CHAPTER I

INTRODUCTION

This chapter presents some points related to this research, including research background, research problem, research objectives, scope and limitation, research significance, and definition of key terms.

A. Research Background

Language is a tool of communication to communicate each other. Language makes us build a conversation. Not only build a conversation, but language also gives us a space to explore our capabilities. Language is a system, which means that formed by a number of components that are fixed and can be patterned (Rabiah, 2012), and language also important in the learning process to share the information from teacher to students. By using good language communication, learning will be easily captured by students, because the delivery of information affects student understanding.

English is a universal language that would be an international language. Nowadays, English is not only a language that used in the English area, but English would be used everywhere. English also is a subject that teaches in school. English as an academic subject is a relatively recent arrival: it only had a "prominent place in schools and universities since late 19th century' (Goodwyn, 2006) and it was 1920 when F.R. Leavis joined the newly founded school of English at Cambridge.

Speaking is one of four skills in a language (reading, writing, listening, and speaking). Speaking is the opposite of writing, speaking is productive skills while writing is receptive skills. It means that speaking is a practical language skill.

Speaking also has two classifications, there are monologue and dialogue. Developing speaking skills is crucial in English as a Foreign Language (EFL)/English as a Second Language (ESL) programs. In Indonesia, we are learning English as a Foreign Language (EFL).

One of type of speaking is Debate. Debate is one of the speaking skills that can be done with your team. Debate also represents the speaker's ability to deliver the argument and the statement to strengthen their opinion to support or reject the motion. Debatewas performed by students to see how far they know the material in the speaking such as their speaking performance, their pronunciation in speaking, also their participation in speaking learning process, and how they elaborate the issues to support or reject the motion (critical thinking).

The topic of this study come from the urgency of English speaking because English competency are required to enter the job field. Related with the urgency English speaking, vocational high school students are people who are usually done practical learning, which is speaking suitable with their learning style. In speaking we are usually found the Syntactical Errorsbecause Indonesian people learn English as a Foreign Language (EFL) it means it's not their not the native speaker of English/not their mother tongue. The grammatical error exactly found when they are speaking English. Therefore, in this study, the researcher wanted to examine the Syntactical Errorsfound in the speeches of vocational high school students when they were learning speaking using the debate method.

According to Dulay, Burt, and Krashen (1982), the scope of the study's Syntactical Errors includes identifying and classifying errors into four groups: linguistic category, surface strategy taxonomy, comparative taxonomy, and

communicative effect taxonomy.In performing debate, student's often make mistakes in speaking. Syntactical Errorsoccur when words are misused to construct complex units like clauses, sentences, and phrases. According to Brown, there are four basic types of linguistic errors: grammatical blunders, intralingual errors, interlingual errors, and errors resulting from a misunderstanding of the language being studied (L2). Students who make assumptions based on little experience to the target language are more likely to forecast mistakes rather than reflecting the structure of their native speech.

B. Research Problem

Based on the background of the study above, the reaearcher state the research problem as "What are types of syntactical errors found in student's speech of English Debate SMK PGRI 2 Kediri (EDS2)? "

C. Research Objectives

Based on the research problem, the researcher objective is to find out the types of Syntactical Errorsin student's speech of English Debate SMK PGRI 2 Kediri (EDS2)

D. Research Scope and Limitation

The researcher focuses on debate performance shown by English Debate SMK PGRI 2 Kediri (EDS2) members in academic year 2022/2023. Because, we know that vocational high school students usually do a practical lesson as the habit of vocational high school learning process. So that why, English speaking is reasonable to apply for English speaking is productive skill or practical skill. Speaking and Syntactical Errorsis two parts of language are mutually sustainable.

We focus on what student said in their argument when debate was running. Syntactical Errors scope in this research, according to Dulay (1982), identify and categorize errors into four different categories; linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. This study analyzed using surface strategy taxonomy that consist of ommission, addition, misformation, and misordering. EDS2 extracurricular is a place to develop the soft skills of vocational high school students in the field of English speaking provided by the school, SMK PGRI 2 Kediri, the strategy taught by the coach to vocational high school students includes practical methods in the speaking aspect, including; English Debate, Speech, Storytelling, etc.

The researcher chose the issue of grammatical error for this study because, while speaking, we frequently don't use the proper grammar, which might cause the listener to misunderstand what we're saying. Since the primary activity of the researcher's English extracurricular, EDS2 (English Debate SMK PGRI 2 Kediri), was English debate, the debate technique was used for this study. Grammar errors when presenting or speaking in front of an audience are closely related to student debate. The researcher linked the students' English speech in applying speaking teaching method; debate method; with the grammar errors they discovered as a result.

E. Research Significance

The researchers hope that the result of this research can provide additional knowledge about speaking strategy and teaching using application with fun strategy to interest the students to learn English speaking.

a. Researcher

The benefits for researchers, researchers hope the result of this research can provide additional knowledge about teaching strategies, another method to teach speaking using the fun method to the students. The researchers will be find some problem that can be discuss in the next research. The researcher also as the solver of the problem that find in the vocational high school.

b. Next Researcher

The benefits for the future research, the researchers hope that result of this research can help and contribute to future research if anyone wants to research about "Syntactical ErrorsFound in Debate Performance by the Students of Vocational High School". Hopefully, the achievement of vocational high school will be increase after the research done. For the next researcher, I wish you can find another problem in vocational high school learning process then you can solve it well.

c. Reader

The benefits for readers, the researchers hope that this research can give motivation and increase student's ability in speaking using this method "Debate Performance". The reader also can contribute to students studying progress.

F. Definition of Key Terms

    a. Speaking

This research explains about the specific one language skill in English is that speaking. Speaking is one of language skill in English that was used to communicate each other. Basically vocational high school used practical lesson to teach the students. Choose speaking skills as a teaching material because it is relevant tothe vocational high school learning style. Speaking is also another English skill that students enjoy learning since it may be done in a group or alone. A group of speaking assignment can build up the students team work. An individual speaking assignment also can strengthen the students confident to perform their ability in front of people.

    b. Debate

Debate is type of dialogue that done by team. This speaking method helps students to show what they want to say in front of people. Day by day the students speaking skill would be increase. Debate builds the teamwork among the student's, even with their team or the rival team. The team can be dividing into 2 teams; affirmative team (positive team) and opposition team (negative team).

    c. Syntactical Errors

Syntactical errors are if a sentence contains the use of the wrong pattern used in a grammar. Syntactical errors come when the incorrect grammatical pattern is used in a statement. Misusing words to create complex units like clauses, sentences, and phrases results in grammatical mistake. For example: the desired sentence Simple Present, "I go to school every day", but "I went to school every day", then what is wrong is that the word went should be go.

d. Types of Errors

There are four different types of errors: linguistic category, surface strategy (omission, addition, misformation, and misordering), comparative analysis, and communicative effect. This study focuses on the error based on linguistic category. It qualifies errors according to either or both the language aspect and the particular linguistic part the error affects. This study analyzed using surface strategy taxonomy that consist of commission, addition, misformation, and misordering

e. Source of Errors

In keeping with this idea, the errors correspond to an apparent difference from the adult grammar of a native speaker and represent the learners' inter-language communication. Commonly, learners are unable to recognize it and correct it. The four types of errors based on the explanation are; interlingual transfer, intralingual transfer, context of learning, andcommunication of strategies. This study analyzed using surface strategy taxonomy that consist of ommission, addition, misformation, and misordering.