CHAPTER 1

INTRODUCTION

This chapter presents background of the study as general overview as well as research questions and aims of the study. It also includes significance of the study followed by scope of the study, research methodology, clarification of terms, and organization of paper.

1.1 Background

Writing is a prominent skill that is learned in studying English, aside from listening, reading, and speaking. It constitutes essential language skill because it is integral to the learning process. Writing can improve students' academic performances but it can not be learned in a short time. It needs a learning process.

Many people assume that writing is the most difficult language skill to acquire. Writing is connected with speaking in several different ways, but it is often considered more difficult because it is more complicated. Writing is a complex process even in the first language. Undoubtedly, it is more complicated to write in a foreign language. Therefore, writing may not be regarded as an easy task, especially for students who are writing in English as their L2 (target language). A writing process requires carefulness from the students. This carefulness may include many aspects in writing that they must consider. The aspects are not only the cohesiveness and the coherences of paragraph or text, but also the content of writing such as language structures, text function, theme or topics, genre, and context of writing.

As mentioned above, one of the aspects that the students have to master in order to write properly is language structure or grammar. In fact, mastering

language structure or grammar is not easy to attain. Errors may be inevitably done by the students in their writing because this is "evidence of their strategies of learning" (Corder, 1967, p. 27). However, the errors in their writing may lead them into the wrong concept of English. Michael Braganza (1998, p. 14) states that by breaking the fundamental rules and grammar, our ideas become wrong, the sentences become erroneous. Hence, the errors need to be clarified by the teacher in the class in order not to be persisted by the students. The appropriate action to cope this matter is indispensable. One action that the teacher can do is conducting error analysis. Error analysis is needed because it aims to find out what errors that the students make before deciding what error treatment that can be given to the students to help them minimize or even eradicate all the errors.

Many linguistic researchers analyze L2 learners' speech and writing since finding the errors committed by the students is necessary for their better improvement. The researchers propose renowned theories about the source of errors which are generally known as interlingual and intralingual errors. While interlingual errors focus on errors intervened by L1 (source language), intralingual errors highlight errors due to the difficulty of learning rules in L2 itself. In other words, interlingual errors are caused by "between language" factors and intralingual errors are caused by "within language" factors (Saville-Troike, 2006, p. 39).

Regarding to the importance of conducting research in error analysis, this study then aims to examine students' texts particularly in intralingual errors.This type of errors is chosen in this study because based on the results of many previous studies show that intralingual errors have higher frequency than interlingual errors. Dulay, Burt and Krashen (1982, p. 164) state that the great majority of errors in the language output of L2 learners is the developmental or intralingual type while interlingual errors occur in relatively small numbers. Intralingual errors occur during the learning process of the L2 learning at a stage

when the learners have not really acquired the knowledge. Therefore, this errors will oftenly found in students' writing.

The primary theory used in this study is intralingual and developmental errors suggested by Richards (1971). Richards states that intralingual errors are "those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply", whereas developmental errors portray learners' effort in constructing their knowledge in English (1971, p. 174).

This study focuses on tenth grade students' descriptive texts. A descriptive text is chosen because it is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers (Ellis et. al., 1989). In addition, it allows the students to share interesting impressions of a person, a place, or an object surrounding them (Troyka, 1987). In fact, based on Teaching Practicum Program that has been done by the researcher at one of the vocational schools in Bandung, the ability of tenth grade students in writing descriptive text is relatively low. Many students have not been able to write descriptive text, even some students have no idea about what the descriptive text is. In writing descriptive text, the students tend to make many errors.

In terms of errors found in students' descriptive texts, there are several prior studies that have been conducted in Indonesian schools. Two of them are *Descriptive Analysis of Grammatical Errors in Writing Descriptive Essay* by Indah (2013) and *An Analysis on the Students' Errors in Writing Descriptive Text* by Ramli (2013). The result of the first study shows 39 (39.4%) errors are omission errors, 7 (7.2%) errors are addition errors, 39 (39.4%) errors are misformation errors, and 14 (14.1%) errors are misordering errors. While the result of the second study shows that 275 errors emerge in writing content of the text, vocabulary, grammar, and mechanics. These evidences prove that errors is

very likely to appear in students' descriptive texts. However, this study only investigates intralingual errors, so the categorization of the errors is different from the two studies presented beforehand.

