

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, statement of the problems, objectives of the study, scope of the study, methods of the study, and organization of the paper.

1.1 Background of the Study

In the past, speaking was not given enough attention by both the teachers and the students. But now, with the increasing need for students with higher speaking English ability, many students do their best to improve their spoken English (Sur et al., 2010). Spoken English was chosen for the study instead of listening, reading and, writing because it is, arguably, the most important among the four language skills in an increasingly globalized world today (Shamsudin, 2012). Speaking is the easiest way of how people see someone's proficiency in English. In communication with other people, the way we speak should be meaningful and understandable to avoid misunderstanding and misinterpretation. Yet, some situation might be different when the non-native is speaking. The lack of knowledge in English language may cause them to have wrong performance in uttering English sentences.

In this case, those who are non-English speaking backgrounds (NESB) are called as English learners or foreign learners. As a learner, speaking in the target language (English) is definitely challenging as they have to speak in another

language which is not their mother tongue. The NESB's learning process from the first language (L1) to the second language (L2) is named as an interlanguage. The notion "Interlanguage" was introduced by (Selinker, 1972) who stated that interlanguage is the linguistics system of the learners' utterance when they attempt to say sentence on TL. John Reinecke firstly used the term 'interlanguage' in 1953. He always used 'interlanguage' to refer to a non-standard variety of a first or second language, used a means on intergroup communication as stated by (Rustipa, 2011). Meanwhile, Whardani & Margana (2019) state in their paper that interlanguage is a phenomenon in the field of second language acquisition in which its presence will always exist as the acquirers are in language development.

The interlanguage perspective can be applied to learners' knowledge of the target language grammar (syntax). In linguistics, syntax is the rule to govern phrases or clauses into a well-arranged sentence. Syntax has to do with how words are put together to build phrases, with how phrases are put together to build clauses or bigger phrases, and with how clauses are put together to build sentences as states by (Miller, 2002). Curme (1931:1) as cited by (Agnes, 2016) says that syntax treats the relation of words or group of words to one another in sentences.

In speaking English, people may understand someone's meaning by using so many body languages even though he or she uses broken English. Yet, this kind of communication is not expected in speaking. It is the same thing when we have a conversation in the Indonesian language. We expect a good conversation by understanding the words uttered easily without any distractions especially in sequencing grammar. So, the conversation will run well.

In broader way, outside the speaking field, syntax is also used in written language. Besides being used to arrange sentences in a text, it also governs the use of punctuation. The incorrect punctuation may cause misunderstanding of the reader. In order to avoid that kind of problem, the writer must understand syntax, so that they can make their writing well. From this point of view, the expert agrees that syntax is one of the fundamental things in language, both in spoken and written.

The importance of the English language especially in speaking brought the writer to an investigation of the use of interlanguage syntax in undergraduate students. This investigation is based on the challenge faced by eighth-semester students at the Faculty of English Language and Cultural Studies (FBIB) at Stikubank University Semarang. As an eighth-semester student that have learned and use English for almost the past four years in university, the students are faced by the fact of the society judgment that they can speak English fluently. This may cause them to speak English better by using well-arranged sentences than other grades. This long time of using and learning English also becomes the reason of why the researcher takes the eighth-semester students as the object of the research. The interview of number of the students will be the data in this study.

The previous study of (Lee & Canter, 1971) stated that by analyzing a child's spontaneous, tape-recorded speech sample, a clinician can estimate to what extent the child has generalized the grammatical rules sufficiently to use them in verbal performance. The finding of studies above shows that syntax has a

correlation in spoken language and it can be used to measure the sequence sentences in spoken language produced by children.

The study entitled “The Interlanguage Grammar of Children in Speaking as Second Language” found 7 frequencies of 4 types of syntactical errors as stated by (*interlanguage grammar*, 2013). Another study of syntax which is focused on sentence pattern has been done by (Agnes, 2016). He concludes that kernel sentence mostly appears rather than transformed sentence in Westlife’s song lyrics.

The previous studies above show that the researches on syntax have been done in some research objects. However, more study is needed to get the newest information on syntax development, especially in English students. Moreover, in this modern era, people try to learn English as early as they can and involve English in daily conversation as an adaptation of the era and preparation in facing a more sophisticated future. The different eras of the previous study may cause different results even in the same field of students’ spoken syntax.

1.2 Statement of the Problems

The researcher formulated the problems as follows:

1. What sentence patterns do eighth-semester students use in their utterances?
2. What are the types of syntactical errors found in the eighth-semester students’ utterances?

1.3 Objective of the Study

This study is used to answer the question of the problem. The objectives are formulated as follows:

1. To discover the sentence patterns of eighth-semester students at the Faculty of English Language and Cultural Studies (FBIB) at Stikubank University Semarang when they speak through answering a question.
2. To identify the types of syntactical errors produced by the students in their utterances.

1.4 Scope of the Study

This research is only focused on the eighth-semester students spoken English. Spoken English in this research covers their proficiency in speaking. Meanwhile, their proficiency in this research covers the grammatical rules they use in utterance when they are answering a question. The syntactical analysis covers their sentence patterns and types of errors in their utterance. Error in this study refers to the non-standard English as it is the language development of the learners.

1.5 Methods of the Study

In this research, the sampling interview record of the eighth-semester students at English Department at Stikubank University Semarang is used as the data. Meanwhile, in gaining the data, the researcher would like to use these following procedures:

1. Observing the active students population of the eighth-semester at English department at Stikubank University Semarang.
2. Selecting number of the active students to get the sample of interviews.
3. Preparing interview questions for the interviewee.
4. Calling the students virtually to do the interview.
5. Recording the interview to collect the interview result.
6. Transcribing the interview recordings into the form of words to ease the analysis.
7. Analyzing the unit of analysis—sentence—from the interview transcript.

There are two theories that the researcher would like to use in investigating the data. The first theory is the tree diagram theory that was proposed by Bormstein. This theory is used to analyze the sentence structures which are uttered by the students. Meanwhile, in investigating the syntactical errors within the students' utterances, the researcher wants to use Linguistic Category Taxonomies theory that is developed by (Dulay et al., 1982).

1.6 Organization of the Paper

In this research, the researcher uses some chapters to classify each explanation. The first chapter is used to explain the introduction part. There are some sub-parts to complete the explanation such as the background of the study, the statement of the problem which contains the research questions, the objective of the study which contains the answer to the research questions, and also the purpose of the study, the scope of the study which covers the limit of the study,

the methods of the study which covers how the data can be obtained and collected, and the organization of the paper which describes how researcher organizes the paper.

The second chapter in this research covers the review of related to literature. This chapter covers the previous studies, theory, and theoretical framework. In the third chapter, the researcher describes the research method. This chapter covers some sub-parts such as the research design, unite of analysis, method of data collection, and the method of data analysis.

Meanwhile, the fourth chapter covers the findings and discussion. The findings cover the outcome of the research and the discussion is the explanation of the findings that will generate suggestions. Organizing as the last chapter of this research, the fifth chapter describes the conclusion of this whole research.