

CHAPTER I

INTRODUCTION

A. Background of the Study

The possession of language distinguishes humans from other animals. To understand the humanity people must understand the language that makes them human. Many definitions about language found in linguistic books. For the example, one definition states that “a language is a system of arbitrary vocal symbol by means of which a social group cooperates” (Bloch and Trager, 1942: 5; Aitchinson, 2000: 25 in Fauziati: 2011). Another definition comes from Crystal’s (2000: 212) which says that “a language is the systematic, conventional use of sounds, signs or written symbols in a human society for communication and self expression”.

In interacting with others, people have to communicate. In order to do that, they need a method. It is commonly confessed that language is a means of communication. It is through language that people are able to interact with others in their world (Derewianka, 1990:3). Through language, people are able to express their ideas, hopes, thoughts and desires. It implies that language plays a significant function in our life.

Language is a technique to communicate thoughts clearly from a person to others in such a system that the other will be able to act accurately. When

people learn a language, they learn the sounds used in that language, that basic units of meaning (i.e. words), and the rules to combine these to form new sentences. The elements and rules have been traditionally called the grammar of a language. A grammar is then “a system of rules” (Clark and Clark, 1977: 5).

The nature of studying language is studying how to communicate, because language is the most effective media to send a message. Whatever the language is used in communication, it is a part of a culture. Problems will appear when people coming from different countries with different situations, cultures and backgrounds meet and speak in distinct languages. When they have to communicate and cooperate, they deal with a problem; they do not understand each other. They have to comprehend a certain language with which they can understand each other. In this case, they have to master an international language.

Nowadays, English language has been accepted as an international language. As an international language, English has main role to develop human beings' necessity. It means that societies from different geographical background, religion and culture have an allowed media to communicate. Like in transferring of knowledge, technology, economic and even cross cultural understanding in internet network.

By mastering English language actively, people will not have distinction about country and racial problems. In narrow thought, we know if English

language in our country as a learning process in school to get graduate from examination. From this scheme, people cannot create a comfort situation to study, make laziness in studying English language. In fact, there are so many functions of English language, like in carrier development, taking a relationship and it is not merely as a lesson in educational curriculum.

In this country, Indonesia, English has a very significant role in technological and scientific advances; instruments such as computer and internet use English. English is used as the first foreign language. Understanding the growing demand of English as an international means of communication, it is reasonable that the government places English as a fundamental subject in their education system.

English is taught and learnt from elementary school until university students. Nevertheless, in Senior High School, English is taught as the main subject. The decree of Ministry of Education and Culture number 0847/4/1992, chapter VIII states that English can be taught as an extra instruction if it is needed by the local community, and if the teacher of English is available. Another decree of Ministry of Education and Culture number 060/U/1993 states that English may be given to elementary school students as a local content.

The nationals' education major purpose of English is the students comprehend English communicatively. So, the students must be able to master the four language skills, such as listening, speaking, writing and reading. As

Haycraft (1978: 8) states that there are various skills in mastering of a language; receptive skill, listening (understanding the spoken language), reading (understanding the written language), and productive skills-speaking and writing.

The latest curriculum, 2006 School-Based Curriculum, is the modification of "Curriculum 2004". It makes School-Based Curriculum more perfect by adding some points, such as Standard of Content. In other words, "Curriculum 2004" is the core of School-Based Curriculum that develops students' linguistic competence to express their own or other people's experiences, ideas, and feelings, and to understand several meanings. The language that the students study is expected to help them recognize themselves, their own and other people's culture, to express their own ideas, and feelings, to take part in communication in their own society with the language they study and to express their own analytical and imaginative competence they have. The implementation of School-Based curriculum emphasizes its teaching on four language skills as "Curriculum 2004", they are: listening, speaking, reading, and writing. For example, in learning writing, students are supposed to recognize or create simple short functional texts and simple essay related to their daily environment.

Among the four skills described above, writing is the most complex one because it needs representing the control of a number of variables simultaneously; they are control of content, sentence structure, format,

vocabulary, punctuation spelling, etc. In classroom activities, there are many students who still have many problems in writing skill such as control of content, punctuation, spelling, vocabulary, form, and grammar. Grammar deals with the organization or morphemic units into meaningful combination. It cannot be denied that in using of language is controlled by rules.

