

CHAPTER I

INTRODUCTION

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1.1 Background of the Problem

School is a place where formal education takes place. Here, the students also learn foreign languages, such as English. English is taught as a compulsory subject to high school students because English is considered to be important in Indonesia. At school the teachers teach their students to learn English through developing various kinds of language skills. Those skills are : Reading, Listening, Speaking, and Writing.

Among those skills, according to the 1994 Syllabus of General Secondary School (SMU), reading plays an important role in the English language teaching in Indonesia. Although the reading skill is emphasized, it does not mean that the other skills are neglected.

Besides reading, listening, speaking and writing the students should master the language components : pronunciation, structure and vocabulary. It is stated in the Meaningfulness Approach or it is called the "Pendekatan Kebermaknaan" in the "Garis-Garis Besar Program Pengajaran (GBPP). In practice, most Senior High School English teachers consume much of their time in teaching reading.

It is also realized that the teaching of structure is not a major objective at the SMU but, anyhow, it cannot be neglected. The investigator, in the respect, happens to teach English at SMUK Santo Stanislaus. In the 1994 English Syllabus it is not stated that compound indefinite pronouns as one of the sub topic of English that the first year student should master, but it appears in every chapter of the students' text book.

Compound Indefinite Pronouns as one of English structure often confuse the students. However, it is difficult for the teacher to concentrate on which element when teaching the pattern of Compound Indefinite Pronouns. To avoid irrelevance, it is important for us to talk about Compound Indefinite Pronouns first. Compound Indefinite Pronouns are a part of Indefinite Pronouns. Porter G. Perin (1972 :136) defines Indefinite Pronouns as pronouns used to refer to any one or more of number of persons or things. They are, all another, any, anybody, anyone, anything, both, each, either, few, everybody, everyone,

everything, many, neither, nobody, no one, nothing, one, oneself, other, several, some, such, somebody, someone, and something. George O. Curme (1966 :15) defines Indefinite Pronouns as pronouns used to convey an Indefinite or general impression.

R.W. Zandvoort (1975 :183) says that the Compound with - one (someone, anyone, everyone, no one), the compound with - body (somebody, anybody, everybody, nobody) the Compound with - thing (something, anything, everything, nothing) are Compound Indefinite Pronouns.

Instead of calling Compound Indefinite Pronouns, Geoffrey Leech & Jan Svartvic (1973 : 282) use such a term as Quantifier Pronouns because they denote quantity or amount. These Quantifier Pronouns have either personal or non personal reference. Personal reference are : everybody, everyone, somebody, someone, anybody, anyone, nobody and no one and Non personal reference are : something, anything and nothing.

This thesis concerns the analysis of errors with the use of compound Indefinite Pronouns. The purpose of this thesis is to understand Compound Indefinite Pronouns in deeper way, and the sources of mistakes produced by the first year students of SMU.

1.2 Statement of the Problem

In line with its background, the major problem of this study was formulated as follows :

“What types of Compound Indefinite Pronoun patterns are most frequently misconstrued by the first year students of SMUK Santo Stanislaus Surabaya ?”

1.3 The Objective of the Study

The major objective of this study is to determine of the elements of Compound Indefinite Pronouns pattern which had been mostly misconstrued by the first year students of SMUK Santo Stanislaus Surabaya. To achieve this major objective, this was to achieve the following sub objective:

1. to determine the wrong construction of some and any
2. to determine the wrong construction of not - negation
3. to determine the wrong construction of every - series

4. to determine the wrong construction of negative items
5. to determine the wrong construction of some - series
6. to determine the wrong construction of no - series

These types of errors will then be ranked according to their frequency of occurrences.

1.4 The Significance of the Study

The findings of this study are expected to be used by the English teachers as feed back to improve their ways of teaching Compound Indefinite Pronouns. Hopefully, by so doing, they will help their students minimize (if not get rid of) making errors in Compound Indefinite Pronouns. This is in line with what Wagiman (1987 :14) says in his article "The Acquisition of English Simple Past Tense by Indonesian Students : an Error Analysis", "better information on the errors a student makes will help the teacher in the making of decisions on the types of assistance given."

As for the field of language teaching research, the findings of this study will, hopefully, support Corder's statement (1967), that "errors provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language." Hopefully, the result of this study would give us better information about how students learn English Compound Indefinite Pronoun patterns in their efforts to master English as a Foreign Language.

1.5 The Assumptions

This study was carried out under the following assumptions :

1. The students have mastered the Simple Present and Past Tenses because this study includes the students ' ability to form Compound Indefinite Pronouns in the Simple and Past Tenses.
2. The students are able to construct simple active sentences in the Simple Present and Past tenses of which the word order is "Subject + the infinitive without to (+ s for the third person singular) "and "Subject + the past in the verb," because this study

demands the students' ability to construct Compound Indefinite Pronouns of which the statements are in the simple active sentences.

3. The students have mastered the Question words questions as well as Yes - No questions.

1.6 The Theoretical Framework

This study was based on the theories of Contrastive Analysis, Error Analysis, and Interlanguage, since these theories deal with errors of Second or Foreign Language learners.

1.6.1 Contrastive Analysis

According to Dulay et al. (1982, Contrastive Analysis) treatment of errors is based on a comparison of the learner's native language and target languages. Differences between the two were thought to account for the majority of an L2 learner's errors, (Heidi Dulay, Marina Burt and Stephen Krashen 1982 : 140) . Consequently, it believed that "most second language learners' errors would result from their automatic use of L1 structure when attempting to produce the L2" In short, L2 learners' errors are mostly caused by the interference of their native language.

