CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is the tool used by human being to communicate. Many languages exist in the world with their own characteristics. Those different characteristic of languages makes some difficulty for people to communicate each other.

In order to communicate each other, we need to master the second language (SL) that is English. So, the country that has different first language (L1) background can master the science, technology and culture in order to face the competition in global era by mastering English.

In Indonesia, English is taught both in Junior High School and Senior High School. Although English is not the new thing for Senior High School's students, in fact they still face many difficulties in mastering English because English is not the Indonesian native language.

Students might face problems in mastering English process that grammatically, phonetically and morphological different from the Indonesian's system. Those conditions can cause problem that bring an error as the result of the influences of the student's mother tongue or native language.

The linguistic stages which the students pass during the process they master target language are call interlanguage. The term interlanguage was first coined by

Selinker "to draw attention to the fact that the learner's language system in neither that of mother tongue nor native language (NL) nor that of the target languages (TL)" Selinker (1977) in Fauziati (2009: 157). The learner's language system contains elements of both NL and TL. Then, when the students make an error in the process when they master the target language it will cause an interlanguage error.

Fauziati (2009: 144) states that errors can be described using different kinds of taxonomy, namely, linguistic category, surface strategy, comparative taxonomy, and communicative effect. The researcher intends to analyze the error using linguistic category and surface strategy taxonomy. Dulay *et al.* (1981) in James 1998: 104 states that linguistic category carries out specification of errors in terms of linguistic categories, in terms where the error is located in the overall system of the TL based on the linguistic item which is affected by the error. Whereas, James (1998: 106) states that surface strategy taxonomy is 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 five types: omission, addition, misformation, and misordering (James 1998: 106-112). Omission is characterized by the absence of an item that must appear in a well-formed utterance. Addition is characterized by the presence of an item, which should otherwise not appear in a well-formed utterance. Misformation is characterized by the use of the wrong form of a structure or morpheme. Misordering is characterized by incorrect placement of a morpheme or a group of morphemes in an utterance.

Teaching English in Indonesia is not an easy thing. As the fact that English is a foreign language, transferring knowledge from the teacher to the student must be done and controlled carefully to reduce the error that may be occur while the student learn English.

Writing is the one of English skills that must be mastered by the student. Richards and Renandya (2002) in Fauziati (2010: 45) state 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 on vocabulary, sentence, and paragraph organization but also turn such ideas into a readable text.

Then, it requires some aspects such as wide perception, involving thinking process and good understanding to produce a readable text. In this case, the strong foundation in grammar is one important aspect that should be comprehended in order to make a well structured writing. Particularly, written language without grammar would be disorganized and causes such problems, like interalanguage errors in writing. Thus, students should master grammatical knowledge otherwise they will make errors when they commit activity dealing with writing process.

As matter of fact, these errors so commonly occur to students in producing text. It happens since they use different rules in the writing systems within in Indonesian as natural language (NL) and in English as target language.

English subject is also given in SMA Negeri 1 Wuryantoro. English are taught both in spoken and written language. Almost all learning materials in English

learning are dominating in written form. With the different background of knowledge from each student it may make them have different understanding in English subject, especially in writing a text. But, on the other hand writing a text is a skill that must be mastered by the students. So, in the process of making good writing, errors may occur to the student while they produce a text which different from their natural language system.

There are the examples of error that made by the students of SMA Negeri 1 Wuryantoro:

1. *Wayne Rooney is a football player who play for Manchester United*.
2. *There are many children cat in my house*.

There is an error in the sentence above. The error from the first sentence is written *Wayne Rooney is a football player who play for Manchester United*. This is an omission error it should be written *Wayne Rooney is a football player who plays for Manchester United*. With an addition *–s* after the verbs *play* because the subject is singular. Then the second sentence is the example of misformation. The "children cat" is more like the usage of Indonesian language system, and then the right one is "kitten." So, the right sentence is *There are many kitten in my house*.

Facing the condition above, writing in English is not easy for some students. They may have difficulties when they use the language in writing. Because of these, there will be errors that can be found in their written product.

From the phenomenon above, the errors made was probably influenced by the students' natural language (NL) system. The students expressed the idea in the target language (TL) regardless the new system in the target language, which was different from the students' natural language system. According to that phenomenon above, the researcher is interested to identify the errors that occur in students' writing with the title *Interlanguage Errors in Writing Descriptive Text Made by Students of SMA Negeri 1 Wuryantoro in 2014/2015 Academic Year.*

B. **Problem Statement**

Based on the research background above, the researcher formulates research question:

1. What are the lexical errors that made by tenth grade students of SMA N 1 Wuryantoro in their writing descriptive text?

2. What are the syntactical errors that made by tenth grade students of SMA N 1 Wuryantoro in their writing descriptive text?

3. What are the discourse errors that made by tenth grade students of SMA N 1 Wuryantoro in their writing descriptive text?

4. How is the frequency of each errors that made by the students in writing descriptive text?

5. What are the most dominant errors that occur in the students' writing descriptive text?

6. What are the sources of error made by the tenth grade students of SMA N 1 Wuryantoro in their writing descriptive text?

C. Objective of the Study

The objectives of the study are as follow:

1. To describe the lexical errors that was made by the tenth grade students of SMA N 1 Wuryantoro in writing descriptive text.

2. To describe the syntactical errors that was made by the tenth grade students of SMA N 1 Wuryantoro in writing descriptive text.

3. To describe the discourse errors that was made by the tenth grade students of SMA N 1 Wuryantoro in writing descriptive text.

4. To describe the frequency of each error that made by students in writing descriptive text.

5. To identify the dominant errors that occurs in the students' descriptive text.

6. To identify the source of error that made by the tenth grade students of SMA N 1 Wuryantoro in writing descriptive text.

D. Scope of the Study

In this research, the researcher focuses on describe the error that made by the students in producing descriptive text. The researcher limits the object of the research only on the tenth grade students of SMA Negeri 1 Wuryantoro. Then, the subject of the research is the student's products of descriptive text that emphasize on the interlanguage.

E. Significance of the Study

There are two significance that are achieved from this research, there are theoretical and practical benefit, as follows:

1. Theoretical significance

   a. This research is hopefully to be contributed to the study of Applied Linguistics, especially in the fields of interlanguage.

   b. This research can add information to the lecturer about the interlanguage error, especially in type of error and the source of error.

2. Practical significance

   a. This research can give the teacher addition information in the interlanguage error that happen to the student and hopefully it can help the teacher to find the solution in correct the error.

   b. This research can help the other researcher to get some information about interlanguage, especially when they want to conduct the research further about interlanguage.

F. Research Paper Organization

The researcher organizes the paper into five chapters. The organization of this research makes a clear guidance in understanding the content of the study. They are as follow:

Chapter I is introduction. It contains background of the study, problem statement, objective of the study, scope of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature that presents of previous study, the notion of interlanguage, the characteristic of interlanguage, the notion of error analysis, error taxonomies, levels of errors, the classification of error, sources of errors, notion of text, and notion of descriptive text.

Chapter III is research method. It deals with type of the research, the subject and object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. The research finding is elaborated into six parts. They are the type of lexical errors, the type of syntactical errors, and the type of discourse errors, the frequency of each type of error, the dominant types of error and the sources of error.

Chapter V is conclusion, pedagogical implication, and suggestion. After chapter five, the researcher presents bibliography and appendix.