

CHAPTER I

INTRODUCTION

A. Background of the Study

English plays an important role in international world such as in politics, business, diplomatic, science, commerce, and economy. As one of developing countries, Indonesia has to keep abreast development. Therefore the Indonesian government has included English as one of the compulsory subjects to be taught.

In general, English teaching in Indonesia is unsatisfying. The main unsatisfactory result of English teaching in Indonesia is due to the fact that for the Indonesian students, English is a new language. So, that they find it difficult to learn. The other reason is that they have spoken their native language previously. It interfere their acquisition of the foreign language. It can be shown by the fact that the students tend to transfer their native language rules to the new language they are learning. Lado (in odlin 1993: 16) states that individual tends to transfer the form, the meaning, the distribution of form, meaning of their native language, culture (emphasis added) to the foreign language, to act in the culture receptively when attempting to grasp and understand the language and the culture as predicted by the natives.

From the statement above, it can be predicted that difficulties automatically arise because the Indonesian student are influenced by their native language. Besides, Indonesian and English are different languages, so, many different elements found in them causes the difficulties for Indonesian students. English is different grammatically from Indonesian language and this reality will create some problems. The difference of English and Indonesian often influent the learner in constructing sentences.

In constructing sentences, grammar is the central point; it includes the tenses as the core skills. Understanding how to construct good sentences and the correct pattern is a basic element in mastering English. But to know the sentence pattern whether it is correct or not, the students must know the rules of English sentence or its grammar, since English grammar is the key to proficiency. Learning the grammar of the language is acquiring the ability to produce grammatically acceptable utterances in the language. Learning the system of language, especially the English grammar as a first foreign language in Indonesia, is important since it deals with constructing and conveying the meaning. So, the learners must learn the grammar effectively.

English is considered difficult to be learnt by Indonesian. Most students especially the beginners have difficulties in learning English and it is natural for anyone who learns English to have the difficulties in building interrogative-sentences.

In learning the English grammar the students often get some difficulties. First because of the sentence structure of the Indonesian language and English language is different. The second is the influence of the student's native language, because they always used the mother tongue in the daily communications. So it will influence them unconsciously in conducting the interrogative sentences in the target language. The last is the students didn't understand the meaning of the target language. And it confuses them in writing correct interrogative sentences because they don't know how to combine the appropriate words in the correct sentences.

Interrogative sentence is divided into three kinds, namely: yes-no question, tag question and interrogative word question (Frank, 1972: 88). Seeing the kinds of interrogative sentences, it is acceptable that the students get the difficulties in building interrogative sentences. It might be caused by the interference of their native language. Accordingly they are accustomed to think everything in their own language and they tend to transfer the native language elements (form and meaning) to English. From the phenomena above, the writer wants to conduct a research entitled "A Study on the difficulties in Building Interrogative Sentences Faced by the First Year Students of SMP Muhammadiyah 5 Surakarta.

B. Problem of the Study

Based on the background of the study, the problems of the study can be formulated as follows:

1. What are the difficulties faced by the students in building interrogative sentences?
2. What are the hierarchical kinds of interrogative sentences felt difficult by the students?
3. What are the sources of the difficulties in building interrogative sentences?

C. Objectives of the Study

Based on the problems statement, the writer has some objectives as follows:

1. To describes the kinds of interrogative sentences that are assumed to be the most difficult to the students.
2. To know the difficulties faced by the students in building interrogative sentences.
3. To find the source of the difficulties in building interrogative sentences faced by the students.

D. Benefit of the Study

1. Theoretical Benefit

The result of the research paper can give some input to other researchers who intend to analyze the difficulties in building English

sentences. Besides that, the result of this research can be used as references for those who want to conduct a research in teaching language.

2. Practical Benefit

It will give some information and knowledge about teaching interrogative sentences in junior high school. Besides that, the teacher will know the structure that makes the learners have difficulties and need further attention. So, the teacher can give more detail information in learning process.

F. Research Paper Organization

The research paper consists of five chapters as follows: The first chapter is introduction that consists of background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, clarification of key term, and thesis organization. The second chapter is underlying theory that covers previous study, underlying theory, the rules of building interrogative sentences and the problems faced by the learners. The third chapter is research method, which consists of type of research, object of research, type and data source, technique of data collection, and technique of data analysis. The fourth chapter that is analysis and the fifth chapter is conclusion and suggestion.