

# **CHAPTER I**

## **INTRODUCTION**

The present paper is a report of a study of a Japanese fourteen-year-old child's acquisition of Indonesian in a second language environment. The researcher has been interested in the obtained data only to the extent that he use Indonesian well through light on the child's (student) system of internalized rules for generating language, namely the grammatical rules. This chapter will present the background of problem, the statement and the purpose of problem, the significance of, and the scope of study.

### **A. Background of Problem**

Language is the system of human communication, which consists of the structured arrangement of sounds (or their written representation) into larger units. In common usage it can also refer to non-human systems of communication (John & Heidi in Zurdianto (2005: 1). Understanding a language is an undeniable necessity for people to interact each other. Since language is a means of communication, people can communicate in written, spoken or gesture form. Nevertheless, it generally takes the form of written or oral. When people communicate, they usually communicate orally to other people because it is seemingly the easiest one can be conducted by every people than written or gestures form.

However, the fact is spoken form will be very hard for some people when they acquire new languages. It means that they are very good in Arabic because it is their first language but they will be worse when they speak new language, say, Indonesia

whether the phonological, or grammatical error. Nevertheless, grammatical errors frequently occurred to their oral abilities because as stated by Krashen (1981: 40) it needs more formal linguistic environment in which they must pay attention to the structure or form of a language.

Oral language is a language that has been spoken (Richard, Platt & Platt, 1992: 27). Oral language, however, is only one form of communication. It needs much cognitive concentration in which the speaker must constantly be going thinking and re-thinking (Broughton, 1978: 42). It means that a speaker must be able to choose the suitable words and arrange it to be good sentences grammatically.

Based on the Krashen's (1981: 65-66) study, people have some difficulties in acquiring second language (L<sub>2</sub>) caused by some causal error factors, namely: *first*, the first language (L<sub>1</sub>) interference, which influence people's L<sub>2</sub> through negative transfer; *second*, poor acquisition environment means that the errors are made because of their accent in using the L<sub>2</sub>, and the absence of peers who speak second language; and *third*, the grammatical errors, which involves the morphological, article, agreement, and word order errors.

To anticipate the above phenomena, teachers must apply appropriate teaching strategies. Oral language must be improved by practice in order to they, gradually, comprehend the structure of language accurately. In line with this, Fisher in Mukminatn (1991: 2) argues that grammatical accuracy is important to familiarize for non-native speakers. It means that grammatical errors will be the highest obstacle for foreigners who are studying L<sub>2</sub>.

To reveal the grammatical errors faced by a foreigner studying L<sub>2</sub> (in this case Indonesia), it is crucial to investigate a foreigner's speaking performance. As suggested by Chomsky in Richards (1984: 124) that the language acquisition can be seen from speaker's performance—actual utterances. The importance of this investigation is to get the data about the grammatical errors in Indonesian oral language spoken by a foreign student studying Indonesia at his Indonesian private course in Jakarta.

#### **B. The Statement of Problem**

To clarify the problems that would be investigated, the research question is “what types of grammatical errors does a foreign student have in Indonesian oral language?”

#### **C. The Purpose of Problem**

The objective of this research is to arrive at the answer to the research question. To be more specific, the purpose of this study is “to know a foreign student's grammatical errors in Indonesian oral language of a foreign student.”

#### **D. Significance of the Study**

The result of study is expected to answer the grammatical errors faced by a foreign student studying Indonesian. Such as, to know the types of grammatical errors, to give some contributions to Indonesian instructors and the foreign students to improve their speaking ability, to give input to those who want to carry out another

study in the same field with certain interest, and to give contributions to the broad implication of solving practical problems in speaking or uttering a language for various people with different interest in their perspective field.

### **E. The Scope of the Study**

The scope of the study will cover the subject and the limitation of the study. The subject of the study is a second grade foreign student of Chou Gako (Senior High School), Osaka, Japan, as purposive sampling. The study is limited to a student who is studying Indonesian subject.

### **G. Definition of Terms**

To avoid misunderstanding, then the researcher provides the explanations in respect to some important terms used in the study as follows:

1. error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of a learner (Brown, 2001: 205)
2. oral language is language that has been spoken, as compared to written language (Richard, Platt & Platt, 1992: 27).
3. solution is the act, method, or process of solving a problem; the answer to a problem (*Webster' Dictionary*, 1996: 1276).

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter deals with the discussion of literature review used in this study to verify the data discussed in Chapter IV. For this purpose, the discussion includes several theories relating to the topics that have close interconnection activities, such as speaking and thinking. It will then be followed by the explanation of errors analysis, errors and mistakes, sources of errors, procedures of error analysis, and grammatical errors. The following are the discussion.

