

CHAPTER I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

As social beings people have always been curious to learn languages. They make every effort to have communication with their own nations or with foreigners. One of the most widely used languages in the world is English. It is the mother tongue of more than 300 million people. Everyday of the week millions and millions of people right round the world are using English at work and in their social lives.

English is the first language of the United Nations and of many other international organizations. It is also the international language. When Heads of Government meet, English is the language most often used. When people of different nationalities meet, English is often the only common link between them.

A good command of English is a matter of vital importance to our career. We can get more chances or higher salary. That is why it is very important for us, Indonesians, to master English although it is only a foreign language. For this purpose, English is introduced to the first year students of SMP at the first time.

In Garis-Garis Besar Program Pengajaran (GBPP) SMP 1989 there are a lot of English grammatical items that should be learnt by SMP students. Furthermore, according to curriculum 1984 the objective of teaching English in SMP in

general is to develop communicative competence.

It is stated in GBPP of Curriculum 1984 for SMP that:

"Kurikulum Bahasa Inggris ini bertujuan untuk mengembalikannya pengajaran bahasa kepada ketertarikan dan fungsi komunikasi tersebut. Ini diupayakan dengan penjabaran kurikulum yang secara jelas bertujuan kemampuan komunikasi. Kurikulum ini menuntut bahwa dalam penyajian bahan pengajaran, bentuk-bentuk bahasa selalu dikaitkan dengan makna bentuk bahasa itu dan dengan pesan itu diterangkan dalam kaitannya dengan tugas dan fungsi komunikasi sesuai dengan konteks dan situasi berbahasa"¹.

It is clear that developing communicative competence is the main goal of teaching English at SMP. However the teaching of English grammar occupies most of the time allotted; Despite this fact, the students still have problems in them. Problems in grammar should be overcome by all students since grammar plays an important role not only in written language, but also in spoken language.

As we know there are two kinds of language skills. They are receptive and productive skills. Listening and reading have been said to be receptive or passive skills while writing and speaking have been said to be productive or active skills. Is there any relationship between these kinds of language skills? The answer is 'yes, there is'. If one does not master grammar in receptive skill, he can not understand the content of the passage he is reading. Even worse, he will misunderstand the information given. The same case may happen in productive skill, he can not produce and understand sentences in a language. He may have incorrect

¹Departemen Pendidikan dan Kebudayaan, Kurikulum SMP Bahasa Inggris- GBPP, Departemen Pendidikan dan Kebudayaan, 1984, p.1 (pendahuluan)

information. For example: If a person does not know how to apply the rule of passive voice, the other person to whom he is talking will interpret the information wrongly.

Based on the foregoing description, we can see how important grammar is in both receptive and productive skill. There is a close relationship between the mastery of both language skills. They can not be separated from one another. It goes without saying that "grammar permeates all language skill"²

As listed in GBPP, one of the grammatical items to be given in the fifth semester of SMP is Elliptical Construction. In this fifth semester, the students are expected to be able to construct, use and understand sentences in Elliptical Construction. In reality, many students still have problems with this construction.

In communication we often need to repeat the same information in our utterances. On the other side effective communication requires us to be economical in using words. This is where the importance of Elliptical Construction lies in communication. A person who has good communicative competence can use the Elliptical Construction appropriately and comprehend the information conveyed in statements using this construction.

Interested in analyzing the problems of Elliptical Construction faced by students, the writer would like to

²Christina Paulston, "Grammar", Teaching English as a Second Language Techniques Procedures. Winthrop Publisher, p.1

find out the kinds of errors they frequently make in this construction.

1.2 STATEMENT OF THE PROBLEM

In line with its background, the major problem of this study is formulated as follow:

"What kinds of error patterns do the third year students of SMP make in using Elliptical Construction?"

To guide to the answer of aforementioned major problem, the following subproblems are formulated:

1. What kinds of error patterns do the students make in using 'so'?
2. What kinds of error patterns do the students make in using 'too'?
3. What kinds of error patterns do the students make in using 'either'?
4. What kinds of error patterns do the students make in using 'neither'?

