

CHAPTER I INTRODUCTION

This chapter is divided into six sub-topics, i.e. background of the problem, formulation of the problem, objective of the problem, use of the research, limitation of the research, and definition of terms.

1.1 Background of the Problem

Conjunctions are words function to relate words, phrases, or sentences that can be classified into coordinating conjunctions, correlative conjunctions, and subordinating conjunctions. Parulis (2000) defines coordinating conjunctions as (1) conjunctions that relate two or more words which have the same syntactic form, (2) correlative conjunctions are conjunctions in pair which harmonize two items, and (3) subordinating conjunctions are conjunctions that introduce a sentence.

In KTSP syllabus, conjunctions are taught to students of junior high school. It means that the students are expected to master conjunctions after being taught which include coordinating conjunctions such as: *and, nor, but, or, yet, so.*, correlative conjunctions such as: *both and, either or, neither nor.*, and subordinating conjunctions such as: *after, before, when, while, as soon as, until, since, because, now that, even though, although, if, unless, only if, whether or not, even if,* etc.

Based on the experience when teaching in private course in Gadingrejo, it was found that many junior high school students had problems in using correlative conjunctions. The problems appeared in errors they made such as:

a. Missing item

1. *I have met his father and mother.*
2. *I not only cooked rice but cleaned windows.*
3. *His cat is black or gray.*
4. *She wants to go to mountain nor to beach.*

On sentence 1, the students omitted conjunction **both**. In using correlative conjunction, conjunction **both** must be paired with conjunction **and**. On sentence 2, the students omitted adverb **also**. In using correlative conjunction, conjunction **not only** must be paired with conjunction **but also**. On sentence 3, the students omitted conjunction either. In using correlative conjunction, conjunction **either** and conjunction **or** must be paired. On sentence 4, the students omitted conjunction neither. In using correlative conjunction, conjunction **neither** must be paired with conjunction **nor**. Therefore, the sentences above should be corrected as: (1) *I have met both his father and his mother*, (2) *I not only cooked rice but also cleaned windows*, (3) *His cat is neither black or gray*, (4) *She wants to go neither to mountain and to beach*.

b. Adding unnecessary item

1. *She is both and smart and beautiful.*
2. *They have neither nor a car nor a motorcycle.*
3. *We bought both sugar and also tea.*
4. *I am not only tall but also I am fat.*

On sentence 1, the students added conjunction **and** after conjunction **both**. The existence of conjunction **and** after conjunction **both** is not needed. On sentence 2, the students added conjunction **nor** after conjunction **neither**. The existence of conjunction **nor** after conjunction **neither** is not needed. On sentence 3, the students added **adverb** also after conjunction **and**. The existence of adverb **also** after conjunction **and** is not needed. On

sentence 4, the students added pronoun **I** and copula **am**. The existence of pronoun **I** and copula **am** after conjunction **but also** are not needed. Therefore the sentences above should be corrected as: (1) *She is both smart and beautiful*, (2) *They have neither a car nor a motorcycle*, (3) *We bought both sugar and tea*, (4) *I am not only tall but also fat*.

c. Misplacing item

1. *I cooked rice not only but also swept floor.*
2. *She is both and smart beautiful.*
3. *They either will buy tea or coffee.*
4. *We cut this paper neither by using a knife nor a scissor.*

On sentence 1, the students made incorrect placement of correlative conjunction **not only ... but also**. On sentence 2, the students made incorrect placement of correlative conjunction **both ... and**. On sentence 3, the students made incorrect placement of correlative conjunction **either ... or**. On sentence 4, the students made incorrect placement of correlative conjunction **neither ... nor**. Correlative conjunctions should relate two words, phrases, or sentences which have the same syntactic form. Therefore, the sentences above should be corrected as: (1) *I not only cooked rice but also swept floor*, (2) *She is both smart and beautiful*, (3) *They will buy either coffee or tea*, (4) *We cut this paper by using neither a knife nor a scissor*.

d. Using incorrect item

1. *They have neither a car or a motorcycle.*
2. *I can either stay at home nor go out.*
3. *This animal is not only wild and also dangerous.*
4. *She has both beautiful eyes but also cute smiles.*

On sentence 1, the students paired conjunction **neither** with conjunction **or**. In using correlative conjunction, conjunction **neither** must be paired with conjunction **nor**. On sentence 2, the students paired conjunction **either** with conjunction **nor**. In using correlative conjunction, conjunction **either** must be paired with conjunction **or**. On sentence 3, the students paired conjunction **not only** with conjunction **and also**. In using correlative conjunction, conjunction **not only** must be paired with conjunction **but also**. On sentence 4, the students paired conjunction **and** with conjunction **but also**. In using correlative conjunction, conjunction **both** must be paired with conjunction **and**. Therefore, the sentences above should be corrected as: (1) *They have neither a car nor a motorcycle*, (2) *I can either stay at home or go out*, (3) *This animal is not only wild but also dangerous*, (4) *She has both beautiful eyes and cute smiles*.