#### **A. Speaking and Thinking Connection**

Speaking is the second skill of language after listening that needs a kind of practice, such as how to pronounce, the words correctly, what the words means, and so on, because speaking is the ability to pronounce the articulation sound/words in order to express, to convey thought, ideas, and feeling. Speaking is also an instrument to express messages to the hearer whether the hearer understand, whether he/she is cautious or enthusiastic. As stated by Mulgrave (1954: 3) in Tarigan (1996: 15) that:

Speaking is an instrument in expressing (messages) to the listener almost directly whether the listener understands or not, whether the speaker or listener understands the materials or not, and whether the speaker or the listener is in control and able to adjust the situation when he is communicating his idea or he is aware and enthusiastic or not.

In line with this, the definition also comes from Webster Dictionary (1990) speaking is to utter words or articulate sounds with the ordinary voice, and to express thought, opinion, or feeling orally. Such definitions can be drawn that speaking is a

tool for human being to express what they have in their mind (thought), emotions, and to influence, or to persuade other people to do or to take a certain actions.

Other activity connects to speaking is thinking. Thus, the aim of speaking must be able to develop our thinking. In this case, Broughton (1978: 66) says that:

There are three aims of speaking as a means of developing thinking, namely: (1) to enable the speakers to express their thoughts; (2) to explore and elaborate these thoughts, and to develop their own powers of thinking; and (3) to convey orally to other people the result of their thinking as clear as completely as possible.

In short, based on above connection activities, it can be said that writing has close relationship with the thinking.

## **B. Error Analysis**

Nasr (1978:118) says that all learners make mistakes, or even errors. This means that all learners learning a language, consciously or subconsciously must make mistakes or errors. This is in line with Dulay's statement (1984: 182-183) that people cannot learn a language without first systematically committing errors. In this case, learners cannot learn a language well without making or doing mistakes.

Furthermore, Language learners, with no exception a foreign student learning Indonesian as a second language (ISL) tend to make errors, either grammatically or phonologically, in their learning process. To avoid this erroneous habit to continue, a foreign student's errors must be rectified. It is believed that a careful analysis on a learner's errors will provide the learner with feedback for an ideal language process.

Researchers and teachers of ISL come to realize that the mistakes a foreign student makes in this process of constructing the system of language need to be

analyzed carefully, because it is very important for his/her in the process of second language acquisition. Corder (1967) in Brown (2001: 205) notes that a learner's errors are significant (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner employing in the discovery of the language.

Relation to the above theoretical consideration, in this case a foreign student studying Indonesian as a second language when he was being interviewed only focused on the grammatical errors makes the error analysis. Actually, in this study, the writer wants to see their performances and abilities through recorded speaking about a topic. Nevertheless, the respondent is too difficult to join with the researcher.

### **C. Mistakes and Errors**

It is important to distinguish these terms if we wish to analyze a learner's oral language in a proper perspective. To Brown (2001: 205), a mistake is a performance errors that is either a random guess or a "slip", in which it is a failure to utilize a known system correctly. On the other hand, Brown (2001: 205) defines an error as a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of a learner. He also refers to errors as "goofs". It means if a learner of foreign student says: *\*saya dibawa buku itu*. He/She is probably reflecting a competence level in which the structure of the sentence is very wrong, and therefore, she/he has committed an error.

It is very likely that a teacher or a researcher will be difficult to assess whether a learner makes a mistake or an error. If on one occasion an ISL learner says: \* *saya dibawa buku itu* and on the other occasion says *buku itu dibawa saya*. It is not always easy to judge whether \* *saya dibawa buku itu* is a mistake or an error. If further examinations of the learner's speech reveal that the learner consistently produces such forms, it can be concluded that she/he represents forms of errors. On the other hand, if the learner corrects the ill-formed utterances immediately after she/he produced them, we can be sure that it is only mistake.

#### **D. Sources of Errors**

Brown (1994: 172-174) has shown that there are a number of (4) sources of errors: a) inter-lingual transfer; b) intralingual transfer; c) context of learning; and d) communication strategies. To be more detail, see the following explanations.

##### **1. Inter-lingual Transfer**

Early stages of learning a foreign language are characterized by inter-lingual transfer from the native language into the foreign language is familiar with the language learners, the foreign student language is the only linguistic system in previous experience upon the learner can draw.

A foreign learner (Japan), for example, may say *takai* instead of *mahal*. Even, she/he also interferes the Indonesian form with Japanese one, she/he may say *itu mobil mahal*. for *sore wa takai jidosha*. From such Japanese sentence, we can see that the position of the noun (*jidosha*) is at the end of the sentence, and



this L<sub>1</sub> sentence influences his/her L<sub>2</sub> acquisition by putting the same position of Indonesian noun (*mobil*) with Japanese. So, the sentence becomes

*sore wa takai jidosha* (Japanese)

*itu mahal mobil* (Indonesian)

## 2. Intralingual Transfer

The second stage of learning a second language is characterized by a major factor, intralingual transfer (within the target language itself). Brown (1994: 173) says that researcher had found that the early stages of language learning are characterized by a predominance of interference (inter-lingual transfer), but once learners have begun to acquire parts of the new system, more intralingual transfer is manifested.

