

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English, there are four skills to cover; reading, speaking, listening, and writing. Writing is the act of replacing ideas into words which needs ability (Grabowsky, 1996). However, writing builds larger units from smaller ones; that is, writers use words to make sentences, sentences to make paragraphs, and paragraphs to make an essay (Schmitt, 2002). In writing an essay, it does not only need well organization of the essay but also well formed English sentences. English sentence indicates information about an event or situation that occurs in a particular time (Erdogan, 2005). It means that the use of verb form will be different in each tense to indicate an event whether it happens in the present or in the past. The verb form changes and adjusts to the time of an event or situation in relation to the act of speaking and writing.

According to Brown (1994, p. 204), learning language also means learning its grammatical system. Grammar is considered to be the system which all speakers of language learn (Brown, 1994, p. 205). Grammar is ordinarily taken as the way how language works. Thus, English grammar may simply mean the way or the guideline to produce things correctly.

Indonesian students, for example the students of Diploma III program, English Department, Faculty of Humanities, Airlangga University, are also expected to produce correct English sentences in their writings. When writing an essay, it is important to consider every aspect of well-formed English sentences

such as verb forms and tenses. In fact, while doing their quiz of Writing IV subject, these students often produced errors in their writings.

An error can be made whenever the learner does not pay attention to what the teacher says or he does not remember what he has learned, or the teacher does not give the students adequate input (Corder, 1981). In his article "Stages of Error Analysis", Corder (1973) says that the systematic errors are taken into consideration. This is a difficult task because individual learners may be highly inconsistent in their errors. He agrees that inconsistency is more characteristic of errors than systematic.

A learner's errors are significant in three different ways (Corder, 1967). First to the teacher, they tell him how far the learner has progressed and, consequently, what remains for him to learn. Second, they provide researchers with evidence on how language is learnt or acquired, what strategies or procedures the learner are employing in his discovery of the language. Third, they are indispensable to the learner himself, because we can be regarded as a device the learner uses in order to learn. The making of errors is a strategy employed both by children acquiring their mother tongue and by those learning a second language.

Ubol (1981) also states that error analysis is an activity that also found in writing and speaking. In the speaking activities, the students make errors in speech or utterances. On the other hand, in the writing activities, the students make errors in grammar and the level of the paragraphs like the problems with the coherence within paragraphs, linking phrase and other devices. In addition, Richard (1985) says that error analysis can make someone who is studying the second language know the difficulties of the foreign language. The difficulties of

the second language and foreign language learners are the process of making a new text. Although, the same errors in both writing and speaking activities but writing is the most important thing that must be practiced for the second language and foreign language (Richard, 1985, p. 25).

According to Corder (1973), error analysis is carried out in three stages. First, recognition is to recognize an error what is meant by the term. Second, description is to describe the errors based on the Surface Strategy Taxonomy suggested by Dulay, Burt, and Krashen (1982). Last, explanation is to explain the errors related to the Standard English grammar.

In order to identify the errors produced by the Indonesian students, particularly the students of Diploma III program, English Department, Faculty of Humanities, Airlangga University and to improve English teaching and learning process, the writer is interested in doing a research on error analysis by focusing on the English errors made by the students of Diploma III program, English Department, Faculty of Humanities, Airlangga University, Surabaya, Indonesia. The overall work is put by the writer in this study titled “The Analysis of Errors Produced by the students of Diploma III program, English Department, Faculty of Humanities, Airlangga University”

Error Analysis discussed in this study involves four types of errors based on Surface Strategy Taxonomy suggested by Dulay, Burt, and Krashen (1982): omission, addition, misinformation, and misordering. Further, the categorizations are different in many ways. There are five kinds of omission: noun inflections, verb inflections, articles, auxiliaries, and prepositions. While for addition, there are three kinds of addition: double markings, regularizations, and simple

additions. Besides, there are three kinds of misinformation: noun determiners, archi-form errors, and alternating errors. Last, there are two kinds of misordering: simple questions and complex questions. Thus, by analyzing the four types of errors based on Surface Strategy Taxonomy will reveal the kinds and the most frequent errors made by the students of Diploma III program, English Department, Faculty of Humanities, Airlangga University, in their English writings.

There were many studies found related to the issue concerning an Error Analysis in writing, some of them were the study that was conducted by Citra (2005). It proved that the most errors made by the second grade students of SMUN 4 Surabaya were the errors of tenses. Another study was done by Dewi (2007) proving that the most errors found in MGMP English workbook for Junior High School students in Surabaya was interlingual errors. Another one is the study done by Alberto (2007) that analyzed personal and professional experience. Basically, these three studies evaluated errors in writing; however, none of these studies conducted in English Department, particularly in “Writing IV” subject of the students of Diploma III program, English Department, Faculty of Humanities, Airlangga University in their English writings.

1.2 Statement of the Problem

Based on the background of the study that has been explained above, the writer conducted this study with the aim to answer the following questions:

1. What are the kinds of errors made by the students of Diploma III program, English Department, Faculty of Humanities, Airlangga University, in their English writings?

2. What are the most frequent errors made by the students of Diploma III program, English Department, Faculty of Humanities, Airlangga University, in their English writings?

1.3 Objective of the Study

1. To identify the kinds of errors made by the students of Diploma III program, English Department, Faculty of Humanities, Airlangga University, in their English writings
2. To find out the most frequent errors made by the students of Diploma III program, English Department, Faculty of Humanities, Airlangga University, in their English writings

1.4 Significance of the Study

The writer expects that this study can supply additional information and also give more contribution to the studies of error analysis. Through this study, the writer hopes that the reader especially the students of Diploma III program, English Department, Faculty of Humanities, Airlangga University understand more about the errors that may be produced in their English writings. It is hoped that they can learn from the errors they made and avoid the same errors in their future works. In addition, the writer also expects that the result of this analysis can be an input for the English lecturers to develop their strategies in conducting and managing their classes. Besides, the readers could add more knowledge in using the correct grammar and understand the usefulness of the study of error analysis

particularly for those who are concerned with second or foreign language learning.

1.5 Definition of Key Terms

1. Error : the occurrence of systematic deviation as the learner is still developing knowledge of the target language rule system (Corder, 1967).
2. Error analysis : the study to explain errors linguistically and psychologically in order to help the learner to learn (Corder, 1973).
3. Omission : characterized by the absence of an item that must appear in a well-formed sentence (Dulay, Burt, and Krashen, 1982).
4. Addition : characterized by the existence of an item that must not emerge in a well-formed sentence (Dulay, Burt, and Krashen, 1982).
5. Misinformation : characterized by the use of the wrong form of the morphemes or structure (Dulay, Burt, and Krashen, 1982).
6. Misordering : the incorrect placement of a morpheme of a group of morphemes in sentence (Dulay, Burt, and Krashen, 1982).