

CHAPTER I

INTRODUCTION

This chapter provides information about the background of the study, the statement of the problems, the objectives, the significance, and scope and limitation of the study. They are important to be explained because they describe this study generally.

1.1 Background of the study

In English, there are four skills: listening, speaking, reading, and writing, and English learners are demanded to master the four basic skills. Aydoğın and Akbarov (2014) stated that the four basic skills: listening, speaking, reading, and writing, are related to each other by two parameters: 1) the mode of communication: oral or written. 2) the direction of communication: receiving or producing the message. Listening and reading are categorized as receptive skill. Meanwhile, speaking and writing are categorized as productive skill. In studying the four English language skills, writing skill is very important skill and more complicated. Writing is one of the most important skills in learning as a foreign language which involves the development of an idea, knowledge, and experience with subjects.

Patel and Jain (2008) stated that writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern (p.125). Writing may be very important for one group of students but less important for others. Writing organizes experience, ideas, or information, in the form of ordered sentences or even paragraphs. In addition, someone has to pay attention to the rules of writing when she or he is going to make a good written text such as grammar, sentence structure, vocabulary etc.

English learners often make errors, especially when they try to use some words or arrange sentences in writing. Then, the result is some syntactical errors in their sentences. According to Kim and Sells (2008), syntax can help learners to illustrate the pattern of a sentence more clearly and also it can be enable to analyze the structure of a sentence in a systematic way. Syntax should be known by English learners to help them make good sentences in English writing. Therefore, the researcher chooses syntax as the main ideas to conduct this research.

According to Tallerman (2011), syntax means sentence construction, how words are put together to make phrases, phrases are put together to make clauses, and clauses are put together to make sentences. Finegan (2008) stated that syntax addresses the structure of sentences and their structural and functional (noun phrases in grammatical terms) relationships to one another (p.140). It can be summarized that syntax is the study of arrangement of words into larger units that are phrases, clauses, and sentences. Based on the explanation above, it can be concluded that syntactical error is an error which occurs in arranging and combining words because the writer breaks the rules of sentence construction. For example: A cactus has body large (Gayo and Widodo, 2018, p.68). This sentence is disordering of word order, it should be “A cactus has large body” because adjective should appear before the noun. A plausible interpretation for this error is Indonesian language interference. That is, in Indonesian language adjective after its noun.

Indonesian learners produce some errors in their English writing because Indonesian language and English have different rules. English has concepts of tense for subject verb agreement. According to Humaira (2015), the use of auxiliary always caused dissimilarities of verb form in both languages, because Indonesian language never used auxiliary in the sentences (p.37). For example in sentences “My Father is fat” the form is (S + auxiliary + P), but in Indonesian language only uses (S + P) without auxiliary, that is “ayahku gemuk”. Adjectives are

characterically used either predicatively or attributively as modifier within NP (Noun Phrase) structure. English has the formation of regular and irregular plural noun, for examples: (dog/dogs, house/houses) are regular plural noun, and (child/children, mouse/mice) are irregular plural noun. English also has gender pronoun that are various depend on their position in sentence not like in Indonesian language. On the other hand, Indonesian language will not be found such as those terms.

This research is proposed to analyze the errors which are made by students of senior high school. The researcher chooses senior high school because English is the main capital for senior high school students who will continue their education to college or choose to move to the world of work. The researcher chooses Al Hidayah senior high school because Al Hidayah is one of senior high school in Bangkalan under Islamic boarding school which still maintains its existence in modern times. This research focuses on syntactical errors in writing made by the students of Al Hidayah senior high school because the researcher wants to find out types of syntactical errors which are made by the students and the most possible factor which may affect the occurrence of those errors. Written language is choosen because writing is more formal and compact. It progresses logically with fewer digressions. The written language is expected to conform to a standard form of syntax and grammar.

1.2 Statements of the Research Problem

Based on the background of study above, the following research questions are formulated as follows:

1. What type of syntactical errors in the writing are produced by the students of Al Hidayah senior high school?

2. What are the possible causes of syntactical errors in the writing produced by the students of Al Hidayah senior high school?

1.3 Objectives of the Study

Based on the statements of the research problem, the objective of this study are:

1. To explain the type of syntactical errors in the writing produced by the students of Al Hidayah senior high school.
2. To find out the possible causes of syntactical errors in the writing produced by the students of Al Hidayah senior high school.

1.4 Significance of the Study

By conducting this study, theoretically, the result of this research is expected to give an additional knowledge of syntactical errors to help the readers to recognize the errors produced by the students of senior high school. The researcher also expects this study would help the readers to understand the factors that cause the syntactical errors.

Practically, the researcher hopes that the readers' understanding on this topic would help them to pay more attention on syntax when they apply English in their writing. The readers can make well-formed sentences and can correct ill-formed sentences. Then, the researcher hopes that this research can give contribution for people who need reference and comprehension about syntactical errors.

1.5 Scope and Limitation

The scope of this study is in the field of error analysis focusing on syntactical errors in narrative texts produced by the students of Al Hidayah senior high school in Bangkalan. Narrative texts of 15 students of first class (X grade) were analyzed. The researcher analyzed the types of syntactical errors and the causes of the errors in the writings of students of Al Hidayah senior high school. The researcher used two theories in this research, the first theory proposed by Dulay's (1982) to explain the classification types of syntactical errors and the second theory by Richards' (1971) to analyze the causes of the errors.