Negative intralingual transfer has already been illustrated in such utterances as \* *pada sebuah ketika*, instead of *pada suatu ketika*. It is seemingly occur because a foreign student is sure that every sentence has an auxiliary verb

## 3. Context of Learning

The third major source of errors is the context of learning. According to Brown (1994: 173), “context” refers, for example, to the classroom with its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors because of misleading explanation from the teacher or

the faulty presentation of a structure or words in the textbook or it is because of the pattern, which is memorized in a drill, but it is not properly contextualized.

#### **4. Communication Strategies**

Below Brown (1994: 173) describes about communication strategies. He defines and relates it to learning style. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of error. One ISL learner said, “*saya buku nanti biarkan bawa*. While, it exhibited a nice little twist of humor, the sentence had an incorrect approximation of the pattern, especially the position of verb.

### **E. The Procedures of Error Analysis**

According to Ellis (1985: 15), there are three steps to analyze learners’ errors, they are:

#### **1. Identifying Errors**

In identifying a student’s errors, the writer recorded his Indonesian oral language gradually, the writer then wrote all oral language in the blank paper to identify some errors sentences. Afterward, the writer separated the error sentences in another piece of blank papers to analyze.

#### **2. Describing Errors**

After identifying the error or ungrammatical sentences, the writer took it to be described one by one, or sentence by sentence. To describe the errors, it is

reasonable to use Corder's classification in Lado (1996: 37) he classifies errors into: a) errors of omission, in which the writer sees whether there are omitted words or not; b) errors of addition, in which the error sentences caused by addition words or not; and c) errors of ordering, in which the sentences are correct or incorrect sequenced.

### **3. Explaining Errors**

Having identified and described the errors, the writer classified whether the errors come from omission, addition, or ordering. The writer also confirmed the types of difficulty to the most, sufficient, and less categorization.

## **F. Grammatical Errors**

ISL students often make some grammatical errors in speaking. They produce many erroneous sentences. These errors are the cause of either inter-lingual and intralingual transfers or context of learning in the classroom. But, according to Harvey (1987: 90), the grammatical errors found in the students' speaking may be attributable to a variety of factors; they may reflect the nonstandard features of the dialect used in their homes, or the level of inter-lingual which is achieved by non-native speakers of Indonesian.

It is known that the students will not be able to understand a grammatical explanation of the mistakes they have produced if they have not already reached an advanced level of cognitive and academic development. Even, if they are sufficiently mature to dealt with the highly complex and abstract concepts and terminology of

grammar, they may be unable to apply its principles to their own speaking. So the teacher should guide the students and give them a correction. For example, a teacher who finds the sentence *\*saya surat kemarin ke rumah mengirimkan* might correct it and write.

Richards (1992: 161) distinguishes grammatical and ungrammatical sentence. Grammatical is a phrase, clause, or sentence is acceptable because it follows the rules of grammar. For example, the Indonesian sentence *saya mengirimkan surat ke kantor pos*. Ungrammatical is a phrase, clause, or sentence is unacceptable because it does not follow the rules of grammar, for example, *saya surat kemarin ke kantor pos mengirimkan*.

The following are some grammatical errors generally occur to ISL students.

### **1. Errors in Agreement**

To Murcia and Freeman (1983: 36), the students who are studying a second language tend to simplify and leave altogether the form of subject, and verb pattern. Such as:

*\*saya mengirimkan surat ke kantor.*

*\*pada sebuah ketika.*

The sentences above are ungrammatical because no rules followed. To make it grammatically correct sentences, the learners should be able to present the rules of grammar. The sentences above should be:

*Saya mengirimkan surat ke kantor pos*

*Pada suatu ketika.*

## 2. Errors in Morpheme

Fitikides (1990) says that foreign learners studying second language in Indonesia often make some errors in making sentences or expressing utterances. Based on the interview result, it was found that a Japanese student often adds the morpheme *-m* to the words, which have morpheme *N* in the middle of word, and adds the morpheme *-ng* in the end of the word. for instances, *dia memamak nasi di wajang* instead of *dia menanak nasi di wajan..*

## 3. Errors in Article

Lane and Lange (1993: 182) say that an article error is one in which the article has been used incorrectly. It is a local error means less serious errors and usually do not greatly affect how well the reader can understand what you have spoken. For instance, *dia membawa sebuah bunga yang indah* the incorrect article is *sebuah*, it should be *dia membawa sekuntum bunga yang indah*. Although it is incorrect sentence, it can be comprehended by the hearer.

## 4. Errors in Passive Voice

An error with the passive occurs when an object of active becomes subject in the passive without any inverting position, for example *saya membeli sayuran* when they change to passive, the position of subject and object still in the same position, no changing at all but the sentence becomes passive. It means that the above sentence is changed to passive becomes *saya dibeli sayuran* even it should be *sayuran dibeli (oleh) saya*.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the method, subject of study, respondent's profile, data collection procedure, and data analysis.

