CHAPTER 1
INTRODUCTION

This chapter explain about the background of the study, research prolems, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of Study

Writing is considered as an important instrument through which people can communicate with each other by sharing ideas, convincing and persuading one another.[1] Writing is like the other language skills. It needs to be considered from both in mechanical point of view and from its productive or creative point of view. However, as the mechanics of writing are acquired more emphasis it can gradually be given to developing the learners ability to express themselves in writing. On the other hand, writing ability depends on one's total knowledge of the language.

The development of writing skills is a complex and dynamic cognitive process because it requires more than the mastery of vocabulary and linguistic competence. Among these four skills, writing is often considered an indispensable skill that enables students to develop an appropriate level of linguistic competence. Mainwhile, writing is a basis for communicating clear thinking, but it is difficult process even in the first language. Therefore, it is more complicated to write in a foreign language.

Many studies indicate that for EFL students, there tends to be interference from their first language in the process of writing in English. In these main study, writing in English as a foreign language constitues a primary concern for English Department students of STAIN Kediri because they need this skill in their academic life. However, producing a coherent, fluent and

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1 Amir Marzban, The Interrelationship among L1 Writing Skills, L2 Writing Skills, and L2 Prificiency of Iranian EFL Learners at Different Proficiency Levels, *Theory and Practice in Lanuage Studies*, Vol. 6 No. 7 (2016), 1364-1371

extended piece of writing is the most difficult activity to do in language learning, especially in a foreign language.

Foreign language is the language which is not widely used in the learner's immediate social context that might be used for future travel or other cross-cultural communication situations or studied as a curricular requirement or elective in school.[2] English in Indonesia is taught as a foreign language in school. Thus, the teachers and students are exposed their foreign language to their native language most of the time.

EFL learning is the degree of differences and similarity between the mother tongue and the target language.[3] It is a factor which is important in learning of a foreign language. As the same manner as behaviourist theory as cited in Ziahouseini that the properities of the L1 was thought to exercise an influence on the course of L2 learning, such as learners transfer sound, structures, and usage from one language to the other.[4]

L1 interference is a crucial factor to consider in L2 writing instruction. L1 interference refers to the influence of native language structures on students performance and development in the target language.[5] When L2 learners are writing in the target language some, of their L1 characteristics

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2 Chittima Kaweera, Writing Error: A Review of Interlingual and Intralingual Interference in EFL Context, *English Language Teaching*, Vol. 6 No. 7(2013), 1916-4750

3 Pimpisa Rattanadilok Na Phuket, Understanding EFL Students' Error in Writing, *Journal of Education and Practice*, Vol. 6 No. 32(2015), 99-106

4 M. Ziahouseini and K Derakhshan, Transfer of First Language of Foreign Language Writing: A Contrastive Rhetoric Study of english and Farsi, *Quarterly Journal of Humanities*, Vol. 16 No. 58, 75-91

5 Charles Owu-Ewie and Charllote Fofo Lomotey, L1 (Akan) Interference Errore in L2 (English) Writing: The Case of Three Junior High Students in Ghana, *American Journal of Language and Literacy*, Vol. 7 No. 7(2016), 1-18

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show up in their writing. Many senntences that L2 learners write are more acceptable in their native language than in L2 due to direct translation fron L1 into English. Their Bahasa structures and cuture undisputedly interference with their written English. Students carry over the habits of Bahasa into English. Because of it, L1 interference is common in their written English. Learners L2 production may consist of errors emanating from their L1 knowledge. Students produce pieces of writing containing correct grammar structures as well as appropriate voabulary items and content.

Writing in a foreign language often presents the greates challenge to the students at all stages. This challenge seems to be more evident when someone tends to write in a foreign language. Because, writing is usually extend and become more demanding in the case of writing a short paragraph. Writing skill of foreign language, including English, is a continous process that requires EFL learners to constantly make an effort and remain interested in order to learn and use the language well. Writing in general and essays in particular form problems to secondary students. Lightbown and Spada claimed that L1 interference is the only reason behind L2 learners errors.[6] Writing is a productive skill which is a very challenging not only for EFL learners but also for own language speakers of English. Therefore, it s widely believed that EFL learners are highly likely to make errors when it comes to writing.

This research will analyse the case of students fourth semester in STAIN Kediri which have been studying English for some years at the

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6 Leighbown and Spada, *How Languages are Learnes* (Oxford: Oxford University Press, 2013), 75

institution and they all have already passed some English writing course. They were familiar with academic writing too. Clearly, it does not occur in a short period of time. In the fact, the researcher found out the common errors students when they make an English essay. They tend to relate their L1 when using the foreign language. Their EFL production may consist of errors emanating from their L1 knowledge. That influence is commonly reflected on errors that they make when writing a composition of English.

Similarities research of first language writing and second language writing at the processes when the writer goes through. Ito found in his study of Japanese EFL students examined the correlation between their L1 and L2 writing skills and L2 profeciency.[7] Finally, he concluded that there is a significant correlation between participants L1 and L2 composition scores and their L2 knowledge. He also found that participants L1 writing skills are a more significant predictor of their L2 writing skills than L2 profeciency.

