CHAPTER ONE

INTRODUCTION

1. Research Background

It is inevitable that learning English language as second language is little bit difficult for people acquiring it for the very first time or the early stages whether they are interested in this language or not; they have to work harder mastering this language. The distinctive elements of both Indonesian language as the first language and English language as the second language in vocabulary, language structure, grammar, etc. are the problems why we still produce errors and make mistakes in our second language. Moreover, these errors and mistakes should be avoided in order to make us be proficient in English.

Dulay, Burt, and Krashen (1982, p.146), classify errors according to either the language component or the particular linguistic constituents the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style); while the particular linguistic constituents include the elements that consist of each language component. Then, there is a surface strategy taxonomy which highlights the ways surface structures are altered: Learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them (Dulay et al, 1982, p.150). Those can be mentioned by the types of error in grammar which sometimes often be done by the learners.

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Meanwhile, there are a number of mistake types. Some researchers, for instance, T.J. Fitikides, E.H. Williams, and Gordean Manuela Florentina have a number of mistake types in their book and research (Fitikides, 2002; Florentina, 2012; Williams, 2014). The researchers categorize mistake types related with writing terms in common writing mistakes.

In addition, there are several error types of both syntax and morphology, as mentioned by Politzer and Ramirez (1973) in Dulay, Burt, and Krashen (1982); in morphological errors, they consist of indefinite article incorrectness, possessive case incorrectness, third person singular verb incorrectness, simple past tense incorrectness, past participle incorrectness, and comparative adjective/adverb incorrectness. While in syntactic errors, there are noun phrase, verb phrase, verb- and verb- construction, word order, and some transformations (Dulay, Burt, & Krashen, 1982). Moreover, some theses have not researched about those terms (Asfitri, 2009; Priswiyanti, 2009; Listianingrum, 2013; Dari, 2014), though one of them explains briefly about syntax and morphology (Puspitaningrum, 2011). Hence, the analysis of morphological error is also important to identify the new problem faced by learners.

On the other hand, there are a number of mistake types in some researches. However, the researchers do not classify all of them instead of common writing mistakes made by the students. Therefore, the researcher in this thesis chooses 12 types of mistake in 3 differents research such as the *use of the wrong tense and form*, *using a double comparative*, c*omma splice*, *misspell of words*, etc. (Fitikides, 2002; Florentina, 2012; Williams, 2014). Most of theses analyzed error terms; there were

not researched about mistake analysis (Asfitri, 2009; Priswiyanti, 2009; Puspitaningrum, 2011; Listianingrum, 2013; Dari, 2014). That is the reason why this research also analyzes mistake terms because not all students produce errors in their writing test and not all of them have lack of knowledge about grammar which makes them produce errors. The researcher believes that the students also make mistakes.

Psycholinguistics approach is often used to make a research about English quality of the students, so mostly the source of data or the setting of the researches are done in the school especially in junior high school students (Asfitri, 2009; Priswiyanti, 2009; Puspitaningrum, 2011; Listianingrum, 2013; and Dari, 2014) and also in elementary school (Sari, 2007). The research in college students is also important whether or not they still produce errors and mistakes in their English language; because the first year of students who have enrolled in English Department are still uncertain about their English capability whether they choose English as their majority or it is only compulsion to enroll it. Moreover, students' English language capabilities after they graduated from Senior High School are diverse; for instance, there are students who have English proficiency and the one hand, students who have not. Then, the approach in this research is Psycholinguistics.

By those reviews above, this research is focused to analyze the errors and mistakes made by the first year of students of English Department of Universitas Sebelas Maret. The researcher has several opportunities related to morphological error and common writing mistake made by students; what the types of errors and mistakes; the factors of it which are made by them; and also, how they produce errors

and make mistakes. In a nutshell, this research is entitled: **English Quality of the First Year of Students of English Department, Faculty of Cultural Sciences, Universitas Sebelas Maret**.