The study then is intended to analyze the tenth grade students' errors in their descriptive texts by using classifications presented by Richards (1971) in intralingual and developmental errors. It elaborates the types of intralingual and developmental errors as well as the causes of the errors made by the students.

1.2 Statement of The Problems and Research Questions

The study has a purpose to examine some problems which are formulated in the following questions.

1. What types of intralingual and developmental errors found in the tenth grade students' descriptive texts?
2. What is the highest frequency of intralingual and developmental errors type made by the students?

1.3 Aims of The Study

Referring to the statement of the problems and the research questions above, the aims of the study are as follows.

1. Analyzing what types of intralingual and developmental errors found in the tenth grade students' descriptive texts.
2. Figuring out the highest frequency of intralingual and developmental errors type made by the students.

1.4 Significance of The Study

Findings of the study are expected to be useful for both teachers and students. By conducting an error analysis, the study is expected to help teachers in improving their teaching in the classroom and to help students in improving their abilities in writing skill especially in writing descriptive text. This study can be used as prior investigation by teachers to detect students' errors in writing and afterwards to design lesson or strategies of teaching to treat the errors.

The result of the study can show teachers how far students can write a descriptive text and what errors they make in writing a descriptive text. The next step that teachers can take after that is at least to explain the appropriate grammar in which they make errors. Furthermore, teachers can apply strategies of teaching that is understandable by students and surely help them to minimize or even to eradicate all their errors. After being told or given feedback on their errors in writing descriptive text by their teacher, the students will be aware of their errors and they are expected not to do the same errors next time. Hence, they can improve their accuracy in writing.

1.5 Scope of The Study

This study focuses on analyzing errors that are found in tenth grade students' descriptive texts based on Richards's categorization in intralingual and developmental errors (1971). It elaborates the types of intralingual and developmental errors in tenth grade students' descriptive texts, the highest frequency of the errors type made by the students as well as the causes of the errors.

1.6 Clarification of Terms

In this study, there are some terms that need to be clarified in order to avoid misconception. The terms are as follows.

1. Error Analysis

   Error analysis is an approach to the study of Second Language Acquisition (SLA) which emphasizes in identifying, describing, and explaining learners' errors in their attempt to construct language (Saville-Troike, 2006; Ellis & Barkhuizen, 2005). Error analysis here is used as prior investigation by teachers to detect students' errors in writing. The errors investigated in this study are intralingual and developmental errors suggested by Richards (1971) in tenth grade students' texts.

2. Intralingual and Developmental Errors

   Richards (1971) suggests that intralingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. Then developmental errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom or textbook. The Richards's classification in intralingual and developmental errors will be analyzed in this study including the types as well as the causes of the errors.

3. Descriptive Text

   A descriptive text is a text that describes person, place or things. Tompkins (1994) and Stanley (1988) define descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. In this study, the students are asked to write a descriptive text and their texts later will be analyzed by using framework proposed by Richards in intralingual and developmental errors (1971). The respondents in this study are tenth grade students in a vocational school.

1.7 Paper Organization

This paper study presents five chapters are as follows.

Chapter I: Introduction

This chapter presents an introduction which includes background, research questions, aims of the study, significance of the study, scope of the study, clarification of terms, and paper organization.

Chapter II: Theoretical Foundation

This chapter elaborates theories and literature related to the study.

Chapter III: Research Methodology

This chapter discusses the research method that includes research design, research site and respondents, data collection (research instrument and research procedures), and data analysis.

Chapter IV: Findings and Discussion

This chapter interprets and describes the findings based on the data collected.

Chapter V: Conclusion and Suggestions

This chapter presents the conclusions of the research and suggestions for further research.