CHAPTER I
INTRODUCTION

This chapter presents background of study, statement of problems, purpose of study, significance of study, scope and limitation, and definition of key terms. Each section is presented as follows.

1.1 Background of Study

It is an undeniable fact that English is one of the most important languages in the world that had an effect on many sectors in life. Unfortunately, in Indonesia English is just learned as a foreign language and not all or only minor part of Indonesians are able to use English, at least be able to communicate a daily conversation in English using oral and written.

Brown (in Zawahreh, 2012) explained that in order to master the English language, learners have to be exposed to all of the four basic skills: listening, speaking, reading, and writing. Rather than listening, speaking, and reading; writing gives more difficulties in practicing English. Furthermore, Brown stated that writing is an activity of producing written products or as the writers or learners’ effort to transfer their thoughts into words in a written form.

As non native speakers, not all students are able to think in English. Consequently, it creates another difficulty because while writing the students will think in their own native language first then they translate it into English, whereas
they are expected to have capability in thinking in English automatically. The difficulty may be presented by the difference in structure and rules between native language and English. In other words, writing is a productive skill that requires the writers to have capability in transferring their thought in a good paragraph and they are demanded to be able to produce sentences which are put in the right order and linked together.

In University of Muhammadiyah Malang, the students are taught several types of writing, one of them is essay. They are taught about essay in the fifth semester, in Writing III. Meanwhile, in Writing I and II they are taught about sentence and paragraph.

Farbman (in Rofi’ah, 2013) stated that an essay is a sequence of paragraphs, each one contributes the evidence that points toward a single conclusion or thesis. Essay consists of at least two or three paragraphs, namely introductory paragraph, body, and concluding paragraph.

Introductory paragraph is a paragraph or more that introduces the topic that will be discussed and the thesis statement of the essay (Smalley et al, 2001). In introductory paragraph, the reader will get two kinds of information, that are general information, which is to attract the reader’s attention, and specific information, which is a thesis statement to state the main idea of the essay.

The body consists of one or more paragraph. Smalley et al (2001) stated that these paragraphs develop various aspects of the topic and central idea. They may discuss causes, effects, reasons, examples, processes, classifications, or points of comparison and contrast. These paragraphs will explain about the detail of the
thesis statement or the subtopics mentioned. In other word, the number of paragraphs in the body will be equal with the number of subtopics that have been mentioned in the introductory paragraph.

The concluding paragraph, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body (Oshima & Hogue, 2006). Field (2009) stated that the concluding paragraph sums up the essay and shows that the writer has completed what he/she sets out to do. In addition, Chesla (2000) said that a powerful conclusion can dramatically improve a reader’s impression of a weak or mediocre essay, while a weak conclusion can do the reverse, leaving a bad impression of an otherwise well-written essay. This paragraph gives the reader a clear conclusion about what is written in the essay by reading the concluding paragraph.

There are several ways to evaluate an essay. According to Langan (2011), there are four bases to evaluate an essay: unity, support, organization/coherence, and sentence skill. This means that, first, the students need to have a clear idea about the topic that will be written, this is called as thesis statement. Thesis statement helps the writer to write a good paragraph. It will help the students to prevent unnecessary sentences in their essays. Furthermore, for the reader, a good thesis statement will help them to get the point of an essay.

Second, the students need to support the thesis statement with the specific evidence. Therefore, the students have to collect the evidence related to the thesis statement.
Third, the students need to organize and connect the specific evidence. Each of the specific evidence must be interrelated, both to other specific evidences and to the thesis statement.

Fourth, the students need to write clearly and have error-free sentences. By having all those four steps, the students will have unity, support, organization, and sentence skill in their essays.

A previous study by Mahmudah (2014) on her thesis, *An Error Analysis of Descriptive Essay Written by the Sixth Semester Students at English Department of University of Muhammadiyah Malang*, found that the students made 17 grammatical errors (10.2%) and 150 organizational errors (89.8%). From the result, it can be concluded that the most dominant error made by the students was organizational error.

Based on the above explanations, the writer intends to conduct an analysis on students’ error in essay at fifth semester students of University of Muhammadiyah Malang. Here, the writer would like to investigate the kinds of error and the most frequent errors made by the students in essay.

### 1.2 Statement of Problems

In this study, the writer analyses the students’ error in essay at fifth semester students of University of Muhammadiyah Malang. The problems that are analysed are:

1. What are the errors that the students make in their essay based on the four bases?
2. What is the most frequent error that the students make in their essay?

1.3 Purpose of the Study

According to the research problem, this study purposes to:
1. Know the errors that the students make in their essay based on the four bases.
2. Know the most frequent error that the students make in their essay.

1.4 Scope and Limitation

The scope of this study is focused on essay and it is limited on the fifth semester students in class A of English Department of University of Muhammadiyah Malang who are taking Writing III.

1.5 Significance of Research

This study is expected to give contribution in English teaching process, especially writing. For the teachers, it will help them to create a good strategy to improve the effectiveness of their teaching by providing information about the errors in essay that may appear in the students’ essays. For the students, it will help them to settle with the difficulties in writing subject, especially essay. As a result, they will be able to write a good essay, by having the four qualities in their introduction, body, and conclusion paragraph in their essays. For future researchers, it can be used as a reference in conducting research with related topics in the same field.
1.6 Definition of Key Terms

In order to avoid misconceptions in this study, the definition of key terms is given. The terms which are necessary to be defined are as follows:

1. Writing is an activity of producing written products or as the writers or learners’ effort to transfer their thoughts into words in a written form (Brown, 2000). Writing is a productive skill that requires the writers to have capability in transferring their thought in a good paragraph, they are demanded to be able to produce sentences which are put in the right order and linked together.

2. Error analysis is the analysis of language that concerns on the errors made by students when learning about the target language (Rofi’ah, 2013). Error analysis in this study focuses on the four bases for evaluating the essay: unity, support, organization/coherence, sentence skill.

3. Essay is a piece of writing consisting of several paragraphs long instead just one or two paragraphs (Oshima and Hogue in Rofi’ah, 2013). Essay is a piece of writing that consist at least two paragraphs, namely, introduction, body, and conclusion.