

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents seven topics related to the study. Those topics cover research background, research problem, purpose of the study, significance of the study, scope and limitation, definition of key terms, and organization of the research.

A. Research Background

English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, diplomacy and scientific research (Nunan, 1999:18). Therefore English is used by many people in the world either as the first, second, or foreign language. So mastering English becomes the most important factors for people who do not want to be left behind the science and technology development.

In Indonesia, English is used as foreign language has become more important and popular since it used in the curriculum of education as one of the compulsory subject. It is mostly used in classroom teaching and learning process. It has been taught from the kindergarten until university. In this case, the students are expected to have English competence in the English component and English skills. The English components are grammatical structure and vocabulary, while the English skill are; listening, speaking, reading, and writing. Nevertheless, the status of English in Indonesia is only as a foreign language, it is not used in daily communication. It mostly used in classroom teaching and learning process.

Considering the status of English as a foreign language in Indonesia, implies the students' opportunity to develop their English skills may occur only in their English classes. Students may not be able to have adequate capability in using English in their environment that result in the lack of environment of their English. This causes them to make errors in using English skills and English component, especially in the productive skills that is writing and speaking.

As one of language skills, writing must be mastered by the students in language learning. In writing, many aspects are considered, such as organization of writing, grammar, punctuation, capitalization, and diction, are often scored in assessing writing. Thus, a good writing is that which has good scoring on those aspects. Grammar as one of the important parts in writing may play essential role in how the writing is presumed.

As we know that there are four types of sentences in English. Three of them have high frequencies; they occur in practically all kinds of written materials. The first three types are: simple sentences, compound sentences, and complex sentence. The fourth one is compound- complex sentences, which is relatively rarely constructed by beginning writers. Complex sentences as one of the sentences type that often used by the student in writing may play essential role in producing good writing. As complex sentences are often more effective than other sentences type, since a complex sentence indicates clearer and more specific relationships between the main parts of the sentence. Through complex sentences, we can put prominence on the idea that in a clause. We can also show, among other things, contrast preference, reason, and consequence. Thus, the flow of

thoughts will run much more smoothly, compared with a series of ideas expressed in simple sentences.

However it is not easy to make good writing using complex sentences. Some students often found some difficulties in organizing the good sentences. In the real practice of writing, it's not all students doing well. Some may face difficulties in various aspects, including grammar one. Those difficulties faced by students are what then become mistakes or errors.

In learning process, making errors is natural. It's also true that knowing the error can be very important. The mistakes or errors can be used as reference to know the progress of learning. In specific case, like writing class, it is quite difficult for teacher to discover any difficulties faced by students. Students won't be able to fully express their problem because they don't know how to start expressing what they haven't understood. Thus, knowing the error will be very helpful. Teacher can see the errors to evaluate what has been achieved and what is lack. By knowing the mistakes or errors, teacher can find specific problems or difficulties had by students and, further, improve the certain point that is lacking.

In STAIN Tulungagung, writing is a compulsory subject for English Department Students. It is considered as one prior skill to be mastered by the students. What they have learned needs checking. The fact is that on their level (second year students of English Education Program), they should have been able to construct simple, compound and complex sentences correctly, the students must have had the basis which could mean vocabulary and grammar rules. Thus,

it's necessary to know whether the students have achieved the level based on what they have learned or not.

One of ways to assess the students' understanding of applying the target language is by evaluating the students' writing. This writing task could be a kind of integrated learning process, in which grammar as a part of writing aspects could be assessed separately. In short, by analyzing these students' writing, teacher can have some input related to teaching-learning process, including any information about the students' grammar achievement, moreover, if the teacher focuses on studying any errors that the second year students of English Education Program of STAIN Tulungagung made. Through this study, the researcher focused on grammar, especially in complex sentences.

Based on the descriptive above, the researcher is interested in conducting a research dealing with students writing error. Accordingly, the research is entitled: An Error Analysis on complex sentences made by the second year students of English Education Program of STAIN Tulungagung in writing class.

B. Research Problems

Here are some research problems formulated by the researcher, in which this research tries to find the answer for the following problems.

