CHAPTER I

INTRODUCTION

A. Background of the Study

School of teacher training and education is one of the faculties which is old in Muhammadiyah University of Surakarta. It was established in 1981 and has 9 departments. One of them is English Department. The vision of English department is its roles are recognized, needed, and preferred by the wider community at various levels and the mission is to produce competent outputs eligible for English teacher certification and graduate program application as well as capable for leading entrepreneurship. It has sufficient religious and moral educations that permit outputs to become academically and morally respectable individuals. And also, it is skillful in learning strategy emphasizing on the importance of experiential learning and performance of the output in designing the learning subjects and services. That is trained in performance of the output in teaching English as a foreign language at elementary and secondary school.

English has four language skills, namely: listening, speaking, reading, and writing. Writing is one of the English skills and the skill constitutes the last one that must be mastered by the English department students together with other subjects; writing II, writing III, and writing IV. Writing I enables the students to master some types of text. Writing is important because it gives us the ability to express our ideas clearly in written form which in turn, it will help them write academic writing in English. It becomes an available source of information and

ideas. English department students must have good command of English. Students are expected to comprehend sentences in functional and genre-based text. They are able to write good and correct English sentences focused on punctuation, spelling, capitalization, and grammatically correct sentences in any types of text. L.G Alexander (in Fauziati, 2008: 142) states that students' activity is to write out grammar exercise, these activities are disguised as composition writing; those are called guided writing. By using the right grammar someone can express her feelings, ideas, or thoughts clearly. If there are some wrong uses of grammar, the sentences will be difficult to comprehend. Writing generally has longer sentences; two or three sentences in speech may become sentences in writing.

Writing is not easy for the first grade of English department students. Most students especially the beginners have difficulties in learning English. And it is natural for anyone to make errors. Many graduate students from senior high school are still lack of understanding English, although they have studied for more than six years. The students still often make errors in their sentence, especially in structure and grammar. Error is a part of learning. It means that the learners have something developing in their learning process. And for the teachers, they can obtain feedback of difficulties faced by the students.

The researcher conducts an analysis of the composition error that written by the English department students of Muhammadiyah University of Surakarta especial of the first grade. Based on the result of the study, the researcher finds out the errors found in the composition. It has been chosen by the writer as the topic

of her research because a lot of compositions have mistakes and errors. As example of error in compositions:

(1) *Music for me is a important thing.

(2) *I very tired.

(3) *We watching television.

(4) * It is consist of so many player.

In the first sentence is wrong because the students cannot differentiate the use of article, "Music for me is a important thing" should be written "Music for me is an important thing". In the sentence it is found the type of error called omission. In the second sentence is error because this form uses simple present tense, subject of this sentence is "I" so in the predicate must be S + To be. So, "I very tired" should be written "I am very tired". In this sentence is found the type of error called omission. In the third sentence is error because this form uses present continuous tense, subject of this sentence is "We" so in the predicate must be S + to be. So, "We watching television" should be written "We are watching television". In this sentence is found the type of error called omission. In the fourth sentence is wrong because there is an additional to be "is ". "it is consist of so many player" should be written "It consists of so many players". The correct sentences should be:

(1) Music for me is an important thing.

(2) I am very tired.

(3) We are watching television

(4) It consists of so many players.

In this study, the researcher chooses the composition written by English department students. The researcher with his limited ability tries to analyze the errors found in composition and looks for the correct form based on the English rules. And this research is **AN ERROR ANALYSIS OF COMPOSITION WRITTEN BY ENGLISH DEPARTMENT STUDENTS OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA.**

B. Previous Study

Actually the research is not the first; there are some researchers who have conducted research on error analysis. First, Diana Ambarningrum (2008) in her study entitled "An Error Analysis on Sentences in Composition Made by The Ninth Year Students of SMP Muhammadiyah 2 Surakarta In 2007/ 2008 Academic Year". She analyzed the errors on sentences in composition that are made by the students. The method of her study is descriptive method. She used surface strategy taxonomy in describing the errors. The kinds of errors are classified into four main categories, namely: omission errors, addition errors, misformation errors, and misordering errors. There are 743 errors that are divided from four categories of errors. They are omission errors 125 errors or 16, 83 %, addition errors 398 errors or 53, 57 %, misformation errors 208 errors or 27, 99 %, and misordering errors 12 errors or 1, 61 %. She finds that an addition error is the dominant type of error that is 398 or 53, 57 % from the total errors.

