

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Nowadays, there are some foreign languages that have been known by many people in the world as the Internasional languages. English, is one of the Internasional language that has been used by many people in many countries in the world in the field of education, government and business. Therefore, many Indonesian people learned other languages and they become a second language after their first language. As Richards (1978: 05) states, “ “second language” is becoming increasingly used in USA and elsewhere within applied linguistics to the learning of any languages after the first language”. Moreover, English has been one of the most popular choices beside Japanese and Mandarin that has been offered to Indonesians and it has become a compulsory subject from Kindergarten up to University level of education. In other words, the existence of many languages has influenced human being to learn other languages besides their own.

Concerning learning a second language, the process of learning a foreign language, such as English, may require some effort which is not easy for EFL students in Indonesia This is due to the fact that Indonesian EFL students in learning English are still influenced by their first language or their mother tongue. In other words, a new learner who does not get accustomed to use the grammatical structures of English will be confused and difficult to use the grammatical structures of his native language. Moreover, the learners cannot

master it directly since it takes a long process for learning the simple words to complicated ones. In learning a foreign language, there is no guarantee for learners acquiring the target language perfectly and not produce errors in a long periode of time. According to Brown (1980 : 162), language learning is a creative process of constructing a system in which the learner is consciously testing hypotheses about the target language from a number possible sources of knowledge. One of the most significant problems in acquiring a foreign language is the habit system of the native language. As a result, learners who are skilled writers in their native language and have better L2 proficiency level can effectively transfer those skills. It can be proofed that the learners of writing IV in D3 class who have good skill in writing got a high score in their writing class and also regarded as an essential requirement toward the success of learning a language for a new EFL students learning its grammar.

During the process of English language learning, errors is one part of the learning process that cannot be separated from the learners. In this case, error is the reflection of learning the language which are committed during the process of learning the target language (L2). In this way, errors as a product of learning, cannot be separated from the theory of the creative construction in language learning process. As Littlewood (1984) states, “people believed that errors of second language learner could not be tolerated because errors are the product of learning failure”. However, He also says, “Errors are also made by language learners need not to be seen as a failure, but as evidence that a learner in their developing system has his own way to the process of a language” (1984 : 22).

Therefore, the writer found the grammatical errors and other errors in their writing works. For this study, the writer tried to focus on grammatical errors in their writing work, namely, *Agreement, Tenses, Passive sentences, The use of Preposition and The use of Article.*

In the process of learning writing, the complication problems occur during the writing process. Errors in grammar and other weaknesses are a part of complication problems that must be faced by Indonesian EFL students. Nevertheless, many teachers and Indonesian EFL students still see foreign language writing as an exercise in perfecting grammar and vocabulary. Moreover, the learner who does not have good skill in writing may have problems in writing. The weaknesses problems that occurred in the learner's writing process relates to many factors, for instance coherence problems. In this case, many EFL learners have problems in coherence because of not knowing how to organize text or how to store the relevant information correctly. Other factors that occurred in the learners writing process are many EFL learners did transfer or may translate from L1 into target language. According to Odlin (in Myles, 2002), transfer is the result of influences in acquiring of similarities and differences between the target language and any other language. Sometimes the learners do overgeneralize the grammatical rule in writing English. In addition, learners are often unsure of what they want to express and write which would cause them to make mistakes in English writing or often it can be called as *run on sentences*. Sometimes formulating new ideas make the new learners have difficulties in writing because it involves transforming or reworking information which is more complex from

L1 to target language (L2). The ability to write well is not a naturally acquired skill because it is usually learned or transmitted as a set of practises in formal education or other environment.

Regarding an error analysis in writing, there were many researches relevant to the writer's study. First, a study of some grammatical errors in writing II reveals that there are four ways to identify learners errors, they are omission, overgeneralization, misinformation and misordering (Mahardika, 2003). Second, Analysis of grammatical errors in students' writing - indicator for curricula enhancement reveals that the students were unable to write freely about the topic given because they had insufficient useable grammatical knowledge to do so (Murrow, 2004). Lastly, the similarity of grammatical errors between children with different nationalities and mother tongue, Korean, Mandarin Indonesian and English reveals that some of grammatical errors are similar even though not every error is identical. The children with different nationalities and mother tongue Korean, Mandarin, Indonesian and English, can create similar errors when they are acquiring English as their second language (Alisjahbana, 2000).

Thus, throughout this study, the writer has chosen to focus on error analysis of grammatical errors in writing IV made by D3 students in the English Department of Airlangga University who have spent three semesters to learn writing I, writing II, and writing III. In this way, the writer believes that the learners in writing IV had ability to write essay correctly and also curious whether learners of a language apply the rules of grammar well or whether the learners commit the errors frequently in writing IV.

1.2 Statement of The Problem

Based on the background of the study, the writer is interested in knowing the grammatical errors in writing IV made by students in the class of Mrs Wigati of D3 English Department of Airlangga University. In order to analyze these grammatical errors, the writer formulates the following questions :

1. What kinds of grammatical errors in writing IV are made by D3 students of the English Department of Airlangga University?
2. What are the most common grammatical errors in writing IV made by D3 students of the English Department of Airlangga University?

1.3 Objective of The Study

1. To find out the grammatical errors in writing IV made by D3 students of the English Department.
2. To find out the most common grammatical errors in writing IV made by D3 students of the English Department.

1.4 Significance of The Study

By doing this research, the writer hopes that this study can give an insight of English grammar knowledge to the readers from outside this faculty who are concerned with the second language learning of English grammar and writing. Moreover, the writer has a great expectation for teachers and students in High School and University who are interested in learning and teaching,

especially in grammar and writing English correctly as the guideline of learning and teaching English program. This study is also expected to help readers who want to go aboard improve and understand how to write essay and study grammar correctly.

1.5 Scope and Limitation

Concerning this study, the writer limits her analysis only to five parts of grammatical errors : *Tenses, Agreement, The use of Preposition, Passive sentences and The use of Article* and ignored other types of errors. This limitation is due to time, knowledge and fund.

1.6 Definition of Key Terms

- Error : a systematic deviation when a learner has not learned something and consistently gets it wrong.
(Norrish, 1983 : 25)

- Second language learning : A creative process of constructing a system in which the learner is consciously testing hyphotheses about the target language from a number possible sources of knowledge.
(Brown, 1980 : 162).

- Language Transfer : the result of failing back an old knowledge, the first language rule, when new knowledge is lacking.
(Odlin, 1989 : 26)