CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Language is unique. It means that each language has its own system, which is different from the system of another language. For example, the grammar of Bahasa Indonesia is different from that of English. People in the world belong to groups of societies where every group has its own language and its own rules of language. The language that they use to communicate both oral and written should be understood by each other

Thornton (1980:9) states that language is knowledge in our heads and writing is a realization of that knowledge in behavior. Language plays important role in society that is to make it easier for people in communicating with each other by sending or accepting message. The message can be spoken or written, and its content consists of thoughts, feelings, perceptions, and ideas. In spoken message, communication is performed face to face or directly between the speaker and the listener. Whereas in writing, the writer is allowed to communicate with the reader in a gap of space and time using written language only. Heffernan, James and Lincoln (1990:3) stress that in writing, the writer has to communicate without facial expression, gestures or body language at any kind. The writer has to speak using words and punctuation alone. Therefore it is necessary for the writer to use the language in certain accepted ways and to write clearly, so that the readers can read and understand it.

Based on the writer's experience and observation when taking writing classes or doing her teaching practice program, she found out that most of students had problems in writing

and were not able to make a good writing. Writing is complicated. As stated by Anson, Christ and Lance (1992:144), many students run into trouble in their writing because they have little or no sense that their paper should do anything. They think of writing as vaguely "informative", with "to inform" meaning simply to write "stuff down". Since they have no goal or aim in their work, they get stuff down all right, but their paper turns out formless, haphazard and dull. Some writers in this case students are often afraid to write. They feel hesitate to start writing because they are not sure whether they can finish it or not. Some writers may have no ideas and difficulties to find appropriate words, sentences, phrases, or even expression. The difficulties in writing may appear because of language problems, namely limited vocabulary or unfamiliar structure, or limited topic, illogical thinking, disunited ideas and sentence formations such as agreement, predication, modification, and parallelism so that their writing is not meaningful. Some writers may also have good ideas, but when they have to write down their ideas in the form of composition, they cannot arrange their sentences in such a way that those sentences have coherence and unity. They misuse or cannot apply those devices correctly which are necessary to make their compositions to have clear meaning. Some linguists define those devices as cohesive devices.

Now, let's consider the following paragraphs that are taken from Mc Crimmon (1967:122) as quoted by Lelly (1992:4):

"I was accepted and started to work. My experience had been derived chiefly from books. I was not prepared for the difficult period of adjustment. I soon became discouraged with myself and so dissatisfied with my job that I was on the point of quitting. My employer must have sensed this. He called me into his office and talked to me about the duties of my position and the opportunities for advancement. I realized that there was nothing wrong with me or the job and I decided to stay."

This paragraph is complete. It has unity and the ideas are in chronological order. But the sentences run jerkily. It seems that the writer's ideas are just put into sentences without any logical connection to each other. Thus, the ideas do not run smoothly. Now, let's consider the same paragraph with some additions which are underlined:

"I was accepted and started to work. Until that time my experience had been derived chiefly from books, and unfortunately those books had not prepared me for the difficult period of adjustment that every inexperience secretary must face in a new position. Consequently, I soon became discouraged with myself and so dissatisfied with my job that I was on the point of quitting. I think my employer must have sensed this, for he called me into his office and talked to me about both the duties of my position and the opportunities for advancement. That talk helps me considerably. From then on, I realized that there was nothing wrong with me or the job and decided to stay."

In line with the fact above, Harmer (1991:139) states that writing especially communicative writing can play a valuable activity in the lesson. In addition, realizing that the teaching of cohesive devices is not an end but it is a means of helping the students improve students' achievement of using cohesive devices accurately in order to compose a coherent writing. Shaughnessy (1979:137) supports this idea, that the grammar, especially cohesive devices, which the students study for the purpose of reducing errors, should equip students with a number of practical strategies for checking their own writing. Therefore, the writer is interested in analyzing the common errors in using cohesive devices encountered in the composition of the second semester students of English Department of Widya Mandala Catholic University Surabaya and specifies it into the possible cause of common errors since the previous study of Lelly (1992) entitled 'Some Most-Frequent Errors in Using Cohesive Devices Encountered in the Composition of the Third Semester Students of English

Department of Widya Mandala Catholic University Surabaya' discussed the number of common errors only.

