

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, problem of the study, objective of study, significance of the study, limitation of the study, definition of key terms, organization of thesis, and frame of thinking.

A. Background of The Study

Human being cannot communicate without a language, it needed in social interaction. There are two forms of language, spoken and written form. The spoken form comes first. It can exist freely without writing, whereas the written form has never been known to exist without speech. It can be started learning how to use spoken language since we were still a kid. At that time, it can be just listened to other persons' speech and tried to imitate them. By doing it every day it becomes easier to communicate using the spoken language. On the contrary, written language is more difficult to be learned.

In writing, we need to pay attention to a lot of things. Some of those things are vocabulary, grammar and the arrangement of sentences we make. In Indonesia there are many kinds of books written in English, whether they are Medical, Economical, Botanical, or other books, they claim Indonesian students to be able to learn and use English in schools or in society in order that the books they read can be applied in various fields so that the development of science and technologies in Indonesia can be obtained.

The factions of language can be applied in daily life. Language communication media can be grouped into three basic forms, namely, written

(reading and writing), spoken (listening and speaking) and graphic (drawing and sketching). All of them are important, however there will primarily deal with the basic language skills, they are writing and speaking. None of language skills can be mastered in two or three core course (as learning) and a student cannot just read about language skills and then expect to write well. All of them need more ability and comprehension

In Indonesia, English is taught as a foreign language and its aim is to enable the students to master the four English skills, they are: listening, speaking, reading, and writing. Among the four skills above, writing is the most difficult one. As Regina state:

“Writing is a series of related text-making activities: generating, arranging, and developing ideas in sentences: drafting, shaping, rereading the text, editing and revising”.¹

It requires demonstrating the control of a number of variables simultaneously; they are control of content, format, sentence structure, vocabulary, punctuation spelling.

In STAIN English Education Program, writing is one of the skill subjects that are learnt by the students in the second semester until sixth semester. However, writing is not an easy thing to do for the students of English education study program. It can be seen from their achievement in writing I. The majority of the students achieved poor score in this subject. It means that the students still have problems in writing paragraph.

The students often make mistakes and even errors in learning English, especially when they try to arrange sentences or use tenses in their writing. As a

¹Regina L. Smalley and Mary K. Ruetten, *Refining composition Skill Rhetoric and Grammar Third edition*, Boston: HH Heinie and Heinle, p. 13.

result, they will write sentences ungrammatically. Actually, ungrammatical sentences have great influence when the students are writing sentences, such as their disability in grammatical structure. It made the students cannot do the writing tasks (individual or and group) that the lecturer has been given well and appropriately. The other difficulty was spelling problems. Spelling problems not only needed in reading skill, but also in writing skill. Misspelling can cause misunderstanding. Differences culture or social cultural and linguistic between the first language and second language of the students can also influence in writing skill. The difficulties and problems above made them studying English, especially in writing subject. As the result, the students have lowest score, and the last some of them could not pass the subject.

Based on writer's experience when she was in the second semester that there were some friends have difficulties in constructing a good sentence in the form of paragraph. In the process of writing, there are some difficulties faced by the students. Furthermore, they will make such kind of errors. Students' errors are common and natural since it is impossible for second language learners to avoid erroneous in learning language skill.² According to assistant professor in Department of Science and Humanities FAST-National University of Computer and Emerging Sciences Lahore Campus Pakistan, Sumaira Sarfraz:

Error Analysis can help the English language teachers to identify the problematic areas of language learning by providing a deep insight into learner's second language acquisition process. by studying the changes that occur in the errors of L2 learners in their continuous

²Dian Novita, "An Analysis on Grammatical Errors Made by Fourth Semester Students of English Department at Muhammadiyah Universitu of Malang in Writing Narrative Paragraph", *Thesis Strata One*, Malang: Universitas Muhammadiyah, 2009, p. i. td.

process, the teachers can predict the likely errors and can prepare their instructional material accordingly.³

Based on explanation above the writer is eager to analyze students' grammatical errors in writing paragraph. She will conduct the research entitled **“Error Analysis of the Second Semester Students’ Writing of Study Program of the English Education of Stain Palangka Raya”**.

