

CHAPTER I

INTRODUCTION

1.1 Background of the study

As human beings, people want to communicate not only with their own society but also with others or foreigners. One way to communicate with foreigners is by using languages often used by a large number of people in the world. As Hiller states that language is a socially shared means for expressing ideas in words whether written or spoken¹). By using the language, we can improve ourselves in communication and we can involve participation of other people in the world.

Among the languages in the world, English is one of the International languages, used largely by people in the world. English is a tool which is used to communicate with foreigners and to involve participation of other people outside the country. One way to know and to be able to use a foreign language is by learning the language. We all know and realize that learning a foreign language, for example English, does not merely mean learning the sound system of the language. It is more than that; the sentence

1) John R. ~~Musa~~. Language Handbook : Concept, Assessment, Intervention, Prentice Hall, Inc, Englewood, New Jersey., 1978, p.17

structure must also be learned, because we cannot produce the foreign language if we are not able to construct the sentences.

English has a sentence pattern, the same as the other languages, and the elements of the sentences are subject, predicate, and object. There is a primary distinction among subject, predicate, and object. The subject of the sentence is a noun which has a close general relation to 'what is **being** discussed', the 'theme' of the sentence²). The predicate of the sentence is the verb or auxiliary that comes after the subject, and the object is a noun that comes after the predicate or auxiliary. Both subject and object have the same function as noun.

There are various types of sentence subjects in English. For example, the subjects of English sentences can be derived from Parts of speech of which their function has changed into nouns, like:

PRONOUNS: We use 'he' for male and 'she' for female for the third person singular. E.g: "**She** is my friend" or "**He** likes pizza". In Indonesian, we are not familiar to mention 'dia laki-laki' or 'dia perempuan', we usually use the name of the person to identify female or male. E.g:

2) Randolph Quirk and Sidney Greenbaum, A University Grammar of English, Longman Group Limited, England, 1955, p.11

"Ani adalah teman saya" or "Budi suka pizza".

PROPER NOUNS: A name given to one particular person or thing and it is not more than one person or thing.

E.g: "**Barry** visited Mary last week". In Indonesian, we also use the proper noun, but we do not change the verb that follows the subject according to the tenses. **E.g:** "Barry mengunjungi Mary minggu yang lalu". (Indonesian does not have another form for 'mengunjungi' for Past Tense).

NUMERALS: A word reflects number. **E.g:** "**Thirteen** brings bad luck". In Indonesian, we cannot say "Tiga belas **membawa** sial", instead of "Angka **tiga belas** membawa sial". It means that in Indonesian we have to add the word 'angka' while in English we do not necessary to say 'number thirteen' instead of 'thirteen'.

COMMON NOUNS: We can use common noun whether singular or plural. **E.g:** Monkeys are animals (The word 'monkeys' is plural). In Indonesian we do not say "Kera-kera adalah binatang", but we have to say "Kera adalah binatang".

ADJECTIVES: An adjective can change into a noun. **E.g:** "**Blue** is interesting". In Indonesian, we cannot say "Biru menawan", but we have to say "Warna biru menawan", while in English we do not necessarily add the word 'color'

into 'blue', like 'Blue color is interesting', instead of 'Blue is interesting'.

ADVERBS: An adverb can be changed into a noun. E.g: "Today is children's day". In Indonesian, we have to say "Hari ini adalah hari anak-anak". We do not say "Ini adalah hari anak-anak". In this case, we translate the word "today" into "hari ini" that contains two words i.e: "hari" and "ini".

GERUNDS: A noun derives from a verb + ing. E.g: "Reading is my hobby". From that sentence the word 'reading' functions as a noun derives from a verb 'read' + 'ing', while in Indonesian, we cannot add the word 'baca'+ 'ing' instead of the affix 'me'+ 'baca' so it will be "Membaca adalah hobi saya".

INFINITIVES: A noun derives from a verb. E.g: "To save money now seems practically impossible". For that subject, we have to add 'to' to the verb 'save' in order the verb changes into a noun, while in Indonesian we cannot add the word 'for' but we use the affix 'me'+ 'hemat', so it will be "Menghemat uang di jaman sekarang rasanya tidak mungkin".

PASSIVE VERBALS: A passive verb functions as a noun. E.g: "Being punished for lying makes the child remembered". In

Indonesian, we use affix 'di' for passive sentence "Di hukum karena berbohong membuat anak tersebut ingat".

PHRASES: A group of words functions as a noun. **E.g:** "The singing bird wakes me up". In Indonesian, that sentence means "Nyanyian burung membangunkan saya", but we cannot say "Burung yang sedang bernyanyi membuat saya bangun". The reason is Indonesian uses DM, while English uses MD.

