

CHAPTER 1

INTRODUCTION

This chapter consists of background of the study, statement of the problem, purpose of the study, significant 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. In the process of learning a foreign language, learners often make errors. It is a common thing that people or students who learn a foreign language face some language difficulties such as making errors during the process of learning. According to Norrish (1983.in Ellifatin, 2008: 1) error is a systematic deviation when a learner has not learnt something and consistently gets it wrong .when learners of English as second or foreign language make errors systematically. The learners are not aware of making the errors it is because they do not know and have not learnt the correct form

Errors are caused by the difficulty or the problem of language itself. It cannot be apart from the structure of the language since a language is not well formed is difficult to interpret. So, 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 systematic order. One branch of linguistics 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 of complementation are confusing to English learners, including Indonesian students. Learner may get confused to decide which verbs are always transitive or always intransitive, and which one can occur to both types, and which structure (infinitive with object) can follow transitive verb. It confuses and takes time for learners to memorize which alternative structures are possible.

The differences between the first language and second language create learning difficulty which results in errors, while the similarities between the first and second language facilitate rapid and easy learning (Ellis, 1985:22). The differences structure between the Indonesian language (first language) and English language (second language) may cause errors because the different are confusing to Indonesian learners.

As the subject of this study, the writer chooses Mts Masyhadiyah Giri Gresik. It is because the English teacher of Mts Masyhadiyah Giri Gresik focuses on the writing and grammars in teaching English. So, the teacher uses invention techniques including quick writing when they taught English writing. In this technique, the teachers asked the students to write quickly after they knew the

topic. The students wrote without paying attention and did not understand on the grammar, punctuation, etc. because of that, the students tended to translate word by word from Indonesian into English while they were writing. For example, the Indonesian phrase “rumahku” is literary transferred to English “house my”. In English “rumahku” is “my house”. The other example is “ibu Budi” some of the students write “mother Budi”, the right answer is “Budi mother”. It means that the students of Mts Masyhadiyah Giri Gresik had high risk to make errors in misordering. Because of the consideration above, the researcher chooses Mts Masyhadiyah Giri Gresik as the subject of this study.

While the reason of the writer to analyze the 8th grade errors in using structures of complementation at Mts Masyhadiyah Giri Gresik is because the students still got grammatical errors in using structures of complementation. When the writer observed to this school, he found that some of the students got confused to decide which verbs always transitive (with complement) or always intransitive (without complement). For example, “the wind is blowing” is intransitive because not follow by complement or no complement, “the musician blew the trumpet” is transitive because the complement (the trumpet) following the verb (blew).

In this case, the study observed the students’ errors in using structures of complementation made by the 8th grade of Mts Masyhadiyah Giri Gresik and also the frequency of occurrence of the errors. Besides, there is no study that discusses errors in using structures of complementation made by the 8th grade of Mts Masyhadiyah Giri 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 errors in using structures of complementation are made by the 8th grade of Mts. Masyhadiyah Giri Gresik?
2. What is the frequency of the occurrence of the errors in using structures of complementation made by the 8th grade of Mts. Masyhadiyah Giri Gresik?

1.3. Purpose of the Study

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

1. A identify and classify the types of errors in using structures of complementation made by the 8th grade of Mts. Masyhadiyah Giri Gresik.
2. A find out the frequency of the occurrence of the errors in using structures of complementation made by the 8th grade of Mts. Masyhadiyah Giri Gresik.

1.4. Significance of the Study

This study would provide useful information for students and teachers. It could be used as a guide for the teacher to help their student to overcome the difficulties in using structures of complementation. Moreover, the teacher will get

information about structures of complementation errors that students often made and then the teachers will be able to select an appropriate technique and appropriate materials in the teaching process.

This study can help the students to realize, recognize, and reduce the errors in using structures of complementation.

1.5. Scope and Limitation of the Study

In order to make the investigation more specific, this study is scoped and limited. The scope of this study is errors in using structures of complementation. This research focuses on the phrase levels in active form. The limitation of this study is subjective complement and object, especially in active form.

1.6. Definition of the key term

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

Error is the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc) in a way which fluent or native speaker of the language regard as showing faulty or incomplete learning (Richards and Schmidt, 2002:184).

Error analysis is defined as a systematic describing and explaining of errors made by learners or users in their oral/written production in the target language (Ubol, 1981:8).

Structures of complementation are structures consisting of two immediate constituents: a verbal element and a complement (Francis, 1958:342).

Verbal element is a simple verb, or any structure that has a verb in key position in a structure of complementation (Francis, 1958:342).

Complement is “to complete,” and complementation has to do with completing the meaning of a verb in a structure of complementation (<http://teachpreneur.blogspot.com/2009/08/structure-of-complementation.html>).