These evidences show that correlative conjunction may be the most difficult conjunction to master among the others since errors in coordinating conjunction and subordinating conjunction were rarely found by the writer. It might be the case that correlative conjunction is not only about putting conjunction in pair but also harmonizing form which means the same grammatical form should follow each of word of the pair, for example:

1. *Both this house is painted red and this house is painted blue are good.*
2. *I not only swept the floor but also cleaned the windows.*
3. *You may choose either you apologize to me for the fault or I will never talk with you again.*
4. *Neither staying at home nor going out are good.*

In order to be able to apply correlative conjunction in such examples, the students of course need comprehension towards grammar.

Since some of the students who had problem in using correlative conjunction were from SMP Karya Bakti Gadingrejo, it might also be the case for students there. These facts motivate the

writer to analyze the students' errors. It is said that through analyzing students' errors, teachers and prospective teachers can find out which parts of learning materials the students are weak in. Teachers and prospective teachers can also evaluate the way they teach and determine which way that is the best for their students.

Referring to background above, it is then, important to analyze students' errors in the process of learning English. The research which is entitled *Analysis of Students' Errors in Using Correlative Conjunctions at the Third Year Students of SMP Karya Bakti Gadingrejo Based on Surface Strategy and Communicative Effect Taxonomies* is then accordingly conducted. By Conducting this research, hopefully it can be a contribution for the future of error analysis and an information source of type of error that the third year students of SMP Karya Bakti Gadingrejo made in using correlative conjunction based on Surface Strategy and Communicative Effect taxonomies.

1.2 Formulation of the Problem

Referring to the background above, the formulation of the problems of this research are:

1. Do the third year students of SMP Karya Bakti Gadingrejo make errors in using correlative conjunctions in their sentences?
2. What types of errors do the students make in using correlative conjunctions based on Surface Strategy and Communicative Effect taxonomies?
3. What is the percentage of errors made by the students in using correlative conjunctions?

1.3 Objective of the Research

On the basis of the formulation of the problem above, the objectives of this research are:

1. To find out whether or not the third year students of SMP Karya Bakti Gadingrejo make errors in using correlative conjunctions in their sentences.
2. To find out the types of errors in using correlative conjunctions made by the students based on Surface Strategy and Communicative Effect taxonomies.
3. To find out the percentage of errors in using correlative conjunctions made by the students.

1.4 Use of the Research

This research is expected to bring the following benefits:

1. Theoretically, the finding of the research confirms the previous theory deals with students' errors based on Surface Strategy and Communicative Effect Taxonomies.
2. Practically, as an information resource about types of errors in using correlative conjunctions made by the third year students of SMP Karya Bakti Gadingrejo based on Surface Strategy and Communicative Effect Taxonomies.

1.5 Scope of the Research

This research was conducted at SMP Karya Bakti Gadingrejo. It involved 30 third year students as the subjects of this research. Class IX.C was chosen through lottery because there is no classification of ranking among classes in that school. The students of class IX.C were

given a grammar elicitation task that required them to use correlative conjunctions in their sentences. The task consisted of 20 items. From the students' answers, existing errors were selected. Since the focus of this research was students' errors in using correlative conjunction, errors in using correlative conjunctions were the only errors that were taken and analyzed. The errors were analyzed by using Surface Strategy and Communicative Effect taxonomy by Dulay, Burt, and Krashen (1982:151) and put in percentage.

1.6 Definition of Terms

In this study some terms need to be defined in order to avoid misunderstanding, they are:

Error

Error is a systematic deviation of learners' linguistic system at a given stage of learning.

Error analysis

Error analysis is the process of analyzing learners' errors in writing which is based on selected norm of mature language performance that consists of recognition of error, description of error, and explanation of error.

Surface strategy taxonomy

Surface strategy taxonomy is a classification of error types into omission, addition, misordering, and misformation which highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.

Communicative effect

Communicative effect is a classification of error types into local and global errors which deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not.

Conjunctions

Conjunctions are words that join words, phrases, or sentences which types into coordinating conjunctions, correlative conjunctions, and subordinating conjunctions.

Correlative conjunctions

Correlative conjunctions are conjunctions in pair that harmonize two items (word, sentence, phrase, clause). It types into both ... and, either ... or, neither ... nor.