

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is media to communicate for people in the world. Many languages exist in the world with its' own features and characteristics. Almost every country has language as first language (L1) that different from another country. The difference makes some difficulties in communication between countries in the world. One of some solutions is mastering the second language (L2) to communicate with others who have different language background.

Mastering L2 is not easy especially when the people learns the L2 outside from the country where the L2 come from. Indonesian learners of English, for example, will have lot of problems such as grammatically, phonetically or morphological. That conditions maybe occur when mastering the target language (TL) of learner is incomplete. The existing problem bringing on error in the result of the influence of mother tongue or native language.

The language as the product of mastering target language is known as interlanguage. This term was first used by Selinker (in Fauziati 2009:165) to describe the linguistic stage second language learners go through during the process of mastering the target language. Actually, when learners faced a problem in mastering the target language system, learners will produce an erroneus production. This case is the background why the interlanguage currently receives a wider acceptance in the literature of error analysis (EA).

Errors can be described using different kinds of taxonomy, namely, linguistic category, surface strategy, comparative strategy, and communicative effect. The writer is interested to investigate how the system of native language influence the error made by students in the target language result using linguistic category and surface strategy taxonomy. According to James (1998:105) the linguistic category classification “carries out errors in terms of where the error is located in the overall system of the TL based on the linguistic item which is affected by the error”. While James (in Fauziati, 2009:146) state that the surface strategy taxonomy is classification system “based on the ways in which the learner’s erroneous version is different from the presumed target version”

Under this category, errors can be classified into four types: omission, addition, misformation, and misordering (James, 1998:94-112). Omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance. Addition is a type of errors which are characterized by the presence of an item, which should otherwise not appear in a well-formed utterance. Misformation errors are those characterized by the use of wrong form of a structure or morpheme. Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. The writer is interested to use this term to analyze the errors made by student in the target language.

While learning a second language, learners commonly build up a system for themselves which is different in some ways from the system of their first language (mother tongue) and second language (L2) or the target language (TL).

The different system of them cause the error of student composition in the target language. The errors made by students can be divided into some types depend on the term used to analyze.

Teaching learning English as a foreign language in Indonesia still face lot of problems. Somehow mastering second language in transferring knowledge of second language system must be controlled very well. Learners need consultant who getting of the best of mastering second language system. Actually, learning second language system needs good environment neither the teacher nor technique nor method that support mastering second language system. When the teachers are not control second language system properly, transferring knowledge in second language learning can cause an error of the result. Error of transferring knowledge of second language is one of some sources error in student's result in learning second language.

While, teaching learning English also given in SMA N 1 Sumberlawang. In the same case, learning English as a foreign language still low in the result of mastering the target language system. Many students of SMA N 1 Sumberlawang still find difficulties in some activities of learning English. One of them is writing. Almost all of learning English activities are dominated by written form. Composing a text or sentence is the simple form of learning English in Senior High School level. Nevertheless, this research indicates that almost all of students of SMA N 1 Sumberlawang difficult to compose an English passage or sentence properly. In other word, it can be said that the process of mastering

second language system done by students of SMA N 1 Sumberlawang still in an interlanguage level.

In other hand, teaching learning process in the written form is a major activity in this school based on the curriculum have been made. Composing various types of text is one of many material existed in the teaching learning process. Students of senior high school must be able to make all of genre text. There are some types of text must be learned by senior high school's students, one of them is descriptive text. Descriptive text is the most simple genre of text in senior high school material because it is constructed from simple present tense in the sentences. Simple present tense in also the easiest form of 16 tenses in English. Within composing the easiest form of sentence and text, namely, simple present tense and descriptive, done by students of SMA N 1 Sumberlawang still find errors either lexical or syntactical or discourse error.

The writer uses the students of SMA Negeri 1 Sumberlawang as subject in this research. These are example of erroneous sentences taken from students composition:

- 1) The girl * beautiful.
- 2) He * like his father.
- 3) My book is different * with yours.

In the examples above, there is an error in every sentence. Grammatical error in the three sentences are effect of mother tongue system (Indonesian) to target language system (English). The three sentences indicates that students' interlanguage system influenced by mother tongue system (Indonesian) to

express the idea of students. The students used rules of Indonesian system in English, such as “The girl beautiful” should be written “The girl is beautiful”, and the second sentence should be written “He is like his father”. In the English system, learners use *to be* in describing things when followed by *adjective*. In the third sentence, error occurs seems the influence of mother tongue system. Actually, in English, the word *different* always followed by conjunction *from*. But in Indonesian, the third sentence is accepted. So, the third sentence should be written “My book is different from yours”. The cases above describe that students’ mastering of second language is incomplete.

From the phenomenon above, errors made by the learners probably is influenced by the learners’ native language system. Learners express the idea in the target language regardless the new system in the target language, which different from the learners’ native language system.

The writer uses Error Analysis framework which focuses on linguistic category and surface strategy taxonomy (James) to identify the error. The writer also uses interlanguage framework (Selinker) to indicate influences of Indonesian system in English toward interlanguage system.

According to that phenomenon above, the writer is interested to identify the errors and their influencing factor with the title *Interlanguage Errors in Writing Descriptive Text Made by Students of SMA Negeri 1 Sumberlawang*.

B. The Scope of the Study

In this research, the writer focuses on describing the errors in composition of students caused by the native language system. The object of this research is composition of student. The subjects of this research are the students of SMA Negeri 1 Sumberlawang.

C. Problem Statement

Based on the research background, the writer formulates the problem statement as follow:

How is the native language system influence the errors made by student in target language?

Based on the problem, the writer raises research questions:

1. What are the lexical errors made by students in writing descriptive text?
2. What are the syntactical errors made by students in writing descriptive text?
3. What are the discourse errors made by students in writing descriptive text?
4. What is the frequency for each error made by students?
5. What is the dominant error made by students?
6. What are the sources of the error in composing descriptive text made by students of SMA N 1 Sumberlawang?

D. Objective of the Study

In carrying the research the writer formulates the objectives of the study as follows:

1. To describe the reason that the native language system influence the errors made by student in target language.
2. To identify the types of lexical errors.
3. To identify the types of syntactical errors.
4. To identify the types of discourse errors.
5. To know the frequency of each type of errors.
6. To explain the dominant type of error.
7. To identify the source of error.

E. Significant of the Study

There are some expected benefits that could be acquired from this study. Such benefits as following can be perceived:

1. Theoretical Benefit
 - a. This research can add information about interlanguage, especially when the language learner wants to carry out similar or further research about interlanguage.
 - b. This research can add information for the lecturer in order to give benefit in second language learning (TEFL), and Applied Linguistics, especially in the field of interlanguage.
2. Practical Benefit
 - a. Other researchers: This research can be used to add reference in order to improve their research
 - b. The author: This research gives more information about the factors of errors in order to decrease frequency of errors.

F. Research Paper Organization

In this research the writer constructs the research paper into five chapters.

Chapter I is introduction, which consists of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory that presents of previous study and theoretical review that consists of notion of Interlanguage, notion of Error Analysis, notion of second language learning, the classification of Error, sources of Errors.

Chapter III is research method that deals with type of the study, data and data source, data collection technique, data analysis technique.

Chapter IV is research finding and discussion where the writer presents types of error, types of errors, the dominant type of errors, and the sources and factors of the error.

Chapter V is conclusion and suggestion that concern with the conclusion of the research finding made by the writer.