CHAPTER I

INTRODUCTION

This chapter presents some aspects to explain the reason why this research is conducted. The aspects are: (a) background of the study, (b) research questions, (c) the objectives of study, (d) significances of the study, (e) limitation of the study (f) rationale, (g) research methodology, (h) procedures of data analysis, and (i) clarification of the terms.

A. Background of the Study

This study intends to analyze the common students' errors of word classes and word order made by English Foreign Language (EFL) learners in writing documents. Indonesia provides English to be learned as a foreign language. In Indonesian education, English is the first foreign language included as a compulsory subject in junior and senior high schools. Writing means produce sentences which are put in order and linked together in certain ways (Zawahreh, 2012). In this case, writing is one of the communication tools to communicate students' ideas and messages. There are some aspects that students have to consider when writing, such as vocabulary, tenses, grammar, structures, and punctuation. Therefore, learners commit errors in writing activity is the common case.

However, an error is important in learning activity. Vahdatinejad (2008) cited in Sawalmeh (2013) considers that error could determine what a learner needs to be taught. Errors are mistakes which cannot correct and need an

explanation (Harmer, 2007, p. 96). Actually, there are two main sources of error: Interlingual Transfer which comes from mother language interference and Intralingual Transfer which comes from a major factor in second language learning. In addition, J. Richards (1974, p. 6) says that intralingual occurs when students are lack of grammatical knowledge in the target language. Khaleel (1985) cited in Ngangbam (2016) distinguishes between grammatical errors and semantic errors that disturb communication. This research focuses on investigating the word order and word classes' errors.

Word order is the appropriate word formation. If the words and phrases are not put in their right places, the sense of a sentence becomes doubtful or destroyed altogether (Nandy, 2009). The word order possibilities of a language are partly determined by the part of speech of that language (Hengeveld, Rijkhoff, & Siewierska, 2004). Mastering word classes is basic for English learners to know word functions in English sentence.

Similar researches have been carried out by Ngangbam (2016); Sawalmeh (2013); and Zawahreh (2012). Abisamra (2003) cited in Sawalmeh (2013) argues that writing errors are found in grammatical (prepositions, articles, adjectives, etc.); syntactical (coordination, sentence structure, word order, etc.); and lexical (word choice). Those studies say that the factors are caused by the lack of grammar comprehension and the first language interference. However, this study focuses on finding the errors in students' writing especially in word classes and word order errors.

Based on the limited research by interviewing the English teacher, there are many grammatical errors in students' writing especially in word classes and word order. So, the research is conducted to further investigate the common errors of word classes and word order made by the students and their causal factors. It is entitled "THE COMMON STUDENTS' ERROR OF WORD CLASSES AND WORD ORDER IN STUDENTS' WRITING PROJECTS BY SMAN 19 BANDUNG STUDENTS ACADEMIC YEAR OF 2017/2018".

B. **Research Questions**

According to previous description on the background of the study, the research questions are formulated as follows:

1. What kinds of word class errors do the students commonly make in their writing projects?

2. What kinds of word order errors do the students commonly make in their writing projects?

3. What are the solutions to help students writing without making serious errors?

C. **The Objectives of Study**

Based on the research questions, the objectives of this study are to know:

1. Kinds of word class errors the students commonly make in their writing projects.

2. Kinds of word order errors the students commonly make in their writing projects.

3. The solutions for helping students writing without making serious errors

D. **Significances of the Study**

Findings of this research are expected to be useful both theoretically and practically:

1. Theoretically

For further researchers, this research could be a reference to support their theories when conducting the similar topic. It also could help them to better understand about the topic before collecting the data in the field. Furthermore, this study is expected to be a contribution to English teaching in choosing proper methods/strategies for teaching English in mastering word classes and word orders.

2. Practically

This research is expected to be useful for the students in improving their writing skill by looking at what they have written especially in word order errors to make a good English structure and to make their writing become coherence and effective to be read. It also helps students not to make the same errors in the future. Furthermore, this research could be used as an evaluation for the English teacher. So, it could be helpful for the teacher to find an appropriate technique for teaching in order that the students could be more enthusiastic in learning English and their students' writing skill improve. This research could also be used as a learning source for English Education Department students in order to better understand grammar especially in word classes and word order.

E. **Limitations of the Study**

The research applies limitations because mostly the senior high school students have limited knowledge about the elements of English sentences and the

limited time and situation given by the research site. In order to focus on the topic discussed in this research, this study has the limitation as follows:

1. The research does not discuss the entire word classes but to focus on Noun, Adjective, Verb, Adverb, and Pronoun.

2. The research does not study the entire sentence forms but to focus on declarative sentence, non-declarative sentence, interrogative sentence, and imperative sentence which commonly consist of subject, predicate, object, complement, and adverbial.