1.3 THE OBJECTIVES OF THE STUDY

This study primarily attempts to find out what kinds of errors the third year students of SMP make in using Elliptical Construction. The major objective is to find the error patterns of Elliptical Construction which are made by the third year students of SMP YPPI-I. This objective is broken down into the following four minor objectives:

1. to find out what types of error the students make in using 'so'.
2. to find out what types of error the students make in using 'too'.
3. to find out what types of error the students make in using 'either'.
4. to find out what types of error the students make in using 'neither'.

1.4 THE SIGNIFICANCE OF THE STUDY

The findings of this study are expected to be of some use for English teachers as feedback to improve their ways of teaching Elliptical Construction. Hopefully, they will be able to help the students to minimize their mistakes. The analysis of the errors hopefully can help SMP teachers to overcome their students' mistakes or errors. Besides that, the result of this study would reveal clearer information about how the students should learn Elliptical Construction in their efforts to master English as a foreign language.

1.5 ASSUMPTIONS

This study is carried out under the following assumptions:

1. The students have got the following tenses:
Present Tense, Present Continuous,
Past Tense, Past Continuous,
Present Future, Present Perfect,

Present Perfect Continuous.

2. The students have got the following auxiliary:
can, could, may, must, would, should.
3. The students have got agreement.

1.6 SCOPE AND LIMITATION OF THE STUDY

Knowing that Elliptical Construction is a broad topic, here the writer finds it necessary to limit it.

In this study, the material of the Elliptical Construction will be limited to the patterns of:

- ..., and so ...
- ..., too
- ..., either
- ..., and neither ...

The writer limits the study only on the SMP YPPI-I jalan Donokerto XI/18-20 Surabaya and the students that the writer observed are the third year students.

1.7 DEFINITION OF KEY TERMS

The writer feels necessary to include the definition of the following key terms in order to help the readers understand the idea presented in this paper.

Error

Error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.³

³William Morris, The Grolier International Dictionary, Inforonics, Inc, Maynard, Massachusetts. 1988

Common Error

The error which is most widely known or occurring most frequently.⁴

Subjective Type Test

Subjective test is a test in which students may give a variety of responses, each somewhat different from the other.⁵ In this case the students have to rewrite sentences and change them into Elliptical Construction.

Objective Type Test

Objective Test is one for which there is a specific correct response; therefore, whether the item is scored by one teacher or another, whether it is scored today or last week, it is always scored the same way.⁶ In this case, the students have to fill in the blank by using Elliptical Construction.

Ellipsis

An ellipsis is a clause or a phrase a part of which has been omitted. The omitted part is obviously understood and should be supplied to make the construction of the sentence or phrase grammatically complete.⁷

1.8 THEORETICAL FRAMEWORK

This study is based on the theory of error analysis.

⁴Douglas Brown, Principles of Language Learning and Teaching, Englewood Cliffs, Prentice Hall, 1980, p.165.

⁵Rebecca M. Valette, Modern Language Testing, Harcourt Brace Jovanovich, Publishers New York, 1977, p.10.

⁶Rebecca M. Valette, Ibid., p 10

⁷ Marcus Daely, Practical Grammar II. Unpublished Paper, Surabaya, Universitas Katolik Widya Mandala, 1980, p.1

Error analysis is the theory which observes, analyzes and classifies the errors that students make.

1.9. ORGANIZATION OF THE THESIS

This thesis consists of five chapters. Chapter I presents the background of the problem, statements of the problem, the objectives, the significance of the study, assumptions, scope and limitation of the study, definition of the key terms, the theoretical framework, and the organization of this study. Chapter II deals with the review of related literature and studies which are relevant to this study. Chapter III presents the methodology of the study which consists of the form of this study, the population and samples for this study, the instruments of this study, the procedures of collecting the data, and the data analysis technique. Chapter IV discusses data analysis, findings of the analysis and the interpretation of the findings. Chapter V is the conclusion which presents the summary of this study and some suggestions concerning the study.