

CHAPTER I

INTRODUCTION

In this chapter, the writer presents the background of the study in section 1.1, the statements of the problem in section 1.2, the objectives of the study in section 1.3, theoretical framework in section 1.4, the significance of the study in section 1.5, assumption in section 1.6, limitation and scope of the study in section 1.7, definition of key terms in section 1.8, and organization of the study in section 1.9.

1.1 Background of the Study

Nowadays, English is an important language which can be used everywhere for communication; that's why English is an International language. According to Pei (1966: 141) language is a system of communication by sound, operating through the organ of speech and hearing, among the members of a given community, and using vocal symbols possessing arbitrary conventional meanings.

Many people in Indonesia learn English to be able to speak English and communicate with people from other countries, especially in the era of Asian Economic Community where people from ASEAN countries can come easily to Indonesia and work in our country. Our English ability needs to be the same or even exceeds theirs. Not only our English ability but also our skills to work together with others. If they have better quality, of course they can get better jobs too in our country.

For that reason, we need to be able to speak and use the English language properly and should have appropriate meaning, so that what we say can be easily understood by others. To make our speech to be easily understood, it should have a good meaning.

There are four language skills which are Speaking, Listening, Reading and Writing. As we know that listening and reading are receptive skills because the focus is on receiving information. Speaking and writing, on the other hand, are productive skills because the focus is on producing information.

Writing is one skill which can express students' thoughts, ideas, and creativities into something which can give us information. According to Gere (1988) "Writing is a thinking process". The thinking process starts from thinking about a topic, collecting information and ideas about that topic, explaining them, and writing the outline that helps us to create a good cohesion text and combining all of them to become some paragraphs, making it cohesive and coherent with each paragraph. If the writing has a good cohesiveness pattern, it will lead to a good coherence also, which is the first aim of writing a passage.

Cohesion refers to the capacity of writing to stick together; even different parts of one sentence should be connected so that the flow of ideas is easy to follow. On the other hand, coherence is the quality of being logical and consistent. When something has coherence, all of its parts fit together well.

In order to make a passage cohesive to each other, we need to use conjunctions to connect words, phrases, clauses, and sentences which can make a more inclusive whole of the passage.

Conjunctions are the important things that we should notice to make cohesiveness in communication. According to Halliday (1976:227), “conjunctions are a relation demonstrating semantic associations among elements of discourse”. By using conjunctions, we can combine clauses and sentences to become a paragraph with appropriate meaning and can correlate with each other.

However, there are some students who are still confused to combine those sentences using the right conjunctions. They even used a conjunction which has a different meaning with their context. This causes errors. According to Dulay and Burt (1972), an error is “a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner”. To prevent those errors, students should understand their sentences well and find the right conjunction which has right correlation, for example like “Children should be slapped on their hands when they are doing something incorrect. **In fact*, this slapping could hurt children both mentally and physically. A conjunction *in fact* would provide more information to support the first idea, but here *in fact* neither presents to support the first idea nor increases the strength of the idea. In this sentences, the conjunction “However” should have been used.

This research aims to find out the errors of conjunctions in a discussion text in the essay of the English department students. Discussion text presents a problematic issue and the issue is discussed from different viewpoints: both pros and cons; the positive and negative side; the good and bad. The language features are using additive, adversative, causal and temporal conjunctions.

From this research it is hoped that the types of errors in conjunctions would be discovered and this research can be useful for the development of writing IV especially in discussion text in the English Department of Widya Mandala Catholic University Surabaya.

1.2 Statement of the Problem

Based on the background above, the problem can be formulated as:

1. What types of conjunctions are erroneously made by the students in their discussion text?

1.3 The Objective of the Study

The objective of this study is:

1. To find the types of conjunctions erroneously made by the students in their discussion text.

1.4 Theoretical Framework

In this study, the writer uses four theories. They are the theory of conjunctions by Halliday and Hasan (1976), theory of error analysis by Brown (1980), theory of errors by Dulay and Burt (1972), and theory of discussion text by Elitis (1990).

According to Halliday and Hasan (1976:238), there are four types of classifying conjunctions: additive, adversative, causal and temporal.

In this study, the writer focuses on all of the types of conjunctions above because they are the most comprehensive taxonomy for analyzing the connectors in this study.

Brown (1980:166) stated that error analysis is the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learners.

Corder (1974), as quoted by Ellis (1994:48) suggests the five steps in error analysis research: (1) collection of the sample of learner language, (2) identification of errors, (3) description of errors, (4) explanation of error, and (5) evaluation of errors. Theory of error analysis is used to explain the errors of this study.

Theory of discussion text is used to analyze the discussion texts made by Writing-IV students. According to Eltis (1990:22), discussion text is a text which is used to give information about and to deliver arguments for both sides of an issue which are pros and cons including the conclusion or recommendation.

1.5 The Significance of the Study

There are two points of the significance of the study: for the lecturers and for the students.

1) For the lecturers

From this study, it is hoped that Writing-IV lecturers in Widya Mandala Catholic University can help students overcome their problems in the use of conjunctions in writing their discussion text.

It is also hoped that by knowing the common errors in the conjunctions used, Writing-IV lecturers will be able to adjust their teaching method by giving feedback or applying peer-review approach to help the students understand the conjunctions well.

2) For the students

This study is conducted to provide information about the types of conjunctions referring to additive, adversative, causal and temporal devices in writing a discussion text especially in the use of conjunctions to the Writing-IV students of the English Department.

1.6 Assumption

This study is carried out under the assumption that:

1. Writing-IV students have already learned conjunctions in Structure I, Structure II and Structure III. It means that they are familiar with all of the conjunctions' types.

1.7 Limitation and Scope

The study is limited on the language element, in this case conjunctions used in a discussion text by Writing IV Students of the English Department of Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya. The usage of conjunctions is based on Halliday and Hasan (1976).

1.8 Definition of Key Term

- a. Conjunctions: a relation demonstrating different semantic associations among elements of discourse (Halliday, 1976:227). In this study conjunctions are words which are used to combine words, phrases, clauses and sentences.
- b. Error: error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. (Dulay and Burt, 1972:165). In this study, error is something that is not grammatically or semantically contextualized and contextual meaning correct in the use of conjunctions based on the context.
- c. Error analysis: error analysis is a technical term to measure language learning process by registering and classifying errors made in the learning process (Corder, 1973:265). In this study, error analysis is a method used to observe the errors which appears in the students' work.
- d. Discussion text: a text which is used to give information about and to deliver arguments for both sides of an issue which are pros and cons including the conclusion or recommendation based on the weight of evidence (Eltis, 1990: 22-23). In this study, discussion text is a text which is discussed from different viewpoints: the pros and cons, the positive and negative, the good and bad sides.
- e. Writing-IV: a course which deals with basic concepts of discussion text. Sharing different views of a topic that has many different perspectives in discussions and summarizing related texts to make up a review with its

reasonable evaluation. In this study, Writing-IV is a course intended students to learn and produce discussion texts.

1.9 Organization of the Study

This study consists of five chapters. Chapter 1 presents the background of the study, problem statement, objective of the study, theoretical framework, significance of the study, assumptions, the scope and limitation of the study, definition of the key term and organization of the proposal. Chapter II deals with review of related literature and previous studies. Chapter III presents the research methodology of this study. Chapter IV presents the data analysis and discussion of the findings and Chapter V presents the conclusion and suggestions.