CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important means of communication. Trough languages, people can express whatever in their mind and share all kind of information with other people. To communicative with other people should suitable and acceptable language; because, it can keep us away from misunderstanding when people describe and explain their ideas.

In teaching-learning process, English has productive and receptive skills. Writing and speaking are the productive skills, while reading and listening are the receptive skills. One of the productive skills is writing. Writing is a process that help students to develop their ideas and logical thinking. Principally to write means to try to produce a written language. Smith (2010) states that there are two reasons why people write: to communicate with others and to provide something for people themselves.

For Indonesian students, learning English is not easy. As a foreign language, English is certainly different from *Bahasa Indonesia* as a native language which becomes some mother tongue; since they have their own definitions and rules. Richards (1992) states that in British usage a foreign language is a language which is taught as a school subject but which is not used as a medium of instruction schools nor as a language of communication

within country. In addition, the native language, so called first language, is gained from human birth.

For first language acquisition, *Bahasa Indonesia* as a national language and English as a foreign language are different in structure, morphology, phonology as well as syntaxes. That is why, Indonesian students are often confused in learning English. Furthermore, they are frequently influenced by *Bahasa Indonesia* structure when they learn English. They tend to transfer the forms and the meanings from their native language to construct their foreign language. This reason leads Indonesian students to encounter many problems, or difficulties in mastering English. Such as, the problems in structure, spelling, pronunciation, vocabulary, and word formation and so on. Because of these problems, Indonesian students often make error and mistake when they try to produce the new language like in English writing.

The discussion of error in learning foreign language has been done since behaviourist introduced Contrastive Analysis Theory (CA). Since the errors were result of non-learning, there was danger of errors becoming habits if they were tolerated, so like sin, errors should be avoided. Learner errors here are considered something wrong and undesirable.

Meanwhile, Brown (2000) states that human learning is fundamentally a process that involves the making mistakes. Error and mistake are something normal in language learning process. Error should not be viewed as something undesirable or something to be avoided. Because, by student's error, a language researcher and a language teacher will get a feedback. It is a

key to correct student's error when they construct a sentence in their new language system.

To know why error happened, writer should recognize a process on how students acquire and learn language. Borrowed from Tarigan's term (1988) that the language which is acquired by students directly from their mother is called first language acquisition (L1) and the second language they learn is called second language acquisition (L2). Tarigan explains that the first language acquisition process is running informal and unstructured plan. Students directly learn is from their family, their friends, and environment. This learning process is going beyond their consciousness and they do not recognize what motivation forces them learn it. On contrarily, the process of the second language acquisition (L2) is running formally and it is tutored based on syllabus or school program. The students also are conscious and recognized what motivation do they have to learn it. On other term, the first process is named by language acquisition and the second process is called by language learning.

The language problems happened when the language learners have already known their language. According to Karra (2009), a child that is in the process of acquiring a second language will subconsciously invent structures influenced by knowledge he/she already possesses. He/she was used to be in his/her old language system habit. Then, he/she learned new language or foreign language system and tried to produce it in written language. Certainly, the old habit will interfere the new one. Harmer (2001)

sates that students who learn English as a second language already have deep knowledge of at least one other languages, and where L1 and English comes into contact with each other there are often confusions which provoke errors in learner's use of English.

As mentioned above that first language (L1) and second language (L2) will contact each other. It means that L1 will transfer its rules to L2. This transfer will influence student's new language. It called language interference. While, occur due to the interference of L1 into L2, it called interlingual errors. In this case previous learned structures create problems for the learner to learn new language. As states by Brown (1980: 160), most of the learners' errors in the second language result primarily from the learner's assumption that the second language forms are similar to the native language.

Whereas, Intralingual errors are those errors that occur due to the faulty or partial learning of the TL such as overgeneralization and oversimplification. Brown (1980: 162) says that it has been found that the early stages of language learning are characterized by a predominance of inter lingual transfer, but once that learner has begun to acquire parts of the new system, more and more transfer generalization within the target language is manifested. Intralingual and interlingual do not only make students in difficulties in understanding English but also can cause them in error when they produce English as their foreign language.

