

Chapter 1

Introduction

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study; the background of the study, the statement of the problem, the objectives of the study, the theoretical framework, the assumption of the study, the scope and limitation of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

According to Paulston (1976) in “Teaching English as a second language” the writing skill is put at the end of the four language skills as it is regarded the most difficult among those language skills: listening, reading, speaking, and writing. Expressing feelings, experiences, and thoughts to others will not be easy without good writing skills. Maybe, for some people, speaking skill is the most important, but it is better if a person can speak as well as he can write.

Furthermore, writing appears formidable to learners, who are often found struggling for ideas to write about, particularly in a language beyond their automatic control. They often give up half

way for lack of confidence in their ability to write, and many of them never reach a stage of second language proficiency where they can write English reasonably well. The new students of Widya Mandala Catholic University Surabaya begin the first semester with integrated skill course and language laboratory work, called IC (Integrated Course). IC aims to help those new students in improving their second language English proficiency, both in written and oral tasks. The integrated course, as the basic elements in English Department, provides numerous supplementary exercises intensively and regularly in one semester. It is expected to help students enrich their knowledge in learning English, so they will pass the next level well when they graduate.

There are two tests used for IC class, oral and written. For the oral test, students have to speak with their partners using the topics given. Beside the oral test, students also follow a written test where they have to demonstrate their writing proficiency by composing a text of 150 words. By gradually adjusting the length requirement of compositions, the lecturers push students to write as long as their current level of second language proficiency allows. These activities will enhance their sense of achievement, which in turn develop their confidence in their abilities to learn, thus facilitating the learning of a second language. Thus the students are used to writing a composition in English as their native language. In their compositions students make a lot of mistakes in verbs. The IC lecturers can give appropriate feedback after checking out the students' interlanguage

errors. The students do not need to worry so much about making mistakes. They can assume that making mistakes is a process of development from mother tongue to second language.

The writer tries to deal with the problem of interlanguage in writing composition. She looks for the types of errors that appear in their writing composition. As the IC lecturers often come across out many interlanguage errors in using verbs, the writer was interested to discover the frequency of errors encountered in IC students' compositions.

1.2 The Statement of the Problem

The writer analyzed IC students' the types of errors as encountered in their English compositions. The problem statements formulated are:

1. What are the types of errors that appear in IC students' compositions?
2. How often do the errors appear in IC students' compositions?

1.3 The Objective of the Study

In accordance with background of the study, this study is designed:

1. To find out whether:
 - Error of addition is found in IC students' compositions.
 - Error of omission is found in IC students' compositions.
 - Error of substitution is found in IC students' compositions.
 - Error of ordering is found in IC students' compositions.
2. To find out the frequencies the errors appear in IC students' compositions

1.4 Theoretical Framework

The theoretical framework used in this study is as follow:

- Error Analysis

Brown states that human learning is fundamentally a process that involves the making of mistakes (Brown. 1987: 169). In learning another language, people cannot avoid making mistakes. Making mistakes or errors is a part of learning. People cannot learn a language without first systematically committing errors. In order to analyze learners' errors, it is important to differentiate between mistakes and errors. According to Brown (1987: 17) a mistake refers to a

performance error either random guesses or a 'slip' because a failure to utilize a known system correctly, whereas errors are not noticeable deviation from the adult grammar of a native speaker reflecting the interlanguage competence of the learner, which is the result of a deficiency in competence. It's important for the second language teachers or researchers to analyze the errors because it will give them some keys to understand the process of second language acquisitions. To achieve the objective of this study, the writers analyzed, counted, classified the students' errors, then put them in a rank order, and then interpret the possible causes. The writer will use the categories of errors according to Corder, which are error of addition, error of omission, error of substitution and error of ordering.

- **Interlanguage Errors**

Brown (1987: 169) states that interlanguage is the intermediate stages between the native and the target language observable in learners' language. Selinker (1974: 37) argues that there are five principal processes operating in interlanguage, namely: Language Transfer, Overgeneralization, Transfer of Learning, Strategies of Second Language Learning, and Strategies of second language communication. The writer will only look for the first four principal processes operating in interlanguage errors because the last principal, the strategies of second language communication, occurs only when the students communicate in the target language orally.

