CHAPTER ONE

INTRODUCTION

Background of the Study

Nowadays, cooperative relationship across the nations is getting better and better such as in politics, economics, science, technology, and also culture. In this relation, language as a system of communication in speech and in writing has a significant role. Through language, people connect with other people across the nations.

Since language is a communication tool, it is important in this modern age to learn a foreign language, for instance, the English language, which has officially been adopted as the world's lingua franca. People around the world can communicate with one another by using the English language even though they come from different countries. Due to the benefit of mastering the English language, people are encouraged to learn English. They can learn the English language at school, at an English course or by themselves.

In learning another language, the learners will often find difficulties; moreover, if the structure in their mother tongue is different from the target language. The different structures of each language can often cause difficulties in

acquiring another language. It may also lead the learners to an erroneous system of acquiring another language. John Norrish, a linguist, defines error as a "systematic deviation that happens when a learner has not learnt something and consistently 'gets it wrong'" (7).

Corder states that it happens to be an error when a sentence contains a systematic deviation toward the rule system of the target language (Richards 1). To make it clear, the sentences containing errors can be represented in the patterns such as *did he comed, what you are doing, he coming from Israel,* and *I can to speak French* (173).

Learning the English language for several years does not necessarily mean that the learner has mastered the language well. In reality, some students who have learned English for years still make some errors. The errors may occur both in primary language skills, known as listening and speaking, and in secondary language skills, known as reading and writing. Yet among those language skills, even for the native speaker, the writing skill is more difficult than the others (Norrish 63). The writing skill has the same function as the speaking skill, that is to transmit messages. However, in spoken communication there are gesture, facial expression, stress, intonation and occasional repetition that can help in conveying the message (64); whereas written communication does not have any additional help like that in the spoken communication. For that reason, Norrish states that "a writer is forced to ensure the information he wishes to convey is clear and unambiguous" (64). Based on the above facts, I decide to analyze errors in writing a composition with a certain expectation that I can find many errors. In this analysis, I will focus on the error of verbs because between the first language and

the target language, there are many differences in the structure. On top of that; in writing a composition, the students tend to make errors in the verb scope. After that, I will find out the causes of the errors that the students have made.

In order to understand the error analysis, I take a look at some explanations from several linguists such as John Norrish and S. P. Corder. Furthermore, in analyzing the data, I use Heidi C. Dulay and Mariana K. Burt's theory about contrastive analysis hypothesis and I also use Jack C. Richards' theory to identify the types of errors and the causes of errors through his non-contrastive approach in error analysis.

Since I decide to analyse the occurrence of errors in writing, the data taken is in the written form. I choose the particular data because the emergence of errors can be more clearly noticed in writing. The source of data is taken from the writing of the first-year students of the English Department, Maranatha Christian University. Specifically, the data is taken from thirty-three students who take Paragraph and Narrative Writing class 2010. Therefore, the topic of my study is "Error Analysis of Verbs: Errors in Paragraph and Narrative Writing Mid-Term Test Made by the First-Year Students of the English Department, Maranatha Christian University".

I choose this particular source because in their first year, most of the new students are still developing their skills in learning the English language; therefore, it is possible that errors still emerge. To guarantee that the data are valid, the data are taken from the students' mid-term examination, so that the writing compositions are purely written by the students themselves, without any assistance from their friends or their relatives. After selecting the writing

compositions that have many incorrect words, I interview the students who have written the compositions. This interview is made in order to know whether the incorrect word is classified into error or mistake. The result of the interview can be seen in the appendix.

The mid-term examination is divided into three parts with a different instruction for each part. The first part is related to the use of active or passive voice in various tenses. The second part is related to punctuation marks. The last part is writing a paragraph. However, the data taken is only focused on the third part because in this part the students are instructed to write a paragraph using their own words.

It is expected that the result of this study can help the learners of English to understand the types of errors and the causes of the errors, so they will not repeat the same errors; moreover, it is also expected that the result of this study can enlighten teachers of English in finding a new method to deal with the causes that can lead to the students' making errors. And finally, it is expected that the result of this study can help researchers to expand their knowledge about the types and the causes of verb errors when they do a research in the same field.

936 words

Statement of the Problem

In this analysis, the problems are formulated in the following questions:

1. What types of verb errors are made by the first-year students in Paragraph and Narrative Writing mid-term test?

2. What are the causes of the errors?

Purpose of the Study

      Based on the statement of the problem, the purposes of the study are:

1. to show the types of verb errors made by the first-year students in Paragraph and Narrative Writing mid-term test.
2. to show the causes of the errors.

Method of Research

      In writing this thesis, I search the theories that can be used in analysing the data and after that I collect the data. In the process of analysis, I use the following procedures: (1) reading the work of the students, (2) marking the sentences that have wrong verbs, (3) classifying the wrong verbs into mistake or error by interviewing the students based on their work, (4) identifying the type of the errors based on Richards' theory, (5) revealing the cause of the errors based on the interview result, and finally I draw a conclusion on the most and the least common types of errors and causes of errors made by the students.

Organization of the Thesis

      The thesis consists of four chapters. It starts with Introduction, which contains Background of the Study, Statement of the Problem, Purpose of the Study, Methods of Research and Organization of the Thesis. In Chapter Two, I present the theoretical framework which introduces the theories which are used in analyzing the data. The third chapter is the analysis of the errors made by the first-year students of the English Department. Finally, in Chapter Four, I draw some conclusions from the result of the analysis. At the end of the thesis is the bibliography, a list of the references that the researcher uses in this thesis,

followed by Appendices, which consist of the students' mid-term test, the interview result, the table of the types of error and the table of causes of error.