

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the background of the research, identification of the research problems, limitation of the research problems, formulation of the problems, objectives of the research, and also the significance of the research.

A. Background of the Research

At present, communication skill is one of the necessary skills to be owned by each individual. Generally, there are two forms of communication skills which include oral and written forms. The oral communication is in the form of spoken language that consists of dialect variations representing a region along with the use of pitch, rhythm, stress, and body language to deliver the message clearly. On the other hand, the written communication is in the form of restricted and standardized forms of grammar, structure, organization, and vocabulary. Thus, besides speaking, writing is considered as one of the crucial skills for an individual to be able to perform written communication properly.

Writing is defined as a communication that represents students' creativity through the use of language, particularly through the use of signs and symbols. Iftanti (2016:2) states that writing is believed to be an essential skill for the students. In addition, writing is also a significant skill for the students so that they are able to express their emotions by composing a letter, making a short story, arranging the research results, and even creating a story in blogs. According to Brown (2001:335), the process of writing is basically different from speaking

since it needs an entirely different set of competencies. It means that writing is not a spontaneous activity since it requires much attention, time, concentration, and practice.

In foreign language learning, the students should master the communicative competences, especially writing skill. Thus, one of the objectives of English language teaching is to develop the writing skill of the students. Writing in English is one of the four skills that should be mastered by the students of English Department Program. This is due to the fact that writing is a necessary capability for the students so that they are able to distribute creativity, develop imagination, as well as have the ability to explain well.

However, there are several aspects of language to be comprehended to master the writing skill involving text genres, grammar, vocabulary, spelling, punctuation, and others. Carroll (1990:1) asserts that writing requires knowledge of grammar and correct usability of words. It means that writing proposes opportunities to level up student's vocabulary and knowledge of grammar as well as increase their understanding of how things are expressed and how well messages are understood in the written form. Furthermore, to have a proper ability in writing, the students have to keep their purposes in mind and think about the relevant facts. Moreover, it is also essential for the students to understand how to organize the facts coherently and cohesively.

English has very complicated rules pertinent to the sentence construction, vocabulary, grammar, spelling, and so on. This is due to the fact that some language features are different to those in students' mother tongue, which is

Indonesian. It creates a situation in which it is quite difficult for them to express their needs or desires in correct, clear, and comprehensible manners of English writing. In addition, the lacks of experience in using English as well as the unfamiliarity with the sentences structure in English tend to cause errors in the process of writing. There are many aspects causing the students of English Department as a foreign language to make errors in the process of writing. First, it can be caused by the mother tongue (*interlanguage*). James (2013:179) states that mother-tongue influence, either the positive or the negative transfer, causes interlingual errors. The students are likely to get many benefits from positive L1 transfer. For example, the phrase of “*satu meja*” in Indonesian and “*one table*” in English or “*tinggalkan saya sendiri*” in Indonesian and “*leave me alone*” in English have a similar order so that the students are easy to understand the rules in English (Rahayu, 2012: 65).

On the other hand, negative transfer tends to make the students produced some errors in writing. For example, a phrase of “*Wanita cantik*” in Indonesian is used to express that a woman is beautiful. However, if the students do not know the rules in English, they will probably create a sentence such as “*Girl beautiful*” in which the sentence structure is in accordance to their L1 (Rahayu, 2012: 68). Furthermore, errors can occur due to the target language so called *intralingual*. Intralingual errors occur because of the students’ generalization within the target language. In other words, the students equate provisions in English, such as “*he can sing*” to be “*he cans sing*” which may happen due to the fact that the students

do not master the structure of English language as a whole yet (Brown, 2007: 264).

Brown (2001:160) argues that the students are likely to make errors in the second language because students assume that the second language forms are similar with their first language (*interlingual errors*), and also from the negative transfer of items within the target language (*intralingual errors*). Nevertheless, Richards (1973:6) states that intralingual errors refer to particular items produced by the students which reflect not the structure of the mother tongue, but based on partial exposure to the target language. It means that errors occur not only due to mother tongue but also caused by the target language as Brown (2007:73) states that interference is not the most important and the most relevant factor in adult second language acquisition. On the other hand, Ariyanti and Fitriana (2017) state that the common problems that the students face in improving their writing skill are the certainty of meaning, the application of variations in the use of vocabulary and grammar, the flow of writing, and the application of scientific paper writing techniques.

Intralingual errors are types of errors made by the students who have begun to understand the target language but still lack in competence. The errors occur as a natural part of the learning process where errors are found in several forms. James (2013: 185-187) mentions seven types of intralingual errors, namely false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking co-occurrence restrictions, hypercorrection, and overgeneralization. Meanwhile, Richards (1974) distinguishes four types and causes of intralingual

errors. Those are overgeneralization, ignorance of rules restrictions, incomplete application of rules, and false concepts hypothesized. From those theories, James' theory is believed to be a specific and up-to-date theory from Richards. In addition, Brown (2007: 254) states that intralingual errors are the major factor in second language learning, and overgeneralization is negative counterpart of intralingual transfer. To sum up, intralingual error is one of the barriers to students in learning a second language particularly English.

