CHAPTER I

INTRODUCTION

A. Background of the Study

To face the world global era, English becomes very important and useful for us. The existence of English becomes an international language of daily conversation which is spoken by many people in each country. Since its position as International language, English plays important role in International relations such as in science, economic, diplomatic, commerce, politic, etc. As one of developing countries, Indonesia has to keep abreast the world's scientific and technological development.

English has been promoted to all levels of education in Indonesia for many years. Furthermore, the Indonesian government has included English as one of the compulsory subjects to be taught in each level of education such as elementary school, junior high school, senior high school and university. It gives the students to engage their English learning process in each different level from the lowest to the highest level at elementary until university. It means that Indonesian government is going to effort the realization of education national goal and to develop the intelligence of the students.

Moreover, English as a challenging for the second language learner to be competence in language aspects. It includes four language skills of teaching and learning; listening, speaking, reading, and writing. People should learn these components which support the mastery of four language skills. Among

the four language skills mentioned above, writing is one of essential parts to be able to communicate in target language. It communicates his/her ideas by considering a known or unknown reader who will get their ideas and their meanings in the form of correct written production. It also plays a very significant role in the success of learning. Therefore, it is not surprising in Indonesia that writing has been paid more attention by the government.

Mastering writing skills is not easy when the students learn a foreign language. They often face the common problems such as interference or error in language learning. It is the real phenomenon faced by the students not only in junior high school and senior high school level, but also in university students. It's quite difficult for the students to use correct structures in English, because mostly the students are influenced by their mother tongue on the acquisition of the new structure. Dulay (1982:138) states that People can not learn language without first systematically doing errors. Hence, it includes naturally on language learner errors come along in the process of language learning. Errors arise because there has not been enough effort on the part of the learner or enough explanation or practice on the part of the teacher (Corder, 1981:84). The errors should not seem as an indication of the students' failure. In contrary, it's the real phenomenon that they are conducting learning English Process.

The students are mostly difficult in learning English. The researcher finds some errors done by the students of International Program of Muhammadiyah University of Surakarta. It means that many graduate students

from junior high school or senior high schools are still lack of understanding in writing, although they have studied for more than six years. The students of International level still have the problems in writing paragraph, especially in grammar. They construct English sentences according to the Indonesian rules. Here are the parts of examples of the students' written production:

> I want to comment the quality and then content about "my live, my adventure" program. I think this program is very good, because if you watch this program, you _can_ see the beautiful place in Indonesia. For example, the traveler visited some _island_ in Indonesia. In the last episode program, i saw in Bajarmasin. The traveler visited "Pasar Terapung". Maybe the people live outside in Kalimantan didn't understand about this place. So this program introduced some places which ever visited by people in Java, Papua, Sulawesi, Sumatra, etc. I hope this program will be _continue_, because people in Indonesia must know that indonesia has a beautiful panorama. This program can _promotion_ to tourist in other country to _visiting_ Indonesia. e.
> _(Source: Student of International Program)_

The type error of sentence above is omission which is characterized by the absence of item. The student omit "-s/-es" ending of the word as plural form "_island_". It should be "_islands_". The second type error is misformation which is characterized by the use of the wrong form of the morpheme or structure. In this case, the student substitutes of noun for verb, "_promotion_", should be "_promote_". The third is misformation of verb 1 for verb 2 in passive form, such as "_...will be *continue_" should be "_...will be continued_". Then, misformation of modal in conditional sentence type 1 "_..can_" should be "_..will_". Afterward, addition error which is characterized by the presence of items, such as "_…in other country to *visiting Indonesia_". It should be "_..to visit Indonesia_".

.   So far, error analysis have been studied as second foreign language which involve the second language learners on the different background of country, for instance, English foreign language learner in Philippines (Lasaten, 2014), English foreign language learner in Malaysia (Rafik-Galea and Muftah, 2014), English foreign language learner in Thailand (Watcharapunyawong and Usaha, 2013), English foreign language learner in Jordan (Khotaba, 2013), English foreign language learner in Saudi Arabia (Al-Mohanna, 2014), English foreign language learner in India (Benzigar: 2013), English foreign language learner in Saudi (Alhysony, 2012), English foreign language learner in Indonesia (Aqilah, 2013), English foreign language learner in Turkey (Abushihab, 2014), and English foreign language learner in Iran (Khojasteh and Kafipour, 2011)

In the scope of error analysis, especially the researchers in Indonesia, studying error analysis in international school program are rarely done by the researchers. Hence, the aim of this research is to develop further analyzing of error analysis in second language learners of international school program at different proficiency levels at Muhammadiyah University of Surakarta.

Based on Phenomenon above, it can be seen that the native language affects the second language for language learners. The students still make errors in writing production and the degree of influence of the use of mother tongue is different among the students' proficiency levels of International Program of Muhammadiyah University of Surakarta. Hence, the researcher wants to conduct the research on error analysis made by students of

international program can be classified into high, medium and low proficiency level. The researcher is interested in error analyses which are found in production made the students of International Program of Muhammadiyah university of Surakarta entitled "An Error Analysis of Written Production Made by EFL Students of International Program of Muhammadiyah University of Surakarta".

B. Problem of the Study

The problems in this study are as follows.

a. What are the types of grammatical errors in written production made by EFL students of International Program of Muhammadiyah University of Surakarta?

b. What are the types of grammatical errors which frequently exist in written production?

c. Which one does it have the most grammatical error among the proficiency levels at International Program of Muhammadiyah University of Surakarta?

d. Do EFL students really understand that they make errors in their written production?

C. The Scope of the Study

Based on the problem of the study above, this research focuses on analysis of error in written production made by EFL students of International Program of Muhammadiyah University of Surakarta. The subject of this research consists of different proficiency level: high, medium and low level. The students' written production will be analyzed for errors based on surface strategy taxonomy. Then, the frequency of error for each category will be calculated.

D. Objectives of the Study

The Objectives in this study are as follows.

1) To describe the types of grammatical errors in written productions made by students of International Program of Muhammadiyah University of Surakarta.

2) To describe the types of grammatical errors which frequently exist in written production.

3) To describe the grammatical error mostly occur among proficiency levels of International Program of Muhammadiyah University of Surakarta.

4) To study whether the EFL students really understand when they make error or not in their written production.

E. Benefits of the Study

The researcher hopes that this research will have some benefits in the study of error analysis in aspect of English Language. It brings about two important of benefits; theoretical and practical benefit.

1. Theoretical Benefit

Hopefully, the findings of this study give contributions to development in English Learning process. It provides information and analysis about the erroneous sentence written production.

2. Practical Benefit

a) It will provide beneficial information to other researchers to carry out a research on error analysis. This study might be useful for them as the review of the previous work in their study

b) It can give additional knowledge for the students to deeply understand about classification of errors.

c) The other English teachers will know that this study can be used as an additional reference or literature source in their teaching action.