

CHAPTER I

INTRODUCTION

This chapter presents about background of the study, research problems, objectives of the study, the significance of the study, scope and limitation, and definition of the key terms.

A. Background of The Study

Writing is one of the important skills in learning English. This skill is an activity of creating a text using language to communicate through the written language. One of the most challenging skills for foreign language learners is writing. This skill is different from learning other skill because students need thinking process and they need much time. It also can help student to understand it deeply and to make sense of the information. According to Hornby (as cited in Syarfuni, 2013), writing is a process of expressing ideas through written language. Students can show their ideas and thoughts through this skill. This skill requires students to master grammatical concepts.

According to Brown (as cited in Syarfuni, 2013), the use of suitable grammatical systems, such as tense, agreement, and pluralization, is one of several sub-skills in writing. The reality is that some students are incapable of producing decent writing because they lack vocabulary, are unable to generate ideas, and are illiterate in grammar. In addition, students will have the ability to write appropriate sentences. This skill can be learnt through learning activities

and exercises. Hence, the students often write and learn writing, it can make their learning English better. According to Harmer (2008), this ability allows students to spend more time thinking than they would in an oral activity. This ability allows students to know what they need to know without having to examine dictionaries, grammar books, or other reference materials. This skill promotes students to analyze how well they grasp new material and allows them to integrate new information with existing knowledge by allowing them to reflect on how much they already know about the issue.

In fact, Indonesian learners have problems when doing writing because English is not their first language, which causes failure. However, writing is extremely important for students because they must write assignments, maybe one paragraph or a complete essay. An essay is a form of writing that describes an opinion on a particular subject.

In general, an essay is a piece of writing that contains a student's opinion on a phenomenon. If students desire their essays to be delivered well, they need to pay attention to several things. Essay writing is one of the compulsory subjects in the third semester of the English Education Department in University of Kediri. Therefore, writing essays is important for students because there are many competitions, scholarships, and main subjects. Based on the subject, students are asked to know and understand it.

Students' critical thinking skills can be improved by writing essays. An essay frequently raises questions. Some types of essay writing are expected of students. Each essay has own personality. The argumentative essay is one of the sorts of essays that must be taught in the third semester of English Education Study Program. It is difficult for Indonesian students to write English essays.

Students are asked to improve their vocabulary, grammar, and structure in writing. In addition, many students still translate Indonesian texts into English. According to Rixhards and Renandya (2002), writing is the most challenging skill for L2 learners to acquire. This ability is not only influenced by the ability to organize thoughts, but also by the ability to translate text into a text that can be understood. As a result, many students make errors in their learning, it is vital to increase comprehension in writing essays through error analysis in writing.

One of the most inescapable aspects of life is making errors. As a result, learning process errors are seen as an unavoidable component of learning English as a language. According to Gafes (as cited in Theresia, 2013), that the error is inaccuracy or deviation from accuracy. It is an important factor in improving students' learning processes and gaining recognition. It also plays a significant role in identifying the most common types of errors students make, the possible causes of errors, and how students may self-learn from their writing error.

People cannot learn a language without committing systematic errors, according to Dulay, Burt, and Krashen (Halim et, al., 2017). Learners get advantages such as the ability to learn from their errors, obtain feedback, practice feedback, and adjust it as needed. Error analysis, according to Crystal (as stated in Sawalmeh, 2013), is an undesirable form created by someone learning a foreign language, particularly a foreign student. Error analysis demonstrates an evolving system of students' L2 language if they learn from their errors. In Keshavarz, Mitchell and Myles (as cited by Aisyah and Rahmawati, 2019), researchers and lecturers utilize error analysis to gather samples of learner language, find errors, then characterize, classify, and assess them. Error analysis, according to Vahdatinejad (as referenced by Aisyah and Rahmawati, 2019), may be utilized to indicate what a student still has to think about.

If errors are examined as Sawalmeh's (2013) suggestion, they may reflect a growing system in the student's second language. Errors are unavoidable for learners. Errors are unavoidable, and they are an essential part of the learning process. There has been a vast and increasing body of literature on error analysis in recent years. Safraz (2011) looked at the faults that 50 undergraduate Pakistani students made in their written essays. He discovered that the vast majority of the errors students made are caused by their inter-language process, with some errors caused by mother tongue influence first language.