Related to previous research on interlingual and intralingual errors, Alfiyani (2013: 86) found that some students make errors due to some factors. The highest frequency of the students' error was intralingual error. This error occurred since the students tried to build up hypotheses about the English from their limited experiences and were supported by improper teacher explanations, incorrect presentation in a textbook, and a memorized pattern that was not contextualized to the general characteristics of learning rules. Another research was conducted by Promsupa, Varasarin, and Brudhiprabha (2017: 101). The results of this research showed that the students over-generalized the English structures because the rules of English were considered difficult and complex. In addition, ignorance of rule restrictions was found when the students failed to observe some restrictions on grammar rules so that they applied the rules inaccurately. Furthermore, the students tried to use some of the errors structures that were learned, but they were only able to apply them in part so that the application of the rules was still incomplete. However, the hypothesized causes of false concepts were not found to play any roles on the production of student errors.

Considering the writing skill as the important skill for students to produce a good written form of communication, this research deals with investigating the linguistic problems in errors analysis within the process of writing. The present research is conducted by analyzing intralingual errors performed by the students of Academic Writing at English Department, particularly the students who are majoring in English Language Teaching. Gass (1989) in Brown (2000:219) recommends the researcher to pay more attention to linguistic elements that are common to all languages. The present research is also intended to draw the teacher's attention to the students.

The students of English Department are expected to demonstrate a great English proficiency in writing to fulfill graduation requirements as stated by the Ministry of Education and Culture in Husin and Nurbayani (2017: 238). They state that each university student is required to write a final academic report. The final academic report includes a bachelor thesis as one form of research report written by the undergraduate students in accordance with certain standards and processes. This standard and process are the foundation for each undergraduate student to fulfill one of the requirements to become a graduate in a particular field of study. Therefore, it is necessary to determine the areas that require remedy in order to think of appropriate solutions to improve the writing skill of the English Department students. Irawansyah (2017: 120) states that an error analysis is an important tool for the teacher and the student to observe the learning process and learning strategies of the students. Hence, an analysis of errors is urgent to be

conducted in order to minimize the fossilization on the students' understanding of English or target language structure.

B. Identification of the Research Problems

Based on the background of the research, the researcher discovered several problems related to error made by the students in writing. The identification of the problems can be drawn as follows.

1. Mastery of writing becomes a difficult task for the students.
2. Students still find difficulties in producing correct grammar and use proper vocabulary.
3. Students have difficulty to master the English grammatical rules.
4. The difference of rules between Indonesian and English is one of the factors causing students' errors in English writing.
5. The lack of English grammar knowledge causes students to make errors in English writing.

C. Delimitation of the Research Problems

Considering the background of the research and identification of the problems above, the researcher decides to deal with the errors that are likely to occur in the students' writing. In general, there are two causes of errors. The first cause is an interlingual error or negative transfer from mother tongue to target language. The second cause is an intralingual error or lacking of mastering on the target language. However, the results of previous research reveal that mastery of the target language is the main cause of students making errors in writing. Hence, the researcher conducts the research which mainly deals with investigating the

intralingual errors on writing as well as the factors causing intralingual errors proceeded by the fourth semester of English Department students at Ahmad Dahlan University.

D. Formulation of the Research Problems

According to delimitation of the research problems, the researcher attempts to analyze the intralingual errors on writing performed by the fourth semester of English Department students at Ahmad Dahlan University. Thus, the research questions are formulated as follows.

1. What kinds of errors occur on writing performed by the fourth semester of English Department students at Ahmad Dahlan University?
2. What types of intralingual errors on writing are made by the fourth semester of English Department students at Ahmad Dahlan University?
3. What are the factors initiating the intralingual errors which occur on writing made by the fourth semester of English Department students at Ahmad Dahlan University?

E. Objectives of the Research

Based on the formulation of the research problems above, the objectives of the research are presented below.

1. To describe the types of errors on writing performed by the fourth semester of English Department students at Ahmad Dahlan University.
2. To reveal the types of intralingual errors made by the fourth semester of English Department students at Ahmad Dahlan University.

3. To disclose the factors initiating the intralingual errors performed by the fourth semester of English Department students at Ahmad Dahlan University.

F. Significance of the Research

There are two types of significance, namely theoretical and practical significance. The theoretical and practical significance are described as follows.

1. Theoretical Significance

It is expected that the results of the research could add theories with the issues about intralingual errors, provide information, give inspiration, and can be used as a future reference for the next similar research or to conduct a deeper research in the same area.

2. Practical Significance

It is expected that this research can help the teachers or lecturers to find out the students' errors in writing, so that they can find an innovative and alternative strategy of teaching writing to reduce the students' errors and also to improve the students' writing skill in producing relevant and valid knowledge. In line with the theory from Sridhar (1980) in Nisa (2017: 18), the significance after conducting errors analysis is believed to help the teacher to determine the order of teaching material, decide on the emphasis, explanation and practice required, provide remedies and exercise, and select items for the needs of the students' proficiency tests.