

CHAPTER I

INTRODUCTION

This chapter presents some points to introduce this thesis. This chapter consists of; background, statement of problem, research significant, clarification of key terms and writing organization.

1.1. Background

In Indonesia, English is taught as a foreign language. It has been learned by the students since they were in the basic level of education. When students learn it, they focus on mastering four language skills (listening, speaking, reading and writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are to be improved in the process of teaching and learning English.

English conversation needs good pronunciation and hard thinking when the students produce utterances combined to form phrases and sentences. Some mistakes are made when they do not understand well about the role of English. Many of them commonly make syntactic mistakes or even errors in their learning. However, sometimes the teachers do not aware about students' mistakes. Then the students make their mistakes repeatedly because they do not have the correction and it is what we have called as errors.

When we are communicating by using language, language errors and mistakes often occur. It can be illustrated from an example, when someone says "She conduct a research there". The verb used in the sentence should not conduct but conducts- by adding-S. This kind of Errors or mistakes can be carried out by native speakers of the language or

by second language learners.

Errors and mistakes are two terms that are used for two different things. Not all of ungrammatical sentences are errors. James (1998) defines term mistake here as a mistake that still can be corrected by the speaker. While errors can't be corrected; "Now we refine the definition of error as being an instance of language that is unintentionally deviant and is not self-correctible by its author. A mistake either intentionally or unintentionally deviant and self-correctible" (as cited in Tarigan, 2009: 18).

James (1998) says that the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on another hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error (as cited in Fajariani Emmaryana, 2010: 22).

At the beginning of the researcher's observations in Babus Salam Islamic Education Cenetr, a modern boarding school that enforces the use of a bilingual languages (Arabic and English) in every day conversation for its students, the researcher found some students in Babus Salam, who are second language learners, produced some sentences with grammatical errors, regardless of whether it is an error or mistake. The researcher found sentences with incorrect grammar produced by the students in Babus Salam boarding school. However, this initial observation of the researcher can not distinguish whether the ungrammatical sentence produced by them is a mistake or error.

Therefore, the researcher is interested in further investigating whether the sentences produced are kind of error or mistake, especially at the level of syntax by using direct conversations with several students in Babus Salam boarding school.

The students of UIN Sunan Gunung Djati Bandung have several times examined the ability of students in English language. In 2002, Ali conducted research on

the ability of students in speaking English at English education in Tarbiyah Faculty. After analyzing English conversational student, he concluded that there were some materials speaking in the syllabus to be refined or enriched about elaboration, namely syntactic material.

Emmaryana (2010) has done a research on the grammatical errors in the students' writing of the first year students of SMA Negeri 1 Cigudeg in Bogor. After analyzing English grammatical of the student, he concluded that mother language has influence more to their second language.

Soderlind (2008), has done a bachelor thesis research about capital mistakes (the analysis of mistakes in the written production of advance learners at university level with focus on the use of capital letters). After analyzing mistakes in capital letter, he concluded that many students doesn't know more in what kind of words that should use capital letter.

Those research above are about the faults in language, regardless whether it is an error or mistake in writing or even in speaking. This research is based on primary theory about mistakes and errors based on the theory of James (1998) and the theory Aarts (1997) on syntactic categories and Quirk (2012) regarding the syntactic function, and many other theories of syntax that can support this research. Therefore, For this research, the researcher decide to conduct the research entitled "Syntactic mistakes and errors in students conversation at Boarding School Babus Salam Islamic Education Center ".

1.2. Statement of Problem

Based on background above the researcher identifies the following problems:

1. In what syntactic function do the errors in the students' conversation at boarding school Babus Salam Isamic education center occur?

2. In what syntactic function do the mistakes in the students' conversation at boarding school Babus Salam Isamic education center occur?

1.3. Research Significant

The purposes of this research are to:

1. To find out the mistakes produced by the students in Babus Salam and to know they appear based on syntactical function.
2. To find out the errors produced by the students in Babus Salam and to know they appear based on syntactical function.

1.4. Clarification of Key Terms

Syntactic error is a deviant in syntactic functions that can't be corrected by the speaker.

Syntactic mistake is a deviant in syntactic functions that still can be corrected by the speaker.

1.5. Writing Organization

The thesis consists of five chapters. The first chapter presents some points to introduce the thesis. This chapter consists of; background, statement of problem, research significant, clarification of key terms and writing organization. The second chapter provides the theories used to analyze research finding, this chapter consist some theories of syntax, syntactic categories, lexical categories, non-lexical categories, syntactic function, syntactic structures, the differences between error and mistake and conversation. The third chapter presents some methods used to analyze the research and some steps in doing the research. This chapter consists of research design, research site and participants, data, source of data, technique of collecting data and technique of analyzing data. The fourth chapter presents working through collected data of the thesis. The data finding is divided into syntactic errors and syntactic mistakes. Then, syntactic errors divided into seven sections depend on each syntactic function. Syntactic mistakes divided into four sections depend on each syntactic function. The fifth chapter is the last chapter consists of conclusion and suggestion.