The second researcher is Iwan Kismono (2008) with his research entitled "An Error Analysis of Written Production by The Second Grade of SMPN 3

Kartasura: (A Case Study)". He analyzed the errors on written production that are made by the students. He employs qualitative research. He used surface strategy taxonomy in describing the errors. He concludes there are 200 errors which are divided into the four categories of surface strategy taxonomy, namely: omission, addition, misformation, and misordering. The highest frequency is omission of –s or –es in the simple present tense (19 %). He also finds 2 dominant sources of errors, namely: interlingual transfer and intralingual transfer.

The third researcher is Dhika Agustiawan (2009) in his study entitled "Error Analysis on English Used in English Workbooks for Junior High School Students at Pekalongan". He analyzed the errors on English used in English Workbooks. He employs qualitative research. He describes types of errors based on combination of linguistic category and surface strategy taxonomy. The errors in English composition are categorized into 19 types, namely: bound morpheme -s/ -es (omission of –s in plural form, omission of –s/-es in verb of the present tense, addition of –s/-es in verb of the present tense, addition of –s/-es in noun, misused of -'s in the present tense, omission of 's in the interrogative form of present tense), TO BE (omission of present BE as copula, omission of present BE in interrogative form, misused of present BE in interrogative form, misused of BE in the present tense, misused of past BE in interrogative form), omission of article, misused of preposition, noun (omission of subject in interrogative form of the present tense, omission of object in the present tense, addition of words in the present tense), misspelled word, verb (the use of V_{ing} instead of V_1, the use of V_1 instead of V_3). He also finds 2 dominant sources of errors, namely: interlingual

transfer and intralingual transfer. He concludes that the dominant type of error in the workbooks is omission of –s/es in plural form (30, 5%).

From the above descriptions, it can be seen that the research above is different from this present research. The writer is doing the similar research but in different scope. The subjects is the first grade of English department Students of Muhammadiyah University of Surakarta, whereas the first researcher in the ninth year Students of SMP Muhammadiyah 2 Surakarta, the second researcher in the second grade of SMPN 3 Kartasura, and the third researcher in English workbooks for Junior High School Students at Pekalongan. The writer tries to limit the discussion of error analysis on the composition written by English department students of Muhammadiyah University of Surakarta.

C. Problem Statement

The researcher takes the problems of the research related to the errors in composition written by the first grade of English department students. The problems stated in this research are:

1. What are types of errors found in the composition written by English department students of Muhammadiyah University of Surakarta?

2. What is the frequency of its types of error?

3. What are the sources of errors?

D. Objective of the Study

Based on the problems of the study, the writer has the following objectives as the main target to gain in this research paper. The purposes are:

1. to describe the types of errors written by first grade of English Department students of Muhammadiyah University of Surakarta,

2. to describe the frequency of its types of error, and

3. to explain the sources of errors.

E. Benefit of the Study

By doing this research, many benefits can be gained. These benefits include practical and theoretical benefits.

1. Practical Benefit

   There are two practical benefits:

   a. The students

      The writer hopes this study gives feedback and evaluations for the students.

   b. The Lecturer

      The writer hopes this study gives input to the teachers to solve the problem in teaching writing.

2. Theoretical Benefit

      The writer hopes that the result of the study can be used as the references for other researchers who will conduct the same object with different perspectives.

F. Limitation of the Study

In this research, the writer tries to limit the discussion of error analysis on the composition written by English department students of Muhammadiyah University of Surakarta, because the writer is interested in the errors found in the composition.

G. Research Paper Organization

Chapter I is introduction that consists of the background of the study, previous study, problem statement, objectives of the study, benefits of the study, limitation of the study, and research paper organization.

Chapter II is underlying theory, which relates to notion of error analysis, the pedagogical goal of error analysis, error and mistake, classification of error, sources of error, teaching writing, and writing production.

Chapter III is research methodology, which presents to types of research, subject and object of the research, data and data sources, method of collecting data, and technique of analyzing data.

Chapter IV is research finding and discussion, which elaborates to classification of errors based on combination linguistic category and surface strategy taxonomy, the frequency of errors, source of errors and discussion of findings.

Chapter V is conclusion and suggestion that draws of conclusion, suggestion for the writer, also English teacher, students, and other researcher.