3. The research only focuses on narrative text produced by the students.

F. Rationale

1. Writing

Writing is one of the English skills besides, reading, listening, and speaking that has been teaching in the school. According to Harmer (2004), writing is a way to produce language and express an idea, feeling, and opinion. Furthermore, writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. Making a good writing is not an easy task especially for students who learn English as a foreign language. In addition, Harmer (2007, p. 112) says that writing is a practice tool to help students work with language they have been studying.

2. Error Analysis (EA)

In learning teaching activity, teachers often find errors in students' task. Errors are mistakes which cannot correct themselves and need an explanation

(Harmer, 2007, p. 96). In addition, James (1998) as cited in Brown (2007, p. 258) says that an error cannot be self-corrected. For the foreign language learners, errors are often found in students' writing. Error Analysis (EA) can help the teachers in assessing students' work. According to Corder (1976), the same view regarding the function of error analysis, there are two justifications for studying learners' errors: its relevance to language teaching and the study of the language acquisition process. Moreover, Corder (1976) as cited in Sawalmeh (2013) says that EA has two objects: theoretical object and applied object. The theoretical object comprehends the process – what and how a learner learns - when students study the foreign language. Sawalmeh (2013) says that the applied object is to enable the learner to learn more efficiently by using knowledge in students' dialect for pedagogical purposes. In addition, Brown (2007, p. 263) states there are two main sources of error:

    a.   Interlingual Transfer: a significant source of error for all learners.

    b.   Intralingual Transfer: a major factor in second language learning.

3. Word Classes

    Before English learner could utterly comprehend word orders, they should know the basic in learning English. That is word class. Word class is also known as part of speech. Yule (2010, p. 82) argues that term such as "adjective" and "noun" is used to label forms in the language as the part of speech or word classes. By mastering word classes, English learners can make the words in precise order in a sentence. Yule (2010, p. 82–83) divides word classed into:

    a.   Noun: the name of a person, place, thing, or idea

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b. Articles: the words used with nouns to form noun phrases (a, an, the)

c. Adjective: the meaning of a noun or a pronoun

d. Verb: some kinds of activities and situations done by people or things

e. Adverb: the words modify a verb, an adjective, or another adverb

f. Pronoun: people and things already known

g. Conjunction: used to connects words or a group of words to signify the relation between (among) events

h. Preposition: shows the information about time, place, and another connection to the actions or thing.

4. **Word Orders**

The term "word order" is used to discuss the order of three main parts (subject-verb-object) of a sentence in a language (Tallerman, 2011). In addition, Tallerman says that word order is one of the syntax scopes which learn about how words group together to make phrases and sentences. Subject – Verb – Object (SVO) is the most common and frequents word order in English and therefore an unmarked word order (Meyer, 2009, p.8). If the English sentence is grammatically correct, so that it has a correct word order, but if the English sentence is not syntactically well formed it is said to be ungrammatical. In addition, according to Fromkin, Rodman, & Hyams (2011, p. 78) the English sentence:

(1) is grammatical because the word occurs in the right order;
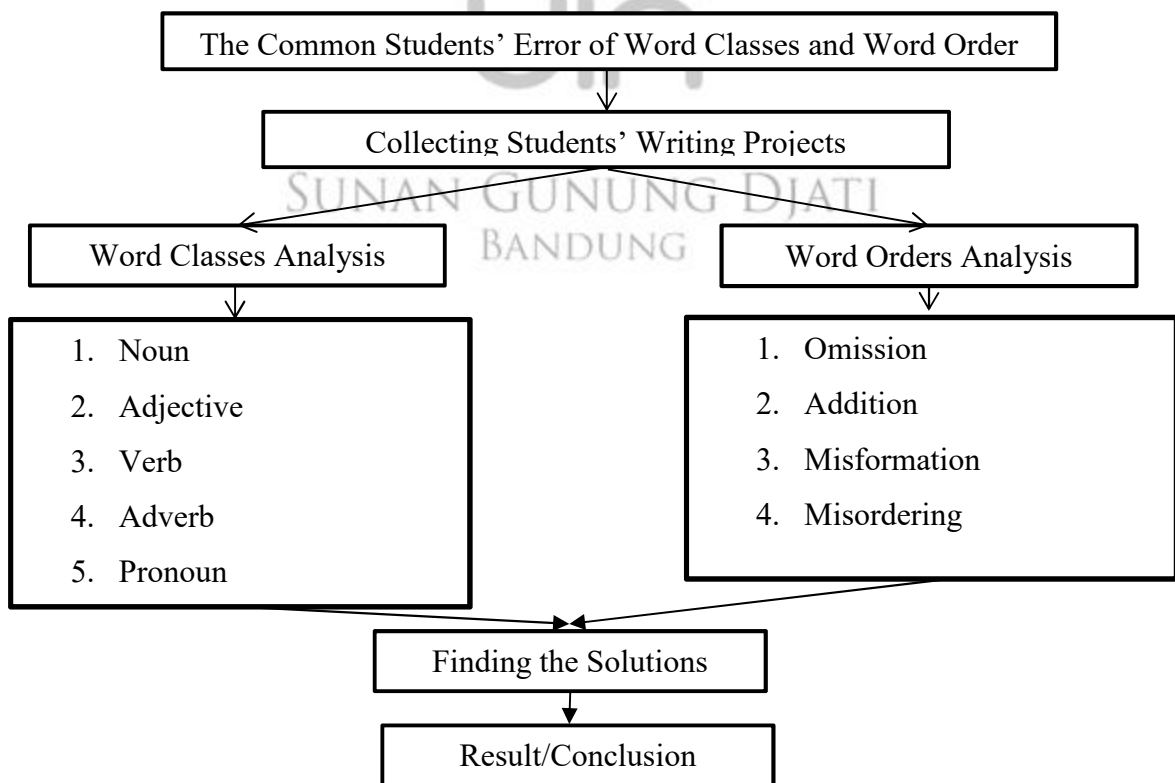
(2) is ungrammatical because the word order is incorrect for English

