

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Communication is the process of transferring the message. It cannot be separated from the language because language has an important role in human's life, such as thinking, communicating ideas, and negotiated with the others. Sapir (1921: 8) says "Language is purely human and non instinctive method of communicating ideas, emotional, and desires by means of system of voluntarily produced symbols".

Language has been defined in various ways by linguists and others. Language is primarily an instrument of communication among human beings in a community. As a tool of communication, language is closely related to human life and it influences all aspects of human life (Lewis & Hill, 1985, p.). In Gomes, (2009). Language in its common, pervasive, representative and apparently central manifestation involves oral-aural communication, arbitrary in their association to particular meanings and units and arbitrary in their particular shape for a given language.

Canale in (Gomes, 2008: 2) outlines four major components of communicative competence: *grammatical competence*, including knowledge of vocabulary, rules of words and sentence formation, linguistic semantics, pronunciation and spelling;

Sociolinguistic competence, including rules of appropriateness of both meanings

(allowable messages) and grammatical forms in different sociolinguistic contexts; *discourse competence*, the knowledge required to combine forms and meanings to achieve unified spoken or written texts; and *strategic competence*, knowledge of verbal and non-verbal communication strategies that may be called upon to compensate for limitations in one or more of the other areas of communicative competence.

In addition, people also have to know what so called language skills. These skills ease them to communicate. They are the media of communicating. They are listening, speaking, writing, or reading.

Most communication among person is interactive. Put two or three people together, introduce them communication begins. Gamble (1984: 4) defines communication as strategy of two way connection which is used by participants to related with others in interpersonal (one to one), small group (one to a few) public (one to many) participants. The purposes of two-way connection are transferring of meaning, sharing information and belief, exchanging idea and feeling, making plans and solving to a friend, lover, relatives and audience which communication take places. Communication then is considered as a significant part of life because it is essential in helping us to initiate, develop, control and sustain our contact with others.

One of important element in conervation is grammar. English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes in their learning especially in speaking. But,

sometimes the teacher did not aware about students' mistakes. Then the students made their mistakes repeatedly because they do not have the correction and it was what we have called as error.

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors and sometimes mother tongue interference also became one of the caused.

Errors in language learning are natural. Therefore, when the teachers teach in the school, they will find many phenomena; they will find many students who have good speaking in English conversation, many students who have middle speaking, and maybe they will find many students who have low ability in speaking in English conversation. According to the explanation above, it is important that the teacher gives error analysis in students speaking especially in conversation. Error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking skill.

Although errors are bad things in learning English, error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the source or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teachers, it is required to evaluate themselves whether they are successful or not in teaching English.

Based on the explanation above, the writer interested in analyzing student's speaking especially their grammatical errors in English conversation. The writer would like to carry out a research under the title **“AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN ENGLISH CONVERSATION (A Case Study on the Eleventh Grade Students of SMA N 4 Kupang in the School Year 2014/2015)”**.

1.2 Statement of Problem

Based on the background above, the writer would like to conduct the study to answer the following two questions:

1. What are the kinds of grammatical errors in English conversation made by the eleventh grade students of SMA N 4 Kupang in the school year 2014/2015?
2. What are the most grammatical errors occurred in the English conversation made by the eleventh grade students of SMA N 4 Kupang in the school year 2014/2015?

1.3 Objectives of the Study

The objectives of this study are formulated in the following statements, there are also two objectives.

1. To find out the kinds of grammatical errors in English conversation made by the eleventh grade students of SMA N 4 Kupang in the school year 2014/2015.

2. To find out the most grammatical errors occurred in the English conversation made by the eleventh grade students of SMA N 4 Kupang in the school year 2014/2015.

1.4 Significance of the Study

In this part the writer would like to present the significance of the study that are considered beneficial for:

- a. The writer

To help the writer expand her knowledge more about error in English conversation.

- b. English teacher

This research can give a reference to select the better ways in teaching process especially English conversation abilities of students by giving them more chance to speak in the classroom.

- c. The Students

Through this study, the students know their errors especially in English conversation and hope the students will not make errors and mistake in English speaking that are shown in their conversation.

1.5 Scope and Limitation

This study is about error. It focused on the errors produced by the eleventh grade students of SMA N 4 Kupang in English conversation. The writer used

linguistic category taxonomy to analyze the students' errors. They are: syntax and morphology (grammar).

1.6 Definition of Terms

To avoid readers misunderstanding, some key terms are defined as the following:

1. Conversation

A usually informal talk, especially by two, three, or more people. It is the ideal form of communication in some respect, since they allow people with different views on a topic to learn from each other and exchange information (Kerry Patterson, 2002:42).

In this study, conversation means informal talk made by the eleventh grade students of SMA N 4 Kupang.

2. Grammar

It is the patterns of arrangement of words in sentences and the patterns of arrangements of parts of words into words (Lado, 1961: 142)

This study seeks the patterns of grammar in conversation of the eleventh grade students of SMA N 4 Kupang.

3. Error Analysis

4. It is the detailed study or examination of something in order to understand more about it or a careful examination of a substance in order to find out what it consist of (Hornby, 2005:49).

This study conneted with the error analysis in conversation made by the eleventh grade students of SMA N 4 Kupang.

5. Errors

They are flawed side of learner speech or writing which deviates from some selected norm of mature language performance (Dulay, Burt and Krashen, 1982: 130).

In this study, errors are deviation from the selected norms which happened in conversation made by the eleventh grade students of SMA N 4 Kupang.

6. SMA N 4 Kupang

SMA N 4 Kupang is one of the Senior High Schools in Kupang, which located in Jl. Adisucipto-Oesapa, Kupang.