

CHAPTER I

INTRODUCTION

1.1 Background of the study

In learning English, students are expected to master four language skills listening, speaking, reading, and writing to use English effectively and communicatively. Additionally, writing is recognized as the most complex skill to be mastered by people (Al-Shujairi and Tan 2017). Writing is classified as a productive skill, which refers to the transmission of information produced by a language user in either spoken or written form (Golkova and Hubackova 2014).

According to Harmer (2001), writing has a number of conventions that distinguish it from speaking. Aside from differences in grammar and vocabulary, there are issues with the letter, word, and text formation, as demonstrated by handwriting, spelling, layout, and punctuation. It means that writing provides opportunities for students to increase their vocabulary and knowledge of grammar,

as well as develop their understanding of how things are expressed and how students' messages in written form are understood.

Grammar is the process by which words are used, classified, and structured to form coherent written or spoken communication (Herring 2016). Hsu (2013) also stated that grammar is regarded as a whole system and language structure. It consists of syntax, morphology, phonology, and semantics. When students know how grammar works, it will lead students to understand more about how grammar is used and misused. It implies that there is a chance that errors will occur in students' writing.

Hsu (2013) stated that grammatical error is a deviation from learners' implementation of language rules that involves incorrect forms, semantic meaning, and uses of a foreign language due to learners' insufficient understanding of the foreign language's rules. It means that error is a deviation caused by a lack of comprehension of a foreign language's rules. James (2013) also stated that students' lack of knowledge of the target language rules causes the error. Since error shows the extent of students' competence, it must be corrected. According to Dulay, Burt, and Krashen (1982), examining learners' errors serves two major purposes. First, it provides data from which inferences about the nature of the language learning process can be made. Second, it shows to the teachers and curriculum developers which parts of the target language that students have the most difficulty with when producing it correctly and which types of errors have the most significant impact on learner's ability to communicate effectively.

Some researchers have conducted a related study on error analysis. Sermsook, Liamnimitr, and Pochakorn (2017) analyzed written English sentences produced by Thai university students. This study found that punctuation, articles, subject-verb agreement, spelling, capitalization, and fragment were the most frequently committed errors. The primary sources of error were discovered to be interlingual interference, intralingual interference, limited knowledge of English grammar and vocabulary, and students' carelessness. Thai EFL students should be given intensive instruction in English grammar and vocabulary. Furthermore, in English writing classes, students' first language negative transfer should be considered. This study also discovered that explicit feedback on students' writing errors is necessary. Phuket and Othman (2015) analyzed EFL Students' Errors in writing a narrative essay. They found that the most common errors were translated Thai words, word choice, verb tense, preposition, and comma. There were two types of errors which are interlingual and intralingual. The most common source of errors was discovered to be interlingual or native language interference. The finding of this study has pedagogical implications for EFL teachers to consider the impact of students' native language.

Alfiyanti (2013) analyzed grammatical errors in writing II final examination among the second-semester students of the English Department at Yogyakarta State University. This study found four types of errors. The four errors are omission, misformation, addition error, and misordering, with omission as the major error that students made. As for the sources of errors, four types of errors had an impact on the occurrence of students' errors. The four sources of error are developmental

error, ambiguous error, interlingual error, and unique error. The developmental error was found as the major source of error that occurred in students writing.

This study is different from the three previous studies. Previous researchers examined students' grammatical errors in the form of sentences and narrative essays, while this study investigates students' grammatical errors in the form of opinion paragraphs. There are several considerations for selecting the opinion paragraph. First, the opinion paragraph uses simple present tense in its construction. According to Taslim (2016), simple present tense is a tense used in daily life interaction. Therefore, students are expected not to have problems when producing opinion paragraphs because they already know how to use simple present tense. Second, opinion paragraph writing requires critical thinking and consideration for readers' reactions (Arju 2010). It will help students to sharpen their critical thinking in writing, especially when writing their thesis. Conducting error analysis also provides a deep understanding of the language learning process (Jabeen, Kazemian, & Mustafai, 2015).

1.2 Research Problems

1. What type of errors do students make in their opinion paragraph writing?
2. What source of errors, interlingual or intralingual, do students make in their opinion paragraph writing?

1.3 Research objectives

1. Identify the type of errors that students make in their opinion paragraph writing
2. Identify the source of errors, interlingual or intralingual, that students make in their opinion paragraph writing.

1.4 Scope and limitation

This study focuses on examining the types of students' grammatical errors in the opinion paragraph and the sources of grammatical errors. This study also limited the categories of sources of errors only in interlingual transfer and intralingual transfer. It is because the data of this study is limited only on students' writing.

1.5 Research methodology

1.5.1 Method

This research uses a qualitative method to analyze errors made by the students in writing the opinion paragraph. The researcher uses qualitative methods to obtain a better understanding of the research and to collect data through observation. In interpreting the findings of qualitative research, descriptive analysis is used. The primary objective of descriptive analysis is to summarize the data that have been collected, allowing and supporting conclusions that are limited to the cases observed in the study.

1.5.2 Data

The data are taken from students' opinion paragraphs. There are 24 opinion paragraphs with 283 errors that analyzed in this study. Students who made errors in their writing were coded with S1, S2, S3, and so on which meant "Student 1," "Student 2," "Student 3," and so on in the data of this study.

1.5.3 Data Collection Techniques

In collecting the data, this study collects the sample of students' writing in opinion paragraphs from the teacher. This study collected 24 opinion paragraph writing from students. The errors were already marked by the class teacher. This

study just collected and categorized the errors as the data based on the marked errors. In collected errors, this study separated errors and mistake in students' writing by identified it from the correction mark. Mistakes are identified when there is a word that miss a letter or a digit in students' writing, while errors are identified when something done wrong due to students' lack of knowledge. This study found 283 errors as the data from students' writing. After the data is collected, the researcher identified the data.

1.5.4 Data Analysis Techniques

After collecting the data from the class, the data is analyzed. There are some steps in analyzing the data:

1. Identify the type of errors by categorizing the errors based on Dullay's errors categories.
2. Identify the source of errors by categorizing the source of errors based on Brown's categories. The researcher adopts two of four categories to classify the data. The categories are intralingual and interlingual.
3. After the data is identified, the errors are described base on the type and source of the errors.

1.6 Organization of writing

This research consists of four chapters. Chapter I is the background of the study, research problems, research objectives, research methodology, scope and limitation, and organization of writing. Chapter II consists of the theories that the researcher uses in analyzing the data. Chapter III describes the analysis of the data. Chapter IV is the conclusion of the study