Moreover, it is pointed out that the most important role of word order is to describe the relationship between the meaning of a particular group of words and the arrangement of those words. According to Grenbaum and Nelson (2002, p. 33) , there are seven basic word orders in English:

1. Subject + Verb

2. Subject + Verb + Object

3. Subject + Verb + Complement

4. Subject + Verb + Adverbial

5. Subject + Verb + Object (direct/indirect) + Object (direct/indirect)

6. Subject + Verb + Object + Complement

7. Subject + Verb + Object + Adverbial

In this below scheme shows the study would do:

Figure 1.1. Frame of Research

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┌──────────────────────────────────────────────────────┐
│  The Common Students' Error of Word Classes and Word Order │
└──────────────────────────────────────────────────────┘
                          ↓
        ┌──────────────────────────────────────┐
        │   Collecting Students' Writing Projects │
        └──────────────────────────────────────┘
           ↓                            ↓
┌──────────────────────┐      ┌──────────────────────┐
│  Word Classes Analysis │      │   Word Orders Analysis │
└──────────────────────┘      └──────────────────────┘
           ↓                            ↓
┌──────────────────────┐      ┌──────────────────────┐
│  1. Noun              │      │  1. Omission          │
│  2. Adjective         │      │  2. Addition          │
│  3. Verb              │      │  3. Misformation      │
│  4. Adverb            │      │  4. Misordering       │
│  5. Pronoun           │      │                       │
└──────────────────────┘      └──────────────────────┘
                ↓            ↓
        ┌──────────────────────┐
        │  Finding the Solutions │
        └──────────────────────┘
                   ↓
        ┌──────────────────────┐
        │   Result/Conclusion    │
        └──────────────────────┘
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Based on the scheme above, first, students' writing documents which consist of different genres are collected. After that, the errors in students' writing in word classes and word order aspects are analyzed. Then, the types of error made by students are categorized, and the error categories are made the description. Subsequently, the suggested solutions are searched by interviewing an English teacher in the school to help students' writings without making serious errors in the future. Finally, the results of the analyzed data could be concluded.

G. Research Methodology

This section purposes to explain the research approach used in this research. It also explains the research site where this research is done, how many participants are involved in this research and describes the instruments and procedures for collecting data.

1. Research Design

The qualitative approach is chosen as the research design in. Since the research focuses on analyzing the common students' error of word order and word classes in writing composition, it is appropriate for using a qualitative approach which is the method to investigate the problem and find the deep information about these issues in participants. According to Creswell (2012, p. 16) "A qualitative research is best suited to address a research problem in which you do not know the variables and need to explore". In addition, a qualitative approach is concerned with qualitative phenomenon which constructs a rich and detailed description (Kothari, 2004, p. 3). From the statements above, this research would

show rich, detailed information about the problems, and explore the results of the research.

Furthermore, the research design is the case study for conducting the research. It is one of the qualitative types often used to gain an in-depth exploration of the actual case that focuses on a program, event, or activity involving individuals at the certain time and place (Creswell, 2012, p. 465). In addition, the case study allows investigating the holistic and meaningful characteristics of real-life events (Yin, 2003, p. 2). So, this research would be conducted from the real life phenomena that exist in research site. Kothari (2004, p. 113) emphases the case study is the full analysis of a limited number of events or conditions and their relationships. Thus, the case study is chosen to acquire the in-depth information from the individuals and the situation based on the real life.