This condition happens to the third grade of SMP N 4 Pekanbaru and the tenth grade of SMA Plus Pekanbaru. They are lack of understanding of

English, although they studied in the favourite school in Pekanbaru. They are still making error in their sentences, especially interlingual and intralingual errors. The examples of intralingual errors:

(1) Seven dwarfs *come* home from his work

(2) Pinocchio's nose *grow* long

(3) Dayang Sumbi *know* that her son

From three sentences are totally inappropriate in English language. They are inappropriate in some aspect of English linguistics. Anyhow, the students constructing this word was sure that the three expressions are meaningful. The students just expresses their idea precisely in the way when they use *Bahasa Indonesia*. The example of first until the third sentence above, the students write present verb in past event.

The examples of interlingual errors:

(1) Snow white *not* die

(2) Snow white *girl* beautiful

(3) She *women* smart and intelligent

The students just translated their intended meaning literally, word by word (interlingual errors from their first language). They set aside the rules of English language, as the result they made many mistake. The example of first sentence above, the student does not write the necessary elements in his/her writing construction. This sentences have omission auxiliary verb. The examples of second sentence and third sentence above, the students make false of phase structure.

According to the cases above, the researcher wants to know the errors made by third grade students' at SMP N 4 Pekanbaru and the first grade students' at SMA Plus Pekanaru in their writing narrative text. This research would be conducted at SMP N 4 Pekanbaru and SMA Plus Pekanbaru, one of the junior high school and Senior High School in Pekanbaru regency, Riau Province. Those schools are chosen for some reasons. (1) The schools also considered the best junior high school and senior high school in Pekanbaru, which is proven by its passing grade which is the first highest in Pekanbaru, (2) The schools have many achievements, such as in English competition, (3) The schools always try to improve student's ability and achievement in learning English as a foreign language.

Based on those explanations, the researcher intended to conduct a research entitled "Interlingual and Intralingual Errors of Writing Narrative Text Made by Junior High School and Senior High School students in the Academic Year of 2014/2015".

B. **Limited of the Study**

This study is focused on the third grade students of SMP Negeri 4 Pekanbaru and the tenth grade students of SMA Plus Pekanbaru in writing narrative text and emphasizes on intralingual and interlingual errors. The data was analyzed using error analysis theory based on Dulay, Burt, et al. (1982).

C. **Statement of the Problem**

Based on the problems of errors in interlingual and intralingual errors of writing narrative made by Junior High School and Senior High School

students in the Academic Year of 2014/2015, the researcher identified some research questions as follows:

1. What are interlingual errors of writing narrative made by Junior High School and Senior High School students?

2. What are intralingual errors of writing narrative made by Junior High School and Senior High School students?

3. What are the frequencies of interlingual and intralingual errors made by Junior High School and Senior High School students?

4. What are the similarities and differences of interlingual and intralingual errors made by Junior High School and Senior High School students?

D. Objective of the Study

1. To describe interlingual errors of writing narrative made by Junior High School and Senior High School students.

2. To describe intralingual errors of writing narrative made by Junior High School and Senior High School students.

3. To know the frequency of interlingual and intralingual errors made by Junior High School and Senior High School students.

4. To describe the similarities and differences of interlingual and intralingual errors made by Junior High School and Senior High School students.

E. Benefit of Study

1. Theoretical Benefits

The result of research can be used by researcher, all readers, and especially by teachers and students so that it contributes to the science of applied linguistic especially English Language teaching, especially in Error Analysis.

2. Practical Benefits

a. For learners, this research shows them some errors they made, therefore they are interested to improve their perception on grammar and able to apply it appropriately in their writing.

b. For teachers, this research shows some of the problems found in writing, therefore it can be used as an additional reference or literature source in their teaching action.

c. For researcher, this research can be used as references in doing similar research in the same field in the future.

F. Research Paper Organization

The organization of research of the paper is given in order to make the readers understand to content of the paper clearly as follows:

Chapter I is introduction which explains the background, limitation of the study, problem statement, objective of the study, and benefit of the study and the organization of the paper.

Chapter II is the underlying theory. It includes the concept of interlanguage, the concept of interlingual and intralingual errors, the level of interlingual and intralingual errors, the cause of interlingual and intralingual

errors, the concept error analysis, pedagogical purpose of error analysis, the differences between error and mistake and procedure of error analysis, the definition of text, and definition of narrative text.

Chapter III contains research method which consists of research type, subject of the study, object of the study, data and data source, technique of collecting data, technique of data analysis and data validity.

Chapter IV is research findings and discussion where the writer describes types of error, the frequency of error, and discussion finding.

Chapter V is closing which consists of suggestion that concerns with the conclusion of the research finding made by the writer.