

CHAPTER I

INTRODUCTION

The researcher is going to show general thought of the study on this chapter. Therefore, readers will have point of view about context or the background, focus, objectives, theoretical framework, and significance of the study.

1.1 Background of the Study

English is a global language. Lauder (2010) states that “as a language, English has a special status is a global language” (p. 9). In Indonesia, English is a foreign language. Lauder (2010) finds “its status in Indonesia is as a foreign language” (p. 13). Lauder’s (2010) study finds the following:

As a foreign language, English serves four important purposes:

1. as a means of international communication in practically all fields or walks of life;
2. as a medium through which scientific knowledge, and new technologies can be accessed implemented with a view to succeeding in the global marketplace;
3. as a source of vocabulary for the development and modernization of Indonesian;
4. as a way to get to know native speakers of English, their language, culture and literature, or as a means of expanding one’s intellectual horizons. (pp. 12-13)

Today, English is used as language of instruction in learning and has been taught in all levels of the education, from the kindergarten until the university. Therefore, the students are expected to have English competence in English components and English skills. The English components are grammatical structure and vocabulary; while the English skills are listening, speaking, reading, and

writing. Having sufficient English competence, students are expected to use it in daily communication, in classroom teaching, and learning process. However, in fact, it is used more in the classroom for teaching and learning process than for daily communication. As the result, the status of English in Indonesia is as a foreign language. Students use English just in the classroom and they are not exposed to English outside the classroom. Therefore, students may not have adequate capability in using English in their daily communication nor acquire it in the nature setting.

Students likely make more errors in using English skills and English components, especially in the productive skills: writing and speaking. As one of the language skills, writing must be mastered by the students or learners in language learning. According to Verspoor and Sauter (2000), "Language in the written discourse is more details and formal than in speaking" (p. 16). Therefore, due to its written nature, it is more convenient to study. In other words, many aspects such as organization of writing, grammar, punctuation, capitalization, and diction are considered in assessing score. Therefore, a good writing requires those aspects. It also means that it contains good and correct sentences.

There are four types of sentences in English. They are simple sentence, compound sentence, complex sentence, and compound-complex sentence. Verspoor and Sauter (2000) also state, "There are four types of sentence patterns; they are declarative, interrogative, imperative and exclamatory sentences" (pp. 16-17). They have certain structures or word orders. English phrases also have certain word orders.

However, it is not easy to make good writing using four types of sentences and four sentence patterns. Some students often find some difficulties in composing or organizing good sentences. In the real practice of writing, it is not what students do well. Some may face difficulties in some language components, especially in syntax, in ordering words of phrases and sentences. Those difficulties that are faced by students can lead them to make mistakes or errors.

However, making errors is natural in learning process. James (2013) finds “Error is likewise unique to humans who are not only sapiens, but *homo errans*” (p. 1). James’ (2013) further study the following “Errors are significant in these three respects: they tell the teacher what needs to be taught, they tell the researcher how learning proceeds, and they are means whereby learners test their hypotheses about the second language.” (p. 12)

The mistakes and errors can be very important because they can be used as reference to know the progress of learning. In more specific cases, like writing class, knowing the mistakes and errors will be very helpful. From them a teacher can discover any difficulties faced by the students. A teacher can see the mistakes and errors to evaluate what has been achieved and what still lacks. A teacher can also find specific problems or difficulties of the students and, further, improve the certain points that are lacking.

English is a compulsory subject in the senior high school level, and writing is considered as one skill that should be mastered by the students. They are expected to be able to construct good sentences. Before they can do so, they have to have the

basics such as vocabulary and grammar rules, including word order. Otherwise, they may commit the errors in English learning.

The researcher chose grade 12 students of SMA Seminari St. Yudas Thadeus Langgur because they had passed grade 10 and 11. The researcher assumed that they have the necessary competence and experience in constructing sentences with good and right word order. Thus, it is necessary to know whether grade 12 student of SMA Seminari St. Yudas Thadeus Langgur have achieved the level based on what they have learned, especially the word order in English sentence.

This study is special because a study like this has never been conducted in that school before. In addition, this study can be used as an input to create a good learning for all student of all grades in the future. For the researcher himself this study is important because the researcher is going to be English teacher in this school in the future. For the students, grade 12 and also grade 10 and 11, this research shows what mistakes and errors that they made so they do not do the same mistakes and errors next time. In short, by analyzing the students' sentences in writing task, the teacher can have some input related to teaching-learning process to help the students. In this study, the researcher focuses on word order errors in sentences, including phrases.

Based on the descriptive above, the researcher is interested in conducting a research dealing with students writing word order error in composing sentences. This study is focused on grade 12 of SMA Seminari St. Yudas Thadeus Langgur, a level of senior high school, in their English sentences.