2. Research Objectives

According to the research gaps which have been done and found by the researcher, this research attempts to find the English quality of English Department students of Universitas Sebelas Maret, which are specifically about:

1. Discovering the types of errors and mistakes made by the first year of students of English Department, Faculty of Cultural Sciences, Universitas Sebelas Maret.

2. Finding out the factors causing the students produce errors and make mistakes in their narrative writing test.

3. Elaborating the group of students who make more errors and mistakes in their narrative writing test.

3. Research Questions

After the researcher finds the research objectives, it will elaborate the English quality of students and the causes towards the students' written form as long as they study in English Department of Faculty of Cultural Sciences in Universitas Sebelas Maret. Furthermore, the research questions can be arranged in detail in the following:

1. What are the types of errors and mistakes made by the first year of students of English Department, Faculty of Cultural Sciences, Universitas Sebelas Maret?

2. What are the factors causing the students produce errors and make mistakes in their narrative writing test?

3. Who did make more errors and mistakes in their narrative writing test?

4. Research Benefits

This research has some benefits and can provide the explanation of English quality of the first students in English Department of Faculty of Cultural Sciences, Universitas Sebelas Maret in academic year 2015/2016. Moreover, the result of this research will give what the kinds and the factors of error and mistake in the students' writing test; also, how those errors and mistakes happened and the reason why it can be occurred in the students' writing test. Those are because most of the researches in the area of second language or psycholinguistics approach investigate the grammatical errors commonly that it has not identified more specific terms like morphological error and common writing mistake yet.

In addition, this research is also expected to give the benefits to the English learners especially to the students, English lecturers; and also, the other researchers who will decide to analyze a similar field of study. The English learners or the students are able to know the errors and mistakes made by them and they will find the factors of making errors and mistakes. Hence, the English learners or the students will

learn how to produce or arrange sentence correctly; besides, it will influence and improve their skill especially writing proficiency during their study in English Department. Then, for the English lecturers they will know what the most errors and mistakes that the students are done; besides, it is expected to them to give the best teaching method to teach the students which will be hoped that the English lecturers' teaching be successful. Finally, it will give benefits for those who are interested and will choose analyzing the same field of study; that gives references towards their research.

5. Scope of Research

This research consists of the identification of types of error and mistake and the factors causing error and mistake made by the first year of students of English Department. The location of the research is in Universitas Sebelas Maret especially in English Department of Faculty of Cultural Sciences. The subjects are the new students who are the first year of students in academic year 2015/2016. Psycholinguistics Approach also was applied to be the approach in this research. In addition, the data and the source of data were collected from the written test and the interview after they did the narrative writing test to know word construction of their writing test and their interest in English language whether they as the first semester students enrolled this majority by compulsion or not. Moreover, this thesis research was only focused on error and mistake in English quality by written test and interviewing the students; finally, the researcher corrected the data.

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6. Thesis Organization

This research, as an academic writing, is arranged into five chapters which consist of the references; there are:

Chapter One is the Introduction of this research. It includes Research Background, Research Objectives, Research Questions, Research Benefits, Scope of Research, and Thesis Organization.

Chapter Two presents the Literature Review which contains several theories related to this research. There are Word Construction, Narrative Writing, Error and Mistake, First Language, Second Language Acquisition, and also Language and Gender.

Chapter Three is the Research Methodology. It consists of Research Design, Research Location, Data and Source of Data, Sample and Sampling Technique, Technique of Collecting Data, Technique of Coding Data, and Technique of Analyzing Data.

Chapter Four covers the Findings and Discussion which includes the Introduction of the chapter and the rest are Findings and Discussion. In this chapter, the data are analyzed after the researcher finds the domain, taxonomy, componential analysis; also, the cultural values.

Chapter Five is the Conclusion and Recommendation. The conclusion of the data analysis of this research is presented in the Conclusion. Meanwhile, it also gives the recommendations about the research.