1.2   Statements of the Problem

In line with that background, the writer formulates the major problem as the research questions of this study as follow:

1. What kinds of common errors in using cohesive devices are encountered in the composition of second semester students of English Department?

2. What are the possible causes of common errors in using cohesive devices encountered in the composition of second semester students of English Department?

1.3   Objective of the Study

The major objectives of this study are to find out:

1. Kinds of common errors in using cohesive devices encountered in the composition of second semester students of English Department.

2. The possible causes of common errors in using cohesive devices encountered in the composition of second semester students.

1.4   Significance of the Study

The writer expects that the findings of this study can be used as feedback to improve the teaching of writing. Hopefully, by doing, the English teacher will help their students to write in a good order and meaningfully. Therefore, the writer hopes that the result of this study

would give us better information about how the students learn to make a good writing in their efforts to master English as a foreign language.

1.5   Assumption of the Study

This study is carried out under the following assumptions:

1. The students have been taught all tenses, phrases, and clauses which enable them to express their ideas
2. The students have been taught about conjunction, preposition, and mechanics in writing
3. The students have been introduced to the English writing forms.

1.6   Theoretical Frameworks

Since the study is about the common errors in using cohesive devices encountered in the composition of the second semester students of the English Department of Widya Mandala Catholic University in the academic year of 2004-2005, the research of the writer will be based on the theories of Writing, Cohesive Devices, Error Analysis, Contrastive Analysis, and Interlanguage.

1.6.1 Writing

Beardsley (1976:39) states that writing is a composition with purposeful selection and organization of experience, facts, opinions, or ideas so that they will produce a certain effect on the reader or accomplish a certain end. A composition according to Matthew, Louise and Fergenson (1980:7) is said to be good if the ideas are organized into chronological order, and

also it has unity, suitable choice of words or diction and correct cohesive devices to connect the sentences. If a paragraph has coherence (grammatically as well as logically related sentences), the reader moves easily from one sentence to the next without feeling that there are gaps in the thought, puzzling jumps, or point not made.

1.6.2 Cohesive Devices

Needlemen (1968:85-187) assumes that in order to be understood fully, sentences and paragraphs in a composition should show their relevance to the preceding and following sentences as well as paragraphs and to the paragraph within a composition, we need some kind of devices. There are some linguists, who have defined those devices as cohesive devices.

Halliday and Hasan (1976:3) use the term cohesive ties to refer to cohesive devices. According to them, cohesion is expressed through cohesive devices which can be classified into grammatical cohesion, conjunction, and lexical cohesion. "Cohesion is the set of meaning relations that distinguishes text from "non-text" and interrelates the substantive meanings of the text with each other", Halliday and Hasan (1976:26). In other words there are meaning relations that is obtained between elements of a text such that one is interpretable only through another.

1.6.3 Error Analysis

Error Analysis is used to analyze the learners' error. It shows what kinds of errors that the learner make. By knowing the errors, the teacher can decide whether the learners need remedial work or not. Error analysis also indicates to the teacher which part of the target language that the students have most difficulty in producing the target language.

Error analysis has two functions. The first is a theoretical one and the second is a practical one. The theoretical aspect of errors analysis is part of the methodology of investigating the language learning process. The practical aspect of error analysis is its function in guiding the

remedial action the teachers must take to correct an unsatisfactory state of affairs for learner or teacher (Corder, 1989:45).

To achieve the objective of this study, the writers analyzed, counted, classified the students' errors, then put them in a rank order, and then interpret the possible causes. The writer will use the categories of errors according to Corder, which are error of addition, error of omission, error of selection and error of ordering.

