CHAPTER I
INTRODUCTION

A. Background of the Study

Most of learners including young and adult learners who are learning English as a second language belong to the language learners. They have to learn it through learning because it is not his or her native language. Moreover, to learn the second language, it is not an easy matter because they are the English learners; therefore they begin with knowledge about language. “Learning is a conscious process, which results in a separate system of simple grammar rules, or “knowing about language” (Krashen, 1982:10) in (Fauziati, 2010:138). Knowing about language is to study the rules system of its language. According to Bloom and Lahey (1978),

“Language can be divided into three majors, although not necessarily equal components: 1) form includes syntax, morphology, and phonology, 2) content encompasses meaning or semantics and 3) use pragmatics. These five components syntax, morphology, phonology, semantics and pragmatics are the basic rules of systems found in language”.

In a language, the learners can make use the ideas or thoughts to express something by using a symbol, a sound, a word for communication either oral or written. When the learners want to communicate these ideas to others, they need the combination of language forms which include phonology (the spelling and its sounds), morphology (how the words formed), and syntax (how the words are tied
up together) by using the basic rules of system found in language. Then, it is called grammar.

Grammar is one of the essential English language elements that must be studied by the learners. According to Clark and Clark (1977:5) in (Fauziati, 2011:8) “A grammar is then “a system of rules”. By its rules, grammar is very useful to differentiate one sentence to another in order to avoid the miscommunication and it can be used to master all of the language skills such as listening, speaking, reading and writing. One of the most important language skills that can be used to measure the learners’ ability in using grammar is writing. Writing is very effective way to share our ideas and our messages or intention to other people. It can be communicated via written product. On the other hand, writing has become a difficult task or complex process to do because we need the correctness of grammar and mechanics. As stated by Haris (2005), a good writing must have good characters. It must consist of good content, form, grammar, style, and mechanic”.

Writing activity can be the effective way to measure the learner’s ability in using the L2 system and to communicate or structure the sentences into the grammatically correct sentence. Through writing they can create a text by combining the language forms which are tied up together with the rules system or grammar. However, the learners sometimes ignore the pattern of grammars therefore they tend to commit the errors. The errors happen because he or she gets confused with the grammar rules. They sometimes use their own structure to construct the L2 system or linguistic system. Therefore, the learner builds up his
or her own rules of language which is neither the target language or L2 system nor the mother tongue. Those above conditions concern with the learner’s incorrectness in constructing the grammatically correct sentence because of the confusing structure between his native language and target language. This condition is called as interlanguage.

“One of the salient aspects showing the development of IL system of L2 learner is error” (Lightbown & spada). According to Brown (2007:217), defines an error as “noticeable deviation, from the adult grammar of native speaker, reflecting the interlanguage competence of the learner”. Here, errors can be a device to measure the L2 system of L2 learners. Interlanguage is influenced by the interference between the first language rules and the second language rules therefore the learner makes his own rules of a language. According to Selinker (1972) “interlanguage as the separate linguistic system evidenced when adult-second language learners attempt to express meaning in a language they are in the process of learning. Interlanguage differs systematically from both the native language and the target language”. From these cases, the errors occur, because the learner builds up the new forms of grammatical system in his own hypothesis, he used the structure of L1 that almost approximates to L2.

This case is also found in the adult-learner who writes the book of “CONTOH-CONTOH PIDATO 3 BAHASA”. Through this book, it may become the reflection of the author’s development of IL system because the writer tends to use the rules of his L1 and he also uses the rules of the L2 but some partially wrong therefore either lot of erroneous sentence or several problems deal with the
grammars found in this book. He is still influenced by the rules of his mother tongue and the use of Indonesian’s words into English in making sentence. The examples of erroneous sentences found in the texts of Islamic English speech are as follows:

1) *Is human being will make his own law?
2) *Psychological need such as love, attention, and advices
3) *They ___ quite afraid of the hell torture.

In the examples above, errors happen in every sentence. Those grammatical sentences above are influenced by the structure of mother tongue and the partial learning of target language; therefore they reflect the interlanguage-system of L2’s learner.

In the first example, the author made error in the use of auxiliary modal, and if it is translated in Indonesian, it says “Apakah manusia akan membuat hukum tersendiri?” the writer tends to translate it one by one according to its meaning. It is because the author wanted to try to use the structure of native language; he tends to produce the English words using their native language. It is considered as interlingual errors. In the second example, the author assumed that plural noun always added by suffix-s. English noun can be divided into countable and uncountable noun. In countable noun, we can add the suffix-s but in uncountable noun we cannot add the suffix-s. In the case above, the author assumed that the word “advice” is countable noun, then he added the suffix-s.

In fact, the word “advice” is always uncountable-noun; therefore he overgeneralizes the rules of uncountable-noun. This error is caused by the faulty or partial learning of the target language than the native language, it is called
intralingual transfer. In the last example, it indicates the syntactic transfer as to mean the same thing in *Bahasa Indonesia*, it says “*mereka sangat takut akan api neraka*” which is directly translated from the L1 to L2. In Indonesian, there is no TOBE to link the predicate in the nominal sentence. Then it is called interlanguage transfer.