Writing skill is as the most important components in English language. People feel that to achieve spoken language is easier than the writing language. It is because people first know the spoken than the written and a human always speaks a language first before he is familiar to the writing system of his language. The skill to write correctly is not an inborn skill. Writing is frequently studied as a set of instructional practices. It includes creating a new thought and converting information. An excellent command of writing is an undeniable benefit that every student in schools endeavors to attain. People think that to achieve spoken language is easier than the writing language.

The capability to write acceptably is not an absolutely obtained skill because it is usually studied as a set of exercises in formal instructional settings or informal situations. Writing skill must be studied and practiced by doing some experiences. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Perhaps it is best viewed as a continuum of activities that range from the more

mechanical or formal aspects of "writing down" on the one end, to the more complex act of composing on the other end (Omaggio Hadley, 1993).

It is absolutely the work of creating a writing task can produce some problems for students, particularly writing in a second language. Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling. By putting together concepts and solving problems, the writer engages in "a two-way interaction between continuously developing knowledge and continuously developing text" (Bereiter & Scardamalia, 1987, p. 12).

It is generally agreed that writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence and paragraph organization but also to turn such ideas into a readable text (Richard & Renandya in Fauziati: 2010)

One thing that usually makes difficult to learn a foreign language correctly and acceptably is that one language has different system for another. We know that the system of English is different from Indonesia. It causes the Indonesian students find some difficulties in learning English. The difficulties can result in errors. People, of course, should avoid misunderstanding in using the language in our communication. One of the ways to do successful communication is that we have to try not to make errors grammatically in our

written sentences or speeches. Therefore, everyone needs to learn the grammar that is generally accepted and practiced by most people who speak the language.

Studies of errors can be applied only in speaking and writing (Dulay, 1982: 144). It cannot be applied in reading and listening. Errors in recount writing are chosen in this study. Recount is one of the genre texts, which is taught at the tenth year students of senior high school.

It can be seen that teaching and learning English as a foreign language is not easy. Most students still have difficulties in learning it. It is not surprising because some of the differences, which are found, between their native language and the language they are learning. It seems that in learning a language, when a learner finds some forms, meaning, and distribution of patterns that are functionally similar to his native language, he will learn the language easily because he only transfers the system of his mother tongue to his foreign language. But if the form, meaning, and distribution of the pattern are different in the two languages the learner will have difficulties.

This research principally deals with the interlanguage error made by students, particularly in writing. Hence, the core reasons for choosing this topic are the distinctions between Indonesian and English, and the student's difficulties in writing a good English arrangement.

Nevertheless, writing in another language is not always as easy as writing in our own language since there are some distinctive rules in writing systems and these differences sometimes make some errors. Therefore, some students still use their mother language; it is called interlanguage in writing process. From the case above, the researcher determines to analyze the interlanguage errors made by students in writing recount text.

Teaching and learning English as a foreign language is complicated. Most students still have difficulties to study it. It is not shocking because some of the differences between their native language and foreign language they are studying about. It shows that in learning a language, when a student finds some forms, meaning, and distribution of patterns that are functionally similar to his native language, he will learn the language easily because he only transfers the system of his mother tongue to his foreign language. But if the form, meaning, and distribution of the pattern are different in the two languages the learner will have difficulties.

Error could even be an important feedback for the learners themselves. By knowing their errors, they will know the problems that they face and try to analyze their weaknesses. On the other hand, by analyzing student's errors, the teachers cannot only detect the students' difficulty in learning the target language, but they can also determine the effectiveness of certain method in

teaching the language. It implies that learner's errors could give significant contribution in creating appropriate materials for teaching.

Error Analysis is "the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language" (Saville-Troike in Fauziati: 2009). The primary focus of EA is on learner errors and the evidence of how learner errors could provide an understanding of the underlying processes of second language acquisition.

Studies of errors can be applied only in speaking and writing (Dulay, 1982: 144). It cannot be applied in reading and listening. Errors in recount writing are chosen in this study. Recount is one of the genre texts, which is taught at the tenth year students of senior high school.