- **Contrastive Analysis**

Contrastive Analysis is used extensively in the field of Second Language Acquisition (SLA) as a method of explaining why some features of a Target Language were more difficult to acquire than others. According to Fries (1945: 9) Contrastive analysis is a scientific description of the language to be learned carefully. It is used to compare and contrast the native and the target language systems and predict the possible difficulties in learning the target language.

- **The Theory of Writing**

Most of the students may know how to say the words but they sometimes do not know how to write those words. They usually write the words like what they pronounce the words. Beardsley (1976:39) states that writing is a composition with purposeful selection and organization of experience, facts, opinions, or ideas so that they will produce a certain effect on the reader or accomplish a certain end. To write a composition, a person clearly needs to create, select, organize, and formulate the ideas, the facts and the experience based on a certain purpose into an outline. There are some genres of the text such as narrative, descriptive, and argumentative. In the first semester, students are given recount text as their final test. It has three main parts or elements: orientation, a series of events, and re-orientation. The purpose of a recount is to retell events.

1.5 The Scope and Limitation of the Study

For this thesis, the writer limited the subjects to the first semester students who took IC class in Widya Mandala Catholic University Surabaya. This thesis only explains about finding out the types of error that appeared in each student' writing composition of IC class and also the frequencies of the errors appeared in IC students' compositions.

1.6 The Significance of the Study

This study has two major significances; practical and theoretical. Practically for the lecturers, this study is used to anticipate possible types of errors made by their students in the first year. It may give feedback for the lecturers to the process of teaching learning in the classroom. For the English Department students, this study is expected to arouse the awareness of the English Department students about the students' difficulties in learning written English by making composition in the target language, English. In the future, the theoretical point of view of this study is relevant to the interferences to justify the production of errors.

Based on those two major significances, the writer is interested in analyzing the types of errors found in IC students' compositions. The writer expects that the result of her study will give a

contribution both for lecturers and students in assessing their writing compositions. The earlier the problem is solved, the better the results will be. When they have already been in the upper semester, it will be more difficult to fix.

1.7 The Definition of Key Terms

a. Interlanguage Errors

Interlanguage errors are errors in using a foreign language by non-native speakers can appear both in written and oral ways. These errors are caused by the interference between rules of the mother tongue and the rules of the foreign language. (Corder. 1981:65)

b. Errors

Dulay (1982:139) defines error as any deviation from selected norm of language performance, no matter what the characteristics or causes of the deviation might be.

c. Error Analysis

Error analysis is a procedure, which deals with collecting samples of learners' language, identifying the errors according to their hypothesized and evaluating seriousness of the errors, (Ellis, 1986:51).

d. Composition

A composition is the rearrangement of words or ideas of language and knowledge in our head (Mathew, Louise, Ferguson. 1980: 2). A composition consists of paragraphs. A paragraph should be complete and in order. A paragraph consists of sentences and a sentence contains of subject and predicate. Each of words should be carefully chosen to express the idea in writing a composition.

1.8 Organization of the Thesis

The study consists of five chapters. The first chapter presents the introduction of the study which consists of the background of the study, the statement of the problems, the objectives of the study, the significance of the study, the scope and limitation of the study, theoretical framework, the definition of key terms, and the organization of the study.

The second chapter presents the review of related literature, including the theories of sources of errors; interlanguage errors and intralanguage errors, theory of error analysis, theory of contrastive analysis, theory of writing, interlanguage errors in compositions, and theory of computational of second language

acquisition. This chapter also includes previous studies which support the writer's research.

Next for the third chapter describes the research method used in this study. It includes the research design, the population and the sample, the instrument, the data, the data collection procedures, and the data analysis procedures.

Then, the fourth chapter concerns with the findings, discussion that consists of the analysis and the result.

Last, the fifth chapter is the conclusion of the study and the suggestions for the lecturers and the students in teaching-learning process in the classroom.