#### **A. Design of Research**

A qualitative case study, as a part of descriptive method, is a detailed examination of one setting of a single subject, a single depository or documents, or one particular event; or an examination of a specific phenomenon such as a program, an event, a person, a process, and an institution, or a social group (Merriam, 1988: 9). It seeks a holistic description and explanations, and constitutes a design particularly suited to situations where it is impossible to separate the phenomenon's variables from their context (Yin, in Merriam, 1988: 10).

Wilson in Merriam (1988: 11) conceptualizes the case study as a process which tries to describe and analyze some entity in qualitative, complex and comprehensive terms not in frequency as it unfolds over a period of time, whereas Becker (1968) in Merriam (1988: 11) tells that the purpose the purpose of a case study is twofold: 1) to arrive at comprehensive understanding of the groups under the study; and 2) to develop general theoretically statement about regularities in social structure and process.

A qualitative case study is an intensive, holistic description and analysis of a single sentence, phenomenon, or social unit. It is used because it is interested I

process, meaning, and understanding. It is also descriptive and largely inductive (Merriam, 1988: 20-24).

Based on the theoretical consideration above, it is clear that the use of a qualitative case study in this research is to know, to describe, and to analyze the grammatical errors made by a foreign student's Indonesian oral language, and to seek the possible solutions about it.

### **B. Subject of the Study**

The subject of this study is a second grade student of Chou Gako (Senior High School), Osaka, Japan who is studying Bahasa Indonesia in Indonesia for a month. The researcher decided to take him as purposive sample. The choice of him as the sample of the study is based on the following considerations. Firstly, he is willing to study Bahasa Indonesia. Secondly, he has stayed in Indonesia for one year. Thirdly, he always tried to communicate with his family and friends using Bahasa Indonesia.

### **C. Respondent's Profile**

The profile's name is Hero Panja. He was born in Osaka, Japan on March 03, 1992. He is the first son of a couple ('Aeni and Sopian). He has been living in Japan since he was child to the fifth class of elementary school. He then continued his schooling in Jakarta, Indonesia, for two years, and now he is the second grade student of Chou Gako (Senior High School), Osaka, Japan. Now, he gets Indonesian private course in Jakarta. He came to Garut On May 4, 2006 for getting vacancy.

## **D. Data Collection**

In this stage, there are two aspects of data collections, they are site and instruments.

### **1. Site**

The site of interview is at Jln Simpang-Samarang No. 413, Cijelereun Village, Bayongbong district, Garut regency, west Java, Indonesia. This site is the place where his grandfather and mother have live there for a long of time. This is the place where his father, who then got married with a Japanese girl, was also born.

### **2. Instruments**

In a qualitative case study, the researcher is the primary instrument for data collection and analysis. The researcher, as instrument, is responsive to the context, he/she can adapt techniques to the circumstances; the total context can be considered; what is known about the situation can be expanded through sensitivity to non-verbal aspects; the human instrument can process data immediately, can clarify and summarize as they evolves, and can explore anomalous responses (Guba and Lincoln in Merriam, 1988: 19).

## **E. Technique of Data Collection**

Hereby, the researcher will use recorded conversation as data that are designed to be analyzed. Operationally, the researcher chatted with a foreign student (Hero Panja—Japan student) to see respondent's Indonesian oral language ability.

