CHAPTER ONE

INTRODUCTION

Background of the Study

As human beings, people need to interact with others because they cannot live alone. They need to communicate with others. People use language to communicate with others, either spoken or written. For example, a person uses body language to communicate with others. It is still a language, although the speaker uses body language to communicate. Without language, their lives would be meaningless. If they cannot communicate with others, they have to live alone and they have to do everything by themselves. Therefore, language is very useful in their daily lives. Language also has an important role in people's communication owing to the fact that they can express their needs, their ideas, and their feelings through language. As a result, there are many people who want to learn a different language aside from their own language. Learning a foreign language can give many advantages for people. It will make it easier for them in getting a job, in getting opportunities to study abroad, in raising their level of career, and in their social communication.

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Learning one's first language is quite different from learning a foreign language because learning a foreign language normally begins after the learning of one's mother tongue, which is one's first language. Making errors in learning a foreign language is very common for the foreign language learners for the reason that errors may occur anytime, even when the learners have already tried their best to avoid making the errors (Corder 20). The foreign language learners also realize that sometimes they commit errors even when they use their native language. However, making errors can be avoided by the foreign language learners in order to result in successful language learning.

Based on the theory that errors may occur anytime, even when the foreign language learners have already tried their best to avoid making the errors, I am interested in analyzing what kind of errors that the English learners produce and the factors that lead them to make the errors. I choose to analyze the English learners' errors in an English writing class in Maranatha Christian University for my thesis, considering that it will be easier for me to analyze the data from an English writing class than from other English classes. For example, if I want to analyze the errors in a conversation class, I would need to make a recording of each student's conversation, which means it would take a lot of time to record it. And when analyzing the errors, I would need to listen to the recording while writing down the errors at the same time. It will be better for me realistically to analyze the errors in writing class because the data is in writing and therefore easier for me to reread to analysis it.

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To be more specific, I choose to gather data from the Paragraph and Narrative Writing class in the first semester at Maranatha Christian University for the reason that the English learners in this class are new in composing paragraphs in the English language. In most of the English writing classes, English learners are given an example before writing and they only have to change some parts to produce their own writing. For example, in making Curriculum Vitae, they do not need to make many changes, they only have to change their profiles. However, it is different with the Paragraph and Narrative Writing Class considering that most of the topics being discussed in this class deal with their experiences, in which they have to narrate their experiences using paragraphs. The topics are families, journeys, favorite places, school, friends, and the like. Consequently, each learner will create different compositions although they are given an example before writing seeing that each learner has different experiences to be narrated into paragraphs.

To support my thesis, I choose to use the psycholinguistics theory, considering that psycholinguistics discusses about psychological factors of the learners in the process of learning a foreign language, so it can be related to factors that cause the learners to make errors when they produce English paragraphs in the Paragraph and Narrative Writing Class. Furthermore, I use error analysis as my approach because the topic of my thesis deals with the English learners' errors in writing in the Paragraph and Narrative Writing Class.

Statement of the Problem

In this thesis I would like to discuss the following problems:

1. What kinds of errors do the learners make in the Paragraph and Narrative Writing class?

2. What factors lead the learners to make such errors?

Purpose of the study

In this thesis I would like to identify:

1. The kinds of errors the learners make in the Paragraph and Narrative Writing class.

2. The factors that lead the learners to make such errors.

Method of Research

The method of research used in this thesis follows this procedure. First, to gather the data, I ask for permission from the lecturer of Paragraph and Narrative Writing Class at Maranatha Christian University to use the learners' writing as my data. Second, with the lecturer's permission, I collect and classify the learners' writing. In this case, I gain the data from Paragraph and Narrative Writing class. Third, I analyze the data by focusing on the grammatical errors the learners make in their writing. Fourth, I interview the eighteen learners to get the factors that lead the learners to make such errors. Finally, I draw a conclusion based on the discussion of the data.

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Organization of the Thesis

      This thesis consists of four chapters. Chapter one is the Introduction. It contains the Background of the Study, Statement of the Problem, Purpose of the Study, Method of Research, and Organization of the Thesis. Chapter two provides the linguistic theories related to error analysis. Chapter three consists of the discussion of the errors made by language learners in the Paragraph and Narrative Writing class in the first semester. Chapter four is the Conclusion, which consists of my personal opinion based on discussion of the data. The thesis ends with the Bibliography and the Appendices. In Bibliography, I list the references that I use to support my thesis. In Appendices, there are samples of the students' writing and the interview questions.