological and syntactic levels in the production of English writing which were made by the X (ten) grade students at Ta'miriyah Senior High School Surabaya who learned English as foreign language.

1.2. Statement of the problems

Based on the background above, the writer would like to begin her research with two questions:

1. What are the morphological errors in the English writing compositions made by X (tenth) grade students at Ta'miriyah Senior High School Surabaya?

2. What are the syntactic errors in the English writing compositions made by X (tenth) grade students at Ta'miriyah Senior High School Surabaya?

1.3. Objective of the study

The objective of this study is to find out the morphological and syntactic errors in English writing composition made by X (tenth) grade students at Ta'miriyah Senior High School Surabaya.

1.4. Significance of the Study

This study is expected to give meaningful contributions to linguistics study especially in discussing the study of morphological and syntactic errors in the production of English writing. It is also expected to be useful information for the teachers and senior high school students in teaching-learning English. The teachers could find out about their students' weaknesses in terms of English morphology and syntax in writing.

1.5. Definition of Key Terms

- Error: the deviations in usage that result from gaps in learners' knowledge of the target language (Ellis, 1997).

- Error Analysis: the approach that concerns about the learners' ability in constructing the language that focusing on description and analysis of learner errors (Saville-Troike, 2005) (as cited in Andaru, 2011)

- Morphology: the study of how words are formed out of smaller unit (Radford, 2004).

- Syntax: the study of the way in which phrases and sentences are structured out of words (Radford, 2004).