

CHAPTER I

INTRODUCTION

A. Background

Writing skill is an important skill to master by students of universities. Nanning, et al. (2020) consider writing skill as the crucial skill to learn because this skill can be a medium to share knowledge. Putri and Arumuliani (2022) also consider writing as a crucial skill since it is a skill that has the outcome in the form of writing product which can be the medium of sharing knowledge for university students such as educational textbooks, scientific articles, school module, essay, thesis, and so on. Furthermore, in a Mandatory letter from the Directorate General of Higher Education or *Surat Dirjen Dikti* No. 125 E/T 2012 cited in Albayinnah et. al. (2020), it is mandated that undergraduate students complete their studies in a specific major by publishing a paper in an academic publication. Here, university students can apply their writing skill to arrange their thesis as a form of academic publication to fulfill the requirement to attain their bachelor's degree. Hence, since writing skills beneficial for

them, college students have to put the consideration at improving this skill.

However, in their writing, students who come from the EFL area commonly made language errors in their English writing because the differentiation among English, their L1, and their L2 linguistic rule. According to Rachman (2019), Error is an apparent mistake that occurs when a learner's grammar appears to deviate from that of a native speaker. This argues that mistakes are made by language learners because they are unfamiliar with the English language's rules. Brown (2007) also added that mistake and error, terminologically, has the same meaning but, in practice is different which mistakes categorized as once or twice "slip" that language learners do when producing language, meanwhile, error is the mistakes that language learners always do. Therefore, EFL students committed language errors in their writing since there is the distinction between the two language rules.

Besides, EFL students from Indonesia as cited in Mandarani (2020) convey that they face difficulty in

applying English grammar because of their mother tongue's interference. In their opinion, English and Indonesia language are slightly different when it comes to grammar. This differentiation, according to Wulandari and Ratri (2021), leads EFL students from Indonesia to make language errors in several aspects of target language rules. For example, in Indonesia, the definite and indefinite article is absent meanwhile English have them. For this, students tend to omit "articles" grammatical aspects when translating a sentence from the Indonesian language to English. Permata (2022) also added that tense is the most commonly found grammatical error in their writing. For them, it is hard to consider which verb tense is the appropriate one and matches the writing content. Tense also being part of grammar that commonly find as an error as cited in Putri (2023) which students confuse to decide between simple present tense and simple past tense according to the time that happened in their writing. Setyorini, et.al (2020) also find that EFL students from Indonesia tend to omit the plural marker aspect in

grammar “s or es” when it should show the plurality of nouns.

The cases above also arise among students of TBI UIN Fatmawati Sukarno Bengkulu. Based on the interview via online chat with one of 4th semester student of TBI UIN Fatmawati Sukarno Bengkulu who has writing class, convey that she faces some problems in writing class, they are writing content ideas and grammar. Even though they have already taken the third level of grammar in their course which are basic grammar, communicative English grammar, and functional grammar, they still consider grammar as a problem in their writing skill. She claimed that tense, especially verb tense becomes an obstacle in their writing (For detail information see the appendix 1 about Online Interview via Whatsapp Chat with Student).

The student’s statement was also supported by one of the writing class lecture, Mrs. Valisneria Utami, M.Ed opinions about the problem commonly found in TBI UIN Fatmawati Sukarno Bengkulu students’ writing essays. She mentioned in the interview section that sometimes she found

that students committed grammatical errors in their essay writing. She described that some students from TBI UIN Fatmawati Sukarno Bengkulu also find similar difficulties with other students from universities in Indonesia as mentioned above. She stated that besides having problems in deciding the writing content and the usage of punctuation, they also have trouble choosing the appropriate grammatical aspects in their writing such as verb tense, modals, articles, auxiliary verbs, and so on (For detail information see the appendix 2 about Interview Transcription with Writing Lecturer).

According to her view, students from TBI UIN Fatmawati Sukarno Bengkulu tend to use the verb tense which is incompatible with the tense used in their writing. She argues that this case arises because in Indonesia language there are no differences in verbs according to the tenses is used. For example, when students want to say “*Makan*” which in English we say “eat”, students from Indonesia keep saying “*Makan*” whether the verb used for yesterday’s event, today, or tomorrow’s event whilst in

English it will change based on tense used. Therefore, the lecturer of the writing subject is aware about language errors in students writing product.