1.2 The Research Problem

The research problems that are formulated by the researcher in this study are:

1. What kind of errors are found in sentences of grade 12 students of SMA Seminari St. Yudas Thadeus Langgur?
2. How is the frequency of word order errors in syntactic transfer and interference?
3. How many students commit word order errors in syntactic transfer and interference?

1.3 Objectives of the Study

Based on the research problem, the objectives of the study are:

1. To know kinds of error that are made by grade 12 students of SMA Seminari St. Yudas Thadeus Langgur in their sentences.
2. To know the total number or frequency of word order errors in syntactic transfer and interference.
3. To find out how many students of grade 12 students of SMA Seminari St. Yudas Thadeus Langgur commit word order errors in syntactic transfer and interference in constructing English sentences.

1.4 Significance of the Study

The result of the study is expected to give some important contributions for both the teachers and the students:

1. The English teachers in SMA Seminari St. Yudas Thadeus Langgur are able to know the students' problem in ordering words in sentences. So, the English teachers can find good ways to teach word order and help the students to construct English sentences correctly.
2. The grade 12 students of SMA Seminari St. Yudas Thadeus Langgur do not make similar errors again in constructing English sentences.
3. For grade 10 and 11 students of SMA Seminari St. Yudas Thadeus Langgur do not make similar errors in constructing English sentences.

1.5 Scope and Limitation of the Study

This study is limited to the students' word order errors in constructing English sentences that are made by the grade 12 students of SMA Seminari St. Yudas Thadeus Langgur. In this study, the term error is limited to any word order deviations found in the students' sentences.

The researcher uses the students' sentences in productive level which are obtained from the students' recount texts. The researcher focuses on students' word order sentences. Word order in sentences contains sentence patterns which are declarative, interrogative, imperative, and exclamatory sentences. The researcher seeks the word order errors and analyzes them.

The researcher analyzes the errors using contrastive analysis and error analysis theories. In this study the word order errors in sentences are classified based on the causes of the errors, syntax interference or transfer.

1.6 Theoretical Framework

This study is based on the language components which is syntax, word order, in constructing good and correct sentences. Dulay (1982) states “The errors that are made by the students are classified according to linguistic category while the error type” (pp. 148-150). Thus, a sentence will be meaningful if those aspects are consistently applied.

A sentence needs syntactical aspect. The syntactic aspect is concerned about word order. For example, “*The students go on time to school.*” Shortly, the sentence is correct. However, syntactically, the sentence is not correct. The word order is wrong. What should follow the verb “go” is adverbial of place. It should be “*The students go to school on time.*”

In this study contrastive analysis and error analysis theories are provided to help the researcher in analyzing the word order errors. Other theories which are word order in sentence patterns, errors and mistakes, are presented. Finally, the researcher also highlights the syntax interference and transfer theories to classify the word order errors.

1.7 Definition of Key Terms

The definition of key terms as follows:

1. Word order

Word order is rules on how constituents of phrases and clause or sentences should be ordered.

2. Errors

Errors are gaps in learners' knowledge: learners do not know what is correct.

3. Mistakes

Mistakes are gaps in learners' performance: learners are unable to perform what they know.

4. Sentence

Sentence is a group of words that are put together grammatically to mean something.

5. Syntax

Syntax is the component of grammar that governs the ordering of words in sentences.

6. Contrastive analysis

Contrastive Analysis (CA) is as an integral component of the methodology Foreign Language (FL) teaching.

7. Error analysis

Error analysis (EA) consists of a set of procedures for identifying, describing and explaining learner errors in their speech and writing.

8. Interference

Interference occurs when the syntactic structure of a language is absorbed by the other languages in the use of syntactic fragments of phrases and sentences.

9. Transfer

Transfer is L2 (second language) learners' tendency to transfer the formal features of their L1 (first language) to their L2.

1.8 Organization of the Thesis

This thesis consists of six parts. They are introduction, review of related literature, research method, research findings, discussion, conclusion and suggestion.

In the first chapter, introduction, the researcher discusses about background of the study, the research problem, objective of the study, significance of the study, scope and limitation of the study, theoretical framework, definition of key terms, and organization of the thesis.

The second chapter covers the review of related literature. The researcher presents the review of literature about English word order, Error, contrastive analysis, error analysis, error causes: syntactic interference and transfer, and two previous studies that are related to this study.

The third chapter presents about research method. In this chapter the researcher discusses about research design, research instrument/research location, source of data, procedure of collecting the data, and technique of data analysis.

In the next two chapters the researcher presents research findings and discussion. Finally, this thesis is closed by chapter of conclusion and suggestions.