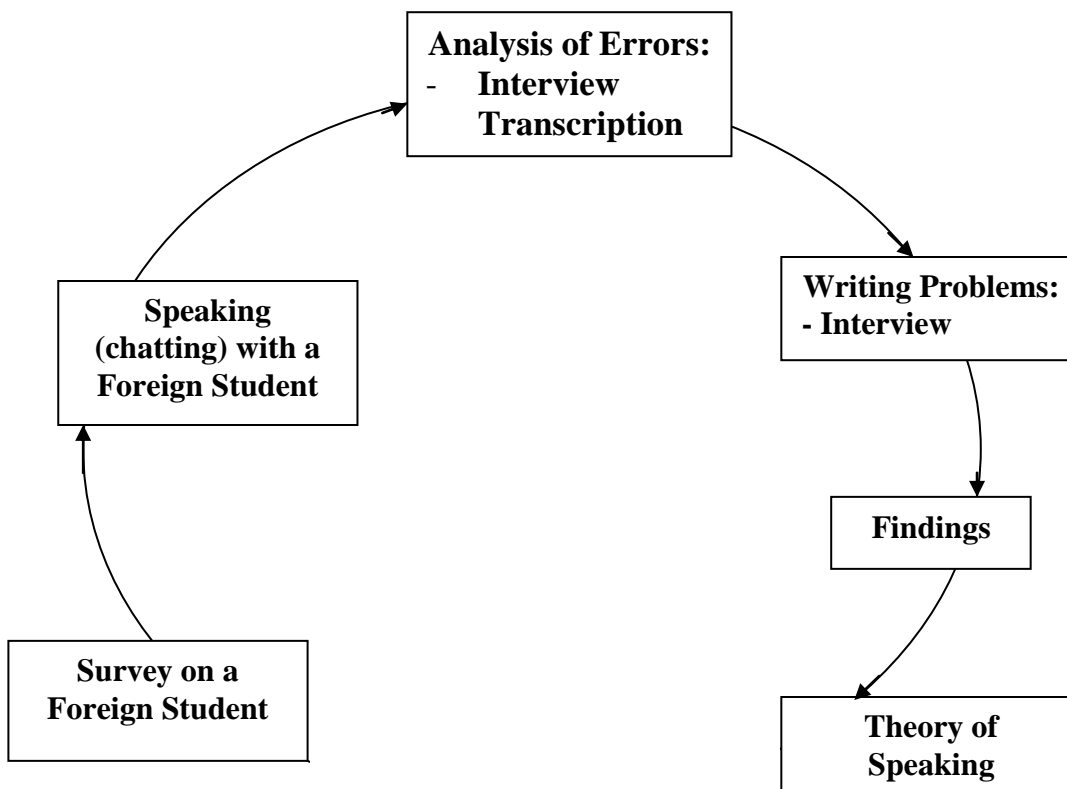


## F. Data Analysis

The researcher in analyzing the general description of the types of grammatical errors, as follows, will conduct the steps of analysis:

1. talking with a foreign student studying Indonesian as a second language; and
2. describing a foreign student's grammatical errors;

### DIAGRAM OF METHODOLOGY OF RESEARCH



## **CHAPTER IV**

### **DATA ANALYSIS AND FINDINGS**

This chapter puts down the data analysis and findings of research. They are, of course, based on the obtained data from the recorded conversation. What to be analyzed in this study is the types of grammatical errors faced by a foreign student's Indonesian oral language. In other word, this chapter also tries to answer the objective of study as described before, namely to know a foreign student's grammatical errors in Indonesian oral language of a foreign student.

To arrive at the objective of study mentioned above, the researcher then uses target language conversation as the instrument of observation to be analyzed. Afterward, the findings will be known from the types of grammatical errors faced by a foreign student in Indonesian oral language from recorded conversation that was analyzed.

#### **A. Data Analysis: The Types of Grammatical Errors Faced by a Foreign Student in Indonesian Oral Language**

Oral language is the language that has been spoken. In this study, as stated before that the researcher got recorded conversation with a foreign student comes from Japan where actually, he had been once here (Indonesia) for two years when he was in the six grade to first grade student of senior high school at Jakarta, then he continued his study in Chou Gako (Senior High School) in Osaka, Japan. And now he was back to Jakarta for getting Indonesian course for a month. The researcher

then analyzed his grammatical errors when he talked with the researcher. The error categories were only classified into grammar classification.

As illustration, look at the following Indonesian oral language of a Japan student:

**Andang :** Hero Panja, boleh om nanya? Ga susah kok...

**Panja :** boleh, mudah hai

**Andang :** coba ceritakan pada om, tentang kamu—nama, hobi, dan sebagainya

**Panja :** Saya adalah nama Hero Panja, *chichi* panggil biasanya Panja. Saya adalah sekolah di Osaka setingkat 2 kelas SMP disini. Saya adalah orang Indonesia suka karuna baik-baik, ramah-ramah, berusahabat, dang eu...sopang-sopang. Saya hobi nontong futubol liga Italia, Inggris, dang kulub Jepang. Senang, saya adalah senang, senang disimi berada. Mungking karuna *chichi* (Ayah) dang *haha* (Ibu) Inudonesia orang, mereka memberi senang saya Inudonesia. Mereka mengajarkang pada bahasa Inudonesia saya setiap hari, saya mal belum dapat bicara Inudonesia dengang bangus. Saya di Inudonesia mau maing-maing ke temupat-temupat yang inudah junga inging berumaing futubol dengang om sopa, aziz, cecep, dang sukuma, dang yang laing-laing nya.

**Andang :** tadi Panja bilang senang ke Indonesia, kenapa? Terus sekolah kamu bagaimana?

**Panja :** Pada wakutu itu, *haha* panja untuk ke Jakaruta kunujungi nenek mengajak, senang. Panja neko, *opo iku?* Opo iku? *Apa itu?* sebuah kucing, untuk ke Jakaruta kunujungi nenek mengajak, junga neko senang. Tapi, *chichi* Panja untuk melarang ikut pada kucing, Panja sedih karuna menangis. Saya sekolah libur karuna perugangtiang musim, sekarang sedang semi musim orang semua semi musim merayakang termasuk *chichi* dang *haha* junga libur keruja, pokokunya Jepang langi liburang.

