

CHAPTER 1

INTRODUCTION

This chapter consists of background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation of the study, and the definition of the key terms.

1.1 Background of the Study

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Further, it is necessary to state that although errors are bad things in learning English as foreign language, error analysis is advantageous for both learners and teachers. For learners, error analysis is needed to show them in what English aspect is difficult for them, whereas for teachers, it is required to evaluate them whether they are successful, or not in teaching.

Richard (1971: 172), pointed out that error analysis can be carried out in order to identify strategies, which learners use in their language learning, to find out the causes of the learners' errors and to obtain information on general difficulties in language learning as an aid to language teaching. Because of that, error analysis should not be neglected in foreign language teaching.

Errors are caused by the difficulty or the problem of language itself. Dealing with language, it can not be apart from the structure of the language since a language is not well formed is difficult to interpret. Therefore, grammar has an important role in language as it deals with the structure of the language. Grammar is the description of the sentences of a language (Robert, 1964: 1). Thus, words

need to be put in a systematic order. One branch of linguistic which deals with grammar is syntax that concerns the organization of words to show how to combine words to make phrases or sentences.

The syntactic structures of each language have its own system. A language has different syntactic structures from others even though the language may be similar to some languages. There are four types of syntactic structures. They are structures of modification, structures of predication, structures of complementation and structures of coordination. English syntactic structures are different with Indonesian especially structures of modification in constructing phrases. Indonesian language generally has D-M principle (Hukum Diterangkan-Menerangkan) to construct phrases that is not similar to the principle of English. According to Sutan Takdir Alisyahbana in an article *Hukum DM dalam Bahasa Indonesia* (2006), Indonesian phrase structure uses D-M principle. This principle is one of the main characteristic of Indonesian language. A phrase consists of a head that is followed by a modifier. It is different with English which generally uses M-D principle (Hukum Menerangkan-Diterangkan), in which a phrase consists of a head and a modifier where a head is placed after modifier. For example, the Indonesian phrase “*gadis cantik*” is literary transferred to English “girl beautiful”. In English, “*gadis cantik*” is “*beautiful girl*”. There is a different in position of the head and the modifier. The other example is “*Paman Sunaryo*”. It is literary transferred to English “*Uncle Sunaryo*”; not “*Sunaryo uncle*”. There is no place changing between the head and modifier in this phrase structure.

The differences between the first and second language create learning

difficulty which result in errors, while the similarities between the first and second language facilitate rapid and easy learning (Ellis, 1985:22). The different structure between the Indonesian language structures and the English ones may cause errors because the different combinations are confusing to Indonesian students, due to the problem observed by Lado as follows:

Individuals tend to transfer the forms and meanings and the distribution on forms and meanings or their native language and culture to the foreign language and culture – both productively when attempting to speak the language and to act in the culture and receptively when attempting to grasp and understand the language and the culture as practised by natives (Lado, 1957, in Freeman, 1997: 52-53).

This problem will be a basic concept, since many of the techniques used to teach second language in a foreign language setting depend on translation from the mother tongue to the second language. Because of that, it sometimes makes the Indonesian students difficult to decide which words that have place changing between the head and the modifier and which words that have no place changing between the head and the modifier while they are combining words into phrase. Based on the consideration above, the writer tried to analyze structures of modification's errors.

As the subject of this study, the writer chose SMPN 4 Gresik. While the reason of the writer to analyze structures of modification's errors made by the 8th grade students of SMPN 4 Gresik is because the students still got grammatical errors in learning English including structures of modification. The students tended to translate word by word into English while they were combining words into phrase. It means that the students had high risk to make errors in misordering. According to Dulay, Burt and Krashen (1982:162), “misordering is the result of

learners relying on carrying out word for word translations of native language surface structure”. Because of the consideration above, the researcher chose SMPN 4 Gresik as the subject of this study.

In this case, the study observed the structures of modification's errors made by the 8th grade students of SMPN 4 Gresik and also the frequency of occurrence of the errors. Beside, there is no study that discusses structures of modification's errors made by the 8th grade students of SMPN 4 Gresik.

1.2 Statement of the Problem

Based on the background of the study above, the points to be investigated in this study are:

1. What types of structures of modification's errors are made by the 8th grade students of SMPN 4 Gresik?
2. What is the frequency of the occurrence of the structures of modification's errors made by the 8th grade students of SMPN 4 Gresik?

1.3 Purpose of the Study

Based on the formulation of the statement of the problems, the purposes of this study are as follows:

1. To identify and classify the types of structures of modification's errors made by the 8th grade students of SMPN 4 Gresik.
2. To find out the frequency of the occurrence of the structures of modification's errors made by the 8th grade students of SMPN 4 Gresik.

1.4 Significance of the Study

This study would provide useful information for students and teachers. It

would give clear descriptions of the difficulties in constructing structures of modification faced by students in learning English.

Furthermore, it could be used as a guide for the teacher to help their students to overcome the difficulties in constructing structures of modification. Moreover, the teacher will get information about structures of modification's errors that students often made. Therefore, the teacher will be able to select an appropriate technique and appropriate materials in the teaching process.

1.5 Scope and Limitation of the Study

In order to make the investigation more specific, this study was scoped and limited. The scope of this study was focused on the structures of modification's errors. The limitation of this study was that the result would only provide useful information for the 8th grade students of SMPN 4 Gresik as the population of this study.

1.6 Definition of the Key Terms

To avoid misunderstanding and misinterpretation of this study, the writer would like to describe the key terms used in this study.

- Error is a branch of language code, resulting in an unacceptable utterances; with second language learners this might occur because the learners have not yet internalize the formation rules of the code (Corder, 1973: 259). In this study, error refers to the students inability in using structures of modification in answering the test.
- Error Analysis is defined as a systematic describing and explaining of errors made by learners or users in their oral and/or written production in the target

language (Ubol, 1981: 8). In this study, error analysis refers to the process of determining, describing and explaining of errors made by the students in their written production in using structures of modification.

- Structures of Modification are structures consisting of two immediate constituents, a head and a modifier (Francis, 1958: 292).
- Head is a component which occupies the prime position in a structure of modification (Francis, 1958: 297).
- Modifier is a component of a structure of modification whose meaning serves to broaden quality, select, change, describe, or in some other way affect the meaning of the head (Francis, 1958: 297).