1. What types of errors do the second year students of English Education Program of STAIN Tulungagung make in constructing complex sentence?
2. What is the frequency of occurrence of the errors in each type?
3. What deviation of complex sentences rules do the students make?

C. Purposes of the Study

Based on the research problem, the purpose of the study are:

1. To know the types of error made by second year students of English Education Program of STAIN Tulungagung in constructing English complex sentences.
2. To know the frequency of occurrence of the errors in each type.
3. To know the deviation of complex sentences rules made by the students.

D. Significance of Study

The result of the research is expected to give some important contribution to the following:

1. Students

By reviewing this study, students will know some errors they often made. They will learn from their errors and not to do other again next time they compose a writing or other language construction. It's hoped that the students become careful and paying attention more to grammar of language they try to construct, moreover on the errors commonly they have made. Although the students may haven't fully understand the errors meant, at least they know their difficulties which further can be discussed with their teacher to have better understanding.

2. Teachers

Sometimes, it's difficult to understand students' difficulties if the students themselves don't know the errors they've made. Teacher may use the result of the study to develop appropriate teaching technique for the students. Knowing students' weaknesses, teacher may focus more on developing the lacking aspect.

3. Future Researchers

The result of the study are expected to be a reference that is useful and beneficial for them in conducting further research about complex sentences.

E. Scope and Limitation of The Study

This study is limited to the students' errors in constructing English complex sentence made by the second year students of English Education Program. In this study, the term error is limited to any deviations found in the students complex sentences, whether it is an error or a mistake will be treated as an error. The writer classify the error based on surface strategy taxonomy proposed by Dulay et.al (1982 : 154) which is classified into omission, addition, misformation, and misordering.

The writer used the students' complex sentences in productive level which were obtained from the composition in the form of comparison contrast paragraph. The complex sentences that will be discussed in thesis are complex sentences covering all three dependent clauses: noun clause, adjective clause, and adverbial clause. Without ignoring the focus on English complex sentence, the present study also include any compound complex sentences that might exist in the students' composition.

F. Definition of Key Terms

The definition of key terms as follows:

1. Error

Error are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of language performance (Dulay, 1982:138).

2. Clause

Clause is a group of words containing a subject and a verb.

3. Sentences

A sentences is a group of words that consists at least a subject and a verb and express a complete thought.

4. An independent clause

An independent clause is a complete sentences. It contains the subject and verb of a sentence. It also called main clause (Azar, 1989:238).

5. A dependent clause

A dependent clause is not a complete sentences. It must be connected to an independent clause.(Azar, 1989:238).

6. Noun clause

Noun clause is a subordinate clause used as a noun. It functions as a noun in the sentences (Wishon,1980:174).

7. Adjective clause

Adjective clause is a dependent clause used as an adjective; it modifies a noun or pronoun. These clause are introduced by two different kind of words which always occur just after the noun that the clause modifies (Wishon,1980:165).

8. Adverb clause

Adverb clause is a dependent clause used as an adverb; it therefore can modify a verb, an adjective, a verbal, another adverb, or a sentences (Wishon,1980:155).

9. Complex Sentences

A complex sentence is a sentences made up of an independent clause and one dependent clauses connected to it.

10. Error analysis

Error analysis is a type of linguistic analysis that focuses on the error learners make (Selinker, 1994: 67).In this research, the error analysis is used as methodology of data analysis for its compatibility of data characteristic and the nature of the study.

G. Organization of the Research

The writer divides this research into five chapters, they are:

Chapter I is Introduction. This chapter presents research, research problems, purpose of the study, significances of research, scope and limitation, definition of key terms, and organization of the study.

Chapter II is review of related literature. This chapter presents any reviews of related literature, including the nature of writing in language learning, error analysis, and English complex sentence.

Chapter III is research methodology. This chapter presents research design, population, sample and sampling, data and data sources, data collecting method and instrument, and data analysis.

Chapter IV is research finding and discussion. It presents research findings, and discussion.

Chapter V is the last chapter. It presents conclusion and suggestion of the study.