**Andang :** bahasa Indonesia kamu cukup bagus, belajar dimana?

**Panja :** om saya paling pinutar di temupat kurusus, panja *anata wa kasukui desu* kata satu sensei. Saya adalah senang dipuji, dalam saya hati bicara saya adalah Inudonesia orang, saya sudah adalah belajar bahasa Inudonesia tahung 2 wakutu SD dulu di Jakaruta, saya junga adalah belajar dari *chichi haha*.

**Panja :** om sudah dulu ya...saya adalah mau nontong kapteng tsubatsa

**Andang :** ok deh arigato gozaimasu ya...

**Panja :** *doo itashimashite*

The illustration above indicates that there are many grammatical errors made by him. Here, the grammatical error categories will be classified into five types:

### 1. Article

- ✓ sebuah kucing. It should be seekor kucing.
- ✓ kata satu sensei. It should be kata seorang sensei.

### 2. Word Order

- ✓ Saya adalah nama Hero Panja. It should be nama saya adalah Hero Panja.
- ✓ *chichi* panggil biasanya Panja. It should be *chichi* biasanya panggil saya Panja.
- ✓ Saya adalah sekolah di Osaka setingkat 2 kelas SMP disini. It should be Saya sekolah di Osaka kelas 2 setingkat SMP disini.
- ✓ Saya hobi. It should be hobi saya.
- ✓ disini berada. It should be berada disini.
- ✓ Panja neko. It should be neko Panja.
- ✓ junga neko senang. It should be neko juga senang.
- ✓ Saya sekolah libur. It should be Saya libur sekolah.
- ✓ semi musim orang semua. It should be musim semi semua orang.
- ✓ dalam saya hati. It should be dalam hati saya.
- ✓ Inudonesia orang. It should be orang Inudonesia.
- ✓ tahung 2. it should be 2tahun.

### 3. Subject Verb Agreement

- ✓ Saya adalah orang Indonesia suka. It should be saya suka orang Indonesia
- ✓ saya adalah senang. It should be saya senang
- ✓ Mereka mengajarkang pada bahasa Inudonesia saya setiap hari. It should be mereka mengajarkan bahasa Indonesia pada saya setiap hari.
- ✓ *haha* panja untuk ke Jakaruta kununjungi nenek mengajak. It should be *haha* mengajak panja untuk mengunjungi nenek ke Jakarta.
- ✓ Panja sedih karuna menangis. It should be Panja menangis karena sedih.

### 4. Redundant

- ✓ Sekarang sedang semi musim orang semua semi musim merayakang. It should be sekarang sedang musim semi, semua orang merayakannya.
- ✓ saya sudah adalah belajar bahasa. It should be saya sudah belajar bahasa...
- ✓ saya junga adalah belajar dari *chichi haha*. It should be saya juga belajar dari *chichi haha*.
- ✓ saya adalah mau nontong kapteng tsubatsa. It should be saya mau nonton kapten tsubatsa

### 5. Conjunction

- ✓ belajar dari chichi haha. It should be belajar dari *chichi* dan *haha*.
- ✓ om sopa, aziz, cecep, dang sukuma, dang yang laing-laing nya. It should be om sopa, aziz, cecep, sukuma, dang yang laing-laing nya.

Based on the result of recorded conversation, it denotes that he grammatically could not speak Indonesian well. He made many grammatical errors. In other words, he did not master the grammar well. So, it reflects that he had very significant errors (the most difficult) to speak Indonesian well.

### B. Findings

Based on the result of analysis above, it is found that:

1. The students do not have reading habit.
2. The students have difficulty to determine a topic, and to comprehend a text.
3. The students are not accustomed to outline a composition, as they want to write
4. The students still have difficulty to apply grammatical rules and mechanics, and to use and choose the effective and accurate words/ idioms in EFL writing.
5. The students still have very limited repertoire of topics
6. The students still have difficulty to narrow a topic in their composition.
7. The students still have difficulty to organize a composition.
8. The students write in English by using Indonesia thought of frame.
9. The students use Indonesia structure in EFL writing.
10. The students have a problem to correct grammatical errors.

11. The students have a problem to correct mechanical errors.
12. The students have a problem to correct the words, idioms, and phrase misuse.
13. The students have a problem to revise the content of writing.
14. The students have a problem to correct organization errors.
15. The list of difficulty of composition rated from the most to the least is: a) content; b) organization of a composition; c) grammar; d) vocabulary; and e) mechanics.
16. The students' problem in writing English can be classified into: a) linguistic problem; b) psychological problem; c) cognitive problem; and d) native language affect problem

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In the conclusions and suggestions, the writer presents a summing up of the important issues mentioned in the previous discussion as the answers to the research problems.

#### A. Conclusion

The conclusion consists of some points related to the discussion of a foreign student's errors in Indonesian oral language. The major research question has been answered, namely: "What are the types of grammatical errors does the foreigner have in oral language?"