There are some results from previous studies that try to investigate language errors in students' writing. Yusuf, Y. Q, et.al (2021) found that students from SMPN 1 Woyla Barat, Indonesia, tend to omit some words when they translate *Bahasa Indonesia* into their English writing. The same goes with Nanning, et.al (2020) that convey undergraduate students of IAIN Pare-pare made a common error in the verb tense aspect of grammar when translating their thesis from *the Bahasa Indonesia* version into the English version. In another research conducted by Setyorini, T. J, et.al (2020), third-semester students of Purworejo Muhammadiyah University made an error in the usage of the preposition.

Based on the statements above, the researcher intended analyzing language errors that arise in an essay made by 4th-semester students of the English Education Department at UIN Fatmawati Sukarno Bengkulu to find out which type of language error that usually occurs using error analysis.

According to Thomas (2022) error analysis' primary tenet is that errors made by learners are the result of their ignorance of the language's rules. For this, analysis error is the way to analyze which part of a language's rules error commonly occurs to prevent the "fossilization" phenomenon, especially in writing essays. Depega and Jufrizal (2019) state that the "fossilization" phenomenon arise because language learners made errors in the target language's rules and not catching them in time to prevent them from sticking in the learners' memory permanently. Here, error analysis is applied to prevent the "fossilization" phenomenon in language learners' writing. By knowing the varieties of language errors in their writing, researchers are eager to find out the source of error that can help lecturer to examine the better solution to reduce language errors based on the problem.

B. Identification of Problem

According to background above, the problems found be as follows:

1. Students having difficulty with grammar in their writing

2. Grammatical Errors in students' writing found by writing lecturer

C. Limitation of Research

The limitation of the research only focus of language errors that made by Students of TBI 4C Class from 4th semester students of the English Education Department at UIN Fatmawati Sukarno Bengkulu in their essay writing about four types of error and the factors causing language error in their essays writing.

D. Research questions

1. What is the dominant type of language error found in 4th semester students' essay writing of TBI UIN Fatmawati Sukarno Bengkulu academic year 2022/2023?
2. What are factors causing language errors in 4th semester students' essay writing of TBI UIN Fatmawati Sukarno Bengkulu academic year 2022/2023?

E. Research objective

1. To investigate the most dominant language error found in 4th semester students' essay writing of TBI UIN Fatmawati Sukarno Bengkulu academic year 2022/2023
2. To investigate factors causing language errors in 4th semester students' essay writing of TBI UIN Fatmawati Sukarno Bengkulu academic year 2022/2023

F. Significance of the Research

The following benefits should be possible as a result of this research:

1. English Learners

The study's findings should aid students in gaining knowledge, deepening their understanding, and being more conscious of the language errors that contribute to the issues they encounter. It is anticipated that they will avoid making the same errors in future writing, especially in essays.

2. Lecturers

The findings of this study are anticipated to assist lecturers in determining their students' proficiency with grammar and capacity to identify errors in writing, particularly in essays, so that they can pay attention to errors made by students and the reasons behind those errors. In order to reduce student errors, the lecture encourages them to provide more thorough explanations or adapt their teaching style.

3. Other Researchers

The finding of this research expected can be input as reference for others researchers who want to conduct the research related to the grammatical error in language learning activities, particularly in learning English.

G. Key Term

1. Writing Skills

Writing is not as simple as transcribing spoken language into written form, but it is a process skill. According to Nunan (2003) Writing is the process of

coming up with concepts, considering how to convey them, and putting them into sentences and paragraphs that make sense to the reader. It means that there are several process in this skill to produce the writing product that can be acceptable for readers.

2. Error Analysis

Error analysis is an activity to reveal the learning outcomes achieved by learners in developing their language ability. According to Brown (2007) error analysis deals with the learners' performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language.

Therefore, a primary focus of error analysis is on the evidence that learners' error provide with an understanding of the underlying process of foreign language acquisition