In a recent study conducted by Mustakim and Samad (2019), their article was about how to compose great essay writing. They collected 14 essays to identify, and they found students' errors such as article, preposition, spelling, meaningless, word choice, subject-verb agreement, auxiliary verb, plural form, verb form, and other. Syarfuni (2013) found that there are errors in a corpus of 25 essays written by 25 participants. These errors are singular/plural, word choice, verb tense, word form, subject-verb agreement, missing space, spelling, word order, verb form, missing word, redundancy, and capitalization.

Furthermore, Aisyah and Rahmawati (2019) looked at frequent English language problems produced by third-semester students when writing argumentative essays in their article. The study's focus was on third-semester students in the 2017-2018 academic year. There were two types of students. There were 25 students in class A, and there were 25 students in class B. As a result, this study would focus on 50 different pieces of argumentative writing. Article, tense, gerund, preposition, word-order, agreement, modal, and to infinitive were the most typical faults found. Furthermore, they discovered that the majority of students conveyed their thoughts in their home tongue. They went on to note that while the assessment methods revealed that the participants' writings had a variety of faults, grammatical and mechanical problems were the most significant and prevalent.

In this case, students' argumentative essay still have errors for the example in their grammatical structure. Based on interviewing several students in third semester in IAIN Kediri on Google meet especially in academic writing, it was obvious that some students are still having problems and difficulties in their grammatical structure because their thinking patterns are still influenced by their first language. To prevent students from making the same errors, it is necessary to analyze errors.

The preceding explanation encouraged researchers to analyze students' argumentative essays on the third semester students in University of Kediri to find out types of errors are made by students, the dominant error are made by students, and the possible causes of error are made by students in writing argumentative essays. In this study, entitled "Error Analysis on College Students' Essay Writing," this topic would be explored. , this study was conducted by utilizing a descriptive qualitative error analysis.

B. Research Problems

Based on the background of the study explanation, the researcher attempts to discover error analysis in writing essay. The researcher desires to find out,

1. What types of errors are made by the students in writing essay?
2. What is the most dominant type of errors made by students in writing essay?
3. What are the possible causes of errors made by the students in writing essay?

C. Objectives of The Study

Based on the research problems mentioned above, the objectives of this research are:

1. To describe the types of errors that the students are made in writing essays.
2. To find out the most dominant types of errors that the students are made in writing essays.
3. To identify the possible causes of errors made by students in writing essays.

D. The Significance of The Study

The findings of this study are being used to give beneficial feedback to instructors, students, and researchers.

1. This research will assist students in recognizing their errors and missteps. As a result, students will improve their writing skills, and it can also help teachers to prevent students from making errors.
2. This research will assist lecturers in determining the amount to which their students comprehend essay writing and find out how effective teaching techniques are in writing.
3. By performing the research, the future researcher is hoped that the researcher can classify the the kinds of error, and discover the possible causes of the error in argumentative essay. The researcher will also undertake more in-depth investigation of the research techniques implemented.

E. Scope and Limitation

According to the study's background, this research focuses on categorizing errors produced by third-semester students when writing essays into nine categories: errors in the usage of tenses, infinitive, gerund, preposition, active and passive voice, agreement, word order, article, and modal based on Kashavarz theory. The goal of this research is to determine the most prevalent types of errors are made by students, as well as their possible causes. This article is prepared by 30 students of Third Semester at University of Kediri English Language and Education Department. The researcher uses argumentative essays because the research coincides with the material given by the argumentative essays.

F. Definition of Key Terms

It is the definition of a vital phrase to avoid misunderstanding and clarify the situation. This section can help clarify the problem's essential words.

1. Writing is an activity of making a text that deals with how people use language to communicate in writing.
2. An error is a inaccuracy or a divergence from the truth
3. Error analysis is an unsatisfactory kind of production by someone learning a foreign language, especially a foreign student
4. Essay is a brief piece of writing written from the perspective of the researcher. An essay is a type of formal academic writing that is intended to examine a student's knowledge of a subject.

5. Argumentative Essay is one that tries to convince and persuade the reader of a point of view by presenting many arguments for and against it.