CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is the system of sounds and words used by humans to express their thoughts and feelings (Hornby, 1995: 663). There is no human life without communication; because human beings are social creatures, so they must communicate and they use language as tool to communicate. Other meaning of language that it is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. Through language, we can express our ideas, feelings, or emotions to other people either spoken or written form.

Communication skill is something that needs to be achieved by every student in learning English. Students must actively work on communication to improve their skills in communication and must practice intensively.

In communication, sometimes the students are hesitant and nervous which make them forget what to say or lose focus. And they don't know that it's their turn to speak or don't know the strategies interlocutor use to indicate they are following the conversation. The 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 in sufficient competence (Canale and Swain, 1980).

One of the important elements in communication 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 communication. 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 error.

Furthermore, it is one of the problems that the students in many schools especially in junior high schools are still confused to communicate well in English. The writer assumes that the same difficulty might be faced by many junior high school students including the eighth grade students of SMPK St. Theresia Kupang.

In this study, the writer focuses on Errors. 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 the learners use to communicate in a language.

Based on the description above, the writer would like to conduct the study with title **"An Error Analysis in the Conversation of the Eighth Grade Students of SMPK St. Theresia Kupang in the School Year 2016/2017"**

1.2 Problem Statements

There are two points that are analyzed in this study, and they are formulated in the following questions :

1. What are the types of errors that occured in the conversation of the eighth grade students of SMPK St. Theresia Kupang?

2. What is the most common type of error that occured in the conversation of the eighth grade students of SMPK St. Theresia Kupang?

1.3 Objectives of the Study

Going the line with the problem statements above, the objectives of the study are formulated in the following :

1. To describe types of errors that occured in the conversation of the eighth grade students of SMPK St. Theresia Kupang.

2. To describe the most common type of error that occured in the conversation of the eighth grade students of SMPK St. Theresia Kupang.

1.4 Significance of the Study

In this part, the writer would like to present the significance of the study that are concidered beneficial for the study.

1. The Writer

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

2.   English Teacher

This research can give an input to the English teacher to pay more attention about students' grammatical errors in conversation.

1.5   Scope and Limitation

This study is about analysing errors in the conversation. There are some taxonomies that can be used to analyze errors such as linguistic category taxonomy, surface startegy taxonomy, comparative taxonomy, and communicative effect taxonomy. This study focuses on the errors produced by eighth grade students of SMPK St. Theresia in English conversation. The writer uses Surface Strategy Taxonomy because it concetrates on the ways in which surface structures are altered so that it can be understood easily. This strategy consists of 4 aspects: omission, addition, misformation, and misordering.

1.6   Definition of Terms

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

1.   Analysis

An analysis is a way of determining or describing something by separating it into component part (Gunn, 1975: 15). In this study, analysis means that in the process of analyzing by dividing or breaking data into parts so it can be clearly understandable.

2. Error

   Error is actually the flawed side of learner speech or writing (Dulay, 1982: 138). Error in this study means the error in conversation commited by the eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017.

3. Erros Analysis

   Error Analysis is the process of determining the incidence or occurence, nature, causes and consequences of unsuccessful language learning (James 1998: 1). Error analysis in this study means that the writer will analyzes the errors in conversation made by the eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017.

4. Conversation

   Conversation is a usually informal talk with somebody about something (Hornby, 1995: 254). In this study, it means that students will make the conversation in front of the class.

5. SMPK St. Theresia Kupang

   SMPK St. Theresia is one of the private junior high schools that is located on Jl. Jend. Ahmad Yani 52A Kupang.