B. Problems of the study

1. What are the students' errors in writing descriptive paragraph made by the second semester students of the study program of English education of STAIN Palangkaraya?
2. What are the causes of the errors in writing descriptive paragraph made by the second semester students of the study program of English education of STAIN Palangkaraya?

C. Objective of The Study

1. To describe the student's errors in writing descriptive paragraph made by the second semester students of the study program of English education of State Islamic Collage of Palangkaraya
2. To describe the causes of the errors in writing descriptive paragraph made by the second semester students of the study program of English education of STAIN Palangkaraya.

D. Significances of The Study

³Summaira Sarfraz, "Error Analysis of the Written English Essays of Pakistani Undergraduate Students: A Case Study", Pakistan: Department of Science and Humanities FAST-National University of Computer and Emerging Sciences Lahore Campus, 2011. P. 38.

The result of this study has two significances. Theoretically, the result of this study could give contribution to support of the theories about of error analysis in descriptive paragraph. Practically, the result of this study could give insight about and how to solve the errors in writing descriptive paragraph. The students would enjoy and confidence in teaching learning process to write descriptive paragraph if the teachers know the most difficult aspect in writing descriptive paragraph and how to solve the errors. In addition, this study could be useful to other researcher who would like to study the similar.

E. Limitation

The study belongs to descriptive quantitative approach and focuses on error analysis linguistics feature in descriptive paragraph. The study will be conducted at the second semester students of English study program of Islamic State College Palangkaraya. Since, the second semester students take writing I. With one of the material is Descriptive paragraph. The number of the subject is about 28 students.

F. Definition of Key Terms

The following are some definitions of important terms that are used in the study:

1. Error is the result of interference from the entrenched habits of the first language.⁴ In this research, Error refers to the students' fallacy in writing descriptive paragraph.

⁴Rod Ellis, *Understanding Second Language Acquisition*, New York: Oxford University Press, 1986, p. 39.

2. Error Analysis is an approach to SLA that takes an internal focus on learners' creative construction of language.⁵ In this research, Error Analysis is a list of steps to analyze the students' errors in making descriptive paragraph.
3. Writing is a series of related text-making activities: generating, arranging, and developing ideas in sentences: drafting, shaping, rereading the text, editing and revising".⁶ In this research, writing refers to paragraph writing that is produced by the students in the second semester
4. A paragraph is a group of related sentences that develops one main idea.⁷ In the present study, paragraph refers to descriptive paragraph.
5. Description paragraph is kind of writing form which is used to evoke the impression produced by some aspect of person, place, scene or the like.
6. Content analysis is a qualitative examination of a single individual, group, event, or institution.⁸ In the present study, the writer will examine a group of students in the second semester in writing descriptive paragraph.

G. Framework of Discussion

In order to give guidance for the writer and the readers in understanding of this thesis, the writer makes a framework about the content of this thesis.

Chapter I: introduction that consists of the background of the study, problem of the study, objectives of the study, assumptions of the study, significances of the study,

⁵Muriel Saville-Troike, *Introducing Second Language Acquisition*, New York: Cambridge University Press, 2006, p. 187.

⁶Regina L. Smalley and Mary K. Ruetten, *Refining composition Skill Rhetoric and Grammar(Third edition)*, p. 13.

⁷Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, p.38.

⁸Ary, Donald, et,all. *Introduction to Research in Education eighth edition*: United States: Wadsworth Cengage Learning, 2010. P.637.

limitation of the study operational definition of key terms, and the framework of discussion.

Chapter II: the review of literature consists of the Previous studies, the nature of writing, the process of writing, techniques in writing, writing a paragraph, the structure of paragraph, the element of paragraph, the descriptive paragraph, theoretical background of indicators to be measured in writing skill, Second Language Acquisition, The Definition of Error, Errors and Mistakes, Types of Errors Based on Surface Strategy Taxonomy, and Causes of Errors

Chapter III: the research methodology consists of research type, research design, sample and population, population and sample, data collecting technique, and data analysis procedure.

Chapter IV: result of the study which consists of data finding of errors in writing descriptive paragraph and discussion.

Chapter V: closing consists of conclusion and some suggestion for the students, the teacher, and the next researcher.