

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Among all languages in the world, English is one of an international language. It is a means to communicate with foreign people around the world. In other words, English can be used as a means of communications among nations who have different languages. In order to be understood the speaker of the English should also pay attention to the grammatical rules of English.

In general, the grammar use in the spoken English isn't really the main problem since the speaker and the listener understand each other, except in the academic writing or speaking. With this notion in mind, the writer analyzed the errors concerning grammar of the spoken English. The subjects in this study are the Indonesian ex Singapore female laborers in PJTKI "Anugerah Usaha Jaya" Sidoarjo.

In order to be able to go abroad as a housemaid, the Indonesian laborers have to be trained to speak English or at least understand what the employers say later on.

The Singaporean, in this case are the subject's employer becomes the higher influence of their English development because almost everyday they communicate with each other. From here, some interesting phenomena appear as they come back to Indonesia.

Interested in knowing the English spoken by Indonesian ex Singapore female employees, especially about their grammar when they are speaking, the

writer analyzes the grammatical errors commonly made by Indonesian ex Singapore female employees in PJTKI “Anugerah Usaha Jaya” Sidoarjo. That is why the writer reports a thesis entitled “The Grammatical Errors in Indonesians’ ex Singapore Female Labors Spoken English”.

1.2 Statement of the Problems

Based on the background above, the writer analyzed the grammatical errors occur in Indonesians’ ex Singapore female employees spoken English with the general questions as follows:

- 1) What grammatical errors are found in Indonesians’ ex Singapore female labors spoken English?
- 2) What are the possible causes / sources of the errors?

1.3 Objectives of the Study

In line with the problem statements, the objectives of the study were as follows:

- 1) To find out the grammatical errors in Indonesians’ ex Singapore female labors spoken English.
- 2) To know the possible causes / sources of the errors.

1.4 Significance of the Study

Closely related to the reasons of finding the topic, this thesis presents some contributions to the fields of Sociolinguistics. Hopefully the results of this study are able to find further information of how English is used by the Indonesians’ ex Singapore female laborers.

1.5 The Scope and Limitation

The subject of this study is the Indonesian ex Singapore female labors in PJTKI “Anugerah Usaha Jaya” Sidoarjo.

In line with the objective of this study, this study is limited to the discussion of the errors made by the participants’ spoken English through interview.

Since this study analyzes only the deviation in terms of grammatical errors and the possible causes of errors, the writer did not explain the other kinds of deviations such as pronunciation, vocabulary, or other items.

1.6 The Definition of the Key Terms

The following key terms are defined to avoid ambiguity and misunderstanding of some used in this study.

Error

An error can be defined as a deviation from the norms of the target language (Ellis, 1994). Dulay et al (1982 : 139) in Kartika Sari (1996) states that error is any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.

Grammatical Errors

The grammatical errors (Corder 1973), in this study refer to any kinds of errors, including errors in tenses, pluralization, subject verb agreement, gerund, using articles, using prepositions, using conjunctions, passive voice, degrees of comparison, using to be, using adjectives, using auxiliaries, using verb forms, clauses of condition, using nouns, using pronouns, elliptic

sentences, tag questions, affirmative questions, negative questions, requests and commands, using verbs, using adverbs, using determiners, and using question words.

Linguistic Category Taxonomy

This linguistic category taxonomy refers to the classification of errors according to either or both the language component or the particular linguistic constituent the error affects (Dulay, Burt and Krashen, 1982 : 146-147).

Interlingual Errors

The meaning of interlingual errors are errors similar in structure to a semantically equivalent phrase or sentence in learner's native language (Dulay, Burt and Krashen, 1982 : 171).

Intralingual Errors

The meaning of intralingual errors are those which reflex the general characteristic of rules and failure to learn conditions under which rules apply (Richard, 1971 : 206).

1.7 Theoretical Framework

The underlying theories of this study are Contrastive Analysis, Error, and Error Analysis since these theories are dealing with errors of second or foreign language learners.

Contrastive analysis is a linguistic enterprise aimed at producing inverted (i.e. Contrastive, not Comparative) two-valued typologies (a

Contrastive Analysis is always concerned with a pair of languages), and founded on the assumption that languages can be compared. This statement is stated by James (1980 : 3). While the Contrastive Analysis (henceforth Contrastive Analysis) hypothesis points out that the interference of native language to the target language due to the learner's unfamiliarity with the target language, that is, to the learners' not having learned the target grammatical patterns. It also states that the structure of the native language tends to be transferred to the foreign language learners which are studying.

Errors occur when the second language learners keep in their mind the grammatical rules of the first language while the first and second language rules are different.

According to Corder, in Richards (1974), error is the result of interference in the learning the second language from the habits of the first language.

On the other hand, Dulay et al (1982 : 139) in Kartika Sari (1996) wrote that error is any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be. Dulay, as quotation in Tukan (2004) claims that there is no difference between errors and mistakes.

Error analysis considers error as a process for the learners to acquire the language. It means that the errors are definitely not the result of the transfer or interference from the native language but the result of trial and error. The learner's cognitive and affective competence will be identified by investigating the sources of errors. In this study, the theory of Error Analysis

was used to analyze and predict the causes of the subject's error of spoken English.

1.8 Organization of the Thesis

There are five chapters presented in this thesis, with the following organization:

Chapter I presents the introduction which is divided into eight subchapters which contain background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation of the study, definition of the key terms, theoretical framework, and the organization of the study.

Chapter II presents the related literature which includes the theory of Contrastive Analysis, Error, Types of Errors and Error Analysis.

Chapter III presents the research methodology which is divided into research design, subjects of the study, research instruments, procedure of collecting data and procedure of analyzing data.

Chapter IV discusses the writer's analysis of the participants' spoken English errors which is covered in the data analysis and the result of the study.

Chapter V is devoted to the conclusion of the study and followed by some suggestions. Finally to complete this thesis, the writer provides a bibliography and appendixes.