CHAPTER I
INTRODUCTION

1.1 Background of the Study

The most important means of communication for human being is language because it is used to express ideas, senses, thought, information, etc. Sapir (1931:8) defines language that language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntary produced symbols. The role of language can not be separated from all of our activities in all aspects of our life. For example, in our daily activities, we can not expect other people to know what we are thinking about and what it is in our mind if we do not express it by using language. In other words, a good communication can be achieved if we used language as means of communication.

We can use so many languages if we learn more than one language. The language that we learned first is called first language. Jack Richards (1985: 106) says, “First language is a person’s mother tongue or the language acquired first.” The first language may be used to communicate with our families, other people who have the same ethnic group or it is the language of the country where we are living in. We will find problem when we have to speak in the other languages which are different from the first language. Therefore, we need to learn second language.

The word ‘second’ in Second Language Acquisition may refer to any language that is learned subsequently to mother tongue or first language. It means that the language which is learned may refer to a third or fourth language. For
example, Lisa is an Indonesian woman. She lives in Indonesia so her first language is Indonesian language. When she is in Senior High School, she learns English. After that, she learned Dutch and Mandarin languages when she has been a worker. In this case, when she learns English, Dutch, and Mandarin, she learns those languages as her second languages. In other words, when someone learns second language, it is customary called Second Language Acquisition.

In Second Language Acquisition, we can find the term of Error Analysis which has meaning the investigating of Second Language Acquisition by collecting and describing samples of learner language. The language of a language learner contains errors. The errors are made by non-native learners in learning second language. Rod Ellis (1997:17) says, “Errors reflect gaps in a learner’s knowledge: they occur because the learner does not know what is correct.” There are four kinds of errors according to Rod Ellis, they are: omission, misinformation, misordering, and overgeneralization. When the errors are analyzed, it is customary called Error Analysis.

The errors in learning second language are made by the students as non-native learners. In our country, Indonesia, English as one of international languages is one of the subjects at schools. The teachers teach the students about English grammar by giving the descriptions of English structure and also the way which words and phrases are combined to produce the sentence in English. Even though the teachers have explained about how to arrange the sentences grammatically but they often make errors especially about the using of adverb.

Richards (1985:6) says, “Adverb is a word that describes or adds to the meaning of a verb, an adjective, another adverb, or a sentence and which answers
questions as *how? where?, or when?. In English many adverbs have an –ly ending.” Adverbs are classified into several types based on their function and meaning.

As we know that learning adverb is one of the most complicated lesson for students at school because the students must be able to use each type of adverbs in sentences grammatically. Furthermore, the students face problems with the using of each adverb in writing sentences based on its forms, function, and position. These are examples of errors which are often made by the students in using adverbs:

1. She types the letters *fastly.*
   
   The correct sentence: She types the letters fast.

2. She worked hardly.
   
   The correct sentence: She worked hard.

Therefore, the writer tried to make research about the using of adverbs in order to know what errors the students made by using adverbs. In this case, the research conducted at SMA Negeri 7 Medan because based on the writer’s experience as a student there. The writer considered that there were students who didn’t the proper usage of adverbs.
1.2 The Problem of the Study

Based on the background of the study, the writer has two questions in the problem of the study, they are:

1. What kinds of errors made by the students in using adverbs:
   a. adverb of time
   b. adverb of place
   c. adverb of manner

2. What are the percentages of errors made by the students in using adverbs?

1.3 The Objective of the Study

The objectives of the studies are:

1. To classify the kinds of errors that made by the students in using adverbs:
   a. adverb of time
   b. adverb of place
   c. adverb of manner

2. To identify the percentages of errors that the students made in using adverbs.
1.4 The Scope of the Study

In a research, it is very important to make the scope of the study because
the writer can concentrate on the relevant data. Thus, the writer makes some
limitations to analyze the errors of using adverbs. According to Marcella Frank
(1972), there are six types of adverbs in English, they are:

1. adverb of time
2. adverb of place
3. adverb of manner
4. intensifying adverb
5. sentence adverb
6. conjunctive adverb

However, the writer only focuses on the three types of adverbs:

1. adverb of time
2. adverb of place
3. adverb of manner

1.5 Significance of the Study

The significances of the study are:

a. This study is expected to expand knowledge of the writer and readers
   about this subject.

b. This study is also expected to be useful for English teachers so they can
   recognize the problems of the students and find the ways to solve it.

c. This study is expected to be more useful for those who will be interested to
   write the same study about the errors of using adverb.