

CHAPTER I

INTRODUCTION

This chapter discusses some topics which relate to the study. It discusses about the background of the study, the research problem and the objectives of the study. This chapter also includes the significance of the study, the scope and limitation, and the key terms.

A. The Background of the Study

As we know, the education of English in Indonesia is very important because English is the universal language. It means that learning English is one of the obligation lessons in school or universities. We cannot separate English in the teaching learning process in Indonesia. From the early age, we have studied English because English is one of the obligation lessons from kinder garden until senior high school. We have to pay attention about English and do not underestimate in English. So from the fact above, this research about the syntactic acquisition is need to be done in order to get description or explanation about the level of syntactic acquisition and be the references for both teachers and students to make an appropriate method in teaching learning process based on the students level. Here, there are some backgrounds why the researcher wants to conduct this research, the students still find many difficulties in any aspects although they have studied from the early age, one of the difficulties students is productive skill, the pattern between English and Indonesia is different and

this research can be reference for both teachers and students to use better method in teaching learning process.

The fact, we have studied English from the early age at kinder garden until senior high school but most of the students still find many difficulties in English. Most of the students feel difficult when they have to face in English. This fact is supported by coming many English courses around the students. This fact shows that many students feel difficult and cannot study individually. They feel confuse and difficult in many aspects.

One of the difficulties students is productive skill. Actually they have explained about grammar and the important things about English since they were in elementary school but many of them still confuse and feel difficult when they have to produce the right sentence or to speak in English. They often make wrong pattern in speaking or even just making sentences or phrases. It is really bad condition for education in Indonesia. It is like wasting time, studying English from early age but they get nothing about English. We have to pay attention about this problem. As the agent of change, we have to know how this problem can be happen and try to find the appropriate way to solve this problem.

The different of pattern between English and Indonesia also makes the students feel confuse and difficult. In Indonesia, there are no certain patterns in making sentences and specific times. In making sentences, it is simple because we do not need specific properties such as modal or auxiliaries and change the verb based on the time or subject. For example:

Saya menulis surat setiap hari	Dini sedang menulis surat sekarang
Ratna menulis surat setiap hari	Kita telah menulis surat kemarin
Saya sedang menulis surat sekarang	Kita akan menulis surat besok
Kita sedang menulis surat sekarang	

Now, we compare to the English structure. there are so many patterns or rules to make the right sentences. We have to add auxiliaries or "to be", change the verbs and many other rules. foe examples:

I write a letter everyday	Dino is writing a letter now
Ratna writes a letter everyday	We wrote a letter yesterday
I am writing a letter now	We will write a letter tomorrow
We are writing a letter now	

The differences about the pattern between English and Indonesia above raise difficulties for most of the students especially in English Syntactic acquisition. There are many rules or pattern that the students have to acquire to produce the right sentences or utterance in English. There are some stages in English syntactic acquisition that the students have to acquire. They have to acquire all of the stages from the first level until the last level. Therefore in this study about the English syntactic acquisition is needed to be done because the researcher would like to investigate the English syntactic acquisition of the students of first grade at MAN Kediri 1.

B. The Research Problem

What is the syntactic acquisition level of the first grade students of MAN Kediri 1 ?

C. The Objective of the Research

The purpose of this study can be presented as follow: to know how far the students of first grade at MAN Kediri lacquire the syntactic structure of English based on the stages that is introduced by Piennemann.

D. The Significance of the Study

The result of the study is expected to be useful for:

1. For teachers, the result of this study will be information about how far their students master and can apply the syntactic based on their level. This research will also help the teacher and be a consideration for choosing appropriate method in English teaching learning process, so that the teachers will get maximal result in teaching process.
2. For students, the result of the study will give information the result of research about their syntactic acquisition level. It will also help them to develop their syntactic skill.
3. For following researcher, after reading this research, the other researcher is expected to be able to get the information in conducting their research. The other word, this research can be a reference for other researchers and give the useful information for next researcher.

E. Scope and Limitation

The limitation of the research is to avoid misunderstanding and to clarify the problem, so it necessary to make limitation of the problem. The writer will give limitation of the problem in syntactic acquisition. This study is limited to the first grade students of MAN Kediri. This study is

study is limited to the first grade students of MAN Kediri1. This study is limited to the theory of syntactic acquisition introduced by Piennemann.

F. Key term

It is necessary to define the key terms in order to avoid misunderstanding of this study.

1. Language acquisition is the process by which human acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate.
2. Syntax is the study of the principles and processes by which sentences are constructed in particular languages
3. Syntactic acquisition level is the rank or position that human acquire the capacity to perceive and comprehend the principles and processes by which sentences are constructed in particular languages.
4. Second language or **L2** is any language learned after the first language or mother tongue.