

CHAPTER I

INTRODUCTION

A. Background of the Study

The globalization makes people easy to get communication, information, and technology. This era needs many necessities of high qualification and skill related to the ability in using some foreign languages. English as international language plays an important role in this era. Nowadays Indonesian also use English in many aspects of life, such as Education, international communication, commerce, banking, tourism, technology, diplomacy.

In learning English, there are at least four skills to learn, namely listening, speaking, reading, and writing. Speaking and writing involve active language that refer to productive skills; on the other hand, listening and reading constitute passive language that receives messages which refer to receptive skills. One of elements taught to support the four language skill is structure. However, the students often have difficulties in learning structure of English. It is caused by their language system which is different from English. The difficulties can result in some errors.

The study of learner's errors is needed because the result of the study gives some contributions on attempting the students' difficulties. English teachers should realize that errors made by students need to be analyzed, by conducting error analysis. Brown (2000: 218) states that the fact the learners

do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis.

In English department of Muhammadiyah University of Surakarta, the fourth semester students often find many difficulties in doing their writing assignment. Although the students must take writing subject, they often make several errors when they are writing English. The students often make mistakes and errors in applying their knowledge of grammatical, phonological, and semantic level. For example, students write the following erroneous sentences:

1. There *was* mice running on the roof
2. *He go* to school everyday
3. Because I *to* want became man

From the examples above, we find many errors. From example number (1) the students generalize that nouns have ending s/es are plural, actually there are some nouns don't end s/es are plural. The correct form of sentence is (1) *There were mice running on the roof*. The example number (2) is influenced by the first language. The right sentence is *He goes to school everyday*. In example number (3) subject I may not be followed by the form of infinitive *to*, the sentence number (3) must be because *I want to be a man*

Based on explanation above, the writer is interested in conducting a research about the students' error on written production made by the fourth semester students of English Department of Muhammadiyah University of

Surakarta in 2009/2010 academic year. The writer hopes this research will be useful for the development of teaching and learning process in English department of Muhammadiyah University of Surakarta and other learners.

B. Problems Statements

From the background of the study, the writer formulates the problem statements as follows:

1. What are the types of linguistics errors on written production made by fourth semester students of the English department of Muhammadiyah University of Surakarta in written English?
2. What are the total number and the frequency of each type errors?
3. What are the sources of errors?

C. Objective of Study

In this research the writer takes the objectives of the study as follows:

1. To find out the types of linguistics errors made by fourth semester students of the English department of Muhammadiyah University of Surakarta
2. To know the total number and the frequency of each types
3. To clarify sources of errors

D. Limitation of Study

In conducting this study, the writer makes limitation. The writer only focuses on the error analysis on written production made by the fourth semester students of the English department of Muhammadiyah University of Surakarta in 2009/2010 academic year.

E. Benefit of the Study

1. Practical benefits

- a. The result of this research could give information about errors faced by the students
- b. The result of this research could give information and the evaluation for the students, so they will try to avoid the same errors next time.
- c. The result of this research could give aid for teacher in teaching second language as foreign language, especially in writing composition.

2. Theoretical benefit

- a. The elaboration of this research could be used by other researchers to conduct a study of the same topic but in the different perspective.
- b. The elaboration of this research could be used by other researcher to conduct further analysis dealing with an error in writing composition.

F. Organization of the Research

The writer constructs the paper organization in order to make the reader understand the content of the paper as follows;

Chapter I is introduction that consists of the background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, and organization of the research.

Chapter II is the review of related literature, it is consist of previous of the study and theoretical review that is closely related to the topic, which includes concept of mistakes and error, error analysis that consist of notion of error analysis, significant of error, classification of errors, source of error.

Chapter III is the research method. It consists of the type of research, subject and object of the study, data and source of data, method of collecting data, and method of analyzing data.

Chapter IV is the result of error analysis of written composition by fourth grade English department students of Muhammadiyah of Surakarta in 2009/2010 academic year.

Chapter V is the last chapter; it consists of conclusion and suggestions.