CHAPTER I

INTRODUCTION

A. Background of the Study

A language is the system of sounds and words used by humans to express their thought and feeling (Hornby, 1995:662). In Indonesia people speak their national language: Indonesian language. However, many of them also speak local languages, such as Sundanese, Javanese, Maduranese, Padangese, Malay and many other local languages. Although Indonesian language to some of Indonesian citizens is the second language, they do not have big problem in using it in their daily life. People who speak Sundanese, for example do not find difficulty to change at any time their language into Indonesian when they meet with other people who do not speak Sundanese. This happens because Indonesian language has become indivisible part of their life. Indonesian language is also one the main subjects at educational institutions since kindergarten until university. Indonesian language is also the language medium in instruction of teaching and learning. Indonesian people who speak local language as the first language can still be considered as the native speakers of Indonesian language because they use it almost everywhere in their life.

Since Indonesian independence from the colonialist in 1945, the government has imposed the policy of teaching foreign languages for the people of Indonesia particularly English language. Nowadays, the government has determined English
to be taught since elementary school until university based on the Decree of the Minister of Education, Republic of Indonesia No. 060/II/1993.

When Indonesian people study English, they face different problems compared to the situation when they study Indonesian language. They find it difficult to learn that target language. Not only in Indonesia, but almost anywhere all over the world that non-native speakers of English who study English encounter similar problems. There are many factors, among others are; First, they begin to study this foreign language after they have strong language system of Indonesian language and local languages. Second, the milieu or the environment does not support so much on their achieving good results in learning this target language, because most people of Indonesia do not speak English. At school, they only study the material in the classroom for about 4 sessions per week without having enough chance to practice or implement it in their daily life.

There had been a lot of efforts done to improve the quality of English teaching in Indonesia, apart from the mentioned phenomenon above. This has given rise to the fact that regardless of the difficulties and the different system of language between English and Indonesian language there is still large-room to reach the good achievement of the target language competence.

In Indonesia, English is taught not only in general schools but also in Islamic boarding school (Pesantren) which is considered to be the indigenous type of Indonesian education institution. Famous Pesantren like Pondok Modern
Gontorin Ponorogo East Java and other Pesantren which imitates its model is believed to be successful enough in teaching foreign languages, particularly Arabic and English.

Daarut Taqwa Islamic boarding school is one of educational institutions located in Klaten Central Java. It was founded in 2007. Daarut Taqwa has the unit of education named KMI (Kulliyatul Mu'allimin al Islamiyyah). The term of KMI was initiated by Prof. Mahmud Yunus in 1930’s in Padang Panjang West Sumatera which referred to an Islamic school combining junior and senior high school for 6 years which educated teacher candidates particularly in religious subjects, like Al Qur’an, hadits, fiqih and so on. KMI is now applied in some renowned boarding schools like Pondok Modern Gontor, its branches and its graduates boarding schools all over Indonesia. The term of KMI may be is not as popular as SMP/MTs or SMA/MA because a boarding school which has unit of KMI usually has independent learning-teaching programs with its syllabus and curriculum.

Some boarding schools also combine the program of KMI with the government’s SMP/MTs or SMA/MA. Darut Taqwa has done the same by joining the program of MTs and MA for its students. However, it has still plenty of time to implement the strategies and policies in teaching-learning activities based on its local curriculum. In Daarut Taqwa Islamic Boarding School English, besides Arabic is the major subject that students should master and then implement it in their daily conversation. This policy is done by the institution due to the belief
that language is a means of communication. The language that has been studied will not yield any benefit unless it is practically used and implemented regularly from time to time.

As a boarding school which has independent curriculum and syllabus, Daarut Taqwa conducted various activities to enhance the students’ proficiency in English like holding English public speaking club, discussion and debating club, wall magazine writing and fortnightly English composition particularly for the students of higher grades. This activities are done to give more opportunities for the students to actualize their language orally and in written form.

The writing activity has to do with improving students’ skill in both writing and understanding the grammar or structure. Grammar itself, according to the 1994 curriculum is not taught explicitly, but in written production of English, structure is very important because without knowing the structure it is difficult to improve students’ English skill. Structure can help them improving their ability of the four skills of English namely; listening, speaking, reading and writing skills. However, even though students may have understood the grammar, it is not guaranteed that they don’t encounter problem in writing.

It is generally agreed that writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into readable text (Richards and Renandya, 2002).
The students of Daarut Taqwa Islamic boarding school have been taught writing mainly by employing the Process Approach. This process allows the students to be the writer centered (Walsh, 2004:15). With this approach, teaching writing does not simply having students do grammar exercise in writing. It is no longer having students manipulate unfamiliar texts that have no special meaning for them. Instead, they are writing about, and most especially, what they really want to communicate to someone else, and what they really want a reader to know. Everyone writes freely on any topic. The students are doing the activity of writing essay in the shade of exploring whatever they have known before from any information they got.

So far as the researcher has observed that in producing writing, the students still often made a lot of errors. The rules and system of Indonesian language that the students have understood differs greatly with the English ones. To certain extents, there are similarities between the two languages, but there are also great differences which sometimes make the students confused and are not able to differentiate them.