SMU students can be categorized as the students who get English from the Junior High School but still make some errors. Their errors might be mostly caused by the interference of their first language. Therefore, this theory is discussed in this study although "present research results suggest that the major impact the first language has on second language may have to do with accent, not with grammar on syntax, Heidi Dulay (1982 : 96). It is underlined by Taylor and Marton's opinions quoted by Rod Ellis (1986) in his book "Understanding Second Language Aquisition".

Taylor (1975) says that the errors produced by the elementary students rely on transfer ; while Marton (1980) says that interference of the first language will always be present in classroom of foreign language learning.

1.6.2 Error Analysis

Error Analysis treats errors as systematic deviation due to the learner's still gradually building an L2 rule system (Dulay, Burt and Krashen 1982 : 138-139). There are three sorts of error studies which have the same general conclusion: "The majority of errors made by second language learners are not interlingual , but developmental (Burt and Krashen 1982 : 73). They are Proportion studies, Quasi - proportion studies and occurrence studies. Proportion studies classify and count errors of which the researcher is able to state in quantitative terms the relative proportion of each error type. Quasi proportion studies analyse and classify errors of which they permit qualitative estimates about the proportion of interlingual and developmental errors. Occurrence studies report the occurrence of particular developmental or interlingual errors Dulay, Burt and Krashen (1982:174).

1.6.3 Interlanguage

In the Interlanguage Analysis, as quoted by Croft (1980), Sridhar says "the learner's deviations from the target language norms should not be regarded as desirable errors or mistakes ; they are inevitable and a necessary part of the learning process" Kenneth Croft (1980 : 85).

According to Selinker (1972) , there are five processes which are central to language learning, namely language transfer, transfer of training, strategies of second language communication, and overgeneralization of target language linguistic material. Each process forces fossilizable or error material upon surface interlanguage utterances (Larry Selinker 1974 : 37).

In this study, this theory is used to see the students' errors which were caused by their wrong learning strategies, such as omission errors, addition errors, misuse errors, and misordering errors.

1.7 Definition of Key Terms

To avoid misunderstanding, it is necessary to explain briefly the following key terms used in this study, namely : errors and Compound Indefinite Pronouns, Quantifiers : some , any and every and their combinations with - body, one , thing.

1.7.1 Errors

Chomsky (1965) as quoted by Dulay et al.(1982 : 139) divides that errors according to the cause into two, namely :

- (1) Performance errors which are caused by fatigue and inattention.
- (2) Competence errors which are caused by lack of knowledge of the rules of language.

Corder (1967), as quoted by Dulay et al., identifies that performance errors as mistakes, and defines that the term “errors” as the systematic deviations due to the learner’s still developing knowledge of the L2 rule system. While Dulay et al., who do not restrict the term “error” to competence based deviations identifies that error is any deviation from a selected norm of language performance, no matter what the characteristics or causes of deviation might be. In this study, errors refer to deviations of Compound Indefinite Pronouns made by the respective students. Thus, there is no distinction between the terms “errors” and “mistakes”.

1.7.2 Compound Indefinite Pronouns

Zandvoort (1975) in his book “A Handbook of English Grammar” says that compound with - one (someone, anyone, everyone , no one) , the compound with - body (somebody , anybody , everybody , nobody), the compound with - thing (something , anything , everything , nothing) are Compound Indefinite Pronouns. In this study , what the writer means by “Compound Indefinite Pronouns” are the combination of Indefinite Pronouns or instead of calling compound indefinite pronouns, Geoffrey Leech and Jan Svartvik (1973:282) use such a term as Quantifier Pronouns because they denote quantity or amount. Consequently, errors in compound indefinite pronouns are deviations from any of the compound indefinite pronoun elements, such as

misconstruction of some and any, misconstruction of not - negation , misconstruction of every - series , misconstruction of negative - items, misconstruction of some - series and misconstruction of no - series.

1.8. Limitation of the Study

There are several elements needed to form a compound Indefinite Pronouns correctly and deviation from any of these means making errors in Compound Indefinite Pronouns.

Indeed, all tenses can be used in constructing Compound Indefinite Pronouns ; however, when I observed the students test results given by the teacher, I found that the most mistakes the students made are in Every - series , Any - series and the negative items or No - series. Consequently, the students should master these compound Indefinite Pronouns. So, they would be able to master other Compound indefinite Pronouns easily.

This study examines only those that the students had already got, namely: some and any, somebody, something, everything. No one, anybody, all, several, everybody, everyone and anything.

In line with the objective of this study , this study is limited to the discussion of the elements of Compound Indefinite Pronouns pattern which had been misconstrued by the first students of SMUK Santo Stanislaus Surabaya along with my interpretation of the findings and my suggestions related to the study.

1.9 Organization of the Thesis

This thesis consists of five chapters. Chapter I presents the background, the problem, the objective and significance, the assumptions, the theoretical framework, the definition of the key terms, the limitation and the organization of the thesis. Chapter II deals with the review of related literature and studies, which are relevant to this study. Chapter III presents the methodology of the study, which consists of the subjects, the data, the procedures of data analysis. Chapter IV discusses the interpretation of the findings. Chapter V is the conclusions concerning the study.