1.6.4 Contrastive Analysis

According to Dulay et al. (1982:140), contrastive analysis (henceforth CA) is a treatment of errors based on a comparison of the learners' native language and target language. Differences between the two were taught to account for the majority of an L2 learners' errors. Consequently, it is believed that "Most second language learners' errors would result from their automatic use of L1 structure when attempting to produce the L2", Dulay et al. (1982:110). In short, L2 learners' errors are mostly caused by the interference of their native language.

The proponents of contrastive analysis claim that learners, in acquiring a second language, are influenced by their native language; therefore, they transfer automatically the native language structure into the second language performance. Hence, the writer will discuss the theory of transfer shortly in chapter two.

1.6.5 Interlanguage

In the Interlanguage (henceforth IL) analysis as quoted by Croft (1980:85), Sridhar states "The learner's deviations from target language shouldn't be regarded as undesirable errors or mistakes; they are predictable and a necessary part of the learning process".

According to Selinker (1972:37), there are five processes, which are central to language learning, namely: language transfer, transfer of training, strategies of second language

learning, strategies of second language communication and overgeneralization of target language linguistic material. Each process forces *fossilizable* of error material upon surface Interlanguage utterance.

1.7 Definition of Key Terms

To avoid misunderstanding or misinterpretation and the ambiguity of the terms used in the study the writer would like to give clear definitions of some key terms used before she goes on to the next chapter.

- **Writing**

  Beardsley (1976:39) points out that the writing is a composition with purposeful selection and organization of experience, facts, opinions, or ideas so that they will produce a certain effect on the reader or accomplish a certain end.

- **Composition**

  According to Matthew, Louise and Fergenson (1980:2), composition is the rearrangement of words and ideas of language and knowledge in our heads. A composition consists of paragraphs. Each paragraph should be complete and in order. A paragraph consists of sentences and a sentence consists of words each of which should be carefully chosen to express just what we want.

- **Narrative**

  Narrative is a writing form that tells about events as they happened, (Lannon, 1992:240)**.**

- **Cohesive Devices**

  Needlemen (1968:85-187) assumes that in order to be understand fully, sentences and paragraphs in a compositions should show their relevance to the preceding and following sentences as well as paragraphs and to the paragraphs within a composition, we need some kind of devices.

- **Error**

  Dulay (1982:139) defines error as any deviation from selected norm of language performance, no matter what the characteristics or causes of the deviation might be.

- **Error Analysis**

  Error analysis is a procedure, which deals with collecting samples of learners' language, identifying the errors according to their hypothesized and evaluating seriousness of the errors, (Ellis, 1986:51).

- **Common**

  Longman Dictionary of Contemporary English by Procter quoted by Khornomo (1992:9), defines common is something found or happening often and in many places or usual.

1.8 Scope and Limitation

Being aware of how broad the topic of this study would be and for the sake of this study, the writer found out it is necessary to limit it. This study concerns only with the kinds of

common errors including the possible causes in using cohesive devices encountered in the composition of second semester students of English Department year 2004-2005.

1.9   Organization of the Study

This study consists of 5 chapters. The first chapter presents the introduction which consists of Background of the Study, Statement of the Problems, Objectives of the Study, Significant of the Study, Assumptions, Theoretical Frameworks, Definition of Key Terms, Scope and Limitation, Organization of the Study.

And the second chapter deals with the Review of Related Literature which underlying this study and also the previous studies of errors in using cohesive devices.

Next, the third chapter presents Research Methodology that consists of Research Design, Subjects, and Source of the Data, Instrument, Procedure of Data Analysis, and Data Analysis Technique.

Then, the forth chapter discusses the Findings and Discussion that consists of the analysis and the result such types of common errors: omission error, addition error, selection error, the percentage of occurrence of each type of common error, the possible causes of the students' common errors of omission, addition, selection, and ordering and discussion of the findings.

Last, the fifth chapter is the conclusion of the study and the suggestions for the teacher and teaching process, and the next research.