CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the important languages. Many people in many countries, including Indonesian, learn English.

According to the 1984 curriculum , the curricular objective of teaching English at SMA is that "students possess the interest and working knowledge of English especially reading, and in addition they are expected to be in English within the vocabulary level at about 4000 words."[1]

The statement above suggests that the highest priority of teaching and learning English at the SMA level is to develop the reading skill. However, from the writer's experience when she conducted her teaching practice, she found out that the English teachers at SMA seem to emphasize the teaching of structure more than the teaching of

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[1]Departemen Pendidikan dan Kebudayaan, _Kurikulum SMA 1984-GBPP Bahasa Inggris_, Departemen Pendidikan dan Kebudayaan, 1987, p.1.

other skills such as reading, writing, listening, and speaking. They consider structure as the basic fundamental element of learning English. Therefore, the mastery of grammar is supposed to support the mastery of reading and other skills of language.

If we look at the 1984 curriculum, we know that the English grammatical items taught at the SMA cover a very wide range. The grammatical items presented to the SMA students are graded from simple to complex and most of them have also been taught at SMP. Though the SMA students have learned English since they were at SMP, they still get difficulties in learning certain grammatical items. This can be seen when the writer had her teaching practice, she checked the students formative tests and found out that most of the students get poor marks in their test. From her observation she found out that the students really got problems in certain grammatical items. Causative use of "have" and "get" is one of the difficult grammatical patterns for many SMA students.

Based on this fact, the writer decided to make a study in order to find out what types of errors the students usually make in using Causative "have" and "get".

1.2 Statement of the Problems

After learning Causative "have" and "get" the students mastery in Causative "have" and "get" needs to be observed and analyzed because the errors which the students produce reflect to the students' mastery in Causative "have" and "get".

The major problem being examined in this study is what types of errors do the third year students of SMA YPPI I Surabaya make in using Causative "have" and "get" ?

That major problem can be divided into the following sub-problems, namely:

1. Do the errors the students make in using Causative "have" and "get" relate to the subject?

2. Do the errors the students make in using Causative "have" and "get" relate to the causative "have" or "get"?

3. Do the errors the students make in using Causative "have" and "get" relate to the infinitive marker 'to'?

4. Do the errors the students make in using Causative "have" and "get" relate to the verb?

5. Do the errors the students make in using Causative "have" and "get" relate to the word order?

1.3 Objectives of the Study

Derived from the major problem mentioned above, the objective of the study is to identify the types of errors the third year students of SMA YPPI I usually make in using Causative "have" and "get".

In order to achieve the major problem, it is necessary to achieve the following sub-objectives first, namely:

1. To identify whether the errors the students make in using Causative "have" or "get" relate to the subject.

2. To identify whether the errors the students make in using Causative "have" or "get" relate to the causative "have" or "get".

3. To identify whether the errors the students make in using Causative "have" or "get" relate to the infinitive marker 'to'.

4. To identify whether the errors the students make in "have" or "get" relate to the verb.

5. To identify whether the errors the students make in using Causative "have" or "get" relate to the word order.

1.4   The Significance of the Study

The findings of this study are expected to be useful for those who are concerned with the teaching learning of English as a foreign language. First, these results are expected to provide the teachers with some information about problems of teaching English Causative "have" and "get" which is important to them to know before they teach it. Second, the results of this study hopefully can give some feedback to the teachers to know whether their techniques or teaching material concerning the teaching of Causative "have" and "get" effective or not.

1.5   Limitation and Scope

The problems of one school may be different from or the same as the problem of other schools. In this study, the writer limits the subject only on the third year students of SMA YPPI Surabaya. What the writer would like to deal with is to find out the types of errors in using Causative of "have" and "get".

In this case, what is meant by the types of errors of Causative "have" or "get" are:

1. The errors of subject the students made in using Causative "have" or "get".

2. The errors of Causative "have" or "get" the students made in using causative "have" or "get".

3. The errors of infinitive marker 'to' the students made in using Causative "have" or "get".

4. The errors of verb the students made in using Causative "have" or "get".

5. The errors of word order the students made in using Causative "have" or "get".

1.6 Definition of Key Terms

The writer feels necessary to define the following key terms in order to help the readers understand the ideas presented in this thesis.

1.6.1 Errors

According to Chomsky, as quoted by Dulay , Burt and Krashen [2], errors which are caused by two kinds of factors are divided into performance errors and

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[2] Heidy Dulay, Marina Burt, and Sthephen Krashen, Language Two, New York, Oxford University Press, 1982, p.139.

competence error. Performance errors which are caused
by fatique and inattention are called 'mistake', while
competence errors which are caused by lack of knowledge
of the language rule are called 'errors'. The term
'error' itself according to Corder, refers to the
systematic deviations due to the learner's still
developing knowledge of the L2 rule system. [3] On the
other hand, Dulay, Burt and Krashen claim that there is
no difference between errors and mistakes.[4] To them,
errors are any deviation from selected norm of language
performance, no matter the characteristic or causes of
the deviation might be. Since the writer did not intend
to differentiate between errors and mistakes, the
definition of errors as established by Dulay, Burt
and Krashen was used.

1.6.2 Causative

Dixson states that Causative is a wish to show
that some action was performed, not by the speaker
but by somebody else at his instigation.[5]

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[3] Corder, S.P., "The Significance of Learners'
Errors"in Jack C. Richards, ed., Error Analysis, London,
Longman Group Limited, 1974, p.19.
[4] Dulay, Burt and Krashen, op. cit.,p.138.
[5] Robert J. Dixson, Test and Drills in English
Grammar, Latin American Institute Press, Inc., p.164.

1.7 Theoritical Framework

1.7.1 Error Analysis

According to Ellis, Error Analysis is a procedure which deals with collecting samples of language learner, identifying the errors according to their hyphothesized causes, and evaluating the seriousnes of the errors.[6]

The procedure in Error Analysis in this study is applied as a guidance to analyze the students errors in terms of collecting samples, identifying and describing errors, and classifying the errors according to the surface feature of the error itself.

1.7.2 Causative "have" and "get"

According to Marianne et al. Causative "have" and "get" are a certain category of verbs whose function is to signal that someone has caused someone or something to do something.

There are two types of causative "have" and "get" constructions namely active and passive form;

Causative "have" with the active form

Causative "have" with the passive form

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[6] Rod Ellis, Understanding Second Language Acquisition, Oxford, Oxford University Press, 1986, p. 51-52..ls2

Causative "get" with the active form

Causative "get" with the passive form.[7]

1.8 Organization of the Study

This thesis consists of five chapters. Chapter I
presents the background of the study, the statement
of the problem, the objective of the study, the
significance of the study, the limitation and scope,
the definition of key terms, the theoritical framework,
and the organization of the study. Chapter II deals
with the review of related literature and studies which
are relevant to this study. Chapter III presents the
methodology of the study which consist of nature of
the study, the population and samples, instruments of
the research, the procedures of collecting data, the
technique of data analysis. Chapter IV discusses the
data analysis and the interpretation of the findings.
Chapter V is the conclusion which presents the
results of this study and some suggestions
concerning the study.

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[7] Marianne Celce-Murcia, Dianne Larsen-Freeman,
The Grammar Book, Rowley, Newbury House Publishers Inc.,
1983, p. 480.