The researcher concludes some answers to and solutions of those questions as follows:

1. from the text analysis, it can be concluded that the students have significant difficulty to compose in English on the stage of pre-writing, writing, and revising. They have very limited knowledge of the subject, so they have difficulty to develop the topic, consequently the content of writing does not elaborate the topic. They also have difficulty to organize their composition because they do not know how to express their ideas coherently. They have very significant difficulty to apply grammatical rules in writing besides they also use Indonesian grammar when they write in English. They have very limited vocabulary and poor knowledge of diction, so they often use the same

words for different purposes. They also have difficulty to apply mechanics especially punctuation and spelling. In short, they have significant difficulty to compose in English in the aspect of content, organization, grammar, vocabulary, and mechanics.

2. from the interview and questionnaire analysis, it can be concluded that the students' difficulties to compose in English are caused by linguistic (i.e. grammar, mechanics, and vocabulary mastery), psychological (i.e. interest, motivation, habit, awareness, perception and attitude of writing), cognitive (i.e. knowledge of content), and native language aspects (i.e. first language interference in EFL writing).
3. the ways to overcome students problems in writing EFL composition are based on findings of analysis.

*a. Linguistic Aspects:*

The emphasis of the teaching of EFL writing should emphasize mechanics, vocabulary, and grammar. In this case, the lecturer should give many writing assignments and she/he should correct and comment their writing for revision by the students.

*b. Cognitive Aspects*

In this case, the lecturer should ask the students to read the books or articles of their choice prior to the writing task as media to write. The lecturer should always give students reading and writing assignments because they will not be able to write without reading.



*c. Psychological Aspects*

The lecturer should be able to drive their interest and motivation to learn to write. They will undergo psychological burden to write in English, as it is a foreign language. Interest is the main factor that influences learning to write as Wittig (1989: 34) states that no learning without interest. It means that the lecturer must drive the students' interest to learn to write.

*d. Native Language Effect Aspects*

To solve the native language effect, the students should be taught *a cross cultural understanding/communication* subject. In this case, the students will be introduced to the target writing style to know to write in English as expected by target people.

## **B. Suggestions**

This research focuses on the descriptions on the students' difficulties and the problems in the process of writing. Following are some suggestions to all sides especially to those who are involved in this study.

1. The Institution should provide and equip many books written in English in the library in order that the students are used to reading.
2. Teaching EFL writing (productive skill) should concentrate more on practice than theory.
3. Each lecturer should give the students many assignments that have close relation with reading to improve their reasoning power.

4. The lecturer of EFL writing should give many reading assignments to be corrected then return to them to be revised.
5. The teaching of EFL writing should be started from the least to the most difficult, namely mechanics, grammar, vocabulary, organization, and content aspects.
6. It will be better if students are given the teaching of Bahasa Indonesia before teaching EFL writing in order to be more familiar with Indonesian academic writing. Gradually, they are taught to write in English.

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**Andang** : Hero Panja, boleh om nanya? Ga susah kok...

**Panja** : boleh, mudah hai

**Andang** : coba ceritakan pada om, tentang kamu—nama, hobi, dan sebagainya

**Panja** : Saya adalah nama Hero Panja, *chichi* panggil biasanya Panja. Saya adalah sekolah di Osaka setingkat 2 kelas SMP disini. Saya adalah orang Indonesia suka karuna baik-baik, ramah-ramah, berusahabat, dang eu...sopang-sopang. Saya hobi nontong futubol liga Italia, Inggris, dang kulub Jepang. Senang, saya adalah senang, senang disimi berada. Mungking karuna *chichi* (Ayah) dang *haha* (Ibu) Inudonesia orang, mereka memberi senang saya Inudonesia. Mereka mengajarkang pada bahasa Inudonesia saya setiap hari, saya mal belum dapat bicara Inudonesia dengang bagus. Saya di Inudonesia mau maing-maing ke temapat-temapat yang inudah junga inging berumaing futubol dengang om sopa, aziz, cecep, dang sukuma, dang yang laing-laing nya.

**Andang** : tadi Panja bilang senang ke Indonesia, kenapa? Terus sekolah kamu bagaimana?

**Panja** : Pada waktu itu, *haha* panja untuk ke Jakaruta kunjungi nenek mengajak, senang. Panja neko, *opo iku?* Opo iku? *Apa itu?* sebuah kucing, untuk ke Jakaruta kunjungi nenek mengajak, junga neko senang. Tapi, *chichi* Panja untuk melarang ikut pada kucing, Panja sedih karuna menangis. Saya sekolah libur karuna perugangtiang musim, sekarang sedang semi musim orang semua semi musim merayakang termasuk *chichi* dang *haha* junga libur keruja, pokoknya Jepang langi liburang. Selaing itu, panja junga kurusus bahasa Inudonesia di Jakaruta, minggu 2 bar. Panja belajar umtuk 1 bulang karuna harus pulang langi.