Yigsaw also tried to find whether grade studnets L1 (Amharic) writing and their L2 (English) proficiency could significantly predict their L2 writing.[8] He also studied whether the students L2 vocabulary knowledge, grammar, and reading could significantly correlated with the dependent variable of L2 writing. However, only students L1 writing, first semester overall English and reading test scores were significant predictors of their L2 writing.

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7 F. Ito, The Interrealtionship Amongfirst Language Writing Skills, *Second Language Writingskills And Second Language Proficiency Of EFL University Students.* Retrieved April 23, 2017 from http://www.eric.ed.gov

8 A. Yigsaw, Students First Language Writing Skills and Their English Language Proficiency as Predictors of their English Language Writing Performance, *Journal of Languages and Culture*, Vol. 4 No. 6(2013), 109-114

Amir found as a result, the enough attention must be paid to the relationship between L1 and L2 writing to find how and in what degree L1 can facilitate the acquisition of the L2.[9] Based on the Linguistic Threshold Hypothesis, if a learner reaches a critical level in L2 proficiency, positive transfer of skill occurs in the L2 acqsution process.[10] This hypothesis reveals the relationship between L1 and L2 learning and indicates how L1 affects learning of another language. In other words, first and second language are depent on eachother despite the differences between them.

As reviewed so far, a number of investigations have been conducted throughout the world about the possible relationship between L1 and L2 writing quality. However, there is not a clear agreement on the relationship between these variables in L2 writing researches. As a result, there is a need to continue investigating the correlation between these variables. Moreover, this studies will not take into the role of L2 proficiency and it only investigats the relationship between L1 and L2 writing skills, and examined the strength of positive transfer of skills between the two languages.

For that reason, it is significant to conduct a research to investigate the correlation between Bahasa writing skills and EFL writing skills based on the case of fourth semester of English Department in STAIN Kediri. Thus, this study tries to respond to the following research in investigating and analyzing

9 Amir Marzban, The Interrelationship among L1 Writing Skills, L2 Writing Skills, and L2 Prificiency of Iranian EFL Learners at Different Proficiency Levels, *Theory and Practice in Lanuage Studies*, Vol. 6 No. 7 (2016), 1364-1371

10 J. Cummin, *Language, Power and Pedagogy: Bilingual Children in The Crossfire* (England: Multilingual Matters, 2000), 80

the correlation between these object. It determines the success of process of acquiring a foreign language.

B. **Problem of the Study**

Based on the reason above the researcher has problem to be discussed through this study, that is:

Is there any correlation between L1 writing skill and L2 writing skill in fourth semester of State College for Islamic Students (STAIN) Kediri?

C. **The Objectives of the Study**

To find the correlation between L1 writing skill and L2 writing skill in fourth semester of State College for Islamic Students (STAIN) Kediri.

D. **Hypothesis of the Research**

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E. **Significance of the Study**

The significance of the study analyse the correlation between first language writing skills and foreign language writing skills in STAIN Kediri.

By doing this research, the writer expects that the finding of the research can be useful.

1. The Students of English Department of STAIN Kediri

     By conducting this research, confidently it can be give a new knowledge about the factors which often distrubs in making a texts, articles or essays. Based on this research, the students of English Department will able to analyse and minimize their error which unintentional error made by their interlanguage. Thus, the learning writing in STAIN Kediri will be better. And in the end, the academic qualities will increase.

2. The lecturers of English Department of STAIN Kediri

     By conducting this research, hopefully it can be a description of the factors influence the writing skills, especially the error in the foreign language writing skills students of English Department. Based on it, the teachers of English Department will able to analyse and describe what they should do to decrease the interlanguage from the students writing skills.

3. Further Researchers

     Hopefully, this research inspires the further researchers and become one of reference for them, and they can do the further researches whether about the correlation between one language and another or about the writing skills.

F. **Scope of Limitation**

This research is conducted in State College of Islamic Students (STAIN) Kediri which is located at Jl. Sunan Ampel No. 7 Kediri. The research focuses on the students of English Education who studies at fourth semester because the students have already passed some English writing course

It is suitable as the theme that the research wants to know. the specification of this research is the writing skills of fourth semester which is native Indonesian.

To make a comparation, the researcher will analyse two essays from all of the parcipants. Each participant submits two essays which write in English and Bahasa. Thus, the reseacher will focus on the correlation between their mother tongue writing skills to their Foreign Language writing skills.

G. **Definition of Key Terms**

Definition of key terms is very important in this thesis. It aims to avoid misunderstanding and misinterpretation of words in this study. The writer defines the meaning of the following essential terms as follows:

1. Correlation

    Correlation is a statistical measure that indicates the extent to which two variables have a linier relationship with each other.

2. L1 (First Language)

L1 (first language) is a language that a person has been exposed from birth or within the critical period.. It is greatest asset people bring to the domain of foreign language learning and provides a language acquisition support system retrived.

3. L2 (Second Language)

L2 (second language) is a language indigenous to another country. It is also a language not spoken in the native country of the person referred to. L2 is a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication.

4. Writing Skills

Writing skills is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.