Chapter I

INTRODUCTION

This chapter presents the background of the study that explains why the researcher does this study, statement of the problem, objective of the study, significance of the study, theoretical framework, scope and limitation, definition of key terms, and organization of the thesis.

1.1 Background of the Study

English language has been an international language since 1550, when the Great Britain became a colonial power among other countries. Since then this language has reached about 8.500 words every year, and Google informed that now English has at least 1.022.000 words.

Students who learn English as a foreign language do not have to know all the words that the English Language has. It has four basic skills that help the learners learn the language well. Those four skills are listening, speaking, reading, and writing.

English Department of Widya Mandala Catholic University Surabaya provides the learners with those four skills through four courses, i.e., Listening, Speaking, Reading, and Writing. Listening has two parts Listening 1 and 2. Speaking, Reading, and Writing have four parts each.

Among those four skills, writing and speaking are believed as a productive skill which means the users of the language produce ideas orally

(spoken) and written. According to Prommas and Sinwongsuwat (2011) as quoted by Hamed (2014), writing is more difficult than speaking in that there is no additional meaning of help in terms of nonverbal expressions, such as gesture, facial expressions, and head movement, to ensure that the message is accurately conveyed. Unity, coherence, and grammatical sentences are known as the elements that help the readers understand the writing.

Besides, in order to develop a good writing, the ability to construct appropriate conjunctions is also needed. According to Heino (2010), conjunctions signal logical relations in a text and help the reader to connect different units and paragraph to make sense of the text.

This study will focus on the students who are taking Writing II courses in order to find out how well they are able to use the conjunction.

1.2   Statement of the Problems

The problems of this study are formulated as follows:

1.   What types of conjunction errors appear in descriptive texts made by Writing II students of the English Department of Widya Mandala Catholic University Surabaya?

2.   What are the possible causes of the errors?

1.3   Objectives of the Study

This study is aimed at finding out:

1.   The types of errors found in the descriptive texts made by Writing II students of the English Department Widya Mandala Catholic University Surabaya.

2.   The possible causes of the errors.

1.4   Theoretical Framework

According to Halliday and Hasan (1976), conjunctions (conjunctive elements) are cohesive not in themselves but indirectly, by virtue of their specific meanings; they are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings which pressuppose the presence of other components in the discourse. This study is based on Halliday and Hasan's (1976) conjunction, because Halliday and Hasan provide the most complete account of cohesive ties in English, and a comprehensive coding scheme for analysing the ties according to Ong (2011) as quoted by Hamed (2014). Halliday and Hasan says that the conjunctions have four subtypes. Additive such as furthermore and in addition, adversative such as nevertheless and yet, causal like therefore and thus, and temporal such as finally and first.

To analyze the error, this study uses Dulay's Surface Strategy Taxonomy which presents four types of errors: *omission, addition, misformation* and *misordering*. Richards (1971) says that error analysis is dealing with the differences between the way people learning a language speak and the way adult native speakers of the English language use the language. He states two categories of causes of errors: *interlanguage* also known as L1 interferance and *intralingual* which consists of *overgeneralization, ignorance of rule restrictions, incomplete application of rules,* and *false concept hypothesized*. These causes of errors are used in this

study to find out the causes of error in the descriptive texts composed by Writing II students of the English Department.

1.5   Significance of the Study

The findings of this study will be useful for students and teachers.

1.   For students

By reading this study, students are expected to pay more attention in placing the correct conjunctions whenever they write a text. They are also expected to decrease the errors in using conjunctions.

2.   For teachers

The result of this study is expected to be useful for teachers and for the writer as a designate teacher to take appropriate actions to fix the conjunction errors in students' writing.

1.6   Limitation and Scope of the Study

This study was limited only to the descriptive texts made by the students of the English Department of Widya Mandala Catholic University Surabaya taking Writing II course which is in the odd semester of the academic year 2016 / 2017.

This study focused on conjunctive errors (based on Halliday and Hasan's (1976) conjunction) on descriptive text composed by the students. The types of error that were analyzed were based on Dulay's surface strategy taxonomy which are *omission, addition, misformation,* and *misordering*. While to analyze the causes of error, Richards' causes of errors: *interlanguage* also known as L1 interferance and *intralingual* which consists

of *overgeneralization, ignorance of rule restrictions, incomplete application of rules,* and *false concept hypothesized* were used.

1.7   Assumption

The students have learned conjunctions.

1.8   Definition of Key Terms

1.   Writing

According to Linse (2006) as cited by Masitoh and Suprijadi (2015) writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.

2.   Writing II

Used by English Department of Widya Mandala Surabaya, Writing II refers to the writing class for third semester students. There are four continuous courses of writing in English Department of Widya Mandala Surabaya; Writing I, Writing II, Writing III, and Writing IV.

3.   Conjunction

"Conjunction (conjunctive elements) are cohesive not in themselves but indirectly, by virtue of their specific meanings; they are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings which pressuppose the presence of other components in the discourse", according to Halliday and Hasan (1976:226).

4. Descriptive text

    A descriptive text is a style of writing that focuses on describing a character, an event, or a place in great detail. It describes something to the readers, so the readers have a same perception with the writer.

5. Error analysis

    Citied by Izzati Rozman (2014), Corder (1981) says that error analysis is the study and analysis of the errors made by second and foreign language learners.

1.9   Organization of the Thesis

This thesis is divided into five chapters. The first chapter contains introductions for the readers about the research. It includes statements of the problem, objective of the study, thoeretical framework, significance of the study, scope and limitation, and definition of key terms. The reader will know generally what the research is about by reading this first chapter. The second chapter is about the literature that is related to the research and the theories that are used to be the guide of this research. The third one explains about how the researcher conducts the study which includes research methodology and technique of the data analysis. On the fourth chapter, the researcher shows the findings and the discussion of the study. Last, in chapter five, the conclusion and suggestions are presented.