

CHAPTER I

INTRODUCTION

This chapter presents several sub chapters; they are background of the study, statements of the research problem, objectives of the study, significance of the study, and scope and limitation of the study. Those sub chapters will be explained as follows:

1.1 Background of the Study

Language has an important role in human life. People use it as a communication tool in order to make connection with others. Language is also used to deliver opinions, ideas, or feelings. As Steinberg (1993: 30) states that human beings have language. Widdowson (1996: 3) also says that language provides for present needs and future plans, and in the same time carries with it the impression of things past. The connection is related to various situations and conditions. Different situations and conditions require different treatment. Sometimes, the language users need to use another language rather than their native language in order to make adjustment. In other words, they need foreign language to make connection with foreign people.

Every language has its own grammar related to the syntactic structure. Some Madurese students often claim that writing English is difficult because of its complicated grammar. Their difficulty comes from the differences between the syntactic structure in organizing a sentence structure of Madurese and of English.

The writer has found Madurese sentence structure in English writing of Madurese students. This phenomenon shows that Madurese structure influences their thought in writing English sentences. Their thought is still in Madurese syntactic structure, thus, they will make some errors in their English writing (Davies, 2010: 274). Errors occur when the learners do not master the rules of a language (Brown, 1994: 205). Below is a brief introduction of both Madurese and English syntactic structure.

The basic Madurese and English sentence structure are the same, those are subject and predicate (S P), but different in syntactic categories (lexical and non-lexical categories) that can fulfill its function. In Madurese sentence, the predicate can be formed as noun phrase (NP) or prepositional phrase (PP) besides verb phrase (VP) and adjective phrase (AV). This role is different from English whose predicate is only in verb phrase (VP) form (Quirk et al., 1990: 53). This difference makes the students often miss the verb if its sentence has another phrase, for example, "*Kabedha'an neng kota biasanah rammeh*" into "*Situation in a city usually crowed*". This sentence should be added with to be (is) to produce the well-formed English sentence, "*Situation in a city is usually crowed*".

Related to tense and aspect, English language has tense and aspect in its syntactic role (Comrie, 1993: 10), whereas Madurese only has a signal time. This difference indicates that most students have difficulty in deciding the correct tense or aspect and the verb form in their sentences they write. In English sentence structure, if something happens in the past time, the sentence uses the past form. When it happens in the present time, the sentence uses the present form and for

the future actions, the future form is used. This rule is different from Madurese that uses the same verb form for past, present, and future. A sentence such as “*she study English last night.*” is not rare.

From that phenomenon the writer is interested to take this study because it is not only the problem of madurese students who learn English but also it is the problem of all the people who learn English as their second language. People who have already learned another language or L2, the sentence structure in their written form of L2 will be written as native sentence structure of L1. So, L1 influences the production of their L2. As Lado states that the grammatical structure of the native language tends to be transformed to the foreign language (1997: 58)

There are many studies about error analysis, but almost all of them only focus on the educational aspects and only describe the kinds of errors and the frequency of the errors’ occurrence, like the studies which are entitled *An Analysis of Lexical Errors in the English Narrative Writing Produced by the Tenth Grade Students of SMA Negeri 9 Surabaya in EFL Classroom (2014)*, *The Syntactic Transfer Errors Made by the English Department Students of Petra Christian University in Their Writing 4 Essays (2010)*.

Those studies are different with this study, the writer wants to describe the syntactic analysis to the English sentence of Madurese students who learn English as a foreign language and how Madurese, the students’ mother tongue and their daily language, can influence the student’s compositions. So, this study will

compare L2, the English as the foreign language to L1, the Madurese as the vernacular language.

The writer notices that many differences between the roles for constructing Madurese syntactic structure and English syntactic structure may cause different meaning of the L2. For example, “*We have been accepted the student from “X” college for three years*”. This error is not only in using the unnecessary verb-been but also in meaning. The pattern of present perfect tense in active sentence is has/have + V3. It is not necessary to add verb-been because it will change into passive meaning.

In analyzing syntactic structure, it deals with how to break sentence into their constituent parts. For example, a constituent called verb phrase may be analyzed into their smaller constituents, such as verb pattern, agreement subject and verb, etc. Furthermore, this study concerns with the syntactic errors or the errors that occur since the learners break the rule for constructing syntactic structure. If any syntactic structures break the correct rules, they are regarded as syntactic errors.

According to these explanations, the writer would like to know further influence of Madurese language on producing English sentence in learners’ writing. The writer’s study is conducted by analyzing the errors of English syntactic structure on the English sentences influenced by Madurese Syntactic which are made by the students of Annamirah English Course (AEC) Tanah Merah who use Madurese as their L1 and also have learned English in their L2

and explore the reasons for the errors occur so that why this study will be very important to be analyzed.

1.2 Statement of the Problems

Based on the background of the study above, this study will analyze the syntactic structure errors. The problems are formulated into the following questions:

1. What types of syntactic structure errors made by the students of AEC?
2. What factors cause the syntactic errors made by the students of AEC?

1.3 Objective of the Study

In the line with the previous statements of the research problems, this study has the following objectives:

1. To identify the types of English syntactic structure errors made by the students of AEC.
2. To find out the factors that cause the syntactic errors made by the students of AEC.

1.4 Significance of the Study

Theoretically, the writer expects that this study can provide a meaningful contribution to the linguistic study especially in analyzing the study of native language error on the English writing. It is also expected to be useful information for linguistic observers who are interested in studying and analyzing English grammar.

Practically, we know that Madurese structure influences students' thought in writing English sentences. Their thought is still in Madurese syntactic structure, thus, they will make some errors in their English writing. Errors occur when the learners do not master the rules of a language. So, the writer hopes that this study can also provide advantages for the lecturer especially in teaching English grammar at the English department of Trunojoyo Madura University.

Therefore, this thesis might be a way out for the lecturers to find out their students' weakness in terms of English grammar that occurs on the sentence structures. So, it has become a very important area of study in language teaching and learning English.

1.5 Scope and limitation

This case in this study is based on an observation of second language learners and an analysis of each of their writing tasks in the classroom. The scope of this study focuses on the syntactic error, one of the sources of errors made by foreign language learners, especially on syntactic error. Furthermore, it is analyzed based on English syntactic structures errors in phrases and word order that produced by the students on their writing.

The writer perceives that it is easy to observe the errors of the interference of L1 to L2 by focusing on the learner's writing since the writer notices that in writing, it is more possible to find significant interference of L1 to L2 of their production of sentence structure more clearly. So, the limitation of this study is syntactic errors on 19 compositions of Annamirah English Course students.