2. Research Site

This research is conducted in the first semester of eleventh grade students in the academic year of 2017/2018 in SMAN 19 Bandung which is located on Jl. Ir. H. Djuanda (Dago Pojok) Bandung. Based on the limited research in the research site, the problems in this research still appear in this school. Writing is one of the productive skills, and it is included in the academic objectives of learning English. The genres are also taught numerous. According to the English teachers in this school, there are still many common errors in grammatical aspects, and two of them are word order errors and not knowing word classes.

3. Participants of The Study

Participant is also called respondent who helps in collecting the data. According to Macdonald & Headlam (2008, p. 13) respondents are people who will provide the data the researchers are asking for. This is the first thing that must be determined before doing research. This research involves some participants from the eleventh grade students of SMAN 19 Bandung. The data are collected from twenty-one students of the class XI MIPA 4. Based on the preliminary research, the factual data shows that the errors in word classes and word order are still common in this class.

4. Sampling Technique

Sampling is the way of choosing the participants in the research. According to Macdonald & Headlam (2008, p. 13) a sample frame is a list of members of respondents which members of a sample are selected. The research chooses the participants by using purposeful sampling. Purposeful sampling is the term used in qualitative research which selects individuals and sites by learning or understanding the central phenomenon (Creswell, 2012, p. 206). This sampling method is chosen because it is suitable for choosing the participants based on the needs of the research to answer the research questions. The respondents are chosen based on their English achievements. The sampling is taken from the seven highest-achieving, average-achieving, and lowest-achieving students.

5. Techniques of Collecting Data

The instrument is the tool used in the research for collecting data. There are several instruments used in this study suitable for the qualitative approach to support the research in collecting data. They are:

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a. Documents analysis

For qualitative approach, documents describe a good source/data. According to Creswell (2012, p. 223), documents analysis consists of public and private records that reveal a site or participants' works in a study such as newspapers, personal journals or diaries, letters, official memos, and individual writings. In qualitative research, these sources provide valuable information. In this research, documents analysis is used to investigate students' writing projects especially in narrative text that students have already made in English lesson.

b. Questionnaires

Questionnaires are used to measure the knowledge about English word classes and word orders and to find out the sources of errors come out from. Brown (2001) as cited in Dornyei (2003, p. 6) states that questionnaires are any written instruments which respondents answer by writing out their answers or selecting among the existing answers from a series questions or statements. In this research, questionnaire is the additional instrument for measuring how far the students' ability to master word classes and word order and finding the sources of errors.

c. Interview

Interview is used to find the solutions to help students' writing without making serious error by interviewing some English teachers. A qualitative interview is conducting data by asking several questions to some people face-to-face to get opinions from the participants (Creswell, 2014).

H. Procedures of Data Analysis

In this section, there are the steps in analyzing data after collecting data. According to Creswell (2012, p. 261), the data analysis steps are as follows:

1. Prepare and organize

   This step involves preparing all of data that has been collected such as the results of questionnaire, interviews, and documents to be analyzed.

2. Explore and code the data

   In this step, every word class and word order errors need to be read/explored and marked carefully. After exploring the data, they are then coded by taking textual data, segmenting sentences (or paragraphs), and labeling those categories with a term, often a term based on the actual language of the participants.

3. Provide codes to build description and themes

   In this step, the codes are used to divide the data into several categories depending on how many errors were made. For example, "He singer", in that sentence the error is the type of omission error.

4. Construct a representation

   In this step, the research uses a narrative passage to explain the result of the findings.

5. Make an interpretation In this step, an interpretation of the errors that have been analyzed must be made. For example, "He singer" the actual meaning from that sentence is "He is a singer".

6. Advance validation for the accuracy of findings

In this step, in order to find a validity and accuracy of the data taken from student' writing works, triangulation methods in qualitative data is used in order that the validity of the findings can be measured. According to Creswell (2012, p. 259), triangulation is used as a strategy for determining the accuracy or credibility of the findings. The evidence would be corroborated from all of the different data sources like from different individuals, types of data, methods of data collection, and the topic. By examining each information and finds evidence to support the research, the study will be accurate.

I. Clarification of the Terms

1. Error: mistakes which cannot correct themselves and need an explanation (Harmer, 2007, p. 96).

2. Word Classes: also known as part of speech. Yule (2010, p. 82) says that term such as "adjective" and "noun" is used to label forms in the language as the part of speech or word classes.

3. Word Order: also known as syntax in linguistic fields. According to Thomas (1993, p. 1), English syntax is the way words are formed. In this case, syntax is the way words combine together in a language to form sentences.

4. Writing: a way to produce language and express idea, feeling, and opinion (Harmer, 2004).