

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a system and means of communication. There is no human life without communication, because human beings are social creatures, so they must communicate and they use language as a tool to communicate. Through language, we can express our ideas, feelings or emotions to other people. Everybody who wishes to be part of human society has to be able to communicate. Mills (1798:4) defines communication as a process of sharing with another person, one's knowledge, interest, attitudes, opinions, feelings, and ideas.

The students who are learning English must also learn the underplaying cultural rules that guide conversation in the environment where they will be speaking. This strategic competence has been described as the use of verbal and nonverbal communication strategies to enhance the effectiveness of communication or compensate for breakdowns in communication due to performance variables or insufficient competence (Canale and Swain, 1980).

Conversation also occurs through interactions where learning takes place, not only because learners generate language input and output but also because of the fact of using a language which they have not yet mastered and forces them to reflect upon language form and use to maintain the flow of their conversation. One

of the traces metalinguistic reflection is the use of side-sequence in solving interactional problem.

In fact the study of errors is not something new. There are many previous researchers who have conducted studies concerning with errors. The study involved increasing number of linguistic, psycholinguistic, and educators that have contributed the light of the second or foreign language learning process. Errors have important rule in the study of language acquisition and they are believed to contain valuable information about the strategies that learners use to acquire the language (Lado, 1981). Therefore errors always occur although learners have learned for years. The same phenomena also occurs at junior high school level.

Based on the writer experience, some of the students in SMPK St. Theresia Kupang always make many errors in learning a foreign language both in written and oral forms. For example in speaking, they do not know that it is their turn to speak and the lack of vocabulary in their mind make them a little bit nervous or shy when they want to talk something because they are affraid to make error. And they choose to be quiet. But most of them are brave to speak. Eventhough they realize, when they talk about something with their friends, they make many errors. What they have in their mind “it’s okay when I’m talking and there’s many errors in each sentence I make but as long as you understand what I’m talking about, it is not problem”. They do not think more about errors in grammar. Error has an important role in the study of language acquisition; because they are believed to contain valuable information about the strategies that the learners use to acquire a language

(Richard, 1984). Error is also associated with the strategies that learners use to communicate in a language.

Based on the description above the writer would like to conduct the study with the title: **"An Analysis of Grammatical Errors in English Conversation of the Eighth Students of SMPK St. Theresia Kupang in the School Year 2015/2016"**.

1.2 Statement of the Problems

The statement of the problems are as the following:

1. Do the eighth grade students of SMPK St. Theresia Kupang in the school year 2015/2016 commit grammatical errors in conversation?
2. What are the types of grammatical errors committed by the eighth grade students of SMPK St. Theresia Kupang in the school year 2015/2016 in conversation?
3. What is the most type of grammatical errors committed by the eighth grade students of SMPK St. Theresia Kupang in the school year 2015/2016 in conversation?

1.3 Objective of the Study

The following are the objectives of the study:

1. To identify and describe whether the eighth grade students of SMPK St. Theresia Kupang in the school year 2015/2016 commit errors in English conversation.
2. To identify and describe the types of grammatical errors committed by the eighth grade students of SMPK St. Theresia Kupang in the school year 2015/2016 in English conversation.
3. To identify and describe the most type of error committed by the eighth grade students of SMPK St. Theresia Kupang in the school year 2015/2016 in English conversation.

1.4 Significance of the Study

The writer considers that the result of this study provides valuable information for the following parties:

1.4.1 For the teachers:

1. The teachers can identify the area of the errors that students often make in conversation.
2. The teacher can improve the teaching learning process by applying a method which is based on students' need in order to minimize students' error in speaking.

1.4.2 For the writer

This study will be a way in order to help the writer herself to expand her knowledge about how to analyze students' errors in conversation.

1.4.3 For the students

The students can improve their English especially speaking ability.

1.5 Scope and Limitation of the Study

There are two types of errors, namely oral and written errors (Richards 1974). This study is about analysis on grammatical errors in conversation. It does not describe the whole theoretical concepts of errors. The writer limits the study only on the errors based on surface strategy taxonomy that refers to omission, addition, missformation, and missordering in English conversation.

1.6 Definition of Terms

In this section, the writer would like to give the definitions of some terms in order to help the reader to understand this study.

1. Errors

Errors are flawed side of learner's speech and writing. They are those part of conversation and writing that deviate from the selected norm mature language performance (Dulay; 1982: 13). In this study errors mean the flawed side happening in applying the correct form in speaking.

2. Error analysis

Errors analysis in the study is to analyse of the errors made by the second and foreign students. Error analysis may be carried out in order to.

- a. Find out how well someone knows a language
- b. Find how a person learns language
- c. Obtain information is common difficulties learning. (Richard et al 1985:2)

3. Grammatical

A phrase, clauses, or sentence which is acceptable because it follows the rule of a grammar is described as grammatical (Richard, 1992: 16). In this study all the “phrases, clauses or sentences” in speaking which are acceptable because they are correct according to the grammar.

4. Conversation

Conversation is the way people are talking with each other, just for the purpose of talking, as a form of “sociability” or it can be used to indicate any activity of interactive talk, independent of its purpose (Ten Have, 1999;3).

A two way exchange of information which is regarded as significant consideration to obtain active ability in speaking. It is communication between two or more people in which the participants are both hearers and speakers having to react to what they hear and make their contribution at high speed through conversation (Kolin, 2012)

5. SMPK St. Theresia Kupang

SMPK St. Theresia Kupang is the one of Catholic Junior High Schools located in Jenderal A. Yani street, Kupang East Nusa Tenggara Province.