Technically errors are made because there are differences between the rules system of the source language (native language) and target language that seem quite unclear for the L2 learners. Errors happen because the author tends to make the same errors in his writing over and over. The reasons why the writer wants to analyze this book, firstly, by analysing this book, we can study the factors that trigger errors or the linguistic difficulties that the author faces in making the reading materials. Secondly, if it is seen from the pragmatics or language use, it contains a lot of erroneous sentences that can possibly cause the readers or learners have difficulty in catching the meanings because some sentences or paragraphs are incoherent therefore it can hinder the communication either oral or written. Moreover, the written product is usually written then it is read therefore the incorrect sentences must be corrected. Thirdly, if it is seen from the context of learning, the purpose of this book is that it can be used for students or santri or common people who want to give Islamic speech especially English in front of public, therefore they will utter the grammatically correct utterances instead of the erroneous ones.

From the stated reasons, the researcher wants to analyze the author’s book that contains erroneous sentences by using error analysis. Error analysis also has
contribution not only to providing the effective communication for the students but also telling us the important process of language learning especially in writing because firstly, it can be used to improve the writing skills by analyzing possible sources of errors in non-native writer’s book. Secondly, it can be used to devise the appropriate reading materials. Through analysing the error we can consider which linguistic items should be omitted or added in order to make a good reading material. Thirdly, it is hoped that through analysing the error, we know how the learners learn their linguistic competence in the second language, as stated by Richard (1985:83) “one of the goals of error analysis was to help construct account of the second language learner’s linguistic competence”. Therefore, Error Analysis is very useful to know how the learners learn their second language.

Based on the explanations above, the writer has an interest to write a thesis about error analysis. The case can be observed, classified, and analyzed to be the correct one. Therefore, the writer will conduct the research entitled “INTERLANGUAGE ERRORS FOUND IN ISLAMIC ENGLISH SPEECH TEXTS IN CONTOH-CONTOH PIDATO 3 BAHASA”

B. Limitation of the study

The writer wants to limit the discussion of error analysis on the texts of Islamic English Speech written by Muhammad Azhar LS. It means that the writer wants to analyze the errors on grammar in written product of Contoh-Contoh Pidato 3 Bahasa.
C. Problem Statements

Based on the background above, the writer proposes the problem statement:

What are types of errors found in Islamic English speech texts in *Contoh-Contoh Pidato 3 Bahasa*?

Based on the research problem, the writer proposes some subsidiary research questions:

1. What are morphological errors found in Islamic English speech texts in *Contoh-Contoh pidato 3 Bahasa*?
2. What are syntactical errors found in Islamic English speech texts in *Contoh-Contoh Pidato 3 Bahasa*?
3. What are discourse errors that appear in Islamic English speech texts in *Contoh-Contoh Pidato 3 Bahasa*?
4. What are sources of errors that found in Islamic English speech texts in *Contoh-Contoh pidato 3 Bahasa*?
5. What are frequency types of errors found in Islamic English speech texts in *Contoh-Contoh Pidato 3 Bahasa*?
6. What is dominant type of errors found in Islamic English speech texts in *Contoh-Contoh Pidato 3 Bahasa*?

D. Objective of the Study

Based on the problem statements above, the writer arranges the objective of the study as follows:
1. To identify morphological errors found in Islamic English speech texts in *Contoh-Contoh Pidato 3 Bahasa*.

2. To identify syntactical errors found in Islamic English speech texts in *Contoh-Contoh Pidato 3 Bahasa*.

3. To identify discourse errors appeared in Islamic English speech texts in *Contoh-Contoh Pidato 3 Bahasa*.

4. To identify sources of errors found in Islamic English speech texts in *Contoh-Contoh Pidato 3 Bahasa*.

5. To identify frequency types of errors found in Islamic English speech texts in *Contoh-Contoh Pidato 3 Bahasa*.

6. To identify the dominant type of errors found in Islamic English speech texts in *Contoh-Contoh Pidato 3 Bahasa*.

E. **Benefits of the study**

The result of this research will be beneficial both theoretically and practically.

1. Theoretically
   a. The writer hopes that the result of the study can be used as the references for other researchers who will conduct the different object with different perspectives.

2. Practically
   a. Students

   The writer hopes this study gives the students to a better communication about the reading materials.
b. The author

The writer hopes this study gives input to the author who writes the book for making a better learning of second language system in order to not making errors in his next writings.

c. The lecturer

The writer hopes this study can be used by teacher or lecturer as the material to teaching about the error analysis.

d. English editors

The writer hopes this study gives description about the errors of second language system therefore the editors can use this research as the guidance to be more careful in editing the book next books.
F. Research Paper Organization

Chapter I is introduction that consists of the background of the study, limitation of the study, problem statement, objective of the study, benefits of the study, and research paper organization.

Chapter II is review of related literature which presents previous study and underlying theory which relates to notion of interlanguage, approaches of interlanguage, notion of error analysis, pedagogical implication of error analysis, identification of errors, algorithm for conducting error analysis, classification of errors, and sources of errors, notion of speech text, notion of Islamic English Speech, purpose of Islamic speech, types of speech, generic structure of speech.

Chapter III is research methodology, which presents to types of research, object of the research, data and data sources, method of collecting data, and technique of analyzing data.

Chapter IV is research finding and discussion, which elaborates errors based on the combination linguistic category and surface strategy taxonomy, the frequency of errors, sources of errors and discussion to findings.

Chapter V is conclusion and suggestion.