CLAUSES: A group of words contains subject and predicate and substitute a noun. **E.g:** "The girl who has long hair is my sister". In Indonesian, for clauses we do not use wh-questions for conjunction, but we use the word 'yang'. **E.g.** "Gadis yang berambut panjang, adalah saudara saya".

Based on the writer's experience during the PPL program at one of SMA's in Surabaya, the writer found that many of the third year students still had difficulties in determining the subject of the English sentences. The students made mistakes when the teacher asked them to determine the subject of the sentences, for example:

The waiting **room** is full of people.

(The students underlined 'people' as subject instead of 'the waiting room')

The gentleman who gave the lecture yesterday is a famous scientist.

(The students underlined 'lecture' as subject instead

of 'the gentleman who gave the lecture yesterday')

To across the ocean is dangerous.

(The students underlined 'the ocean' as subject instead of 'to across the ocean')

As the third year students of **SHA**, they are actually expected to be able to determine the subject of the English sentences because they had been learning English more than five years. Besides, according to the GBPP, since in the junior high school, the students have got the lesson of Nouns, Adjectives, Adverbs, Gerunds, and Infinitives . While in senior high school the students have learned about Phrases, Clauses, or Passive verbals. The difficulties of the students in determining the subjects of the sentences makes the writer interested in conducting this study. In her study, she intended to find out which English sentence subject is the most difficult for the students to determine.

1.2 Statement of the Problems

In reference to the background of this study, the major problem of this study is:

Which types of English sentence subjects do most of the students find it hard to determine?

This problem can be divided into the following sub problems:

Do most of the students find it hard to determine Nouns as

subjects?

Do most of the students find **it** hard to determine Phrases as subjects?

Do most of the students find **it** hard to determine Clauses as subjects?

Do most of the students find **it** hard to determine Gerunds as subjects?

Do most of the students find **it** hard to determine Infinitives as subjects?

Do most of the students find **it** hard to determine Passive Verbals as subjects?

Do most of the students find **it** hard to determine Adjectives as subjects?

Do **most** of the students find **it** hard to determine Adverbs as subjects?

1.3 The Objective of the study

Derived directly from the above problems, the major objective of the study is:

To find out the types of English sentence subjects most of the students find **it** hard to determine.

To achieve the major objective, the following objectives should be achieved first, they are :

To find out whether most of the students find **it** hard to determine about Nouns as subjects.

To find out whether most of the students find it hard to determine about Phrases as subjects.

To find out whether most of the students find it hard to determine about Clauses as subjects.

To find out whether most of the students find it hard to determine about Gerunds as subjects.

To find out whether most of the students find it hard to determine about Infinitives as subjects.

To find out whether most of the students find it hard to determine about Passive Verbals as subjects.

To find out whether most of the students find it hard to determine about Adjectives as subjects.

To find out whether most of the students find it hard to determine about Adverbs as subjects.

1.4 The Significance of the Study

The results of this study are expected to give some contributions to the English teachers. This is in line with what **Wagiman** said in "The Acquisition of English Simple Past Tense by Indonesian Students: An Error Analysis" that better information on the errors the students make will help teachers in the making of decision on the

type of the assistance given³⁾.

Hopefully, the results of this study give the readers useful information about the difficulties the third year students of SMAK Pirngadi Surabaya have in determining the subjects of the sentences.

1.5 The Assumption

This study is carried out under the following assumptions:

The students have learned: Nouns, Pronouns, Proper Nouns, Numerals, Phrases, Clauses, Gerunds, Infinitives, Participles, Passive verbals, Adjectives, and Adverbs.

The students have known the position of subjects in sentences.

1.6 Scope and Limitation of the study

This study is limited to the third year students of SMAK Pirngadi Surabaya. In line with its objective, this study, is limited to the discussion of the types of English subjects the most of the students find hard to determine.

3) D. Wagiman, The Acquisition of English Simple Past Tense by Indonesia~Students, An Error Analysis, *Magister Scientiae*, No 1213, p.14.

1.7 The Theoretical Framework

The analysis of the errors made by the students in determining the subjects of the English sentences will be done based on the theories of Contrastive Analysis, Error Analysis, Interlanguage, and Kinds of subject.

1.7.1 Contrastive Analysis (CA)

According to Dulay et al., CA hypothesis states that a learner's first language "interferes" with his or her acquisition of second language. And where structures in the first language differed from those in the second language, errors that reflected the structures of the first language would be produced.. Such errors were said to be due to the influence of the learner's first language habit on the second language production. For example, in Indonesian, the adjectives are usually placed after the noun as in "**rambut** panjang", "sepatu mahal", but in English, the adjectives are placed before the noun as in "a long hair", "expensive shoes". In producing these English sentences, Indonesian learners tend to say "a hair long", "shoes expensive". Therefore, it is said that most second language learners' errors would result from their automatic use of the first language structure when attempting to produce the second language.