It can be seen that teaching and learning English as a foreign language is not easy. Most students still have difficulties in learning it. It is not surprising because some of the differences, which are found, between their native language and the language they are learning. It seems that in learning a language, when a learner finds some forms, meaning, and distribution of patterns that are functionally similar to his native language, he will learn the language easily because he only transfers the system of his mother tongue to his foreign language. But if the form, meaning, and distribution of the pattern are different in the two languages the learner will have difficulties.

This research principally deals with the interlanguage made by students, particularly in writing. Hence, the core reasons for choosing this topic are the distinctions between Indonesian and English, and the student's difficulties in writing a good English arrangement.

Nevertheless, writing in another language is not always as easy as writing in our own language since there are some distinctive rules in writing systems and these differences sometimes make some errors. Therefore, some students still use their mother language; it is called interlanguage in writing process. From the case above, the researcher determines to analyze the interlanguage errors made by students in writing recount text.

This happening also occurs in MAN 2 Boyolali. Some students still do the same thing in their writing works. In teaching learning of English, the teachers teach all four skills; speaking, listening, reading and writing. They are usually faced by the same situation, which the students however sometimes still use their native language in their work. In writing teaching learning process, the teachers use kinds of text. In Senior high school, there are thirteen kinds of text. They are recount, spoof, procedure, anecdote, review, news item, description, discussion, hortatory exposition, analytical exposition, report, narrative and explanation.

It cannot be denied that writing is not easy because there are several rules to be done in this skill. The students still make interlanguage errors in their work. For the example, the interlanguage errors occur in these sentences:

1. My mother and I went shopping to Pasar Johar Market *in* Sunday.

It should be my mother and I went shopping to Pasar Johar Market *on* Sunday, student uses preposition “in” for a day.

2. We took a bus *in* 8 a.m. and got there *in* 10 a.m.

The right sentence should be we took a bus *at* 8 a.m. and got there *on* 10 a.m. Student uses preposition “in” for time.

3. After that, we went to fish section to buy something.

The interlanguage error appears in omission the article “the”. It should be after that, we went to the fish section to buy something.

Based on the phenomenon above, the writer tries to find the common Interlanguage error in writing of eleventh year students of MAN 2 Boyolali. Thus, students could know what the errors are which they create and teacher could overcome it. The research is entitled, “Interlanguage Error Made by Students in Writing Recount Text” (A Study at MAN 2 Boyolali).

B. Problem Statement

Here the researcher locates the problems in his research. The problems of the research are formulated as follow:

1. What are the morphological errors made by the students in writing recount text?

2. What are the syntactical errors made by the students in writing recount text?
3. What are the discourse errors made by the students in writing recount text?
4. How is the errors' frequency of each type?
5. What is the dominant error?
6. What are the sources of errors?

C. Objective of the Study

Based on the research problems, the researcher has the following objectives of the study as follow:

1. to illustrate the morphological errors in writing recount text made by the students,
2. to investigate the syntactical errors in writing recount text made by the students,
3. to describe the discourse errors made by the students in writing recount text,
4. to reveal the errors' frequency of each type,
5. to unearth the dominant error, and
6. to unravel the source of errors.

D. Benefit of the Study

The finding of this study is generally expected to be able to give valuable contribution both theoretically and practically.

1. Theoretical Benefit

Theoretically, this study is expected to give a worthy contribution to the field of interlanguage errors.

2. Practical Benefit

Practically, this study can offer information for teachers, students and researchers in interlanguage error.

a. To the Teachers

The result of this study is intended to become an input for them dealing with the importance of giving more exercises about writing and improving their teaching technique in teaching writing particularly as a foreign language.

b. To the Students

The writer hopes the students are able to improve their writing skill and to avoid in making error in writing and by giving valuable input about errors they encounter and how to overcome them.

c. To researchers

They can use the finding of the research as useful reference for related researches and this thesis may help other researchers to do the same related researches in deeper, further and better techniques.

E. Limitation of the Study

Limitation correlates to the selection problem from a diversity of problems that have been identified. By limitation, the research is more specialized, simpler and easier in observing the object of the study. Limitation is very useful for the writer to determine the problems which are analyzed. The researcher is more focused and directed in order to reveal the interlanguage error and do for further action.

In this case, the writer just explains about the interlanguage error made by students in writing recount text for the eleventh year students of MAN 2 Boyolali in Academic Year of 2013/2014. The writer takes sixty student's papers for the material of this research to be investigated.