Writing English composition fortnightly had been begun since November 2013 for the students of grade five (equal with the second year students of senior high school). This composition is periodically submitted to the English teacher who in this case is the researcher himself to be corrected and given some notes. The researcher has found some mistakes and errors in their composition due to many backgrounds. Some of the errors or mistakes are the
results of their misunderstanding to the grammar, lack of vocabulary lists, and mistakes in transferring the idea in the first language (Indonesian) into the target language (English).

English errors done by these students have many variations. The researcher has found that it has a great number of errors. The errors cover various linguistic items as well as grammatical elements. It is like in morphological and syntactic errors. This phenomenon has triggered some basic questions about learning English as second or foreign language. Why and how can errors take place in second language learning? How does the previous knowledge of native language, especially the knowledge of Indonesian language play it role in the process? How does the competence of the target language that has been obtained before influence the process of teaching learning English?

Errors can be learned by making the comparison of what the learners actually said with what they should really have to say to express what they mean; their erroneous are compared with a native speaker would have said to express that meaning. It seems not too difficult to find out the learners’ errors when they exhibit omission, addition, wrong selections, wrong ordering, etc. In general, such errors are considered as an “inevitable sign of human fallibility” (Corder, 1981:65).

Seeing those phenomena the researcher has been attracted to carry out a comprehensive research on morphological and syntactic errors employing the theories of error analysis of Corder. The researcher has intended to analyze the
errors of the English composition written by fifth grade students of KMI Daarut Taqwa Islamic boarding school. In fact they still make many errors when they write or use the language (English). For those purpose, he has tried to find the answer to the problem in second language learning usually confronted by English user whose native language is Indonesian. Their English is without doubt marked with both lexical and grammatical deviations and is featured by both Indonesian as their first language as well as English as the target language. He could easily find any of these types of errors in their writing. The followings are the example:

(1) if he want to do somthing
(2) for give the birth you is free
(3) Today I feel very hot because now dry season
(4) I went to that place with bicycle

Those examples of the composition written by the students still show many problems related to the grammar in their attempt to express the intended meaning in English. All of the example sentences are ungrammatical or incorrect grammatically when they are measured by the target language system, even though they can still be understood.

B. Problem Statements.

Based on the above background the researcher formulates research problem as follows: “What type of morphological and syntactic errors do the students make in their narrative composition?” and in order to answer that question the researcher raises some subsidiary questions below:
1. What are the morphological errors found in students narrative composition?
2. What are the syntactic errors made by those students?
3. What is the frequency of each type of error?
4. What are the sources of errors found in their composition?

C. Objectives of the Study.

Based on the problem statements, the objectives of the study in this research are as follows:

1. To classify the morphological errors made by the students
2. To classify the syntactic errors made by them
3. To describe the frequency of error of each type
4. To describe the sources of errors made by those students in their composition

D. Limitation of the Study

The object of the study is the erroneous sentences found in English narrative composition written by the students of Grade Five of KMI Daarut Taqwa Klaten (Equal with eleventh grade or the second year students of senior high school). The subject of the study is the students of the mentioned boarding school in 2013-2014 academic year. The Subject of the Research involves 14 participants all of them are male as there is no female student in this boarding school. The
researcher chooses this class because they have the obligation from the boarding school to write weekly composition, once in English and once in Arabic. The sentences have two special characteristics involving two language systems, that is; English as target language and Indonesian as source language. Here the researcher does not only describe the errors but also explains the source of errors so that the strategy of learning that they use can also be detected.

E. Benefits of the Study.

Errors always occur in the process of achieving the competence of the target language which are usually produced by learners who do not master language systems or due to the imperfect competence in the target language. Therefore, this study would be beneficial in terms of:

1. Practical Benefits
   a. For Teachers;
      1) Teachers will be conscious of what needs to be taught
      2) Teachers get principles in guiding their students to anticipate further errors
      3) Teachers gain principles to conduct error corrections
      4) Teachers integrate teaching and assessment, it means that the students’ ultimate result in writing assessment is mirror image of the teachers’ achievement in teaching. This can serve as a feedback for them.
b. For Students;

1) Students gain information about their errors so that with the teacher’s correction they become aware of the mistakes and then they can correct their errors and avoid the similar errors in the following process.

2) Students will gain motivation to use their knowledge of the purpose, structure, and grammatical features of the genres they have learned to deal with the new or unfamiliar topics or vocabulary that they may find in the assessment task.

3) Students improve their writing skill by trial and error.

2. Theoretical Benefits:

This research is hoped:

a. To give contribution to the development of a particular theory of Second Language Acquisition.

b. To enrich the existing theories of error analysis.

c. To give additional information for the next study.

F. Thesis Organization

In this thesis organization the researcher divides it into 5 Chapters. On the first chapter is Introduction. The introduction consists of background of the
study, the statement of the problem, the limitation of the study, the objective of
the study, the significance of the study and thesis organization.

The second chapter is Review of Related Literature. It consists of previous
studies and theoretical review. In theoretical review the emphasis is on the
notion and characteristics error analysis. This chapter also presents the notion of
morphology, syntax and English text particularly narrative text in their
relationship with and error analysis.

On the third chapter, there are research methodology, setting of research,
subject of the research, object of the research, setting of the research, data and
data source, method of collecting the data, data validity, method of data analysis
and theoretical framework. The fourth chapter is research findings and
discussion of findings. Finally, the last chapter is conclusion and suggestion. It
consists of conclusion, pedagogical implication and suggestion for further
research.