

PREFACE

The title of this thesis is "Exploring the Barriers Faced by Junior High School Students in Learning English Syntax." The author chose to examine the barriers faced by junior high school students in learning syntax because there are some students who have difficulty when learning it, while syntax has an important role in communication, in writing, reading, listening, and speaking activities. It is hoped that this research can help teachers, in particular, to find out the barriers faced by students so they can find appropriate strategies to overcome these barriers.

This thesis contains several sections, including an introduction, literature review, methodology, findings, and discussion. The introduction explains the background, problem formulation, operational definitions, research objectives, and an explanation of the importance of this research. The literature review contains a brief explanation of syntax, grammar, structure, the influence of learning English syntax (Interlanguage Theory Perspective), and relevant studies. The methodology section explains that this study used a qualitative method with a case study research design. For data collection, the researcher used document analysis. And to analyze the data, the researcher used error analysis. In the findings and discussion section, the researcher explained and discussed the findings that indicate the barriers in learning English syntax faced by junior high school students are language transfer and overgeneralization barriers.

The author realizes that there are shortcomings in this thesis, so the author needs suggestions and criticism from readers, so that the author can improve this thesis. Hopefully, this thesis can be useful for writers and readers.

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