

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents some points related to the study. Those include background of the study, problems of the study, objectives of the study, scope and limitation of the study, the significance of the study, and the definition of key terms.

#### **A. Background of the Study**

Writing is considered the most troublesome activity for the students. Moreover, writing in a foreign language is twice more complicated than writing in a first language (L1). Indonesian learners at all stages frequently encounter challenge and difficulties in the process of English writing (Budiharto, 2019). This situation causes interference of the L1 at the moment of learning English. This interference problem becomes obvious when using productive skills, particularly while presenting a written message. Indonesian students also use written Indonesian construction when writing English texts.

In addition, Irmalia (2016) stated the most common type of Indonesian grammatical interferences was found in the category of incorrect use of verb tense, including subject-verb agreement. Translation of word to word from Indonesian to English is also common for the students. It means they highly rely on their L1 in stating their thoughts. This is in line with the statement of Alvarez (2014) that the use of L1, particularly at public institutions, occupies a huge proportion of the language used in class.

L1 interference is an aspect that hinders writing skill development in a foreign language, which can cause a negative impact on language learning (Lopez, 2011). In this respect, Irmalia (2016) explains that the interference was caused by the student's confusion of the different use of verbs in each tense in each L2 tense that they do not have in their L1. This also can be called intralingual errors. Based on Hourani (2008), intralingual errors are caused by the difficulty of acquiring the language being learned. Meanwhile, interlingual errors were considered to be one of the most important factors influencing deviant problems resulting from negative transference of the L1 (Kaweera, 2013).

A recent study has shown that L1 interference when learning or applying target language (TL) cannot be ignored. Watcharapunyawong and Usaha (2012) investigated Thai EFL students' writing error. As a result, they found that the L1 interference caused some errors in Thai EFL students' writing. Then they categorized the errors into sixteen categories verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure. However, this study took three kinds of text genres, namely narration, description, and comparison/contrast. Hence, the result of students' interference is similar between the three texts.

Another study on L1 interference by Manan et al. (2017) identified errors in Malay ESL learners' writing which might attributed to L1

interference. However, this study only classified the errors into three categories of interlingual, including transfer of rules, redundancy reduction, and overgeneralization.

In Indonesian context, many studies on L1 interference had been done. Lao (2017) claimed that mental process and students' L1 is the two affecting factors that cause the occurrence of L1 interference. He classified the interference into four levels of linguistics, namely phonology, morphology, syntax, and semantics. In contrast, a study by Budiharto (2019) was categorized into grammatical errors, lexico-semantics errors, and mechanical errors.

Referring to the previous and current studies, the result was classified into many categories. However, none of them analyzed and categorized the result by using Dulay et al. (1982) surface strategy taxonomy which includes error of omission, error of addition, error of misformation, and error of misordering. Meanwhile, this study analyzes errors caused by L1 interference in tenth grade students' on recount text writing and classifies them into categories that have been mentioned. Therefore, this study is worth conducting.

## **B. Problem of the Study**

Based on the background of the study above, the problem of the study can be stated as follows:

1. What are the interferences made by tenth-grade students when writing a recount text?

## **C. Objectives of the Study**

This study aims to analyze and describe the interference produced by tenth-grade students of SMA Negeri 1 Ngadiluwih when writing a recount text in English.

## **D. Scope and Limitation of the Study**

The scope of the study is finding the interference made by the students in writing recount text. The errors are presented in the following categories by Dulay et al. (1982) surface strategy taxonomy namely, error of omission, error of addition, error of misformation, and error of misordering.

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

This study is expected to enrich the research finding in the Second Language Acquisition (SLA) field especially in the language transfer. Ideally, the result of this study is to give information about what errors attributed to the students when writing recount text in English. Practically, the diverse kind of errors made by the students may be beneficial for teachers, students, and the improvement of teaching-learning activities in the classroom.

## **F. The Definition of Key Terms**

To avoid misunderstanding, the terms are defined to help the readers understand the content better. The key terms are:

1. Language interference: writer applying knowledge from their L1 (Indonesian) to their L2 (English).
2. First language : the language that students firstly learned (Indonesian).
3. Target language : a language other than students' L1 that is being learned (English).
4. Recount text : a text telling the readers about the writer's story, action, or activity to entertain or inform the readers.