Since the test used in this study is an objective

test, the writer realized that the errors occur might also be caused by the students'interference of their first language. Thus this theory is discussed in this study to help the writer interpret the causes of errors.

1.7.2 Error Analysis (EA)

According to Brown in his book "Principle of Language Learning and Teaching", human learning is fundamentally a process that involves the making of mistakes. In learning other languages, people cannot avoid in making mistakes. This is in line with what Dulay et al., say that the making of errors is an evitable part of learning. People cannot learn language without first systematically committing errors.

Thus, researchers and teachers of second language soon realize that students' errors are significant to be analyzed, for they may possibly lead them to the understanding of the process of second language acquisition. According to Mc. Keating, errors are studied in order to find something about the learning process and about the strategies employed by human beings learning another language.

Error Analysis states that most of the errors second language learners make indicate that they are gradually building a second language rule system. The most common errors they made are omission, double marking, regulariz-

ing, using archi-forms, alternating forms, misformation, and misordering.

According to EA, there are three sorts of studies available, namely: proportion studies, quasi-proportion studies, and occurrences studies. In proportion studies, errors are classified and counted so that the researcher is able to state in quantitative terms the relative proportion of each error type. In quasi-proportion studies, errors are analyzed and classified so that the researchers are able to give qualitative estimates about the proportion of interlingual and developmental errors. In occurrence studies, the occurrence of particular interlingual or developmental errors is reported.

Since in this study, the writer analyzes, classifies, and counts the errors, she decided to use both the proportion and quasi-proportion studies.

1.7.3 Interlanguage (IL)

In the process of learning, a learner may undergo a gradual process of trial and error and hypothesis testing. A learner will succeed slowly and tediously in establishing a closer approximation to the system used by the native speaker of the language. The term to describe the perspective which stresses the legitimacy of the learner's second language is best known as "Interlanguage".

Interlanguage is a successive linguistic system that

a learner constructs on his way to mastery of the TL. Selinker was the first who used the term "interlanguage". It refers to the separateness of a second language learner's system. It is a system that has a structurally intermediate status between the native and the target language. According to Selinker, there are five principal processes operated in interlanguage, namely: (1) language transfer; (2) overgeneralization of TL rules; (3) transfer of training; (4) strategies of SL learning; (5) strategies of SL communication.

Various alternative terms that refer to the same phenomenon has been used by William Nemser and S.P.Corder. Nemser refers "Interlanguage" to "approximative system", while Corder refers to "Interlanguage" to "idiosyncratic dialects".

The writer uses the IL to interpret the cause of the errors encountered.

1.7.4 Kinds of Subjects

There are various types of subjects in English. The commonest subjects are nouns or noun headed construction.

Structures of modification:

- Money talks
- A cold gray day in winter depresses me

The other parts of speech may also function as subject.

Adjectives : Handsome is as handsome does.

Adverbs : Now is too soon.
Gerunds : Working there is pleasant.
Infinitives : To err is human.
Clauses : That he did it all has not been proved.
Passive Verbals: Being punished for lying makes the child remembered.

The theory of the kinds of subjects in English sentences used by the writer to support the items of the test that is used in this study.

1.8 Definition of the key terms

There are some terms used in this thesis. To clarify the meaning of the terms, the writer gives the following explanations

1. Errors refer to the systematic deviation due to the learner's still developing knowledge of the target language⁴).
2. Mastery is knowledge that is got by the students about kind of subjects in English sentences⁵).
3. Subject is a part of sentences that has a close gene-

4) S.P. Corder, The Significance of learner's Errors in Error Analysis: perspective on Language Acquisition, Longman Group Limited, London 1974. p.24-25.

5) A.S. Hornby, Oxford Advance Learner's Dictionary of Current English, Oxford University Press, 1974. p.523.

ral relation to what is being discussed⁶).

4. Error Analysis is a study of learners' errors by observing, analyzing, and classifying them to reveal something of the system operating within the learners⁷).

1.9 Organization of the thesis

This study consists of five chapters. Chapter I is the introduction, deals with the background of the study, the statement of the problems, the objective of the study, the significance of the study, the assumptions, the scope and limitation of the study, the definition of the key terms, and the organization of this study. Chapter II discusses the review of related literature and studies which are relevant to this study. Chapter III deals with the methodology of the study which consists of the nature of this study, the population and samples of this study, the instruments of this study, the procedures of collecting data and the data analysis. Chapter IV presents the findings and the interpretation of the findings. The conclusion of this study is given in Chapter V, the last chapter of this study. This chapter presents the result of this study, and suggestions concerning the study.

6) Randolph Q. and Sidney G., A University Grammar of English, Longman Group Ltd., London 1973, p.11

7) H. Douglas R., Principles of Language Learning and Teaching, Prentice - Hall, 2nd Edition, p.11