**Andang** : bahasa Indonesia kamu cukup bagus, belajar dimana?

**Panja** : om saya paling pinutar di temapat kurusus, panja *anata wa kasukui desu* kata satu sensei. Saya adalah senang dipuji, dalam saya hati bicara saya adalah Inudonesia orang, saya sudah adalah belajar bahasa Inudonesia tahung 2 waktu SD dulu di Jakaruta, saya junga adalah belajar dari *chichi haha*.

**Panja** : om sudah dulu ya...saya adalah mau nontong kapteng tsubatsa

**Andang** : ok deh arigato gozaimasu ya...

**Panja** : *doo itashimashite*


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### **ANGKET PILIHAN**

*Petunjuk*

1. Pilihlah jawaban yang benar menurut Anda dengan memberikan checklist ( $\sqrt{\quad}$ ) pada kolom sebelah kanan dengan kategori jawaban sebagai berikut:
  - a. Setuju (S)
  - b. Tidak setuju (TS)
2. Angket pilihan ini harus Anda serahkan paling lambat 3 hari sejak lembaran ini Anda terima.

***Selamat Mengerjakan!***

### PEDOMAN WAWANCARA

- Andang** : sejauh mana Anda belajar bahasa Jepang?
- Ayu Miko** : sejauh saya belum pernah ke Jepang, jadi bisa bayangin kan? Masih dangkal banget
- Andang** : Irfan, tolong ceritakan pada saya, apakah Anda faham tatabahasa Jepang? Bagaimana itu?
- Ayu Miko** : Insya Allah faham, posisi subjek sama dengan kita yaitu diawal kalimat begitupun objeknya, hanya yang membedakan itu *word order* nya. Artinya bila kita mengucapkan, nama saya adalah Panja berbeda sekali dengan bahasa jepang, serba terbalik—ya...wajar saja dia bilang, saya nama adalah Panja karena tatabahasa Jepang nya masih melekat, dia biasa bilang *watashi namae wa Panja* yang artinya *watashi=saya, namae=nama, wa=adalah*. Jadi saya nama adalah panja. Intinya tatabahasa Indonesia dia, masih sangat terpengaruhi pola bahasa pertamanya.
- Andang** : bagaimana dengan posisi kata kerja dalam suatu kalimat bahasa Jepang?
- Ayu Miko** : sama saja dengan kalimat dalam bahasa kita yaitu muncul setelah subjek dan sebelum objek. Contohnya saya belajar bahasa Indonesia. Sama dengan *watakushi wa Indonesia go bengkyo simasu*.
- Andang** : oh begitu, tapi kenapa sebelum kata kerja, dia selalu bilang adalah? Misalnya saya adalah belajar...
- Ayu Miko** : dalam bahasa Jepang ada yang disebut partikel *wa*, itu mirip dengan “adalah” dalam bahasa kita, *to be* dalam bahasa Inggris. Kemungkinan besar dia sudah terpolanya partikel itu hingga selalu muncul dalam bahasa ke dua nya dia.
- Andang** : menurut Anda, lebih jelasnya apasih paktor yang menyebabkan dia sering membuat kesalahan dalam tatabahasa Indonesia?
- Ayu Miko** : pertama karena bahasa Indonesia adalah bahasa keduanya dia, tentu beda dong tingkat fluency maupun accuracy nya. Kedua, karena

- seperti saya bilang tadi, masih terpengaruh oleh campur tangan bahasa pertamanya. saya kira itu intinya.
- Andang** : **terus, solusi apa yang tepat untuk dia dalam hal grammar?**
- Ayu Miko** : menurut saya lebih banyak praktis dari pada teori itu lebih baik, selain itu orang tuanya kan orang Indonesia, mereka harus lebih banyak berbicara bahasa Indonesia ketimbang Jepang, juga berikanlah dia buku-buku yang berbahasa Indonesia.
- Andang** : **bagaimana menurut Anda dalam hal pengucapan/spelling, soalnya saya sering mendengar kata-kata yang diucapkan sangat tidak sesuai dengan EYD bahasa Indonesia, misalnya mal, merayakang, dan yang lainnya?**
- Ayu Miko** : itu terjadi karena dalam bahasa Jepang, ada huruf-huruf tertentu yang kadang ditambahkan atau dikurangi pengucapannya, misalnya kita mau bilang *tegami*, itu ducapkan menjadi *tengami* karena huruf G dibaca *ng* apabila berada ditengah huruf. Juga ada huruf yang pengucapannya justru di kurangi atau dibuang, contohnya *kappu*, itu diucapkan menjadi *kapp* tanpa u. Nah... ketika dia mengatakan *mal* untuk kata *malu*, dipikirkannya kebayang aturan yang ada dalam tatabahasa Jepang, begitupun untuk kata merayakan.
- Andang** : **menurut Anda, huruf-huruf apa saja yang mempengaruhi pengucapan bahasa ke dua seseorang (siswa Jepang)?**
- Ayu miko** : eu...h huruf G dibaca ng, huruf double oo, ee, aa, dan ii diucapkan dengan suara panjang. Itu saya kira.