

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

English is an international language used by many people in many countries around the world as a purpose of communication. It is generally a goal of either oral or written. Someone uses English in order to make relationship among people in different countries in the world.

In Indonesia, English has been taught and introduced not only as a subject but also as the medium of instruction. In teaching and learning English, the learners are demanded to master the four skills in language, those are listening, speaking, reading and writing.

Writing and speaking as productive skills are two important aspects in language learning. By writing and speaking, we can convey information and ideas, express opinion and feeling, share experiences and negotiate, and maintain social relationship by communicating with others. Here, speaking and writing skills are needed by the students for communicating in social life and communicating a message in a written form in the target language.

Through writing, one can explain or describe things and as a result people miles from us can get information by reading the writer message (Dixon and Denise, 1983). Writing as a mean of communication plays great roles up to now. Its importance can be seen not only from its role but also from its function and

significant contribution for the development of human life. In general, people can take advantages of good writing for finding jobs and for the students, writing can help them in learning.

Writing is widely admitted as one of the most difficult skills that learners ever do, especially in foreign language. Many students during the writing task are sometimes stuck and could not continue to complete their writing task. These may occur since they have not enough writing experience and focus their attention mainly on grammar.

Many language learners regard speaking ability as the measure of knowing a language. They regard speaking as the important skill they can acquire and assess their progress in terms of their accomplishments in spoken communication. To practice the speaking skill is not easy because many students get some problems to do it, so the teachers feel difficult to teach speaking too. Brown (1980: 140) defines that speaking is a productive skill that can be directly an empirically observed.

Many people when using English are often influenced by their native language structure. They were not aware of those influences. The influences occur because they thought the main purpose of their communication is just to understand. In other words, if communication can catch what the speakers say or write that is enough; even their English grammar is neglected.

Language interference is a nature phenomenon that occurs in bilingual or multilingual countries. According to Lekova (2010: 320), Communication between

the two language systems is the reason for the interference which is a negative transfer of language habits and skills from the mother tongue or from a foreign language to another foreign language or is a change in linguistic structures and structural elements. A bilingual person, who speaks would combine the two language systems and eventually will occur to be interference. As explained above, a bilingual person might produce an error when they used the language. Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language as a result of language contact will be referred to as an interference phenomenon.

It is inevitable that all learners make mistakes and commit errors. However, that process can be impeded through realizing the errors and operating on them according to the feedbacks given. The analysis of errors thus has become a field of linguistics in that sense. The field of language teaching benefit from the findings of linguistics in many cases including error analysis. As indicated above, what a linguist **look** for in understanding the language learning process contribute a lot to the questions of language teachers. Many of the teachers complain that their students are unable to use the linguistic forms that they are taught. Lengo (1995) states “this situation is due to the teacher’s false impression that output should be an authentic representation of input.”

Error analysis enables teachers to find out the sources of errors and take pedagogical precautions towards them. Thus, the analysis of learner language has

become an essential need to overcome some questions and propose solutions regarding different aspects.

Errors in speaking and writing are often found nowadays in the international students that given the scholarship. This work knows that some issues that have become problems in accepting new international students at UIN Alauddin Makassar. Starting from 2013 the ministry of religion affairs of Indonesia will continue giving scholarship to the students of the Muslim minority country, especially Thailand. Most of students given the scholarship are from boarding schools. The students were though more Arabic and less English.

When they come to Indonesia, the only way to communicate with the people in the campus and their new environment is using English. The students with less English background knowledge will often produce language interference especially in speaking and writing error.

Based on the explanation above, the writer is inspirited to analyze the Thai students' English speaking errors.

## **B. Problem Statement**

The case studies were designed to answer the following questions:

1. What types of grammatical errors found at ELT Thai student's speaking and writing?
2. What are the factors influencing students' grammatical errors?

### **C. Objectives of the Research**

Based on the problem statement, the objectives of this research are:

1. To find out the types of grammatical errors in ELT Thai students' English speaking and writing
2. To find out the factors influencing students' grammatical errors.

### **D. Significance of Research**

This research is expected to help the yearly foreign students especially the students from Thailand to minimize the grammatical error they made in speaking English at UIN Alauddin Makassar.

### **E. Scope of Research**

This research restricted on the speaking record to see whether there any errors in learning second language of the international program students at UIN Alauddin Makassar.